UNIVERSITY OF COLORADO-BOULDER

DEPARTMENT OF CLASSICS

FALL 2022

**CLAS 3400**

**MODERN ISSUES**

**ANCIENT TIMES**

**IMPERIAL PROPAGANDA**

11:00–12:15 TR

CEDU 140

Office Hours: 10:15–Noon M

 Professor: Zach Herz zachary.herz@colorado.edu

Woodbury 307



Silver denarius of 18 B.C.E. Obverse: Portrait of Augustus. Reverse: Victory in Flight. British Museum R.6079.

**Course Description.** Why obey an emperor? The Roman state answered that question in two ways: one obvious—otherwise he’ll kill you—and one not. Throughout the Principate, the state encouraged obedience with ruthless force, but also with constant propaganda. Emperors were portrayed as benevolent, divinely favored paragons of virtue; their subjects, as loyal citizens collaborating with their ruler on projects of imperial greatness. This seminar will examine the theory and practice of Roman propaganda, with a focus on helping students understand the ideological projects behind our own modern visual and popular cultures.

Students will read theorists of communication to better understand how propaganda works, while comparing evidence of Roman imperial messaging to the messaging we experience in our own lives. Students will write two short papers in this class, one analyzing the messaging of a particular piece of Roman imperial culture and another applying the lessons of the Roman past to an aspect of our own world.

**Classes.** Each class meeting will consist of a discussion of that day’s readings, with reference to ancient and modern examples of the phenomena there described. I expect all students to come prepared and ready to talk; towards that end, **students will turn in a half-page response (via Canvas) by midnight before class, once a week.** As the semester goes on and students begin to research and write their seminar papers, students are encouraged to use examples from those papers in class.

**Assignments and Grading.** Students are expected to participate actively in discussion, to write short responses prior to each class, and to write **two 5-7 page papers** over the course of the semester. Grades will be calculated as follows:

Participation/Responses: 50%

Final Papers: 25% each

I reserve the right to depart from this rubric in extraordinary circumstances, but rarely do so.

**Classroom Conduct.** I expect students to remain attentive and respectful at all times, particularly of each other. Because you and your colleagues will have to speak extemporaneously, I expect all of you to help me create as comfortable a space for open dialogue as possible.

I prefer that students not use personal computers in class. Students with electronic editions of texts may bring a Kindle or other e-reader, but I will ask that any devices be disconnected from the internet during class time. Students who require laptops or other note-taking devices as a matter of accommodation should contact the Academic Resource Center (ARC).

**Required Texts.** 3 (paperback!) texts are required for this class, and both available at the Boulder bookstore and basically everywhere else. All of these will be heavily assigned, but they’re also extremely helpful canonical texts for you to use in your papers, so I want you to have them available.

Noreña, *Imperial Ideals in the Roman West*. Cambridge University Press. ISBN: 1316628965.

Zanker, *The Power of Images in the Age of Augustus*. University of Michigan Press.

ISBN: 0472081241.

Ando, *Imperial Ideology and Provincial Loyalty in the Roman Empire*. University of California Press. ISBN: 0520280164.

**Classroom Behavior.** Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) policy, the [Student Code of Conduct](https://www.colorado.edu/sccr/student-conduct), and the [Office of Institutional Equity and Compliance](https://www.colorado.edu/oiec/).

**Requirements for COVID-19.** As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policy on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](https://www.colorado.edu/health/public-health/quarantine-and-isolation) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](https://www.colorado.edu/health/public-health/quarantine-and-isolation) If you have to miss class for quarantine, **shoot me an e-mail**; I’ll arrange to go over the material with you via Zoom (preferably but not necessarily during my office hours), but I have no interest in penalizing you for wanting to keep me and your classmates safe.

**Accommodation for Disabilities.** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

**Preferred Student Names and Pronouns.** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code.** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](https://www.colorado.edu/sccr/honor-code). Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the [Honor Code](https://www.colorado.edu/sccr/honor-code) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](https://www.colorado.edu/sccr/honor-code).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation.** CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these policies, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and support resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don’t Ignore It](https://www.colorado.edu/dontignoreit/).

**Religious Holidays.** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I ask for **at least two weeks’ notice** in order to accommodate a religious conflict, but I am happy to do so. See the campus policy regarding religious observances for full details.

Schedule of Topics and Reading Assignments:

Week 1: What Is the Point of Propaganda?

*Read Ellul, Propaganda 61-87 (on Canvas); Ando, 23-48; Weber, The Social Psychology of the World Religions 295-301 (on Canvas)*

Week 2: Players – Local Elites

*Read Ando, 131-74; Arendt, The Origins of Totalitarianism 333-44 (on Canvas); Noreña, 245-97*

Week 3: Art and Propaganda

*Trimble, Communicating with Images in the Roman Empire (on Canvas); Zanker, 1-5, 79-100*

Week 4: Advertising as Propaganda

*Adorno and Horkheimer, “The Culture Industry” (On Canvas)*

Week 5: Case Study in Contemporary Propaganda: CU Boulder!

*Pages from CU Boulder’s website (On Canvas).* NOTE: This is one of the lighter weeks on the syllabus, so use this time to think about papers.

Turn in one-paragraph research proposal for Ancient Paper by Sunday of Week 5

Week 6: Numismatics – the Ideology of Useful Objects

*Read Manders, Coining Images of Power: Patterns in the Representation of Roman Emperors on Imperial Coinage, A.D. 193-284 25-62 (on Canvas); Noreña, 55-100; Wallace-Hadrill, Image and Authority in the Coinage of Augustus (on Canvas); An Introduction to Stamp Collecting (On Canvas)*

Week 7: Law and Governance

*Read P. Col. 123 (on Canvas); constitutio Antoniniana (on Canvas); Ando, Imperial Rome A.D. 193 to 284: The Critical Century 176-200 (on Canvas); Milnor, Augustus, History, and the Landscape of the Law (on Canvas)*

Turn in one-paragraph research proposal for Modern Paper by Sunday of Week 7

Week 8: Cult and Emperor Worship

*Read Beard, North, and Price, Religions of Rome 260-78 (on Canvas); Madsen, Joining the Empire: The Imperial Cult as a Marker of a Shared Imperial Identity (on Canvas)*

Week 9: Imperial Celebrity

Read *Cassius Dio 66.19.3 (on Canvas); van Elteren, Celebrity Culture, Performative Politics, and the Spectacle of “Democracy” in America (On Canvas)*

Week 10: Case Study in Contemporary Propaganda: SCIENTOLOGY!

*Jacobin, A Brief History of Scientology (On Canvas) Scientology: Its Background and Origins (go to* [*https://www.whatisscientology.org/html/Part01/index.html*](https://www.whatisscientology.org/html/Part01/index.html) *and follow the related links); Kent, Celebrities Keeping Scientology Working (On Canvas)*

Turn in outlines, including thesis statements, by Sunday of Week 10

Week 11: Emperor as Gender Guardian and the Role of the *Augusta*

*Read The Life of Elagabalus (on Canvas); Langford, Maternal Megalomania: Julia Domna and the Imperial Politics of Motherhood 14-22(on Canvas); Milnor, Gender, Domesticity, and the Age of Augustus 16-34 (on Canvas)*

Week 12: Weird One!

Tuesday: Talking about papers and structure, how to marshal evidence:

Thursday: Class cancelled (prof at a conference)

Week 13: Dynasticism and Succession

*Read Cassius Dio 69.20 (on Canvas); Tacitus, Historiae 1.15-16 (on Canvas); Flower, The Art of Forgetting: Disgrace and Oblivion in Roman Political Culture 115-48 (on Canvas); Hekster, Emperors and Ancestors: Roman Rulers and the Constraints of Tradition 209-21 (on Canvas)*

Week 14: Fall Break/T’Giving

Rough Drafts due at midnight Sunday of week 14 (you can finish it beforehand and turn in whenever, or use this assignment to avoid your family: I’m giving you options!)

Week 15: Syncretism and Hellenization

*Read Dundas, Augustus and the Kingship of Egypt (on Canvas); Woolf, Becoming Roman: The Origins of Provincial Civilization in Gaul 48-76 (on Canvas)*

Week 16: Conclusion: Freeform discussion, talking about papers

Final drafts due at midnight on December 13