KIIS Italy Program, Summer 2023

HIST 315: Love and War in Ancient Italy

Instructor: Dr. Chrol

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Instructor’s office hours: on site and by appointment

Syllabus subject to change

1. Course Description:
Taught in English, this course examines the themes of love and war in Roman poetry and prose. We will take advantage of the Italian environment and museums to understand these themes in context, as well as discern how our modern views reflect or reject the ancient ones.

Love and war, on the surface, are seemingly at odds with one another: love brings people together, while war divides them. While this is true, it is useful to look at these two prominent themes in literature together, for they bring into sharp focus two of the most powerful drives in humanity, the drive to reproduce and the drive to conquer. Both love and war possess aspects of both of these drives. The theme of love can span topics such as sex, power, friendship, family, marriage, children, infidelity, masculinity, femininity, and murder, just as the theme of war can span topics such as sex, power, friendship, family, marriage, children, infidelity, masculinity, femininity, and murder. Love and war actually have much in common. In this class, we will focus on the conflicts between the personal and political, self and other, masculinity and femininity, and private and public through the lens of love and war in ancient classical texts.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:
KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:
1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
2) Develop skills to interact comfortably in a global setting.
3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.
3. Course Objectives and Specific Learning Outcomes:

If you’ve ever had a breakup, you may understand how difficult it is to answer one of the key questions of this course: what is love? Your first assignment is going to be to provide your definition of this term, and you will be surprised that we are likely going to have more definitions than students. This is actually important. What we consider primary human emotions become hard to pin down under scrutiny, and these differences become a vital locus of understanding when viewed through a cross-cultural lens. This class will use some of the greatest hits of Classical literature as well as artwork in the museums we’ll walk through to think of ways people have represented emotions that we consider ‘primary’.

By the end of our time together you will have developed your skills in thinking, speaking and writing about specific elements of the language, history, epic, religion, poetry and culture of the Romans. You will be familiar with authors, time periods, mythological content, political context, subjects and themes of literature, structure of poetry and prose, and literature as a reflection of the culture and people for whom it is produced. You will also consider how others have received this same information in Renaissance Italy and today.

Specifically at the end of our time together you will have learned:

I. How to analyze, evaluate, and create written and visual texts with a view to discovering their content, genre, language and cultural connections; and how language and artistic representations can enhance the understanding of a text and its cultural and literary contexts. This learning will come about through class discussion and writing assignments. Components of this learning include:
   1. the analysis and evaluation of art and literature through class discussion and writing.
   2. the close-reading and explication of a text with a view to such literary elements as plot, theme, character and literary devices; and such cultural elements as literary and cultural contexts through class discussion and writing.
   3. the planning, creation, revision, evaluation, and editing of interpretive essays and creative representations through formal writing and a process that may include peer reviews, student-teacher conferences, revisions and reflections.
   4. the close-reading and explication of artwork considering your own time period and its.

II. How to develop your skills for critical thinking.

   1. Reasoning: Through class discussion, informal and formal writings, group work and other presentations. You will learn how to establish an argument, present a counter argument and reason against the counter argument.
   2. Cultural Judgment: Through class discussion, informal and formal writings, group work and other presentations. You will understand the literary and cultural contexts of a text through understanding your own cultural contexts and how they affect your perception of the representations of another culture.
   3. Representation: Through the reading of texts and the study of visual representations both from the Ancient world and later periods that are connected with these texts. You will learn how to analyze and evaluate these representations both from the viewpoint of the culture that created them and from your own.
4. Reflection: Through an awareness of your learning process. You will write assignments reflecting on you and where you are.

III. How to develop your writing skills. The writing goals of this course are to:
1. Encourage and reinforce your learning in the course by using writing as a learning tool
2. Help you write more effectively
3. Help you learn critical thinking skills by using writing as a learning tool
4. Prepare you for writing in your careers and in your personal and community lives

4. Major Topics covered in the Course:

We will be discussing the values of Love, War, Sex, Death, Heroism and the Family. We will read ancient texts, understand them in their context, and discuss their ideas in light of reception in artwork in the places we visit, as well as in a modern context.

Please be aware: there are going to be challenging topics, including sexual assault, slavery, and violence both physical and emotional. If you have a sensitivity to one of these topics and need either alternative assignments or a preview of where a topic arises, please speak with the professor and we’ll get you sorted.

5. Fulfillment of General Education Requirement:

Love and War should qualify for the General Education requirements for Literature, Multiculturalism and Critical Thinking

6. Required Readings and Materials:

Materials
You will need
- a small, portable pad of paper for taking notes and sketching while in museums
- a device that can access Google Classroom that can also read PDFs
- a device that can take pictures and upload them to our class Instagram page.
  o A modern cell phone can usually handle the two above. If you don’t want to bring a computer, don’t feel you have to. We will have access to WiFi in the hotel, so if you don’t want to get a data plan, you don’t have to. Your parents may be sad that they can’t reach you at all hours, though.
  o Note: you do not need your own Instagram, see below.

Our Google Classroom invite link is: https://classroom.google.com/c/NTE5ODQxMjQ3MDE3?cjc=qbиждуw
A different way of accessing our classroom is using the code: qbijduw

Readings
One of the great things about reading ancient stuff is all the authors are suuuuper dead. All our readings will be open source, creative commons, out of copyright or fair use. This means we can read and discuss some of the greatest hits of the ancient world for free, just like humanity deserves.

We will be reading some of the greatest hits of ancient literature, with selections from Vergil, Ovid, Sulpicia, Tibullus, Lucretius and Livy. In the Google Classroom you will receive PDFs of all
our texts, and all those PDFs will be excerpted from online sources. Since we can’t trust our internet while traveling, please download the pdfs to your device before leaving the US.

Your **written assignments** will preferably be submitted through Google Classroom, though if you need to hand-write your assignments and turn them into the professor that is available to you. Your **photo assignments** will be uploaded to the class Instagram account. **The account name is @kiislovewar and the password is Italy23.** If you take a picture with another student be sure to get their consent before uploading it. Specific instructions about photo assignments appear on our Google Classroom page.

7. **Graded Assignments:**

Your grade will comprise the following:
- 40% Participation
- 20% Discussion
- 20% Artistic Reception Missions
- 20% Journal
- 20% Modernizations
- 20% Final Photo Essay

**Participation** has two components, Discussion and Artistic Reception Missions. **Discussion** means being willing to engage with the class as we analyze literature or ideas. Do the readings and you’ll be prepared. You *don’t need to know anything about the ancient world, and unless I’ve taught you before, it’s often better that you don’t!* (There is a lot of terrible stuff about the ancients out there) Just be adventurous and respond honestly, most of the questions we are asking won’t have a right or wrong answers, rather better or worse interpretations. *(spoiler alert: I don’t care what you think just how you think)*

We will help hone your skills at assessing these interpretations in light of the data we have. You will have a small pre-assignment before we land in Italy.

**Artistic Reception Missions** will require you to take (at a minimum) 4 photos and make 1 drawing of something that relates to our readings for each mission. You will upload these pictures to our Class Instagram account. The account name is @kiislovewar and the password is Italy23. You may upload these pictures to your own personal account if you have one. If you take a picture with another student in it, be sure to get their permission before uploading it. **NEVER EVER EVER IN THIS LIFE OR ANY OTHER IN THIS UNIVERSE OR ANY OTHER USE A FLASH WHEN YOU TAKE A PHOTOGRAPH OF AN ARTWORK.** You will do 6 Artistic Receptions. (Since we are going to 9 museums, you can knock this out pretty easily. You also aren’t limited to our museum trips, you can do this when you go on a trip in your other class, or out in the world as you roam around) These count as discussion points because we will use the photos we take as the core of discussion some days. More specific information appears on our Google Classroom account.

Your **Journal** will not be shared with the class, but only with the professor. You will need to do at least 4 entries reflecting on the readings and artwork, what you find surprising, what is weird, what resonates with you. The journal will be collected as we leave Florence and at the end of Rome. If you want to hand write it, diary-style, great. If you want to type it, great. Entirely up to you. Whichever medium will give you a better chance to respond authentically to the text and images should be what you choose.
You will do 2 **Modernizations**. A modernization is writing a modern text that looks like an ancient text, and writing a commentary explaining how your text looks like the original but also reflects your 21st century feelings. One will be due before we leave Florence, one will be due before we leave Rome. These Modernizations will be shared with the class and be part of our discussion.

At the end of the course you will produce and present a final **Photo Essay**. You will take one aspect of what we discussed and present to the class in words and images your discoveries and reflections. If you want to do it by photos, great, if you want to make a PowerPoint, great, if you want to make a slideshow using a free app, also great. Once again, the medium is your choice.

The grading scale is:
- **A = 90-100**
- **B= 80-89**
- **C= 70-79**
- **D= 60-69**
- **F= below 59.4**

**8. Attendance Policy:**
KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student’s final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

**9. Disability Accommodation:**
KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, [https://www.kiis.org/about-kiis/contact-us/campus-representatives/](https://www.kiis.org/about-kiis/contact-us/campus-representatives/ early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus’ disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations
directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:
Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU’s Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU’s Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered “Responsible Employees” of Western Kentucky University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center, https://www.wku.edu/heretohelp/ at 270-745-3159.

For more information on KIIS Title IX, see https://www.kiis.org/students/health-safety/title-ix-clery/; additional Title IX resources can be found here https://www.wku.edu/eeo/titleixbrochure2020.pdf.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.
11. Schedule

Overall recommendations:
- Keep an eye out for sculpture and paintings (and even graffiti) that connect with the readings of the course. You may want to report on it for an Artistic Reception Assignment.
- Think about what threads you might find interesting while you look around Florence, then you can double down on those things when we get to Rome for your final project.

Readings and assignments are due the day scheduled, so on 24 May you will have shown up having posted your response to the What Is Love question on our Google Classroom, and having read the syllabus, the Starter Kit and Roman Venus.

It is also recommended you read some of the literature before we go. It’ll be pleasant to sit on a bench beside the Tiber and read great literature, but you don’t want to be pressed for time when there are cool sights to see.

Side note: the ordering of the literature isn’t what we would follow if we were meeting in a classroom, but are ordered to give you some readings before you see well known artwork connected with our class.

This schedule will likely change. Some locations outside of the hotel are on the syllabus, others will be decided ahead of time and communicated through WhatsApp. Because we are a small class, we are more likely to meet in a park than in the hotel, also Italy might throw some good or bad surprises our way.

Pre-assignment before our first class: Go to our Google Classroom and answer the “What is love” prompt.”

Week 1
22 May Leave for Italy
23 May Arrival
5 PM Orientation in hotel
- Tip: Stay awake. It’s going to be super hard to stay awake, you will want to take a nap. It is far better for your jetlag for you to get direct sunlight between 10-2 (don’t get a sunburn!) and go to bed early than for you to get a small nap. Note that we are going to get walking at 9 tomorrow morning, try to get to sleep at a reasonable hour. You can be a night owl when your body adjusts in 2-3 days.

24 May 9 AM Walking tour of city center
11 Basilica di Santa Croce
3.30-5 Class in the hotel: Introduction, discussion of love
- Homework:
  - Do the What is Love prompt before leaving the states
  - Read the syllabus, Starter Kit and Roman Venus
- Recommended watching: Linear Perspective: Brunelleschi’s Experiment https://youtu.be/bkNMMBuiMww
(It’s recommended because you will be there, right where one of the most important developments in Western art history happened!)

- Tips for Santa Croce: look for imagery on the tombs that doesn’t appear Christian; look for how statues or paintings and women appear, especially what they are holding or wearing; see how many mural crowns ([https://en.wikipedia.org/wiki/Mural_crown](https://en.wikipedia.org/wiki/Mural_crown)), lyres, and laurel wreaths you can see

25 May  2-4  Class: Debrief Santa Croce, Ovid on Love

- Homework: Read Ovid Selections.
  - Note that the readings of Cupid and Psyche are a little longer. We won’t be meeting together after Accademia until 1 June, so you may want to start reading now.
  - (Also, if you start Cupid and Psyche, you will be able to compare the portrayal of Cupid and Psyche with the famous Botticelli Birth of Venus and the Medici Venus at the Uffizi, among other Venuses in our musea)

- Special tip: the Artistic Reception Missions don’t have a formal due-date. Just do them as you see something interesting. You should have 3 done by the time we leave Florence.

26 May  1-3  Class: Finish Ovid, Sabines

- Reading the 2 accounts of the Rape of the Sabines, Livy and Ovid (read them in that order)
- When you go to the Accademia, keep an eye out for the Rape of the Sabines statue in the Hall of the Colossus. If you can, take a picture of it, we’ll discuss what you saw on 1 June

27 May  Free day

Week 2
28 May  Free Day

29 May  Visit to Fiesole
  Cooking Classes

30 May  Uffizi Gallery
  Cooking Classes
  - Tip: there are a ton of images to consider for an Artistic Reception Mission

31 May  A block class day

1 June  B block class day: Sabine conclusion and long discussion of Cupid and Psyche with picnic lunch in the middle

- Read Cupid and Psyche readings
  - Since we have all day, we’ll do a bit about the Giambologna statue, begin our discussion of Cupid and Psyche, break to grab some picnic lunch, then sit in a park or watching the Arno and discussing love, sacrifice, and adventure.

2 June  2-4  Class: Sulpicia, Tibullus, female expressions of love in a masculine genre
Twilight stroll to see the beautiful view and the ugly David of the Piazzale Michaelangelo

- Read Sulpicia and Tibullus
- Tip: Your first Modernization is due after the weekend, and the poets we’ve read so far would be excellent choices for you. Do it now and you can take your gondola ride without stress.

3 June Free Day or Venice Trip (if you signed up for it)

Week 3

4 June Free Day

5 June  **2-4 Class: Modernizations, final Florence discussion**
- 5 Strozzi Palace: Reaching for the Stars
- 1st half of journal due either by hand or online
- 1st Modernization due
- Tip: by this time you should have submitted at least 3 Artistic Reception Missions

6 June Tivoli Palace, Villa d’Este

7 June  **2-4 Class: Centrale Montremartini**
- 5 St. Peter’s Dome
- 8 Night Hike (and hopefully lots of gelato)
- Read Aeneid Overview, 2, 4
- Tip: as we walk through the museum consider what the point is of putting these works in this particular space

8 June  **11-12.30 Class**
- 3 Capitoline Museum
- Read Aeneid 6, 12

9 June Colosseum, Forum, Palatine

10 June Free Day

I will be going to Cinecittà (https://cinecittasimostra.it/en/home/), the Universal Studios of Rome. You are welcome to tag along. This is NOT an official excursion of the trip. We’ll be taking a city bus and going to the 11.30 am tour.

Week 4

11 June Free Day

12 June Free Day

13 June  **8.30 St. Peter’s Dome**
- 12.45 Sistine Chapel
- This is what you’ve been training for all trip. You will be recognizing images and concepts left and right. Pace yourself. Feel free to show off your excellent knowledge.
  - Cool weird thing to see: the garage with all the Popemobiles.
Hot tip that I learned through an unfortunate experience: they are going to try to get you to leave the Sistine Chapel through one set of doors, you will be out of the museum then. Find the other doors out.

- I am terrified of heights but thought the view of Rome from the dome was worth the fright as well as the 551 steps.
- If there is time for lunch, I will try to go to Angry Pig, my favorite porchetta sandwich place in the world (then again, I’ve never been to another). It’s a brisk 10 minute walk from St. Peter’s. You are welcome to tag along. The address is Via Tunisi, 38, 00192 Roma.

14 June Morning Papal Audience option
3.30-5.30 Class: Debrief Sistine Chapel and Castel Sant’Angelo, More Aeneid, Fasces
***** CLASS WILL MEET AT CASTEL SANT’ANGELO (Lungotevere Castello, 50, 00193 Roma)
- Even if you aren’t Catholic, the Papal Audience is quite a spectacle.
  - Also, it’s real close to a great pizza al taglio place, Pizzarium (I’ll be going to the one on Via della Meloria, 43, 00136 Roma, not the one in Chicago). That’s where I will be going to lunch. Feel free to tag along.
- Read Fasces readings

15 June 10.30-12 Class: Wrap-up, Concept Draft of Photo Essay
Free Afternoon
- Be prepared to talk about what your final project will be, no formal homework. Also, we will discuss whatever loose threads are left.

16 June Free Day

17 June 2-4 Class: Summative wrapup
- Final Journal due
- Final Photo Essay presentations
- You should also have by this point submitted your last 3 Artistic Reception Missions

Final Countdown
18 June Morning Final Class
- Final discussion, course evaluation

19 June Return to the USA