A focused study of Roman cultural history at the time of the transition, orchestrated primarily by the emperor Augustus, from the republic to the principate (or empire). Emphasis will be on understanding Augustan values through attention to the literature, visual arts, architecture, and governmental, social, and economic policies that helped to establish the Principate according to Augustus’ vision. Course time in Rome will be devoted primarily to visiting archaeological sites, monuments, and museum collections, and to ongoing discussion of their relationship to important literary works (to be studied prior to departure), and of the relevance of all these various manifestations of Augustan culture to the emperor’s program of reform.

Expected Learning Outcomes

Students will be able to:

- Summarize the historical framework of the late republican and early imperial periods (i.e., 133 BCE to 68 CE) and explain key historical events for understanding Augustan culture
- Define auctoritas as it applies to Augustus and the Augustan period, and cite examples drawn from various forms of literature and material culture
- Identify traditional Roman values that Augustus emphasized, and explain how these values were manifested in Augustan culture
- Describe a wide variety of literary works, archaeological sites, and architectural and artistic achievements from the Augustan period
- Differentiate the main political and social components of the republican period and the early principate
- Identify examples of Augustan influence on subsequent historical developments, as manifested in cultural features of Rome

Course Requirements

Required readings

- Karl Galinsky, *Augustan Culture*
- Paul Zanker, *The Power of Images in the Age of Augustus*
- Selected readings to be assigned by instructor (e.g. Augustus’ *Res Gestae*; excerpts from Vergil, Horace, Ovid, and Livy; scholarship relating to site visits)

Recommended readings (familiarity with these works assumed as prerequisite for the course)

- Vergil, *Aeneid* (Fitzgerald translation recommended) in its entirety
- Colin Wells, *The Roman Empire, 2nd ed.*, pp. 1-151 (or a comparable study with instructor’s approval)
Six response papers to readings (completing some or all of the six prior to departure to Rome is an option); 40% of course grade

Journal account of daily site visits and lectures/discussions (while in Rome); 40% of course grade

Site study/oral report (at a specific site in Rome); 20% of course grade

**Site Visits (subject to revision; visit times TBA)**

**Monday 6/28**
- Capitoline Hill (walk through Piazza del Campidoglio en route to the Forum)
- Roman Forum
  - Noting especially things pre-Augustan (i.e., not exploring in detail at this time)
- Palatine Hill
  - Temple of Magna Mater
  - House of Augustus (and “House of Livia”) and Temple of Apollo
  - Overlook of Circus Maximus
  - Palatine Museum

**Tuesday 6/29**
- Northern Campus Martius: The Building Projects of Augustus
  - Mausoleum of Augustus
  - Ara Pacis and Museum / *Res Gestae*
  - Gnomon Obelisk
- Central Campus Martius: The Building Projects of Agrippa
  - Pantheon
  - Baths of Agrippa

**Wednesday 6/30**
- Southern Campus Martius
  - Theater of Marcellus
  - Porticus of Octavia
  - Capitoline Museums

**Thursday 7/1**
- Villa of Livia at Prima Porta
- Museo Nazionale Romano: Palazzo Massimo alle Terme

**Friday 7/2**
- Lavinium
- Sanctuary of Diana at Lake Nemi

**Saturday 7/3 and Sunday 7/4**
- (Free time)
Monday 7/5
- Roman houses at Santi Giovanni e Paulo (Caelian Hill)
- Colosseum
- Roman Forum (our second visit, this time with more attention to details of later periods)

Tuesday 7/6
- Ostia Antica

Wednesday 7/7
- Imperial Fora
  - Forum of Caesar
  - Forum of Augustus
  - Forum of Trajan
  - Museum of the Imperial Fora (at Trajan’s Market)
- “Auditorium of Maecenas” (Esquiline Hill)
- Centrale Montemartini (Capitoline Museum collection)

Thursday 7/8
- Museo Nazionale Romano: Baths of Diocletian (with Epigraphic Collection)

Friday 7/9
- St. Peter’s Basilica
- Vatican Museums

Assessment Strategies

Required readings will be assessed primarily through the response papers, which will be graded using a rubric featuring three categories: Comprehension, Analysis, Writing Quality. Journal entries will be assessed based on the extent of comprehensiveness and on the degree of sophistication of observations and analyses. The site study/oral report will be assessed based on the quality of content and the effectiveness of presentation.

Reading Response Rubric (next page):
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<th>Seriously Flawed (D)</th>
<th>Adequate (C)</th>
<th>Proficient (B)</th>
<th>Advanced (A)</th>
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<tr>
<td>Comprehension of primary texts</td>
<td>Exhibits only partial command of assigned texts</td>
<td>Exhibits satisfactory command of assigned texts</td>
<td>Exhibits reasonably sound command of assigned texts and effectively integrates ideas drawn from them</td>
<td>Exhibits thorough command of assigned texts and effectively integrates ideas drawn from them</td>
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<td>Analysis</td>
<td>Illustrates lack of an adequate level of analysis, such that assigned question receives little by way of sound response</td>
<td>Illustrates adequate level of analysis, making occasional effective points in responding to assigned question</td>
<td>Illustrates a good level of analysis, making many effective points in response to assigned question</td>
<td>Illustrates highly sophisticated level of analysis in response to assigned question</td>
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<td>Writing quality</td>
<td>Shows deficient control of syntax, word choice, and conventions of Standard English; errors impede understanding</td>
<td>Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English</td>
<td>Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English</td>
<td>Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English</td>
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