Course Title:	**Modern Life in the Eternal City**
Course Code:	ROMA RMML 350S
Subject:	Italian Culture, History, Sociology
Credits:	3
Semester/Term:	☐ Semester ☐ J-Term ☒ Summer
Course Description:	The course focuses on the complexities of contemporary life and culture in Rome: its changing populations and identities, the challenges of adapting to the global economy, the difficulties of organizing life around ancient monuments and public spaces. Through lectures, class discussions, fieldtrips, readings, films, and individual research projects, students explore the city's cultural life and their own reactions to it. The course aims to break down stereotypes, raise cultural awareness and enhance students' intercultural competency.
Course Requirements:	**Required Readings** Readings available at no cost to students. Copies are available through Arcadia University's digital library and are also available on the Course page on Blackboard.

Assignments

Course Requirements	Percentages
1. Mid-term examination	20 %
2. Oral Presentation of Portfolio	20 %
3. Rome Portfolio	40 %
4. Participation	20 %
Total	100%

Assessment Components
a) The Mid-term exam will test students' ability to analyze material and theories presented during the course through short answers and essay questions.

b) A portfolio in which students keep a journal of their experiences and observations of cultural life in Rome and respond to homework questions and exercises aimed at developing their intercultural communication skills. The Rome Portfolio will assess their ability to collect appropriate primary and secondary materials and analyze and present them in an original way, contextualized within the information discussed throughout the course (see additional notes below).

c) Students' participation will be assessed based on the analytical quality of the comments and questions they contribute to the class, their engagement with reading assignments and lecture information and their willingness to share these with the group.

Rome Portfolio/ Course Journal

As part of the coursework students are asked to make a Rome portfolio. This should be compiled on a Moleskine Japanese Journal (or similar) available at any good stationery shop in town. In this portfolio/journal, students will report notes, impressions, reflections enriched with drawings, sketches and pictures about the places visited and experienced during the course.

Students should demonstrate through their journal entries how the onsite visits connect with the course lectures and readings. The journal is an educated personal narrative, the objective of which is to foster the ability and creativity of the student to research, record and narrate, via different methods (e.g. writings and visuals), an urban experience in an unfamiliar cultural context. The journal is worth 40% of the final grade. Further instructions of the content of the journal entries will be given in the classroom.

For each weekly on-site visit, the student will complete at least three pages of the Journal book. On these three pages, the student should write at least one page of notes connecting them to the topic at hand discussed in class and in the readings assigned for each class session. The aim is to make reference to the conceptual framework (e.g. marginality, suburbanization, immigration) and history of each site visited.

Journal entries will assess the students' ability to critically reflect on the subject matter of each class session conducive to academic exploration and collect appropriate primary and secondary materials interpret them and present them in an original way, contextualized within the information discussed throughout the course.

Photographs, drawings, notes, and writing should reinforce each other so as to obtain a written-visual narrative that is creative, coherent and meaningful always within the context of the course. Journal entries are expected on a weekly basis, regardless of a student absence.

Students will present three entries, most representative of their journals in class, during the assigned period. Presentations should be professional, using different visual media and they should last 20 minutes.

Course films
Il Primo Giorno di Dio (All Kinds of Saints) (2008)
Pranzo di Ferragosto (2008)
Romanzo Criminale (2005)
Monti Moments: Men's Memories in the Heart of Rome (2007)
La Notte Prima degli Esami (2006)
Anche Libero Va Bene (2006)
Tutta La Vita Davanti (2008)
La Pivellina (2009)
L'Orchestra di Piazza Vittorio (2006)

	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome
Learning Outcomes and/or Expected Student Competencies and Assessment Measures:	On completion of the course, students should be able to build skills of critical discernment of Italian culture and a mental network of the socio-political forces, cultural themes and international discourses that have made Rome a global city.	
	Political, Architectural and Social Facts 1. Social Facts (socio-political events, dates and how they have shaped the urban plan of Rome and its cultural identity) 2. Facts of Historical Contexts, including patronage and urban forms and governance structures 3. Architectural and Sociological Terminology and Research Techniques 4. Acquire intercultural communication skills that will allow her/him to understand other cultures, including Italian, and respect the differences those cultures have from her/his own 5. Develop a knowledge of the history of Rome since it became the Capital of Italy (with notions surrounding the unification of Italy) 6. Become logistically independent in the city and explore areas outside of the historic center	On Site Classes Readings Mid-term exam Rome Portfolio Class Discussion
	Analysis 1. Objective Description of architecture and urban plans 2. Critical Analysis methods, including iconography 3. Interpretation of urban plans and their connection with major socio-political ideas 4. Acquire direct experience and	On Site Classes Mid-term Exam Rome Portfolio Oral Presentation of Rome Portfolio Class Discussion

background information on the social and cultural changes occurring in the contemporary city
5. Develop the ability to recognize assumptions and, when necessary, put them aside in order to learn about, as well as learn from, different aspects of Italian culture

	Argumentation	
	1. Apply basic skills of empirical reasoning to an urban problem	Mid-term Exam
		Rome Portfolio
	2. Explain how the idea of the city varies in different historical and comparative contexts	Oral Presentation
		Class Discussion
	3. Research Skills and source evaluation	
	4. Develop the theoretical and practical tools with which to examine another culture objectively	
	5. Presentation, written and oral	

Course Outline:	N.B. All classes will also include cultural awareness exercises and discussion to encourage reflexivity, supported by selected readings.

Session/ Date	Topic
Week 1 **Session1** *Introductory session* *(Classroom)*	**Orientation** **Introduction to the course** **The Making of Rome** *The Eternal city* *Rome vs Italy: The Complexities of Local Identity* Reading: Caracciolo, Alberto, "Rome in the Past Hundred Years: Urban Expansion without Industrialization," Journal of Contemporary History, 4(3) pp.27-41
Session 2 **(O-S)**	Meeting Point: Piramide Station **What is Rome? Expectations and stereotypes. Exercise in cultural awareness.** *The Testaccio neighborhood* Reading: Rosenthal, Elisabeth, "A Cemetery of Poets is in Crisis in Rome," New York Times Feb 8, 2006 No cost to students. Copies are available through Arcadia

		University's digital library.
	Session 3 **(Classroom)**	**Post-war Changes in Italian society.** Reading: Dennis P. Hogan and David I. Kertzer, "Migration Patterns during Italian Urbanization, 1865-1921" Demography, Vol. 22, No. 3 (Aug., 1985), pp. 309-325; Robert C. Fried, "Urbanization and Italian Politics" The Journal of Politics, Vol. 29, No. 3 (Aug., 1967), pp. 505-534
	Session 4 **(O-S)**	Meeting Point: Burger King, Via Ostiense (corner) **Post-Industrial Rome and the Challenges of Globalization** **Rome's Developing Status as a Cultural Hub;** *Ostiense and Garbatella* Reading: De Michelis, Antonella, "The garden suburb of the Garbatella, 1920–1929: defining community and identity through planning in post-war Rome," Planning Perspectives Vol. 24, No. 4, October 2009, pp. 509–520 Reading: Marcella Delle Donne, "Rome the Capital: The Impending Suburbs and Strategies of Integration-Decentralization," Journal of Architectural Education (1984-), Vol. 46, No. 1 (Sep., 1992), pp. 21-27
	Week 2	
	Session 5 **(O-S)**	Meeting Point: St. Peter's Square, (center obelisk) **Rome since 1870. Urban development and its contemporary consequences.** *Rome vs Italy: The Complexities of Local Identity* Reading: Caracciolo, Alberto, "Rome in the Past Hundred Years: Urban Expansion without Industrialization," Journal of Contemporary History, 4(3) pp. 27-41
	Session 6 **(O-S)**	Meeting Point: small theatre inside Piazza Vittorio **Multicultural Rome;** *Piazza Vittorio and Monti* Readings: Benito Giordano, "Institutional Thickness', Political Sub-Culture and the Resurgence of (The 'New') Regionalism in Italy: A Case Study of the Northern League in the Province of Varese," Transactions of the Institute of British Geographers, New Series, Vol. 26, No. 1 (2001), pp. 25-41; Melanie Knights, "Bangladeshi Immigrants in Italy: From Geopolitics to Micropolitics," Transactions of the Institute of British Geographers, New Series, Vol. 21, No. 1 (1996), pp. 105-123 (optional additional reading)
	Session 7 **(O-S)**	Meeting Point: entrance of Jewish Synagogue **The Jewish community of Rome** Reading: Guri Schwarz "The Reconstruction of Jewish Life in

		Italy after World War II,"Journal of Modern Jewish Studies Vol 8, No. 3 November 2009, pp. 360–377
	Session 8 (Classroom)	**Modern Life among the Ruins: The Meanings and Preservation of Rome's Cultural Heritage** Reading: Agnew, John. The Impossible Capital: Monumental Rome under Liberal and Fascist Regimes, 1870-1943, Geografiska Annaler. Series B, Human Geography, Vol. 80, No. 4 (1998), pp. 229-240
	Week 3	
	Session 9 (Classroom)	Mid-term exam review
	Session 10 (Classroom)	*Mid-term exam*
	Session 11 (O-S)	Meeting Point: Piazza del Popolo (center fountain) **Flaminio/villaggio Olimpico/Auditorium/Maxxi** Readings: Richard Fusch, "The Piazza in Italian Urban Morphology," Geographical Review, Vol. 84, No. 4 (Oct., 1994), pp. 424-438 Pietropaolo, Francesca, "Contemporary Italian Style," JSTOR
	Session 12 (Classroom)	**Urban Farming** Readings: Helstosky, "Garlic and Oil: Politics and Food in Italy" Conclusion and Epilogue Lewis Holloway, Rosie Cox, Laura Venn, Moya Kneafsey, Elizabeth Dowler and Helena Tuomainen "Managing Sustainable Farmed Landscape through 'Alternative' Food Networks: A Case Study from Italy," The Geographical Journal, Vol. 172, No. 3, International and Comparative Dimensions on Sustainable Farmland Management (Sep., 2006), pp. 219-229
	Week 4 *Session 13* *(Location TBC)*	**Poverty, homelessness and the Margins of Rome** Reading: Assefa Mehretu, Bruce Wm. Pigozzi and Lawrence M. Sommers," Concepts in Social and Spatial Marginality" Geografiska Annaler. Series B, Human Geography, Vol. 82, No. 2, Development of Settlements (2000), pp. 89-101
	Session 14 (Classroom)	**Journal Presentations** Student In-Class Presentations of Rome Portfolio
	Session 15	**Journal Presentations**

	(classroom)	Student In-Class Presentations of Rome Portfolio Deadline for submission of Rome Portfolios

Other Policies:	**Expectations** Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail. **Attendance/Participation** Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. **Course Policies** For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings. **Plagiarism** Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. *Cheating* is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. *Fabrication* is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action. **Late or Missed Assignments** Will not be accepted for grading. **Students with Disabilities** Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.
Prerequisites:	None. Suggested readings/viewings.
Country and Program Connection:	Rome's immense artistic and monumental heritage has often led to its contemporary social realities being neglected both by scholars and visitors. Rome is a complex city which is changing very rapidly. It is full of divisions and tensions (social, geographical, political and economic), but it is also the site of great cultural and artistic dynamism and innovation. The course aims to provide students with the tools for observing and analyzing the city as it is experienced by its residents. Students will be encouraged to examine and overcome their own stereotypes about Rome and to fully immerse themselves in the city's cultural context. They will also

	be asked to focus on how the new intercultural skills they develop here can be of use to them when they return to the US and in their future lives.