

**ARTH 420/599:
THE AGE OF AUGUSTUS: VISUALIZING THE PAX AUGUSTA**

Professor Christopher Gregg

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Robinson B 373A

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Office Hours: Mondays 12:15-1:15 or by appointment

Course Description

This seminar will explore the artistic and cultural output of a dynamic period in ancient Roman civilization: the reign of the first emperor, Augustus, and the transition from Republic to Empire. We will examine major works of sculpture, architecture and “luxury” arts produced from approximately 43 BCE to the early first century CE. Among our goals will be to appreciate the complex relationship that existed between Augustan art—literary as well as visual—and Augustan political ideology. Readings for the seminar will focus on major scholarly works that integrate the surviving material culture with the historical context, and we will look at ancient texts in translation in order to understand better the propagandistic monuments that Augustus constructed in Rome and elsewhere on scales varying from the modest to the mammoth. By re-contextualizing the primary pieces of Augustan art and architecture in their historical, cultural and artistic setting, the class will demonstrate the importance of the Augustan period not only to ancient Roman art but to Western concepts of political art.

Note: Since this is a seminar and meets only once a week, your attendance and your participation are required at every session. Absences will only be excused with proper documentation: without documentation, absences will count against your final grade in the course and may prevent you from getting credit for delayed assignments. Missing more than three classes for any reason may result in a failing grade.

Texts

Required:

Paul Zanker, *The Power of Images in the Age of Augustus*. Translated by Alan Shapiro (1990).
Karl Galinsky, *Augustan Culture* (1998).

Pdf files on Blackboard under “Course Content”

Optional:

Suetonius, *The Lives of the Twelve Caesars*, translated by Catharine Edwards (2001, Oxford).

Weekly Assignments

Course Structure:

Readings: Everyone should read all of the assignments—both “Core” and “Synthesis/Discussion”—before the class meetings. In order for you to be engaged in the material and prepared for a seminar style discussion, you must have read the material thoughtfully. I also suggest taking a few notes from each reading or writing down questions/concerns that you have about the material. Remember that participation is a substantial portion of your grade in the seminar: you cannot properly participate if you have not read the material. Each week, everyone should bring into class 3-4 questions or ideas for discussion based on the reading assignments. We will use these as starting points for class discussion. Articles, unless otherwise specified, can be found in the JSTOR database.

Core Readings: these provide the basic details for our discussion and are fundamental to understanding the history, society, architecture and art of the period.

Synthesis and Discussion: these go into greater detail about one specific aspect or area of that day’s discussion.

Synthesis Papers: For most class meetings (unless otherwise specified), you will turn in a 400-500 word, typed paper (always include word count). The paper will be based on all of the readings for that day, concentrating on but not limited to material from the *Synthesis and Discussion* assignments. The goal of the Synthesis paper is NOT to produce a summary: in this brief format, you should address one particular

idea, problem or even quotation by drawing together ideas from several of the readings assigned for that day. {Note: any time that you use a quotation, you **must** cite the source—referencing sources is what good scholarship is based upon. In the synthesis papers, parenthetical citation is fine. Example (Pollini, p. 112)} Do not try to summarize each reading, but rather synthesize the readings into what you consider to be the “big ideas,” connections or contradictory opinions expressed in the readings. In short, the paper should be a response to the question *what have I learned once you put all of these readings together*. You do not have to refer to every reading, but you should bring in at least two or three in each of your responses. You may want to start with a quote from one of the readings analyze it in relation to all the readings; alternately, you may want to choose one point touched on by each of the readings and compare the authors’ ideas on that point; other times, you may want to offer critiques on the methodology or effectiveness of the readings.

There is no one single approach or format. Be thoughtful and creative. As a seminar, this class is intended to make you think independently and form your own scholarly opinions: use these papers to express your thoughts in relationship to our readings.

Papers are due in class: late submissions will not be accepted.

There are 7 of these due over the course of the semester: the top 6 grades worth up to 5% each will be added together at the end of the semester for each student, with the lowest one dropped, to determine 30% of your grade in the course.

Discussion Leaders: Each member of the class will be responsible for an oral presentation on an article under the “Synthesis and Discussion” readings. Undergraduates will present one article while graduate students will present either one or two readings.

For the article that you are presenting, you need to be prepared to provide a concise summary of the article: do not try to repeat everything, rather boil it down to the most significant features. *What is the author’s thesis? What types of evidence do they use? What is their methodology? Is the organization effective? What are the main conclusions that they reach?* The summary should run 5-10 minutes. This will be followed by class discussion, lead jointly by the presenter and myself. The presenter should come prepared with four or five points that will act as springboards for discussion: a quote, a connection with another reading/idea, a problem of methodology, etc.

Research Presentation and Paper

There is a list of paper topics on page 6 of the syllabus. I suggest that you look at a number of these (most are in one or more of the textbooks) and see what seems most interesting. They should all be considered in relationship to our primary topic: Augustus and his visual ideologies.

Choosing a topic: at our February 5th class meeting, you will need to hand in your top **three** (3) preferences for paper topics, ranked in terms of desirability. I will do my best to accommodate everyone’s preferences.

Preliminary Bibliography and Thesis: a typed, properly formatted preliminary bibliography is due in class on March 5th. This should include a minimum of five sources for Undergraduates (7 for Graduate students in the class), not including the textbooks for the class. There should be no more than two web-based resources in this initial bibliography. On the whole, I strongly advise caution when consulting web-based sources for scholarly information (images are a different matter). *Wikipedia* is **NOT** a reliable scholarly source!! Make certain that you evaluate the academic integrity of your on-line sources; for the most part, .edu extensions are trustworthy, but do not take even that at face value.

It is very important from a scholarly perspective that you include primary (ancient) sources, even if only in translation. There are a number of translations available, including the Loeb Classical Library series available in Library and arranged, for the most part, according to author. There are also web-based translations: the Perseus site (www.perseus.tufts.edu) is one of the most reliable. Do be aware that older translations are common so a translation done in the last 20-30 years is preferable.

Thesis: Your thesis is not the same as your topic. Topics are general; a thesis is your specific avenue of investigation into your topic. Your thesis should be a specific line of inquiry into your topic with an idea of what you want to argue within the body of the paper. Sometimes a single sentence will suffice for a thesis, other times, you may need two or three sentences in order to clearly articulate the idea that you are presenting. A thesis may change as you do more research: that is fine, but keep me posted on the evolution of your thesis. A preliminary thesis and bibliography is due with the bibliography on March 5th.

Introductory Paragraph and Working Bibliography: the introduction to a paper makes a powerful impression—for good or ill. On April 9th, a draft of your introductory paragraph (or even two paragraphs) should be submitted to me by email. The introduction should include a more well developed thesis (it should also be a thesis in its final form at this point) and supporting context for that thesis: this will likely

include a footnote or two. An enhanced bibliography should also be submitted with this. In both the thesis and the bibliography, I will be looking for more detail/clarity/precision than is seen in your preliminary versions. This material will be returned to you so that it can be re-written and incorporated into your final paper.

Presentation: the last several weeks of our meetings this semester will be devoted to oral and visual presentations of your research. You will need to provide a handout that outlines your topic and research approach as well as powerpoint visual illustrations of the topic. These presentations will run approximately 15 minutes each with another 5 minutes for questions and discussion: I will set the order once topics have been selected. This should be both a general introduction to your subject matter and a detailed discussion of the thesis you are exploring in your paper. A more detailed description of expectations will be handed out later in the semester.

Paper: In addition to the research report outlined above, you will need to write your research into a paper: the paper itself will be due at the beginning of exam week, specific time to be announced later. Undergraduate paper must be 7-10 pages and have at least 7 bibliographical sources. No more than three of those sources should be web-based. At least one source must be an ancient source, not taken indirectly from a secondary modern source: in other words, look up the citation in a translation of its original source. Clarity of argument, structure, grammatical and syntactical issues will all be factored into the final grade of the paper along with the quality of research. Proofreading errors will be detrimental to the grade.

Citations/References: the final paper described above is a research paper and as such, you must demonstrate your research by using proper references and citations. Footnotes are best for the final paper. A standard footnote will include, at a minimum, the author's name and the page number where the information cited can be found in the original source. A full format of author, title, year of publication, etc. will then be provided in the paper's Bibliography for each source. Note: failure to include citations and specific page references is not acceptable and will severely reduce your final grade.

A handout with further details on the paper will be given out closer to the end of term.

Graduate Students:

Your weekly assignments are the same as the students enrolled at the 400 level: the expectation, however, is that your synthesis of the material in the one-pagers and in class discussion will be at a more refined level.

Graduate final papers must be a minimum of 12 pages and have at least 10 bibliographical sources. All of the above statements concerning the papers also apply.

I strongly encourage everyone to come and talk to me during the course of the semester about the progress of your research and any questions that you might have.

Graded Requirements

Attendance, preparation and participation		12%
Topics and Preliminary Bibliography and Thesis	Feb. 5 th /March 5 th	8%
Reference Assignment	Feb. 19 th	10%
Introductory Paragraph and Expanded Bibliography	April 9 th	10%
Research Presentation		15%
Papers		15%
One-pagers		30%

The grading model is as follows:

A+ (100-97) A (96-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80)
C+ (79-77) C (76-73) C- (72-70) D (69-60) F (59 and below)

Weekly Schedule and Assignments

week 1, January 22: Historical Introduction

Res Gestae Divi Augusti (online resource, link on Blackboard)
Galinsky, Chapter 1 "A Principal Concept: *Auctoritas*," pp. 10-24
Zanker, "Res publica Restituta," pp. 89-98
Galinsky, Chapter 5 "Augustan Literature," pp. 225-234

Note: no writing assignment is due this class

week 2, January 29: Contextualizing the Images

Core

Res Gestae, review
Suetonius, *Divus Augustus* section 101.4
Zanker, "Mausoleum of Augustus," pp. 72-77

Synthesis and Discussion (available through JSTOR unless otherwise noted)
Suna Guven, "Displaying the Res Gestae of Augustus: A Monument of Imperial Image for All," *The Journal of the Society of Architectural Historians*, Vol. 57, No. 1. (Mar., 1998), pp. 30-45.

Jane Clark Reeder, "Typology and Ideology in the Mausoleum of Augustus: Tumulus and Tholos" in *Classical Antiquity* 11.2 (Oct. 1992): 265-307.

First synthesis paper is due in class and in all subsequent classes unless otherwise noted.

week 3, February 5: Octavian and an Evolving Style

Core

Galinsky, Chapter 1 "The Portraits of Augustus," pp. 164-179

Suetonius *Divus Augustus* sections 1-2, 9-14, 27, 50

Synthesis and Discussion

Zanker, *Power of Images in the Age of Augustus*

Chapters 1, "Conflicting Modes of Representation" and "Octavian's Portraiture," pp. 1-25
and

Chapter 2, "Association with Apollo" and "Antony as Dionysus," pp. 33-65

Research Topic Choices (top three, ranked) due in class. Synthesis 2 due.

week 4, February 12: Augustus and Augustan Classicism

Core

Zanker, "The Title 'Augustus': A New Image," pp. 98-100

"The Moral Claim of the Classical Forms" and following, pp. 245-263

Galinsky, "*Auctoritas* in Art: The Augustus Statue from Prima Porta," pp. 24-28 and

"The Cuirass of the Augustus Statue from Prima Porta," pp. 155-164

Suetonius, *Divus Augustus* sections 79-81

Synthesis and Discussion:

Jane Clark Reeder, "The Statue of Augustus from Prima Porta, the Underground Complex, and the Omen of the Gallina Alba," *The American Journal of Philology* vol. 18 no. 1 (Spring 1997): 89-118. [Note: pay particular attention to the first third of the article and to pp. 109 and following]

Allan Klynne and Peter Liljenstolpe, "Where to Put Augustus? A Note on the Placement of the Prima Porta Statue." *The American Journal of Philology*, Vol. 121, No. 1(Spring, 2000): 121-128.

Allan Klynne, "The laurel grove of the Caesars: looking in and looking out," *Roman villas around the Urbs. Interaction with landscape and environment. Proceedings of a conference held at the Swedish Institute in Rome*, 2005. (pdf on Blackboard)

Synthesis 3 due

week 5, February 19: The Ara Pacis, introduction

Core

Zanker, "*Aurea Aetas*" through "The Vines of Paradise," pp. 167-183

Galinsky, "The Altar of Augustan Peace," pp. 141-155

Synthesis and Discussion:

Mario Torelli, *Structure and Typology of Roman Historical Reliefs*, Chapter 2: "A New Start: The Ara Pacis Augustae," 27-46 (pdf on Blackboard).

Brian Rose, "'Princes' and Barbarians on the Ara Pacis," *American Journal of Archaeology*, Vol. 94, No. 3. (Jul. 1990), pp. 453-467.

Reference assignment [at the end of the syllabus] due in class this day. No synthesis paper due.

week 6, February 26: The Ara Pacis, reading the myths

Core

Zanker, "Aeneas and Romulus: Old Myths in a New Guise," pp. 201-210

John Seabrook, "Roman Renovation: Can Richard Meier undo what Augustus and Mussolini Wrought?" *The New Yorker* May 2nd, 2005. (pdf Blackboard) [Do not include in synthesis]

Synthesis and Discussion

Paul Rehak, "Aeneas or Numa? Rethinking the Meaning of the Ara Pacis Augustae," *The Art Bulletin*, Vol. 83, No. 2. (Jun., 2001), pp. 190-208.

Nancy Thomson de Grummond, "Pax Augusta and the Horae on the Ara Pacis Augustae," *American Journal of Archaeology*, Vol. 94, No. 4. (Oct., 1990), pp. 663-677.

Synthesis 4 due

week 7, March 5: The Urban Landscape as Propaganda

Core

Zanker,

"Architecture: Competition and Innovation," pp. 65-71

"Augustus's Family: A Ubiquitous Presence in Rome," pp. 143-145

"Ideology and the Image of the City," pp. 153-156

Synthesis and Discussion

Diane Favro, "Making Rome a World City," in *The Cambridge Companion to the Age of Augustus* edited by K. Galinsky: pp. 234-263. (pdf on Blackboard)

Peter Heslin, "Augustus, Domitian, and the so-called Horologium Augusti," *Journal of Roman Studies* 97 (2007): 1-20.

Preliminary Bibliography and Thesis statement due in class. No synthesis paper due.

week 8, March 12: Spring Break, Class does not meet

week 9, March 19: The Forum of Augustus

Core

Zanker, "Summi Viri: A Revised Version of Roman History," pp. 210-215

"A New Kind of Imagery," pp. 110-114

Galinsky, "The Forum of Augustus," 197-213

Suetonius, *Divus Augustus* section 29

Synthesis and Discussion

Josephine Shaya, "The Public Life of Monuments: The Summi Viri of the Forum of Augustus," *AJA* 117.1 (Jan. 2013): 83-110.

Natalie Kampen, "The Phallus as Signifier: The Forum of Augustus and Rituals of Masculinity," in *Sexuality and Ancient Art* (1996). (pdf on Blackboard)

Synthesis 5 due

week 9, March 26: The Golden Age in the City of Rome

Core

Galinsky, "The Temple of Apollo on the Palatine," pp. 213-224

Suetonius, *Divus Augustus* sections 28.3-30

Synthesis and Discussion

S. Zink and H. Piening, "Haec aurea templa: the Palatine temple of Apollo and its polychromy," *Journal of Roman Archaeology* 22 (2009): 109-123. (Blackboard or Library Reference)

Linda Jones Roccas, "Apollo Palatinus: The Augustan Apollo on the Sorrento Base," *AJA* 93 (1989): 571-588.

Paul Rehak, "Livia's Dedication in the Temple of the Divus Augustus on the Palatine," *Latomus* 49 (1990): 117-125. [You will need to look up the quote at the beginning of the article: the text is available in translation on the web so use your skills to locate it and bring in a written translation.]

Synthesis 6 due

week 10, March 30: Moral Legislation in the Age of Augustus

Core

Zanker, Chapter 4, The Augustan Program of Cultural Renewal, pp. 101-110; 156 ("Mores Maiorum)-166

Suetonius *Divus Augustus* sections 31 and 34

Synthesis and Discussion

John Pollini, "The Tazza Farnese: Augusto Imperatore 'Redeunt Saturnia Regna!'" *AJA* 96 (1992): 283-300.

John R. Clarke, "The Warren Cup and the Contexts for Representations of Male-to-Male Lovemaking in Augustan and Julio-Claudian Art," *The Art Bulletin* 75 (1993): 275-294.

Synthesis 7 due

week 11, April 2: To Be Announced

week 12, April 9

No Class: research and presentation preparation day

Introductory paragraphs and working bibliography due digitally (email) by 8pm

week 13, April 16

Student Presentations

week 14, April 23

Student Presentations

week 15, April 30th

Student Presentations

Note: I reserve the option to schedule a make-up or final presentation day in our scheduled final exam slot if it is necessary. Do not make travel or other plans that would conflict with our scheduled final exam period (consult Schedule of Classes online for date and time).

Research Topics

The Actium Monument

Sebasteion at Aphrodisias: Augustus and Julio-Claudian propaganda in the East

Boscotrecase Cups

Gemma Augustea and/or other Augustan Cameos

Augustan Triumphal arches in the Roman Forum

Augustan basilicas

Augustan imagery at Pompeii, Italy

Augustan family monuments in Rome

Temple of Jupiter Feretrius and Temple of Jupiter Tonans

Shrine and cult of Janus in Rome in the Republic and Augustan periods

The Egyptianizing Elements in the Augustan Landscape

Augustan period tombs around Rome

Portraiture of Livia or Octavia

Portraiture of Gaius and Lucius, adopted heirs of Augustus

Portraiture of Agrippa

Building program of Agrippa in Rome

Theaters of the Augustan period

Portraiture of freedmen (former slaves) in the Augustan period

Tropaeum at L'Turbie, France

Fresco decoration of the House of Augustus

Architecture and Fresco decoration of the Villa Farnesina

Mosaic decoration of the Augustan period

Iconography on Augustan coinage

The Ara Pietatis

Augustus and the Lupercalia

Hadrian and Augustus

Reference Assignment, Due in class February 19th.

Types of footnote

Citation: this type is the most common type and includes the basic data on where to find the information used by the author. These are important to scholars since they create a “chain of evidence” that can be used to evaluate the validity of an argument and in further research by the reader.

Content: this type fleshes out an idea that is alluded to but not fully developed in the text. This can be very useful for a number of reasons. Foremost, it allows an author to expand on a single thought without derailing the linear sequence of his/her argument. Furthermore, it allows the author to forestall objections by explaining or expanding an idea—again without disturbing a clear progression of argument in the body of the article. Content footnotes will often have a reference citation included; any footnote that has extensive discursive text can be considered a content footnote.

1. Find three content footnotes find references in the footnotes of the articles read thus far in the semester, including today’s articles, and explain what role they play in their article.

Mining Footnotes for Research Material

2. As you are reading articles or books during the seminar, you should be using them as sources for your own research, not only for what they say in the body but also the trail of evidence they provide in the footnotes/bibliography.

For each of the following topics, imagine that you are assigned to write a paper; find references in the footnotes of the articles read thus far in the semester, including today’s articles that you would want to explore if you were writing on the given topics listed below. You must draw from at least three different articles. These sources can be articles or books.

Provide the full reference (from the article’s bibliography) and the author, article title and footnote number that the reference is drawn from. Note which category each reference falls into.

- a). Find three sources on some aspect of Augustan religion
- b). Find three sources on some aspect of Augustan history
- c). Find four primary sources (ancient texts) that are used in scholarship of the Augustan period
- d). Find two sources that you should explore for your own research topic this semester (these will likely be supportive or background sources but some may directly involve your research topic). These should be distinct from the material described in a-c.