

Course objectives:

- To understand the symbolic function of Rome in the western cultural life from the ancient times to the present day;
- To interpret the role of Rome as a place and a symbol as expressed through texts, art, and architecture;
- To analyze the development of Rome as place, symbol, and cultural heritage throughout the centuries;
- To read and understand a wide range of academic writing, and to speak and write accurately on academic topics in a rigorous manner.

Learning Objectives and Grade point

The assignment consists in a short paper 7-9 pages long (approximately 2300 characters without spaces, Times New Roman 12 font, one-half spacing, not including illustrations, bibliography, and notes). Papers should not be significantly longer or shorter.

In responding to the exam, students should incorporate relevant assigned readings, also foregrounding the theoretical and historical notions discussed in classes and during on-site visits. Emphasis is given to the students' capacity to navigate autonomously the topic of the courses, independently elaborating (but still rigorously) on the critical and historical principles provided during classes.

A – Excellent

The essay answers with an independent and creative approach, demonstrating originality to the question, showing the ability of the student to create and express connections between different cultural and artistic phenomena. Clearly and rigorously written, it employs a large number of sources provided in the syllabus, while qualified use of sources from the recommended readings or literature from beyond the syllabus is advantageous. Use of literature is referred with quotes and properly cited in the footnotes. The bibliography is exhaustive and organized according to international standards.

B – Very good

The essay provides a very good and thorough answer to the question, showing the student's capacity to independently master the main issues discussed during the course, as well as demonstrating the ability to create connections. The argument follows a clear structure and provides a very good conclusion. Bibliography and references are complete and adequately quoted.

C – Good

The essay employs the literature to craft a good argument that sufficiently answers to the question. The literature provided during the course is quoted. The argument is fluent. The references, quotes and bibliography are provided.

D – Unsatisfactory

The essay reveals a passive use of the sources, literature and methodology discussed during the course. The topic is not discussed in any detail, revealing some critical misunderstandings and mistakes. The structure lacks fluency, and the bibliography might be deficient.

E – Poor

The essay shows a lack of originality and critical engagement, and reveals a partial and superficial or misguided and subjective use of sources and literature. It is poorly written, and the bibliography is missing.

F – Failing

The essay does not demonstrate knowledge of the literature and subjects discussed in classes, It contains significant misconceptions and demonstrates a lacking grasp of the basics of academic writing.