

# Coinage of Greece and Rome



# Coinage of Greece and Rome

## Why take this module? Why numismatics?

1. Brings together all disciplines of Ancient History and Classical Archaeology in text, in picture and in materiality.
2. Informs about ancient technology, art and beliefs etc.
3. Is the Department's strength, of international renown.  
=> e.g. Money and Medals Network (MMN) moved from the British Museum to Warwick.
4. Research-led teaching at all levels; the module's tutor's expertise with ongoing research projects on many excavations such as in Selinunte (Sicily) Rome & Carthage, *HN<sup>3</sup> Sicily*, was in museum jobs with international outreach activities, MMN lead.
5. Original coins available in the Department and space to create exhibitions.
6. Practical skills such as photography and exhibition, useful for a museum or any other career can be acquired.

## Coinage of Greece and Rome

Who can/should take this module?

1. All students, especially those interested in visual and material culture or how this will complement the study of texts.
2. Those who had the Archaeology module will be able to expand their knowledge in the study of finds.
3. Complementary for those who take Roman Economy.
4. Those who are interested in a career in a museum, in teaching or even in finance.

## Coinage of Greece and Rome

Who can/should take this module?



## Content and Academic aims

The aim of the module is to introduce students to the main developments in the coinage of the ancient world, from its beginnings in the seventh century BC to the late Roman period and beyond.

The module includes two main aspects:

- 1) The question of what ancient coinages were and how they were produced, used and manipulated in antiquity. Principles and methods proper to numismatics will be discussed, such as coin production die studies, quantification, the output of a mint (e.g. in talents or tons of silver), devaluations and counterfeits and propaganda through coins. Some lectures will be dedicated to the potential of studying coin finds.
- 2) An overview on the development of ancient coinage over time.

## Content and Academic aims

**Term 1:** The development of coinage in the Greek world where it is characterised by the great diversity of city coinages.

**Term 2:** The development of coinage in the Roman world where it is more centralised although plenty of local coinages exist too.

As well as studying the history of coinage students will have the opportunity to gain **expertise in cataloguing coins** on a publication ready standard, to use and set up databases, and to engage with the **interpretation of data sets**.

**Coin handling** will be an essential part of the module, using the Departmental collection, complemented by experience at the Heberden Coin Room of the Ashmolean Museum. **Practical skills** such as photography and exhibition technique useful for a museum career.

# The beginnings of coinage in the Mediterranean



The location of the earliest coinages in the Greek world

# Syllabus

## Autumn Term

Week 1: Introduction

Week 2: Why did ancient states strike coins?

Week 3: Coin production and coin use

Week 4: Archaic and classical coinage & Seminar, recording coins

Week 5: Greek and Punic coins in the Western Mediterranean, chronology, mints

Week 6: Reading week: no class

Week 7: Hellenistic coins, die-links

Week 8: Coins from sanctuaries & Seminar: sanctuaries on coins

Week 9: Rome's adoption of currency and Republican coinage

Week 10: Coin finds in the Hellenistic period: hoards and site finds

Details tbc



# Syllabus

## Spring Term

Week 11: Early imperial coinage

Week 12: Political message

Week 13: Devaluation and scientific methods (KB tbc) & Seminar: Exhibition

Week 14: Roman Provincial coinage

Week 15: Developments in the middle and later imperial periods

Week 16: Reading week: no class

Week 17: Late Roman coinage & Seminar

Week 18: [Visit to Oxford, Ashmolean Museum, Heberden Coin room](#)

Week 19: Coin finds in the north-western provinces

Week 20: The shift to Early Medieval coinage

## Summer Term

Week 21: Revision

Details tbc

# Case studies

## Coin finds from hoards



Pantelleria (ancient Cossyra), Cala Tramonana, site 2  
Detail of coin hoard with 3471 specimens

Reason for burial: war (First Punic, c. 260-241 BC)

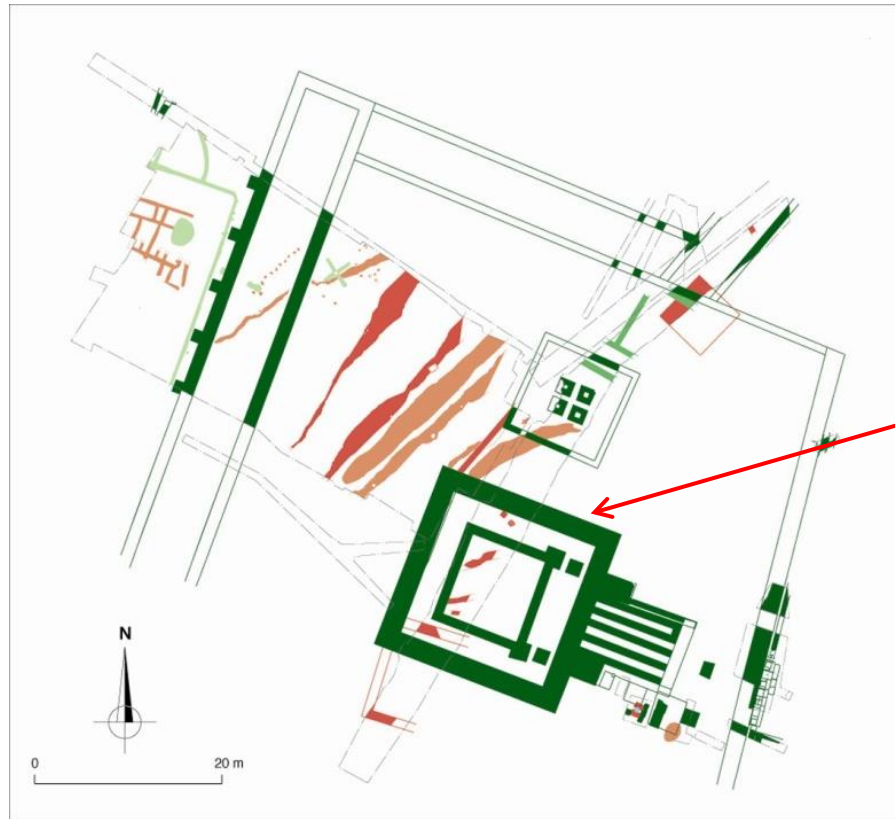


Bath, Beau Street hoard: 17,660 coins found in 2007  
(10 weeks to excavate).

Reason for burial: economic (3<sup>rd</sup> quarter third cent. AD)



## Coin finds from sites



- env. 15/10 av. J.-C. à 30/40 ap. J.-C.
- env. 30/40 à 50/70 ap. J.-C.
- env. 70 à 100 ap. J.-C.
- env. 100 à 120/150 ap. J.-C.

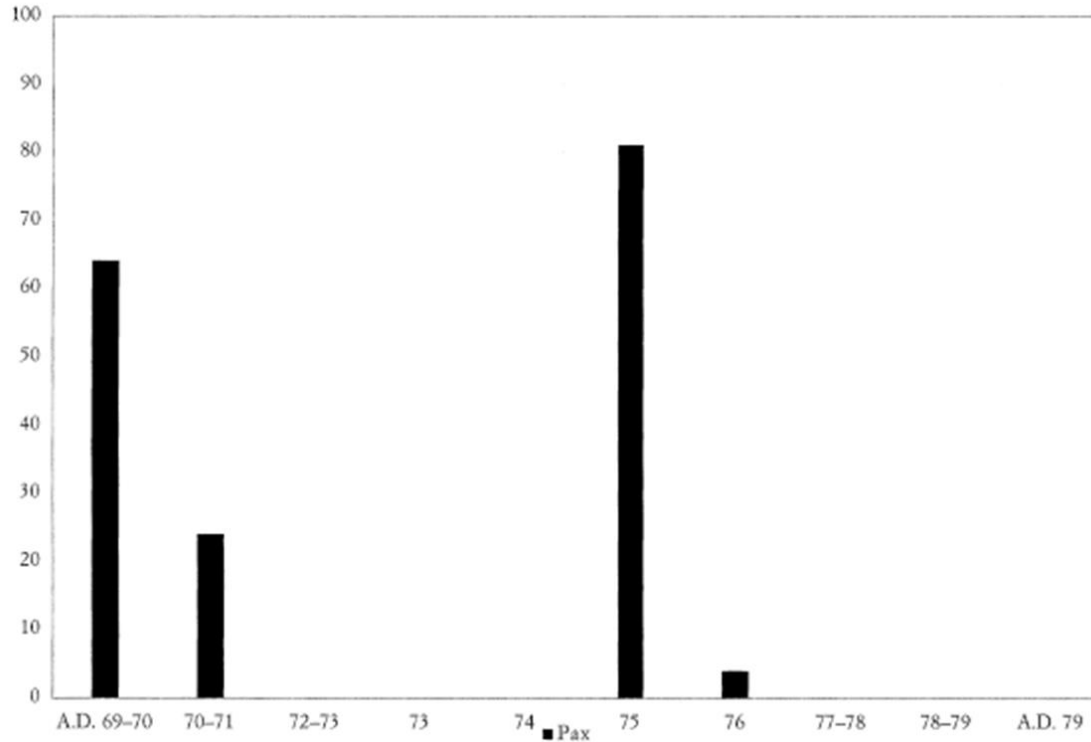


Caligula, Rome, sestertius, AD 37/38 from Aventicum.

Found in a layer of AD 30/40-50/70 of a podium near a Gallo-Roman temple.

DIVO AVG, S - C; Caligula sacrificing in front of temple; *RIC I*<sup>2</sup>, 111, no. 36; inv. AV04/13309-2

# Political message?



Denarius with Pax seated to left with branch dated to AD 75, *RIC II.1*<sup>3</sup>, 224, no. 772 --->



Frequency of of Pax types on denarii by year: Noreña, C. F. (2003) 'Medium and Message in Vespasian's Templum Pacis.' *Memoirs of the American Academy in Rome* 48: 25-43.

Templum Pacis begun in AD 71 and completed in AD 75

# Assessment

Assessment consists of two essays, each of 'c. 2,500 words', in practice 2250-3000 words (including footnotes not including bibliography) (Term 1 & 2) & a 2-hour examination (Term 3).

Essay 1, 25%

Essay 2, 25%

Examination, 50%

# Seminars will be held in the Antiquities Room, FAB2.23

The New Faculty of Arts building, bringing all Arts and Humanities departments together, is a sign of Warwick's commitment to showcase the Classics Dept. investing in the Arts and Humanities.

Classics has a dedicated Antiquities Room to house our collection of ancient artefacts and coins.



## Learning outcomes

By the end of the module students should have gained an understanding of the main developments that took place in the numismatic history of antiquity and be able to examine critically the interpretations of ancient coinage advanced by modern scholarship by:

- identifying and describing coins;
- analysing coins and commenting on coins, their legends, depictions, metals and denominations and to understand them as a product of their mints and minting authorities in a wider economic and historical framework.



## Learning outcomes

They should also be able to show the following intellectual skills:

- critical awareness of the advantages and limitations of visual material in the study of the ancient world;
- The ability to evaluate the merits of different methodological approaches to the material;
- The ability to select and present material clearly and with a coherent argument both verbally and in writing.

In addition, finalists will develop:

- The ability to set their findings into a wider comparative context, drawing in other aspects of the study of the ancient world;
- The ability to seek out appropriate secondary literature and show discernment in the types of primary evidence addressed.

## Essential reading for the module

@ Howgego, C. (1995) *Ancient History from Coins* (Oxford: Oxford University Press)

@ Metcalf, W. (2012, ed.) *Oxford Handbook of Greek and Roman Coinage* Oxford (Oxford: Oxford University Press)

If you have questions, contact [S.Frey-Kupper@warwick.ac.uk](mailto:S.Frey-Kupper@warwick.ac.uk)