Due to its history and consequent richness of art and architecture, the city of Rome at the same time is an extraordinary place because of the number of its museums and a museum-city.

Rome is arguably the birthplace of modern art museums. From the impact of Greek art on the life of the ancient city to the display of art by the cardinals of Papal Rome, from art collections to the creation of modern museums, the first part of the course will reconstruct museum history. The course will then consider the city as a museum, i.e. the way in which along the ages the city has confronted its momentous past and its constant enrichments. The last part of the course will analyze the present-day situation and the prospects for the future, with a special focus on the issue of cultural heritage and preservation. The situation of Roman museums and cultural heritage in the Eternal city will finally be compared to that of other Italian and European cities.

Subject Areas: Art History, European Studies

Learning objectives
- to master the history of museums in Rome and Italy, and its relevance to the history of museums in the West
- to analyze the complexities of the coexistence of past and present in a contemporary city
- to deepen issues of cultural heritage and preservation
- to evaluate museums’ spaces and their impact on the fruition and understanding of individual artifacts
- to evaluate specific critical perspectives in contemporary museum studies
- to enhance critical and dialectic skills

Texts and materials
All the materials for the course are available on the Moodle for the course in PDF format, arranged according to the course week for which they are due.
Grading standards

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>20%</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>35%</td>
<td>Final Exam</td>
</tr>
<tr>
<td>10%</td>
<td>Power Point Presentation</td>
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<tr>
<td>25%</td>
<td>Paper</td>
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<tr>
<td>10%</td>
<td>Preparation &amp; Participation</td>
</tr>
<tr>
<td>100%</td>
<td>Course Grade</td>
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</tbody>
</table>

Requirements

The requirements for the course are: a mid-term and final examinations, and a term project.

Examinations

Both midterm and a final examination will consist of slide identifications, questions and essays of various types and lengths. The final exam is cumulative.

The in-class examination is individual, and no books or other study materials may be consulted while it is in progress. Once the examination starts, students will not be allowed to leave the room until they have finished their work.

Term project

Students are requested to visit a museum/monumental site (not visited together as a class) on their own and to analyze it according to specific guidelines. The visit and analysis will result in a 15/20 minutes Power Point presentation in class and in a six-page paper. The list of the suggested museums/monumental sites and the guidelines for the analysis, together with further instructions, will be provided in class.

The six-page paper must be submitted electronically on the Moodle for the course.

Late policy: For every day the term project is late (weekends included) 1 point will be taken from the total earned. Extensions must be approved before the assigned deadline: there are no exceptions to this policy.
Between the fifteenth and the seventeenth centuries, Italy reinvented the idea of vacation, and Rome transformed it into an art—the villeggiatura. The revival of antiquity was not just an artistic, philosophical or literary topos, rather it was a modus vivendi (“way of life”) that influenced and inspired the life of the nobility. Augustus, Tiberius, Nero, and Hadrian built their villas on the outskirts of Rome or beyond in the pastoral countryside or by the sea. Nobles, cardinals, and popes during the Renaissance fashioned themselves as new emperors and built their country retreats around the ruins of their ancestors. More often, the revival was based on literary descriptions which, more than the remains of stones, better illustrated the classical functions of the villa. Their common aim was otium, pleasure; the opposite of negotium, business. The architecture, decoration and, above all, iconography of the fountains and gardens manifest the early modern desire to communicate through metaphors and allegories that link the lives of these men and women of Renaissance Italy to the myths of antiquity. Most of the lectures will be held on-site in Rome, on the outskirts of the city, and, in a few cases, beyond (Bracciano, Tivoli, Caprarola and Bagnaia) where we will go by train or private bus. From the transformation of a fortified castle into a villa in Bracciano, we will follow the evolution of the country house through the famous villa of Agostino Chigi, the monumental octagonal palace of the Farnese family in Caprarola, the collection of art of Scipione Borghese, the sophisticated iconography of Villa Lante in Bagnaia, and, finally, the most splendid complex of fountains of this time period at Villa d’Este in Tivoli.

Subject Areas: Art History, Architecture

Objectives
1. To acquire a deep appreciation of the architecture of the villa in Rome and its countryside and an understanding of the diverse literary sources and origins;
2. To master the basic art historical terminology of the Renaissance and Baroque periods, especially as regards Rome, and attain the necessary analytical and critical skills for describing, dating and interpreting buildings and works of art;
3. To understand how architects and artists in Rome developed innovative methods for communicating meaning, and how their visions and aims evolved over time;
4. To improve one’s ability to respond to works of art both analytically and affectively;
5. To build a solid intellectual foundation on which to expand one’s knowledge of art history.
Textbook and readings

Requirements
30% mid-term exam
15% oral presentation
15% paper (same subject as the oral presentation)
30% final exam
10% preparation and participation*

*Preparation and participation refers to questions, answers, interest, attention, enthusiasm, note-taking, punctuality. Those hoping to get a full “A” should not neglect the preparation and participation percentage for it often diminishes the final grade by as much as 10 points.

Paper and oral presentation
The paper (five pages) should deal with a villa or a work of art contained in a villa that we are not going to study in class. I invite you to consult the list of subjects at the end of this section. The paper should not be a mere formal analysis of the work of art or building, but a specific analysis of a theme, a problem, or a meaning that you find interesting as a subject. I strongly recommend that you do your research in the Biblioteca di Storia dell’Arte at Palazzo Venezia where you will likely find many sources in English and in other languages on your topic. Start with what is available in the UCEAP Rome library at the Study Center; then, proceed with your research in the Palazzo Venezia library and look for more specific sources. The final grade of the paper depends also on your detective abilities to search for pertinent sources. At least two books and one article or vice versa are required for the paper. For every day of delay in turning in your paper, there will be a 1 point penalty, including weekends.

Initial work for your paper will be delivered as an oral report (about 10 minutes) in the form of a PowerPoint presentation. The oral presentation should be a general introduction of what the paper is going to be. You are allowed to have outlines but you are not allowed to read the paper.

Possible Subjects: Palazzo Venezia, Villa Aldobrandini at Frascati, the Casino dell’Aurora (Rospigliosi Pallavicini), Casino Ludovisi (former villa of Cardinal del Monte with paintings by Caravaggio), Villa Sacchetti, any major villa in and around Rome, Florence or Venice. You can also work on ancient Roman villas such as the Villa of Hadrian in Tivoli, the Villa of Tiberius in Sperlonga, or others. Another theme to consider would be pastoral painting and poetry, the concept of *magnificenza* and splendor or the combination of Renaissance active and contemplative life. It is your own responsibility to communicate the subject of your paper to the professor within the first week of the course, ideally at the beginning of the second class.
The Cultural Ecology of Italian Food

When in Rome
Summer
4.5 quarter units

Instructor: Gregory O. Smith

Other required readings are available at http://moodle.eapitaly.it/

Course description:

Sustainability is a critical concept in contemporary Italian political and cultural debate. The concept has implications for culture, society, economics, and the environment. Food practices provide the link between these different conceptual realms. Food systems are explored from multiple perspectives: ecology, agriculture, systems of distribution, trade regulations. Food consumption is the final link in this chain. Virtuous food practices are considered, as well as deviant practices with their devastating consequences for communities and the environment. Citizen empowerment is the critical factor in attaining a sustainable balance between the demands society and the potentialities of nature. Empowerment is expressed in everyday practices, as well in the capacity of ordinary citizens to support the physical territory which sustains them. The course combines lectures with extensive on-site experiences often involving encounters with local activists to Naples, Castelfusano, a park outside the city, several neighborhoods in Rome, and the National Gallery of Modern Art to look at landscape painting. A critical part of the course is a survey of neighborhood systems of food distribution and consumption in Rome. (Alternate options include visits to fisheries and to the FAO.)

Subject Areas: Agricultural Sciences, Environmental Studies, Italian Studies, Anthropology

Course objectives:

- Explore the range of meanings associated with the idea of sustainability
- Understand the variety of environmental systems in Italy and critical factors
- Discuss systems of food production and distribution
- Investigate the implications of poor management of the environment
- Understand the importance of citizen awareness and practices in supporting sustainability
- Experiment research techniques concerning urban food networks
Grading:  
Quizzes: 20%  
Journal: 30%  
Participation: 10%  
Final examination: 40%  

Term project: An important part of the course brings students into direct contact with food procurement systems of Rome. Students document food practices in mostly peripheral urban areas using selected investigation techniques. In these studies markets are visited and surveyed, other food distribution services are charted and analyzed within the connection of wider citizen practices of food procurement and consumption. Various recording techniques are used, including mapping, simple qualitative analysis, and visual documentation in drawing and photography. 

The final outcome of this research will be a multimedia journal expressing an understanding of contemporary food practices. 

The journal should be uploaded each Friday as a pdf file to the Moodle site created for this course located at http://moodle.eapitaly.it/. 

Academic excursion: An academic excursion is organized to the area around Naples to explore agricultural practices, criminal practices, and responses to criminality. Another excursion is organized to a peripheral urban horticultural initiative, and a third to a group committed to promoting environmental awareness in an area near the city. 

Academic procedure: All in-class examinations are individual examinations, and no books or other study materials may be consulted while the examinations are in progress. Research projects must be the original work of the student. Once the examination starts, students will not be allowed to leave the room until they have finished their work. 

Sources for readings 


Boime, Albert, *The Art of the Macchia and the Risorgimento: Representing Culture and Nationalism in Nineteenth-Century Italy*, University of Chicago Press, 1993 (338 pp) 

Grasseni, Cristina, *Beyond Alternative Food Networks. Italy’s Solidarity Purchase Groups*. Bloomsbury, 2013 (210 pp)


Sereni, Emilio, *History of Italian Agricultural Landscape*, Princeton legacy Library, 2014 (436 pp)

Summers, Brian. *The Geography of Wine*, Plume, 2008 (300 pp)

Instructor: Maria Rita Coppotelli

Course Materials
Textbook: Donatella Melucci e Elissa Tognozzi, Piazza, Cengage, 2014 (please bring to class)

Course description
This course provides students with a sound basis for communicating effectively and accurately in oral and written Italian. Authentic materials (songs, videos, advertisements and film clips) are used in a communicative-based approach, and emphasis is placed on the four skills of listening, speaking, reading and writing. Students participate in several sessions of language exchange with Italian university students, and field trips take them outside the classroom to engage with the city and Romans to reinforce the grammatical skills learned in class. The lower division course is designed to take students through the level of Italian 1 in the UC quarter system and is conducted entirely in Italian.

Subject Area: Italian (lower division)

Learning objectives
- Proficiency in basic Italian spelling and pronunciation
- Recognize and use elementary Italian grammar and syntax structures, especially the use of nouns, adjectives, personal pronouns and verbs in present and past as well as basic idiomatic expressions
- Read and comprehend simple texts on daily life, descriptions of people and places and events in the present and in the past
- Engage in simple conversations on topics found in everyday situations such as buying food at markets, ordering at restaurants, purchasing tickets, planning holidays, talking about future job and life and sharing and seeking personal information
- Employ simple transactional language, such as telling time, expressing and inquiring about likes/dislikes, inviting someone to do something, making plans about future
- Ability to talk about one’s daily life, family, personal background, present and past experiences, and future plans
- Write simple texts on daily life in the US and in Italy, descriptions of people and places, present and past experiences
- Understand and practice the formal and informal register
**Requirements**

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<tr>
<td>Midterm (oral exam)</td>
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<td>2nd composition</td>
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<td>Preparation &amp; participation</td>
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<td>Final (written exam)</td>
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<tr>
<td>Final (oral exam)</td>
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<td><strong>Total</strong></td>
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**Exams**

All exams and compositions must be taken at the scheduled time. Also, once the exam has started, students are not allowed to leave the room; students are thus advised to use the bathroom before the exam starts.

**Homework**

Homework is assigned daily via the white board. It usually refers to the photocopied exercise workbook that is handed out the first day of class. Students are expected to work on their own (in accordance with the academic integrity policy) and hand in their assignments in a timely fashion. Missing or late homework, as well as a lack of attention to detail, will result in a lowering of the homework grade. In the case of absences, it is the student’s responsibility to find out what new material was given and the homework assigned.

**Conversation meetings**

All students are required to sign up for and attend at least five (5) conversation meetings with the Italian interns. These consist of two-on-one conversations that take place from the second week of the term until the last week of classes. The schedule for these meetings is posted on the academic board where students sign up, taking care to cancel if they are suddenly unable to attend. The first five meetings are obligatory and failure to meet that minimum results in a 0.5-point detraction from the student’s final raw total. Any participation beyond those first five meetings will earn the student extra credit of up to five points for the quarter.
Ancient Romans at Work and Play: Reconstructing the Past
When in Rome
Summer
4.5 quarter units
(Available pending enrollment numbers)

Dr. Crispin Corrado

Course Description
The life of the ancient Romans was guided by two important concepts, *otium*, or leisure time, and *negotium*, a more structured use of time that we may associate with work of varying kinds. A good Roman life could, and often did, include both. This course will explore Roman daily life and the many activities associated with both *otium* and *negotium*. The business of ancient Rome was largely conducted in the central and market areas of the city, and we will study the ancient Roman Forum, the ancient river port in Rome and its associated features (wharves, warehouses, and rubbish heaps), as well as the ancient port city of Ostia. The leisure time of the aristocracy was noticeably different than that of the poor. They often spent leisure time in a relaxing environment outside of the city, such as villas, where they could pursue all types of activities deemed beneficial to the mind and body. The poor, instead, tended to stay in Rome, and spend their unstructured time at state-sponsored events and venues such as the games held in the Flavian Amphitheater, or at a monumental bath complex, such as the Baths of Caracalla. Alternatively, they would congregate in small taverns or *popinae*, or they might just sit on the stairs of a city building and play a game. We will visit and study the places where the Romans spent their leisure time, and we will and study more closely the activities themselves.

Throughout the course, too, we will remain conscious of the question, "How do we know what we know about the ancient Romans?" As we attempt to get to know the Romans by studying what they have left us in terms of physical and literary remains, we will discuss how much of what we "reconstruct" together from the evidence can ever be secure, and how much must remain debatable. This course will include visits to Rome-area museums and sites, and special outings to the Roman cities of Ostia and Pompeii.

Subject Areas: History, Classics