

“Empire without End”: Augustan Rome and the Founding of the Principate Humanities and Religious Studies 296A

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 from those of 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)
- Antony Kamm, *The Romans: An Introduction*, 2nd ed., **or** Peter Jones and Keith Sidwell, eds., *The World of Rome: An Introduction to Roman Culture*

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 (in Rome); 40% of course grade

Write about one page per day, on each of our ten days of site and museum visits. Through observations and ideas, strive to address the Expected Learning Outcomes of the course. In other words, rather than merely describing things seen, studied, and discussed, analyze their relevance for our study of Augustan culture.

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

The report will be given to the group onsite. Plan to spend about ten minutes providing an introduction for our visit, commenting on the history of the site, its relevance for our study of Augustan culture, any special features you suggest we look for or take into consideration, and perhaps some information on the state of preservation or other issues relating to the site's current accessibility.

The study (on which the report is based) can consist of an outline (it need not be in written "paper" form), and it is to include a brief list of sources from which the information is drawn and to which we might look for further details.

The study is to be provided to the instructor at least one day prior to the visit.

There will be three pre-departure two hour sessions in June (tentatively scheduled for Monday evenings, June 6, 13, and 20, in Napa Hall)

Site Visits (subject to revision; visit times TBA)

Monday 6/27

- Preview session (meet at Accent)
- Capitoline Hill (walk through Piazza del Campidoglio en route to the Forum)
- Roman Forum
- Palatine Hill
 - Temple of Magna Mater
 - House of Augustus (and "House of Livia") and Temple of Apollo
 - Overlook of Circus Maximus
 - Palatine Museum

Tuesday 6/28

- Northern Campus Martius: The Building Projects of Augustus
 - Ara Pacis and Museum / *Res Gestae*
 - Gnomon Obelisk
- Central Campus Martius: The Building Projects of Agrippa
 - Pantheon
 - Baths of Agrippa
- Centrale Montemartini (Capitoline Museum collection)

Wednesday 6/29

- Southern Campus Martius

- Theater of Marcellus
- Porticus of Octavia
- Capitoline Museums

Thursday 6/30

- Villa of Livia at Prima Porta
- Museo Nazionale Romano: Palazzo Massimo alle Terme

Friday 7/1

- Lavinium
- Ships Museum and Sanctuary of Diana at Lake Nemi

Saturday 7/2 and Sunday 7/3

- (Free time)

Monday 7/4

- Preview session (meet at Accent)
- Roman houses at Santi Giovanni e Paulo (Caelian Hill)
- Colosseum

Tuesday 7/5

- Ostia Antica

Wednesday 7/6

- Imperial Fora
 - Forum of Caesar
 - Forum of Augustus
 - Forum of Trajan
 - Museum of the Imperial Fora (at Trajan's Market)
- "Auditorium of Maecenas"

Thursday 7/7

- Museo Nazionale Romano: Baths of Diocletian (with Epigraphic Collection)

Friday 7/8

- 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):

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