

PHI 379: PHILOSOPHY OF PLACE, 4 CR.
SPRING 2020
STUDY-ABROAD TO ROME
DR. KATIE HOMAN

COURSE DESCRIPTION

The place in which one lives and the daily spaces one inhabits deeply affect what one values and who one becomes. Throughout history, the city has been viewed as both a corrupter and a liberator of the human spirit. Using a combination of readings, discussion and concrete experience, this course will reflect on the various meanings of urban space and its effects on human goodness. Rome, the “eternal city,” with its diverse history and postmodern complexity, will serve as the perfect focus for this reflection on the ways human beings have struggled to reach their creative and critical potential in light of the interdependence of self, other, and environment

LEARNING GOALS AND OBJECTIVES

We will build on the following primary learning goals and objectives throughout the term. At the end of the course, students, you will be able to:

- read critically various forms of writing on the urban experience of place, its diverse nature, its potential and its problems,
- identify, explain, and pose thoughtful questions of several philosophical theories,
- place different theories in conversation to synthesize particular themes,
- practice applying the philosophical method to the concept and lived experience of place and its impact on human meaning,
- engage in philosophical reflection and dialogue on the various meanings of Rome itself: as an historical city, a sacred city, an artistic city, a postmodern city, etc.,
- better understand the ways in which the contemporary city is a place both multicultural and hospitable yet also marked by a hostile and xenophobic past,
- appreciate philosophy’s larger social and historical contexts,
- and cultivate the intellectual virtues of epistemic humility, intellectual curiosity, and open-mindedness.

TEXTBOOK AND MATERIALS

A course reader will be distributed. You must bring the assigned text with you each class.

MOUNT MARY UNIVERSITY MISSION

Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles.

Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.

MOUNT MARY UNIVERSITY VISION STATEMENT

Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world.

DIVERSITY AND ACCESSIBILITY STATEMENT

Mount Mary University and the Department of Philosophy are committed to an educational environment that affirms the uniqueness, diversity, and integrity of all students. Similarly, the well-being and success of each student in this course are important to me. I will do my best to reduce any course barriers to ensure that students from all backgrounds and perspectives will be served equitably. The diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful and inclusive of the many identities of students in terms of gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me.

Mount Mary University complies with Section 504 of the Rehabilitation Act of 1973 which stipulates that the University will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodations; please see me or

- Director of Accessibility Services, Sara Sharpe Krenke
- (414) 930-3173
- sharpes@mtmary.edu
- Student Success Center located in the 1st floor of Haggerty Library (HL), room 124.

If you require any particular accommodations, please meet with me by **as soon as possible** so we can work together to make optimal arrangements. All information will be held in the strictest of confidence.

BASIC NEEDS STATEMENT

Doing philosophy is challenging, and can be especially challenging if we have difficulty meeting basic needs, too. Any student who faces challenges securing their food, transportation, or housing and believes this may affect their performance in the course is urged to contact Sarah Olejniczak, Dean of Student Affairs for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that she may possess.

ASSIGNMENTS AND ASSESSMENT

In addition to formal assignments listed below, there are a few other requirements:

- ***Come to every class.***
 - Attendance is mandatory.
- ***Come to class on time.***
 - Since we are covering a lot of territory, both philosophically and physically, every day, we need to keep to a fairly strict schedule. There will be flexibility when we get to our location or after class, but showing up to any planned meetings on time and ready to go is imperative.
- ***Come prepared.***
 - Before class, read the text carefully and make note of any questions or ideas. Have your textbook, notes, and something to write with ready at the start of class. I will do my best to help you understand the material, but you must make a good faith effort to do the work.
- ***Be respectful.***
 - Being respectful means listening attentively and making a good effort to engage with your classmates and me. Please wait for opportunities for group work instead of having side conversations. There is no excuse for rude, disruptive, aggressive, or dismissive behavior toward your classmates or me even if you have a differing opinion.
- ***Strive for open communication.***
 - We have a joint responsibility to make the class the best it can be. If you're having difficulties or have other concerns or recommendations, please come to my office hours or make an appointment with me as soon as possible. If something is working well, let me know that, too!
- ***Practice intellectual virtues***
 - Epistemic humility: Question your own certainty in ways that enable you to revise your views, even regarding convictions central to your worldview
 - Intellectual curiosity: See out diverse experiences and perspectives to test, complicate, and enrich existing knowledge.
 - Make an effort to hear and respect others' testimonies, try to inhabit their perspectives, and consider multiple perspectives at once
- ***Practice self-care***
 - Some of the themes we will cover this term will be challenging, including issues of race, gender, sexuality, ability, class, national origin, colonialism, or violence. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be mindful of the ways that our identities position us in the classroom. Also, this is an intense class! Be sure to get plenty of sleep and give yourself time to process what you're experiencing.

1. Discussion	35%
2. Class Facilitator	15%
3. Quizzes	25%
4. Daily Reflections	20%

1. IN-CLASS PERFORMANCE

This course will be conducted more as a seminar, so participation from everyone is imperative. When you contribute to discussion, other students' learning is enhanced. I expect students to come to class having completed the assigned readings and with the texts in hand.

A – I am present and on time for every class and take a leadership role in discussion relating my comments to the readings. I am also involved in the discussion as a respectful listener.

B – I am prepared and present for each class, willingly contribute to discussions, but prefer to am reluctant to take on a leadership role.

C – I am keeping up with this course and doing college level work, but my participation is occasional rather than consistent. Basically, I am following what this class is all about.

D – I am finding it very difficult to contribute to this course, I hardly ever speak, my mind wanders, and I am having a difficult time with the topics.

2. CLASS FACILITATOR

Because this course will follow more of a seminar format, each student will be responsible for facilitating the class discussion for one day each week, so ultimately each student will facilitate three times. It's great to hear explanations and questions from one another. It is better to facilitate a detailed, close discussion of one element of the text rather than trying to summarize the entirety of the reading.

The facilitator will:

1. introduce the day's reading,
2. explain key philosophical concepts and ideas of the thinker or text assigned,
3. refer directly to quotations and passages in the text, and
4. raise at least three questions for class discussion. These questions can be to clarify, challenge, assess significance, etc., of the reading.

A schedule will be determined in class.

3. QUIZZES

There will be a five minute quiz at the beginning of each class. If you have read the text, the answers should be fairly obvious. Quizzes will be open book / notes.

4. REFLECTION

A handwritten reflection (minimum 1 page) on the experience gained at the site we visited. You will be given a few questions to guide your reflections but you need not respond to

these specific questions. The reflection should connect your experience with the course material and should indicate a thoughtful analysis rather than summary of events.

GRADING STANDARDS

- A, Excelling: The work primarily demonstrates especially skillful and in-depth understanding, analysis, synthesis, and insight
- B-A/B, Achieving: The work primarily demonstrates competent understanding, analysis, synthesis, and insight with some depth
- C-B/C, Improving: The work primarily demonstrates basic understanding, analysis, synthesis, and insight, but requires further development
- D. Developing: The work primarily demonstrates incomplete or inaccurate understanding, analysis, synthesis, and insight;

COMMUNICATION

We will be seeing each other face-to-face for most days, so that is likely the best way to communicate. I will also be checking my email and text or WhatsApp regularly in case anything happens outside of that time. If you'd like to schedule a time for us to meet one on one, that can also be arranged.

ELECTRONICS POLICY

Electronic devices in and of themselves are neutral. What matters is how they are used. Our challenge is to determine how best to use technology in developing our philosophical community. I expect you'll want to take pictures, look up information, and refer to course material. During our class discussions, please keep all electronic use to class related concerns.

ACADEMIC INTEGRITY

Mount Mary is an academic community dedicated to the intellectual and social and ethical development of each of its members. As members of this community we all are responsible for maintaining an atmosphere of mutual respect and honesty.

Standards for academic integrity provide a structure for the creation of an academic environment consistent with the values of the School Sisters of Notre Dame and the mission. In keeping with these goals, all students are expected to strive for integrity, in academic and non-academic pursuits. Acts that involve any attempt to deceive, to present another's ideas as one's own, or to enhance one's grade through dishonest means violate the integrity of both the student and University.

Academic dishonesty in any form has a negative impact on the essential principles of the Mount Mary Community. Therefore, such acts are treated as a serious breach of trust.

A faculty member has the right and authority to deal with academic dishonesty in his or her classroom; however, a student who commits multiple violations against academic

integrity shall be subject to administrative disciplinary action as described in the Academic Honesty and Integrity Policy and Procedures.

Copies of the full Academic Honesty and Integrity Policy and Procedures are included in the Mount Mary Student Handbook, the Undergraduate Bulletin and online at mtmary.edu/handbook.htm and my.mtmary.edu

COURSE CALENDAR

1. Saturday, December 28
 - a. Reading: Jim Conlon, "Cities and the Place of Philosophy"
 - b. Site: Neighborhood Walk & Orientation
2. Monday, December 30
 - a. Reading: Jonathan Lear "Inside and Outside the City" Jacques Ranciere, "The Order of the City"
 - b. Site: Forum, Colosseum, Arch of Titus & Largo Argentina
3. Tuesday, December 31
 - a. Reading: Miguel de Certeau, "Walking in the City," Walter Benjamin, "Arcades Project"
 - b. Site: Nuovo Mercato; S. Maria Maggiore, S. Pietro in Vincoli
4. Wednesday, January 1
 - a. Reading: Augustine, selection from *The City of God*, Adrianna Cavarero, selection from *Horrorism*,
 - b. Site: World Peace March & Papal Address: St. Peter's Square
5. Thursday, January 2
 - a. Reading: Jean-Luc Nancy, "Divine Places," bell hooks, "Homeplace: A Site of Resistance"
 - b. Site: Pantheon, Trevi Fountain, Campo di Fiori & McDonald's
6. Friday, January 3
 - a. Reading: Nick Riggles, "Street Art: The Transfiguration of the Commonplaces," Susan Bickford, "Constructing Inequality: City Spaces the Architecture of Citizenship"
 - b. Site: Muro Museum Street Art Walking Tour
7. Monday, January 6
 - a. Reading: Place of Poetic Truth: Keats, "2 Poems" / "Negative Capability," & Shelley, "Adonais (Selections)" / "A Defense of Poetry"
 - b. Site: Keats-Shelley House, Spanish Steps, Antico Caffè Greco
8. Tuesday, January 7
 - a. Reading: Jonathan Lear, "After This, Nothing Happened," Primo Levi, selection from *The Drowned and the Saved*
 - b. Site: Appian Way, Catacomb, Fosse Ardeantine
9. Wednesday, January 8
 - a. Reading: Mircea Eliade "Sacred Space and Making the World Sacred"
 - b. Site: Papal Audience: St. Peter's Square

10. Thursday, January 9
 - a. Reading: Gotthold Lessing, "Laocöon" Anna Ioanes , "Disgust in Silhouette: Toni Morrison, Kara Walker, and the Aesthetics of Violence"
 - b. Vatican Museum, Sistine Chapel, SCAVI Tour

11. Friday, January 10
 - a. Reading: Gary Shapiro, "territory landscape and garden" Günter Figal, "Space"
Site: Villa Borghese

12. Monday, January 13
 - a. Reading: Kirsten Jacobson, "The Living Arena of Existential Health"
 - b. Site: Tiber Island

13. Tuesday, January 14
 - a. Reading: Donatella di Cesare, "Exile," Edward Casey "Walls"
 - b. Site: Ostia Antica—The Ancient Port of Rome

14. Friday, January 15
 - a. Italian Futurism Manifesto, Arthur Danto, "The Artworld"
 - b. MAXXI—National Museum of the 21st Century Arts