



## SYLLABUS

**TITLE: Exploring the Dolomites**

**Instructor: Massimo Lollini**

**Language of Instruction: English**

**UO Credits: 6 credits**

**Contact Hours\*: 40+80**

**Total Hours of Student Engagement (THSE) in all course activities\*: 120**

**Level: 300**

**Site: Dolomites; Country: Italy**

## **COURSE DESCRIPTION**

This unique travel study-field seminar features a wide-ranging exploration of the Dolomites, recently designated as World Heritage Site by UNESCO for the distinctive variety of their morphology, geology, and landscape. These spectacular and monumental mountains retain traces of extraordinary interest for disciplines such as Geology, Paleogeography, Geomorphology, and Paleontology. As the theater of some of the fiercest battles of WWI, they preserve a vivid and painful memory of the Great War that changed world history forever and altered the borders of many countries, including Italy and Austria. Students will enjoy conscious hiking, environmental and historical education, and documenting the experience through digital storytelling. This unique interdisciplinary deep-travel course combines on-campus pre-departure lectures and a 14-day journey through the Dolomite Mountains. During the 2-week journey, we will explore the astonishing natural history and geological wonders of the Dolomites and the traces of human history in these sublime mountains. Hiking in geological and botanical trails and through tunnels created during WWI, we will learn to read the traces of deep-time and historical time in the magnificent natural landscape characterized by the contrast between the gentle curves of flowery meadows with the extraordinarily varied sculptural shapes of bare, pale-colored towering peaks. Students can choose to focus on one of the following areas of study utilizing different critical and disciplinary approaches: 1) Landscape, History, and Literature; 2) Geology, Ecology, and Photography.

## **COURSE OBJECTIVES**

The major learning objectives of the program are:

1. To promote a critical and comprehensive understanding of the human relationships to personal and collective history, to nature and the cosmos.
2. To develop an ethical sense of belonging and ecological citizenship based on environmental awareness and sustainability.
3. To appreciate the value of each disciplinary approach to the study of the Dolomites, from geology and ecology to folklore and mysticism, from history and literature to geography and philosophy.
4. To recognize and appreciate the linguistic and cultural diversity of the Dolomites territory and regions.
5. To respect the core of values that are common to the cultures of the mountains worldwide.

Student Outcomes.

Students who successfully complete this course will:

1. critically appreciate the Dolomites landscape as a “text” constructed in deep time (Earth sciences) and historical time (Humanities);
2. understand the formation of the Dolomites from a geological point of view and the importance of the fossils of the Dolomites for the history of the Earth;
3. appreciate the lessons we can learn from the great Permian extinction documented by fossils in the Dolomites to understand the problems posed by the Anthropocene;
4. realize the importance of WW1 for World history and the impact it had on the Dolomites landscape and the Italian regions of which they are part;
5. comprehend the value of literary testimonies and folktales to understanding the formation of a sense of place in the Dolomites.

## **INSTRUCTIONAL METHODOLOGY**

[The course includes seven pre-departure- meetings to introduce all the topics and materials of study. These meetings include lectures by specialists in the geology of the Dolomites and the history of World War I in the area we will visit. Students complete the required reading and viewing of films during the summer before departure. During the two-week trip in Italy, students will be engaged in experiential learning activities, including visits of earth science museums, World War I open-air museums, and livestock farms. Highlights include:

1. A hike in the Bletterbach Gorge, undertaking a journey through millions of years in geological time and hunting for animal and plant fossils.
2. A hike in the Geological Trail Dòs Capel, to explore the area that once was a tropical sea; this is a journey through time up to 250 million years ago, between volcanic rocks, fossils, vertical walls, and a geological landscape with lunar tracts.
3. A hike in the Lagazuoi tunnels, a complex of 11 tunnels excavated during World War I in an area that was on the Austrian-Italian border. ]

## **COURSE OUTLINE AND METHOD OF EVALUATION (GRADING)**

All required readings and videos are linked to the field experiences students will have in the Dolomites and serve as preparation for experiential learning. The evaluation is based on the following criteria:

- Conscious and respectful participation in all meetings and activities: (25%)
- One journal entry of about 200/400 words for each Pre-departure meeting and each day of the Field seminar: (20%)
- One Geo-Assignments: A description of and commentary on the stones, rocks, and fossils collected during the visit in the Bletterbach Gorge (10%)
- Three digital storytelling projects: narrated photos or videos of selected places visited to be posted on the Course Blog (20%)
- The final project: 1) A commented photo essay with reflections on all the experiences undertaken in the field seminar (10 pages of text + pictures); 2) A video project based on the photos and shooting taken during the journey, inclusive of all the major sites visited. The video should be of around 5 minutes) + 4 pages of introduction; 3) A 12 pages research paper on any subject related to the field seminar. (25%)

## COURSE READINGS AND MOVIES

This is a general list of the most common readings in the course. The list is adapted each year to the group of students who are registered for the course and thus undergoes changes. Some readings may be eliminated and/or added.

Bosellini, A., P. Gianolla, and M. Stefani. "Geology of the Dolomites." *Episodes* 26.3 (2003): 181-85. Web.

Christopher Clark. *The Sleepwalkers: How Europe Went to War in 1914*. New York: Harper, 2013.

Dogliani, Carlo. "Tectonics of the Dolomites (southern Alps, Northern Italy)." *Journal of Structural Geology* 9.2 (1987): 181-93. Web.

Grohmann, Paul. *La Scoperta Delle Dolomiti*. Belluno: Nuovi Sentieri, 1982. This is the Italian translation of *Wanderungen in Den Dolomiten*.

Hesse Hermann. *Wandering; Notes and Sketches*. New York: Farrar Straus & Giroux 1972.

Kipling Rudyard. *The War in the Mountains*. London: Uniform Press, 2015.

Lussu Emilio and Gregory Conti. *A Soldier on the Southern Front: The Classic Italian Memoir of World War I*. New York: Rizzoli Ex Libris 2014.

Marchetti M., Ghinoi A., Soldati M. (2017) "The Dolomite Landscape of the Alta Badia (Northeastern Alps): A Remarkable Record of Geological and Geomorphological History." In: Soldati M., Marchetti M. (eds) *Landscapes and Landforms of Italy. World*

*Geomorphological Landscapes*. Springer, Cham, Switzerland, 2017

McKenzie, Judith and Crisogono Vasconcelos. “Dolomite Mountains and the Origin of the Dolomite Rock of Which They Mainly Consist: Historical Developments and New Perspectives.” *Sedimentology* 56.1 (2009): 205–219. Web

Nomination of the Dolomites for inscription on the World Natural Heritage List Unesco. Annexes 2-8.

Pignatti Erika and Sandro Pignatti. *Plant Life of the Dolomites: Atlas of Flora*. Springer: Berlin, 2016.

Root Irving, *Battles in the Alps: a history of the Italian Front of the first World War*. Baltimore: PublishAmerica, 2008.

Trenker, Luis. *Berge in Flammen* (Mountains on Fire) a classic 1931 movie on WWI in the Dolomites.

### **Academic Misconduct**

[The University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before attempting an act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism).

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [Help for Victims and Survivors](#). To get help by phone, a student can also call either the UO’s 24-hour confidential hotline at 541-346-7233 [SAFE], or the non-confidential Title IX Coordinator at 541-346-2204. From the SAFE website, students may also connect to [Callisto](#), a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [How to Get Support](#). You can contact [Investigations and Civil Rights Compliance](#) through this link and at 541-346-3123, or the [Dean of Students Office](#) at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship

violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [Employee Reporting Responsibilities](#).

### ***Mandatory Reporting of Child Abuse***

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).