THE IMAGE OF ROME, SYLLABUS

Instructor Information

Course Title: APH 494 / 598 The Image of Rome
Modality: iCourse
Credits: 3
Prerequisite (s): minimum 56 hours
Instructor: Elena Rocchi
Office Location: DN397
Email: Elena.rocchi@asu.edu
Zoom address: https://asu.zoom.us/j/6780369580
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. 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.

Preferred method of contact: by email

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 for 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).

Enrollment Requirements

No prerequisites, Open to all students.

Course Overview

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.

Student Learning Outcomes

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: the 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 the 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.

Assignments

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).

- 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.

- 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.

- 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.

Required Primary and Secondary Materials (e.g., readings, videos, podcasts, films)

Readings, videos, and films are listed in each Units and provided by the portal. PDFs and Movie can be downloaded and seen directly.

Technical Requirements & Support

- You will need a standard laptop or desktop computer to access your classes. A mobile device, tablet or netbook will not provide the access and functionality necessary for ASU Online courses. A webcam and headset (with microphone) may be required for some classes.
- High-speed internet is needed as most ASU Online courses use multimedia tools that are best viewed with high-speed internet, so having the proper connection is essential.
- You should have at least two browsers on your computer. Any browser will work, though preferred browsers are [Chrome](#) and [Firefox](#), which can be downloaded for free online.
- In general, course access and assignments do not require special software, however, certain degrees may require specific software programs (your instructors will notify you if this is the case).
- ASU students have access to Google Drive (My Drive via MyASU), where you can create and share Google documents, presentations, spreadsheets and more. You will also have access to additional software provided at no cost through My Apps at MyASU.
- Be sure to take time to [explore MyASU](#). This will be critical to your success as a student.

Technical Support

Please do not contact your instructor for technical support. The ASU Help Center can assist you with technical questions and issues that may arise in this course.

The ASU Help Center is available 24 hours a day, 365 days a year.

You may reach them anytime via:

- The Help button located in the gray bar along the left edge of every page within Canvas
- The [Service Center on MyASU](#)
- 1-855-278-5080

When contacting support, please be ready to provide:

- The full name of this course (ARS 100: Introduction to Art)
- The title(s) of any assignment(s) you're having trouble with
- A brief overall description of the problem
- Detailed, step-by-step instructions to reproduce the problem

Course Itinerary

Course Introduction
Unit 1: The Context of Rome
1. Lesson 1: The spirit of Rome: the Invention of the Roman Urban Scenography
2. Lesson 2: The Roman Countryside
3. Lesson 3: Rome as a Panorama City
Unit 2: People and Architecture of Rome
4. Lesson 4: Entering Rome
5. Lesson 5: The Image of the People of Rome
6. Lesson 6: Architecture of Rome: a Monumental Village.
Unit 3: The construction of the Image of Rome 1: V century BC/V century AD
7. Lesson 7: The First Image of Rome: Romulus and the Foundation of Rome
8. Lesson 8: Rome between Romulus and Julius Caesar: the First Rethinking of Rome.
9. 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.
10. Lesson 10: The Image of Rome: Medieval Times (V BC - XV AD)
11. Lesson 11: The Image of Rome: Architects and Popes (XV AD - XVII AD)
12. 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.
13. Lesson 13: The Image of Rome through Goethe
14. Lesson 14: The Image of Rome through Giovanni Battista Piranesi
15. Lesson 15: The Invention of the Modern Concept of Antiquity
Unit 6: Conclusions
16. Lesson 16: Conclusion

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. 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

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

    490-500 points = A+
    465-489 points = A
    450-464 points = A-
    440-449 points = B+
    415-439 points = B
    400-414 points = B-
    390-399 points = C+
    350-389 points = C
    300-349 points = D

299 and below = E

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.

Late Policy

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

Course Drop or Withdrawal

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: https://students.asu.edu/drop-add

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.

Course Expectations

Online Course Expectations

IMPORTANT: This is an online course delivered entirely via the internet. You should proceed with this course only if you have previous computer and internet experience and you're willing and able to assume the added personal responsibility of completing an online course.
- It is your responsibility to ensure you have adequate computer resources and fast enough internet service to view course materials, use the required multimedia textbook and course pack, and complete all online activities, screenings, assignments, etc.

- If your computer or internet service malfunctions at any time during the semester, it is your responsibility to locate adequate resources elsewhere or to withdraw from the course.
- It is strongly recommended that you do not wait until the last minute to submit your assignments, just in case of internet service disruptions at your location or other technical problems. Requests for extensions due to computer or internet malfunctions may not be granted.
- If you have technical questions or difficulties with the course site, please do not contact the instructor; instead, contact the ASU Help Center.

Time Management

Online classes provide the flexibility of "attending" class at the time that is most convenient for you, but you should still plan a schedule for each class. Online courses are just as rigorous as in-person courses, so expect your coursework to be challenging but rewarding.

For 7.5-week sessions, you should plan for 18 hours of coursework per week for every 3 credits.

For 15-week sessions, you should plan for 9 hours of coursework per week for every 3 credits.

Attendance & Absence Policy

As an online course participant your attendance and absences are based on active participation in course discussion forums and timely submission of assignments. All due dates and times are in accordance with Arizona time.

Student Conduct Expectations

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their rights and responsibilities at Arizona State University. Please reference the college catalog and student handbook for student rights and responsibilities.
These can be found here:
https://arizonastateu.sharepoint.com/sites/HIDAstudent/StudentSuccess/Pages/Student-Handbook.aspx

Academic Integrity and Plagiarism

Students are expected to adhere to the ASU Student Code of Conduct.

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action.

Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing all coursework. Plagiarism and any other form of academic dishonesty that is in violation of the Student Code of Conduct will not be tolerated.

Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. For more information, please see the ASU Student Academic Integrity Policy: http://provost.asu.edu/academicintegrity.

Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In addition, ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Conduct

You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

Online Activity Logs

All course activity is logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during 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 your instructor, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process.

Disruptive, Threatening or Violent Behavior

Threatening, violent, or disruptive behavior will not be tolerated in this class and will be handled in accordance with ASU policy. For more information please visit: https://eoss.asu.edu/dos/srr/PoliciesAndProcedures and https://eoss.asu.edu/dos/safety/ThreateningBehavior.

eSexual Discrimination, Harassment and Retaliation

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek

support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.

Netiquette (Online Etiquette)

Netiquette, a social code that defines "good" online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally. Tips for appropriate netiquette can be found here, https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students.

Intellectual Property Right (Copyright)

You are expected to adhere to intellectual property right (copyright) laws in connection with anything you do in this course. You should not upload to any course shell, discussion board, or website used by the course instructor or other course forum, anything that is not your original work, unless you comply with all applicable copyright laws; I reserve the right to delete materials on the grounds of suspected copyright infringement.

All course content, including lectures and other handouts, is copyrighted material. You should not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of this course (see ASU's Academic Affairs Manual, section 304-06, "Commercial Note Taking Services" for more information).

Student Services & Resources:

You will find a list of student resources at: https://tutoring.asu.edu/student-resources Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Special Accommodations

Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.

Your instructor is willing to make any reasonable adaptations for limitations due to any documented disability, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/# ; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively.   If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me no later than the end of the first week of the semester so that your needs can be addressed effectively.

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the ASU Disabilities Resources and Services Office at 480-965-1234 or email DRC@asu.edu https://eoss.asu.edu/drc. On then Tempe Campus: Matthews Center building, 1st floor.

Academic Calendar and Important Dates

The academic calendar can be found here: https://students.asu.edu/academic-calendar.

The Writing Center

Students have access to Academic Support Programs including tutoring and the writing center. Information on these resources can be found here, https://tutoring.asu.edu/.

Counseling & Consultation

Students have access to Counseling & Consultation services. Information on this can be found here, https://eoss.asu.edu/counseling.

Health and Wellness

Students have access to Health and Wellness services. Information on this can be found here, https://eoss.asu.edu/health, https://wellness.asu.edu/.

Data Privacy

View information on ASU Privacy statements here, https://www.asu.edu/privacy/.