PROPOSAL (REVISED) FOR RUTGERS SAS CURRICULUM COMMITTEE

PAPAL ROME AND ITS PEOPLE, 1500-PRESENT: A SELECT HISTORY
ARTS & SCIENCES INTERDISCIPLINARY STUDIES 01:556:251
Online course, proposed for spring semester 2014
T. Corey Brennan (Department of Classics; Rutgers—NB)

DESCRIPTION (FOR CATALOG)
A case-study approach toward select aspects of the social, cultural, intellectual and political history of the early modern and modern Popes, with a particular focus on their relationship to the city of Rome. Highlights the reigns of Popes Gregory XIII Boncompagni (1572-1585) and Gregory XV Ludovisi (1621-1623), and their subsequent family history to the present day. Some course lectures pre-recorded on-site in Rome.

COURSE OBJECTIVES
1) Gain a fundamental understanding of the history of the Papacy in outline and the significance of that institution from the early modern period to the present day, in the context especially of Italian and wider European history
2) Understand on a basic level the implications of Papal urban interventions in Rome, and the Popes’ more significant patronage and preservation efforts in that city
3) Gain a broad familiarity with the most important Italian families of the Papal nobility who have made a substantial physical contribution to the city of Rome
4) Appreciate the range of primary sources that can be critically employed and analyzed for Papal history, including iconographic material that ranges beyond painting and sculpture to include numismatic evidence, historic photographs and newsreels

LEARNING GOALS (THEORETICAL)
1) Understand how large-scale forces—including foreign and domestic politics, religious movements, economic trends, and cultural shifts—might operate to cause change over time
2) Understand how political, cultural, religious, institutional and family history might shape individuals
3) Appreciate how human agency might bring about significant, long-term changes to society and institutions
4) Understand how doctrinal diversity and religious difference might shape human experience
5) Understand the development over time of various mechanisms for political communication and elite self-representation

LEARNING GOALS (PRACTICAL)
1) Examine critically a wide variety of media imparting information, ranging from primary sources such as private papers, diplomatic correspondence, journalistic reports, and iconographic sources (including numismatic material and historic newsreels), as well as secondary sources written in academic prose
2) Analyze information effectively and construct cause-and-effect relationships from unusually disparate data sources
3) Show the ability to work independently on one of a range of prescribed topics involving some research that concern long-standing historical issues still relevant today

**COURSE STRUCTURE AND EXPECTATIONS**

The formal organization of this course consists of two parts: lectures and structured student online participation.

**Lectures:** There are twenty-eight 60-minute screencast lectures (totaling 28 out of a possible 38 class hours), prerecorded by the instructor using Camtasia screen recording and video editing software. The central component of the lectures is material filmed on location in Rome with two HD cameras in August 2013, and edited by Rutgers’ OIRT. This is supplemented by abundant visual material, drawing heavily on the instructor’s study photographs taken in Rome 2009-2012, much of it in “off-access” sites.

**Participation:**
In addition to reading the assigned coursework, logging onto the class website, and viewing the prepared online material, students are expected to spend at least 10 hours over the course of the semester (40 minutes per week) in structured participation. This will take two forms, individual and group.

*Individual:* For the individual participation component (10 minutes per week, 10% of overall grade, and one-third of overall participation expectations), students are expected to complete a weekly homework assignment common to the entire class, which is viewing a short video on a central topic bearing on that week’s online lectures, and completing star ratings and assessment questions embedded into the video through the FLIPD program. The videos will range from original material filmed with the instructor in Rome in August 2013, to historical newsreels, to contemporary short features. Completing all homework assignments throughout the term earns the student full marks in this category, with incomplete work resulting in appropriate deductions.

A word of explanation about FLIPD. The instructor in developing the “Papal Rome” course is closely collaborating with Prof. Sesh Venugopal, Director of Introductory Undergraduate Instruction in Rutgers’ Department of Computer Science, who recently has developed FLIPD (http://flipdclass.com/), a resource for cataloguing and presenting video instructional material, and gathering feedback on student comprehension of that material via star-rating and answers to basic assessment questions.

The instructor will use tools in FLIPD to slice the curated “Papal Rome” videos into conceptual segments or instructional units, and to add assessment quizzes at the end of each segment. The instructor then will be able to see feedback data in a web-based dashboard, which allows a view of whole-class comprehension of entire videos, down to comprehension/assessment answers for individual segments and individual students. Through FLIPD, the instructor and students each will get a sense of how well the course material is understood, which will allow the instructor to direct teaching closely and immediately to the class’ needs. Students also are able to point the instructor to videos useful for the “Papal Rome” class as it progresses.
Group: The members of this course (which is to be capped at 50) will be distributed in five discussion and collaborate problem-solving sections, termed for the purpose of this course as “Rioni” (literally, “districts”). These Rioni are named after five of the (22) modern districts of Rome: Monti, Colonna, Campo Marzio, Ponte, and Campitelli.

Each Rione will be assigned a weekly homework challenge meant to be completed within a 48 hour period, which they are expected to discuss and (hopefully) solve in collaboration with other students in their group. (Sample challenge question: “What are ten physical remains of the old Jewish Ghetto that can be seen today in Rome? Illustrate and annotate.”) The class-required Majanlahti The Families who made Rometextbook will be one important source among several for generating these challenges. The expectation is that students will spend 30 minutes each week contributing to threaded online discussion on their Rione’s homework challenge. The instructor will monitor and (as necessary) contribute to each section’s threaded discussions each week throughout the term.

In ten weeks of the term (weeks 2 through 6, then 8 through 12), in rotation, one student member of each of the five sections (deemed for that week the Caporione, i.e., section head) will curate, collate and synthesize his/her Rione’s responses into (ideally) 500-800 words supplemented (as relevant) by images, which then will be submitted to the instructor and internally published to the entire class via a password-protected “Papal Rome” blog. Put another way, each one of the fifty students in the class is responsible on one occasion in the term for synthesizing and disseminating his/her section’s online discussion of a homework challenge for reading and response by potentially all members of the class.

Helping the instructor with generating homework challenges, coordinating group discussion, and posting to the class blog will be two of the instructor’s Aresty research assistants (each Classics majors, currently working through the “Papal Rome” material in a 190:491 independent study class), who will receive course credit for their work under the 190:492 rubric. These archived blog posts of Rione responses to homework challenges of course allow for further discussion and comment by students from any one of the five class sections.

Overall, it is expected that the student-curated and instructor-archived responses to group homework challenges will constitute a “third stream” of material, closely complementing those offered in the readings and lectures.

Naturally, students also will have the opportunity to discuss the class readings and lectures more generally in the course’s SAKAI chatroom.

Quantification of participation: Students will create a portfolio (due 2 May, i.e., the last week of classes) to demonstrate their contributions to group learning challenges. This portfolio accounts for 20% of overall grade. Assessment of the participation portfolio will examine (1) work performed as Caporione, i.e., curating on one occasion section
Engaging at a superior level in all five of these categories earns the student full marks. The *Rione* activities (1) and (2) are essential for success in the class, though it is up to individual student how he/she wants to balance his/her activities in (3) and (4) and (5). Appropriate deductions will be made for shortcomings (whether in substance or presentation) in a student’s participation portfolio.

**INSTRUCTOR-STUDENT CONTACT:**
The instructor will have five office hours per week: two in person (in the Ruth Adams Building on the Rutgers campus), two online for the general class; and one each week on a rolling schedule dedicated exclusively to one of the class *Rioni* (= section of ten members). In other words, by the end of the term each *Rione* will have had three dedicated office hours. Also, as stated above, the instructor will monitor and (as necessary) contribute to each section’s threaded discussions each and every week throughout the term.

**COURSE DESCRIPTION (DETAILED)**
This online course is an introduction to select aspects of the social, cultural, intellectual and political history of the Papacy from the early modern period to the present. Put briefly, the course aims to analyze the human (as opposed to theological or strictly ecclesiastical) element in the Papacy. As such, the course through a case-study approach generally addresses trends in the social background of Popes over the past five centuries; the development of Papal claims to secular rule and the apparatus of political power; the formation and administration of the Papal States in central Italy; historical relations with other nation-states (including Papal attitudes toward militarism and neutrality); Papal arts patronage, building and preservation efforts, especially in Rome; aristocratic self-representation and assertion by Papal families; the promotion of popular devotion to the Pope; Papal responses to the unification of Italy, which led ultimately to the creation of the modern Vatican state; and the relationship of the Papacy to political events in current history.

There are few events in European or indeed world history in the period under consideration in which the Papacy has not played some role. To clarify the main lines of development, this course will focus in particular on a half-dozen pivotal Papacies and even more closely on one great Papal family, the Boncompagni Ludovisi—which (most unusually) produced two Popes in our period. This is the family of Popes Gregory XIII Boncompagni (1572-1585, who introduced the great calendar reform of 1582 that bears his name) and Pope Gregory XV Ludovisi (1621-1623, who canonized the first Jesuit saints and introduced the Society for the Propagation of the Faith), as well as seven additional Cardinals, and numerous other major figures prominent through the mid-twentieth century, many of them major figures in European and Italian politics and as
patrons of the arts. The main line of the family, still very much extant, has the unusual distinction of being direct descendants of Pope Gregory XIII. The head of the family is HSH Prince Nicolò Boncompagni Ludovisi, who, with his wife HSH Princess Rita Boncompagni Ludovisi, is enthusiastically collaborating in the development of this projected Rutgers online course.

**FURTHER BACKGROUND**
The Boncompagni Ludovisi left their mark on Rome in a spectacular tangible way. From 1621 to 1885 the family maintained its Villa Ludovisi, a preserve within the walls of Rome that covered about the same amount of terrain as New York’s Central Park from 59th to 65th streets. That private park, with its large and significant collection of ancient sculpture, was for two and a half centuries a “must see” stop on the Grand Tour, that attracted as visitors Winckelmann, Goethe, Stendhal, Nathaniel Hawthorne and Henry James—to name just a few of those who have left their detailed written impressions. And numerous depictions of the Villa have come down to us, ranging from views by Falda, Piranesi, Vasi and Ingres, to the family’s own photographic campaign of 1885 that captured the property just before much of it was handed to developers.

Those late 19th century developers created out of the Villa Ludovisi today’s Via Veneto and luxurious surrounding district. The main palace of the Boncompagni Ludovisi has become the headquarters of the US Embassy in Rome. The family’s secondary palace of the Casino Aurora—with its unique oil-on-plaster ceiling by Caravaggio and large frescoed rooms by Guercino—remains wholly intact in a walled enclave the size of Gramercy Park, and serves as the residence of Prince and Princess Boncompagni Ludovisi.

**DISTINCTIVE ATTRIBUTES OF THE COURSE**
This projected online course aims to weave together a number of complicated strands in what is hopefully an innovative, clear and compelling way for a 200-level undergraduate constituency. The topics covered in the course should be of interest to students especially in the following majors: Art History (including its Program in Cultural Heritage and Preservation Studies), Classics, European Studies, History, Italian and Italian Studies, Jewish Studies, Political Science, Religion, and Urban Studies.

The course also has several attributes that together appear to make it unique, at Rutgers and beyond. First, there is presently no course at Rutgers specifically devoted to the Papacy (in whole or in part) or the Vatican. Indeed, it seems there is no university course in at least North America examining the Papacy’s temporal powers with precisely this broad chronological sweep. And that despite the fact that in the last decade there are several excellent general books (by authorities such as Eamon Duffy, John Julius Norwich, John W. O’Malley SJ, Roger Collins, etc.) that readily lend themselves for use as class texts for such a course.

The essentially historico-political focus of this 200-level course makes it significantly different than the advanced Rutgers courses in Art History that touch upon Rome in the Renaissance and Baroque periods (082:363,364,365) or the “City of Rome” course
(082:388, not offered on the New Brunswick campus since at least 2001, though it is a staple of students who study in Rome under Rutgers’ Study Abroad program). Nor is there significant overlap with other courses in Italian history (510:317, 354) and culture (560:231, 232, 256) offered at New Brunswick. Indeed, the course components that cover Italy in the period of the eighteenth and nineteenth centuries seem to have no close parallel among other courses at Rutgers.

As one might expect, other universities do offer courses on the Papacy, but (at the risk of over-generalization) they seem to fall into three categories: historical treatment of the medieval period (e.g., Cambridge, University College London, Glasgow, Temple University); art historical treatment of Papal patronage in the late Renaissance and high Baroque periods (e.g., Birbeck University of London); or exploration of Papal theocracy from a religious studies perspective (many Catholic universities).

Second, significant portions of the course have already been filmed in Rome in the Boncompagni Ludovisi family’s residence, the historic Villa Aurora, and at several other sites in the Eternal City (5-17 August 2013). This part of the course, I feel, offers a particularly innovative way of communicating the history of the Papacy and its families to students. The family’s spectacular private residence—never before comprehensively filmed—boasts an astonishing range of displays of Papal power, both in the Villa grounds and in the interior spaces, such as the grand sala of the Casino Aurora, with Guercino’s allegorical treatment of Pope Gregory XV Ludovisi dispelling the darkness occasioned by his predecessor Pope Paul V Borghese, a theme reflected also in the “Fama” fresco in the piano nobile above. Rutgers undergraduate students from the university’s new Center for Digital Filmmaking, housed in the Mason Gross School of the Arts and under the direction of Dena Seidel, took responsibility for all on-site videography, which resulted in ca. 120 hours of digital film plus close to 10,000 still photographs. Rutgers’ OIRT is currently engaged in producing the actual platform for the course content, and editing raw video footage from Rome.

Third, though Corey Brennan will serve as the main presenter of the material, the course will include significant video segments, pre-recorded in Rome, with Anthony Majanlahti (the author of one of the main textbooks for the projected course), as well as the Prince and Princess Boncompagni Ludovisi (who provide a valuable oral history component).

And fourth, materials for the course will include a selection of unpublished documentary sources (in translation) and objects from the family's large archival collection in Rome, plus an entirely fresh and invaluable perspective—the family’s unusually rich and well-informed oral history. For the period of WW II, class members will have the opportunity to analyze images of recently declassified documents bearing on the Vatican from the US National Archive and Records Administration.

**COMPLIANCE WITH SAS ONLINE/HYBRID ISSUES**

**A. Pedagogical justification**

A significant portion of the course consists of short video lectures (featuring TC Brennan, and also textbook author Anthony Majanlahti) filmed on location in Rome in August.
2013, as well as much other visual material (including many historic newsreels from the Istituto Luce archives). This is an instance in which the online environment might offer an advantage to the in-class experience, since the richly illustrated lectures will allow repeated re-viewing, and (in particular) the student-student interactions planned for this course would be difficult to replicate in a standard classroom setting.

**B. Limits on class size**
In the initial offering of this class, a stop limit of 50 is suggested. Two members of Corey Brennan’s current class of Aresty Undergraduate Research Fellows (four in all) who are working on Boncompagni Ludovisi archival material will provide some logistical support (no grading) in return for course credit. These two students, each Classics majors, have been working closely with Corey Brennan in weekly meetings over the fall 2013 term in the independent study 190:491 on the “Papal Rome” course material.

**C. Qualifications of student target audience**
No prerequisites for what is intended to be an entry-level interdisciplinary class.

**D. Qualifications of the instructor**
This is my first online class that I will have offered, though I feel quite conversant with the material to be covered in this projected course. While Andrew W. Mellon Professor at the American Academy in Rome (2009-2012), I organized a large-scale interdisciplinary celebration of Galileo’s invention of the telescope in collaboration with the Vatican (April 2011), as well as international conferences on the urbanistic legacy of the 1960 Rome Olympics (October 2010) and the architecture of Luigi Moretti at Rome’s ‘Foro Mussolini’ (April 2014). At the American Academy I also had primary responsibility for introducing Academy Fellows, Residents, Trustees and official visitors to the city of Rome and its history, especially through a formal schedule of walks and on-site talks. On 3 July 2012 I was honored at a public ceremony in Rome for my contributions toward promoting the historical memory of the Roman Republic of 1849.

The most tangible result of my experience in Rome is a volume I am co-editing with Maria Grazia D’Amelio (University of Rome 2) on the architect Luigi Moretti and the Foro Mussolini (virtually complete). Treating Rome in the early modern / modern period is admittedly a new direction for me, but I am getting some recognition in this sub-field, e.g., contributing in the last year to the TLS for reviews of C. Vout, *The Hills of Rome*, and also D.E. Karmon, *The Ruin of the Eternal City: Antiquity and Preservation in Renaissance Rome*. I also won an award in 2011 for an article I wrote on the urbanistic aspects of the Rome 1960 Olympics (sports history article of the year). More importantly, last spring I taught a Byrne Seminar entitled "Mussolini's Rome", that essentially covered the material in the last portion of the proposed Papal Rome course.

In 2010 I launched a research project in Rome in collaboration with the Boncompagni Ludovisi family. For that project I formed an international academic advisory group whose members include representatives from the US Embassy Rome, the National Archives and Record Administration, and scholars from the universities of Bologna (at Ravenna), Bradford, Brown, Indiana, Johns Hopkins, and Princeton. In August 2013 I
directed a complete videodocumentation (the first) of the historic Villa Aurora of the Boncompagni Ludovisi family; Rutgers SAS sponsored the effort, in collaboration with the Mason Gross School of the Arts. For 2013/4 at Rutgers I am directing four undergraduate Aresty Research Assistants in their work on the extensive Boncompagni Ludovisi primary material. The ongoing results of these collaborations can be viewed at my blog http://villaludovisi.org

E. Student online involvement
It is expected that the students follow closely the syllabus (120 minutes of online viewing per week), with the required readings (usually ca. 50 pages per class). Top students will also review the recommended (web-based) readings, to total altogether about 5 hours per week of preparation in addition to the required readings.

F. Rubric for evaluation of student online participation
Participation in the course accounts for 30% of the final grade, and is assessed at the end of term from a submitted portfolio. Please see above (under “Course Structure and Expectations”) for a detailed discussion.

G. Academic integrity
Midterm and final will be administered on-campus in a classroom setting. For the papers and exams, university standards of conduct will prevail.
COURSE REQUIREMENTS
Class participation (performance in individual, small group, and large group online activities) = 30%
Midterm = 20% [in proctored classroom setting in Week VII]
Short paper (5-7 pages) = 20%
Final = 30% [in proctored classroom setting in Finals period]

BOOKS AND READINGS
Required books

Plus online resources and additional focused readings (.pdfs posted on SAKAI) as described below. [Recommended, not required, readings are in brackets.]

Readings
WEEK I (21-24 January 2014)
01. INTRO: THE HOLY YEAR OF 1933
[Bosworth, *WR* 1 (11-31)]
[Bosworth, *WR* 179-185]

02. INTRO: THE GREATEST PAPAL FAMILIES OF ROME
Norwich, *AM* XVI (227-244)
Majanlahti, *FWMR* 1-28

WEEK II (27-31 January)
03. THE HOLY ROMAN CHURCH TO 1500
Norwich, *AM* XVII (245-262), XVIII (263-273)
Majanlahti, *FWMR* 70-71Eugenius IV through Paul II
Majanlahti, *FWMR* 72-81 Sixtus IV through Alexander VI [87-103, 107-124]
Kelly & Walsh, *ODP* 241-257

04. ST. PETER'S BASILICA, OLD AND NEW
Norwich, *AM* XVIII (273-288), XIX 289-308, XX (309-320)
Majanlahti, *FWMR* 81-86 Julius II (103-107)
Majanlahti, *FWMR* 125-126 Leo X through Adrian VI
Majanlahti, *FWMR* 127-137 Paul III Farnese (138-170, esp. 153-157 on Castel S Angelo; 157-158 on Borgo, 165-169 on Gesù)
Kelly & Walsh, *ODP*258-272
WEEK III (3-7 February)
05. THE COUNTER-REFORMATION IN ACTION: GREGORY XIII BONCOMPAGNI (1572-1585) (PART I, CHURCH REFORMS AND BUILDING)
Norwich, AM XX (320-322)
Majanlahti, FWMR 171-174 Julius III through Clement VIII
Kelly & Walsh, ODP272-274

06. THE COUNTER-REFORMATION IN ACTION: GREGORY XIII BONCOMPAGNI (1572-1585) (PART II, HIS CALENDAR AND HIS DIPLOMACY)

WEEK IV (10-14 February)
07. FANTASTIC AMBITIONS: SIXTUS V PERETTI THROUGH PAUL V BORGHESE (1585-1621)
Norwich, AM XX (323-327), XXI (328-335)
Majanlahti, FWMR 175-182 Paul V Borghese (183-213)
Kelly & Walsh, ODP274-281

08. THE LAST GREAT PAPAL SON, GIACOMO BONCOMPAGNI (1548-1612)
Primary documents relating to the life of Giacomo Boncompagni at http://villaludovisi.org

WEEK V (17-21 February)
Norwich, AM XXI (335)
Majanlahti, FWMR 214-215
Kelly & Walsh, ODP281-283

10. THE CARDINAL NEPHEW LUDOVICO LUDOVISI (1595-1632)

WEEK VI (24-28 February)
11. HUNGER FOR GLORY: URBAN VIII BARBERINI THROUGH INNOCENT XII PIGNATELLI (1623-1700)
12. DEVELOPMENT OF THE VILLA LUDOVISI (1621-1805)

WEEK VII (3-7 March)
13. PAPAL ROME IN THE EIGHTEENTH CENTURY
Norwich, AMXXII (350-360), XXIII (361-380)
Majanlahti, FWMR 371-373
Kelly & Walsh, ODP 294-306

MIDTERM
IN SCHEDULED ROOM ON-CAMPUS

WEEK VIII (10-14 March)
14. SOVEREIGNS OF THE HOLY ROMAN EMPIRE: THE PRINCES AND PRINCESSES OF PIOMBINO (1634-1815)

15. THE PAPACY IN NAPOLEONIC ITALY
Bosworth, WR 2 (33-55)
Norwich, AMXXIV(381-389)
Kelly & Walsh, ODP 306-313

WEEK IX (24-28 March)
16. A NEW WORLD ORDER: THE CONGRESS OF VIENNA (1814/5)
THROUGH THE REVOLUTIONS OF 1848
Bosworth, WR 3 (58-81)
Norwich, AMXXIV (389-393)
Kelly & Walsh, ODP 308-313

17. THE ROMAN REPUBLIC OF 1849: Pius IX vs. GARIBALDI, CAVOUR, MAZZINI
Bosworth, WR 4 (83-105)
Norwich, AMXXII (394-406)
Kelly & Walsh, ODP 313-315

WEEK X (31 March-4 April)
18. PAPAL ROME AND THE GRAND TOUR, FROM GOETHE THROUGH HENRY JAMES
Excerpts from John Evelyn, Gibbon, Goethe, Stendhal, Nathaniel Hawthorne, Frances Minto Elliot, Henry James, online at http://villaludovisi.org

19. THE PAPACY'S LOSS OF ITALY AND OF ROME (1860-1870)
Bosworth, WR 5 (107-131)
Norwich, AMXXII (406-416)

WEEK XI (7-11 April)
20. A NEW CAPITAL FOR ITALY (1870-1914)
Bosworth, WR 6 (133-159)
Norwich, AMXXIII (417-428)
Kelly & Walsh, ODP 313-319

Norwich, AMXXIV (429-431)
Kelly & Walsh, ODP 313-323

WEEK XII (14-18 April)
22. THE LATERAN ACCORD OF 1929 AND THE ESTABLISHMENT OF THE MODERN VATICAN STATE
Norwich, AMXXIV (431-432)

23. THE VATICAN IN THE FASCIST ERA (1922-1943)
Bosworth, WR 7 (161-185)
Kelly & Walsh, ODP 321-325

WEEK XIII (21-25 April)
24. A NEW FACE FOR THE CAPITAL (1922-1943)
Bosworth, WR 8 (187-211)

25. THE VATICAN AND EUROPE IN WW II
Bosworth, WR 9 (213-239)
Norwich, AMXXIV (432-449)
Kelly & Walsh, ODP 323-325

PAPER DUE 25 APRIL [electronic submission]

WEEK XIV (28 April-2 May)
26. THE VATICAN AND THE UNITED STATES IN WW II
Declassified wartime correspondence of Boncompagno Boncompagni Ludovisi with Earl Brennan of the OSS [via SAKAI site]
Bosworth, *WR* 10 (241-265)
Norwich, *AMXXIV* (449-452)
Norwich, *AMXXV* (453-468)
Kelly & Walsh, *ODP* 326-330

**PARTICIPATION PORTFOLIO DUE 2 MAY [electronic submission]**

**WEEK XV (5-6 May)**
28. URBI ET ORBI: BROADCASTING PAPAL POWER FROM MARCONI THROUGH THE DIGITAL AGE
Kelly & Walsh, *ODP* 330-336

**FINAL**
In scheduled room on-campus