



## **CIEE Global Institute – Rome**

<b>Course name:</b>	A City Within the City: the Vatican and Rome. History, Politics and Society.
<b>Course number:</b>	HIST 3004 ROIT / ITST 3002 ROIT
<b>Programs offering course:</b>	Rome Open Campus (Language, Literature and Culture Track)
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

How old is the Vatican? Albeit its bimillennial history, this city-state is a relatively new country, less than ninety years old. Yet, from the day when Peter, a simple Galilean fisherman was chosen to be the rock on which Jesus would build his church, to the innovative figure of Pope Francis, an unparalleled sequence of events and people has brought to the quasi-paradox of the world smallest state ruled by the most influential leader on earth.

This course will go through those events and meet the relevant people: Roman emperors, Popes, saints, heretics, kings, as well as artists and political leaders of our era. In fact, the Vatican is the repository of 2,000 years of political, cultural, theological, philosophical, scientific, artistic, sociological history and, at the same time, a modern state engaged in the most critical issues of 21<sup>st</sup> century. Moreover, it is an endless source of inspiration for works of fiction, often aiming at quenching the public's interest for scandal and mystery, rather than at providing accurate historical accounts.

The key points of this vast universe will be analyzed during the course, with a constant focus on their impact both on the city of Rome and worldwide. Art and site visits will be given a special place, to help the students recognize the interplay between the Papacy and its seat. Primary sources, both textual and visual, will be extensively used to accompany students throughout this Vatican journey.

### **Learning Objectives**

By the end of the course, students will be able to:

- Recognize the relationship between architecture, society and politics in the Vatican
- Understand social and religious implications through the history of the Papacy
- Develop consistent arguments in observing, interpreting and evaluating the historical relationship between Rome and the Vatican
- Demonstrate a clear knowledge of specific vocabulary in the field of the Vatican political system
- Understand the cultural and artistic role of the Papacy
- Understand the political and diplomatic role of the Vatican in the 20<sup>th</sup> and 21<sup>st</sup> centuries
- Analyze the representation of the Vatican through the media
- Understand structure, government and laws of the Vatican City

### **Course Prerequisites**

No specific pre-requisites are needed for this course.



## **Methods of Instruction**

This course will combine lectures, class debates, walking tours, site visits, film screenings, press reviews and conversations with guest speakers.

## **Assessment and Final Grade**

Weekly assignments:	20%
Oral Presentation:	20%
Written essay:	15%
Final Exam:	25%
Class participation:	20%

## **Course Requirements**

### **Weekly assignments**

Students will be given assignments weekly (multiple choice tests, readings), which may result in oral presentations, as described below.

### **Oral Presentation**

Presentations will be delivered weekly, by one or more students, on topics to be discussed in class. Each student will share with classmates the main features of a given theme and his/her personal considerations.

### **Written essay**

Students will be asked to write an essay by analyzing, interpreting and commenting on a specific aspect of the Vatican City, with references to the historical, social and cultural contexts, as discussed in class. Professor will provide extensive and precise guidelines.

### **Final Exam**

Students will take a final exam at the end of the course. The exam (multiple choice test and short essays) will include all topics analyzed in class.

Rubrics will be used to assess each assignment.

### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.



Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements.
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

Please note this schedule is subject to change if opportunities arise to enhance the curriculum

**Weekly Schedule**

**Week 1 Introduction and Overview**

Class 1:1 Syllabus will be presented and reviewed, with emphasis on assessment methods and course requirements. Time will be given for Q&A. Afterwards students will be introduced to the key issues of the course and the key terms of the Vatican universe, and will brainstorm on the figure of the Pope both from a religious and political point of view. A fact-finding questionnaire will be distributed to the students, in order to let them express their interests and expectations from the course.

**Readings:**  
 Alexander Stille, *Can Pope Francis change the Catholic Church?*, The New Yorker, 2015



## Week 2

### A unique monarchy

Class 2:1

What sort of country is the Vatican, and who rules over it? The session will focus on the Vatican today and on its very unique political system: the Conclave, the role and activities of the Pope, the Pontifical Commissions and the Cardinals after the last reform of the Canon Law, as well as the military and security corps (Pontifical Swiss Guards, Corps of Gendarmerie, Corps of Firefighters) to be discussed and analyzed.

#### Readings:

Pope Francis, *Motu Proprio: Statutes of the Dicastery for Promoting Integral Human Development*, 17 August 2016

Pope Francis, *Motu Proprio: Statutes of the Dicastery for the Laity, Family and Life*, 4 June 2016

#### Due date for the submission of Weekly assignment 1

Class 2:2

#### A State on a tomb: the burial of St Peter

The historical and legendary sources of St Peter's, the first bishop of Rome, presence in the city, death and burial, will be discussed with students, to help them locate historically and geographically the very early origins of the Vatican.

In parallel, the significance given to St. Paul's death and burial to strengthen the importance of the Church of Rome among the other Apostolic Churches will be discussed, in order to identify the basis of the Papal Primacy.

#### Readings:

John Evangelist Walsh, *The Bones of St. Peter*, 1982, Doubleday & Co. – Chapter 9 - 10

#### Oral Presentation due

Class 2:3

#### The Papacy: from the origins to Early Middle Ages

##### On-site class.

By visiting historical monuments related to key figures and events of the early history of the Papacy (St John Lateran, Basilica of St Clement, St Gregory at Celio), this session will explore the process of building the Papal religious and civil authority over Rome and Christendom, until the East-West Schism of 1054.

#### Readings:

Constantine the Great, *The Edict of Milan*

Theodosius the Great, *The Edict of Thessalonica*

Gregory the Great, *Epistles*, V, 36

#### Oral Presentation due

## Week 3



Class 3:1

**The Pope-King: strengthening the Papal authority over Europe from Middle Ages to the French Revolution**

**On-site class.**

This session will outline the key moments of the Church from 11<sup>th</sup> to 18<sup>th</sup> centuries (Gregory VII, Avignon, Renaissance, Lutheran Schism, Counter-Reformation, Baroque era, Enlightenment), focusing on the art works that marked the evolution of the Papacy throughout Rome: walking from Piazza Venezia to the Pantheon, monuments such as Santa Maria in Aracoeli, Palazzo Venezia, the Church of Gesù, Santa Maria Sopra Minerva will be observed as witnesses of such process.

**Readings:**

Various Authors, *Babylonian Captivity of the Papacy*, in New World Encyclopaedia (selected sections)

Various Authors, *The Counter-Reformation*, in New Advent – The Catholic Encyclopaedia (selected sections)

**Due date for the submission of Weekly assignment 2**

**Oral Presentation due**

Class 3:2

**The Roman Question and the Lateran Treaty.**

The 19<sup>th</sup> century Italian *Risorgimento* questioned the political role of the Popes as rulers of civil territories, generating the so called Roman Question: specific historical, political and social circumstances will be addressed in order to understand the tense relationship between the Papacy and Rome during the process of Italian unification.

Visit to the Museum of the Roman Republic on the Janiculum Hill  
or  
to other significant site.

**Readings:**

*The Lateran Treaty*, 11 February 1929

**Oral Presentation due**

**Week 4**

Class 4:1

**Beyond the sacred walls**

**On-site class.**

By identifying the territory of the Vatican City and its urban structure, students will be able to recognize specific territorial rights and their political and social implications within the city of Rome.

Visiting the Vatican Necropolis students will discover the foundations of the sacred area upon which the entire St. Peter's complex has grown.

**Readings:**

John Evangelist Walsh, *The Bones of St. Peter*, 1982, Doubleday & Co. – Chapter 11 - 12

**Due date for the submission of Weekly assignment 3**



### Oral Presentation due

Class 4:2

#### **The Vatican and the world**

The role of the Cardinal Secretary of State and the diplomatic missions will be analyzed with emphasis on their social, political and legal aspects.

#### **Readings:**

Gianfranco Brunelli, *Interview with Cardinal Pietro Parolini, Vatican's top diplomat*, in *Il Sole 24 Ore*, 27 July 2017

Pope Francis, *Address to the Members of the Diplomatic Corp accredited to the Holy See*, 7 January 2019

### Oral Presentation due

Class 4:3

#### **Paul VI, John Paul II, Benedict XVI and Francis**

This class will focus on the figures of the last 4 popes (except John Paul I), their impact on the Papacy and the role they have played in the Catholic Church and beyond.

Kenneth S. Zagacki, *Pope John Paul II And The Crusade Against Communism*, 2001

James Carroll, *The Moral Weakness of Pope Benedict's "Last Testament"*, in *The New Yorker*, 2016

Pope Paul VI, *"A hospitable earth for future generations"*, 1972

### Oral Presentation due

## **Week 5**

Class 5:1

#### **Vatican Media today**

This class will focus on how the Vatican (and all the critical issues it is involved with) is represented in both its own media (The Vatican official web page, Radio Vaticana, *L'Osservatore Romano* newspaper, the television channel TVSat) and in the independent ones.

#### **Guest lecture (TBC)**

#### **Readings:**

Pope Francis, *Motu Proprio: Statutes of the Secretariat for Communications*, 6 September 2016

### **Due date for the submission of Weekly assignment 4**

### Oral Presentation due

Class 5:2

#### **The glory of the Roman Church: St Peter's Basilica**

#### **On-site class.**

Symbols, structure, architects and artists involved in the construction and decoration of the Renaissance Basilica will be identified, with emphasis on the cultural, social and religious elements.



**Readings:**

Michael Collins, *The Vatican. Secrets and Treasures of the Holy City*, London: DK, 2014 (selected chapters)

**Oral Presentation due**

**Week 6**

Class 6:1

**Connecting the dots**

In the last session before the final exam, students will be guided to "connect the dots" of the rich history of the Papacy and the Vatican, and stabilize its main features, in order to clarify any doubts concerning all the questions treated in class. Part of the session will be dedicated to an in-depth analysis of a topic selected by the students.

**Readings:**

Vinson Cunningham, *Will Pope Francis cause a schism in the Catholic Church?*, *The New Yorker*, 16 April 2018

**Due date for the submission of the Written Essay**

Class 6:2

**Final Exam**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

**Readings**

Campitelli A. *The Vatican Gardens. An architectural and horticultural history*. New York: Abbeville, 2009.  
Collins M. *The Vatican. Secrets and Treasures of the Holy City*. London: DK, 2014. Print.  
Graham Dixon A. *Michelangelo and the Sistine Chapel*. New York: Skyhorse, 2009. Print.  
Hersey P. *High Renaissance Art in St Peter's and the Vatican: an interpretive guide*. University of Chicago Press, 1993. Print.  
Hutchinson R. *When in Rome. A Journal of life in Vatican City*. Main Street Books, 1998. Print.  
Marder T. *Bernini's Scala Regia at the Vatican Palace*. Cambridge University Press, 1997. Print.  
Nichols F. *Rome and the Vatican*. London: New Holland, 2006. Print.  
Norwich J.J. *Absolute Monarchs: a history of the Papacy*. New York: Random House, 2012. Print.  
Pietrangeli C. *The Vatican Museums: five centuries of history*. Rome: Quasar, 1993. Print.  
Reese T. *Inside the Vatican: the Politics and Organization of the Catholic Church*. Harvard University Press, 1996. Print.  
Ricci C. and Begni E. *The Vatican: Its History, Its Treasures*. Kessinger Publishing, 2003. Print.

Further reading materials will be assigned on a week-by-week basis. Professor will provide published in national and international media in order to stimulate class debates and activities.

**Online Resources**



N/A

**Media Resources**

*The Borgias* [Television series]. (2011, January 1). Dublin: Showtime.

Brown, D. (2003). *Angels & Demons*. New York: Atria Books.

a complete list of complementary readings, media sources and articles

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