Spring 2019 – Roman Art  
ARTH-UA 9150  
Monday 1:30-4:15  
Aula Viareggio

Class Description
This course explores the purposes, meanings, materials, and messages of Roman art, architecture, and urban organization over the course of 1200 years, from the founding of a village on the Palatine hill along the Tiber River in the 8th century BC to the affirmation of Christianity as the state religion across the Mediterranean basin in the late 4th century AD. Emphasis is placed on geography, chronology, materials/media, and cultural identity as Rome transitions from one of hundreds of competing city-states in Italy, to preeminent power of Italy with interests overseas, to capital of an empire stretching from Spain to Syria and from Britain to North Africa. Consequent changes in the art, architecture, and organization of urban spaces in Rome, Italy, and across the Roman world are explored both synchronically (within a given period of Roman history) and diachronically (across periods) in relation to significant historical events and subtle cultural trends. Portrait busts, statuary, wall and floor surfaces, furniture, decorations, utensils of all shapes and sizes, public and private structures, and even entire cities are analyzed as reflections and conveyors of the identity, interests, aspirations, and social, economic, religious, political, and military preoccupations of the human beings who commissioned or “consumed” them.

Instructor Details
Name: Alberto Prieto, M.Litt, Ph.D.
NYU Global Home Email Address: ap199@nyu.edu
Office Hours: Monday 12:30-1:30 or via Internet (by appointment)
Villa Ulivi Office Location: N/A
Villa Ulivi Phone Number: +39 055 5007 300

Desired Outcomes
On completion of this course, students should:

● be able to identify, define, and describe the most important and distinctive features of Roman art, architecture, and urban organization, as well as contributions made by/borrowed from other cultures (see mid-term and final examination below);
● be able to identify, define, and describe the most significant recent and historic research issues and methodologies in Roman art, architecture, and urban organization (see mid-term and final examination below);
● have acquired a basic understanding of how to research and analyze issues pertaining to Roman art, architecture, and urban organization (see Assignments 1 and 2 below);
● have improved their ability to think critically, engage in complex reasoning, and express their thoughts clearly through written and oral work (see all assessments below).
**Assessment Components**

The mid-term examination will test the student’s understanding of the major concepts covered in the first half of the course. The final examination will test the student’s cumulative understanding of the material covered in the course, focusing on the second half. Both exams will be based comprehensively on notes taken during class lectures and discussions, the assignments, and the course readings.

A. The **mid-term examination** will consist of
   1. a series of terms (persons, places, concepts, dates) and images to be identified briefly (in 2-4 sentences) in relation to their significance for the history of Roman art, architecture, and urban organization;
   2. a map to be labeled (for example, with the names of features in a Roman city);
   3. a timeline of significant events or trends in the history of Roman art, architecture, and urban organization; and
   4. an essay (5+ pages) addressing a theme in the history of Roman art, architecture, and urban organization.

B. The **final examination** will consist of
   1. a series of terms (persons, places, concepts, dates) and images to be identified briefly (in 2-4 sentences) in relation to their significance for the history of Roman art, architecture, and urban organization;
   2. a map to be labeled (for example, with the names of features in a Roman city);
   3. a timeline of significant events or trends in the history of Roman art, architecture, and urban organization; and
   4. an essay (5+ pages) addressing themes in the history of Roman art, architecture, and urban organization.

C. **Assignment 1** is a brief research project relating the most important information about, and the overall significance of, the **artistic features of a structure in Pompeii** (date of creation, themes/subjects, artistic techniques and innovations, archaeological exploration, etc.) **within the context of Roman art, public and private architecture, urban organization, economic and social history, and religion**.

   For Assignment 1 the student will
   1. **compose a written summary** (minimum 2 double-spaced typed pages of text, with bibliography) of the research to be submitted to the instructor via NYU Classes or e-mail, and
   2. **make a presentation** (10 minutes) of the research in class.

   The locations for Assignment 1 will be assigned in Session 3. The instructor will provide guidance on research sources and expected contents.

   The paper and presentation for Assignment 1 will be evaluated on
   1. the quality and depth of the research and
   2. the clarity of the delivery, both written and oral.

D. **Assignment 2** is a term paper involving visual observation, analysis, and research on a theme or topic in the history of Roman art, architecture, and urban organization. The individual topics will be selected in consultation with the instructor following the mid-term exam in Session 7, and the paper will be due in Session 15.
E. The course will be conducted partly in traditional lecture format and partly in seminar-style format, in which the instructor and the students will discuss the readings assigned for the week. Students are therefore expected and encouraged to write down comments, questions, and observations as they read each week in order to discuss them in the class for which they are assigned. These preparations and the willingness to engage in discussion will constitute the participation component of the final grade.

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<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>Percentage of Final Grade</th>
<th>Evaluation Point Scale</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>N/A</td>
<td>15%</td>
<td>15</td>
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<tr>
<td>Assignment 1</td>
<td>3/11</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>Mid-term exam</td>
<td>3/18</td>
<td>20%</td>
<td>100</td>
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<tr>
<td>Assignment 2</td>
<td>5/13</td>
<td>25%</td>
<td>100</td>
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<tr>
<td>Final exam</td>
<td>5/13</td>
<td>30%</td>
<td>100</td>
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Assessment Expectations

- **Grade A**: The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise and incisive. The student has distinguished him/herself throughout the course of the semester for his/her contributions to class discussion.

- **Grade B**: The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized, and well-presented essays/exam questions; oral presentations are concise and incisive. The student is prepared in class and asks relevant questions.

- **Grade C**: The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization, or content. The student rarely participates in class discussion. The student’s work is generally in need of improvement.

- **Grade D**: The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is particularly deficient in one of more of the follow areas: clarity, organization, or content. The student does not participate in class discussion and has not approached the instructor for guidance.

- **Grade F**: The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears uninterested and unprepared in class and has not approached the instructor for guidance.

**Grading Guidelines**


**Grading Policy**

Please refer to Assessment Expectations and the policy on late submission of work.
**Academic Accommodations**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the Moses Center for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

**Attendance Policy**

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade. For courses that meet once a week, one unexcused absence will be penalized by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to the number of class times over a single week. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

**Excused Absences**

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. The only excused absences are those approved by the Office of Academic Support, which are as follows:

**Illness**

- If you are sick, please see a doctor. Contact the Office of Student Life for assistance.
- For absences that last for two or more consecutive days, a doctor’s certificate (“certificato medico”) is required. The doctor will indicate in writing the number of days of bed rest required. Please note these certificates can only be obtained on the day you see the doctor and cannot be written for you afterwards.
- Absences can ONLY be excused if they are reported WITHIN 48 HRS of your return to class via the online NYU Florence Absence Form.
- OAS will not accept a student email or telephone call regarding an absence due to illness.
- OAS will only notify faculty of absences REPORTED on the ABSENCE FORM.
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences.

**Religious observance**

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.
- Information regarding absences due to religious observance must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form.
• Please note that no excused absences for reasons other than illness can be applied retroactively.

Class conflict with a program sponsored lecture, event, or activity
• All students are entitled to miss one class period without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by La Pietra Dialogues, Acton Miscellany, or the Graduate Lecture series.
• Information regarding absences due to a class conflict must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form.
• Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu.

Late Submission of Work
• All course work must be submitted on the date and by the time specified on the syllabus.
• To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date.
• To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and, if granted, must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy
PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center
The Writing Center, located in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for a consultation at the Writing Center’s website and submit your working draft or ideas at least six hours in advance to NYU Florence Writing Center. You can drop in for a consultation M-Th, but remember that appointments are given priority. Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Texts:
The textbooks are available in free ebook format in the NYU Libraries system; a physical copy of Tuck is also on reserve in the Villa Ulivi Library. The link to the textbooks, other useful online resources, and all other assigned readings in PDF format are available in the “Resources” section of the course page on NYU Classes.
Supplemental Texts on Reserve in the Library


Useful Texts in the Library

- J. Hall (ed.), *Etruscan Italy: Etruscan Influences on the Civilizations of Italy from Antiquity to the Modern Era*. DG223.3 E88 1996

Internet Research Guidelines

Specific Internet resources will be provided for Assignment 1. For Assignment 2, while careful use of Internet resources is encouraged, all websites consulted/cited for research purposes require explicit approval from the instructor. Failure to cite Internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment

N/A

Class Assignments and Topics

Session 1 – February 4

Course introduction; background: geography, geology, materials/resources, and significant cultures of Italy and the Mediterranean basin; critical issues in Roman art history

Reading: Tuck Ch. 1

*Companion to Roman Art* Ch. 1 (C. H. Hallett “Defining Roman Art”)


“Introduction: Contradictions,” 1-11 (PDF)
Session 2 – February 11
The Regal/Archaic period, 753-509 BC

Reading: Tuck Ch. 2

Friday, February 15 make-up day: NO CLASS

Session 3 – February 18
The Early Republic, 509-211 BC

Reading: Tuck Ch. 3
Ch. 17 M. D. Jackson and C. K. Kosso, “Scientia in Republican Era Stone and Concrete Masonry,” 268-284. (PDF)
Ch. 22 T. D. Stek, “Material Culture, Italic Identities and the Romanization of Italy,” 337-353. (PDF)

Session 4 – February 25
The Late Republic, 211-31 BC

Reading: Tuck Ch. 4
Companion to Roman Art Ch. 13 (K. Lorenz “Wall Painting”)

Session 5 – March 4
The Age of Augustus, 31 BC—AD 14

Reading: Tuck Ch. 5

Session 6 – March 11
Assignment 1 due
The Julio-Claudians, 14-68; review for mid-term exam

Reading: Tuck Ch. 6
Companion to Roman Art Chs. 3 (K. Fittschen “Methodological Approaches to the Dating and Identification of Roman Portraits”) and 12 (J. Feifer “Roman Portraits”)
Session 7 – March 18
Mid-term examination

Colloquia for Assignment 2 topics

Spring break: NO CLASS March 25

Session 8 – April 1
The Flavians, 69-96

Reading: Tuck Ch. 7
Companion to Roman Art Chs. 10 (P. J. Holliday “Roman Art and the State”) and 20 (R. Neudecker “Art in the Roman Villa”)

Session 9 – April 8
Trajan and Hadrian, 98-138

Reading: Tuck Ch. 8
Companion to Roman Art Ch. 2 (T. Hölscher “Roman Historical Representations”)

Sessions 10 & 11 – April 13-14 Field trip to Rome
The Antonines, 138-192

Reading: Tuck Ch. 9
Companion to Roman Art Chs. 14 (R. Ling “Mosaics”) and 15 (M. Koortbojian “Roman Sarcophagi”)

Session 12 – April 15
The Severans, 193-235

Reading: Tuck Ch. 10
Companion to Roman Art Ch. 9 (M. Squire “Roman Art and the Artist”)

April 22 Easter Monday (Pasquetta): NO CLASS

Session 13 – April 29
The Third-century Crisis and the Tetrarchy, 235-306

Reading: Tuck Ch. 11
Companion to Roman Art Chs. 16 (F. Sinn “Decorative Art”) and 17 (K. Lapatin “Luxury Arts”)
Session 14 – May 6
Constantine and Late Antiquity, 306-410; review for final exam

Reading: Tuck Ch. 12

Session 15 – May 13 FINAL EXAM
Assignment 2 due

Classroom Etiquette
- Students will be given readings for each class meeting. Students are expected to be able to discuss the contents of the readings in class.
- Constructive participation in class discussions is essential. Students are encouraged to make observations and ask questions.
- All work in class will be based on lectures, readings, assignments, and discussions. As culture has many subjective aspects and often touches sensitive subjects (race, gender, politics, religion, class, sexuality), there is a lot of room for debate, disagreement, and definition. Be curious and forthright, and always respectful.
- Cell phones should be turned off during class time.
- The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.
- There will be a short (15-minute) break in the middle of every classroom session.
- Eating is not permitted in the classrooms. Bottled water is permitted.
- We recycle, so keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on-campus buildings.

Disruptive Behavior
Student conduct which disrupts the learning process will count significantly against the participation grade component and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to, habitually:
- cross-talking or talking out of turn
- whispering or talking to classmates
- reading non-related materials on paper or digital media
- communicating with external parties in any format (phone, text message, VoIP, e-mail, etc.)
- working on any other coursework during class
- arriving to class late or leaving class early
- exiting and re-entering the classroom for bathroom breaks and other non-emergency uses
- sleeping

Required Co-curricular Activities
There will be one two-day field trip during the semester (Sessions 10-11, April 13-14), to Rome, which will illustrate many of the themes covered in the course. There we can explore the remains of many important
Roman architectural monuments in their urban setting as well as several museum collections containing numerous significant works of Roman art discussed in the course.

**Suggested Co-curricular Activities**
Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

**About Your Instructor**
Dr. Prieto began to study the ancient world at the age of 10, continued those studies during his secondary education, and pursued university degrees in all three branches of Classical scholarship (literature, history, and archaeology). After participating in an excavation field-school at Cetamura del Chianti in Tuscany, he served as a trench director for three summers at the Lydian capital Sardis in modern Turkey and excavated on the Palatine hill in Rome. For his doctorate he participated in pioneering multidisciplinary archaeological fieldwork in Magna Graecia, at Metaponto in Basilicata and Crotone in Calabria, where he directed intensive field surveys and developed professional interests in Greek and Roman history, archaeological theory and methods, Mediterranean geoarchaeology and landscape history, history of agriculture and technology, digital imaging, and geospatial technologies. In 2007 he moved to Rome to pursue a professional degree in film-making with a specialization in cinematography, teach courses in the archaeology, art, history, and topography of Rome and the Roman world, supervise excavation field schools in Rome and Ostia Antica, and produce educational videos about Roman civilization and conservation of cultural heritage.