

Additional Sample Assignments

a. Filming the Papal *Possesso* in Rome

As part of our on-site experience of the art and architecture of Rome, students will create their own short videos of an important processional route during the Middle Ages and Renaissance: the path followed by a newly elected pope, known as the papal *possesso*.

Groups of two students will consider ways to recreate their experience of that processional route using the new technology offered by a 360 degree camera and apps on their phones. Instruction on the use of the 360 camera and the process of uploading finished videos will be provided on Brightspace and will be found in a folder accompanying the camera. There will be one camera that will be shared among all student groups; students should coordinate amongst themselves who will have the camera on a given day and should ensure that the camera battery is fully charged and all videos have been taken off the camera prior to giving the camera to a new group. If multiple groups find themselves in the center at the same time, they may wish to take care of filming all at once, dividing up their videos once they return to the Residence. It is recommended that groups film many “takes” while they are on site to ensure that they will have video that is useable.

In addition to using the 360 camera, student groups may also decide to capture 360 still images and/or video using apps on their phone (this is optional – but I would love to see any additional still images/video you may create of sites that we visit or the *possesso* route – you can download them in your group folder on Box). Student groups should not film while the professors are lecturing or we are walking to new sites; filming should be done after class is over or during a break in the class.

Each group will be provided with a mapped section of the route for which they will be responsible (this is found in the black folder in the camera bag; I have also uploaded a PDF of all the groups' routes on Brightspace). Students will have both a print out of the Google maps section of the route and that same section marked out on an eighteenth-century map by Giambattista Nolli. The Nolli map is considered to be a very accurate rendering of Rome for its time; an overview of this map can be explored at <http://nolli.uoregon.edu/> (go to the middle of the page and launch the interactive map engine; once at the map, click on the Pathways box and the 1748 Nolli map; you can zoom in for greater detail). Prior to filming, students should download the 360fly app on a cell phone that will be used during the video capture and the 360fly Director software to your laptop (at <https://www.360fly.com/Director>). Detailed instructions on how to link your phone to the 360fly camera, the process for taking videos, and saving/downloading videos is found in the folder accompanying the camera and has been posted on Brightspace. The videos should capture the entire section of the route assigned. If you have the ability to create additional 360 degree photographs on your phone, please upload those to Box in your group folder.

Background on the papal *possesso*:

The ceremony of the papal *possesso*, the coronation procession in Rome that followed the election of a new pope, was a very important celebration that used decoration, spatial choices, movement, and ritual to underscore the power of the papacy and, at times, to present a particular political message. First recorded in the Middle Ages, the *possesso* procession crossed the city of Rome from the church of St. Peter in the Vatican to the church of San Giovanni in the Lateran; in this way, the papal celebration ritually connected the two

basilicas as it passed over important streets: the Via Papale, the Via Sacra, and the Via Maggiore. Through this ceremony, the newly elected pope not only took charge of the Church but also symbolically expressed his power in the context of Rome. Although the *possesso* followed a particular route, some popes deviated from that path to reinforce alliances or favor particular families by passing by their palaces. Although ephemeral in nature, the papal *possesso* could also leave a permanent impression on the urban fabric of the city; following the momentary ritual experience, signs such as coats of arms and familial emblems could remain as a permanent reminder of papal authority or the power of particular factions within the city.

Objectives of this assignment:

Students will become aware of the urban fabric of Rome as well as the important role that processional routes played during the Middle Ages and Renaissance. As they create the videos, students should observe the space along the route: Are there inscriptions on buildings that might have associated those structures with particular families? Are there coats of arms displayed? What is the physical nature of the route (is the road narrow or wide; does it turn or is it straight)? Students should consider how the memory of the papal coronation procession was embedded into the city streets over which it passed and how that memory can still be visible today.

The videos created by the groups will be used to recreate virtually the experience of the processional route. Following the Rome program, we hope to use the videos compiled in the class to create a map on which the videos will be embedded. If you have questions about this assignment or what to include in the filming, please speak ask us.

DUE DATE: These videos should be fully uploaded on YouTube, saved on Box, and saved on the flashdrive by the time of our final dinner in Rome on Friday, May 24. Details on how to save and upload the videos will be provided on Brightspace and in the folder that will accompany the camera. Additional still images or videos taken with phone apps should be saved on Box and/or uploaded on YouTube as appropriate for the image/video format.

GRADING: This project will be worth 4% of the overall course grade. Each member of the group will receive the same grade.

Groups:

Group 1 – stage 1 of *possesso* route

Group 2 – stage 2 of *possesso* route

Group 3 – stage 3 of *possesso* route

Group 4 – stage 4 of *possesso* route

Group 5 – stage 5 of *possesso* route

Group 6 – stage 6 of *possesso* route

Group 7 – stage 7 of *possesso* route

* Group 7 will need to do their filming on Wednesday, May 15, immediately after class finishes in the Forum (this is a ticketed entrance, so this will be the only time you can do the filming). Make sure that you bring the camera with you to class in the morning.

Group 8 – stage 8 of *possesso* route – Mitsi Williams and Katerina Harrop

* You may wish to pair up with Group 7, since your filming is close to that done by Group 7.

b. Extra Credit Assignment: Scala Santa Graffiti

Students will have the possibility to receive extra credit towards one of their quiz grades by examining, transcribing, and attempting to look up the names of pilgrims to the Scala Santa who left their mark in graffiti inscribed on the wall surfaces. For extra credit, you will be able to improve a quiz grade by up to 50% (that is, if you get a 30% on a quiz, you will instead receive 80%; if you instead receive a 70% on one quiz and an 80% on another, both of those quizzes would total 100%). The extra credit assignment must be turned in via email directly to the professors by Tuesday, May 14 by 2:30 p.m.

The extra credit assignment will consist of three parts: photographing the graffiti inscriptions; transcribing and interpreting the text/years of at least five individuals; and looking up those names/dates to determine any information possible regarding their identities. A photograph of this sheet, photos of the inscriptions, as well as any information that you have found on the named individuals (as a separate word doc) should be emailed as attachments. You are welcome to ask the professors for assistance on deciphering your inscriptions.

Inscription 1

Inscription – Transcribe the text (write the text here exactly as you see it)

Interpretation of Inscription 1 – what do you think that text says? If you think the name may be abbreviated, indicate possibilities here.

Historical references to the named individual – Using Google searches, ChatGPT or other search engines, see if you can find historic references to this pilgrim. Put this information in a separate Word doc.

Inscription 2

Inscription – Transcribe the text (write the text here exactly as you see it)

Interpretation of Inscription 1 – what do you think that text says? If you think the name may be abbreviated, indicate possibilities here.

Historical references to the named individual – put this information in a separate Word doc.

Inscription 3

Inscription – Transcribe the text (write the text here exactly as you see it)

Interpretation of Inscription 1 – what do you think that text says? If you think the name may be abbreviated, indicate possibilities here.

Historical references to the named individual – put this information in a separate Word doc.

Inscription 4

Inscription – Transcribe the text (write the text here exactly as you see it)

Interpretation of Inscription 1 – what do you think that text says? If you think the name may be abbreviated, indicate possibilities here.

Historical references to the named individual – put this information in a separate Word doc.

Inscription 5

Inscription – Transcribe the text (write the text here exactly as you see it)

Interpretation of Inscription 1 – what do you think that text says? If you think the name may be abbreviated, indicate possibilities here.

Historical references to the named individual – put this information in a separate Word doc.