This course explores love and sexuality in Italian culture from circa 1350 to 1650. From the verses of Petrarch, to the writings of Ficino, Leone Ebreo, Aretino, and poems by Marino, love and sexuality were theorized and represented in the treatises, poetry, paintings, and sculptures of this period. Mainly on-site in the churches, palaces, and museums of Rome, this course considers the poetic, social, and visual aspects of the topic in an interdisciplinary study that examines both word and image. The course begins with Michelangelo’s SISTINE CEILING and its reflection on the fall of Adam and Eve with their subsequent awareness of their sexuality. Following Leo Steinberg’s theory about the sexuality of Christ, we will explore the theology of nudity in Christian art as well as the “amor dei” (love for God) or mystic marriage through Baroque sculptures such as Bernini’s SAINTS IN ECSTASY. The second part of the course will focus on the more secular, sensuous, and even lascivious aspects by considering the revival of ancient classical culture. Central to this evolution will be the METAMORPHOSES by Ovid and the themes deriving from the many commentaries on it such as, unrequited love through Bernini’s APOLLO AND DAPHNE, rape though Bernini’s ABDUCTION OF PERSEPHONE, and love for the self through Caravaggio’s NARCISSUS. The course concludes with exploring socio-historical, gendered topics such as marriage, courtesans, male virility, female chastity, homosexuality, androgyny, and hermaphroditism through a variety of art objects.

**Subject Areas:** Art History, Italian, Women’s and Gender Studies

**Learning objectives**

- To acquire a deep appreciation of the art of Renaissance and Baroque Italy and an understanding of the diverse literary sources
- To master the basic art historical terminology of the Renaissance and Baroque periods and attain the necessary analytical and critical skills for interpreting works of art
- To understand how artists in Italy developed innovative methods for communicating meaning, and how their visions and aims evolved over time
- To improve one’s ability to respond to works of art both analytically and affectively
- To build a solid intellectual foundation on which to expand one’s knowledge of love, sexuality and gender in art history

**Grading standards**

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<thead>
<tr>
<th>Grade Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>10%</td>
<td>Preparation &amp; participation</td>
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<td>15%</td>
<td>Midterm exam</td>
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<td>20%</td>
<td>Oral Presentation</td>
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<td>20%</td>
<td>Research Paper</td>
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<tr>
<td>35%</td>
<td>Final exam</td>
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Requirements
The requirements for the course are: class participation and attendance, midterm and final examinations, written assignments, and an oral presentation.

Examinations
The midterm and final exams aim at evaluating the students’ memorization of all the images and sites seen in class, an understanding of the readings and class discussions as well as the students’ development of their own critical thinking. The midterm exam will cover the material read and discussed in class up to the date of the exam, the final exam will be cumulative and will cover the material of the entire course. The midterm will consist of slide identifications and contrast comparison. The final will also include an essay question, which will require students to demonstrate their knowledge of specific terms, concepts, and historical landmarks, and to compose their ideas in more paragraphs addressing specific topics related to course contents and readings.

Written Assignments
Critical thought and analytical writing are fundamental components of the course and the final grade. Students will submit one five-page assignment, relating to a topic chosen together with the instructor and presented in the form of an oral report of the work in progress. Students will write and present an original individual research paper about a relevant topic within the scope of the course using scholarly sources (journal articles, book chapters, photographs, etc.) as well as other pertinent sources such as original documents and archival papers.

Oral Presentation
The topic of the paper will be presented in class about two weeks earlier than its due date through a PowerPoint slideshow. The oral presentation should last about ten to fifteen minutes.

Late policy: For every day the term project/final paper etc. is late (weekends included) 1 point will be taken from the total earned. Extensions must be approved before the assigned deadline: there are no exceptions to this policy.

Sources for Readings
James Grantham Turner, *Eros Visible: Art, Sexuality and Antiquity in Renaissance Italy*, Yale, 2017
UNIVERSITY OF CALIFORNIA IN ROME—UCEAP

Rome: The City of Museums and the Museum-City. Past, Present, and Future

When in Rome
Summer
4.5 quarter units

Dr. Cristiana Filippini

Due to its history and consequent richness of art and architecture, the city of Rome at the same time is an extraordinary place because of the number of its museums and a museum-city.

Rome is arguably the birthplace of modern art museums. From the impact of Greek art on the life of the ancient city to the display of art by the cardinals of Papal Rome, from art collections to the creation of modern museums, the first part of the course will reconstruct museum history. The course will then consider the city as a museum, i.e. the way in which along the ages the city has confronted its momentous past and its constant enrichments. The last part of the course will analyze the present-day situation and the prospects for the future, with a special focus on the issue of cultural heritage and preservation. The situation of Roman museums and cultural heritage in the Eternal city will finally be compared to that of other Italian and European cities.

Subject Areas: Art History, European Studies

Learning objectives
- to master the history of museums in Rome and Italy, and its relevance to the history of museums in the West
- to analyze the complexities of the coexistence of past and present in a contemporary city
- to deepen issues of cultural heritage and preservation
- to evaluate museums’ spaces and their impact on the fruition and understanding of individual artifacts
- to evaluate specific critical perspectives in contemporary museum studies
- to enhance critical and dialectic skills

Texts and materials
All the materials for the course are available on the Moodle for the course in PDF format, arranged according to the course week for which they are due.

Grading standards

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<th>Grade</th>
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<td>Final exam</td>
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<td>Term project:</td>
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<td>Preparation &amp; participation</td>
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<tr>
<td>Course grade</td>
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</tbody>
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Requirements
The requirements for the course are: class participation and attendance, midterm and final examinations, and a term project.

Examinations
The midterm and final exams aim at evaluating the students’ understanding of the readings and class discussions as well as the students’ development of their own critical thinking. The midterm exam will cover the material read and discussed in class up to the date of the exam, but the final exam will be cumulative and will cover all course contents. Both midterm and a final examination will consist of questions and essays of various types and lengths, which will require students to demonstrate their knowledge of specific terms, concepts, and historical landmarks, and to compose their ideas addressing specific topics related to course contents.

Term project
Students are requested to visit a museum/monumental site (not visited together as a class) on their own and to analyze it according to specific guidelines. The visit and analysis will result in a 15-20 minutes Power Point presentation in class and in a six-page paper. The list of the suggested museums/monumental sites and the guidelines for the analysis, together with further instructions, will be provided in class.

The six-page paper must be submitted electronically on the Moodle for the course.

Late policy: For every day the term project is late (weekends included) 1 point will be taken from the total earned. Extensions must be approved before the assigned deadline: there are no exceptions to this policy.

Sources for Readings

Museums’ websites:
Museo dell’Ara Pacis: http://en.arapacis.it
Capitoline Museums: http://en.museicapitolini.org
MAXXI, Museo Nazionale delle Arti del XXI Secolo: http://www.fondazionemaxxi.it/en
Vatican Museums: http://www.museivaticani.va/content/museivaticani/en.html
The Cultural Ecology of Italian Food

When in Rome
Summer
4.5 quarter units

Instructor: Gregory O. Smith

Sustainability is a critical concept in contemporary Italian political and cultural debate. The concept has implications for culture, society, economics, and the environment. Food practices provide the link between these different conceptual realms. Food systems are explored from multiple perspectives: ecology, agriculture, systems of distribution, trade regulations. Food consumption is the final link in this chain. Virtuous food practices are considered, as well as deviant practices with their devastating consequences for communities and the environment. Citizen empowerment is the critical factor in attaining a sustainable balance between the demands society and the potentialities of nature. Empowerment is expressed in everyday practices, as well in the capacity of ordinary citizens to support the physical territory which sustains them. The course combines lectures with extensive on-site experiences often involving encounters with local activists to Naples, Castelfusano, a park outside the city, several neighborhoods in Rome, and the National Gallery of Modern Art to look at landscape painting. A critical part of the course is a survey of neighborhood systems of food distribution and consumption in Rome. ( Alternate options include visits to fisheries and to the FAO.)

Subject Areas: Agricultural Sciences, Environmental Studies, Italian Studies, Anthropology

Learning objectives:
- Explore the range of meanings associated with the idea of sustainability
- Understand the variety of environmental systems in Italy and critical factors
- Discuss systems of food production and distribution
- Investigate the implications of poor management of the environment
- Understand the importance of citizen awareness and practices in supporting sustainability
- Experiment research techniques concerning urban food networks

Grading:
- Quizzes: 20%
- Journal: 30%
- Participation: 10%
- Final examination: 40%

Term project:
An important part of the course brings students into direct contact with food procurement systems of Rome. Students document food practices in mostly peripheral urban areas using selected investigation techniques. In these studies markets are visited and surveyed, other food distribution services are charted and analyzed within the connection of wider citizen practices of food procurement and consumption. Various recording techniques are used,
including mapping, simple qualitative analysis, and visual documentation in drawing and photography.

The final outcome of this research will be a multimedia journal expressing an understanding of contemporary food practices. The journal should be uploaded each Friday as a pdf file to the Moodle site created for this course located at http://moodle.eapitaly.it/.

**Academic excursion:**
An academic excursion is organized to the area around Naples to explore agricultural practices, criminal practices, and responses to criminality. Another excursion is organized to a peripheral urban horticultural initiative, and a third to a group committed to promoting environmental awareness in an area near the city.

**Academic procedure:**
All in-class examinations are individual examinations, and no books or other study materials may be consulted while the examinations are in progress. Research projects must be the original work of the student. Once the examination starts, students will not be allowed to leave the room until they have finished their work.

**Sources for readings:**
Elementary Italian

When in Rome
Summer
4.5 quarter units

Instructor: Maria Rita Coppotelli

This course provides students with a sound basis for communicating effectively and accurately in oral and written Italian. Authentic materials (songs, videos, advertisements and film clips) are used in a communicative-based approach, and emphasis is placed on the four skills of listening, speaking, reading and writing. Students participate in several sessions of language exchange with Italian university students, and field trips take them outside the classroom to engage with the city and Romans to reinforce the grammatical skills learned in class. The lower division course is designed to take students through the level of Italian 1 in the UC quarter system and is conducted entirely in Italian.

Subject Area: Italian (lower division)

Learning objectives:
- Proficiency in basic Italian spelling and pronunciation
- Recognize and use elementary Italian grammar and syntax structures, especially the use of nouns, adjectives, personal pronouns and verbs in present and past as well as basic idiomatic expressions
- Read and comprehend simple texts on daily life, descriptions of people and places and events in the present and in the past
- Engage in simple conversations on topics found in everyday situations such as buying food at markets, ordering at restaurants, purchasing tickets, planning holidays, talking about future job and life and sharing and seeking personal information
- Employ simple transactional language, such as telling time, expressing and inquiring about likes/dislikes, inviting someone to do something, making plans about future
- Ability to talk about one’s daily life, family, personal background, present and past experiences, and future plans
- Write simple texts on daily life in the US and in Italy, descriptions of people and places, present and past experiences
- Understand and practice the formal and informal register

Exams:
All exams and compositions must be taken at the scheduled time. Also, once the exam has started, students are not allowed to leave the room; students are thus advised to use the bathroom before the exam starts.
**Homework:**
Homework is assigned daily via the white board. It usually refers to the photocopied exercise workbook that is handed out the first day of class. Students are expected to work on their own (in accordance with the academic integrity policy) and hand in their assignments in a timely fashion. Missing or late homework, as well as a lack of attention to detail, will result in a lowering of the homework grade. In the case of absences, it is the student’s responsibility to find out what new material was given and the homework assigned.

**Conversation meetings:**
All students are required to sign up for and attend at least five (5) conversation meetings with the Italian interns. These consist of two-on-one conversations that take place from the second week of the term until the last week of classes. The schedule for these meetings is posted on the academic board where students sign up, taking care to cancel if they are suddenly unable to attend. The first five meetings are obligatory and failure to meet that minimum results in a 0.5-point deduction from the student’s final raw total. Any participation beyond those first five meetings will earn the student extra credit of up to five points for the quarter. Students may not sign up for more than two (2) meetings in one day.

**Cultural activities:**
The interns will be conducting various cultural activities throughout the course. These include a tour of Rome’s historic cafés, a visit to open-air food markets; a tour of La Sapienza university; a photographic safari in the city; and one activity created by the interns. Students are required to attend 3 out of the 5 activities, which will take place on Wednesday afternoons when all the students are free. If a student attends all five, s/he will earn 1.5 extra credit points. Failure to attend at least three will result in the deduction of 0.75 points from the student’s final raw total. See the daily schedule for the specific events.

**Assessment and grading criteria:**
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<thead>
<tr>
<th>Component</th>
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<td>Midterm (oral exam)</td>
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<tr>
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<tr>
<td>Preparation &amp; participation</td>
<td>10%</td>
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<td>Homework</td>
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<tr>
<td>Final (written exam)</td>
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<tr>
<td>Final (oral exam)</td>
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<td><strong>Total</strong></td>
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**Course Materials**
Textbook: Donatella Melucci e Elissa Tognozzi, *Piazza*, Cengage, 2014 (please bring to class)
Exercise Book
Dr. Jenn Lindsay

When most people think about religion in Rome, Roman Catholicism and the Vatican seem to tell the whole story. But Rome is statistically the “least Catholic” city in Italy, where, although Catholic affiliation may be high, only 25% of Italians actually practice the religion. Rome is historically also a crossroads of East and West. It is a place where—according to various archaeological records and experts on Ancient Rome—cultural, ethnic and religious diversity have existed since the Empire. The Jewish and Protestant communities of Italy have been well established for centuries, and provisions for their religious freedom were written into the founding documents of the country.

Recently, in the decades since the 1970s, millions of people from many countries and religions have flooded into Italy, sparking a profound change in the social fabric of the once homogenous Italian peninsula. This course reviews the key teachings and beliefs of several world religions present in Rome and introduces undergraduate students to the principles and practices of “interfaith dialogue,” using local dialogue case studies and site visits to give context to our discussions. Students will grapple with the complex nature of religious and social diversity in the Eternal City, and the concrete steps many inhabitants of Rome are taking to bridge social divides. We will, as Italian sociologist Enzo Pace wrote, begin to “deal with the unprecedented religious pluralism that has been increasingly characterizing life in Italy.”

**Subject Areas:** Religious Studies, Sociology

**Learning objectives:**
- Develop fluency in the central terms and questions of major world religions, social diversity, interreligious conflict and interfaith dialogue.
- Become well-versed in the diverse, changing socio-religious landscape of Rome.
- Become familiar with prominent themes for the discussing the complexity and particularities of interreligious diversity, conflict and dialogue in Rome and in Italy.
- Be able to apply social scientific and religious studies concepts to questions of religious diversity and dialogue in the city of Rome.

**Grading:**
- Preparation and participation 10%
- Discussion leading 10%
- Weekly reading responses / journal 20%
- Spiritual Autobiography 20%
- Fieldwork Assignment 15%
Final paper/project 25%

Methods of instruction:
Lecture, short videos to demonstrate various themes, and active discussion.

Class Participation and Attendance:
Attendance and active participation are required. Students are expected to do the readings assigned for each class meeting beforehand, and to actively participate in class discussions.

Discussion Leading:
Once in the semester each student will deliver a 10-minute presentation at the beginning of the class that summarizes the daily reading for fellow students and presents three questions to stimulate discussion. Please use visual aids (PowerPoint, video, other media) to enhance your discussion.

Spiritual Autobiography:
To begin our conversations, you will reflect on your own spiritual / religious / faith journey and write a 4-page spiritual autobiography that addresses the following questions:
- What are your primary beliefs about God / gods, the purpose of human life, and the nature of reality?
- How important are your religious practice and beliefs to you?
- Do you observe a specific religious tradition? Do you depart from your family in your practice and/or beliefs? If so, how?
- Address an aspect of a different religious practice/belief that you are interested in learning more about.
- Address an aspect of a different religious practice/belief that disturbs, confuses or offends you.
- Why did you sign up for this course and what do you hope to get out of it?

As the semester goes on, each student will present their spiritual or religious “story” to the class so that we can experience a “micro-dialogue” in our classroom.

Weekly Journal Responses:
Personal reflections should be at least 250 words in length and focus on one of the week’s assigned readings, films or discussion themes. The goal here is NOT to summarize the readings/films but to interact with and respond to them. I am looking for genuine personal engagement: show me you are listening and thinking critically. The journals will not be graded individually, but they will each be read carefully and will be graded as a whole. Grammar and writing quality count!

Fieldwork Observation Assignment:
Attend an interfaith event or a religious service NOT of your own religion in Rome. Describe, analyze, and reflect upon the service. Students will be given a worksheet detailing how they are to report their observations using descriptive, analytic, and reflective approaches.

Final Paper or Project:
Students will write and present in the form of an original individual research paper or a creative project as an alternative to a traditional research paper. Projects can be in the form of documentary or narrative video, a newspaper or news broadcast, a fieldwork investigation, a research poster with an annotated bibliography, a literature review, a theatrical piece, fiction, some songs, a website, or a
model for interfaith programming on a secular college campus with ideas for events and experiences—the possibilities are wide-ranging. If you choose to write a paper, it must refer to required readings and primary sources covered in the course, and it must also draw upon at least two other scholarly sources (journal articles, book chapters, video documentaries, photographs, etc.) as well as other pertinent sources such as newspapers, blog entries, or social media contributions. If you choose to do an alternative project, you MUST earn my approval by making a persuasive argument in your project proposal that demonstrates to me that you will be undertaking an appropriate amount of effort and learning. The goal of this paper or project is to demonstrate your grasp of concepts covered in the course, and your chance to delve more deeply into a topic that has interested you personally.

Papers will be at least six pages long (1,500 words) and will include an introduction, main body, and conclusion. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides.

Sources for readings:
The Public Conversations Project: https://www.whatisessential.org/
The Pluralism Project: http://pluralism.org/
Interfaith Youth Corps: https://www.ifyc.org/

Ancient Romans at Work and Play: Reconstructing the Past

When in Rome
Summer
4.5 quarter units
(Available pending enrollment numbers)

Dr. Crispin Corrado

The life of the ancient Romans was guided by two important concepts, *otium*, or leisure time, and *negotium*, a more structured use of time that we may associate with work of varying kinds. A good Roman life could, and often did, include both. This course will explore Roman daily life and the many activities associated with both *otium* and *negotium*. The business of ancient Rome was largely conducted in the central and market areas of the city, and we will study the ancient Roman Forum, the ancient river port in Rome and its associated features (wharves, warehouses, and rubbish heaps), as well as the ancient port city of Ostia. The leisure time of the aristocracy was noticeably different than that of the poor. They often spent leisure time in a relaxing environment outside of the city, such as villas, where they could pursue all types of activities deemed beneficial to the mind and body. The poor, instead, tended to stay in Rome, and spend their unstructured time at state-sponsored events and venues such as the games held in the Flavian Amphitheater, or at a monumental bath complex, such as the Baths of Caracalla. Alternatively, they would congregate in small taverns or *popinae*, or they might just sit on the stairs of a city building and play a game. We will visit and study the places where the Romans spent their leisure time, and we will and study more closely the activities themselves.

Throughout the course, too, we will remain conscious of the question, "How do we know what we know about the ancient Romans?" As we attempt to get to know the Romans by studying what they have left us in terms of physical and literary remains, we will discuss how much of what we "reconstruct" together from the evidence can ever be secure, and how much must remain debatable. This course will include visits to Rome-area museums and sites, and special outings to the Roman cities of Ostia and Pompeii.

**Subject Areas:** History, Classics

**Learning objectives:**

- Gain a thorough understanding of Roman society and the Romans themselves (both rich and poor), to include their work and leisure activities as well as associated objects and spaces.
- Obtain general knowledge of the history and topography of the ancient cities of Rome, Pompeii and Ostia, as well as the types of buildings common to Roman cities and resort areas.
- Become familiar with several different types of evidence we have with which to study the ancient Romans, as well as an understanding of the usefulness and limitations of each.
Grading:
Preparation and participation: 10%
Literary exercise: 15%
Midterm exam: 20%
Object Description Assignment: 15%
Final examination: 30%

Methods of instruction:
This course is taught with a combination of class lectures and site visits. The reading assignment for each class is listed in the syllabus on the day of that class, but should be completed before the class meeting. Students will be assigned readings from the course textbooks, as well as articles that may be found on the Moodle for this course.

Class Participation and Attendance:
Your appreciation and understanding of lectures and discussions will be greatly enhanced if you complete reading assignments by their due date, and you will be expected to come to class fully prepared and ready to actively participate. Therefore, class participation and completion of reading assignments count for 10% of your final grade.

Midterm Exam and Final Exam:
The midterm and final exams aim at evaluating the students’ understanding of the readings and class discussions as well as the students’ development of their own critical thinking. The midterm exam will cover the material read and discussed in class up to the date of the exam, but the final exam will be cumulative and will cover all course content. Both exams will consist of short answers, definitions, and essay questions, which will require students to demonstrate their knowledge of specific terms, concepts, and historical landmarks, and to compose their ideas in one or more paragraphs addressing specific topics related to course contents. The midterm examination is worth 20% of the final grade, and the final exam is worth 30% of the final grade. The in-class examination is individual, and no books or other study materials may be consulted while it is in progress. Once the examination starts, students will not be allowed to leave the room until they have finished their work.

Literary Exercise:
This assignment serves as an exercise in understanding the subjectivity of ancient literary sources, and the long-lasting influence through the centuries of the opinions expressed by these men. For this exercise, students will use Suetonius’ Lives of the Caesars as a starting point (available in the Loeb collection in the Study Center library, or online, at the website, below. Choosing to focus on the book dedicated either to Tiberius, Gaius/Caligula, or Domitian, students will “rewrite” history. Using the *objective* facts in Suetonius’ account of the man in question, students will write a short paper highlighting his positive actions (or "re-spinning" the negative to be positive), to demonstrate that the man was a Roman hero, instead of the monster he has been portrayed by Suetonius, which has become his long-lasting historical legacy. Is there room to reevaluate the past? The finished assignment will be a three-page paper of at least 1,000 words, worth 15% of the final grade. In writing your paper, you may use other primary and secondary sources to support your ideas. Citations should be made in the form of footnotes according to MLA or Chicago Manual of Style guidelines (see Study Center website). Please take advantage of the Study Center library, as well as electronic article databases such as JSTOR, while conducting research for your paper. Papers must be submitted electronically to the professor’s e-mail address, and uploaded onto the Moodle for this course. Make sure, with both electronic submissions, that the file containing your paper includes your
last name and part of the course title: *Lives of the Caesars*:
http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/home.html

**Object Description Assignment:**
This assignment is intended to serve as an exercise in looking and describing, but also in understanding the importance of context and systematic archaeological excavation, as well as the limitations of physical evidence. For this exercise, students will each choose an object in a museum that is without context, or that does not have a find spot. Each student will then complete an exercise on that object, which will include sketching the object, writing a physical description of the object, and researching the object. In the final part of the exercise, students will attempt to recreate a context for the object, despite the fact that the object's original context is lost to us. In this section, students will discover the limits of what we may know or understand about an object (e.g. original dates, uses, owner, domestic vs. funerary context), when the object's find spot and thus original context is missing. The finished assignment will be a three-page paper of at least 1,000 words, worth 15% of the final grade. Citations should be made in the form of footnotes according to *MLA* or *Chicago Manual of Style* guidelines (see Study Center website). *Please take advantage of the Study Center library, as well as electronic article databases such as JSTOR, while conducting research for your paper. Papers must be submitted electronically to the professor's e-mail address, and uploaded onto the Moodle for this course. Make sure, with both electronic submissions, that the file containing your paper includes your last name and part of the course title.*

**Sources for readings:**
G. S. Aldrete, *Daily Life in the Roman City: Rome, Pompeii, and Ostia* (Greenwood Press: 2004), Main textbook for the course; entire book to be read
E. K. Gazda and J. R. Clarke (eds.), *Leisure & Luxury in the Age of Nero* (Kelsey Museum of Archaeology: 2016), Chapters 2 and 17 (pp. 30 - 47 and 171 - 177
R. Laurence, *Roman Passions: A History of Pleasure in Imperial Rome* (Continuum Books: 2009), Chapter 4 (pp. 49 - 62)

**Ancient Sources (Links to text appear on the Moodle for the course):**
Q. Cicero, *Handbook on Electioneering*
Pliny the Younger, *Letters* (to Tacitus, Gallus, and Domitius Apollinaris)
Seneca the Younger, *Letters* 56.1.2
Suetonius, *Lives of the Caesars*