CIEE Rome, Italy

Course title: Rome Wasn't Built in a Day: The Art, Architecture, and History of the Ancient City

Course code: HIST 3103 CIEE

Programs offering course: Open Campus Block

Open Campus Track: Language, Literature, and Culture

Language of instruction: English

U.S. semester credits: 3

Contact hours: 45

Term: Fall Block I 2020

Course Description

This course will examine the art, architecture and history of ancient Rome, from the foundation of the city in the 8th century BCE to the end of the Western Roman Empire around 476 CE. Today, more than 1500 years after the collapse of that empire, there still remain numerous examples of stunning political, religious and civic architecture in the former imperial capital. Among the magnificent buildings and archaeological remains that the participants of this course will visit are the Roman Forum, the Field of Mars, Emperor Nero’s palace (the Golden House), the Colosseum and more. The course will look at the political history of ancient Rome primarily by reading and interpreting pieces of art and architecture, be they connected to major political events or turning points, display imperial power and its geopolitical ambitions, or document the rise of new social forces. Finally, as we trace the rise and fall of imperial Rome, we will regularly draw parallels to today's empires and how they make use of art and architecture for their purposes.

Learning Objectives

By completing this course, students will:

- Outline the history of Rome through the centuries
- Assess the historical and cultural significance of the city of Rome for Western civilization
• Estimate how the architectural and urban planning feats of ancient Rome reflected, influenced, or lagged behind the empire’s views of itself and its political decision-making processes
• Demonstrate the ability to research, analyze and interpret art and architecture in their aesthetic as well as sociopolitical dimensions
• Understand the role of legends and myths in shaping the city’s image
• Combine what they learn about the development of imperial Rome to the history of other empires and imperial cities

Course Prerequisites

None.

Methods of Instruction

This course will combine online lectures, virtual on-site visits and videos.

Assessment and Final Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Weekly assignments (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
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<tr>
<td>Term report</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
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Course Requirements

Weekly assignments:

Students will complete five written weekly assignment (each assignment is worth 5%), based on the topics discussed during the session, might include true and false, multiple choice, images identifications and text commentary.

TIME ON TASK: 20 hours

Oral Presentation

For the oral presentation students will examine one ancient monument chosen from a list provided. The presentation should last 10 minutes (be recorded and uploaded) and provide a thorough assessment of the structure, including a historical overview, its context, function, dates, afterlife, and decorative program. Both primary and secondary sources should be employed.

TIME ON TASK: 15 hours
Term report
Students will be asked to write the term report by analyzing, interpreting and commenting on the monument discussed in the oral presentation, with references to the historical, social and cultural contexts, as discussed in class. Professor will provide extensive and precise guidelines (5-6 pages)

TIME ON TASK: 20 hours

Final Exam

Students will take a final exam at the end of the course. The exam is cumulative and will therefore cover all topics discussed and analyzed in class. Question types may include multiple choice, true/false, chronology and terminology.

TIME ON TASK: 25 hours

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

No textbook required. Readings will be provided via Canvas

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.
“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.
Weekly Schedule

Week 1

Session 1  The Eternal City: an introduction

This class will serve as an introduction to the study of ancient Rome. Syllabus will be presented and reviewed, with emphasis on assessment methods and course requirements, with a section on architectural orders and building typologies.

Readings:

  Claridge: 3-7
  Aicher: 2-13
  A Brief History of the Romans, pp.14-23

Time on task: 5 hours

Session 2: The origins of Rome: From Monarchy to the Republic

Sites discussed: Roman Forum and Palatine, the city walls.

Students will learn about the origins of the city and the architecture, politics, society and religion of early Rome and the political and social transformation of Rome during the Republican age

Readings:

  Claridge: 63-113 (a specific list of the monuments will be provided)
  Aicher: 42-110 (a specific list of the monuments will be provided)
  Pollitt: pp. 2-14

Time on task: 5 hours
Week 2

Session 1: Republican Rome

Sites discussed: The Capitoline Hill, Tiber and the Tiber Island, the Cloaca Maxima, the Forum Boarium, The sacred area of Sant’Omobono.

Students will learn about the expansion of Rome in the Mediterranean and the influence this expansion had on the artistic production and the urban development of the city.

Readings:

Pollitt: pp. 22-24; 29-34
Claridge: 257-287
Aicher: 42-71

Time on task: 5 hours

Session 2: From late Republic to Augustus

Sites discussed: Theater of Marcellus, Porticus of Octavia, Temple of Apollo Sosiano, Largo Argentina, Theater of Pompey and Theater of Balbus, The

The last phase of the Roman Republican history will be analyzed through the architecture of the 1st c. BCE. Students will learn how public building construction was used to foster the political careers of mighty Roman army generals.

Readings:

Claridge: 197-209, 239-256
Aicher: 215, 220-229; 256-266.

Time on task: 5 hours
Week 3

Session 1: The rise of the Empire Augustan urbanism.


Students will explore a sector of the ancient city of Rome, the Campus Martius (Field of Mars) which was thoroughly transformed by Augustus and remodeled in order to represent the new political course of the Empire.

Readings:

Claridge 158-169; 177-180; 204-216.
Aicher: 188-202; 240-251
Kleiner: pp.61-73
Stambaugh: 48-66
Time on task: 5 hours

Session 2: The Julio-Claudian Emperors

Sites discussed: the Golden House

In this class students will learn about the dynasties of the Roman Emperors and the impacts that they had on the city of Rome and on the ancient world, including the project for Nero’s Golden House.

Readings:

Claridge: 300-306
Aicher: 170-179
Kleiner: p.103-104;115-119
Stambaugh: 67-71
Time on task: 5 hours
**Week 4**

**Session 1: The Flavians**

*Sites discussed:* Colosseum, Templum Pacis, Forum of Nerva, Domituan Stadium

This class will be focused of the building program of the Flavian dynasty and on the most famous ancient building in Rome: the Colosseum.

**Readings:**
- Claridge: 312-319; 145159; 169-176
- Aicher: 180-184; 202-208; 234-239
- Kleiner: 121-122, 126-134
- Stambaugh: 71-75

**Time on task: 5 hours**

**Session 2: Trajan and Hadrian**

*Sites discussed:* imperial Fora.

With Trajan the Roman Empire reaches its maximum expansion, but it might be also be seen indicating the beginning of the slow process to the end of the power of Rome.

**Readings:**
- Claridge: 180-196; 223-234
- Aicher: 208-213; 234-237; 239-240
- Kleiner: 153-154; 156-164; 171; 181-185.
- Stambaugh: 75-81

**Time on task: 5 hours**

**Week 5:**

**Session 1: The Antonines**

*Sites discussed:* Hadrianeum, Columns of Antoninus Pius and Marcus Aurelius.

This period sees an interesting development of imperial funerary architecture within the Campus Martius

**Readings:**
- Claridge: 180-196; 223-234
- Aicher: 251-255;
- Kleiner: 187-188; 194-201
- Stambaugh: 75-81

**Time on task: 5 hours**
Session 2: The new Rome under the Severans
Sites discussed: The Septizodium, the new imperial palace and the Baths of Caracalla

The Severan dynasty, the first coming from Africa, left a major imprint within the city of Rome.

Readings:
- Claridge: 356-365; 292-293
- Aicher: 305-307
- Kleiner: 231-232; 237-245
- Stambaugh: 81-85

Time on task: 5 hours
Week 6

**Session 1  Constantine and the new Rome?**
Sites discussed: The Arch of Constantine, the Basilica Nova, St. Peter's basilica.

Constantine was the first emperor to convert to Christianity setting in motion the dramatic change that the city of Rome will undergo in the next centuries, becoming the capital of the Christians

Aicher.; 139-145  
Kleiner: 291-292; 294-301  
Claridge: 113-121  
Stambaugh: 81-85

Time on task: 5 hours

**Session 2  Review Session**

Time on task: 3 hours
Readings:


Stambaugh J.E., The Ancient Roman City, Johns Hopkins University Press, 1988

Kleiner, F. A History of Roman Art, international edition, 2010


Boatwright et al. A Brief History of the Romans, Oxford University Press, 2014

Further reading materials will be assigned on a week-by-week basis.

Professor will provide a complete list of complementary readings, media sources and articles published in national and international media in order to stimulate class debates and activities.