COURSE TITLE: ROME-SICILY: CULTURE, ART, AND HISTORY
NO. OF CREDITS: 5 QTR CREDITS  CONTACT HRS: 50
INSTRUCTOR: MICHAEL BAUSCH, D.MIN.  WA CLOCK HRS: 45
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COURSE DESCRIPTION:
In the 18th century, young people of means would complete their educations with a “Grand Tour” consisting of a visit to Italy, where they would immerse themselves in the art, monuments, literature, and culture of ancient and renaissance periods, as well as in the political, spiritual, political (and culinary) context of their own time. While our “grand tour” takes place in Italy, the itinerary, which includes Sicily, will offer an opportunity to experience both classical Rome and Greece. Sicily, once called “Magna Grecia”, was home to such notable Greek figures as Archimedes and Plato. While Rome features Roman architecture, Sicily features Greek theaters and temples. This “grand tour” to Rome and Sicily will be a structured tour grand enough to offer each individual the opportunity to develop a personally unique instructional unit.

Group members will make their own flight arrangements in order to arrive in Rome, Italy the morning of June 13. Instructions for getting to the group’s hotel will be given. The trip itinerary will include visits to the Colosseum, Roman Forum, and Pantheon; St. Peter’s Basilica and the Vatican Museum and the Sistine Chapel; and trips to various piazzas and churches. From Rome we will fly to Catania, Sicily, and visit Sicily’s eastern coast and the Greek theaters at Taormina and Syracusa (home to Archimedes and Plato), and further west along the coast to see the Greek temples at Agrigento. The course is designed to provide K-12 educators sufficient experience with the art, history, and culture of the area visited to facilitate the development of a related teaching unit in the areas of art, social studies, or language arts.

LEARNING OUTCOMES:
As a result of taking this course, the participants will:
1. Describe and explain the culture, art, and history of Rome and Sicily, incorporating classical Greek and Roman influences.
2. Identify and explain the unique contributions made by classical Greece and Rome to the world’s art, culture, and history.
3. Demonstrate through lesson planning how to incorporate unique learning experiences into thematic instructional units in the classroom.
4. Learn to integrate course information with stated core content standards within their area of teaching expertise.
5. Develop a plan for incorporating the knowledge and experience gained through this course into their plans to teach history, social studies or language arts, drawing on their greater understanding of another culture, history, and global environment.

COURSE REQUIREMENTS:
Following are the minimum course requirements for the granting of university credit. Antioch University requires 75% or better to issue credit at the 400 level and 85% or better to issue credit at the 500 level.
1. Attendance and active participation in all class sessions 40%
2. Reading of articles, handouts and texts 30%
3. Satisfactory completion of all outside assignments 30%
400 LEVEL OUTSIDE ASSIGNMENTS:

1. Read the required texts and prepare a short 1-2 page summary of each. Additional readings will be provided as part of your pre-trip planning packet and during the study-tour. You will be expected to incorporate this information in the development of your teaching unit.

2. Each person will craft a personal study plan focusing on two or three aspects of the trip, experiencing those aspects, and preparing a final project/report detailing learning goals and objectives, and how they were met with reading, reflection, discussion, and writing.

   Examples of personal study plans may include:
   - Reading early Greek or Roman literature, philosophy, or plays, and integrating the travel experience with the reading.
   - Studying a particular architect or artist (e.g. Michelangelo, Caravaggio, Bernini), and comparing works such as sculpture, canvas, fresco, or monument.
   - Sampling the northern Italian and southern Italian wines and cuisines, and making a comparative study.
   - Taking digital photographs of monumental architecture (e.g. Roman Colosseum, Greek theaters) and developing a PowerPoint and classroom strategies for teaching about ancient culture.
   - Speak with various local residents while studying the effects of the conversion from local currency (the Italian lira) to the Euro, and what impact this has made upon the local and national economy.

3. Using your personal study plan, develop a teaching unit on one or more specific aspects of your studies. The unit will include at least 3 complete lesson plans to be used in an instructional setting. These must include a plan of delivery, standards addressed in each lesson, and any supplemental resources necessary to the activity, such as handouts, worksheets, or graphic organizers.

500 LEVEL OUTSIDE ASSIGNMENTS:

In addition to the 400 level work, complete the following assignments:

1. Research an aspect of classical Greek and Roman architecture, sculpture, or literature. Include in your study why the Renaissance artisans thought it was necessary to recapture ancient art and architecture, and explain why do we do the same in our current times.

2. Based on your research and your travel experiences, write a 4-5 page paper comparing and contrasting what you have experienced with what you consider to be a modern rendering of the ancient themes. Comparative examples might include:
   - Compare the film “Troy” to “The Odyssey”;
   - Compare the architecture of modern political, financial, and educational institutions with ancient vs. modern buildings you have seen on the trip;
   - Outline your understanding of how the depiction of the human forming art and sculpture has changed over time.

3. Create a multimedia presentation which addresses at least three academic standards you are required to teach. Incorporate learnings you have acquired through your research, travel, and teaching experiences to develop a presentation which deepens student learning.

NOTE: All assignments are to be submitted to the instructor for evaluation by July 31, 2006.

HEADING REQUIRED FOR ALL ASSIGNMENTS:

A heading is to appear on page one of all assignments for credit. Use the following format:

NAME
DATE
INSTRUCTOR NAME

COURSE NAME
COURSE NUMBER
REQUIRED READING & TEXT FEES

Available in local bookstores, libraries or online from amazon.com or barnesandnoble.com at $14.95 retail value. **ISBN**: 0385495544

Available in local bookstores, libraries or online from amazon.com or barnesandnoble.com at $15.00 retail value. **ISBN**: 0142003697

RECOMMENDED READING

Available in local bookstores, libraries or online from amazon.com or barnesandnoble.com at $25.00 retail value. **ISBN**: 0789494213

Available in local bookstores, libraries or online from amazon.com or barnesandnoble.com at $24.95 retail value. **ISBN**: 0393324702

INSTRUCTOR EVALUATION OF WORK:
Please include a self-addressed envelope if you would like your work returned in hard copy form.

QUALIFICATIONS FOR TEACHING THE COURSE

Michael Bausch, D.Min. has traveled extensively in Europe and the Middle East, organizing and guiding 2-3 small travel groups a year primarily to European destinations. His travel philosophy is to stay in small family run hotels wherever possible, eat in the neighborhood restaurants, interact with the locals, and use public transportation. His doctoral work focused on visual arts and architecture with specific studies in Rome and Florence. He currently teaches a distance learning course for the Heritage Institute in using art, film, and popular music in the classroom, has written articles and a book about using visual arts in religious settings, teaches online courses in human values and biblical studies, and offers seminars and workshops in learning to understand visual arts.

An educator in the public school system for 19 years, Teri Dary, M.Ed. has taught in both EEN and regular classrooms in grades K-6. She holds a Masters Degree in Special Education in addition to her teaching certification. As an elementary school teacher, Teri helped design and implement a multi-age program with a school-wide community-building effort utilizing Tribes: A Community of Learners program, service-learning methodology, conflict resolution, and peer mediation training at her school. Based on her belief in the importance of teaching students to be active, caring citizens as a part of their academic preparation, Teri was selected as a Christa McAuliffe Fellow in 2000. In 2001, Teri developed a pilot model of the Do Something Community Coach program for Wisconsin, which helped educators infuse service-learning methodology into core subject areas. Currently, Teri is directs a statewide network of service-learning practitioners in Wisconsin, providing training, support, and resources to educators around the state.


King, Ross.  *Michelangelo and the Pope’s Ceiling*. New York: Penguin Books, 2003. Read the full story, including the political intrigues, that provides the scaffolding for understanding all you might want to know about the frescoing of the magnificent Sistine Chapel

Kottler, Jeffrey A.  *Travel That Can Change Your Life: How To Create a Transformative Experience*. San Francisco: Jossey-Bass, Inc. 1997. Psychologist Jeffrey Kottler helps any traveler be more intentional about all aspects of a travel experience including planning, focusing on what’s important, dealing with surprises and travel stress, and finding meaning in the whole experience.


Steves, Rick and Gene Openshaw.  *Europe 101: History and Art For The Traveler*. Santa Fe: John Muir Publications, 1990. This is a fine starting place for those wanting a simple approach to what is new subject matter for many: European history and art, and how various movements are connected through time. Sections on the ancient world and the renaissance will be particularly useful for this course.

COURSE ITINERARY:

Group members will make their own flight arrangements in order to arrive in Rome, Italy the morning of June 13. Instructions for getting to the group’s hotel will be given.

June 12: Departures for the overnight trip to Rome.

June 13: After arriving at Rome’s Fiumicino Airport (FCO), group members will gather at the hotel in Rome situated near the Vatican Museum. The first afternoon and evening will include a walking tour of St. Peter’s Square and Basilica.

June 14: Today we visit the Vatican Museum, the Sistine Chapel, and the Pinacoteca painting gallery. There will be an early evening visit to several Roman churches to view architectural details.

June 15: Our antiquities day, we tour the Colosseum, Roman Forum, and Pantheon, along with Piazza Navonna and selected churches. The evening will include an optional “Rome By Night” tour of piazzas and fountains in Rome.

June 16: This final day in Rome includes a visit to other major churches, including Michelangelo’s Santa Maria Degli Angeli, built into the Baths of Diocletian.

June 17: We fly from Rome to Catania, Sicily with a visit to the Greek theater in Taormina. We stay overnight in Taormina.

June 18: We will enjoy Taormina at leisure with time to develop personal projects, catch up on reading, and prepare for the visits to theaters and temples. Optional tour to the volcano at Mount Etna. To the ancient Greeks, Mount Etna was the realm of Vulcan, god of fire, and the home of the one-eyed monster known as the Cyclops. Overnight in Taormina.

June 19: We bus to Agrigento to visit six of the best-preserved Greek temples in the world, and spend the night on the southern Sicily coast.

June 20: From Agrigento we return to the eastern coast of Sicily, with a stop at Piazza Armerina, an ancient Roman villa with beautifully preserved mosaic floors. We continue on to Syracuse, the ancient Greek capital and port, home to Archimedes and Plato, and visit the Greek theater. Overnight.

June 21: We enjoy a final day and night in Syracuse, visiting the old city of Ortygia, the cave of the tyrant Dionysius, and the central cathedral built into ruins of an ancient temple.

June 22: We return to Catania airport to fly to Rome and other parts of Europe or home to the USA.