AHIS3110 - The Augustan Age: Politics, Society and Literature
Course Outline

Course Co-ordinator: Hugh Lindsay
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Ph: 4921 5226
Fax: 4921 6933
Email: hugh.lindsay@newcastle.edu.au
Consultation hours: Tuesdays
Semester: Semester 1 - 2009
Unit Weighting: 10
Teaching Methods: Seminar, Tutorial

Brief Course Description
The course will introduce students to the key sources on the age of Augustus, and examine the major changes to Roman politics and society brought about by the introduction of an imperial regime. There will be a focus on developments in the city of Rome to accommodate and represent these changes. Augustan literature will be treated in parallel with this, and major themes will be explored in the writings of Vergil, Horace, Livy, Propertius and Ovid.

Contact Hours
Seminar for 2 Hours per Week for the Full Term
Tutorial for 1 Hour per Fortnight for the Full Term

Learning Materials/Texts
Set Texts
• W. Eck, The Age of Augustus Publisher: Blackwell Publishing Limited (November 1, 2002)
  ISBN-10: 0631229582
• Suetonius the Twelve Caesars Publisher: Penguin Classics; Reissue edition (May 6, 2003)
  ISBN-10: 0140449213

Recommended
• K. Galinsky, Augustan Culture Publisher: Princeton University Press; Reprint edition (January 26, 1998)
  ISBN-10: 0691058903

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009
CTS Download Date: 25.2.09
Course Objectives
1. To become familiar with and to analyse source materials relevant to the age of Augustus
2. To explore the different types of evidence and appreciate their limitations
3. To develop a broad knowledge of major developments both socially and politically under Augustus
4. To understand the dynamics of social and political change from the death of Caesar to the death of Augustus
5. To investigate the values of that society, as revealed by major authors active under Augustus

Course Content
Political history from the death of Caesar to the death of Augustus; the emergence of imperial constitution; the development of the court; the succession; moral regeneration and the new age; the rebuilding of Rome; legislation on marriage and slavery. A range of contemporary Augustan writers will be covered.

Assessment Items
<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay, worth 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Two written assignments, worth 25% each</td>
</tr>
</tbody>
</table>

Assumed Knowledge
No assumed knowledge

Callaghan Campus Timetable
AHIS3110
THE AUGUSTAN AGE
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Seminar and Tutorial Tuesday 9:00 - 11:00 [V02]
Commencing Wk 2
or Tuesday 12:00 - 13:00 [W243]
Commencing Wk 2

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in *Late Penalty* above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of
Submission or examination.

- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
</tr>
<tr>
<td></td>
<td>Phone: 02 4921 5000</td>
</tr>
</tbody>
</table>
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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End of CTS Entry -----------------------------------------------------------------

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement

- failure to identify direct quotation through the use of quotation marks

- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

Any consistent and clear referencing system is acceptable. Note however the following recommendations.

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - 'Infoskills' available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Marking</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>49% or less</strong></td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td><strong>50% to 64%</strong></td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td><strong>65% to 74%</strong></td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td><strong>75% to 84%</strong></td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td><strong>85% upwards</strong></td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
## Lecture and Tutorial List

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture title</th>
<th>Lecturer</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3/3/09</td>
<td>Res Gestae and political realities</td>
<td>HML</td>
<td>No tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and biography: the age of Augustus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10/3/09</td>
<td>The murder of Caesar to the battle of Actium</td>
<td>HML</td>
<td>1. Res Gestae</td>
</tr>
<tr>
<td>3</td>
<td>17/3/09</td>
<td>Actium and the establishment of the principate until 18 BC</td>
<td>HML</td>
<td>No tutorial</td>
</tr>
<tr>
<td>4</td>
<td>24/3/09</td>
<td>The Augustan principate 18 BC-AD 14</td>
<td>HML</td>
<td>2. Lepidus and Augustus’ propaganda</td>
</tr>
<tr>
<td>5</td>
<td>31/3/09</td>
<td>The reform programme and social engineering under Augustus</td>
<td>HML</td>
<td>No tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reconstructing Rome: urban renewal</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Source analysis due 3 April 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7/4/09</td>
<td>Introduction to writers on Augustus Civil war and selling Actium</td>
<td>TJR</td>
<td>3. The urban image of the new Rome</td>
</tr>
<tr>
<td>7</td>
<td>21/4/09</td>
<td>The Roman ideal</td>
<td>HML</td>
<td>4. Selling of Actium</td>
</tr>
<tr>
<td>8</td>
<td>28/4/09</td>
<td>Morals and marriage: the literati</td>
<td>TJR</td>
<td>No tutorial</td>
</tr>
<tr>
<td>9</td>
<td>5/5/09</td>
<td>Augustan Pompeii Augustus-Numa</td>
<td>GC</td>
<td>5. Morals and marriage</td>
</tr>
<tr>
<td>10</td>
<td>12/5/09</td>
<td>Roman society</td>
<td>JB</td>
<td>No tutorial</td>
</tr>
<tr>
<td>11</td>
<td>19/5/09</td>
<td>The imperial family</td>
<td>JB</td>
<td>6. Julia an her disgrace</td>
</tr>
<tr>
<td>12</td>
<td>26/5/09</td>
<td>Military matters</td>
<td>JB</td>
<td>7. Imperial succession</td>
</tr>
<tr>
<td>13</td>
<td>2/6/09</td>
<td>Transition to the reign of Tiberius</td>
<td>JB</td>
<td>No tutorial</td>
</tr>
</tbody>
</table>

### Lecturers:
- JB  Dr Jane Bellemore
- GC  Gina Caddies
- HML Hugh Lindsay
- TJR  Terry Ryan
- AT  Aimee Turner

### Summary of Assessment

1. **Source analysis, based on tutorial topic 1**
   - 25% (due, end of Week 5, 3 April 2009)
   - Length: 1000-1500 words

2. **Tutorial paper, tutorials 2-6**
   - 25% (due one week after date of tutorial)
   - Length: 1000-1500 words

3. **Major Essay**
   - 50% (due 5 June 2009)
   - Length: 2000 words
NOTE 1: The question for the source analysis (due WEEK 5) is provided with the reading list for Tutorial 1.
NOTE 2: Topics and reading lists for the Major Essay (due WEEK 13) will be provided after the semester break.
NOTE 3: All books and articles cited as reading for tutorials are available from Auchmuty Library or JSTOR.

Major ancient sources for this course are available online on the Lacus Curtius site: http://penelope.uchicago.edu/Thayer/E/Roman/home.html

Tutorial 1: 10.3.09
Topic: Res Gestae
Consider this text and explain its accuracy.

Reading:
W. Eck, The Age of Augusus Publisher: Blackwell Publishing Limited (November 1, 2002)

Tutorial 1 (Week 2: 26/7.07)
Text of Res Gestae 1-8

1. In my nineteenth year, on my own initiative and at my own expense, I raised an army with which I set free the state, which was oppressed by the domination of a faction. For that reason, the senate enrolled me in its order by laudatory resolutions, when Gaius Pansa and Aulus Hirtius were consuls (43 B.C.E.), assigning me the place of a consul in the giving of opinions, and gave me the imperium. With me as propraetor, it ordered me, together with the consuls, to take care lest any detriment befal the state. But the people made me consul in the same year, when the consuls each perished in battle, and they made me a triumvir for the settling of the state.

2. I drove the men who slaughtered my father into exile with a legal order, punishing their crime, and afterwards, when they waged war on the state, I conquered them in two battles.

3. I often waged war, civil and foreign, on the earth and sea, in the whole wide world, and as victor I spared all the citizens who sought pardon. As for foreign nations, those which I was able to safely forgive, I preferred to preserve than to destroy. About five hundred thousand Roman citizens were sworn to me. I led something more than three hundred thousand of them into colonies and I returned them to their cities, after their stipend had been earned, and I assigned all of them fields or gave them money for their military service. I captured six hundred ships in addition to those smaller than triremes.

4. Twice I triumphed with an ovation, and three times I enjoyed a curule triumph and twenty one times I was named emperor. When the senate decreed more triumphs for me, I sat out from all of them. I placed the laurel from the fasces in the Capitol, when the vows which I pronounced in each war had been fulfilled. On account of the things successfully done by me and through my officers, under my auspices, on earth and sea, the senate decreed fifty-five times that there be sacrifices to the immortal gods. Moreover there were 890 days on which the senate decreed there would be sacrifices. In my triumphs kings and nine children of kings were led before my chariot. I had been consul thirteen times, when I wrote this, and I was in the thirty-seventh year of tribunician power (14 A.C.E.).

5. When the dictatorship was offered to me, both in my presence and my absence, by the people and senate, when Marcus Marcellus and Lucius Arruntius were consuls (22 B.C.E.), I did not accept it. I did not evade the curatorship of grain in the height of the food shortage, which I so arranged that within a few days I freed the entire city from the present fear and danger by my own expense and administration. When the annual and perpetual consulate was then again offered to me, I did not accept it.

6. When Marcus Vinicius and Quintus Lucretius were consuls (19 B.C.E.), then again when Publius Lentulus and Gnaeus Lentulus were (18 B.C.E.), and third when Paullus Fabius Maximus and Quintus Tubero were (11 B.C.E.), although the senate and Roman people consented that I alone be made curator of the laws and customs with the highest power, I received no magistracy offered contrary to the customs of the ancestors. What the senate then wanted to accomplish through me, I did through tribunician power, and five times on my own accord I both requested and received from the senate a colleague in such power.

7. I was triumvir for the settling of the state for ten continuous years. I was first of the senate up to that day on which I wrote this, for forty years. I was high priest, augur, one of the Fifteen for the performance of rites,
8. When I was consul the fifth time (29 B.C.E.), I increased the number of patricians by order of the people and senate. I read the roll of the senate three times, and in my sixth consulate (28 B.C.E.) I made a census of the people with Marcus Agrippa as my colleague. I conducted a lustrum, after a forty-one year gap, in which lustrum were counted 4,063,000 heads of Roman citizens. Then again, with consular imperium I conducted a lustrum alone when Gaius Censorinus and Gaius Asinius were consuls (8 B.C.E.), in which lustrum were counted 4,233,000 heads of Roman citizens. And the third time, with consular imperium, I conducted a lustrum with my son Tiberius Caesar as colleague, when Sextus Pompeius and Sextus Appuleius were consuls (14 A.C.E.), in which lustrum were counted 4,937,000 of the heads of Roman citizens. By new laws passed with my sponsorship, I restored many traditions of the ancestors, which were falling into disuse in our age, and myself I handed on precedents of many things to be imitated in later generations.

Source analysis topic: all students are to attempt this exercise, due week 5:3 April 2009.

Length 1000-1500 words

Using the passages extracted below, compare the point of view expressed in Res Gestae 1-8 to the approaches of Nicolaus of Damascus, Suetonius and Dio on the relationship of Antony and Augustus in the aftermath of the murder of Caesar. Can you detect traces of Augustan propaganda in these sources? (this is an exercise to be written largely on the basis of the texts below: you may cite secondary literature, or further secondary works, but remember that the exercise is about careful reading of these texts).

Passages

Extracts below selected from Nicolaus of Damascus, Suetonius Augustus and Dio Cassius Book 45

For the full text of Nicolaus see http://www.csun.edu/~hcfl004/nicolaus.html

Extracts

Nicolaus
(17) Octavius put out to sea on ships which were at hand, though it was still quite perilously wintry, and crossing the Ionian Sea, arrived at the nearest promontory of Calabria, where the news regarding the revolution at Rome had not yet been clearly announced to the inhabitants. He came ashore here and started on foot for Lupiae. When he arrived there he met people who had been in Rome when Caesar was buried; and they told him, among other things, that he had been named in the will as Caesar's son, inheriting three fourths of his property, the remaining share having been set aside to pay the sum of seventy-five drachmae to each man in the city. He had enjoined Atia, the youth's mother, to take charge of his burial, but a great crowd had forced its way into the Forum and had there cremated the body and interred the remains. They told Octavius that Brutus and Cassius and the other murderers had taken possession of the Capitol, and were obtaining, through the promise of freedom, the slaves as allies. On the first two days while Caesar's friends were still panic stricken many men came and joined the murderers; but when colonists from the neighboring cities (whom Caesar had furnished with grants and had established in those cities) began to come in large numbers and attach themselves to the followers of Lepidus, the Master of the Horse, and to those of Antonius, Caesar's colleague in the consulship, who were promising to avenge Caesar's death, most of the conspirators' group dispersed. The conspirators being thus deserted gathered some gladiators and others who were implacably hostile to Caesar, or who had had a share in the plot. A little later, all these came down from the Capitoline, having received pledges of safety from Antonius who now had a large force, but who for the present had given up his plan to avenge Caesar's murder. (That was why they were allowed to leave Rome safely and go to Antium). Even their houses were besieged by the people, not under any leader, but the populace itself was enraged on account of the murder of Caesar, of whom they were fond, and especially when they had seen his bloody garment and newly slain body brought to burial when they had forced their way into the Forum and had there interred it.

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School of Humanities and Social Science
When Octavius heard this he was moved to tears and grief because of his memory and affection for the man, and his sorrow stirred anew. Then he stopped and waited for other letters from his mother and friends in Rome, although he did not disbelieve those who had reported the events, for he saw no reason why they should fabricate any falsehood. After this he set sail for Brundisium, for he had now learned that none of his enemies were there, though previously he had been suspicious lest the city might be held by some of them, and consequently he had not recklessly approached it directly from the other shore. There arrived from his mother also a letter in which was written an urgent request for him to return to hear and the whole household as soon as possible, so that no treachery should come upon him from without, seeing that he had been designated Caesar's son. It bore out the earlier news, and said that the whole populace was aroused against Brutus and Cassius and their party, and was greatly vexed at what they had done. His stepfather Philippus sent him a letter asking him not to take steps to secure Caesar's bequest but even to retain his own name because of what had happened to Caesar and to live free from politics and in safety. Octavius knew that this advice was given with kind intent, but he thought differently, as he already had his mind on great things and he was full of confidence; he therefore took upon himself the toil and danger and the enmity of men whom he did not care to please. Nor did he propose to cede to anyone a name or a rule so great as his, particularly with the state on his side and calling him to come into his father's honors; and very rightly, since both he was full of confidence; he therefore took upon himself the toil and danger and the enmity of men whom he did not care to please. 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proceeded through the middle of the Forum, having decided to avenge Caesar. When those who had previously been in doubt saw this, they joined Antonius and Lepidus, with their respective retinues under arms, and the result was an army of considerable size. There were some who acted thus through fear, not wishing to seem too delighted at Caesar's death, and at the same time looking to their future interests by joining the consuls.

Many messages were sent to those who had benefited at Caesar's hands (whether through grants of dwelling places in cities, through grants of land, or allotments of money) saying that everything would be changed unless some strenuous efforts were exerted by them as well. Then his friends received many mournful entreaties, reminding those especially who had once taken the field with him how he had suffered death abandoned by his friends, great as he was. Accordingly, many joined the consuls out of compassion and friendship, finding a chance for private gain as well as what would result from a revolution, especially since the course of their opponents seemed to lack vigor and was not what they previously expected it to be when they believed that the had a stronger force. Now it was openly said that Caesar must be avenged, and that this was the only thing to do, and that his death must not go unpunished. Gathering into groups they expressed various views, some suggesting one course, others another.

However, those who advocated a republican form of government were gratified at the whole change, and only blamed Caesar's murderers because they had not done away with more of the people who were at that time viewed with suspicion, and thus brought about a real liberty; for those who were still left would be likely to give considerable trouble. There were also men who had a reputation for greater foresight, and who had gained knowledge from experience with what had happened before in Sulla's time; they cautioned one another to keep to a middle course, for at the time of Sulla those who were thought to have been destroyed, suddenly took fresh courage and drove out their late conquerors. They declared that Caesar would give his murderers and their companions much trouble, even though he was dead, since here was a large force threatening them, with energetic men in charge of it.

Antonius and his associates before preparing for action sent a legation to parley with the forces on the Capitoline, but later, emboldened by the amount of their arms and the number of their men, they felt justified in taking full charge of the government, and ending the disturbance in the city. First of all they took council (having asked their friends to be present) how they ought to act toward the assassins. Lepidus proposed that they should fight them and avenge Caesar. Hirtius thought that they should discuss the matter with them and come to friendly terms. Someone else, supporting Lepidus, expressed the opposite opinion, saying that it would be sacrilegious to pass by the murder of Caesar unavenged, and furthermore, it would not be safe for all those who had been his friends; 'for even if the murderers are inactive now, yet as soon as they get more power, they will go still further.' Antonius favoured the proposal of Hirtius, and voted to save them. There were others who urged that they be dismissed from the city under truce.

(28) After the great Caesar's death and burial, his friends counselled Octavian to cultivate Antonius' friendship, and put him in charge of his interests . . . . [long lacuna, some months]. And though there were many other contributory causes toward disagreement between them, he seemed the more to incite enmity between them, for he was at odds with Octavian, and a partisan of Antonius. Octavian, however, in no wise frightened, because of his high spirit, gave some exhibitions on the occasion of the festival of Venus Genetrix which his father had established. He again approached Antonius with a number of his friends, requesting that permission be given for the throne and wreath to be set up in his father's honor. Antonius made the same threat as before, if he did not drop that proposal and keep quiet. Octavian withdrew and made no opposition to the veto of the consul. When he entered the theater, however, the people applauded him loudly, and his father's soldiers, angered because he had been prevented from paying tribute to the honored memory of his father, gave him, as a mark of their approval, one round of applause after another all through the performance. Then he counted out for the people their allotted money, and that secured him their especial good will.

From that day Antonius was manifestly still more ill disposed toward Octavian, who stood in the way of the people's zeal for him. Octavian saw (what had become very plain to him from the present situation) that he was in need of political authority. He also saw that the consuls, secure in mucky power, were openly resisting him and appropriating still more power for themselves. Even the city treasury, which his father had filled with funds, they had emptied within two months after Caesar's death, wasting money in large lots on any excuse that offered in the general confusion; and furthermore they were on good terms with the assassins. So
Octavian was the only one left to avenge his father, for Antonius let the whole matter pass, and was even in favor of an amnesty for the assassins. A number of men, indeed, joined Octavian, but many joined Antonius and Dolabella also. There were others who, from a middle ground, tried to foment enmity between them, and doing so... [lacuna]. The chief of these were the following men: Publius, Vibius, Lucius and especially Cicero. Octavian was not ignorant of the reason why the associated themselves with him, trying to provoke him against Antonius, but he did not repel them, for he wished to have their assistance and a more powerful guard thrown around him, though he was aware that each of these men was very little concerned over public interests but that they were looking about for an opportunity to acquire public office and supreme power. To their mind, the man who had previously enjoyed that power was out of the way, and Octavian was altogether too young and not likely to hold out against so great a tumult, with one man looking out for one thing, another for another, and all of them seizing what they could for their own gain. For with all attention to public welfare put away, and with the foremost citizens separated into many factions, and everyone trying to encompass all the power for himself, or at least as much of it as could be detached, the rule showed many strange aspects.

**Suetonius**

Suet. Aug. 9-10: 9 The civil wars which he waged were five, called by the names of Mutina, Philippi, Perusia, Sicily, and Actium; the first and last of these were against Marcus Antonius, the second against Brutus and Cassius, the third against Lucius Antonius, brother of the triumvir, and the fourth against Sextus Pompeius, son of Gnaeus. 10 The initial reason for all these wars was this: since he considered nothing more incumbent on him than to avenge his uncle's death and maintain the validity of his enactments, immediately on returning from Apollonia he resolved to surprise Brutus and Cassius by taking up arms against them; and when they foresaw the danger and fled, to resort to law and prosecute them for murder in their absence. Furthermore, since those who had been appointed to celebrate Caesar's victory by games did not dare to do so, he gave them himself. 2 To be able to carry out his other plans with more authority, he announced his candidature for the position of one of the tribunes of the people, who happened to die; though he was a patrician, and not yet a senator. But when his designs were opposed by Marcus Antonius, who was then consul, and on whose help he had especially counted, and Antony would not allow him even common and ordinary justice without the promise of a heavy bribe, he went over to the aristocrats, who he knew detested Antony, especially because he was besieging Decimus Brutus at Mutina, and trying to drive him by force of arms from the province given him by Caesar and ratified by the senate. 3 Accordingly at the advice of certain men he hired assassins to kill Antony, and when the plot was discovered, fearing retaliation he mustered veterans, by the use of all the money he could command, both for his own protection and that of the State. Put in command of the army which he had raised, with the rank of propraetor, and bidden to join with Hirtius and Pansa, who had become consuls, in lending aid to Decimus Brutus, he finished the war which had been entrusted to him within three months in two battles. 4 In the former of these, so Antony writes, he took to flight and was not seen again until the next day, when he returned without his cloak and his horse; but in that which followed all agree that he played the part not only a leader, but of a soldier as well, and that, in the thick of the fight, when the eagle-bearer of his legion was sorely wounded, he shouldered the eagle and carried it for some time.

**Dio Cassius**

Dio 45.5 In this way he who was formerly called Octavius, but already by this time Caesar, and subsequently Augustus, took a hand in public affairs; and he managed and dealt with them more vigorously than any man in his prime, more prudently than any greybeard. 2 In the first place, he entered the city as if for the sole purpose of succeeding to the inheritance, coming as a private citizen with only a few attendants, without any display. Again, he did not utter threats against any one nor show that he was displeased at what had occurred and would take vengeance for it. 3 Indeed, so far from demanding of Antony any of the money that he had previously plundered, he actually paid court to him, although he was insulted and wronged by him. For Antony did him many injuries both in word and deed, particularly when the *lex curiata* was proposed by which the transfer of Octavius into Caesar's family was to take place; 4 Antony himself pretended to be doing his best to have it passed, but through some tribunes he kept securing its postponement, in order that the young man, not being as yet Caesar's son according to law, might not meddle with the property and might be weaker in all other ways. 6 Caesar was vexed at this, but as he was unable to speak his mind freely, he bore it until he had won over the multitude, by whom he understood his father had been raised to honour.
For he knew that they were angry at Caesar's death and hoped they would be devoted to him as his son, and he perceived that they hated Antony on account of his conduct as master of the horse and also for his failure to punish the assassins. Hence he undertook to become tribune as a starting point for popular leadership and to secure the power that would result from it; and he accordingly became a candidate for the place of Cinna, which was vacant. Though hindered by Antony's followers, he did not desist, and after using persuasion upon Tiberius Cannutius, a tribune, he was by him brought before the populace; and taking as his pretext the gift bequeathed the people by Caesar, he addressed them in appropriate words, promising that he would discharge the debt at once and giving them cause to hope for much besides. After this came the festival appointed in honour of the completion of the temple of Venus, which some, while Caesar was still alive, had promised to celebrate, but were now holding in slight regard, even as they did the games in the Circus in honour of the Parilia; so, to win the favour of the populace, he provided for it at his private expense, on the ground that it concerned him because of his family. At this time out of fear of Antony he did not bring into the theatre either Caesar's gilded chair or his crown set with precious stones, as had been permitted by decree. When, however, a certain star during all those days appeared in the north toward evening, which some called a comet, claiming that it foretold the usual occurrences, while the majority, instead of believing it, ascribed it to Caesar, interpreting it to mean that he had become immortal and had been received into the number of the stars, Octavius then took courage and set up in the temple of Venus a bronze statue of him with a star above his head. And when this act also was allowed, no one trying to prevent it through fear of the populace, then at last some of the other decrees already passed in honour of Caesar were put into effect. Thus they called one of the months July after him, and in the course of certain festivals of thanksgiving for victory they sacrificed during one special day in memory of his name. For these reasons the soldiers also, particularly since some of them received largesses of money, readily took the side of Caesar.

A rumour accordingly got abroad and it seemed likely that something unusual would take place. This belief was due particularly to the circumstance that once, when Octavius wished to speak with Antony in court about something, from an elevated and conspicuous place, as he had been wont to do in his father's lifetime, Antony would not permit it, but caused his lictors to drag him down and drive him out. All were exceedingly vexed, especially as Caesar, with a view to casting odium upon his rival an attracting the multitude, would no longer even frequent the Forum. So Antony became alarmed, and in conversation with the bystanders one day remarked that he harboured no anger against Caesar, but on the contrary owed him good-will, and was ready to end all suspicion. The statement was reported to the other, they held a conference, and some thought they had become reconciled. For they understood each other's feeling accurately, and, thinking it inopportune at that time to put them to the test, they tried to come to terms by making a few mutual concessions. And for some days they kept quiet; then they began to suspect each other afresh, as a result either of some actual treachery or some false calumny, as regularly happens under such conditions, and fell out again. For when men become reconciled after some great enmity they are suspicious of many acts that have no significance and of many chance occurrences; in brief, they regard everything, in the light of their former hostility, as done on purpose and for an evil end. And in the meantime those who are neutral aggravate the trouble between them by bearing reports back and forth under the pretence of good-will and thus exasperating them still further. For there is a very large element which is anxious to see all those who have power at variance with one another, an element which consequently takes delight in their enmity and joins in plots against them. And the one who has previously suffered from calumny is very easy to deceive with words adapted to the purpose by friends whose attachment is free from suspicion. Thus it was that these men, who even before this had not trusted each other, became now more estranged than ever.

Tutorials 2-6: Students are required to write a paper on one of these topics, 1000-1500 words due one week after the tutorial selected.

Tutorial 2: 24.3.09
Topic: Lepidus and Augustus' propaganda
Consider Octavian’s takeover of the armies of the Triumvir Lepidus in 36 BC and his deposition from the Triumvirate. How does Lepidus appear in this episode?

Ancient Sources
Livy Periochae 129
(http://www.livius.org/li-in/livy/periochae/periochae126.html#129)
Velleius Paterculus Epitome of Roman History 2.80
Plutarch Antony 55; cf. 18
Suetonius Augustus 16
Appian Civil Wars 5.123-30
Cassius Dio Roman History 49.8-12

How do we interpret Augustus’ treatment of Lepidus in the period from his deposition until his death? How did Lepidus’ fall from grace affect the fortunes of his family? Why did he suffer adverse propaganda?

Ancient Sources
Augustus Res Gestae 10
Velleius Paterculus 2.63-7, 2.88, 2.114-5, 2.125
Plutarch Antony 19, 21
Suetonius Augustus 12-13, 31, 54
Appian Civil Wars 5.131
Florus Epitome 2.16.6
Cassius Dio Roman History 54.15

Modern Reading
Gowing, A., The triumviral narratives of Appian and Cassius Dio, Ann Arbor, 1992
Syme, R. Augustan Aristocracy, Oxford, 1986
Weigel, R.D. ‘Augustus’ relations with the Aemilii Lepidi – persecution and patronage, Rheinisches Museum 128 (1985) 180-90

Tutorial 3: 7.4.09
The Urban Image and the new Rome
What are the most important physical changes to the arrangement of the city of Rome under the Augustan regime?

Points you may consider:
1 Changes in focus in political life
2 The function of the forum in the Republic and Empire
3 The development of the Forum Iulium and the Forum Augustum
4 The role of the imperial palace
5 The role of imperial women
6 The symbolism and use of images in Augustan Rome
7 The function of the Mausoleum of Augustus and the Ara Pacis in the reformed city

READING
*Favro, Diane G., The urban image of Augustan Rome (1996) (Call no. 937.06 FAVR).


*These are the most significant works to consult.

**Role of women in the reconstruction of Augustan Rome:**


These articles are available from JSTOR

**Tutorial 4: April 21**

**Topic: Selling of Actium**

After reading the following, comment on the motivations of these poets for writing, the timing of their publication, and the images they convey with regard to the Battle of Actium and its major participants.

Horace *Epode* 9 [ca. 30BC]

Horace *Odes* 1.37 [ca. 23BC]

Vergil *Aeneid* 8.626-731 [ca. 23-19BC]

Propertius *Elegies* 3.11 [ca. 23-21BC]

Propertius *Elegies* 4.6 [ca. 16BC]

**Some background reading:**

Baker, R.J. ‘Propertius, Cleopatra and Actium’ *Antichthon* 10 (1976) 56-62


**Town and Country in Horace’s Poetry**

After reading the following, comment on the intensity with which Horace presents his readers comparisons between life in the City and the countryside. In your response you could consider the importance of rural themes to Vergil (*Eclogues*, *Georgics*) and the appeal to Rome’s rustic forefathers and their mores in many other writers.
Some background reading:

Tutorial 5: 5.5.09
The Literati on Augustan Moral and Marriage Reforms

After reading the following, comment on the contribution made by some of the literati to debate and reaction to the Augustan reforms of public morality, marriage in particular. Do you see support for or subversion against in these extracts?

Horace Satires 1.2: On Adultery
Livy Ab Urbe Condita 1.58: Rape of Lucretia
Ovid Amores 1.5: An Afternoon with Corinna
Propertius Elegies 2.15: Subversion of Marriage
Propertius Elegies 4.11: Cornelia Elegy

Some background reading on the reforms:
Lacey, W.K. ‘2 B.C. and Julia’s Adultery’ Antichthon 14 (1980) 127-142
Terggiari, S. ‘Women in the Time of Augustus’ in Galinsky, K. ed. Age of Augustus (Cambridge, 2005) : Ch.6, pp.130-147

Tutorial 6: 19.5.09
Why was Julia the Elder disgraced?

Ancient Sources

Velleius Paterculus 2.96, 100, 104
Suetonius Augustus 19, 63, 64, 65, 71, 73, 101; Tiberius 7, 10, 11, 50
Dio Cassius 53.27; 54.6, 54.8, 54.31, 54.35; 55.2, 55.9, 55.10, 55.13

Collections of archaeological material can be found in Fantham, appendix 1

Modern Sources

Books

Fantham, E. Julia Augusta: the emperor’s daughter London; New York, 2006
Hallett, J. Fathers and daughters in Roman society, Princeton, 1984
Tutorial 7: May 26

The Problems with Succession, A.D. 4-14

In general, consider how the testament of Augustus differed from the arrangements the emperor had set in place in A.D. 4. Why did these changes occur?

Points for consideration:

The arrangements of A.D. 4
- The adoption of Agrippa; was he the equal of Tiberius? (Note Tac. Ann. 1.3)
- The adoption of Tiberius; what powers was he given?
- The adoption of Germanicus
- The position of the Younger Drusus

The problems of A.D. 6-9
- Agrippa disinherited and sent into exile
- The growing strength of the position of Germanicus
- The physical decline of Augustus

The Death of Augustus in A.D. 14
- The will of Augustus. Was Tiberius the only candidate?
- The 'will' of Tiberius. Were Tiberius' intentions those of Augustus?

Sources

Dio Cassius 55.13; 56.47 (Penguin pp. 203-58). Note especially the events under A.D. 4, 7, 8, 12-3 and 14.
Suetonius Augustus 19, 64-5, 98-101, Tiberius 15-25, 52, Gaius Caligula 1-4, Claudius 4-5
Tacitus Annals 1.3-14
Velleius Paterculus 2.103-24
There is also inscriptive evidence (e.g. ILS 143 from the Italian region of Lucania: 'Agrippa Julius Caesar, son of Augustus, grandson of a god')

Modern Authorities