

**The American University of Rome
Department of Archaeology and Classics**

Fall 2021

AHAR 300 Roman Art & Architecture

Time: Tuesday 9:00 a.m. – 12:00 p.m.

Location: B GDN 2

Instructor: Jens Koehler Office Hours: by appointment

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Mission Statement

"The program in Classical Studies is a vigorous and important component of the Department of Arts and Humanities that aspires to excellence. Combining both traditional and innovative courses the program in Classical Studies introduces students to a wide variety of aspects of the ancient worlds of the Mediterranean with a special emphasis on Roman civilization and culture and its survival down to the present. Taking advantage of AUR's location in the heart of Rome, courses are offered on archaeology, art history, social and political history, literature and language, and philosophy. A great deal of the teaching is conducted on-site. The emphasis given by the program to the cultural interchange of the ancient world prepares students to recognize similar mechanisms in the modern world and the need for intercultural understanding and mutual respect."

Course Description:

Roman Imperial Art and Architecture is a study of ancient Roman architecture, sculpture, painting, and minor arts from 27 BC to 193 AD. The focus is on the city of Rome and the ancient capital's imperial dominion in the peninsula and Mediterranean. The approach to the material is at technical, stylistic, and iconographical levels understood within the historical context. On-site visits in Rome alternate with class lectures and a possible excursion outside Rome. The goals are to create a thorough preparation for critical analysis of artifacts and source material, to develop research techniques and skills of interpretation of ancient art and architecture.

Credits: Three credits

Pre-requisites:

A 100-level Archeology or Art History course or permission of the instructor.

Entry Fees: Students must pay their own entrance fees when required. Prices in Rome can fluctuate without warning and AUR can accept no responsibility for this.

Course Learning Objectives:

By the end of this course students will be able to:

1. Describe and identify the material culture of Rome in the Imperial Period: buildings, sculpture, portraiture, and paintings of the ancient Roman Empire.
2. Discuss questions of Roman chronology and the historical background.

3. Distinguish and discuss the art historical and archaeological methodologies applied in Roman art and architecture studies.
4. Interpret critically theories about ancient Roman civilization and its artistic expressions.
5. Explain the influence and importance of Roman culture for Western civilization.

Course Learning Activities:

1. Active participation in class lectures (CLO 1,2,3,4)
2. Readings (CLO 1,2,3,4)
3. Oral presentation (CLO 3,4)
4. Independent research paper (CLO 3,4)

Assessment:

Oral Presentation	25%
Midterm Exam	20%
Independent Research Paper	35%
Final Exam	20%

Midterm Exam 20%: This will consist of two sections. Section A (CLO1 & 2) will be short answer questions. Section B (CLO 3 & 4) will be an essay question (one out of a choice of two).

Final Exam 20%: This will consist of two sections. Section A (CLO1 & 2) will be short answer questions. Section B (CLO 3 & 4) will be an essay question (one out of a choice).

Oral Presentation (CLO3 & 4) 25%: A presentation in classroom or on-site, depending on the topic (10-15 minute, 15 points). Required is also an additional handout/text (2 pages, 10 points). More details to be handed out later.

Independent Research Paper 35% total (CLO3 &4): Students should choose a topic connected with ancient Roman art or architecture in consultation with the course instructor.

The paper will be developed in three phases:

1. Thesis statement and a list of planned paragraph topics in note form. 5%.
2. Annotated bibliography of library and electronic sources that the student intends to use. This must contain a minimum of 8 peer-reviewed sources. 5%.
3. Final Essay. A complete draft of the final research paper, taking due account of the comments and amendments made on the first two phases. 25%.

The final paper must conform to the following requirements:

- incorporate a minimum of 6 peer reviewed sources ('incorporate' means more than put them in the bibliography – it means use them in the text)
- a minimum of 2,500 words
- 12 point New Times Roman font
- double spaced with margins of one inch
- appropriate references and credit should be contained in the form of footnotes (e.g. using MLA or Chicago style)
- a full bibliography of all sources used in alphabetical order.

Papers that do not conform to these requirements may be returned. **All three phases are required to be submitted – you may not skip over a phase.** You are encouraged to make full use of illustrative materials, maps, diagrams, photographs etc. but these do not substitute the minimum word requirement.

AUR grade values:	94 – 100 points	=	A	“Excellent”
	90 – 93.99	=	A-	
	87 – 89.99	=	B+	
	83 – 86.99	=	B	“Good”
	80 – 82.99	=	B-	
	77 – 79.99	=	C+	
	73 – 76.99	=	C	“Satisfactory”
	70 – 72.99	=	C-	
	60 – 69.99	=	D	“Poor”
	59.99 – 0	=	F	“Failing”

Academic Integrity: Plagiarism is always punished and all students should be very conscious that they are not infringing academic integrity when submitting papers or other work that they are claiming as their own. You are advised to read carefully the leaflet issued by the library on Citation and to keep all notes, photocopies etc. that you make whilst writing your independent research project as evidence that the work is your own. A clean desk policy is in operation during the midterm and final exams, nothing should be on your desk except the pen you are writing with. You are not permitted to leave the exam room during the midterm and final exams. If you do your paper will be collected and you will not be allowed to add anything to it. All cases of cheating and plagiarism are reported to the Provost who can take disciplinary action up to and including expulsion.

AUR attendance policy: In keeping with AUR’s mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University’s attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Tolerated Absences

Students will not be penalized for one absence from classes meeting once a week;

Students will not be penalized for three absences from classes meeting twice a week;

Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor’s specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:

Students will not be penalized for two absences from class.

2.0. Automatically Accepted Absences

Certain categories of absence will automatically be accepted and will not be counted as one of the 3 tolerated absences (for a 3-credit course meeting twice a week). These absences, which will not be penalized, are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays
- The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please refer to the Provost's Office list of accepted absences for religious holidays)
- Not attending a class due to the observance of a religious holiday will normally not be counted as an absence.
- Students who will miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No Instructor may penalize a student more than half a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+). *Catalog* 2013-2014 p.31-32.

Course Reading Material/Textbooks:

Textbook:

Steven L. Tuck, A History of Roman Art, Chichester, West Sussex, Wiley-Blackwell 2015. ebook.

Filippo Coarelli, Rome and Environs: An Archaeological Guide, Updated edition. Berkeley, University of California Press 2014. ebook.

Bibliography (AUR = book available in the library, or e-books):

Guidebooks

A. Claridge, Rome. An Oxford Archaeological Guide (2nd ed., 2010) AUR

F. Coarelli, Rome and Environs: An Archaeological Guide. Updated edition (2014) e-book

Architecture

J. B. Ward-Perkins, Roman Imperial Architecture (1981) AUR

W. L. MacDonald, The Architecture of the Roman Empire (1986) AUR

I. M. Barton (ed.), Roman Public Buildings (1989) AUR

E. K. Gazda (ed.), Roman art in the private sphere: new perspectives on the architecture and decor of the domus, villa, and insula (1991) AUR

J. R. Clarke, The houses of Roman Italy 100 B.C.-A.D. 250: ritual, space, and decoration (1991) e-book & AUR

F. Yegul, Baths and Bathing in classical antiquity (1992) AUR

D. Favro, The urban image of Augustan Rome (1996) AUR

K. E. Welch, The Roman Amphitheatre: from its origins to the Colosseum (2007) AUR

F. Sear, Roman Theatres: an architectural study (2008) AUR

R. B. Ulrich – C. K. Quenemoen, A Companion to Roman Architecture (2013) AUR

Art

M. Henig (ed.), Handbook of Roman Art: a Survey of the Visual Arts of the Roman World (1983) AUR

D. Strong, Roman Art (1988) AUR

P. Zanker, The power of images in the Age of Augustus (1990) AUR

R. Ling, Roman Painting (1991) AUR

D. E. E. Kleiner, Roman Sculpture (1992) AUR

E. d'Ambra, Roman art in context: an Anthology (1993) AUR

P. J. Holliday, Narrative and event in ancient art (1993) AUR

T. Hoelscher, The language of Images in Roman Art (2004) AUR

J. Fejfer, Roman Portraits in Context (2008) e-book

S. L. Tuck, A History of Roman Art (2015) e-book

T. Hoelscher, Visual Power in Ancient Greece and Rome: Between Art and Social Reality (2018) e-book

J. Elsner, The Art of the Roman Empire AD 100-450 (2018) AUR

Schedule

- 8/31 1. Introduction: Architecture and Art 30 BC – AD 235 in classroom
Roman Imperial History and Chronology.
Readings: A. Claridge, Rome 2010; S. L. Tuck 2015 ch.1
- 9/7 2. Public Constructions in classroom/(on-site)
Temples on the Campus Martius; Pantheon. Roads, bridges, aqueducts; Porta Maggiore.
Readings: Coarelli, Claridge, Ward-Perkins, MacDonald, Favro
- 9/14 3. Public Constructions meet on Capitol, Piazza
Campidoglio
Temples on the Forum Romanum. Imperial Fora. Markets of Trajan.
Readings: Coarelli, Claridge
- 9/21 4. Buildings for Entertainment meet on Capitol, Piazza
Campidoglio
Theater, amphitheater, circus.
Readings: Sear, Welch
- 9/28 5. Buildings for Entertainment meet at the Arch of
Constantine
Thermae: Roman baths. Trajan and Caracalla
Readings: Yegul
- 10/5 6. Homes: Palace, Villa, Insula in classroom
Midterm homework?
Houses and mosaics in Pompeii and Ostia antica. Nero's Golden House.
Readings: Clarke, Gazda, Ling, www.ostia-antica.org, www.pompeiiisites.org
- 10/12 7. Homes: Palace, Villa, Insula meet at the Arch of
Constantine
Imperial palaces on Palatine Hill.
Readings: Coarelli, Claridge
- 10/19 8. Portraiture: Realism and Ideals in classroom
Male and female portraits from the Late Republic to Late Antiquity.
Readings: Fejfer, Kleiner, Zanker

10/26 9. Portraiture: Realism and Ideals meet on Capitol, Piazza Campidoglio
Greek portraits. Selected topics of Imperial portraiture.
(to 10. Propaganda: Panel reliefs of Marcus Aurelius)
Readings: www.museicapitolini.org

11/2 10. Propaganda: State Reliefs in classroom
Readings: Hoelscher, Holliday

11/9 11. Propaganda: State Reliefs meet at the Arch of Constantine
Arches of Titus, of Constantine. And of Severus. Columns of Trajan and of Marcus Aurelius.
Readings: Coarelli, Claridge, Hoelscher, Holliday

11/16 12. Monuments for the Afterlife meet at the Mausoleum of Augustus
(or Centrale Montemartini)
Mausoleum of Augustus. Funerary altars, sarcophagi.
(to 10. Propaganda: Ara Pacis of Augustus)
Readings: Favro, Zanker

11/23 break

11/30 13. Conclusions: Tradition and Evolution. in classroom/(on-line?)
Constant values of the Imperial Period. Development and changes from Augustus to the
Severan emperors.
Readings: ...

12/7 study day

12/14 14. final exam 10:00-12:00/or homework

(This schedule is subject to change.)

RUBRIC FOR the Research Paper (adapted from Prof Daria Borghese)

	Excellent (A)	Good (B)	Satisfactory (C)	Poor (D)	Failing (F)
Analysis and evaluation of arguments					
Ability to synthesize arguments					
Accurate and appropriate use of printed and electronic sources.					
Good English and presentation skills					

Analysis and evaluations of arguments: the topic you have chosen has been the subject of debate amongst scholars. Typically ideas develop through time and may differ between different countries, academic disciplines and scholars. It is your job to compare and contrast these opinions and evaluate the validity of the arguments. You should try to analyze why scholars disagree, what is the basis of their differences? You should not try to gloss over the arguments superficially but should actively explore their points of conflict.

Ability to synthesize arguments: when you read books and articles they will develop the arguments in great depth. It is your job to sum up the arguments accurately in a few sentences.

Accurate and appropriate use of printed and electronic sources: you must cite correctly using footnotes and include a complete bibliography at the end. Failure to cite your sources constitutes plagiarism.

Good English and presentation skills: your essay should be written in grammatically correct formal English. It should be presented following the instructions detailed above.

ORAL PRESENTATION RUBRIC

VERBAL SKILLS			
AUDIBILITY	Volume well suited to room	Reasonable, occasional difficulty in hearing	Poor, difficult to hear, under projected
CLARITY	Most words clear	Occasional lapses but communication not impaired	Poor, difficult to decode
PRONUNCIATION	No marked lapses which interfere with communication	Occasional lapses but communication not seriously impaired	Very frequent lapses, communication impaired
LANGUAGE USE AND ACCURACY	Wide range, appropriate to topic, accurate	Adequate to task, somewhat limited, some inappropriate usage	Limited range, communication impaired
NON-VERBAL SKILLS			
INTONATION	Varied range	Range limited, reduces communication	Lack of range, greatly restricted
EYE CONTACT	Looked at most of the audience much of the time	Looked at some of audience but rather fixed	Hardly looked at audience, no real contact
USE OF GESTURES / FACIAL EXPRESSIONS	Helpful, enhanced communication	Helpful for audience	Unhelpful, distracting
CONTENT			
INTRODUCTION	Clear, helpful, assisted audience	Reasonably clear, gave some direction	Muddles audience
DEVELOPMENT	Logical, easy to follow, helpful links	Some difficulty in following some links	No apparent development, little linkage
USE OF EXAMPLE ILLUSTRATIONS	Stimulating, helpful, clear, interesting	Reasonably useful and helpful for audience	If used, unhelpful, difficult to see relevance
USE OF VISUALS (if relevant)	Stimulating, clear, enhanced presentation	Helpful, reasonably clear, assisted presentation	Unhelpful, muddled, distracted
QUESTIONS	Handled well, clear, confident, fully answered	Some awkwardness, reasonable, mostly answered	Muddled, no real answers
CONCLUSION	Well planned, effective ending	Some effort to wind up talk	Petered out, audience puzzled, no ending
DURATION	Kept to agreed limits	Strayed a little from agreed limits	Far too long, too short, audience unhappy

COMMENTS:

Tutor _____

The above rubric was obtained from <http://www.dundee.ac.uk/med&humanrights/SSM/admin/as-assessment.html> and is courtesy of Richard Ellis – Training and Communications Consultant.