

**JOHN CABOT UNIVERSITY  
POROLISSUM FORUM PROJECT**

**AH299-A: DACIA. THE FINAL FRONTIER OF THE ROMAN EMPIRE  
(SPECIAL TOPICS IN ANCIENT ART AND ARCHAEOLOGY)  
SUMMER 2011**

**PROF. ERIC C. DE SENA**

**CREDIT HOURS: 3**

**CONTACT HOURS: 45**

**PREREQUISITES: One course in Art History, Classical Studies, Anthropology or permission of the instructor.**

**COURSE DESCRIPTION:** This course provides students with an in-depth knowledge of the historical and cultural development of the territory of Dacia between the Bronze Age and the early Migration period based upon archaeological evidence and the ancient sources. The main focus is the Roman period and the immediate post-Roman phase (CE 106-375).

**SUMMARY OF COURSE CONTENT:** AH299-1 is a survey of the historical and cultural evolution of Dacia (Romania) between the Bronze Age and the early Migration period with a focus on the Roman period and the immediate post-Roman phase. Lectures/discussions will take place on location at archaeological sites and museums in northwestern Romania and in a classroom setting in Moigrad (Porolissum), Romania. Students will visit the archaeological sites of Bucium, Napoca, Porolissum, Potaissa, Romita and Simleu Silvaniei (Dacidava) as well as museums in Baia Mare, Cluj-Napoca, Sapanta and Zalau. In addition to the on-site lectures, there will be a series of lectures/discussions in a classroom setting in Moigrad, Romania. Students will read both primary and secondary literary sources and will learn how to interpret archaeological evidence to answer historical and cultural questions.

**LEARNING OUTCOMES:**

***Students will:***

- Understand the historical and cultural evolution of Dacia between the Bronze Age and the early Migration period (ca. 1200 BCE and CE 425), in particular the Roman period and the immediate post-Roman phase (CE 106-375);
- Learn how gain an understanding of the history and society based upon archaeological evidence and readings of the ancient sources;
- Develop research questions, conduct research and test hypotheses;

**GRADING POLICY:**

- **Term paper - 50% of final grade:** 15-18 double-spaced pages of text.
- **Oral presentation - 20% of final grade:** Topic to be determined in class
- **Participation - 30% of final grade.**

## **COURSE SCHEDULE:**

The course will include a Visit to the Museum of History and Archaeology of Cluj-Napoca, Visit to the legionary fortress of Potaissa and the salt mines of Turda, Visits of the military base and municipium of Porolissum, Visit of the *limes* near Porolissum and the aqueduct, Visit to the Salaj County Museum of History and Art and the sites of Bucium and Romita, Visit to Simleu Silvaniei, Excursion to Maramures County (Archaeological Museum of Baia Mare, introduction to mining district of Maramures, Ethnographic Museum in Sapanta) as well as lectures on the Bronze and Iron Ages of Dacia; the Romanization of Dacia; transition to the "Migration period".

## **Primary textbooks:**

Hanson, William S. and Ian Haynes, eds. (2004), *Roman Dacia: the Making of a Provincial Society*, Journal of Roman Archaeology Supplemental Series 56.

Oltean, Ioana A. (2007), *Dacia: Landscape, Colonisation, Romanisation*, Routledge Monographs in Classical Studies.

## **Additional readings:**

### ***Ancient writers.***

Ammianus Marcellinus, *The Histories*

Cassius Dio, *Roman History*.

Jordanes, *The Origins and Deeds of the Goths*

*Lives of the Later Caesars*

Tacitus, *The Annals of Imperial Rome ; The Histories*.

### ***Modern scholars.***

Bărbulescu, Mihai (1997), *Das Legionslager von Potaissa (Turda) / Castrul Legionar de la Potaissa (Turda)*, Zalău: Ghid al Monumentelor Arheologice din Dacia Porolissensis 7.

Keay, Simon and Nicola Terrenato, eds. (2001), *Italy and the West: Comparative Issues in Romanization*, Oxbow Books.

MacKendrick, Paul (1975), *The Dacian Stones Speak*, University of North Carolina Press.

Matei, Alexandru V. (1998), "Porolissum: a Roman town," in N. Gudea and A.M. Hakkert (eds.), *Porolissum. Ausschnitte aus dem Leben einer dakisch-römischen Grenzsiedlung aus dem Nordwestern der Provinz Dacia Porolissensis*. Amsterdam.

Mattingly, David (2004), "Being Roman: expressing identity in a provincial setting," *Journal of Roman Archaeology* 17: 5-25.

Millet, Martin (1990), *The Romanization of Britain. An Essay in Archaeological Interpretation*, Cambridge University Press.

Pop, Horea, Ioan Bejinariu, Sanda Băcuet-Crișan, Dan Băcuet-Crișan, Daniel Sana, Zsolt Csók (2006), *Șimleu Silvaniei I Istorical Cercetărilor*, Editura Mega, Cluj-Napoca.

Webster, Graham (1969), *The Roman Imperial Army of the First and Second Centuries AD*, London: Adam and Charles Black Publishers.

Wells, Colin (1984), *The Roman Empire*, Harvard University Press.

Woolf, Greg (1992), "Imperialism, empire and the integration of the Roman economy," *World Archaeology* 23.3: 283-293.

Woolf, Greg (1998), *Becoming Roman: the Origins of Provincial Administration in Gaul*, Cambridge University Press.

**ACADEMIC HONESTY.** As stated in the university catalog, any student who commits an act of academic dishonesty will receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course. Instances of academic dishonesty will be reported to the Dean of Academic Affairs. A student who is reported twice for academic dishonesty is subject to summary dismissal from the University. In such a case, the Academic Council will then make a recommendation to the President, who will make the final decision.

**STUDENTS WITH LEARNING OR OTHER DISABILITIES.** John Cabot University does not discriminate on the basis of disability or handicap. Students with approved accommodations must inform their professors at the beginning of the term. Please see the website for the complete policy.