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 cites of the ancient world.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

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

Grading Rubric for student participation:
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.

C Regular participation
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.

F Insufficient participation
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.

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<th>Week</th>
<th>Content</th>
<th>Assignments</th>
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| Week 1 | **Introduction: the core of the ancient city**
How to approach the topographical layout of an ancient city tracing its continuous development from the VII century BC to the IV century AD. | **Readings:** Claridge, pp. 4-32. |
|        | **Course-related trip:** Roman Forum                                    |                |
| Week 2 | **Forum, Capitoline and Palatine**
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. | **Readings:** Claridge, pp. 64-123. |
|        | **Course-related trip:** Palatine Hill                                  |                |
| Week 3 | **The Tiber**  
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.  

**Course-related trip:** Forum Boarium, Tiber Island, Roman bridges. | **Readings:** Claridge, pp. 275-290; 299-300. |
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| Week 4 | **Imperial Fora**  
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.  

**Course-related trip:** Forum of Caesar, Augustus, Vespasian, Nerva, Trajan; Column and Markets of Trajan.  

**Academic Day Trip:** Ostia antica | **Readings:** Claridge, pp. 161-196. |
| Week 5 | **The Valley of the Colosseum**  
At the center of imperial estates the valley was returned to public use by the construction of the Colosseum.  

**Course-related trip:** Colosseum, Ludus Magnus, Arch of Constantine, Temple of Venus and Rome | **Readings:** Claridge, pp. 301-319; 324-333. |
| Week 6 | Review session and midterm exam | |
| Week 7 | **Campus Martius 1**  
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.  

**Course-related trip:** Ara Pacis, Mausoleum and Horologium of Augustus, Stadium of Domitian. | **Readings:** Claridge, pp. 197-216; 239-250. |
| Week 8 | **Campus Martius 2**  
A busy neighbourhood on the banks of the Tiber dedicated to business, entertainment and public building.  

**Course-related trip:** the Pantheon, the Hadrianeum, Column of Marcus Aurelius, Sanctuary of Largo Argentina. | **Readings:** Claridge, pp. 219-239. |
| Week 9 | **The periphery**  
The sprawling imperial baths complexes of ancient Rome developed in all areas of the city alongside villas, entertainment buildings and densely populated neighbourhoods. | **Readings:** Claridge, pp. 357-365. |
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<td><strong>Course-related trip:</strong> Baths of Caracalla</td>
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| Week 10 | **The Infrastructure**  
Roman engineering developed significant features in city infrastructure including roads, aqueducts, fountains, city blocks and private housing. | **Readings:** Adam, pp. 235-260; 276-289. Coarelli, pp. 445-449. |
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<td><strong>Course-related trip:</strong> the Arch of Constantine</td>
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| Week 11 | **Beyond the Pomerium**  
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. | **Readings:** Claridge, pp. 419-432; 447-454. Coarelli, pp. 354-362. |
| **Course-related trip:** the Pyramid, the Aventine, and the Circus Maximus | --- | --- |
| Week 12 | **Mapping the ancient city**  
The plaster models in the Museum of Roman Civilization readily provide insight on the layout of the ancient city and detailed reconstructions of the monuments. Final exam review. | --- |
| **Course-related trip:** San Clemente or Santa Costanza or other catacombs | --- | --- |
| Final Exam | --- | --- |

**REQUIRED READINGS:**
  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.

**RECOMMENDED READINGS:**