



## FACULTY OF HUMANITIES AND SOCIAL SCIENCES

### *School of Art History, Classics and Religious Studies*

#### **CLASSICS PROGRAMME CLAS 207/307: ROMAN SOCIAL HISTORY 20 POINTS**

#### **TRIMESTER 2 2015**

### **Important dates**

**Trimester dates:** 13 July to 15 November 2015

**Teaching dates:** 13 July to 16 October 2015

**Mid-trimester break:** 24 August to 6 September 2015

**Study period:** 19–23 October 2015

**Examination/Assessment Period:** 23 October to 14 November 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### **Class times and locations**

Lectures:	Monday	4:10-5pm	HM LT 104
	Wednesday	4:10-5pm	HM LT 104
	Thursday	4:10-5pm	HM LT 104

**Tutorials:** There will be 6 tutorials. Please consult the Lecture Programme below for weeks with tutorials. In weeks with tutorials, there will be no Thursday lecture. The first tutorials begin in Week 3. Students need to sign up via MyAllocator.

The readings for the tutorials are available on Blackboard as *Tutorial Packet 2015*.

Monday 3:10pm in KP14 101 – James Hugman  
Tuesday 10am in KP14 101 – Theo Nash  
Tuesday 2:10pm in Museum – Theo Nash  
Tuesday 4:10pm in OK523 – Liam Grandy  
Wednesday 3:10pm in KP24 103 – Callum Aldiss  
Thursday 3:10pm in Museum – Liam Grandy  
Thursday 4:10pm in Museum – James Hugman  
Thursday 4:10pm in KP14 101 – Callum Aldiss

## Names and contact details

Course Coordinator and Lecturer: Professor Art Pomeroy  
Room OK509  
Phone 463 6781  
Email [arthur.pomeroy@vuw.ac.nz](mailto:arthur.pomeroy@vuw.ac.nz)  
Office Hours Anytime not in class between 10am-7pm

## Communication of additional information

Notices about any changes in Course Schedule or corrections will be distributed to students via e-mail and Blackboard.

General information (e.g. special lectures in the Classics programme; examination schedule) will be posted on the Classics Notice Board, 5<sup>th</sup> Floor, Old Kirk.

## Prescription

A study of the main features of Roman social history from the time of Augustus to AD 200. Topics include class structure, law, education, the family, slavery, poverty and public entertainment.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Show that they are aware of the basic structures of Roman society, such as the economic system and family construction, in the first two centuries AD.
2. Show they possess a basic vocabulary of Roman social institutions (for instance, the key terms describing relationships in the Roman household or types of slavery).
3. Have a general understanding of the evidence for Roman society and its limitations.
4. Apply simple concepts derived from modern systems of analysis (e.g. from sociology or demography) such as status or life expectancy to ancient evidence in order to understand these features in their historical context.
5. Recognize the differences between Roman society and modern societies (e.g. 21<sup>st</sup> century New Zealand).

In CLAS 307, more extensive reading than that expected for CLAS 207 will be required for the essays and a deeper and more extensive knowledge will be expected in the examination.

## Teaching format

The course will be taught through general topic lectures and a series of tutorials where students will apply general principles to specific problems (e.g. the size and population of Rome; the differences between ancient and modern film depictions of Roman games and the reasons for these).

These tutorials are available as the Tutorial Package in the Documents for CLAS 207/307 on Blackboard. Students should print this off at their leisure for use at the tutorials.

## Mandatory course requirements

There are no mandatory requirements for this course.

## Workload

Students should expect to spend on average twelve hours per week on this course: two hours preparing for each lecture (three to four hours preparing for tutorials), three hours a week attending lectures and tutorials, and seven hours a week in general reading, revision, and essay preparation. With time reading in the break and in preparation for the examination, this should add up to around

200 hrs work. The workload may not be spread evenly throughout the period from first lecture to final examination.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay 1 (2000-2500 words)	20%	1, 3, 4	Friday 21 August
2	2 Short hand-in Quizzes (Tutorial 2 & 3)	10%	1, 2	Week 5 and 7
3	Essay 2 (2000-2500 words)	20%	1, 3, 4	Friday 16 October
4	Final Examination (3 hours)	50%	1,2,3,4,5	TBA

## Submission and return of work

Essays should be deposited in the Assignments Box, outside OK 508.

It is recommended that students produce *typed* essays.

Essays should **NOT** be placed in lecturers' or tutors' pigeonholes, or under people's doors!

## Extensions and penalties

### Extensions

Extensions for essays will be granted, where circumstances warrant them, only if permission is first sought, BEFORE THE DUE DATE, from Prof Pomeroy.

Extensions are usually only granted for illness (on production of a medical certificate) or for family bereavement (where production of evidence may be required). Students should note the granting of an extension and its date on their written work to avoid the possibility of being penalised for late submission.

### Penalties

Assignments submitted after the due date or the date of an approved extension will be penalised. A half mark (out of 20) will be deducted for each day (including weekends) or part thereof that the assignment is overdue. Late assignments may also be awarded a grade only, without comments, and there is no guarantee that late assignments will be handed back before the final examination.

**Under NO circumstances can any written work for CLAS 207/307 be accepted after 22 October.**

Work that exceeds the word limit may, at the marker's discretion, be marked only up to the word limit. While the word limit is a suggested maximum, it is likely that work that falls short of this limit by a substantial amount will be judged inadequate and receive a reduced mark.

Plagiarised work will not be accepted.

## Set texts

- T. Parkin, A. Pomeroy, *Roman Social History: A Sourcebook* (Routledge p/b)
- P. Garnsey, R. Saller, *The Roman Empire 2<sup>nd</sup> Edition* (Duckworth p/b)
- Petronius, *Satyricon* (Penguin)

Available from VicBooks

Readings for Week 12 are available on Blackboard.

## Recommended reading

A basic knowledge of the outline of Roman History is expected of incoming students — those who have not completed CLAS 105 previously should familiarise themselves with Roman history (e.g. K. Christ, *The Romans*; C. Wells, *The Roman Empire*).

Aside from the Set Texts, students are expected to read more deeply in the subject areas of their essays. Since there is a wide range of material on Roman Social History, a separate Reading List is attached below.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

Presently there is no student feedback on line for this course. However, changes are made continually to lectures and tutorials. In addition, the lecture outlines and synopses are now available on Blackboard.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)

- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## First Essay topics (20%)

**Due: Friday 21 August**

**NB. In all cases, be sure to support your arguments by evidence from ancient sources or specific references to modern social models. Be sure to concentrate on the Early and High Imperial periods (1<sup>st</sup> and 2<sup>nd</sup> centuries AD).**

### CLAS 207 topics

- (1) Briefly outline the systems of social stratification operating in Roman society, indicating which how they had occurred and what legal measures were in effect to maintain these distinctions. What effects (e.g. economic, social, political) did these systems have on the members of the various groups? Was this a system that was rigidly fixed by class or was there considerable movement between groups? (*NB. address your answer to the period of the course.*)
- (2) When evaluating the importance of slavery in the Roman economy, it would be helpful to know how many slaves actually existed. What evidence is there for actual numbers (e.g. in numbers of sales) or for the percentage of slaves compared to free members of society (e.g. in certain occupations)? Can we make deductions from these estimates as to whether slavery was essential or whether alternative forms of labour could always be found (and whether this would be equally efficient)?
- (3) Outline what basic services the Roman government needed to provide for the members of the empire. What did it provide for the people of Rome that was beyond that provided for all others? Why did this intervention occur and how effective do you estimate it was?

### CLAS 307 topics

- (1) Why do we believe that the agrarian sector was the largest part of the Roman economy? Taking that into consideration, do we find evidence of development and growth (and how was this achieved)? Would it be correct to consider this sector as essentially stagnant or, if there was growth, what would have been the flow-on effects?
- (2) Rome is often regarded as exceptional among slave-owning societies due to the apparently high level of slave liberation and the incorporation of freed slaves in Roman society. Assess whether this view is reasonable or likely to be the result of overvaluing certain types of evidence. (You will need to consider the range of slave types and what “incorporation” may mean in long term social trends.)
- (3) The Roman legal system reflects the structure of the society of the time. Choosing appropriate examples, indicate how the courts supported social differentiation and how they also might show that the status system was less rigid than sometimes portrayed.

## Second Essay topics (20%)

Due: Friday 16 October

**NB. In all cases, be sure to support your arguments by evidence from ancient sources or specific references to modern social models. Be sure to concentrate on the Early and High Imperial periods (1<sup>st</sup> and 2<sup>nd</sup> centuries AD).**

### CLAS 207 topics

- (1) In Rome, as in most societies, considerable attention is paid to the burial of the dead and their commemoration. In what ways do Roman practices reflect social patterns or show an attempt to escape these norms?
- (2) How do you imagine that Rome would impress itself on a newcomer in terms of sight, hearing, and smell? (Give evidence for your assumptions.) Would this be regarded as unusually unhealthy? Why would people move to Rome, stay there, or migrate elsewhere? Is Juvenal's depiction of Rome in *Satire 3* historically acceptable?
- (3) What types of behaviour did the Romans expect from males and females? Did this vary according to factors such as age or status? How tolerant were they of behaviour that deviated from their norms? (You might consider attitudes to gays, transvestites, and lesbians or to males and females who acted in non-traditional ways.)
- (4) Outline the evidence we possess to model the Roman family of the imperial period. In what ways does this vary from the "nuclear" family of modern, western societies? What differences between the two types might be seen in family creation/dissolution and familial assistance through the life cycle?

### CLAS 307 topics

- (1) Where there is a paucity of evidence to construct an historical picture, sometimes it will be possible to recreate the past by cautious use of comparative material with other societies (e.g. classical China, medieval Europe, or slave-owning states in the Americas). Taking an area of Roman history (e.g. Roman family, health and disease, or slavery), show the possible uses of such and approach. What are the risks of this method?
- (2) Discuss our sources for the Roman family, indicating what this suggests about the structure of family groups and interconnections between kin. Did these 'model' Roman families actually exist or were they similar to the construction called 'the modern nuclear family' which may be closer to an ideal than reality?
- (3) Taking one aspect of Roman law into consideration (e.g. that involving slavery or the transfer of wealth by inheritance), does there appear to be a coherent legal system in the early imperial period or is this simply the impression that is given by the later compilers of the Justinianic period? (You might, for instance, consider the difference between the opinions of jurists and imperial statutes.)
- (4) Discuss the degree to which Rome was a 'tolerant' society, considering Roman attitudes to outsiders, the gender deviant (e.g. the priests of Cybele), and prostitutes. Were Roman 'values' really only applicable to the upper classes and served to maintain the power of these groups?

## Form of Final Examination 2015

The final examination, counting for 60% of the final grade, will consist of two parts:

– two essays, worth 20 marks each, chosen from a list of topics (approx. 12 questions, generally corresponding to the lecture topics);

– four gobbets, worth 5 marks each. Passages for comment will be drawn from Parkin/Pomeroy, *Roman Social History: A Sourcebook* and Petronius, *Satyricon*. Students must comment on four passages out of eight.

The purpose of this section is not to test if you know the passage, but how you can apply what you have learned in the course to explaining pieces of evidence about Roman Social History. This is very similar to the work undertaken in tutorials.

Copies of previous examination papers are available on-line from the Victoria Library.



## Lecture Schedule 2015

**NOTE:** Tutorials will be held on the weeks beginning:

Monday 27 July  
Monday 10 August  
Monday 7 September  
Monday 21 September  
Monday 28 September  
Monday 5 October

**On these weeks there will be no Thursday lecture.**

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### **Week One: July 13, 15, 16**

#### **Introduction**

An introduction to the society of Rome: the place and the people.  
The organization of society: classes and obligations.  
Integration of social groups: patronage and clientship

**Reading:** Petronius. Parkin and Pomeroy, ch. 1. Garnsey & Saller, Ch. 1-2, 8, 10

### **Weeks Two and Three: July 20, 22, 23, 27, 29 (+ tutorial)**

#### **Slavery and Bonded Labour**

Slavery: an introduction. Justifications. The theory of a social "tool".  
Sources and sales of slaves: a self-perpetuating system?  
Slavery and freedom: peculium, freedmen and freedwomen.  
Slavery and free labour: systems of exploitation in the Roman world  
Imperial slaves: reasons for prominence and career patterns

**Reading:** Parkin and Pomeroy Ch. 5

**Tutorial:** Slavery.

### **Weeks Four to Five: August 3, 5, 6, 10, 12 (+ tutorial)**

#### **Poverty**

Urban poor - survival in imperial Rome; varieties of shelter.  
Feeding the Population of Rome  
Health and sanitation in the city.  
Rural poor - land-holding and exploitation, *coloni, agronomoi*.  
State intervention and non-intervention.

**Reading:** Parkin and Pomeroy, Ch. 8

**Tutorial:** Roman urban poverty

### **Week Six: August 17, 19, 20**

#### **Roman Law**

The system of Roman law.  
Crime and punishment.  
Legal management: the transfer of property by wills

**Reading:** Parkin and Pomeroy ch. 8

ESSAY 1 DUE 21 AUGUST

**Mid-trimester Break 24 August – 6 September**

**Week Seven: September 7, 9 (+ tutorial)**

**Roman Family**

Meet the Family: Patriarchy and alternative families  
Marriage and reproduction

**Reading:** Parkin and Pomeroy ch. 3. Garnsey & Saller, Ch. 9.

**Tutorial:** The Roman Family

**Week Eight: September 14, 16, 17**

**Roman Economy**

Economic models and Roman farming.  
Trade in the Roman Empire.  
Government and economics: the question of GDP.

**Reading:** Parkin and Pomeroy ch. 7. Garnsey & Saller, Ch. 5-7.

**Week Nine: September 21, 23 (+ tutorial)**

**Sex and Exploitation**

Roman sexuality  
Alternative sexualities: the question of Roman 'homosexuality'

**Tutorial:** attitudes to prostitution.

**Week Ten: September 28, 30 (+ tutorial)**

**Population of the Roman Empire: Methodology and Statistics**

Problems of methodology average life-span and levels of mortality of the population.  
Test case: effects of demography on Roman family

**Reading:** Parkin and Pomeroy, ch. 2

**Tutorial:** Population of Rome.

**Week Eleven: October 5, 7 (+ tutorial)**

**Gladiators and Charioteers**

The place of entertainment in Roman society: leisure and festivals  
Political and social purposes and effects of games

**Reading:** Parkin and Pomeroy, Ch. 9

**Tutorial:** Popular entertainment.

**Week Twelve: October 12, 14, 15**

**Roman Lifestyles**

Dream Interpretation  
Death and Burial  
Dining Customs

**Reading:** on Blackboard; Garnsey & Saller, Ch. 11-17.

ESSAY 2 DUE 16 OCTOBER

(N.B. Petronius throws light on many aspects of the course; students should read the *Satyricon* as soon as possible and re-read relevant sections in association with lecture, tutorial, and essay preparation.)