

In the Footsteps of
The Grand Tour
2019 Edition

Humanities 180 & Humanities 198

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As interdisciplinary paired courses, Humanities 180 and 198 will introduce you to the Grand Tour—a voyage through France and Italy undertaken by young Englishmen (and, eventually, women) of the seventeenth and eighteenth centuries. The Grand Tour was designed to broaden the horizons of elite British youth by introducing them to continental languages and diplomacy, art and architecture, nature, culture and geography—it was, in short, the culmination of an aristocratic education. We start in London and following in the footsteps of the young men and women of a bygone era will make stops in Paris, Mont Blanc, Rome, Pompeii and Naples. At each stage of our journey, we will retrace the literary, cultural and artistic itinerary of the young people who took the Grand Tour centuries ago to learn more about the wide, wild world and their own privileged place within it.

The two courses (Humanities 180 and 198) which make up the Grand Tour program are fully integrated, which means that the work you do for one course complements and enhances your performance in the other. Humanities 180, for which you earn a letter grade, requires your good faith participation in all class meetings, activities and field trips (35%), your day-to-day performance on workshop activities and assignments (including in-class writing), and midterm exam and surprise quizzes (35%), and a final exam (30%).

Humanities 198 (graded pass/no pass) involves your maintaining a travel journal, in which you record your impressions and experiences acquired in each of the locales we visit and through our class discussions, field trips, and course work. Our readings will include selections from the travel diaries of Grand Tourists of the past, articles by scholars who have studied the Grand Tour phenomenon over the last four centuries, assorted texts designed to enhance your own Grand Tour experience and a few surprises as well. Both courses (180 and 198) require faithful attendance, punctuality and good faith participation in all field trips, class meetings and activities.

REQUIRED TEXTS & CLASS READER

The Grand Tour 2019 • *Humanities 180 & 198* course reader

2019-edition Lonely Planet guide books for London, Paris and Rome

William Shakespeare, *Twelfth Night* (The New Folger Library Edition)

Assigned Readings for Each Port of Call

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| LONDON <ul style="list-style-type: none">• Shakespeare, play to be determined• Course reader: all London readings• assigned excerpts from <i>London 2019</i> guide book | MONT BLANC, LES HOUCHES, CHAMONIX <ul style="list-style-type: none">• Course reader: all Alpine readings |
| PARIS, VERSAILLES <ul style="list-style-type: none">• Course reader: all Paris readings• assigned excerpts from <i>Paris 2019</i> guide book | ROME, NAPLES, POMPEII <ul style="list-style-type: none">• Course reader: all readings for Rome, Naples and Pompeii• assigned excerpts from <i>Rome 2019</i> guide book |

See your Grand Tour Syllabus (distributed via e-mail in May 2019) for a detailed day-by-day account of required readings and due dates.

Some Basic Ground Rules

The Grand Tour program involves coordinating the movements, activities, accommodations and instruction of a large group of students as they move through four different international locales at the height of the European tourist season. Such an ambitious project cannot succeed unless program participants conduct themselves in the spirit of maturity, responsibility, cooperation and resourcefulness. You'll also have occasion to test and develop your independent problem-solving skills.

To ensure that the Grand Tour program proves a rewarding and memorable experience for us all, you should familiarize yourself with the following ground rules.

1. You are responsible for having read **carefully** your *Summer Abroad Student Handbook* your *Program-Specific Guide* and your Grand Tour course materials and for abiding by the rules and guidelines provided.
2. Our Grand Tour program includes a mandatory workshop component. During our first class meetings, participants will join together to form small workshop teams of four students each. As the program unfolds, these teams will assume responsibility for learning activities both in and out of class. We expect workshop partners to provide a kind of support group and safety net for one another as we face the challenges of living and learning in (as well as frequently moving through) a series of international venues.
3. We consider faithful attendance and punctuality for all our class meetings, field trips and activities as fundamental signs of your good faith participation in the Grand Tour program. Furthermore, *all* class meetings and field trips include some sort of workshop activity for which you and your partners earn grade credit; if you're not there to participate as scheduled, we record your grade as an F, and (given the logistical constraints of the program) these activities cannot be subsequently made up. Obviously, we cannot require your workshop partners to repeat a class meeting, field trip or activity because you failed to show up for the scheduled one. So take note now: missing class meetings or field trips will lower your grade for Humanities 180 and 198.
4. Despite the challenges and inevitable distractions and temptations of traveling through Western Europe, you remain responsible for keeping up with your assignments and for completing assigned work on time. Late submissions may not be accepted, and, even if accepted, will incur a late penalty. Missed quizzes, exams and workshops tasks cannot be made up. Moreover, if you lose your Humanities 198 travel journal, you will not pass 198, so we suggest that you photocopy your work every few days and store those copies in a safe place.
5. If you encounter problems, academic or otherwise, talk to your instructors as soon as possible. Do not wait until small problems evolve into major ones.

By observing the above ground rules of the Grand Tour program, you will help ensure that you and all of our program participants enjoy a safe, educational and richly fulfilling cultural and academic experience.

Welcome aboard, and fasten your seatbelts.

In the Footsteps of The Grand Tour

Student Learning Outcomes

The Summer Abroad program *In the Footsteps of The Grand Tour* (Humanities 180 & 198) fulfills General Education criteria for Arts and Humanities and introduces travelers to the experiential and intellectual traditions of the Grand Tour in its classic (let's say, late 16th- through early 19th-century) form. The program invites students to reflect on the Grand Tour's significance for cultural developments both positive and negative, and the historical processes that shaped the Tour and those who participated in it. The 2019 iteration of the program will challenge you to communicate frequently about the written texts, visual and dramatic art, and architecture which attracted the original Grand Tourists, but we also consider the contemporary popular culture and physical environments (both urban and Alpine) of the locales we visit. We will ask you to synthesize information your readings, class discussions and field trips and to integrate that sometimes unwieldy mass of data into the network of your own unmediated sensory experience. Like many Grand Tourists of centuries past, you will reflect on and chronicle the day-to-day experiences, unexpected pleasures and inevitable frustrations of traveling across unfamiliar national, linguistic, cultural and political boundaries.

As a genuinely interdisciplinary upper-division course, *The Grand Tour* program provides you with a variety of tools from different disciplines and encourages you to practice using these tools as you send your way through four or five very different European environments. Like all Study Abroad programs, this course aspires to leverage structured travel as a means to address learning goals in a variety of spheres:

ACADEMIC:

Be able to answer the typical journalist's questions about the original Grand Tour: Who did it? What did they do? Where did they come from, and where did they go? When did they travel? Why did they travel (both the ostensible reasons and in actuality)? How did they travel? And perhaps most importantly, how did their travel affect their lives and worldviews, if at all?

Use frequent writing, reading, and discussion opportunities to become a more informed, active and engaged student who can reflect on past travelers' experiences to illuminate their own and those of their contemporaries.

CROSS-CULTURAL:

Appreciate that there are differences between cultures, and cultivate a critically informed open-mindedness concerning these differences, moving beyond the naive "X is better than Y" paradigm in order to realize how the experience of other approaches to urban planning, transit systems, eating habits, and social mores, for example, can expand one's awareness of cultural diversity.

Demonstrate critical thinking skills in the areas of textual and cultural analysis and intercultural understanding, including historical and contemporary travelers' perceptions of host countries as well as and host countries' perception of the travelers and their countries of origin.

IDENTITY:

Re-examine one's own goals and priorities as part of the process of becoming more culturally and historically self-aware members of an ever-expanding universal community.

Understand and appreciate differences in perceptions and practices, including gender roles and expectations, personal space and social etiquette, religious beliefs, and environmental or governmental policies.

Grow in maturity, self-reliance and self-awareness, taking responsibility for being a good citizen of our learning community and traveling group, as well as helping others acclimate to the challenges of navigating in new and unfamiliar environments.