

COURSE SYLLABUS, SPRING 2017 THE IMAGE OF ROME ELENA ROCCHI

# The Image of Rome

## Course Syllabus – Fall 2017

### COURSE INFORMATION

**Class APH 494**

**Instructor: Elena Rocchi**

**Phone: 480 207 0170**

**Email: [elena.rocchi@asu.edu](mailto:elena.rocchi@asu.edu)**

**Office: DN 397**

**Office Hours: only by appointment by email request or by Skype**

The instructor will respond within 72 hours of receipt. Please include your name and the course title in the subject area of your email.

## Course Overview

### Course Duration

**15 weeks (Fall 2017)**

### Course Description

A city is like a world that we inherit from the many generations that came before us. We must act with great attention and enormous respect to what has come from history. What is the future of human inhabiting?

The Image of Rome, a cross-disciplinary joint venture among ASU The Design School and ASU the School of Film, Dance and Theatre, is a

comparative cultural study examination of the city of Rome and its intercultural understanding through consistent analysis of its specific past events and persons who built it, and of its change over time.

It is devoted primarily to explain history of architecture of Rome from **VIII century BC to 1960**, from the point of view of the image of the city, both the built and the visual/oral one, produced by specific political powers during 27 centuries, while considering questions of human existence and meaning, aesthetic experience, art and design. The series of lessons explain in a cross-disciplinary way the roman environmental and historical development as a sequence of events influenced by a variety of factors through a systematic examination of political institutions as they change over time and their relationship among ideas, and artifacts built from the **Ancient Rome of Emperors (VIII Bc - V Ad)**, to the **Old Rome of Popes (V Ad - XIX Ad)** and to the **New Rome of the King (XIX-XX)**.

### Course Objectives

Students will appreciate history as an improvement for society and the environment while acquire valuable experience in cross-disciplinary process that concerns the interpretation and analysis of a various range of formats (written, aural or visual): ancient texts of latin poets, old and modern texts, sculptures, landscape tradition and romantic paintings of Rome, maps, architecture, movies and contemporary clips of Rome. The course contributes to the development of the critical thinking by reinforcing critical skills in reading, writing, listening.

**Historic Awareness:** Students will develop historical awareness and intercultural understanding as a valuable aid in the analysis of present-day problems because historical past has created modern life. Observing the example of the integrated city of Rome as an integrated city, students will understand the value of precedent as a sustainable principle in the creation of the contemporary world. Students will be

able to name main architectural periods of Rome in relation to 3 different political powers, their culture, art, situations, and environments: they will identify "history" as a sequence of events. They will learn to identify the presence of history in the built environment of contemporary cities.

**Humanities:** The study of history through observation of past and present images, accomplishments of artists, designers, and their traditions will help form the student's ability to perceive aesthetic qualities of artwork and design of other contemporary cities. The study of history through images of the city (the physical one built by political power and then virtual one produced by travelers) is a way to produce an online "experience of the city" by showing the links existing in between the real city and its visual alter ego produced by travelers' experiences of it. Through the study of a textual (literature), historic and artistic/ architectonic culture (aesthetics) of a diverse culture and traditions as the one of the Roman world, students will recognize the city as a world that we inherit from the many generations that have preceded us and therefore, as collective artwork. After the exposition to perspectives on art, students will recognize (1) aesthetic experience and creative process in arts and design, (2) identify aesthetic systems and values in visuals and built environment, and (3) understand the values and elements of Roman culture in relationship to America's cultural system: they will recognize how contemporary media (virtual images) influence the experience of built space (physical image) of a place.

**Global Awareness:** Students will learn how human organizations have evolved from the village to modern global interdependence. The comparative cultural study examination can show the cultural significance of the Roman global issue and its effects on other cultures.

# Course Assessments

**COURSE ASSESSMENTS** – Points in this course are earned from 3 sources: 15 assessments (essay, writing assignment, photograph, and movie clip), and 6 Unit assessments (essay, and movie clips).

**ESSAYS, WRITING ASSIGNMENTS** – Students will write Essays (2 – 3 pages) and Writing Assignments (1 page) throughout the course uploaded to the APH 494 website. Be sure to read any text associated with the assignment, which gives background information and context. You will be responsible for knowing this text.

**MOVIE CLIPS** – Students will make 3 short movie clips throughout the course, uploaded to the APH 494 website. Intellectual learning of lessons, gathering, interpretation, and evaluation of the assigned readings up to that point in the course inform each short clips' content. Be sure to read any text associated with the assignment, which gives background information and context. You will be responsible for knowing this text.

**PHOTOGRAPHS** – Students will make 7 photographic assignments throughout the course uploaded to the APH 494 website. Intellectual learning of lessons, gathering, interpretation, and evaluation of the assigned readings up to that point in the course inform each photographic assignment content. Be sure to read any text associated with the assignment, which gives background information and context. You will be responsible for knowing this text.

**DISCUSSION QUESTION RESPONSES** – The discussion board is available for students to ask questions, share resources or converse with one another about the course or related content. This is an open forum. Discussions are not graded and have no point value. They are highly

encouraged as they provide an additional perspective to the course content. The instructor will frequent the discussion board, however if you have questions that you need answered by the instructor, please email your instructor directly.

**SUBMITTING ASSIGNMENTS** – After submitting an assignment, you will receive a confirmation number. It is highly recommended that you print, write down, or otherwise save the confirmation information. Should there be a problem with submission, this information will help the Herberger Online Learning staff track down and identify your work. Without the confirmation number, there is no proof of completion. Should you not receive a confirmation number or if you feel that something went wrong with your submission, it is critical that you contact Herberger Online Learning technical support immediately, not the instructor. Technical support can be found under the *Help* tab. Herberger Online Learning is not responsible for missed deadlines if you wait to contact them regarding problems. Only Herberger Online Learning staff may help resolve technical issues (NOTE: Do not expect an immediate response if you email them on the weekend!). However, feel free to copy me on any correspondence you have with Herberger Online Learning.

**SUBMITTING ASSIGNMENTS** – It is important when creating new works that you operate within the guidelines and requirements of federal copyright law. Using someone else's creative work without permission or a license is a form of plagiarism and this will impact your grade if your instructor feels you have used another's creative work beyond what is reasonable under Fair Use. There are many Creative Commons and Public Domain materials available on the internet and you are encouraged to use these materials or, even better, create your own!

**SOFTWARE** – It is important to note that throughout this course you will be required to create and edit digital photographs and short movies. This means that you are required to have access to programs that will allow you

to do so. There are many free and paid programs available and you are welcome to use whichever one you prefer, as long as you are comfortable and self-sufficient with it. Technical support for photo/video editing programs will NOT be provided by the instructor or Herberger Online.

List of photo editors

- GIMP (free)
- Pixlr (free)
- Adobe Photoshop (paid) List of video editors
- iMovie (available free on Mac OSX)\*
- Windows Movie Maker (comes installed with Windows and is available as a free download from Microsoft)
- Final Cut Pro (paid)
- Adobe Premiere Pro (paid)

\*If you choose to use iMovie, a document with further instructions is available on the course site.

**DEADLINES** – Students who complete assignments before the day the assignment is due rarely, if ever, have difficulty submitting their assignment. The biggest mistake students make is waiting until the last minute to submit work. Online courses are great for their convenience, but you are at the mercy of your computer, your Internet service provider, and life's interruptions. Neither the Herberger Online Learning staff nor the instructor can help if you miss a deadline as a result of your computer, technical, and/or personal problems. You are ultimately in charge of how well you do in this course, so please make a habit of completing assignments before the due date. All due dates follow Arizona time.

## COURSE SCHEDULE

The Course Schedule can be found on the course website under the *Schedule* link. Refer to this regularly as a reminder to yourself.

# Grading

Points in this course are earned from 3 sources: 15 assessments (Writing Assignments, Photographs, and movie clips), and 6 Unit exams (Essays, movie clips). All together they total 500 points (excluding extra credit). Below is the grading rubric for each assignment:

30% Complete responses, which cover all aspects of the assignment

55% Content:

- Thoughtfulness and thoroughness in addressing the topic, including references to the readings
- Integration of concepts covered in the readings
- Development of coherent and cohesive ideas
- Demonstration of creativity, synthesis of ideas, and insight in relation to the week's readings and previous materials covered during the semester

There is an automatic 10% reduction in word count that falls below the minimum indicated.

The point break down for assignments is as follows:

15 LESSON ASSIGNMENTS @ 15 points each: 225

5 UNIT EXAMS @ 45 points each: 225

1 FINAL UNIT ESSAY @ 50 points: 50

Total Points Possible = 500

### **GRADING SCALE**

Students will be assessed via a point system based on the ASU plus/minus grading scale.

490-500points = A+

465-489points = A

450-464points = A-

440-449points = B+

415-439points = B

400-414points = B-

390-399points = C+

350-389points = C

300-349points = D

299 and below = E



## ASSESSMENT AND POINTS

The following criteria will be used to assess content for all assignments:

- Are all aspects of the assignment discussed?
- Has the topic been addressed with thoughtfulness and thoroughness?
- Does the assignment show development of coherent and cohesive ideas? - Has there been a demonstration of creativity and insight?
  
- Has interesting and diverse vocabulary been used?
- Does the assignment show a synthesis of ideas from previous readings and/or assignments?

Be aware that if it's apparent you have not considered the week's lesson in your response and/or have not retained information from earlier readings and lessons, your grade will be reduced.

To achieve an A+ in this course you need to respond to all the discussion questions on a weekly basis. There are **NO opportunities for earning additional points**. Further, all assignments must be completed by their respective due date or a failing grade will be issued for that assignment. **No late submissions will be allowed for any of the assignments**. Late work will not be accepted for the discussion questions or essays unless the student has a verifiable medical emergency or other exceptional circumstance that has been acknowledged in writing by the instructor. Incomplete grades are not given for this online course.

### GRADING DEFINITION (TDS Standard)

"A" Exceeds Expectations

Not only fulfills the objectives of the course syllabi and assignment statements, but extends them through new insights beyond the stated scope. These students demonstrate a high degree of professional dedication, rigor, open mindedness and resourcefulness. They have developed an ability to build upon feedback from a variety of sources,

and to excel with an emerging independent “voice”. Their work is rigorously thought through, well crafted, and clearly communicates.

#### “B” Fulfills Expectations

Meets the stated objectives of the course syllabi and assignment statements, while also elaborating on the stated issues through independent investigations that lead to developments in the work. These students demonstrate a medium degree of professional dedication, inquisitiveness, rigor and resourcefulness. They are developing an ability to build upon feedback from a variety of sources and are beginning to develop an independent “voice”. Their work is competently thought through, well crafted, and clearly communicates.

#### “C” Under-Achieves Expectations

Minimally meets the basic requirements of the course syllabi and assignment statements, without meeting the larger qualitative objectives. These students demonstrate a low degree of professional dedication, and require constant guidance. While demonstrating an understanding of the problem there are deficiencies in communication skills, time management, and in the breadth and depth of the student’s investigations. There is little evidence of an ability to develop an independent direction to the work. Although reasonably well crafted the work does not communicate effectively.

#### “D” Does Not Meet Most Expectations

Deficient work does not demonstrate many of the basic requirements and objectives of the course syllabi and assignment statements,. These students show one or more of the following: lack of professional dedication, lack of self-confidence, a closed-minded attitude, lack of time management skills, lack of communication skills, and/or distracting external personal problems. The work is often fragmentary, lacks synthesis, incomplete, and/or simply fulfilling an assignment. Deficient work is not acceptable and will result in the student having to retake the course.

A Exceeds expectations, A+ Well, A- Just

B Fulfills expectations, B+ Well, B- Just

C Under-achieves expectations, C+ Just, C- Significantly

D Does not meet most expectations

E/F Fails all expectations

I Incomplete - An incomplete gives you an extension of time to complete the required course work, it may be given with a medical excuse or family hardship.

## High Level Course Outline

The **Course Format** comprises a module with a double format of the lesson and Movie Clip analysis.

- A formal lesson on historical, sociological, cultural, architectonic and artistic aspects in Space and Time of Rome is combined with clips named "postcards" (*Promenades Dans Rome*) portraying alive scenarios and soundscapes of contemporary Rome, to give the historic still image of the city, an alive image, a contemporary vision that echoes old images produced over time.

- Movie clip analysis by Doctor Jason Scott will guide students through "iconic" films that used Rome as a setting, in order to reflect the image of Rome those movies built in the US: "La Dolce Vita," "Bicycle Thieves," "Rome Open City", "Three Coins in the Fountain," "Roman Holiday," and others.

**Units/Lessons**

## **Course Overview**

Course Introduction

### **Unit 1: The Context of Rome**

Lesson 1: The spirit of Rome: the Invention of the Roman Urban Scenography  
Lesson 2: The Roman Countryside  
Lesson 3: Rome as a Panorama City

### **Unit 2: People and Architecture of Rome**

Lesson 4: Entering Rome  
Lesson 5: The Image of the People of Rome  
Lesson 6: Architecture of Rome: a Monumental Village.

### **Unit 3: The construction of the Image of Rome 1: V century BC/V century AD**

Lesson 7: The First Image of Rome: Romulus and the Foundation of Rome  
Lesson 8: Rome between Romulus and Julius Caesar: the First Rethinking of Rome.  
Lesson 9: The image of Rome: Julius Caesar, Augustus, and Nero

### **Unit 4: The construction of the Image of Rome 2: V century AD/XVI century.**

Lesson 10: The Image of Rome: Medieval Times (V BC - XV AD)  
Lesson 11: The Image of Rome: Architects and Popes (XV AD - XVII AD)  
Lesson 12: Pope Sixtus the 5th: The Image of Great Rome

### **Unit 5: The construction of the Image of Rome 3: XVII Century/XX century.**

Lesson 13: The Image of Rome through Goethe  
Lesson 14: The Image of Rome through Giovanni Battista Piranesi  
Lesson 15: The Invention of the Modern Concept of Antiquity

### **Unit 6: Conclusions**

Lesson 16: Conclusion

## COURSE REQUIREMENTS AND SUPPORT

Students need to be aware of protocol and conditions that govern the online component.

Computer Requirements: You must have reliable access to a computer – your own or in an ASU computer lab – that will allow you to interact with the online course. The computer must be capable of consistently streaming video lectures and complete any and all assignments, for the entire duration of the course. No make-up assignments exams will be given because you could not get to a computer, or because your computer “doesn’t work”. The use of smart phones (iPhone, Android, Blackberry, etc.) is not recommended. This course work on all major browsers, on both Macintosh computers and PCs. Note: the use of Safari or Firefox is highly recommended. Additionally, you must have computer skills that will allow you to surf the Internet, access specific sites, confer via email, and any other course related activities.

### Technical Support

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course.

**Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.**

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- [holsupport@asu.edu](mailto:holsupport@asu.edu)
- 1-888-298-4117
- 480-965-3057 (International)

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

Herberger Online investigates all claims of technical issues with the course website. Students and the instructor must abide by their decisions in this area. Herberger Online makes no decisions regarding course content, and the instructor makes no decisions regarding technical issues.

General Conditions: As stated above, access to a suitable computer and adequate computer skills are critical for your success in this hybrid course. Consequently, the instructor will not consider computer-related excuses for the failure to meet course requirements. Excuses such as technical incompatibility, inadequate access to the Internet, a computer crash, an anti-virus application/firewall blocking course access, or any other similar reasons will not be accepted. Neither will inadequate computer skills be considered as a valid excuse for not successfully completing the course.

**NOTE:** You are strongly advised not to enroll in this course if computer access is an issue.

Online Activity Logs: All visits to the course website are logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during the course of normal business. These logs contain all requests you make while visiting the site: every image, video, web page, etc. Each request is logged with the time, down to the second, when it was made.

If you contact me, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process. That means that it is easy

for me to find out when you visited (or did not visit) the site, and what you did when you were there. Please do not waste your time, or mine, with claims of having logged in when you really didn't, or of having submitted work that you know you did not submit.

## **EMAIL ETIQUETTE**

As an ASU student, you are required to use your ASURITE (i.e. student@asu.edu) for course communications. If our reply to you bounces back as "Undeliverable: Returned mail" and/or with "the message could not be delivered because the recipient's mailbox is full", we will not make a second attempt. This includes any and all course communications. It is your responsibility to make sure you are able to receive ASU emails by clearing your mailbox and allowing ASU emails to be received unblocked and not marked as spam. Always put your full name, studio section time, and a short reference (Ex. Lecture 2 Question...) in your email. You are not texting a friend who knows you well! Address the instructor by name and sign off using your name (first and last). Also, please be mindful that emails are not always effective in communicating the intent of your message. Consequently, take the time to compose what you want to say. Be aware, it may be more effective to visit during office hours to thoroughly get your questions answered. Emails requesting information that can be found on the course site will not be replied to. Do not send text messages or photos from your phone. These will not be replied to either.

## **EXPECTATIONS**

1. Energy, commitment and motivation to learn, excel and accomplish
2. Dedication to the assignments (i.e., the opportunity to contribute to a better future)
3. Self-motivation, self-discipline and a desire to exceed expectations

## **WITHDRAWALS**

Consistent with ASU policy, withdrawals will be handled as per the following guidelines: Withdrawal before the end of the fourth week: A “W” will be recorded

Withdrawal after the end of the fourth week:

A “W” will be recorded if you have a passing grade at the time of withdrawal.

An “E” will be recorded if you have a failing grade at the time of withdrawal.

### **KEY DATES FOR THE 2017 SPRING TERM**

Please make a note of these important Spring 2017 semester dates. For all important dates, see <https://students.asu.edu/academic-calendar#fall17>

First day classes – August 17, 2017 Drop/Add deadline – August 23, 2017 Academic Status report #1 – September 25 - October 2, 2017 Academic Status report #2 – October 25 - 30, 2017 Deadline to withdraw – November 1, 2017

Last Day Classes – December 1, 2017

Please refer to the calendar schedule online for the due dates of your assignments. It is your responsibility not to schedule personal activities that conflict with the course schedule. Exceptions will not be made to accommodate your social calendar.

### **SPECIAL ACCOMMODATIONS**

To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step, as accommodations cannot be made retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please present the letter to me no later than the end



of the first week of the semester so we can discuss the accommodations that you might need in this class.

### **ACADEMIC INTEGRITY**

All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated.

[http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.html](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.html)

Do not share your course ID and password with anyone. Log out of the course website when you are finished with it. Do not allow another student to use the course website under your password, even if s/he is also in the course. Each student is fully responsible for all activity that takes place on the course website under his/her user ID.

### **CHEATING**

Cheating or copying another students work will not be tolerated and will result in a failing grade for the assignment.

### **OFFICE HOURS**

I am available for assistance with all assignments, critical discussion or private conversation. I urge you to make an appointment with me if you have any questions or concerns as the course progresses regarding assignments or the online lectures.

### **LATE WORK**

No unexcused late work will be graded after the due date. Likewise there are no unexcused make-ups for lecture exercises.

## CHANGES TO THE SYLLABUS

The syllabus is an implied contract between the instructor and the student. Consequently, it will not change in any significant way over the duration of the course. However, there are times when minor modifications need to be made. This being the case, the instructor will do everything in her power to keep changes to a minimum. If and when there are changes, students will be advised by email.