



## **AH/CL 224 *FORMA URBIS*: THE ARCHAEOLOGY OF ANCIENT ROME**

IES Abroad Rome

### **DESCRIPTION:**

The course is an introduction to the urban development of Rome from the Iron Age hut settlements on the Palatine hill to the city's decline in Late Antiquity. It will examine the different phases of Rome's topographical transformations by looking at the main areas of the ancient city, as well as by analyzing different typologies of monuments and urban infrastructure. By the end of the course, students will gain a first-hand insight on the physical appearance of one of the largest and most complex cities of the ancient world.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None

### **METHOD OF PRESENTATION:**

- Course-related trips to archaeological sites, monuments and museums
- Lectures
- Virtual reality reconstructions
- Moodle

### **REQUIRED WORK AND FORM OF ASSESSMENT:**

- Class participation (10%)
- In-class or on-site presentations and report (25%)
- Midterm exam (30%)
- Final exam (35%)

### **\*Details of required work:**

Format of the exam: Both midterm and final exams are composed of different sections which include true/false answers, multiple choice, matching words, picture identification and short essays.

Presentation: The topic of the presentation is chosen with the professor and can be delivered either in class or on a field study. Presentations will be scheduled during the course of the program, between week 2 and week 5. Students will have to submit their report on the day of their scheduled presentation.

Report: a 5-page report based on the topic of the presentation.

### Grading Rubric for student participation:

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| <b>A</b> | <b>Excellent participation</b><br>The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities. |
| <b>B</b> | <b>Very good participation</b><br>The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.                                                                                                                                                                                                                                                                            |
| <b>C</b> | <b>Regular participation</b><br>The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>F</b> | <b>Insufficient participation</b><br>Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### LEARNING OUTCOMES:

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

- recognize the complex development phases of ancient Rome;
- analyze the geo-morphological characteristics of the site;
- identify forms of urban infrastructure and typologies of public and private monuments;
- determine the historical, social and political significance of major urban and architectural projects;
- trace the urban development of the ancient city by areas;
- reconstruct and visualize the urban framework and topography of the ancient city

### ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than two classes, 2 percentage points will be deducted from the final grade for every additional absence. It is the student's responsibility to remember to sign the attendance sheet given by the instructor every time both in class and on field studies. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies.

### CONTENT:

The study of ancient Rome will proceed by area rather than by chronological order. The course will start by examining the center of ancient Rome and gradually move to the city limits and beyond.

| Week          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assignments                                                                              |
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| <b>Week 1</b> | <p><b>Session 1:</b><br/> <b>Introduction: the core of the ancient city</b><br/> How to approach the topographical layout of an ancient city tracing its continuous development from the VII century BC to the IV century AD.</p> <p><b>Session 2:</b><br/> <b>Course-related trip:</b> Roman Forum</p> <p><b>Session 3:</b><br/> <b>Forum, Capitoline and Palatine</b><br/> The center of Roman public life has a complex history from the Iron age to the IV century AD. The Roman Forum, with its religious, political and civic buildings, becomes a model for structuring public spaces in all Roman cities of the Empire. Romulus founded Rome on the Palatine hill, which soon developed into a residential area for the Roman nobility to then become the seat of the Imperial Palace.</p> <p><b>Course-related trip:</b> Palatine Hill</p> | <p><u>Readings:</u> Claridge, pp. 4-32.</p> <p>Readings: Claridge, pp. 64-123.</p>       |
| <b>Week 2</b> | <p><b>Session 1:</b><br/> <b>The Tiber</b><br/> The city's waterway through which all trade goods from the Mediterranean flowed into the city. Its banks were crowded with emporia, storage buildings, while its width was spanned by bridges, some of which are still in use today.</p> <p><b>Session 2:</b><br/> <b>Course-related trip:</b> Forum Boarium, Tiber Island, Roman bridges.</p> <p><b>Session 3:</b><br/> <b>Imperial Fora</b><br/> The splendour of imperial public construction which gave Rome public squares, porticoes, law courts and some of its largest religious civic and religious buildings, all used as billboards for imperial political propaganda.</p>                                                                                                                                                               | <p>Readings: Claridge, pp. 275-290; 299-300.</p> <p>Readings: Claridge, pp. 161-196.</p> |

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|                      | <p><b>Course-related trip:</b> Forum of Caesar, Augustus, Vespasian, Nerva, Trajan; Column and Markets of Trajan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                  |
| <p><b>Week 3</b></p> | <p><b>Session 1:</b><br/> <b>The Valley of the Colosseum</b><br/>           At the center of imperial estates, the valley was returned to public use by the construction of the Colosseum.<br/> <b>Course-related trip:</b> Colosseum, Ludus Magnus, Arch of Constantine, Temple of Venus and Rome</p> <p><b>Session 2:</b><br/> <b>Midterm review</b></p> <p><b>Session 3:</b><br/> <b>Midterm exam</b></p> <p><b>Academic Day Trip: Ostia antica</b></p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>Readings: Claridge, pp. 301-319; 324-333.</p>                                                                                 |
| <p><b>Week 4</b></p> | <p><b>Session 1:</b><br/> <b>Campus Martius 1</b><br/>           The area where the Roman army trained became the site for sanctuaries and Imperial landmarks, such as the Ara Pacis, the Mausoleum and Horologium of Augustus, the Stadium of Domitian.<br/> <b>Course-related trip:</b> Ara Pacis, Mausoleum and Horologium of Augustus, Stadium of Domitian.</p> <p><b>Session 2:</b><br/> <b>Campus Martius 2</b><br/>           A busy neighbourhood on the banks of the Tiber dedicated to business, entertainment and public building.<br/> <b>Course-related trip:</b> The Pantheon, the Hadrianeum, Column of Marcus Aurelius, Sanctuary of Largo Argentina.</p> <p><b>Session 3:</b><br/> <b>The periphery</b><br/>           The sprawling imperial baths complexes of ancient Rome developed in all areas of the city alongside villas,</p> | <p>Readings: Claridge, pp. 197-216; 239-250.</p> <p>Readings: Claridge, pp. 219-239.</p> <p>Readings: Claridge, pp. 357-365.</p> |

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|               | entertainment buildings and densely populated neighborhoods<br><br><b>Course-related trip:</b> Baths of Caracalla                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                             |
| <b>Week 5</b> | <p><b>Session 1:</b><br/><b>The Infrastructure</b><br/>Roman engineering developed significant features in city infrastructure including roads, aqueducts, fountains, city blocks and private housing.<br/><b>Course-related trip:</b> The Arch of Constantine</p> <p><b>Session 2:</b><br/><b>Beyond the Pomerium</b><br/>The first great Christian basilicas developed outside the city boundaries where, villas, estates, burial grounds and aqueducts dotted the Roman countryside beyond the Aurelian Walls.</p> <p><b>Session 3:</b><br/><b>Course-related trip:</b> the Pyramid, the Aventine, and the Circus Maximus</p> | <p>Readings: Adam, pp. 235-260; 276-289. Coarelli, pp. 445-449.</p> <p>Readings: Claridge, pp. 419-432; 447-454. Coarelli, pp. 354-362.</p> |
| <b>Week 6</b> | <p><b>Session 1:</b><br/><b>Course-related trip:</b> San Clemente church</p> <p><b>Session 2:</b><br/><b>Mapping the ancient city</b><br/><b>Course-related trip</b> Museum of Roman Civilization, to provide insight on the layout of the ancient city and detailed reconstructions of the monuments.<br/><b>Final exam review</b></p> <p><b>Session 3:</b><br/><b>Final exam</b></p>                                                                                                                                                                                                                                           |                                                                                                                                             |

#### REQUIRED READINGS:

- Claridge, Amanda. *Rome, An Oxford Archaeological Guide (2<sup>nd</sup> edition)*. Oxford: Oxford University Press, 1998.  
A comprehensive guide to ancient Rome which effectively covers all sites, monuments and works of art of the topographical areas that are the focus of this course.
- Wilson Jones, M. *Principles of Roman Architecture*, 177-213.



#### RECOMMENDED READINGS:

- Adam, J.P. *Building in the Roman World*. Paris: 1984.
- Coarelli, Filippo. *Rome and Environs. An Archaeological Guide*. Berkeley/Los Angeles/ London, 2007.
- Strong, D. *Roman Art*. London: Pelican History of Art, 1976.
- Wilson Jones, M. *Principles of Roman Architecture*. New Haven/London: Yale University Press, 2000