



SYLLABUS

Rev. 5
19.05.15
Direzione Accademica

PALAZZI FLORENCE ASSOCIATION FOR INTERNATIONAL EDUCATION FLORENCE UNIVERSITY OF THE ARTS SAS - SCHOOL OF ARTS AND SCIENCES

SCHOOL OF LIFE STUDIES AND HUMAN SERVICES

DEPARTMENT OF SOCIOLOGY

DEPARTMENT OF ANTHROPOLOGY

DEPARTMENT OF ART HISTORY

DEPARTMENT OF ITALIAN CULTURAL STUDIES

DEPARTMENT OF FIELD LEARNING

COURSE TITLE: CULTURAL INTRODUCTION TO ITALY

COURSE CODE: LSSOCI207; GSANCI207; LAAHCI207; ISISCI207; PSFLCI207

6 Semester Credits

1. DESCRIPTION

One week of on-site field learning in different locations before semester/summer sessions: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). Upon completion of the field learning week, the course continues as a regular academic session in Florence.

The study of Italian culture helps the student to acquire a deep awareness of both cultural unity and regional diversity. This one-week intensive course is intended to provide students with an in-depth introduction to Italian culture and to broaden one's awareness and understanding of the role of cultural heritage in customs and lifestyles. Lectures will provide students with an organized, focused, and academic understanding of Italian history, art, architecture, food, religion, and culture. The course provides additional enrichment through basic notions of Italian language and terminology along with assigned readings and a final paper. On-site teaching is a significant part of this course and aims to provide the student with an incomparable experience of studying important sites of artistic, architectural, and social relevance in present-day Italy. Students are encouraged to observe the sites through active participation and to discuss their observations using specific and analytic social assessment skills.

This class includes field learning hours.

Field learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting and may include field activities, field research, and service learning projects. The field learning experience is cultural because it is intended to be wide-reaching, field-related content is not limited to the course subject but seeks to supplement and enrich academic topics. Students will have the opportunity to integrate theory and practice while experiencing Italian culture, art, and community within the Italian territory.

Faculty will lead students in experiencing Italian culture through guided projects and field experiences as planned for the course. Field learning will be developed through classroom preparation, follow up projects, and guided learning outcomes.

Field learning will provide students with the opportunity to develop skills and appreciate the multifold components of Italian Culture through direct experience.

Field education will advance student learning as a relationship-centered process.

2. OBJECTIVES

The aim of the course is to teach students how to become active visitors and not passive tourists, while understanding a culture beyond its stereotypes. This goal is accomplished mainly through formal lectures, on-site lectures, independent study, group work and experiential learning. The students should acquire a global understanding of history, traditions and contemporary issues of Italian culture and of the visited areas in particular. Upon successful completion of the course the students should:

- Analyze and describe how culture creates meaning for its members and how values are interpreted by visitors.
- Conduct a critical analysis of Italian culture and identify its key issues, themes, styles, and forms.
- Analyze Italian culture through its historical development and in the context of a globalized world.
- Experience that there are many “Italies” and understand the historical and geographical reasons for the cultural diversity of the Italian regions.
- Compare the diversity of cultural patterns and lifestyles in different contexts throughout discussions and experiential learning.
- Describe how cultures are different according to the historical heritage of each region or area.
- Recognize how both verbal and non-verbal behavior is affected by history, geography and culture.
- Discover the relation between landscape, art and architecture in different contexts in Tuscany and Italy.
- Outline the cultural development of Tuscany and Italy including the development of tourism during the last century.
- Identify the fundamental features of Tuscan economy (i.e. wine and oil production, fishing industry, tourism, outdoor markets).
- Describe the geography of Italy and of Central Italy in particular.
- Examine and reflect on ways in which student's point of view has changed through interaction in a multicultural environment and re-evaluate the components of personal worldview.
- Analyze and describe Italian Contemporary culture in relation to social and cultural trends, identity and citizenship, tradition and evolution of social norms and customs.
- Identify basic introductory phrases and vocabulary in Italian pertaining directly to the experience tied to lectures, sites visited, group meals, transfers, and free time.
- Be able to engage in simple conversations and understand the meaning of key words of the Italian Culture.

3. REQUIREMENTS

Students must have purchased and be in possession of the textbook (see section 5) prior to the start of the course.

Mandatory Pre-Departure Readings: Students are to complete the following pre-departure readings and be prepared for a written assessment on the first day of the course:

BOOK

Severgnini, Beppe, *La Bella Figura: A Field Guide to the Italian Mind* (Random House USA Inc, 2007). Also available as e-book.

The same book has recently been published under the title *An Italian in Italy*. Any of the two editions can be used.

Students have to read this book and be familiar with the traveling experience, the Italian social and cultural dynamics, and to understand the foundations of the course content. Upon arrival students will complete a graded in-class assessment regarding the book content.

INTERNET

Upon arrival students will complete a graded in-class assessment regarding the site content.

Art/Architecture (Roman Sites, Environmental Art, Villas and Gardens, Local and international artists)

http://penelope.uchicago.edu/~grout/encyclopaedia_romana/romanforum/romanforum.html

http://www.bergerfoundation.ch/Jardin/bagnaia-intro_english.html

Lifestyle (Daily Life, Dress, Shopping, Hotels, Restaurants, Entertainment)

<http://www.lifeinitaly.com/fashion/dress-as-an-italian.asp>

<http://www.turismoroma.it/?lang=en>

<http://www.regioneumbria.eu/en/web/umbria/homepage>

<http://www.firenzeturismo.it/en/>

Prior to attending the course students should also be familiar with the following information:

What to pack: Students are strongly advised to pack lightly, as the course requires frequent travel and hotel changes. If students intend to continue their travels after course completion, it is advisable to prepare two pieces of luggage, a smaller and lighter bag with the necessary items for the course duration, and another for the time afterward.

Where: the course will take the students from Rome, the capital of Italy, to Versilia, in the north of Tuscany, traveling through the hills and along the coast. Each day students conduct field activities in towns and villas in Northern Lazio, as well as visit archaeological sites and wine areas on the coast of Tuscany or Umbria.

When:

Summers in Central and Northern Italy are generally hot, temperatures can rise up to 100 degrees for days in a row. This area of Italy can also be particularly humid and afternoon thunderstorms are not uncommon.

The following items will be indispensable for your time in Italy:

- a light jacket and a sweater for the evening in the hilly areas
- a light rain jacket
- mosquito spray or stick
- bathing suit and towel
- sunblock
- comfortable covered walking shoes

Winter weather in Italy ranges from relatively mild along the coasts and the southern mainland to very cold and snowy inland, especially in the northern mountains. Cities like Florence and the hill towns of Tuscany and Umbria can get some snow in winter. For most of Italy, the highest rainfall occurs during November and December so winter may not be as rainy as fall. Although you will probably encounter some rain or snow there may also be crisp, clear days.

Indispensable items for the winter season:

- warm clothes

- a waterproof jacket
- an umbrella
- good waterproof shoes/boots for walking around in the countryside and in the cities

Students should also keep in mind they will be hosted in a different country and it is advisable to dress accordingly and with respect for the local culture.

Cuisine: Italy is a country of regional cultures, and the different cultures are reflected in a wide variety of cuisines. Be prepared taste completely different dishes within a few miles. Every region, area or city has its own culinary traditions, as a result not only of their geographical location, but also of their history. Students should alert their instructor of any dietary restrictions as soon as possible.

4. METHOD

The cultural development and lifestyle of the regions visited will be analyzed through on-site learning, consisting of lectures and visits during the first week of the course. Daily critique sessions will be held. Students will become familiar with analytic methodology and critical terms in order to participate in class discussions, and effectively sustain views.

Students will be assigned a pre-departure bibliography and web resources. Study of the sources listed is mandatory for course and travel preparation. Upon arrival, students will be required to complete an assessment regarding the materials: analysis of the text will require a written examination of cultural nuances, customs, and history, while the web resources analysis will focus on direct questioning regarding sites, locations and resources with the intent of preparing the student to conduct in-country field research for their final project. The assessment will be graded and the material will be referenced by the instructor during the lecture hours, during on site explanations and bus transfers.

Basic communicative vocabulary and phrases tied to lectures, travel, and sites visited will be introduced and later practiced in context during instructive moments, group meals, and transfers. Students will also be encouraged to practice the use of Italian in moments of free time.

Cultural Recap: At the start of each day students will be provided with a questionnaire addressing daily objectives, specific historical and cultural concepts, vocabulary and language to be acquired and practiced, and locations to investigate during exploratory free time. At the conclusion of the day, the instructor will meet with the students for a brief period (10-20 min) to assess overall progress and comprehension, as well as to address questions. In addition to this group discussion, students will also submit their responses to the instructor as an assignment for review.

During the subsequent lessons in Florence aspects of cultural development and lifestyle of Italy will be analyzed through lectures, on-site learning and visits. Daily critique sessions will be held. Students will become familiar with analytic methodology and critical terms in order to participate in class discussions, and effectively sustain views. Participation and interaction are considered a fundamental part of the teaching. Other teaching tools, such as images, films, cross-connection with other subjects will also play an important role during the course.

So as to provide a clearer understanding, the course instructor will describe the cities and regions visited from the following view points:

Summer and Fall sessions:

1- The Coast a) Fish Markets b) Boats c) Food (local recipes)	2- Art/Architecture a) Roman Sites b) Environmental Art c) Villas and Gardens d) Art Nouveau e) Marble Quarries f) Local and international artists	3- Up on the Hills a) Wine and Winery b) Lifestyle c) Shopping/ Restaurants d) History	4 - Life-Style a) Daily Life b) Balconies c) At the beach/ Beach Clubs d) Shopping/Hotels/ Restaurants e) Bicycling f) Carnival
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Spring Session

1 - Art and Architecture a) Roman Sites b) Orvieto and its Cathedral. c) Historical towns: Orvieto, Perugia and Assisi Sanctuaries, churches, palaces	2 - Countryside and agriculture a) Wine and Wineries. b) morphology of the territory c) sustainable tourism d) 'Agriturismo': a typical Italian way of vacationing e) Typical regional products	3 - Historical hills towns a) Wine and Winery b) Lifestyle c) Shopping/ Restaurants d) Orvieto, Perugia, Assisi.	4 - Life-style a) Daily-life b) Catholicism's influences on Italians c) City-life compared to country-side life d) The importance of food and wine
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5. TEXT BOOK – FURTHER READINGS – RESOURCES

TEXTBOOK REQUIRED DURING THE FIELD LEARNING WEEK

The Pursuit of Italy: A History of a Land, Its Regions, and Their Peoples; David Gilmour

It will be necessary for students to purchase the text prior to the start of the course (see section 3: Requirements).

TEXT BOOK REQUIRED DURING FLORENCE LECTURES

Severgnini, Beppe, *La Bella Figura: A Field Guide to the Italian Mind* (Random House USA Inc, 2007). Also available as an e-book.

FURTHER READINGS

ABOUT ITALY AND ITALIANS

- Brucker, Gene A., *Renaissance Florence*, (University of California Press, 1983).
- Baranski, Zygmunt, *The Cambridge Companion to Modern Italian Culture* (Cambridge University Press, 2001).
- Barzini, Luigi, *The Italians*, (Touchstone 1996).
- Bondanella, Peter, *A History of Italian Cinema* (Continuum, 2009).
- Brand, Peter, *The Cambridge History of Italian Literature* (Cambridge University Press, 1999).
- Calcagno, Anne (ed.), *Italy* (Travelers Tales, 2001).
- Chaney Edward ed., *The Evolution of English Collecting* (Yale University Press, New Haven and London, 2003).
- Clarks, Martin, *Modern Italy* (Longman 1984).

- D'Epiro, Peter – Pinkowish, Mary Desmond, *Sprezzatura, 50 ways Italian Genius shaped the World* (Anchor 2001)
- De Mauro, Tullio, *Linguistic Variety and Linguistic Minorities* ,(Oxford University Press, 1996).
- Duchartre, Pierre Louis - *The Italian Comedy* (Dover Publications, 1966).
- Duggan, Christopher, *A Concise History of Italy* (Cambridge University Press 1994).
- Linda Falcone, *Italians Dance and I'm a Wallflower* (The Florentine Press 2006).
- Field, Carol, *Celebrating Italy* (William Morrow & Co, 1990).
- Field, Carol, *Hill Towns of Italy* (Chronicle Books, 1997).
- Field, Carol, *In Nonna's Kitchen* (Morrow Cookbooks, 1997)
- Forgacs, David & Lumley, Robert, *Italian Cultural Studies: an Introduction* (Oxford University Press, 1996).
- Ginsborg, Paul, *A History of Contemporary Italy*, (Palgrave Macmillan, 2003).
- Ginsborg, Paul, *Italy and Its Discontents: Family, Civil Society, State* (Palgrave-Macmillan, 2006).
- Ginsborg, Paul, Silvio Berlusconi: *Television, Power and Patrimony* (Verso, 2005).
- Goethe, Johann Wolfgang von, *Italian Journey: 1786-1788* (Penguin Classics, 1992).
- Hibbert, Christopher, *The Rise and the Fall of the House of Medici* , (Penguin Books, 1979).
- Holmes John, *The Oxford Illustrated History of Italy* (Oxford University Press, 2001).
- Hofmann, Paul, *That Fine Italian Hand* (Henry Holt, 1990).
- Jones, Tobias, *The Dark Heart of Italy* (Faber and Faber, 2003).
- Kendon, Adam, *Introduction: Andrea de Jorio and his Work on Gesture* , A translation of: De Jorio, Andrea, *La mimica degli antichi investigata nel gestire napoletano, General Expression of the Ancients in the light of Neapolitan Gesturing* , (Bloomington: Indiana University Press, 2000).
- Levi, Carl (ed.), *Italian Regionalism* (Berg 1996).
- Mc Adam, Alta, *The Blue Guide Florence* (Blue Guide; Ninth Edition edition, 2005).
- McCarthy, Mary, *The Stones of Florence* (Mariner Books, 2002).
- Mignone, Mario, *Italy Today : At the Crossroads of the New Millennium* (Peter Lang Publishing, 1998).
- Moe, Nelson, *The View from Vesuvius: Italian Culture and the Southern Question* (University of California Press, 2002).
- Moliterno, Gino, *Encyclopedia of Contemporary Italian Culture* (Routledge, 2003).
- Munari, Bruno, *Speak Italian: The Fine Art of the Gesture* (Chronicle Books, 2005).
- Parks, Tim, *A Season with Verona* (CCV 2001).
- Parks, Tim, *Italian Neighbors* (CCV, 2003).
- Parks, Tim, *Italian Ways: on and off the rails from Milan to Palermo* (Harvill Secker 2013).
- Parks Tim, *An Italian Education* (CCV, 2001).
- Passerini, Luisa, *Gender Relations. Italian Cultural Studies* , Ed. Forgacs and Lumley, (New York: Oxford University Press, 1996), pp.144-157.
- Pratt, Jeff, *Catholic Culture* , Ed. Forgacs and Lumley, (New York: Oxford University Press, 1996).
- Richards, Charles, *The New Italians* (Penguin Books Ltd, 1995).
- Sassoon, Donald, *Contemporary Italy* (Pearson 1986).
- Severgnini, Beppe, *An Italian in America* (Rizzoli Intl Pubn 2001).
- Severgnini, Beppe, *Ciao America! An Italian Discovers the U.S.* (Broadway, 2003)
- Trease, Geoffrey, *The Grand Tour* (Yale University Press, 1991).
- Wagner, Kenneth, and Magistrale, Tony, *Writing across Culture: an Introduction to study abroad and the writing process* (New York, 1995).
- *Speak the Culture Italy*, (Thorogood, 2010).

- *The Rough Guide to Italy* by Rob Andrews, Ros Belford, Jules Brown, and Jonathan Buckley (2009).

VERSILIA AND MAREMMA

- Ganugi, Gabriella, *Very Versilia. Places & Landscapes*, Ingorda 2010.
- Ganugi, Gabriella, *Shades of Maremma. The mesmerizing soul of Tuscany*, Ingorda 2009.
- Joel, Leivick, *Carrara: The Marble Quarries of Tuscany*, Stanford University Press 1999.
- *The Maremma. A journey amid history, art, nature and traditions in the Grosseto area of the Maremma, Monte Amiata and the Islands*, Aska Edizioni 2008.

LITERATURE

- Calvino, Italo, *Fiabe Italiane* (Mondadori, 1993).
- Jackson, Harry, *30 Years of Working in Versilia*, Comune Di Camaiore 1985.
- Leavitt, David, *Florence, A Delicate Case*, (Bloomsbury 2002)
- Leavitt, David, Mark Mitchell, *In Maremma: Life and a House in Southern Tuscany*, Counterpoint LLC 2011.
- Tomasi di Lampedusa, Giuseppe, *The Leopard*, Vintage 2007.
- Twain, Mark, *The Innocents Abroad*, Wordsworth 2010.

FOOD TRADITIONS

- Artusi, Pellegrino, *The art of eating well*, Random House 1996.
- Belfrage, Nicholas, *The Finest Wines of Tuscany and Central Italy: A Regional and Village Guide to the Best Wines and Their Producers*, Fine Wine Editions 2009.
- Capatti Alberto - Montanari, Massimo, *Italian Cuisine, A Cultural History* (Columbia University Press, N.Y. 1999)
- Dickie, John, *Delizia! The epic history of the Italians and their food*, Hodder & Stoughton 2007.
- Field, Carol, *Celebrating Italy*, Harper 1997 (*Carnival in Italy*, p. 343-352).

ART AND ARCHITECTURE

- Arnason, H. H., Mansfield, Elizabeth C., *History of Modern Art*, Prentice Hall 2010. (*Art Nouveau and the beginnings of Expressionism*, p. 94-99).
- Attlee, H., *Italian Gardens – A Cultural History*, Frances Lincoln 2006 (*Musical Statues – High Renaissance 1560-1573*, pp. 51-73, *Esoteric Jokes – Mannerism 1550-1580*, pp. 75-89).
- Britt, David, *Impressionism to Post-Modernism*, Thames and Hudson 1999 (*Symbolism and Art Nouveau*, p. 59-107).
- Gothein, M.L., *A History of Garden Art*, Hacker 1979 (Chapter VII: *Italy in the time of the Renaissance and the Baroque style*, pp. 205-350).
- Hunter, S., Jacobus, J., Wheeler, D., *Modern Art*, Prentice Hall 2004 (*Art Nouveau in painting and design*, p. 54-60).
- Kleiner, Fred S., *Gardner's Art through the ages*, Wadsworth Cengage Learning 2010 (Etruscan Art p. 87-92).
- Lazzaro, C., *The Italian Renaissance Garden*, Yale University Press, 1990.
- M. Martinelli, G. Paolucci, *Guide to the places of Etruscans*, Scala 2007 (p. 4-7, p. 62 – 66).
- Pozzana, Maria Chiara, *Gardens of Florence and Tuscany, a complete guide*, Giunti 2001. (*Giardino dei Tarocchi*, p.146-147).

- Pizzoni, F., *The Garden – A history in Landscape and Art*, Rizzoli 1999 (*The sixteenth century: From the classical to the wonderful*, pp. 34-212).
- Saint Phalle, Niki de, *Il Giardino dei Tarocchi* (trad. Marella Caracciolo), Ed. Benteli, Berna 1997.
- Wharton, Edith, *Italian Villas and their Gardens*, The New Century Co 1904, Reprint Da Capo Press 1988 (*Villas Near Rome, Caprarola and Lante*, pp. 127-139).

FLORENCE - ART AND ARCHITECTURE

- Borsook, Eve, *The Companion Guide to Florence*, Collins 1979.
- Goy, Richard, *Florence. The City and its Architecture*, Phaidon 2002.
- Macadam, Alta, *Florence*, Blue Guides 2005.
- Martucci, Roberto, Giovannetti, Bruno, *Florence*, Canal & Stamperia Editrice 1997.
- Trachtenberg, Martin, *Dominion of the Eye. Urbanism, Art and Power in Early Modern Florence*, Cambridge 1997.

ADDITIONAL RESOURCES:

Language:

<http://www.italica.rai.it>

<http://www.cyberitalian.com> (drawings for visual learners)

<http://www.eurocosm.com/Eurocosm/AppEC/Pdcd/Handsignals/HandsignsGB.asp>

News:

<http://www.rai.it> RAI – Italian state television networks (In Italian)

<http://www.corriere.it/english/> (Corriere della Sera – in English)

<http://www.repubblica.it/> (La Repubblica – In Italian)

Tourism and Interest

<http://www.giraitalia.it> (for researching travel and events throughout Italy)

<http://www.firenze.net> Firenze Net

<http://en.comune.fi.it> (Official Website of the City of Florence)

<http://www.polomuseale.firenze.it> (Websites of Florence Museums)

<http://www.theflorentine.net> (English Language Magazine)

Miscellaneous:

<http://italians.corriere.it/> (Beppe Severgnini's columns)

<http://www.allaboutitaly.com>

<http://www.italianfoodforever.com>

<http://www.educational.rai.it>

LIBRARIES IN FLORENCE

The FUA library is located in Corso Tintori 21. Please consult the posted schedules for official opening times. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students may also utilize additional libraries and research centers within the local community:

Biblioteca Palagio di Parte Guelfa

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio.

Please consult the library website for hours of operation:

http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

Biblioteca delle Oblate

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:
www.bibliotecadelleoblate.it

The Harold Acton Library at the British Institute of Florence

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation.
This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

A significant portion of the course includes Field Learning activities in Rome, Southern Tuscany, Versilia, and Cinque Terre during the Fall and Summer sessions and Rome, Orvieto, and Perugia during the Spring sessions. Please refer to section 12 (Lessons) and course addendum for additional details.

7. COURSE MATERIALS

For this class a travel journal must be turned in by each participant in order to receive credit. Depending on the student's background, i.e. photography, writing majors, etc., students must bring the equipment they need to do their research onsite (digital cameras, notebooks, laptops).

8. COURSE FEES

Any expenses not covered by tuition (some meals, etc., refer to section 6) will be covered by the student.

9. EVALUATION – GRADING SYSTEM

Final Grade Breakdown

10% Participation

10% Attendance

10% Pre-Departure Reading Assessment

10% Assignments

20% Midterm Exam

20% Final Presentation and Paper

20% Final Exam

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C-=70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the FUA academic policy and reflected in the attendance regulations. Student presence is mandatory and counts towards the final grade.

On the **second absence** the attendance and participation grade will be impacted. Please note that missing certain field learning activities may count for more than one absence.

On the **third absence** the instructor may lower the final grade by one letter grade. (Example: Final grade average of 93% or A will become a B).

The fourth absence constitutes automatic failure of the course. Students with excessive absences will be asked to withdraw with a W (if before the deadline) or leave the course

with a WF.

Late Arrival and Early Departure

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

Travel (or delays due to travel) is NEVER an excuse for absence from class.

It is always the student's responsibility to know how many absences he or she has in a course. If in doubt, speak with your instructor!

Participation: A positive grade in participation will be the result of an active and cooperative attitude during visits and cultural recap sessions and of being responsible and punctual during planned activities.

11. EXAMS – PAPERS – PROJECTS

Student acquisition and progress will be evaluated throughout the course on a daily basis as well as in a final conclusive manner in the following ways:

Pre-departure reading assessment

Counts for 10% of the final course grade. In order to better understand and appreciate the field learning experience and the cultural framework of the class, students are required to read the materials listed under section 3 of this syllabus before their arrival and will be tested on the readings during the first day. The required readings include web resources, which will also be part of the content found on the test and must be researched in order to maximize the cultural and social framework of the course. The content of the pre-departure readings is intended to direct students toward a particular focus to be carried out during their independent field research (exploratory free time) and eventually, their final paper. Furthermore, all material will be referenced by the instructor during both on-site lectures, coach ride introductions and Cultural recap sessions and will thus influence overall course subject understanding, preparation, and other elements of the final grade.

Cultural Recap daily assignment and discussion

Counts for a portion of Assignments and Participation grade. Students will be expected to demonstrate their individual fulfillment of daily objectives, understanding of historical and cultural content, and comprehension of basic Italian language via written completion of daily questionnaire and prompt assignments (to be completed during exploratory free time). Assignments will be handed to the instructor at the end of the day followed by participation in group "Cultural Recap" discussion focusing on the day's assigned material (for more refer to section 4: Method).

Reflection Journals

Counts 20% of the final grade.

Daily exercise based on their experience during the travel week and observations about the locations visited and cultural traditions will be included in the journal. This should not be a travelogue or diary account, but rather picking specific subjects to write about in their journal. Students can buy a journal or notebook and will hand out the document at the end of the week for the instructor's review. Journals do vary in size and thus each page is 250 words. Journal entries must be turned in on time. In addition, if a student's perspective of what they wrote in a past day changes, this could be the topic of a later entry and the student can explain how the

opinion changed. The reflection journal must be handed at the end of the course.

Final presentation and papers

It counts for 20% of the final course grade. The Oral Presentation to the class is meant to be a final reflection about Italian Culture and a preview of the final paper. Students will outline their ideas formulated during the pre-departure reading phase and the ways in which field research has shaped and developed their initial plans. Students can choose a topic in particular or express their final reflections on Italian culture in its entirety with reference to what was experienced during the course. The final presentations will be held over the last day of class.

For paper deadlines and guidelines, refer to course addendum.

Midterm and Final Exam

Each count for 20% of the final course grade.

The exams will assess whether the student has successfully met the course objectives.

Material covered will include the above listed components as well as travel experience, learning outcomes, lectures both during the field learning portion of the course as well as in Florence, research and readings addressed during the course, as well as a reflection on the journal created by the student. **Refer to course addendum for exam dates . Please note these dates and/or times may not be changed for any reason.**

12. LESSONS

Field learning week: Summer and Fall Sessions

Day 1

- Students arrive in Rome.
 - Check-in procedures.
 - Orientation, presentation of the course content, distribution of packet, syllabus and course pack.
 - Pre-departure reading assessment
- Welcome Dinner.

Day 2

Itinerary

- Guided walk of: Piazza Venezia, Capitoline Hill, Imperial Forums, Colosseum and Roman Forum (centre of political, commercial and judicial life in ancient Rome).
- Guided walk of: Pantheon, Trevi Fountain, Spanish Steps, Piazza del Popolo (Pincio).

Lecture

- Architecture and Daily Life in ancient and contemporary Rome.

Objectives

- Recognize the main steps in the evolution of Ancient Rome (the era of the Kings, the Republican era, the Imperial era).

Cultural Recap

Readings

- J. Spike, *A History of Western Art. Roman Sculpture*

Day 3

Itinerary

- Visit of Saint Peter's Square and Basilica.
- Transfer to Caprarola, in the province of Viterbo (Northern Lazio) for a visit to Palazzo Farnese, one of the finest masterpieces of late Renaissance architecture, and visit of the Villa's magnificent Renaissance gardens.
- Visit to a local farm for a tasting of the Nocciola di Caprarola D.O.P. (Roman Hazelnut), typical product of the area.
- Transfer to Viterbo.

Lectures

- History of the Vatican State.
- Art of the Vatican State.
- Designing landscape: Art, Architecture, Environment. II Giardino all'Italiana (The Italian Garden).

Objectives

- Understand the main elements of Roman Baroque art and architecture.
- Recognize the main steps that led to the birth of the Vatican State and understand the importance of the Roman Catholic Church in the world.
- Analysis of the relationship between man, nature and architecture in the Italian garden.
- Introduction to food regulations for the protection of typical Italian products.

Cultural Recap

Readings

J. Spike, *A History of Western Art. Roman Sculpture and Architecture*.

C. Lazzaro, *The Italian Renaissance Garden*.

Day 4

Itinerary

- Transfer to Bagnaia and visit to Villa Lante and its "garden of surprise", a perfect example of the Mannerist phase of the Italian Renaissance, the best period in the history of garden design.
- Visit to the Bosco di Bomarzo, one of the most famous

and extravagant Mannerist gardens, known as the “Sacred Wood of Bomarzo”, renamed by the popular imagination as “The Monster’s Park”, after the many larger-than-life sculptures, some sculpted in the bedrock, which populate the wood.

- Transfer to Northern Maremma (Tuscany)
- During the way, stop in Capalbio (Southern Maremma) and visit the “Giardino dei Tarocchi”, an esoteric sculpture garden based on the major arcana of the tarot cards, designed by the artist Niki de Saint Phalle in the 1980s.

Lectures

- Mannerism in the architecture of the Italian garden.
- A contemporary “garden of surprise”: the magical dream of Niki de Saint Phalle.

Objectives

- Understand how the tradition of the Italian garden is deeply rooted in the culture.
- Analysis of the strong link between art and environment both in the Sacred grove of Bomarzo and the Tarots Garden.

Cultural Recap

Readings

M.L. Gothein: *Italy in the time of the Renaissance and the Baroque style*.

J. Johnston, M. Caracciolo, *Niki de Saint Phalle and the Tarot Garden*.

Day 5

Itinerary

- Visit to the ancient Etruscan city of Populonia and to the Archaeological Park of Baratti for a guided walk of the area. This place tells a thousand-year-old story which begins with the Etruscan people and bears witness to centuries of extraction and working on metals, proposing also splendid natural, coastal and hilly environments.
- Visit to a vineyard in the area of Bolgheri, one of the world renowned Italian wine areas of the world. Guided walk of the vineyard, of the cellars and guided wine tasting.
- Transfer to Versilia, on the Northern Coast of Tuscany.

Lecture

- The Etruscans and their settlement along the southern coast of Tuscany.
- History of Wine Making in Italy.
- Food & Wine in Italian Culture.

Day 6

Objectives:

- Recognize the signs of Ancient dominations on the Tuscan coast.
- Understand the tradition of food and wine in Italy and the historical reasons behind it.

Cultural Recap

Readings

Food and drink in Italy (from: *Speak the Culture: Italy*).
Introduction to the Etruscan civilization.

Itinerary

- Departure to Viareggio: The Cittadella del Carnevale, the Promenade, the History.
- Visit of the Marble Quarries in Carrara
- Visit to Pietrasanta. Visit the town and its sculpting studios.

Lecture

- Viareggio and its Architecture, Business & Tourism.
- Michelangelo's marble. Thousands years of marble quarrying, from the Roman times to date.
- The quarry workers in Carrara. A social history.

Objectives

- Understand the Italian concept of “ferie” and the tradition of beach life in Tuscany.
- Understand the sculpting and artistic tradition in the area of Carrara and Pietrasanta.

Cultural Recap

Readings:

G. Ganugi: *Geographies of Versilia. The soul of Viareggio. History and tradition of the Carnival of Viareggio*.
G. Ganugi: *Massa-Carrara, A Taste of Marble. Artistic Pietrasanta*.
J. Leivick: *The Geology and History of Carrara*.

Day 7

Itinerary

- Hiking activity in Cinque Terre
- Farewell dinner at the beach

Lecture

- The century old tradition of agriculture and viticulture on the steep slopes of Liguria. The “heroic” viticulture of Liguria.
- Lifestyle, Beach towns, Coastal Culture, Fashion.

Objectives

- Identify how men have adapted and created original economic activities in a challenging environment throughout the centuries.
- Recognize the characteristics of Quality Tourism in

Liguria and understand why Cinque Terre became one of the most popular holiday destinations in Italy.

- Identify the local character and the cultural diversity of the Italian Regions.

Cultural Recap

Readings

G. Ganugi: *Massa-Carrara, A Taste of Marble. Artistic Pietrasanta.*

J. Leivick: *The Geology and History of Carrara.*

Day 8

Itinerary

Bike Tour to Forte dei Marmi and visit to the weekly outdoor market

Lecture

- Extension of social spaces in Italy: the weekly outdoor market
- Field Learning conclusion and overview
- Oral Presentations
- Hand in your Journal
- Departure and Florence Check-in

Field learning week: Spring Session

Day 1

- Students arrive in Rome.
 - Check-in procedures.
 - Orientation, presentation of the course content, distribution of packet, syllabus and course pack.
 - Pre-departure reading assessment
- Welcome Dinner.

Day 2

Itinerary

- Guided walk: Piazza Venezia, Capitoline Hill, Imperial Forums, Colosseum and Roman Forum (centre of political, commercial and judicial life in ancient Rome).
- Walk: Pantheon, Trevi Fountain, Spanish Steps, Piazza del Popolo (Pincio).

Lecture

- Architecture and Daily Life in ancient and contemporary Rome.

Objectives

- Recognize the main steps of the evolution of Ancient Rome (the era of the Kings, the Republican era, the Imperial era).

Cultural Recap

Readings

J. Spike, *A History of Western Art. Roman Sculpture and Architecture*.

Day 3

Itinerary

- Visit of Saint Peter's Square and Basilica.
- Transfer to Caprarola, in the province of Viterbo (Northern Lazio) for a visit to Palazzo Farnese, one of the finest masterpieces of late Renaissance architecture, and visit of the Villa's magnificent Renaissance gardens.
- Visit to a farm for a tasting of the Nocciola di Caprarola D.O.P. (Roman Hazelnut), typical product of the area.
- Transfer to Viterbo.

Lectures

- History of the Vatican State.
- Art of the Vatican State.
- Designing landscape: Art, Architecture, and Environment. Il Giardino all'Italiana (The Italian Garden).

Objectives

- Understand the main elements of the Roman Baroque art and architecture.
- Recognize the main steps that led to the birth of the Vatican State and understand the importance of the Roman Catholic Church in the world.
- Analysis of the relationship between man, nature and architecture in the Italian garden.
- Introduction to food regulations for the protection of typical Italian products.

Cultural Recap

Readings

J. Spike, *A History of Western Art. Roman Sculpture and Architecture*.

C. Lazzaro, *The Italian Renaissance Garden*.

Day 4

Itinerary

- Transfer to Bagnaia and visit to Villa Lante and its "garden of surprise", a perfect example of the Mannerist phase of the Italian Renaissance, the best period in the history of garden design.
- Visit to the Bosco di Bomarzo, one of the most famous and extravagant Mannerist garden, known as the

“Sacred Wood of Bomarzo”, renamed by the popular imagination as “The Monster’s Park”, after the many larger-than-life sculptures, some sculpted in the bedrock, which populate the wood.

- Transfer to Orvieto (Umbria). Visit of the city, the Cathedral and Saint Patrick's Well.

Lectures

- Mannerism in the architecture of the Italian garden.

Objectives

- Understanding how the tradition of the Italian garden is deeply rooted in the culture.
- Analysis of the strong link between art and environment both in the Sacred grove of Bomarzo and the Tarots Garden.

Cultural Recap

Readings

M.L. Gothein: *Italy in the time of the Renaissance and the Baroque style*.

Day 5

Itinerary

- Visit of ancient Orvieto.
- Visit to a vineyard in the area of Orvieto/Perugia, and visit to the MUVIT/MOO, the largest Wine and Oil Museum in Italy.
- Transfer to Perugia.

Lecture

- History of Oil and Wine Making in Italy.
- Food & Wine in Italian Culture.

Objectives:

- Recognize the signs of Ancient dominations in Central Italy.
- Understand the tradition of food and wine in Italy and the historical reasons behind it.

Cultural Recap

Readings

Food and drink in Italy (from: *Speak the Culture: Italy*).
Introduction to the Etruscan civilization.

Day 6

Itinerary

- Guided walk of Perugia city centre.
- Visit of the famous chocolate factory Perugina and its museum.

Lecture

- Family businesses: the image of Italian economy in the stories of the companies Perugina and Buitoni.
- Perugia, seat of the oldest public institution for Italian Culture: the *Università per Stranieri*.

Objectives

- Analysis of the economic evolution of Italian economy from the time of the Unification until today and the role played by family businesses in the development of Italian Industry.

Cultural Recap

Readings:

A. Macadam: *Umbria, Perugia.*
History of Perugina Chocolate Factory.

Day 7

Itinerary

- Transfer to Assisi and visit of the Basilica of San Francesco with a franciscan friar.
- Guided walk of the medieval town and the Rocca Maggiore.

Lecture

- Spirituality in Italy: the legacy of Saint Francis of Assisi.
- The Italians and the Catholic Church, a controversial relationship.

Objectives

- Understand the role of Religion in Italian Culture.

Cultural Recap

Readings

J. Le Goff, *In search of the true Saint Francis.*
J. Pratt, *Catholic Culture.*
A. Macadam, *Perugia, Assisi.*

Day 8

Itinerary

- Visit to the outdoor market in Perugia

Lecture

- Extension of social spaces in Italy: the weekly outdoor market

- Field Learning conclusion and overview
- Oral Presentations
- Hand in your Journal
- Departure and Florence Check-in

Florence Lectures: All sessions

Lesson 1

Meet	In Class
Lecture	Course introduction - Italy: Geography and History I. Short history of Italy. From the Greek civilization to the Unification of Italy: Key dates. Walking tour: The Roman heritage in Florence. Discussion: Stereotypes about Italy and Italians.
Language	Introductions and greetings. Countries and nationalities. Adjectives and nouns of nationalities.
Readings	Geography from <i>Speak the Culture: Italy</i> , Thorogood 2010 (pp. 5-16) History from <i>Speak the Culture: Italy</i> , Thorogood 2010 (pp. 19-40) <i>Mignone, Mario, Italy Today</i> , Lang Publishing 1998, Introduction (pp.1-19)
Objectives	Becoming familiar with the basics of geography and history of Italy. Identifying the common stereotypes about Italians and Italian culture.

Lesson 2

Meet	In Class and on site
Lecture	Geography and History II: from the Unification to contemporary Italy. The Southern Question – Emigration and social transformation. The Second World War and the birth of the Republic. The Italian Constitution and the political system. Walking Tour: Piazzale Michelangelo.
Language	In a bar, in a restaurant. Numbers: Quantities and prices. Numbers and dates.
Readings	Anna Cento Bull, <i>Social and Political Cultures in Italy from 1860 to the Present Day</i> - From: Baranski, Zygmunt – West, Rebecca, <i>The Cambridge Companion to Modern Italian Culture</i> , Cambridge University Press, 2001 (pp- 35-61).
Objectives	Understanding the historical roots of contemporary Italy.

Lesson 3

Meet	On site lecture
Lecture	Florence from the Unification of Italy to the present day. The second World War, the Liberation of Florence and the Aftermath. Visit to the most significant sites of the period when Florence was the capital of the new Italian state. Walking tour on the sites of WW2” and on-site lectures.
Assignments	Hand in assignment 1
Language	In a shop, in a department store. Numbers: Using the Euro, asking for prices.
Readings	David Forgacs: Cultural Consumption, 1940s to 1990s, in Forgacs, David - Lumley, Robert, <i>Italian Cultural Studies: an Introduction</i> , (Oxford University Press 1996 (pp. 273-290).
Objectives	Understanding the changes in Italian politics and society in second half of the 20th century.

Lesson 4

Meet	In Class and on site
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Lecture	Intro to Italian Art: Renaissance Art in Florence. History of the Medici family. Architectural walking tour in Florence to the most significant sites and buildings of the Renaissance.
Readings	Christopher Hibbert, <i>Florence and the Florentines - The Rise of the Medici</i> , in Hibbert, Christopher, <i>The Rise and the Fall of the House of Medici</i> , Penguin 1979 (pp. 19-40). Mark Twain, <i>Florence from The Innocents abroad</i> , Wordsworth 2010 (pp. 155-169).
Language	Expressing tastes about art and architecture. Vocabulary: the family.
Objectives	Analyzing the heritage of Renaissance spirit in contemporary Italian Culture. Exploring if the Italian sense for beauty and creativity is still alive in the Italian Contemporary Art, Architecture and Design.

Lesson 5

Meet	In class and on site
Lecture	Gastronomical tour of Italy: Food Culture in Italian Festivities. Visit to a traditional Florentine market.
Assignments	Hand assignment 1
Language	Talking about daily habits 2. Meals, daily and festivity food. Vocabulary: food and cooking.
Readings	Excerpts from: John Dickie, <i>Delizia! The epic history of the Italians and their food</i> , Hodder & Stoughton 2007: Tuscany. Don't tell the peasants... (pp. 1-10). Florence, 1891: Pellegrino Artusi (pp. 211-232).
Objectives	Analyzing the relationship between Italians and their food, daily habits, markets, the importance of local products in the Italian cuisine, the rituals and the meaning of food in Italian traditions and celebrations.

Lesson 6

Meet	In Class and on site.
Lecture	Cosa Nostra. History of the Italian Mafia. Italian Mafia in the world. On site lecture in Via dei Georgofili, place of a Mafia attack in 1993.
Assignments	Hand in assignment 2
Language	Present tense: talking about daily habits 1.
Readings	Paul Ginsborg, <i>Corruption and the Mafia</i> in Ginsborg, Paul, <i>Italy and Its Discontents: Family, Civil Society, State</i> , Palgrave-Macmillan 2006 (pp. 179-212).
Objectives	Discover and analyze the role of the Mafia power in contemporary Italy.

Lesson 7

Meet	In Class
Lecture	MIDTERM EXAM

Lesson 8

Meet	BREAK
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Lesson 9

Meet	In class
Lecture	Economy 1. Made in Italy, Fashion Industry. "Il Miracolo Economico". How Italy, after the Second World War, became the seventh industrial power in the world. Florence in the Seventies and the Eighties: La Dolce Vita fiorentina. The cultural life of the Eighties: Florence capital of post-modern Italy.
Assignments	Hand in assignment 3
Language	Talking about jobs. Vocabulary related to the world of work. The family: what do people do in your family? Conversation using the Present tense.
Readings	Paul Ginsborg, <i>The Italian Economy: Constraints and Achievements</i> , in Ginsborg, Paul, <i>Italy and Its Discontents: Family, Civil Society, State</i> , Palgrave-Macmillan 2006 (pp. 1-29).
Objectives	Analyze the factors that led to the economic miracle and the role of Italy in the international economy.

Lesson 10

Meet	On site visit
Lecture	Economy 2 Visit to Oltrarno and to an artisan lab. On site lecture: The role of artisanship and small family-run companies in the Italian economy.
Language	Asking and giving directions. Students will be given a map of the town and will be asked to give directions to reach the area of Oltrarno.
Readings	Mario Mignone, <i>Industrial Change and Social Transformation</i> , in Mignone, Mario, <i>Italy Today</i> , Lang 1998 (pp. 155-172).
Objectives	Characterize the Italian small family businesses and explain the effects of the globalization on this type of business.

Lesson 11

Meet	In class and on site.
Lecture	Italy and Florence in Italian literature and cinema. Not for tourists: Florence seen through the eyes of the Florentine writer Vasco Pratolini (1913-1991). The ordinary life and sentiments of working-class people in Florence. Walking tour to the sites described in the books of Vasco Pratolini.
Language	Describing a picture / a situation. Telling the story of a film or a book using the past tense. Grammar: Past Tense (Passato prossimo).
Readings	Robert Hellenga, <i>Imagining the Flood</i> , in Calcagno, Anne (ed.), <i>Travelers Tales Italy</i> , Solas 2001 (pp. 65-72).
Objectives	Characterize the culture of Florentine people.

Lesson 12

Meet	In class
Lecture	Media: the Italian Identity through television, radio, newspapers, internet. Viewing of portions of videos and discussion.
Assignment	Hand in assignment 4
Language	Talking about past events 2.
Readings	Excerpts from the website or RAI, Radiotelevisione Italiana. (Refer to course

	addendum)
Objectives	Analyzing the Italian contemporary culture in the context of a globalized world.

Lesson 13

Meet	In class
Lecture	The state of modern Italy. Italian family and Gender Relations in Italian Society. The Italian Education System.
Language	Talking about past events 2.
Readings	Paul Ginsborg, <i>Families and Consumption</i> , in Ginsborg, Paul, <i>Italy and Its Discontents: Family, Civil Society, State</i> , Palgrave-Macmillan 2006 (pp. 68-93). Mario Mignone, <i>Democratizing the Educational System</i> , in Mignone, Mario, <i>Italy Today : At the Crossroads of the New Millennium</i> , Lang 1998 (pp. 227-250).
Objectives	Identify the changes in the family relationships and the role of the family in contemporary Italian society.

Lesson 14

Meet	In class
Lecture	FINAL PROJECT PRESENTATION General Review Final discussion about stereotypes on Italian culture. Confirmations and changes in perspective.
Language	General Review

Lesson 15

Meet	In class
Lecture	Final Exam