

## IT 130H ~ *Italian Culture & Civilization*

### ROME: Portrait of a City

Special Section in conjunction with the Penn State Delaware County  
Seminar Abroad in Rome & Sicily, May 7-15, 2006

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#### Important Dates:

Wednesday, Sept 14, 2005	12:30 (112 Vairo) - General Information Session on 2005-06 Trips
Thursday, October 20	11:30 (112 Vairo) - General Information Session on 2005-06 Trips
Thursday, Jan 26, 2006	11:30 (112 Vairo) - Rome/Sicily Trip Information Meeting
Friday, April 29	12:30 (112 Vairo) Rome/Sicily tickets distributed, * <u>Pre-trip Assignments Due today</u> *
Friday, June 3	12:00 Final Projects due in Main 312C (Late projects will lose points daily)

#### TEXTS:

- *Rome: A Cultural and Literary Companion*, Jonathan Boardman ("Cities of the Imagination" series, Interlink Books) ISBN 1-56656-361-5.
- *Eyewitness Guide to Rome* (Dorling Kindersley) ISBN 1-40530-506-1.
- Materials provided on the course website on ANGEL (<http://cms.psu.edu>).

\* PLEASE NOTE: Students taking this course will be required to take the arranged day-trip to Ostia Antica. The day-trip to Tivoli and the trip extension to Sicily are optional.

#### Course Description:

This course is designed as an introduction to the culture, art, literature, history, people and daily life of "the Eternal City," Rome. We will explore the architecture and archaeological ruins in the city, its collections of painting and sculpture, and the people of Rome through the ages. Rome has been inhabited since the 8th century BCE, and since its founding it has experienced dramatic and continuous change, producing a modern metropolis characterized by a wealth of cultural history and distinctive folk life. This course follows that evolution through the major phases of Rome's history, based upon the study of one or two principal buildings or monuments from each period that we will visit and analyze in depth.

As we study the continuities and changes in the personality of Rome through the ages, we will focus on the particular ways in which the city has contributed to world civilization and culture during the Roman Republic and Empire, during the Middle Ages and the Italian Renaissance, in the nineteenth and twentieth centuries, and today. Students will read and study background material in the Boardman text and the Eyewitness guide, and in Videos on Rome's history on architecture; they will study the way Rome has been represented in twentieth-century film; and they will visit a variety of actual sites in the city. Students may choose to visit the required sites in Rome on their own during our visit, or they can visit them with the instructor and a group of fellow students. Three video assignments and two film assignments will be due on April 29, before the trip. The remainder of the reading and writing assignments are to be completed after our return home, and will be due on June 3.

### **How this Course Works:**

Students are encouraged to contact the instructor often, and must be prepared to use their Penn State e-mail accounts for communication on a regular basis. Students must also be comfortable using ANGEL, the Penn State course management system. While the class will not meet regularly as a group on campus, the instructor may schedule informational meetings via e-mail and will be available to meet with students individually or in groups during the spring 2006 semester in preparation for our trip. The class will meet for the required day-trip to Ostia Antica during our week in Rome; the day-trip to Hadrian's Villa at Tivoli is optional.

Below is a list of the required and optional videos, films, readings, site visits, and written work for the course. Read through all assignments carefully and completely before you begin. Begin each assignment by completing the reading passage, viewing a film, and/or visiting a site in Rome and taking photographs. For each assignment, you will write a 3-4 page journal-entry style response to the reading, the film you watched, or the site you visited. Please arrange your written assignments in a travel journal/photo album format, which will allow you to display the photographs you will take at each site you visit.

Each assignment is worth a designated number of points, but only a very well-written, thoughtful, and comprehensive response will earn the full points. ***Make sure that you respond to all of the required aspects of each assignment.*** The 3 Video and 4 Film Assignments are required, and the Reading/Site Visit Assignments numbered 2, 4, 6, and 9 are required. Please note that you must complete these assignments in order to pass the course.

In addition to these required assignments, you may choose to complete any or all of the optional assignments, as you wish. This option invites you to design and shape the course to match your particular interests in certain aspects of Rome's sites and history. You may also choose to complete any of the additional optional site visit assignments described below in the boxes following certain assignments.

Of course, you are encouraged to complete as many assignments as you wish; all submitted responses will be graded and added to your final score. Your final grade will be determined by adding the points you receive for each of the assignments and dividing by 2.

**Academic Integrity:** All students at Penn State are expected to act with civility and personal integrity; to respect other students' dignity, rights, and property; and to help create and maintain an environment in which all can succeed. Academic integrity includes a commitment not to engage in or to tolerate acts of falsification, misrepresentation, or deception, including cheating, plagiarizing, submitting another's work as one's own, using Internet sources or other published material without citation, or facilitating other students' acts of academic dishonesty. Students charged with a breach of academic integrity will receive due process, and if the charge is found valid, academic sanctions may range, depending upon the severity of the offense, from a failing grade for the assignment to a failing grade for the course. The University's statement on academic integrity, from which this paragraph has been excerpted, is available at <http://www.psu.edu/dept/oue/aappm/G-9.html>

**Questions and Assistance:** Please feel free to contact me by email, phone, or on campus either in the fall or the spring semester, or any time during the trip to Italy to discuss any help you need with the reading or other assignments, or to talk about any questions you may have about the material we are covering. Because we will not be holding traditional class meetings, if you find any of the reading materials difficult or confusing, or if you would simply like to talk about your responses and ideas to the readings or to the assignments, it is particularly important that you seek me out. I want you to get the most out of the experience of this trip and this course so please don't let your questions go unanswered.

## ITALIAN 130H: Course Assignments

### **I. Video Assignments on Roman History & Architecture: (REQUIRED)**

**10 points per journal entry; 30 points total**

Choose to view **three** of the following videos, available in the Vairo library, and write a 2-3 page response on what you learned from it about the city of Rome, its history, culture and/or architecture for each video. The written assignments **will be due BEFORE** the trip, on April 29.

#### **Videos:**

- The Roman Empire in the First Century, Goldfarb and Koval Productions, Inc.
- Rome, the Eternal City, LDJ Productions Inc. for the Museum Television Workshop Ltd.
- Rome: the Ultimate Empire, Time-Life Video and Television presents
- Great Cities of the Ancient World, Questar Video, Vol. 1: Life, times & wonders of Rome & Pompeii
- Europe: the Barbarian West, Maryland Public Television and Central Independent Television
- The Western Tradition, WGBH, Boston & Metropolitan Museum of Art
  - [v.3] 9-12. The rise of Rome. The Roman empire. Early christianity. The rise of the church
  - [v.4] 13-16. The decline of Rome. The fall of Rome. The Byzantine empire. The fall of Byzantium
- The Story of Civilization. Romans and Barbarians, Cromwell Productions
- Roman City, Unicorn Projects, Inc, based on the book by David Macauley
- Who built the catacombs? Greystone Communications, Inc. for A&E Network
- Incredible Monuments of Rome, History Channel and A&E Home Video
- The Great Empire Rome, Greystone Communications, Inc. for the History Channel
 

<ul style="list-style-type: none"> <li>-v. 1. The Republic of Rome</li> <li>-v. 3. Building an empire</li> </ul>	<ul style="list-style-type: none"> <li>-v. 2. The age of Emperors</li> <li>-v. 4. The enduring legacy.</li> </ul>
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## **II. Film Assignments (REQUIRED): 10 points per journal entry/40 points total**

[Note: At least two film assignments **will be due BEFORE** the trip, on April 29.]

Choose to watch **Four** films **from four different categories**, and write a 3-4 page journal entry-style response to the film in which you address what the film has to teach us about Rome and the Roman people in the particular period upon which it focuses.

### **1. The Roman Republic**

Mankiewicz, *Julius Caesar* (1953)

Burge, *Julius Caesar* (1970)

Mankiewicz, *Cleopatra*

Kubrick, *Spartacus*

### **2. The Roman Empire**

Wyler, *Ben Hur*

Fellini, *Satyricon*

Jarman, *Sebastiane*

Scott, *Gladiator*

### **3. The Papacy & the Renaissance**

Reed, *The Agony and the Ecstasy*

### **4. Nineteenth-Century Visitors**

Bogdanovich, *Daisy Miller*

### **5. The Fascist Era & World War II**

Rossellini, *Open City (Roma Città Aperta)*

Scola, *A Special Day (Una giornata particolare)*

Tornatore, *Cinema Paradiso*

### **6. Late Twentieth-Century Rome**

Fellini, *Nights of Cabiria (Le Notti di Cabiria)*

Fellini, *La Dolce Vita*

Pasolini, *Accattone*

De Sica, *The Bicycle Thief*

### **III. Reading and Site Visit Assignments:**

#### **1. The Early Republic 20 points**

**Read:** Boardman, Chapter 1.

**Site to Visit:**

**Piazza della Bocca della Verità** (Temples to Heracles & Portunus; Cloaca Maxima)

Write a 2-3 page response describing your visit to this piazza, known in the Republic as the "Forum Boarium." What does the Cloaca Maxima look like today? Why is it significant? Do a little research online on the mythological figures of Hercules and Portunus. Describe their temples in detail. What do these temples suggest to us about the importance of these figures and how and why they were worshipped in ancient Rome?

#### **2. The Early Empire (REQUIRED) 20 points**

**Read:** Boardman, Chapter 2.

**Sites to Visit:**

##### **1) The Ara Pacis and the Mausoleum of Augustus**

Write a 1-2 page response describing your visit to this area. Describe four or five figures who are visible on the Ara Pacis. What role did they each play in the history of imperial Rome? Summarize the importance of Augustus Caesar as a figure in the early Roman Empire.

**2) The ancient Roman Forum** (*Also take a look across the street at the Markets of Trajan and Trajan's Column, the Forum of Diocletian, the Forum of Augustus, the Forum of Augustus Caesar, and the Forum of Nerva, all of which can be seen from the sidewalk as you walk down the Via dei Fori Imperiali approaching the ancient Forum*). Write a 2-3 page response to your visit to the ancient Roman Forum. What sense, if any, can you get here of the life of the city during the days of the Roman Empire? Describe the remains of at least three temples that you can see here. Who was worshipped here and why were these deities important to the Romans? Visit the Curia, or Senate House, and describe your impressions. Who are commemorated by the two triumphal arches in the Forum, one at each end of the Via Sacra? What did they contribute to Rome? Visit the remains of the House of the Vestal Virgins. What role did these women play in ancient Rome? What did the Romans mean by the term 'basilica'? Where are the remains of basilicas in the forum and what were they used for?

#### **Optional Visits & Journal Entries: (10 points each)**

**1) The Colosseum** - Conduct some research on the history of this structure and describe what it tells us about ancient Roman athletics, spectacles, and entertainment. What role did the Colosseum play in the history of the early Christians in the Roman Empire?

**2) The Palatine Hill** – Climb this hill to visit the ruins of the home of Caesar Augustus and his family, and of the massive imperial palace that covered this hill after Augustus' time. Write about who lived on the Palatine hill and what we can determine about the palace's size and its physical features. Note the spectacular views from the hill of the ancient Forum, and (from the west side) the race course known as the Circus Maximus.

### 3. The Later Empire, I 20 points

**Read:** Boardman, Chapter 3.

**Sites to Visit:**

1) **The Pantheon** – Describe the way this structure has changed over the centuries. What architectural marvels does this ancient building illustrate?

2) **Ancient Roman Art** – Choose to visit at least one of the following museums:

**- The Collection of Roman Art at the Capitoline Museums**

*(Also, take note of the ruins of Rome's oldest apartment-block, or "insula," at the foot of the western side of the Monument to Vittorio Emanuele hill, as you approach the stairs leading up to the Piazza del Campidoglio and the Museum complex.)*

Write a 2-3 page response describing your visit to this collection of ancient Roman art.

Describe at least three works of ancient Roman sculpture here, who is depicted, and what significance each work would have had to the Roman people. Be sure to try to find the famous statue of the she-wolf suckling the infants Romulus and Remus, the symbol of the city for centuries.

**-The National Museum of Rome**, one of the world's best collections of ancient art. Write a 2-3 page response describing your visit to this collection of ancient Roman art. Describe at least three works of ancient Roman sculpture here, who is depicted, and what significance each work would have had to the Roman people.

**Optional Visits & Journal Entries: (10 points each)**

1) **Nero's Golden House (Domus Aurea)** – the remains of Nero's massive imperial palace. Describe what the ruins suggest about the opulence and extent of Nero's plans in designing this structure.

2) **The Baths of Caracalla** – Spending time in luxuriously designed, state-of-the-art baths was part of every Roman's daily routine. Describe the lay-out of the bath ruins and what the structure can teach us about what the Romans did here.

### 4. The Later Empire, II (REQUIRED) 20 points

**Read:** Boardman, Chapter 3.

**Sites to Visit: Ostia Antica, the remains of Rome's port city (15 points)**

Our visit to Ostia Antica on the coast will be arranged by the Tour Agency for a moderate additional cost. This is a rare opportunity to see relatively well preserved ruins of an actual Roman town, and one of great importance to Rome. We will see its bath complex, an apartment building with original wall paintings, a shopping district, a warehouse, and a public temple. We will also make time to enjoy the beach nearby.

Write a 4-5 page response describing your visit to this area of ancient Rome. Describe the ruins of Ostia today and what can be learned from them about life in this ancient port town.

What do the ruins of Ostia have to teach us about the naval history, the shipping industry and/or the wealth of imperial Rome?

**Optional Visit & Journal Entry: (15 points)****The Emperor Hadrian's Villa at Tivoli.**

This optional half-day trip will be arranged by the Tour Agency for a moderate additional cost. This visit will allow you to glimpse what is left of Hadrian's magnificent country palace. Describe the ruins in detail, and what they indicate to us today about the life and the wealth of the emperor and the nation at the height of Rome's Empire. During this trip we will also be able to visit briefly the beautiful Renaissance estate of Villa d'Este, with its beautiful gardens and fountains.

**5. The Middle Ages and the Papacy 20 points**

**Read:** Boardman, Chapter 5.

**Site to Visit: Castel Sant'Angelo** – After reading Boardman's description of this building and a description in a good guidebook, such as the Eyewitness guide, describe the building and your tour of it in detail. What has been the function of this building, from its construction and over the centuries since? What do you learn about the Middle Ages in Rome and about the papacy, particularly, from touring this fortress?

**Optional Sites (Churches):** (10 points each) Describe the location, history, and design of each in detail. (See Index in Boardman and in Eyewitness for each)

-Santa Maria sopra Minerva

-Santa Maria in Trastevere

-San Clemente (excavation sites beneath the building)

-Santo Stefano Rotondo

-San Giovanni in Lateran (the Pope's church)

-Sant'Eligio degli Orefici

-Santa Costanza (Constantia's Mausoleum)

-Santa Maria in Cosmedin

**6. The Popes and Baroque Rome (REQUIRED) 20 points**

**Read:** Boardman, Chapters 7 & 8.

**Site to Visit: St. Peter's Basilica.** Follow Boardman's suggestion of stopping to analyze the bronze doors of the basilica, and describe what you see in detail. Next, take a walk around the inside of the building. What is your reaction upon entering? Describe in detail 4 or 5 features of the interior of the building, the tombs, or artwork that you see inside.

**Optional Sites: (10 points each)**

**1) The Vatican Museums, including the Sistine Chapel, the Raphael rooms, and the Borgia apartments** (highly worthwhile, but often difficult to get into. Go early in the morning, as lines get very long).

**2) Baroque Churches in Rome**

*See the index in Boardman & in the Eyewitness Guide for descriptions of these spectacular churches.)* Describe the location, history, and design of each in detail.

-Gesù

-Sant'Ivo alla Sapienza

*(visit all 3 of these if you can, as they are very close together:*

-Santa Maria della Vittoria (Note the sculpture of Saint Theresa in Ecstasy inside)

-San Carlo alle Quattro Fontane

&amp;

-Sant' Andrea al Quirinale

## 7. The 19<sup>th</sup> Century & the Italian Risorgimento 20 points

**Read:** Boardman, Chapters 11 & 12; Eyewitness guide sections on “Celebrated Visitors,” “Artists & Writers Influenced by Rome,” and “Rome during Unification.”

**Sites to Visit:** (choose 2) After reading the chapters in Boardman, discuss your impressions of the sites you have visited. What was the “Risorgimento,” or “reorganization” of 1870, and why was this an event of major importance, not only for Italians, but for Europeans in general? Why do you think such English literary figures as John Keats, Percy Bysshe Shelley & Mary Shelley, Lord Byron, and Robert & Elizabeth Barrett Browning were drawn to spending their lives in Italy?

**Babington’s Tea Rooms**

**Palazzo della Rinascenti**

**Victor Emmanuel Monument**, Piazza Venezia (the “Typewriter”)

**The Keats House Museum**, Piazza di Spagna

**The Protestant Cemetery**, containing the graves of Keats and Shelley

## 8. Fascist Rome & World War II 20 points

**Read:** Boardman, Chapter 13; Eyewitness Guide on “Twentieth-Century Rome.”

**Sites to Visit:** (Visit all 3). After reading the chapter in Boardman, describe your impressions of the sites below. What is Fascism? What role did Rome and Italy play in World War I and World War II? What do the sites look like today, and how did you respond to visiting them? Who was Benito Mussolini and what role did he play during this period?

**Piazza Venezia**, Mussolini’s balcony

**EUR Complex**, Mussolini’s “Square Colosseum”

**Fosse Ardeatine**

## 9. Rome Today (REQUIRED) 20 points

**Read:** Boardman, Chapter 14.

**Sites to Visit** (choose at least 2 of these public places). Read about the sites of your choice in Boardman and in the Eyewitness guide, and then spend some time in the area. Enjoy soaking up the modern Roman culture in each location. Write a 2-3 page journal entry describing the area and its history in detail, and what it taught you about the Roman people and the city as they are today.

**Palazzo della Rinascente**

**Campo di Fiori**

**Piazza del Popolo**

**Piazza Navona**

**Piazza di Spagna** (the Spanish Steps)

**The Trevi Fountain**

**Jewish Synagogue and Ghetto**

Neighborhood of Trastevere

ITALIAN 130: "Rome: Portrait of a City" Evaluation Sheet

**\*I. Video Assignments (Required)** (10 points each; 30 points total) **Points Received:**

<i>Due</i>	1. _____	_____
<i>before</i>	2. _____	_____
<i>the trip</i>	3. _____	_____

**\*I. Film Assignments (Required)** (10 points each; 40 points total)

<i>Due</i>	1. _____	_____
<i>before</i>	2. _____	_____
<i>the trip</i> .....	3. _____	_____
	4. _____	_____

**III. Reading & Site Visit Assignments**

**1. The Early Republic** 20 points \_\_\_\_\_

**\*2. The Early Empire (Required)** 20 points \_\_\_\_\_  
 Optional Site Visits, 10 points each \_\_\_\_\_

**3. The Later Empire, I** 20 points \_\_\_\_\_  
 Optional Site Visits, 10 points each \_\_\_\_\_

**\*4. The Later Empire, II - Ostia Antica (Required)** 20 points \_\_\_\_\_  
 Optional Site Visit (Tivoli), 15 points \_\_\_\_\_

**5. The Middle Ages & the Papacy** 20 points \_\_\_\_\_  
 Optional Site Visits, 10 points each \_\_\_\_\_

**\*6. The Popes & Baroque Rome (Required)** 20 points \_\_\_\_\_  
 Optional Site Visits, 10 points each \_\_\_\_\_

**7. The 19<sup>th</sup> Century & the Italian Risorgimento** 20 points \_\_\_\_\_

**8. Fascist Rome & World War II** 20 points \_\_\_\_\_

**\*9. Rome Today (Required)** 20 points \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_

divided by 2 = FINAL SCORE: