Application for Summer Undergraduate Research with Faculty (SURF) Grant

Applicants should refer to the SURF Program Description and Guidelines and the SURF Application Check List to ensure a complete application.

Incomplete applications will not be considered for funding.

PROPOSAL TITLE: Rebuilding the Republic: Public Buildings and Civic Functions in Augustan Rome

MENTOR APPLICANT(S)*: (Name, CofC email address, and Department):

UNDERGRADUATE APPLICANT*: (Name, CofC ID number, CofC email address, and Primary Major):

REQUESTED DATES OF PROJECT SUPPORT: From May 10, 2010 to August 6, 2010

TOTAL AMOUNT REQUESTED FROM URCA: $6,500

<table>
<thead>
<tr>
<th>Project Information</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Does the proposal involve research on human subjects?</td>
<td>□</td>
<td>□</td>
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<td>2. If yes, status of the IRB request (no funds can be awarded until IRB is approved)</td>
<td>□</td>
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<td>3. Does the proposal involve research with live vertebrate animal subjects?</td>
<td>□</td>
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<td>4. If yes, Status of the IACUC request (no funds can be awarded until IACUC is approved)</td>
<td>□</td>
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<td>5. Have student or faculty applicants received URCA support for this or any other project in the past year or do they currently hold funding through the URCA program? If so, list type and amount of grant and dates of project period:</td>
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<td>6. Does the student have another proposal under consideration by URCA during the current cycle?</td>
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<tr>
<td>Amount:</td>
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<td>7. Does the faculty mentor have another proposal under consideration by URCA during the current cycle?</td>
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<td>8. Is there another internal proposal current or pending for this research/creative work?</td>
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<td>9. Is there an external proposal current or pending for this research/creative work?</td>
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<td>10. Does the project involve biohazards or other safety issues?</td>
<td>□</td>
<td>□</td>
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<tr>
<td>11. Does this project have potential for copyright or invention?</td>
<td>□</td>
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FERPA WAIVER
The Family Educational Rights and Privacy Act (FERPA) of 1974 establishes the rights of students with regard to educational records. The act makes provision for inspection, review and amendment of educational records by the students and requires, in most instances, prior consent from the student or their parent/guardian if under the age of 18 for disclosure of such records to third parties. The consent must be in writing, signed and dated by the student and must specify records to be released, reason for release, and the names of the parties whom such records shall be released. The act applies to all persons formerly and currently enrolled at an educational institution. Access to educational records does not give permission to make changes to the student's record.

I hereby give permission for the College of Charleston Undergraduate Research and Creative Activities personnel and committee members to obtain
- information concerning my academic transcript
- information concerning my academic advising notes
- information concerning my in-class performance and grades

This waiver will be in effect as long as I am a student at the College of Charleston, or seeking the services of faculty and staff on the College of Charleston campus.

Signatures (Required for All participants): Please read the SURF Guidelines prior to signing this page. Signatures below indicate awareness of and intention to follow appropriate Program, FERPA Waiver, Departmental, School, College and State rules and regulation for conducting projects, travel, and expenditure of funds.

SIGNATURE & DATE, Undergraduate Applicant: __________________________________________________________
SIGNATURE & DATE, Faculty/Mentor Applicant: __________________________________________________________

Chair/Dean: I acknowledge that the above student and faculty mentor are applying for a SURF Grant and that the funds for successful proposals will be transferred into the departmental R & D account for dispersal based on the budget included in this proposal.

SIGNATURE & DATE, Chair: __________________________________________________________
SIGNATURE & DATE, Dean: __________________________________________________________
Student Statement of Intent: Student applicant should write a one-page Student Statement of Intent (12 pt font, 1 inch margins, single spaced, Times New Roman, no more than 500 words), in which the student discusses his or her academic and career goals and explains the importance of the project to his or her academic and career development. The student should also address how the project will coordinate with other commitments (e.g., coursework, jobs, student organizations, service organizations). The student must disclose in the statement whether he or she will receive academic credit for work on the project and a description of that credit (i.e., course number, number of credit hours, semester that credit will be awarded) must be incorporated into this statement of intent. Intent to continue similar research or creative activity beyond the period of SURF support will be viewed positively by the review panel and should be addressed in the statement of intent. Intent to participate in dissemination of results should be addressed.

Classics is inherently interdisciplinary and I find approaching the ancient world from a historical perspective to be particularly compelling. This research project on the civic use of public buildings in the Augustan era coincides with my interest in ancient Rome during the period of transition from Republic to Principate. Hence, the project matches my interests and will give me the advantage of delving further into the topic and addressing original questions in Roman history through my Honors Bachelor's Essay during the 2010-2011 academic year. In addition to my interest in the project topic, I know that the research process and subsequent dissemination of results will be a unique opportunity for me as an undergraduate to learn how scholars approach topics in Roman history and communicate their findings. This research experience will be important as I apply to Ph.D. programs in Classics in the 2010-2011 academic year. Since admission to Ph.D. programs in Classics is extremely competitive, significant research as an undergraduate will set me apart from other applicants.

As a part of the research process, I will travel to Rome, Italy. Spending time in Rome will develop my understanding and interpretation of the non-literary sources, including the archaeological sites of buildings sponsored by Augustus and the artifacts which adorned those buildings. During my time in Rome, I will be enrolled in a three credit hour Roman architecture course at John Cabot University. This course will meet twice weekly for a total of eight hours per week and will provide the context for understanding the continuities and changes in Roman architecture before, during, and after the time of Augustus. The knowledge gained from this course is essential for analyzing the characteristics which made Augustus' building program unique and understanding how those attributes may have influenced the civic activities that took place in those buildings.

While in Charleston, from July through the end of the grant period, I will benefit from mentoring as we both work to put together the final report. With guidance, I will learn the importance of utilizing both literary and non-literary sources and the logistics of organizing and compiling research in a meaningful way. In the final stage of the project, the preparation and presentation of a research poster to peers will help me develop communication skills needed for researching and teaching in graduate school and beyond as a college professor.

Each aspect of this project, from the compelling focus of the research to the actual process of conducting research while working with and being mentored by contributes to my desire to spend my summer researching Augustus' building projects and their civic uses. I will have no other commitments during the grant period because I know that this experience will be critical to achieving my career goals.
I. Project Description

(a) Non-Technical Project Abstract:

The Principate of Augustus, 27 B.C. – A.D. 14, was one of the great turning points in history. One man emerged as the leader of the Roman state, yet his position was firmly grounded in the institutions of the Roman Republic—a tradition that was profoundly anti-monarchic. Rather than establish a new political order, Augustus brought back the traditional order of the Republic, restoring old governmental forms while establishing a new imperial dynasty.

During the last years of the Republic the aristocracy utilized building projects in Rome as a means of self-glorification. With temples and monuments springing up without central oversight, the city's plan reflected the political turmoil caused by decades of civil war. Traditional civic institutions lost prominence as the aristocracy turned toward their personal interests. Augustus revived Republican civic institutions and became especially active as the sponsor of new building projects. Many, if not most, of these buildings became important sites for civic events. These buildings and the public events that they hosted are the focus of this study.

To what extent did the buildings completed in the Augustan era provide new venues for civic events? Can we see a deliberate attempt by Augustus to relocate civic functions to new venues associated with Augustus and his family? What affect did the new buildings have on the Romans' perception of their state/government? This project aims to explore these questions with the goal of gaining a better understanding of the function of civic spaces in Augustan Rome.

(b) Project Objectives:

Multiple objectives drive this project. The overall goal of the research is to gain a better understanding of the civic uses of buildings constructed by Augustus and his family members. Understanding the way in which these sites were used by the people of Rome at the time will help us to better understand the pivotal transition from Republic to Principate and the way that Augustus was able, over a period of more than four decades, to closely link his family with the functions of the state. By the end of the research period, the student and the faculty investigator will have completed a comprehensive study-report detailing the buildings sponsored by Augustus and the civic activities hosted by each venue. The study will include detailed bibliographic citations for each site, including both secondary scholarship and ancient sources that describe the sites and their civic functions.

For the student investigator, this project will serve as an intensive introduction to research methods in Classics. The student will gain a firm understanding of the problems involved in investigating ancient historical topics, and will work first-hand with multiple and diverse source materials. Building on this study, the student investigator will develop a topic for her Honors Bachelor's Essay which will be completed during the 2010-2011 academic year. The research skills and strong background developed from researching over the summer will provide with a unique opportunity to write an Honors Bachelor's Essay that addresses original questions in Roman history. Preliminary results from the summer research will be presented at the SURF Poster Session in Fall 2010. The student investigator will then utilize the poster and report to create a presentation for dissemination in the preferred format of any of the following undergraduate research venues:
For the faculty investigator this project will lay the groundwork for a new study of Agrippa's Pantheon in Rome. The Pantheon, completed early in the Augustan period by Augustus' close friend and future son-in-law Marcus Agrippa, remains an enigmatic structure. Though referred to today as a "temple" in both the scholarly and popular literature, the title is misleading. The Pantheon seems to have served multiple functions in Augustan Rome, including a meeting venue and audience hall. Aspects of the Pantheon's design suggest that it may have served as a speaker's platform (similar to the rostra in the Roman Forum). Its placement next to the Saepta, the traditional voting site in the Campus Martius, raises the possibility that the building played a role in elections. Understanding more completely the civic functions of other buildings in Augustan Rome is a crucial first step, providing a context for the examination of the Pantheon. The result of this work is expected to be a journal article in a major peer reviewed publication.

(c) Project Significance:

While the building program and government reforms of Augustus have been much studied independently, interdisciplinary work on the civic use of space in Augustan Rome has lagged behind. This is, in part, due to divisions within the field of Classics that draw artificial distinctions between the work of architectural/topographical historians and political/cultural historians. This project will bridge that gap, and by doing so will break new ground. Primary sources and secondary scholarship present opposing and extreme images of Augustus -- as selfless restorer of the Republic or as scheming dynast. By closely examining the evidence for civic institutions and public buildings, a more nuanced understanding of the Principate of Augustus should emerge, reconciling opposing views through a deeper understanding of the cultural and historical context. It seems that it was through his work as a restorer of Republican institutions that Augustus was able to establish an imperial dynasty. This project will test this idea.

(d) Methods of Work:

Work on this project will be completed in three phases.

In May, background work will be completed. Work will focus on reading secondary scholarship, including both key works and the latest studies, to gain an overarching understanding of the state of knowledge of the political history of the Augustan era and Augustus' building program in Rome. Drawing from a range of secondary sources, [Redacted] will assemble a preliminary list of buildings completed by Augustus and civic rituals performed in Rome in the Augustan era. [Redacted] will meet twice weekly to discuss readings, answer questions, and review findings.

From late May through June, [Redacted] will be in Rome, Italy. While in Rome, [Redacted] will be enrolled in a three credit hour course on Roman architecture at John Cabot University. The course will provide the context for the work on the project -- providing [Redacted] with an overall understanding of building in the ancient city as well as first-hand contact with the monuments themselves. In addition to completing the Roman architecture course, [Redacted] will undertake
Independent site visits to study Augustan monuments in the city, including sites in the Roman Forum (Curia, Temple of Divus Iulius, Rostra, Arch of Augustus), the Forum of Augustus, the Palatine Hill (Temple of Apollo, House of Augustus, House of Livia), and the Campus Martius (Saepta Julia, Pantheon, Ara Pacis, Horologium, Mausoleum of Augustus). Site visits to museums in Rome (Vatican Museum, Capitoline Museum, Palazzo Massimo) which contain artifacts from the Augustan era will serve as a necessary supplement to the visits to the archaeological sites. Site visits are imperative to gain an understanding of the uses, decoration, function, and impact of public spaces in the ancient city. Both sites and relevant artifacts will be photographed and catalogued by [redacted] to include in the final report. Communication between [redacted] will continue during this period via e-mail.

The final phase of work will be completed from July through early August. Building on the preliminary research and site visits in Rome, work will continue in Charleston until the end of the summer. During these weeks, additional research will be conducted focusing on individual buildings, their history and functions. Daily work for both [redacted] will involve intensive reading of primary and secondary source materials, development of an electronic template for organizing information, and writing up of findings. A final comprehensive report will be prepared detailing the buildings sponsored by Augustus and the civic activities hosted by each venue. The report will include detailed bibliographic citations for each site, including both secondary scholarship and ancient sources that describe the sites and their civic functions.

During this final phase, [redacted] will also develop a topic to pursue for her Honors Bachelor's Essay that builds on this preliminary work. Building on a strong base of original research, [redacted] Honors Bachelor's Essay will be able to focus on a specific aspect of the public use of buildings in this period. With the combination of exposure to research methods in Classics and the development of a strong bibliographic background, [redacted] will be at a distinct advantage in developing her Honors Bachelor's Essay into an original contribution to the discipline.

<table>
<thead>
<tr>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Summer 2010</th>
<th>Academic Year 2010-2011</th>
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<tbody>
<tr>
<td>In preparation, [redacted] will prepare a full project bibliography and gather sources. [redacted] will apply to John Cabot University in Rome and prepare travel arrangements. [redacted] will become familiarized with the proposed research topic by completing relevant background reading.</td>
<td>From mid to late May, [redacted] will be in Charleston. Background reading will be completed. [redacted] will meet twice weekly to discuss readings. From late May through June, [redacted] will travel to Rome, where she will enroll in a Roman architecture course at John Cabot University. During this time, [redacted] will return from Rome in late June and the remaining weeks of research will be conducted in Charleston.</td>
<td>[redacted] will focus upon reading both primary and secondary sources relevant to Augustus' building projects and the civic activities hosted at each site. During these five weeks, intensive work will be done to write</td>
<td>From the research compiled over the summer, [redacted] will identify a topic to pursue further in an Honors Bachelor's Essay under [redacted] direction. [redacted] will use the research to put together a paper/presentation to be submitted for consideration to present at an undergraduate research conference in Spring 2011.</td>
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conduct visits to sites and museums relevant to the project. 

up the study results in a format that will facilitate future studies. 

Throughout the academic year, will build on the SURF project and continue work on his investigation of Agrippa's Pantheon, with the goal of completing an article manuscript by the end of 2011.

(e) Faculty Mentor and Student Participant Roles:

will work closely throughout the project period, meeting at least twice each week in May when is in Charleston. During the final weeks of the project (July-August), will work in the Addlestone Library as well as the computer lab housed in the Classics Resource Room, convenient to office. work on the project will be her primary focus during the grant period. Outside of the coursework to be completed in Rome as part of the project, will not have any other course obligations. She will not have outside employment during the grant period. will be available for twice-weekly meetings with in May, and will be available via e-mail during time in Rome. In the final weeks of the project (July-August), will be working in the Classics Department daily, and will be dedicating every afternoon to working with on this project. will collaborate closely each day as they work together to complete the study-report. may be teaching a morning class in Summer Session II, but this will not interfere with his afternoon research and mentoring time).

The Faculty Mentor and Student Participant will collaborate closely on all aspects of this project, from conducting the initial bibliographic search, to developing an effective organizational scheme for collecting information, to writing up the final study. By working together through every step of the research process, will gain a firm understanding of the research process in Classics and first-hand experience in designing and carrying out an original project.

(f) Current and Pending Support:

None.

(g) Student Development:

As a student interested in entering a graduate program in Classics, will benefit from working on this project on several different levels. This project will expose to the process of conducting a research project in Classics. In the short term, this exposure will prepare to conduct original research for her Honors Bachelor's Essay during the 2010-2011 academic year. In the long term, this exposure will be an advantage for as she seeks admission to Ph.D. programs in Classics and subsequently pursues research at the graduate-level. Funding for this proposal will provide with the opportunity to be mentored by a scholar in the field.
Undergraduate Applicant: 

whose research interests coincide with interest in Roman history. The mentor-mentee relationship will facilitate development as a scholar in the field of Classics.

(h) Project Dissemination:

The results of the research will be presented at the SURF Grant Poster Session in Fall 2010. Additionally, will use the research completed during the grant funding period to put together a paper and/or presentation to be submitted to Eta Sigma Phi, a Classics honors society, to be considered for presenting at the annual conference in Spring 2011. This will give experience in the process of bringing together research in a format suited for dissemination at a national conference, and if her submission is selected, she will develop essential communication skills by presenting research to an audience of peers. Utilizing both the poster and/or presentation, will also potentially present at any of the following general venues for the dissemination of undergraduate research:

Council on Undergraduate Research: Annual “Undergraduate Research Posters on the Hill”
National Collegiate Honors Council Annual Conference
Southern Regional Honors Council Annual Conference

will continue to work on an article manuscript on Agrippa's Pantheon, with an aim of publishing in a major peer reviewed journal.

(i) Student Involvement in Application Process:

The application was a true collaborative effort between . After discussing the potential topic,
 each drafted full versions of the Project Description. met to discuss the drafts. combined both drafts into a complete document. Both conducted final edits.

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II. Project References:


III. Proposed Budget: Complete the project budget using the budget form below. When preparing the budget, it is important to clearly indicate that half of the funds will be used in the first fiscal period and half will be expended in the second fiscal period. There is no carry-over of SURF funds from the fiscal period ending on June 30th to the new fiscal period beginning on July 1st. In specific and well-justified circumstances only, grants may be awarded in full either before June 30th or after July 1st, although applicants should not expect nor should base project plans on such latitude.

The total cost of the project (URCA- funding and other funding) must be clearly indicated on the budget form. The total budget requested from URCA may not exceed $6,500. It should be clear that at least half of the funding is going directly to support the student effort. Department/School support for the project will be viewed positively by the committee. All budget justifications are essential and should be stated below the table.

Grants will be awarded for activity conducted between the first Monday after spring graduation and the last day of classes in Summer II. The dates of the project are flexible within that timeframe, but it is expected that the student will work on the project for 40 hours per week for a 10 week period.

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<th>IV</th>
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<tbody>
<tr>
<td></td>
<td>SURF Funding Requested*</td>
<td>Dept/School Other Internal Support for Project</td>
<td>External Support for Project</td>
<td>Total Cost of SURF Project (Add Columns I-IV for each row)</td>
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<tr>
<td>A. Student Salary (taxable amount)</td>
<td>For Use Prior to June 30</td>
<td>For Use After July 1</td>
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<td>$3,500</td>
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<td>B. Faculty Salary (taxable amount)</td>
<td>$1,750</td>
<td>$1,750</td>
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<td>$3,500</td>
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<td>C. Student Travel**</td>
<td>$500</td>
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<td>D. Faculty Travel**</td>
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<td>E. Supplies &amp; Materials</td>
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<td>F. Other</td>
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<td>G. Total Costs Per Column (Add values from cells A-F for each column)</td>
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<td>$3,250</td>
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<td>TOTAL SURF REQUEST: (Add values from cells G1 + G11)</td>
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<td></td>
<td>$6,500</td>
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*The SURF Funds are distributed over two fiscal periods. Funds in Column I must be expended by June 30th; Funds in Column II must be expended by the last day of Summer II classes.

**NO TRAVEL WILL BE AWARDED FOR THE DISSEMINATION OF PROJECT RESULTS.

IV. Budget Justification: In this section of the proposal, each item request from URCA must be specifically justified as essential to the success of the project. Identify sources of additional support for each item as appropriate. One additional page may be used if necessary. If this section is not adequately addressed, the grant proposal will not be funded.

(a) Student Salary:

$3,500 for 10 weeks of work (40hrs/week).
May 10 - May 28 (full-time work in Charleston) = 3 weeks @ 40 hrs/week = 120 hrs
May 31 - June 30 (full-time work in Rome) = 4 weeks @ 20 hrs/week = 80 hrs
July 5 - August 6 (full-time work in Charleston) = 5 weeks @ 40 hrs/week = 200 hrs.
Total student work = 400 hrs

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(b) Faculty Salary:

$2,000 for work May 10-August 6.
May 10 - May 28: Bi-weekly mentoring meetings, bibliography preparation
May 31 - June 30: Mentoring via e-mail while [redacted] is in Rome.
    Discussion of site visits, preliminary report preparation.
July 5 - August 6: Daily work on project with [redacted] 5 weeks of work, M-F 1:00-5:00 = 100 hrs.

(c) Student Travel:

$1,000 to contribute to cost of [redacted] travel to Rome for visits to archaeological sites and museums. (Note that only partial funding of travel is requested for this grant -- no request is made for tuition or room fees for the John Cabot University program).

Given that research will focus on building projects within Rome under Augustus and the activities of the Roman people in the context of these venues, [redacted] travel to Rome will be an integral part of the research project. While in Rome, [redacted] will be able to understand and document the archaeological sites and artifacts relevant to the project. Being in Rome will allow [redacted] to develop interpretations of how these buildings and their ornamentation influenced the Roman people. The Roman architecture course at John Cabot University will expose [redacted] to the continuity and changes over time in building within the ancient city—a context crucial for understanding building under Augustus. Hence, travel to Rome will be both necessary for researching non-literary sources that will be used in combination with the literary sources and for fulfilling the objective of introducing [redacted] to research methods in Classics by working with different types of source materials.

Estimated expenses:

- Museum admissions: $200
- Bus Pass in Rome: $70
- Per-diem: 30 days @ $32/day = $960
- Airfare (CHS - FCO): $1200