

COURSE TITLE: WESTERN MEDITERRANEAN: Art, Culture & History

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| NO OF CREDITS: | 5 QTR CREDITS | CONTACT HRS: | 50 |
| | | WA CLOCK HRS: | 45 |
| | | OR PDUs: | 45 |

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| INSTRUCTORS: | BETH BRENNAN-CLASEMAN, M.Ed. | 206/784-2381 |
| | JOE CLASEMAN, B.A. | joebeth8@earthlink.net |
| | 3440 NW 57th St | 206/241-7166 - Travel info |
| | Seattle WA, 98107 | 866/ 310-7166 –Travel Info |

PRE-TRIP CLASS: June 30, 2007
TRAVEL DATES: July 9- 20, 2007

COURSE DESCRIPTION:

The Western Mediterranean has been a mixing bowl for the ingredients of western civilization from Roman times. On a twelve-day cruise we will visit seven destinations which will allow us to experience and learn about Roman life and art in Tunisia, Sicily and Naples, the high points of the Renaissance in Florence and Pisa and the beginnings of Modern Art in the twentieth century in Barcelona and the French Riviera (see Course Itinerary). During our stay in these various destinations we will have the opportunity to participate in a variety of offered coach tours, walking tours and museum visits, as well as have time for individual and small group exploration.

Our field visits and discussions can be adapted to history and social studies curriculum for all grade levels, K-12. Of particular benefit to the teacher will be first-hand experiences of the important art and cultural sites of these destinations, a greater appreciation of their contribution to western civilization and a deeper understanding of the multicultural diversity of the regions we visit. Travel bookings must be arranged through Global Express Travel. Call for travel details at 206/241-7166 or 866/ 310-7166 (toll-free). Estimated cost is from \$3699.00 per person based on double occupancy.

LEARNING OUTCOMES:

As a result of taking this course, the student will learn:

1. An overview of the contribution to western civilization of Ancient Roman culture.
2. The fundamentals of mosaic art as conducted by the Romans and developed by the Byzantines.
3. An overview of the contribution of Florence and Pisa to the Italian Renaissance.
4. An introduction to the masterpieces of Renaissance art to be found in Florence.
5. Important pieces of Modern Art made in Barcelona and the French Riviera by artists who lived there.
6. How to evaluate and synthesize travel experiences into thematic units for use in the classroom.
7. How to integrate course information with state and district essential learning standards.
8. To collect on-site materials (crafts, photographs, postcards brochures, maps) for classroom use.

COURSE REQUIREMENTS:

Following are the general course requirements weighted for determining the granting of university credit. Antioch University Seattle requires 75% or better to issue credit at the 400 level and 85% or better at the 500 level.

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| 1. Attendance and active participation in all class sessions | 40% |
| 2. Reading of articles, handouts, books or texts | 30% |
| 3. Satisfactory completion of all outside assignments | 30% |

400 & 500 LEVEL ASSIGNMENTS:

Assignments are due within three weeks after the course ends.

Written work should be typed and double-spaced.

1. From attendance at all class meetings and/or lectures, and from course-related readings and discussions, develop an individualized program of activities for each day of our itinerary. These programs should detail how you expect to enhance the educational value of each day for your individual needs and should be incorporated in number 2, below.
2. Produce a photo journal or a daily written journal of your trip to include at least ten entries with a minimum of one-half typed page for each entry.
3. Develop a thematic unit on the culture, history and geography of the region we visit on our trip, integrating ten lesson plans or activities that can be used in your classroom. Include for each lesson a statement on how you plan to integrate it into your grade level/subject curriculum and how it will align with at least two essential learning standards for your state or school district. Alternatively, you may develop a relevant plan for your needs with the approval of the instructor.
4. Produce a 3-5 page book report from one of the books listed in the Course Bibliography. You have two bibliographies—either? Include analysis of what was discussed in the book, the book's strengths and weaknesses, and how well what you learned from it integrated with what you experienced on the trip. A different book related to the culture, history and geography of the region we visit, relevant to your needs or interests but not included in the Course Bibliography, may be substituted with teacher approval.
5. As an alternative to number 4, above, you may develop a multi-media project about the culture, history and geography of the region we visit for your classroom. Discuss with the instructor.

500 LEVEL ASSIGNMENTS:

6. In addition to assignments 1-5 above, choose **one** of the following:
 - Conduct additional reading or research from at least three sources on the culture, history and geography of the region we visit. Produce a 3-5 page paper about your findings. Include a bibliography of your references.
 - Produce an annotated bibliography on at least 5 books (not included in the Bibliography for this course) about the culture, history and geography of the region we visit appropriate for students in your classroom. Each annotation is to be a minimum of 1-page.
 - Based on observation and reading and research from at least three sources, produce a 3-5 page paper on the contribution to the region of a cultural or historical figure we discuss on our trip. Include a bibliography of your references.

INSTRUCTOR EVALUATION OF WORK:

To receive the instructor's comments on your assignments include a self-addressed, stamped envelope.

REQUIRED READING:

1. Various instructor handouts regarding the culture, history and geography of the region we visit.
2. Choose 1 book from Bibliography.
3. Another book on the region visited of your own choosing, with the instructors' approval.

MATERIALS FEE:

\$10.00 for class handouts.

QUALIFICATIONS FOR TEACHING:

Beth Brennan-Claseman and Joe Claseman have worked in both Public and Private Education in Washington State as classroom teachers at the Elementary and Secondary level for a combined total of over thirty years and have conducted travel study courses for Heritage Institute for thirteen years. We have had a love of travel all our lives. While on sabbatical in 1991-92 we traveled three-quarters of the way around the world and successfully converted many of our multicultural experiences into meaningful and exciting classroom activities.

**WESTERN MEDITERRANEAN: Art, Culture and History
EDUCATIONAL RESOURCE BIBLIOGRAPHY**

- Banks, James A. *An Introduction to Multicultural Education (3rd Edition)*. Allyn and Bacon, 2001
- Campbell, Linda, et al. *Teaching and Learning Through Multiple Intelligences (2nd Edition)*. Allyn and Bacon, 1998
- Clark, Edward T. *Designing and Implementing an Integrated Curriculum: A Student-Centered Approach*. Holistic Education, 1996
- Drake, Susan M. *Creating Integrated Curriculum: Proven Ways to Increase Student Learning*. Corwin, 1998
- Fredericks, Anthony D., et al., *Thematic Units: An Integrated Approach to Teaching Science and Social Studies*. Addison-Wesley, 1993
- Gardener, Howard. *The Unschooled Mind*. BasicBooks, 1991
- Meinbach, Anita Meyer, et al., *The Complete Guide to Thematic Units: Creating the Integrated Curriculum*. Christopher-Gordon, 2000
- Nelson, Mike and Large, Pat. *Emerging Into Literacy: A Practical Whole Language Approach*. Whole Language Workshop, Inc., 1994
- Roblyer, M. D., Jack Edwards and Mary Havriluk. *Integrating Educational Technology Into Teaching*. Merrill, 1997
- Rothlein, Liz, et al., *More Thematic Units for Creating the Integrated Curriculum*. Christopher-Gordon, 1996
- Rothlein, Liz, Meinbach, Anita Meyer (Contributor) *The Literature Connection: Using Children's Books In the Classroom*. Goodyear, 1991

**WESTERN MEDITERRANEAN: Art, Culture and History
BIBLIOGRAPHY**

Hughes, Robert. *Barcelona: The Great Enchantress (Directions)*. National Geographic, 2004

A pared-down version of the author's acclaimed *Barcelona* (1992). Hughes' portrait chronologically flutters from one to century to another, shedding light on the city's cryptic history. The author poetically weaves politics, food and architecture.

Pascarelli, Gabriella Fiorucci. *Mosaic: The Work of the Muses*. Xpress, 2000

Presents a concise and yet clear introduction to the subject of mosaics. Traces the development of the art form from early pebble mosaics into its three main branches: Ancient Roman/Byzantine, Pietre Dure and Micromosaic. Well illustrated. A good basic work for understanding the art form.

Raven, Susan. *Rome in Africa*. Routledge. 1993

The only account of Roman Africa in English that is both readable and reliable, and in the 20 years since its first publication, it has established itself as the standard account. Thoroughly revised to take into account recent research including the international excavations at Carthage. It is indispensable for visitors to the area who want to understand the background of North Africa's spectacular Roman remains.

Turner, Richard A. *Florence: The Invention of a New Art*. Prentice-Hall, 2003

Turner's introduction to early Renaissance Florence articulates the economic, political and religious milieu of the city during its artistic flowering. It is a great primer for the study of the early Renaissance in Florence.

**WESTERN MEDITERRANEAN: Art, Culture and History
TRIP ITINERARY**

Trip Dates: July 9-20, 2007

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| <u>July 9</u> | Seattle-Rome |
| <u>July 10</u> | Arrive Rome, Italy; city tour, transfer to M.S. Westerdam in Civitavecchia |
| <u>July 11</u> | Monte Carlo, France |
| <u>July 12</u> | Livorno (Florence/Pisa), Italy |
| <u>July 13</u> | Day at Sea |
| <u>July 14</u> | Barcelona, Spain |
| <u>July 15</u> | Palma de Mallorca, Balearic Islands, Spain |
| <u>July 16</u> | Day at Sea |
| <u>July 17</u> | La Goulette (Tunis and Carthage), Tunisia |
| <u>July 18</u> | Palermo, Sicily, Italy |
| <u>July 19</u> | Naples, Italy |
| <u>July 20</u> | Civitavecchia, Italy; transfer to airport for return flight to USA. |