
Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3700
Course Title Pompeii
Transcript Abbreviation Pompeii
Course Description This course investigates the cities and sites destroyed by Vesuvius, including the urban fabric of Pompeii and Herculaneum. We will look at Pompeii's urban design, public and private spheres and their decoration, and at the wider cultural, geographical and historical contexts of the art produced by and for its residents.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1299
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Provide brief historical overviews up to and including the eruption of AD 79
- Describe the geographical setting, natural features, and resources of Pompeii
- Explain the plan and streetscape of the city, and discuss its urban topography
- Evaluate the range of available sources, both written and archaeological, including ancient writers, official inscriptions, graffiti, architecture, wall paintings, artifacts, human and animal remains
- Articulate the ethical concerns associated with the excavation, preservation, and presentation of a mass-casualty event
- Explain the scientific basis for a reconstruction of the volcanic eruption and its aftermath

Content Topic List

- The Eruption and Destruction of Pompeii/Herculaneum
 - Pompeii History and Development
 - Domestic Life in Pompeii and Urban Homes
 - Civic Life at Pompeii
 - Living at the Margins: Women & The Enslaved
 - Making Money: The Businesses of Pompeii
 - Reconstructing Life in the Roman Street
 - Religion and Representations of the Natural World
 - Excavation, Conservation and Preservation
 - Pompeii in Pop Culture
- No

Sought Concurrence

Attachments

- CLAS 3700 Pompeii Syllabus.docx: Course Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)
- GE Proposal Pompeii.docx: GE Themes Submission Form
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- Classics Undergraduate Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- CLAS 3700 Pompeii Syllabus - Updated.docx: Updated Course Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)

Comments

- Uploaded updated course syllabus that addresses Subcommittee feedback. *(by Walton, Rachel Kathryn on 10/18/2023 02:52 PM)*
- Please see Subcommittee feedback email sent 09/26/2023. *(by Hilty, Michael on 09/26/2023 02:30 PM)*

COURSE REQUEST
3700 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/24/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Walton, Rachel Kathryn	08/29/2023 11:03 AM	Submitted for Approval
Approved	Fullerton, Mark David	08/29/2023 11:06 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/01/2023 01:05 PM	College Approval
Revision Requested	Hilty, Michael	09/26/2023 02:30 PM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	10/18/2023 02:52 PM	Submitted for Approval
Approved	Fullerton, Mark David	10/24/2023 04:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/24/2023 06:14 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/24/2023 06:14 PM	ASCCAO Approval

CLAS 3700: Pompeii

Professor: Dr. K. Rask

Email: rask.4@osu.edu [[not buckeyemail.osu.edu](mailto:rask.4@osu.edu)]

Phone: (740) 725-6068

Office Hours: Tues. 3:00-3:30 in Morrill 114, or Zoom by appointment

Course Description:

In AD 79, the Roman settlements on the Bay of Naples were destroyed by the catastrophic eruption of the nearby volcano, Vesuvius; this violent destruction in fact ensured their archaeological preservation. Surrounding buildings and settlements (including towns like Pompeii and Herculaneum) were rediscovered beginning in the 1700s. The astonishing preservation of the streets and buildings of Pompeii has captured popular imagination ever since. This course investigates the cities and sites destroyed by Vesuvius, including the urban fabric of Pompeii and Herculaneum. We will look at Pompeii's urban design, public and private spheres and their decoration, and at the wider cultural, geographical and historical contexts of the art produced by and for its residents. Students will investigate the range and nature of archaeological and written sources available for the study of the sites along the Bay of Naples.

Goals: At the end of this course students will be able to:

- Provide brief historical overviews up to and including the eruption of AD 79
- Describe the geographical setting, natural features, and resources of Pompeii
- Explain the plan and streetscape of the city, and discuss its urban topography
- Evaluate the range of available sources, both written and archaeological, including ancient writers, official inscriptions, graffiti, architecture, wall paintings, artifacts, human and animal remains
- Articulate the ethical concerns associated with the excavation, preservation, and presentation of a mass-casualty event
- Explain the scientific basis for a reconstruction of the volcanic eruption and its aftermath

GE Theme: This course meets the requirements for the GE Theme: **Lived Environments**.

Goals for this Theme Area: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live. Students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

This course explores the theme "lived environments" through the archaeological and literary study of ancient Pompeii, both the relationship of its inhabitants to the natural environment -- including the volcano that ultimately destroyed it -- and the built, urban space of the city.

Lived Environment Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Engage with the complexity and uncertainty of human-environment interactions.
- 3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
- 4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
- 4.2. Describe how humans perceive and represent the environments with which they interact.
- 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Required Texts:

- Mary Beard, 2008. *The Fires of Vesuvius*. Harvard University Press.
- Alison Cooley, 2014. *Pompeii and Herculaneum: A Sourcebook*. Routledge.
- Roger Ling, 2005. *Pompeii: History, Life & Afterlife*. Tempus Publishing, Limited.
- Readings on Carmen (full bibliography below).

Online Sources:

- Pompeii in Pictures (<http://pompeiiinpictures.com/pompeiiinpictures/index.htm>)
- P. Allison's Pompeian Households (<http://www.stoa.org/projects/ph/index.html>)
- BSR Pompeii Insula 1.IX (<http://www.proxima-veritati.auckland.ac.nz/insula9/>)
- Pompeii Porta Stabia Project (<http://classics.uc.edu/pompeii/>)

Grading: Your grade will be calculated on the following basis:

Quizzes: 15%

Response Essays: 25%

Final Research Project: 40%
Participation (reading assignments, class discussions, etc.): 15%
Attendance: 5%

Grade Scale:

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D
+60–66.9: D
Below 60: E

Quizzes:

During the first portion of the semester, three short quizzes will ensure continuous review of the material covered in class and the assigned readings. Question formats will include short answers, multiple choice, fill-in-the-blank, etc. Visual evidence will be included, together with 'slide IDs' and map IDs. Each quiz will take 20 minutes.

Reflection Essays:

Students will submit three short reflection essays (400 words) on topics that we have addressed: the eruption of Vesuvius and Pompeii's destruction; the social world of the streets; the ethics associated with studying mass-casualty events. You may focus on one particular aspect of each topic, or an issue you now see differently. While this essay is meant to encourage personal reflection, you must still include reference to specific pieces of evidence we have covered as well as secondary readings.

Research Project:

You will choose a research topic that strikes your interest based on material covered this semester. This project is laddered, meaning that it will progress through a series of steps throughout the semester: the creation of an initial bibliography, a short written evaluation of two secondary articles you'll use (200-400 words), and a 5-7-page paper (further instructions will be provided on another handout.)

Participation:

Completion of homework assignments, preparation of the reading, participation in discussions, and classroom engagement will contribute to this portion of the grade. On occasion homework and reading questions will be completed on Carmen.

Attendance:

Your presence is essential to the liveliness of this course and to your individual success in it. After three unexcused absences, each additional absence will lower the final attendance grade by 2%.

Feedback:

My intended availability throughout the course is as follows. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback within 1-2 weeks.
- **Email:** I will reply to emails once a day **on school days**.

COURSE POLICIES

Make-ups:

There will be no make-ups for assignments without a valid and documented excuse.

OSU Marion Policies:

Please find information about OSU Marion's policies and procedures regarding this class at the [OSU Marion Syllabus Statements page](#).

Disability Services:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with the Office for Disability Services (ODS). After registration, make arrangements with Ms. Julie Prince, Coordinator, Office of Disability Services on the Marion campus, as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on ODS to establish further reasonable accommodations. You can connect with them at marionds@osu.edu, 740-725-6247, or in 128 Maynard Hall on the Marion campus.

Content Warning:

Some contents of this course may involve media that will be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, and sexual violence. Most significantly, *this course investigates a mass-casualty event and includes discussion of and depictions of human and animal remains captured at the moment of death*. If needed, please take care of yourself while watching/reading this material (take a water/bathroom break, debrief with a friend, contact a confidential Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at **614-292-5766** and contacting the instructor if needed). It is important that we treat these

topics with sensitivity and respect. Expectations are that we all will be respectful of our classmates while experiencing this material and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Academic Misconduct:

- **Quizzes:** Quizzes will be scheduled in class and will be timed. These are **NOT** open-notes or collaborative assignments.
- **Written assignments:** Your written assignments, including discussion posts and reading responses, should be your own original work. Keep quotations to a reasonable limit, and always cite the original author. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. If you're not sure what exactly counts as plagiarism, you can watch [this short video](#) (created by an Australian university). **ChatGPT is strictly prohibited.**
- **In-class assignments:** These activities have a variety of formats; some are collaborative group assignments, others are individual. The instructions will clearly indicate whether you are permitted to work with others. Take home written components should be your own original work.

I take the matter of academic integrity very seriously. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct.

Note: Posting unauthorized course materials to study websites (e.g., Chegg, Study Blue, GradeBuddy) is prohibited. Unauthorized course materials include recordings of the professor and confidential exam questions. Sharing of such material will be considered a violation of the Code of Student Conduct.

Title IX:

If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting our on-campus the Ohio State Title IX Coordinator, Shawn Jackson, at jackson368@osu.edu.

Mental Health, Drug & Alcohol, and Suicide Concerns:

If you need help regarding any topics that may be troubling you, contact the Office of Counseling & Wellness at 740-725-6349 or Leslie Beary, beary.4@osu.edu. For support, call 1-800-273-8255.

Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Additional Readings From:

L. Alapont Martin & Gabriel Zuchtriegel. 2022. "The newly discovered tomb of Marcus Venerius Secundio at the Porta Sarno, Pompeii: Neronian zeitgeist and its local reflection," *Journal of Roman Archaeology* 35: 595-620

Carannante, Alfredo. 2019. "The Last Garum of Pompeii: archaeozoological analyses on fish remains from the 'Garum Shop' and related ecological inferences," *International Journal of Osteoarchaeology* 29: 377-386

Cirillo, Clelia et. al. 2016. "Valorization of Urban Green between Architecture and Archaeobotany: The "Park" of Octavius Quartio's House in Pompeii," in *In Proceedings of the 19th IPSAPA/ISPALEM International Scientific Conference, Napoli, Italy, 2-3 July 2015*, 261-266.

Curtis, Robert. 1984. "A Personalized Floor Mosaic from Pompeii," *American Journal of Archaeology* 88: 557-566.

Simone, Girolamo Ferdinando. 2016. "The Agricultural Economy of Pompeii: Surplus and Dependence," in Miko Flohr and Andrew Wilson (eds.), *The Economy of Pompeii*. Oxford University Press, 23-52.

Dobbins, John & Pedar Foss (eds.). 2007. *The World of Pompeii*. Routledge. [TWOP]

Errickson, David, Nicholas Márquez-Grant, and Kirsty Squires. 2019. *Ethical Approaches to Human Remains: A Global Challenge in Bioarchaeology and Forensic Anthropology*. Springer.

Flower, Harriet. 2017. *The Dancing Lares and the Serpent in the Garden: Religion at the Roman Street Corner*. Princeton University Press.

Hartnett, Jeremy. 2017. *The Roman Street: Urban Life and Society in Pompeii, Herculaneum, and Rome*. Cambridge University Press.

Hunt, Ailsa. 2016. *Reviving Roman Religion: Sacred Trees in the Roman World*. Cambridge University Press.

Nissin, Laura. 2022. "Smellscape of a Pompeian neighborhood," *Journal of Roman Archaeology* 35: 621-653.

Platts, Hannah. 2019. *Multisensory Living in Ancient Rome: Power and Space in Roman Houses*. Bloomsbury.

Poehler, Eric. 2017. *The Traffic Systems of Pompeii*. Oxford University Press.

CLASS SCHEDULE

Week 1

1.1: Introduction and The End of the City

Pliny the Younger's letters 1 & 2

1.2: Living Between the Bay & the Volcano: The Vesuvian Landscape

Reading: Ling, Introduction

Beard, Introduction

Cooley, Chp 1

Week 2: Beginning with the End

2.1: 79 CE: The Eruption and Destruction of Pompeii/Herculaneum

Reading: Sigurdsson, "The environmental and geomorphological context of the Volcano," in *TWOP*

Watch: [Mount Vesuvius Eruption in Human History, by Robert Giegengack](#) (1hr)

2.2: 79 CE: The Eruption and Destruction of Pompeii/Herculaneum

Reading: Lazer, "Victims of the Cataclysm" in *TWOP*

Cooley, Chapter 3

Due Sunday: Reflection Essay

Week 3

3.1: Pompeii History

Reading: Ling, Chapter 2

Beard, p. 26-37

Short Quiz

3.2: The City's Development: An Alternative View

Reading: Poehler, "Chp. 2: The Development of Pompeii's Urban Street Network" in *Traffic System* (Reading questions on Carmen)

Week 4

4.1: Pompeii History

Reading: Ling, Chapter 3

Beard, p. 37-52

4.2: Pompeii History

Reading: Ling, Chapter 4; Cooley, Chapter 2

Short Quiz

Week 5

5.1: Pompeii History

Reading: Ling, Chapter 5

5.2: Pompeii History

Reading: Ling, Chapter 6, 97-101, 128-141

Week 6: Living in the City

6.1: Domestic Life in Pompeii and Urban Homes

Reading: Beard, Chapter 3 (Reading questions on Carmen)

Allison, "Domestic Spaces and Activities," in *TWOP*

Watch: [The House of the Vettii](#) (Dr. Darius Arya, 15m)

6.2: Decoration of Domestic Space

Beard, Chapter 4

Watch: [A Study of Roman Wall Painting Styles](#) (Dr. Darius Arya, 13m)

[Exploring the Best-Preserved Roman Villa](#) (8m)

Short Quiz

Week 7

7.1 Gardens & Green Spaces

Reading: Jashemski, "Gardens," in *TWOP*

Cirillo, "The Valorization of Urban Green between Architecture and Archaeobotany"

7.2 Civic Life at Pompeii

Reading: Ling, 101-106

Beard, Chapter 6

Cooley, 161-191

Week 8:

8.1: Living at the Margins: Women & The Enslaved

Reading: Bernstein, "Pompeian Women," in *TWOP*

Beard, p. 233-240

George, "The Lives of Slaves," in *TWOP*

Cooley, 215-222, 255-256

(Reading questions on Carmen)

8.2: Introduction to the Semester Project

Meet in the library

Week 9

9.1: Making Money: The Businesses of Pompeii

Reading: Ling, 115-128

Beard, Chapter 5

Cooley, 235-254, 257-279

9.2: Using the Land

Reading: De Simone, "Agricultural Economy of Pompeii: Surplus and Dependence"

Watch: [Wine Shops of Pompeii](#) (Dr. Steven Ellis, 1hr)

Week 10

10.1: Pompeii and the Sea

Reading: Curtis, "A Personalized Floor Mosaic from Pompeii" (Garum)
Carannante, "The Last Garum of Pompeii"

10.2: Reconstructing Life in the Roman Street

Reading: Beard, Chapter 2

Hartnett, "Chapter 3: The Street's Social Environment"

upload project bibliography by midnight

Week 11

11.1: A Street in Pompeii: The Via Abbondanza

Reading: Hartnett, "Chapter 8: A Contentious Commercial Street in Pompeii"

11.2: Sensing the City: Multisensory Experience

Reading: Platts, "Chapter 3: The Impact of Streetscapes on the Domestic Realm"
Nissin, "Smellscape of a Pompeian neighborhood"

Due Sunday: Reflection Essay

Week 12

12.1: Religion and Pompeii's Sacred Landscapes

Reading: Ling, 107-114

Beard, Chapter 9

12.2: Religion and Representations of the Natural World

Flower, pg. 63-75, in Chp. 2, "Lar(es) / Genius and Juno /Snake(s)," in *Dancing Lares*

Hunt, "Trees in Cult Spaces", p. 266-287, in Chp. 6, *Reviving Roman Religion*

Week 13

13.1: Short Project Evaluation Due

one-on-one meeting with professor to discuss your project

Written Project Evaluation Due

13.2: Religion and the Funerary Realm

Reading: Cormack, "The Tombs at Pompeii," in *TWOP*

Alapont Martin & Zuchriegel, "The newly discovered tomb of Marcus Venerius Secundio at the Porta Sarno, Pompeii: Neronian zeitgeist and its local reflection"

Watch: [Excavating the Margins of Pompeii, by Dr. Allison Emmerson](#) (46m)

Week 14: Ethics and the Study of Pompeii

14.1 Excavation, Conservation and Preservation

Reading: Biers, "Rethinking purpose, protocol, and popularity in displaying the dead in museums," in *Ethical Approaches Smithsonian*, 'Saving Pompeii'

14.2 Pompeii in Pop Culture

Watch *Pompeii* prior to class [link provided]

In Class: Dr. Who, 'The Fires of Pompeii'

Due Sunday: Short Reflection Essay

Week 15/Finals Week

Project Due

GE Theme course submission worksheet: Lived Environments

CLAS 3XXX: Pompeii
Katie Rask

[How this course exemplifies the concept of this Theme \(Lived Environments\)](#)

This course explores the theme “lived environments” through the archaeological and literary study of ancient Pompeii, both the relationship of its inhabitants to the natural environment -- including the volcano that ultimately destroyed it -- and the built, urban space of the city.

[Goals and ELOs shared by all Themes \(1-2\) and unique to Lived Environments \(3-4\)](#)

<i>Expected Learning Outcomes</i>	<i>In this course, students will...</i>
ELO 1.1: Engage in critical and logical thinking.	This course builds skills in critical and logical thinking about life in an ancient Roman city through in-class discussions of required readings; these discussions will encourage students to rethink their understanding and perceptions of the Roman world. Class discussions will also highlight archaeological evidence and primary texts, and thus address methodological challenges and how ancient source material can be employed to make arguments about Pompeian life. Discussions will be supplemented by the semester project, a research-based series of laddered assignments that require students to make arguments about aspects of ancient lived experience (Final Research Project).

<p>ELO 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Each week students are assigned secondary scholarship readings and occasional recorded academic lectures (week 2.1, 9.2) that will introduce them to the myriad avenues of research for the study of Pompeii. At several points throughout the semester they will have structured reading response questions to prepare prior to class discussion.</p> <p>Students will also review ongoing archaeological research and field projects at Pompeii, as well as new advances in the biological sciences. The continuous nature of data collection at Pompeii will reinforce to students that knowledge about the ancient city is still being produced, with advances in methods and technologies rapidly changing what and how we learn about ancient lived experience.</p> <p>Finally, students will undertake a semester research project in which they will create academic bibliographies, engage in research, and analyze the methods and results of those studies (Final Research Project).</p>
<p>ELO 2.1: I Identify, describe, and synthesize approaches or experiences as they apply to lived environments.</p>	<p>Students will examine “daily life” in the Vesuvian region by examining urban and rural living conditions (week 6.1, 9.2), as well as the experience of environmental disasters (weeks 1-2). Students will have experienced, or seen representations of such experiences, in their own lives. Addressing these topics from multiple approaches (archaeological studies, literary analysis, art historical survey, gender studies, class/enslaved status, etc.) will introduce students to new analytical methods or will reinforce methods they have learned in other classes (e.g., weeks 7.1, 8.1, 10.1, 10.2). Moreover, the ancient material will also demonstrate to students how ancient Pompeians engaged with these issues.</p>
<p>ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will compose 1-2 page “reflections” at three points in the semester, related to subject matter covered in class (the volcanic eruption, week 2; social life in the street, week 11; ethics and the representation of a mass-casualty event, week 14). Student’s will consider how the ancient source material has changed their perceptions of ancient Roman</p>

	<p>life, as well as how the experiences of people in the past relate to their own impressions of the present.</p>
<p>ELO 3.1: Engage with the complexity and uncertainty of human-environment interactions.</p>	<p>The uncertainty of human-environment interactions is a theme that pervades this course, given the catastrophic destruction of the ancient city. Students will consider how Pompeians reacted to the massive 62 CE earthquake (a harbinger of the later eruption), including their rebuilding efforts and representations of the event in art and religion. The volcanic eruption and its varied impacts on portions of the Bay of Naples will be addressed through detailed analysis of archaeological layers, as well as Pliny the Younger’s first-hand account (in week 1-2). In addition to structured class discussions, students respond to this difficult topic in a short writing assignment (week 2).</p>
<p>ELO 3.2: Describe examples of human interaction with and impact on environmental change and transformation over time and across space.</p>	<p>Students will explore the nature of urban development in Pompeii over time (growth of the Oscan city, week 3; Roman occupation and redevelopment, week 4; movement through urban space, week 1 & 11; human-made green spaces, week 6.2). They also address interaction between the urban core and the changing agricultural hinterland (week 9.2). Short quizzes will reinforce historical change at Pompeii, while in-class group activities will familiarize students with changes in the city’s layout.</p> <p>This theme continues in assigned readings and lectures about the urban population’s relationship to the adjacent river and the Bay of Naples, including villa construction along the shore (week 6.2), the Roman navy outpost, and exploitation of sea life (e.g., the growth of the fish-sauce industry, week 10.1).</p> <p>Finally, by reading and discussing primary sources and studies using archaeological sciences, students will trace the</p>

	<p>catastrophic changes caused to the natural landscape, as well as the built environment, by the eruption of Vesuvius (week 2).</p>
<p>ELO 4.1: Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p>The course demonstrates to students how human interactions with their environments shaped attitudes, beliefs, values, and behaviors. Urban space and its impact on lived experience are threaded throughout assigned readings, discussions, and group in-class activities (movement around the city; social life on the street, week 10.2 and 11.1; economic life, week 9.1; the street plan and neighborhoods, week 1.2; the city sensorium, week 11.2; class and gender in urban space, week 7.2 and 8.1). Readings and structured in-class group activities also highlight the Pompeian religious topography and its sacred spaces both inside and outside the city, which strongly influenced people's understanding and experience of the landscape and the supernatural world (week 12). The module on cemeteries and funerary rites explores how the location and features of cemeteries impact human movements and perceptions of space (week 12.2).</p>
<p>ELO 4.2: Describe how humans perceive and represent the environments with which they interact.</p>	<p>The people living in Pompeii were interested in representing both the urban and the natural world. This will be addressed in two ways, an exploration of domestic and religious wall paintings and mosaics that feature both architectural and natural spaces (weeks 6.2 and 12.2) and Pompeians' reconstruction of 'natural' space within their townhouse gardens and other urban green spaces (temple gardens, lararia, the palaestra, week 7.1).</p> <p>Additionally, Pliny's letter describing the phases of the eruption is significant not only as a personal narrative of an</p>

	<p>environmental disaster, but provides an ancient example of scientific description and observation (week 1.1).</p>
<p>ELO 4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>Students will regularly investigate how we archaeologically reconstruct an ancient environmental disaster and in what ways new data changes older theories about Pompeii (week 2, 3.2, 13.2).</p> <p>They also engage with the ethical considerations of representing a mass-casualty event to the modern public, including the history of displaying the bodies of the deceased. Students write a short reflection paper on this topic (week 14).</p>