

**DEPARTMENT OF CLASSICAL STUDIES CS 3050G:
STUDY TRIP TO ROME AND ITALY**



Instructor: Dr. Alexander Meyer (alexander.meyer@uwo.ca), Dr. Elizabeth Greene (egreene2@uwo.ca)

Office Hours: By appointment

Office: LAH 3224, LAH 3212

Class time and location: TBA

Contact Information in Rome:

Centro Interuniversitario per Studi Classici
Via A. Algardi, 19
00152 Roma, Italia
Tel +39 06-58.17.036
Fax +39 06-58.09.306

Contact Information in the Bay of Naples:

Hotel Villa dei Misteri
Via Villa dei Misteri, 5
80045 Pompei, Italia
Tel. +39 081 861 3593
Fax. +39 081 862 2983
Email: info@villadeimisteri.it

Required Text:

- ❖ For required readings please go to Brightspace and/or <https://ares.lib.uwo.ca/ares/>

Recommended Reading:

- ❖ A. Claridge, *Rome: An Oxford Archaeological Guide*. Oxford University Press, 1998.
- ❖ A. Macadam. 2016. *Blue Guide: Rome*. 11th ed. Somerset: Blue Guides Ltd.

Grades:

Pre-travel preparation	10%
Presentation Essay	20%
On-site presentation	20%
Journal of trip	20%
Worksheets, tasks, checklists at museums	10%
Participation, attention, socials	20%
	100%

Course Objectives:

Western's Study Tour to Rome is a 14-day guided trip to Rome and the Bay of Naples. The tour will spend three full days on the Bay of Naples and ten full days in Rome. Over the course of the tour, we will see Pompeii, Herculaneum and other sites on the Bay of Naples. We will then go to Rome and visit the most famous archaeological sites and museums in and around the city, see some of the famous churches of the city and the artworks they contain, and experience the vibrant life of one of the world's great cities. While this is a demanding and rigorous academic program, we also aim to give students time to indulge their personal interests and to get to know Rome.

Application Process:

Because there is limited space on this trip, applications are required. Before the application process begins there will be an information session. To receive details when they are available email Prof. Meyer at alexander.meyer@uwo.ca. Applications will be due in November. Admissions decisions will be made before the winter break.

Learning Objectives:

On successful completion of this course students are expected to:

- understand the Roman concept of urban space
- have learned the major building types common to Roman cities
- have examined the physical components of Roman architecture and building design
- have integrated elements such as fresco painting and sculpture into the physical fabric of architecture and urban space
- understand the importance of architecture and cityscapes as both a reflection and a formative influence on a society

Learning Outcomes/Transferable Skills:

Students completing this course are expected to have acquired:

- an advanced perspective on the importance of historical perspective, and how social norms and customs and the construction and consumption of material culture (e.g. architecture, sculpture and painting) is a product of time, events and context;
- an understanding of how iconography/symbolism in any historical period may be used *inter alia* to signify cultural identity, political power, nationalism, and historical memory;
- the ability to analyze visual and archaeological evidence critically, and to interpret the results of such analysis to formulate, develop, and argue an hypothesis/thesis based on this primary evidence;
- a developed understanding of the limits of archaeological evidence in the reconstruction of ancient societies and the restrictions the material record places on our ability to formulate hypotheses and interpretations;
- improved oral communication skills through the oral presentations of a scholarly argument/hypothesis using the archaeological and written evidence, the ability to lead and direct class discussion, and to meet the challenge of questions/criticisms of seminar content;
- written communication skills demonstrated in clear and organized presentations of arguments/hypotheses within the prescribed limits of the writing assignments

The Academic Programme:

In addition to attending preliminary meetings and being an active and productive member of the tour group, students will be required to write one 1,250 word **essay**, to deliver a **presentation** during the trip, to keep a **journal** of their experiences, to complete various **exercises** in the course of the tour and to contribute occasionally to social media.

The **essays** will be studies of the sites and objects that each student has selected for their presentations and will be due in **early May**. Topics for these papers will be chosen from a list provided by the instructor. The **presentations** should contain much the same information as the essays. They should be no more than **10 minutes** in length and will be delivered at or in front of the site or object to which they pertain during the tour. Things you might include are: the history of the site or object; importance to ancient Roman history and culture; an outline of its important features.

Journals are meant to be personal records of students' experiences. There is no set format for journals, but they should demonstrate students' engagement with the material of the course and with the city and sites we visit. They may include personal reflections, drawings, paintings, poetry, photos, videos, original musical compositions, or just about anything else you can think of, but they must relate to the tour and reflect your interaction with the city and its history and they must be original. Journals must be turned in at the end of the trip.

Throughout the course students will be asked to complete various **worksheets, checklists, and tasks at sites and museums**. These are intended to encourage students to interact with the material while enjoying some freedom to explore material that is too abundant for us to address specifically as a group. These exercises should be completed while at the sites and turned in when requested. **Bring a pencil!**

Finally, the tour will be keeping a **blog and posting to social media** in order to share our experiences with friends and family, the Western Community, sponsors and donors. It has taken far more effort by many more people than you might expect to make this trip happen. The least we can do to thank all these people is let them know what we are up to, how much we are learning, and what fun we are having. Therefore, we will be asking students to contribute material for the blog occasionally. This might include text, photographs, video or audio. This is an important aspect of the trip and will ensure that future students will be

able to have similar experiences. Please be flexible and generous with your time and artwork.

Meeting schedule:

TBA