

The Age of Augustus (16:190:625) Fall 2013



An introduction to the literature, history and society of the Augustan Age. Emphasis on literary texts and their use as historical evidence.

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Wednesday 5:00-7:40pm, RAB 003
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Course description

In this graduate seminar we will explore some of the most important literary and architectural products of the age of Augustus. In each session, we will take a text or texts from an author or a monument or group of monuments and use those as the basis for our discussions of contemporary political, social and cultural history. We will also consider the reception of Augustus in later periods. The final session will consider resources and methods for teaching an undergraduate class on the topic. We will be concerned in this seminar with the question of whether Augustus was a continuator or an innovator. We will try to approach Augustus without the teleological label of “first emperor” and also try to be critical of the evidence we have for his reign and current views about it.

Class sessions

Most sessions will be divided into two parts. The first will be devoted to reading, translating and commenting on the assigned text(s). The second will include a student presentation based upon the assigned text(s), assigned secondary literature and any other materials the presenter wishes to incorporate.

Depending on the numbers enrolled in the seminar, you may be asked to give more than one presentation or response during the semester.

Presenters If you have been assigned to a session, you will be expected to
Translate the assigned text(s)
(In some sessions, a monument may be substituted for a text.)
Know and comment on the content of the text(s)
Know and comment on the content of assigned secondary literature
Give a presentation (45 minutes) on the assigned text(s) that responds to the secondary literature and makes a unique contribution to scholarship on the text(s)
(You will need to read additional material to that which I have assigned)

Responders If you have been asked to respond to a presentation, you will be expected to
(In some sessions, a monument may be substituted for a text.)
Be able to translate the assigned text(s)
(In some sessions, a monument may be substituted for a text.)
Know and comment on the content of the text(s)
Know and comment on the content of assigned secondary literature
Give a response (5-10 minutes) on the presentation

A handout on presentations and responses is available in Sakai>Resources

Attendees In every session you will be expected to
Translate and explain the content of the assigned text(s)
Comment on the assigned secondary sources
Offer insights into the assigned text(s) and sources
Respond productively to fellow seminar members' comments

A handout on participating in a graduate seminar is available in Sakai>Resources. Please be sure to read it.

Learning goals

The learning goals in this course are as follows

- To develop further your fluency in Latin
- To (re)introduce you to the key authors of this important time period
- To introduce you to the most important and recent scholarship on this period
- To develop your skills in presenting to your peers
- To cultivate your skills in literary analysis
- To improve your ability to write a research paper
- To develop your interpersonal skills in an academic setting

Graded work

Presentations, responses & mini presentations PhD students: 2 presentations, 15% each; 4 mini-presentations, 5% each
MAT students: 2 presentations, 17½% each; 1 mini-presentation & 2 responses, 5% each
Undergrads: 2 responses, 15% each

Translation exams These exams lasting 45 minutes will replicate the departmental MA and PhD exams in Latin. You will translate one of two passages and will be graded according to the standards of the departmental exams. Passages will be chosen from those of our seminar readings that overlap with the departmental exam reading lists. Anyone who has already taken his/her last set of exams is excused from the final.
10% each (undergrads: 20% each)
Dates: 23 October & TBD

Research paper You may write on any topic related to the age of Augustus. You are strongly encouraged to produce a paper that could be presented at a conference and/or submitted to a journal. I am happy for your paper to build on work in progress.
Your paper should make an original contribution to scholarship on your topic. If you choose to write about one of the authors we are reading in Latin, this will not be easy: they are simply too popular, and **I will strongly dissuade anyone from writing a paper about Vergil, Horace or Ovid.** I therefore encourage you to look for paper topics that are unusual: you might choose a less studied author (Vitruvius, for example) or topic (city planning over the iconography of the Ara Pacis). And, please, no explicatory papers—I will explain this term in class.
30%
Date: December 23rd, 5pm. N.B. **This date is NOT negotiable.** If your paper is not emailed to me by the deadline, you will receive 0%. (Only incapacitating illness accompanied by a doctor's note or a close family bereavement will excuse you from the deadline.)

Materials

The following are available from the Rutgers Bookstore (as well as Amazon, B&N, etc. where used copies are also sold)

Required Galinsky, Karl. 1998. *Augustan culture: an interpretive introduction*. Princeton, N.J.: Princeton University Press. ISBN-13: 9780691058900

Galinsky, Karl. ed. 2005. *The Cambridge companion to the Age of Augustus*. Cambridge, U.K.: Cambridge University Press. ISBN-13: 9780521003933

Lisemore, Martin, Jack Pulman, Herbert Wise, Derek Jacobi, Siân Phillips, Brian Blessed, Margaret Tyzack, et al. 2000. *I, Claudius*. Beverly Hills, CA: 20th Century Fox Home Entertainment. (Available at <http://tinyurl.com/oxdvw75> Link also on Sakai.)

Recommended Syme, Ronald. 2002. *The Roman revolution*. Oxford: Oxford University Press. ISBN-13: 9780192803207

(I will also make the extensive reading from this text available on Sakai.)

Zanker, Paul. 1988. *The power of images in the Age of Augustus*. Ann Arbor: University of Michigan Press. ISBN-13: 9780472081240 (Readings from this important book are included in parentheses in the schedule below.)

On reserve These titles and those listed below will be available on reserve in Douglass Library (not Alexander)

Eck, Werner. 2007. *The age of Augustus*. Malden, MA: Blackwell Pub.

Southern, Pat. 1998. *Augustus*. London: Routledge.

Everitt, Anthony. 2006. *Augustus: the life of Rome's first emperor*. New York: Random House.

Jones, A. H. M. 1971. *Augustus*. New York: Norton.

Levick, Barbara. 2010. *Augustus: image and reality*. Harlow: Longman.

Galinsky, Karl. 2012. *Augustus: introduction to the life of an emperor*. Cambridge: Cambridge University Press.

Earl, Donald C.. 1968. *The age of Augustus*. New York: Crown Publishers.

Other readings All remaining readings are available electronically on the [course Sakai site](#). See below for details.

You are responsible for finding primary text selections. You will notice that the primary readings for this course are heavy, but they have been drawn for the most part from the departmental exam reading lists.

Schedule

For each session, you will find listed primary and secondary readings, which everyone must complete in their entirety, and presentation prompts, around which presenters should mold their presentations and which all participants should consider.

For each session, one or more of those of you who are neither presenting nor responding will be asked to give mini presentations. These will include a *vita* for any author to be discussed in detail during the session, as well as a brief biography for and essential information about that author.

Week 1 Introduction: Julius Caesar and the death of the Republic

9/4

Caesar, *BC* 1.1-33

Cicero, *In Cat.* 1

Catullus 29, 49, 54, 57, 93

Galinsky 1998, Introduction
Galinsky 2005, Introduction
(Zanker, chap. 1)

There is no presenter for this session. Everyone should prepare written notes (or for the first item, a handout) for the following prompts, and we will spend time working collectively towards group answers

Give us a timeline of important political and cultural events for the first century BC. To what extent were the latter influenced by changes in the former?

Give us an overview of cultural developments (e.g. in architecture, art and literature) under Julius Caesar. What role did politics play in shaping them?

Did Julius Caesar have a propaganda program?

Should Julius Caesar be considered the first emperor?

Week 2
9/11

Antony, Octavian and Cicero

Cicero, *Att.* 14.1, 13b, 21; *Att.* 15.1a, 11, 16a, 27; *Att.* 16.6, 9; *Fam.* 7.22; *Fam.* 9.24; *Fam.* 10.3; *Fam.* 12.3, 22 (= 66-79 in Shackleton Bailey's *Letters*); *Second Philippic*

Galinsky 1998, chap. 2

Syme, chaps. 8-21

(Zanker, chap. 2)

Define the characteristics of the epistolary genre and give a history of it in the ancient period.

How do Cicero's letters help us understand the context in which Octavian/Augustus acquired power?

What was Cicero's central concern: himself or the State? Was he a typical politician?

What's the historiographical significance of Syme's *Roman Revolution*? (You'll want to read reviews of the book and obituaries of its author.) Consider the book's depiction of Augustus, its treatment of contemporary politics and the evidence it uses.

Week 3
9/18

Augustus in history: Suetonius and Cassius Dio

Suetonius, *Augustus* and Cassius Dio 51.23-27; 52; 53.25-26, 29; 54.3-9, both in English. Wallace-Hadrill, Andrew. "Civilis Princeps: Between Citizen and King." *JRS* 72 (1982): 32-48.

Galinsky 1998, chap. 3 to p.89, and chap. 5

Reinhold M. "Augustus' conception of himself." *Thought* LV 1980: 36-50.

(Zanker, chaps. 3-4, except pp. 126-136, and 8)

We'll focus on Suetonius in this session.

Give us an overview of the ancient genre of biography. What are its characteristics? Sketch its history.

What is the significance of Suetonius' historical context and socio-economic status?

What were Suetonius' sources?

How and why is his depiction of Augustus accurate or distorted?

To what extent does Cassius Dio's depiction of Augustus add to our understanding?

Week 4
9/25

Self-reflection and the *Res Gestae*

P. A. Brunt and J. M. Moore. *Res Gestae Divi Augusti: The Achievements of the Divine Augustus*. London: Oxford U.P., 1967. (The commentary from this book is available on Sakai.)

Galinsky 1998, chap. 1

Yavetz Z. "The *Res Gestae* and Augustus' public image" in *Caesar Augustus. Seven aspects*, ed. by Millar F. & Segal E. Oxford: Clarendon Pr., 1984, pp. 1-36.

Nelles, Paul. "The Measure of Rome," in Ligota, Christopher Roald, and Jean-Louis Quantin, eds. *History of scholarship: a selection of papers from the Seminar on the History of Scholarship held annually at the Warburg Institute*. Oxford University Press, 2006.

Ridley, Ronald T. 2003. *The emperor's retrospect: Augustus' Res gestae in epigraphy, historiography and commentary*. Leuven: Peeters (held on reserve at Alexander).

The following are also on Sakai and are recommended, but not required:

Cartledge P. "The second thoughts of Augustus on the *res publica* in 28/7 B.C." *Hermathena* 1975 119: 30-40.

Elsner, Jas. "Inventing imperium" in *Art and text in Roman culture*, ed. Jas Elsner. Cambridge; New York (N. Y.): Cambridge University Pr., 1996, pp. 32-53.

Ehrhardt C. "Two quotations by Augustus Caesar." *LCM* 1986 XI: 132-133.

Güven, Suna, "Displaying the « *Res gestae* » of Augustus," *JSAH* 1998 57 (1): 30-45.

Humphrey J.; Reinhold M. "*Res Gestae* 4.1 and the ovations of Augustus." *ZPE* 1984 LVII: 60-62.

Ronnick, Michele Valerie, "Res gestae 25." *Maia* 1997 49 (3): 381-384.

Give a history of the inscription and the editing of it.

Sketch a history of autobiographies by ancient rulers. To what extent does the *Res Gestae* conform to it?

Summarize the inscription's content. What's included and what's missing?

Take one section and explain the effectiveness of its language.

Explain the importance of the inscription as a physical object. What would be the physical context(s) and occasions for reading it? Why did Augustus choose the form of an inscription rather than a book for his autobiography?

Comment on the issue of literacy in considering the impact of the inscription.

Week 5
10/2

Vergil and civil war

Vergil, *Eclogues* 1, 4, 9, 10 (the latter two in English for MAT/MA students), *Georgics* 1 and 4; *CIL* 3.14147 (5) = *ILS* 8995

Josiah Osgood, *Caesar's Legacy: Civil War and the Emergence of the Roman Empire*, introduction and chap. 3

Galinsky 2005, chaps. 4, 13

Thomas, Richard F. *Virgil and the Augustan reception*. Cambridge University Press, 2001, chap. 1.

Eliot, T.S. "Vergil and the Christian World." *The Sewanee Review* 61, no. 1 (1953): 1-14.

(On Gallus and the ending of the *Georgics*, see W.B. Anderson, "Gallus and the Fourth *Georgic*," *CQ* 27 (1933) 36-45.)

Look at the centuriation marked in the maps of Italy in the *Barrington Atlas*.
Put the veteran settlements in the context of Italian agricultural and economic history.
What was the impact of the settlements on various social groups within Italian society?
Do Vergil's poems accurately reflect historical reality? Why might they be distorted?
Sketch Vergil's socio-economic background.
What is the generic heritage of the poems?
Define pastoral and didactic poetry. Give a history of the genres to the present day.

Week 6
10/9

Horace and the perils of patronage

Horace, *Odes* 1.1, 2, 12, 34, 35, 37; 2.3, 7, 15, 16; 3.2, 3, 6, 14; 4.2, 14, 15; *Satires* 1.5
(PhD students might like to tackle the rest of the *Odes*)
Galinsky 2005, chaps. 7, 12, 14
Galinsky 1998, chap. 5
Zumwalt N. K. "Horace C.1.34. Poetic change and political equivocation." *TAPA* 1974 CIV: 435-467.
Santirocco, Matthew S. "Horace and Augustan ideology." *Arethusa* 1995 28 (2-3): 225-243.

Who was Horace's audience?
How were his poems disseminated?
What is an ode? Give a history of the ode to the present day.
Focus on *Od.* 1.37: were Horace's views of Cleopatra typical? How would Romans have known about her?
What was artistic patronage? Compare and contrast it with the *patronus/clientela* system.
What was the impact of patronage on Horace's poetry?
How was artistic patronage important to Augustus?

Week 7
10/16

Vergil and opposition

Vergil, *Aeneid* 6 and 8
Galinsky 2005, chap. 15
Galinsky 1998, chap. 3 to p.127
Horsfall, N. "Virgil's Impact at Rome: The Non-Literary Evidence." In *A Companion to the Study of Vergil*, ed. N. Horsfall (2000): 249-255.

And on the Harvard School, (re)read these classic pieces:
Clausen, "An Interpretation of the *Aeneid*" *HSCP* 1964
Brooks, Robert A. "Discolor Aura. Reflections on the Golden Bough." *AJP* 74.3 (1953): 260-80.
Parry, "The Two Voices of Virgil's *Aeneid*," *Arion* 2 (1963), 66-80.
Putnam, *The Poetry of the Aeneid*, chap.3

Define the epic genre and sketch its history to the present day.
How is the Republic presented in the poem?

In what ways does the *Aeneid* respond to and/or reflect uncertainty about the succession?

The anti-Augustan elements of the poem have been discussed and acknowledged fully—perhaps too fully. In what ways is the poem Augustan?

Week 8
10/23

Imperial cult and the private sphere

ILS 108, 112, 5050, 8781; *OGIS* 458, ll.30-62 (on Sakai and translated in Lewis & Reinhold II)

Cassius Dio 56.33-end (in English)

Galinsky 2005, chaps. 3, 8, 11

Galinsky 1998, chap. 6

(Zanker, chap. 4, pp.126-36, chap. 7)

Paper proposals due

Midterm translation exam

Sketch the development of the Roman state religion during the Republic, including its various deities, modes of worship, the nature of its adherents' beliefs, the administrative apparatus and priesthoods.

How and why did Augustus reform and restore the Roman state religion?

How did Augustus actively participate in the Roman state religion?

What are the origins of the imperial cult? (You'll want to look at Hellenistic and Near Eastern ruler cults.)

How was the emperor worshiped?

Give a detailed examination of the Augustales: their socio-economic status, their duties, their political significance.

Week 9
10/30

The Ara Pacis and art in the service of politics

Vitruvius, *De Arch.* Intro in Latin, 9.8 in English—and as much as you can skim

Kleiner, *Roman Sculpture*

Galinsky 2005, chaps. 9-10

Galinsky 1998, chap. 4

Zanker—skim through the book

We'll focus in the session on the Ara Pacis, but try to include other buildings and sculptures in our discussion.

McEwen, Indra Kagis. 2003. *Vitruvius: writing the body of architecture*. Cambridge, Mass: MIT Press, pp.227-50, chap. 4.

Give a full analysis of the altar (in particular of its material, physical context, situation, size, motifs, iconography, generic context, and artistic, social and political significance)

By whom, when and how was the altar experienced?

Does the altar reflect or project the Augustan message?

What is its role in the rest of the Augustan building program?

What were the precursors and reasons for that program?

Something on Vitruvius

Week 10

Ovid and fun with Augustus

11/6

Ovid, *Amores* 1; *Metamorphoses* 14.527-608, 805-851; 15.745-879

In English: Ovid, *Amores* 3.8; Ovid, *Ars Amatoria* 1.1-262; Ovid, *Tristia* 2.1-291; ADA marriage legislation (on Sakai)

Severy, *Augustus and the Family at the Birth of the Roman Empire*

Milnor, *Gender, Domesticity, and the Age of Augustus*, chap. 3

Galinsky 2005, ch. 6

Galinsky 1998, chap. 3, pp. 128-40

Describe Roman marriage: what were its social and legal conventions?

Before the reign of Augustus, what legal interference had there been in Roman marriage?

What were the political, economic and social reasons for Augustus' legislation? Was the legislation warranted? What impact(s) did it have?

Define elegy and give a history of it to the present day.

What impact did Ovid's poetry have on the Augustan regime? Who read his poetry?

Which ancient authors refer to him?

Week 11
11/13

Tacitus and defining emperors

Tacitus, *Annals* 1

Galinsky 1998, chap. 7

Galinsky 2005, chap. 2

Martin, R. H. "Tacitus and the Death of Augustus." *CQ* 5.1 (1955): 123-28.

Momigliano, Arnaldo. "Tacitus and the Tacitist Tradition," in Ash, Rhiannon, ed. *Oxford Readings in Tacitus*. Oxford University Press, 2012, pp. 411-33.

Davis, Peter J. "'Since my part has been well played'", *Ramus* 1999 28.1: 1-15.

To what extent is Tacitus' discussion of Augustus representative of how he might have been viewed at the time first of the emperor's death and then of Tacitus' writing? (You'll want to consider the portrayal of Tacitus' contemporary, Suetonius.)

What do the criticisms and praise of Augustus tell us about Tacitus' conception of what an emperor should be?

How do we see the position of the emperor crystallizing in *Annals* 1?

What are Tacitus' criticisms of Tiberius? Are they justified?

Week 12
11/20

Reception I: Augustus

I, Claudius, episodes 1-5, available at <http://tinyurl.com/oxdvw75> (You might also consider watching episodes from the second season of HBO's *Rome*.)

Carter, John M. "Augustus Down the Centuries." *History Today* 33, no. 3 (1983): 24.

Huet, Valérie. "Napoleon I: a new Augustus?" in C. Edwards, ed. *Roman Presences: Receptions of Rome in European Culture, 1789-1945* (1999): 53-69.

Painter, Borden W. 2005. *Mussolini's Rome: rebuilding the Eternal City*. New York: Palgrave Macmillan, chaps. 1, 2 and 4 (at least).

(If time: Joshel, S. 2001. "I, Claudius: Projection and Imperial Soap Opera." In Joshel, Malamud and McGuire, *Imperial Projections: Ancient Rome in Modern Popular Culture*. Baltimore: Johns Hopkins University Press, 119-161.)

Which rulers have emulated Augustus? Why?

Julius Caesar has been a figure of scorn and emulation for many since his death, Augustus less so. Why?

Compare and contrast Augustus as *imperator, pater patriae*, etc. and his concern for the *pax romana* with Mussolini as *il duce* and his concern for *romanità*.

Compare the building programs of Augustus and Mussolini and compare the literary output under both men.

Week 13
12/4

Reception II: Vergil and the Classic(al)

Dante, *Inferno* 1-4 (in English)

Eliot, T.S. *The Waste Land*.

Jacoff, Rachel. "Vergil in Dante." *A Companion to Vergil's Aeneid and its Tradition*, ed. Farrell and Putnam (2010): 147-157.

Eliot, T.S. *What is a Classic?* Faber, 1945.

Martindale, "Ruins of Rome: T. S. Eliot and the Presence of the Past," *Arion*, 3.2/3 (Fall, 1995 - Winter, 1996), pp. 102-140.

Ziolkowski, Theodore. *Virgil and the Moderns*. Princeton: Princeton University Press, 1993.

Griffin, Jasper, "Virgil," in Jenkyns, Richard, ed. *The Legacy of Rome: a new appraisal*. Oxford University Press, USA, 1992.

What accounts for the characterization of Augustan literature as "golden"? What are the dates for the golden age of Latin literature?

Are "golden age," "Augustan" and "classical" synonymous terms?

What's the difference between tradition and reception?

Sketch out a history of the reception of the *Aeneid*.

What is a classic? Why is the *Aeneid* classic? What is more important for the poem's popularity in later periods: their political or cultural contexts?

Comment on the differences between the treatments or receptions of the *Aeneid* in Dante's *Divine Comedy*, Milton's *Paradise Lost* and Eliot's *Waste Land*.

Week 14
12/11

Teaching the Augustan Age

Browse the following

Eck, Werner. 2003. *The age of Augustus*. Malden, MA: Blackwell.

Southern, Pat. 1998. *Augustus*. London: Routledge. Levick

Galinsky, Karl. 2012. *Augustus: introduction to the life of an emperor*. Cambridge: Cambridge University Press.

Everitt, Anthony. 2006. *Augustus: the life of Rome's first emperor*. New York: Random House.

Jones, A. H. M. 1971. *Augustus*. New York: Norton.

Imagine you are assigned to teach a 200-level lecture course "The Augustan Age." What textbook would you use?

Summarize the books listed above and evaluate their usefulness for the course. What are their strengths and weaknesses?

Put together a syllabus for the course. Use the department's website for examples of what should be included in a syllabus. What other readings would you include? What assignments would you give? What would be your goals for the course?

In this session, we will also discuss everyone's final paper proposals.