

SCHOOL OF CLASSICS

UNIVERSITY OF WALES TRINITY SAINT DAVID



CLCS4007

**Athens and Rome: Life and Culture in Classical
Antiquity
(Module Syllabus)**

Module Code:	CLCS4007
Credit points:	20
Pre-requisites/restrictions:	None
Taught:	Semester 1 and 2
Lecturer:	Dr Matthew Cobb

GENERAL INFORMATION

This module provides a wide-ranging discussion of the social, cultural and economic aspects of the Greco-Roman world by concentrating on the two great periods in ancient history: classical Athens and imperial Rome. The module will provide students with the opportunity to learn about the culture and life in these two diverse societies and compare the lives of Greeks and Romans of different social strata. The module will cover topics such as democracy, domestic life and sanitation, medicine, food and diet, work and leisure, games, theatre and shows, death and burial, cults and rituals, philosophy and art, slavery and the relations between classes. The module will cover important social structures such as the family, marriage and education, and it will also pay particular attention to trade, business and professional activities both in classical Athens and imperial Rome.

AIM(S)

- to introduce students to the society, culture and economy of the Athenians in the classical period and the Romans during the imperial period;
- to introduce students to key literary, documentary and archaeological evidence for Greek and Roman culture and society, and to modern scholarship on life in the Graeco-Roman world.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- Demonstrate an elementary understanding and knowledge of the main aspects of culture and social history of classical Athens, for example democratic institutions, theatre, religion, slavery and philosophy.
- Demonstrate a basic knowledge of social and cultural traits and developments in imperial Rome.
- Demonstrate a basic knowledge of the ancient sources and evidence relating to the society and culture of classical Athens and imperial Rome and an understanding of their problems and limitations
- Demonstrate a fundamental understanding of the modern scholarship on the main aspects of culture and social history of classical Athens and imperial Rome.
- Present written and oral work in a manner appropriate for a relevant/professional audience

OFFICE HOURS/HOW TO CONTACT ME

Please feel free to come and see me if you would like to discuss any problems you may have concerning this module. Try, if at all possible, to come during my office hours. My office hours are Monday 1500:-17:00 and Wednesday 12:15-13:15. If you come to see me at another time and I am not in because of teaching or other commitments, please email me (m.cobb@tsd.ac.uk). You can also

ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 20 contact hours, per semester. Attendance is compulsory for ALL lectures, workshops and seminars. If you cannot make a class because of illness or other good reason, you need to inform me (m.cobb@tsd.ac.uk) and your personal tutor about this.

Lectures and workshops take place on **Monday 10:15-12:15**.

Course Outline:

Lecture/seminars (Semester 1)	Topic
Week 1	Introduction + Oikos and Familia
Week 2	Status and Occupation + Slavery and Freedmen
Week 3	Women in Athens + Women in Rome
Week 4	Athenian Democracy + Republic to Empire
Week 5	Entertainment, Sports and Games
Week 6	Banquets and Baths
Week 7	Monumental Buildings
Week 8	Greek Warfare
Week 9	Rhetoric and Oratory
Week 10	Roman Warfare

Lecture/seminars (Semester 2)	Topic
Week 1	Imperialism
Week 2	Death and Disease
Week 3	Crime and Order
Week 4	Trade, Markets and Food Supply
Week 5	Ancient Economy
Week 6	Law and the Law Courts
Week 7	Art and Portraiture
Week 8	Religion
Week 9	Prostitution and Adultery
Week 10	Re-Imagining Athens and Rome

ASSESSMENT

Coursework assignment 1: Gobbet Exercise

Deadline for submission is 04/12/12

Pick **one** of the following passages or images and write an essay of 1,000 words (this is worth 50% of your mark). For the passages comment upon the context, content, and any relevant parallels that can be drawn from other historical sources; for the images comment upon their nature, imagery and political, social or economic significance.

1) *“When I, Athenians, decided to marry, and brought a wife into my house, for a while I was inclined neither to disturb her nor to leave her too free to do just as she pleased; I kept a watch on her as far as possible, with such observation of her as was reasonable. But when a child was born to me, hence-forth I began to trust her, and placed all my affairs in her hands, presuming that we were now in perfect intimacy. It is true that in the early days, Athenians, she was the most excellent of wives; she was a clever, frugal housekeeper, and kept everything in the nicest order. But as soon as I lost my mother, her death became the cause of all my troubles. For it was in attending her funeral that my wife was seen by this man, who in time corrupted her. He looked out for the slave-girl who went to market, and so paid addresses to her mistress by which he fashioned her ruin.” – Lysias 1.6-8. (Adapted from Lamb, M. A: 1930).*

2) *“Now the elements by which the Roman constitution was controlled were three in number, all of which I have mentioned before and all the aspects of the administration were, taken separately, so suitably ordered and regulated through the agency of these three elements that it was impossible even for the Romans themselves to declare with certainty whether the whole system was an aristocracy, a democracy or a monarchy. In fact it was quite natural that this should be so, for if we were to fix our eyes only upon the power of the consuls, the constitution might give the impression of being completely monarchical and royal; if we confined our attention to the Senate it would seem to be aristocratic; and if we looked at the power of the people it would appear to be a clear example of a democracy.” – Polybios 6.11 (Translation from Scott-Kilvery, A. S: 1979).*

3) *“Shortly afterwards, the city prefect, Pedanius Secundus, was murdered by one of his own slaves; either because he had been refused emancipation after Pedanius had agreed to the price, or because he had contracted a passion for a catamite [a boy or youth taking the passive role in a homosexual relationship], and declined to tolerate the rivalry of his owner. Be that as it may, when the whole of the domestics [household slaves] who had been resident under the same roof ought, in accordance with the old custom, to have been led to execution, the rapid assembly of the populace, bent on protecting so many innocent lives, brought matters to the point of sedition, and the senate house was besieged. Even within its walls there was a party which protested against excessive harshness, though most members held that no change was advisable.” – Tacitus Annals 14.42 (Adapted from Jackson, J: 1937).*

4)



Image of the Parthenon.

5)



Image of the Coliseum.

Coursework assignment 2: Essay

You should choose **ONE** of the following questions and write essay of 1,500 words (worth 50% of your final mark).

Deadline for submission is 23/04/13

- 1) Why was the supply of grain to the city of either Athens or Rome so vitally important for the state? [pick one or the other, not both]?
- 2) What can Aristophanes' *Wasps* tell us about the legal system of Classical Athens?
- 3) Discuss the role of the banquet/drinking party in either Classical Athenian or Roman Imperial society [pick one or the other, not both]. What was its importance for the elite?
- 4) What does Augustus' adoption of the "classicising" style of portraiture as supposed to the "veristic" style tell us about Roman society at this period?

General assessment information: coursework

Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Kyle Erickson

(k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Your coursework will be returned electronically through Moodle. Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above).

Extensions

Extensions for the submission of coursework will only be granted in exceptional circumstances; for more information please consult the Student Guide (or the *Academic Quality Handbook* 7.2.16 pages 180-181). In order to request an extension, you will need to fill in an extension request form, available on the Faculty Office Moodle page, and submit it in good time before the coursework submission deadline to the co-ordinator of your programme of study.

Please note that if you are given an extension, there may be a corresponding delay to the return of your work.

Some extra assignment/essay guidelines

Help for the writing of coursework is available in the TSD and School of Classics Reference Guides, as well as through the Student Support Moodle page. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems....

Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography

A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant lecture notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

Course Materials and Moodle

All information regarding this course, including lecture, workshop and seminar handouts, powerpoints, this module syllabus, the bibliography, assessment assignment details and lecture podcasts will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the School Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@tsd.ac.uk).

Undergraduate Marksheet

Student Name:
Module:

Date:
Tutor:

	0-39%	40-49%	50-59%	60-69%	70-100%
Basic descriptor	☐ Work of an unacceptable and unsatisfactory level.	☐ Work of a satisfactory standard.	☐ Work of a good standard.	☐ Work of a very good standard.	☐ Work of an excellent or exceptional standard.
Focus on question	☐ Little or no focus on the question.	☐ Discernible focus on the question.	☐ Generally good focus on the question.	☐ Sound focus on the question.	☐ Acute and relevant focus on the question.
Approach to task	☐ Lack of ability to identify and solve problems. ☐ Poor knowledge and understanding of the subject.	☐ Some attempt at identifying and solving problems. ☐ Little or no evidence of analysis.	☐ Ability to identify and solve problems. ☐ Some awareness of the wider philosophical dimensions of the subject. ☐ Reasonable, but not always complete response. Measure of analysis,	☐ Ability to understand and solve problems. ☐ Sound awareness of the wider philosophical dimensions of the subject. ☐ Wide coverage of topic. ☐ Thoughtful analysis.	☐ Ability to understand and solve problems. ☐ Excellent awareness of the wider philosophical dimensions of subject. ☐ Analytical and critical appreciation. ☐ Subtle and perceptive analysis.
Written style	☐ Response brief and under-developed.	☐ Argument lacks structure and/or relevance. ☐ Work tends to be descriptive in nature. ☐ Need for attention to writing.	☐ Solid level of argument, though not always relevant. ☐ Satisfactory written style. May be some disjointed arguments. ☐ Attempt at originality or critical appreciation.	☐ Well-developed and structured argument. ☐ Coherent writing. ☐ Some originality and/or critical appreciation of the subject.	☐ Cogent and structured argument. ☐ Fluent writing and clarity of expression ☐ Subtlety and/or originality
Evidence of reading	☐ Insufficient reading.	☐ Evidence of a limited range of reading	☐ Evidence of a range of reading.	☐ Evidence of thorough reading and preparation.	☐ Evidence of wide and thorough reading.
Presentation	☐ Poor presentation with many spelling and grammar errors. ☐ No, or few, references and examples.	☐ Need for attention to presentation. ☐ Spelling and grammar errors. ☐ Some references and examples.	☐ Sound presentation. ☐ Some spelling or grammar errors. ☐ Limited use of examples or references.	☐ Clear and careful presentation. ☐ Work well documented and referenced.	☐ Presentation to a high scholarly standard. ☐ Argument is fully documented and well referenced.

