



SAS SCHOOL OF ARTS AND SCIENCES
SQUOLA CENTER FOR CULTURAL AND ITALIAN STUDIES

SCHOOL OF LIFE STUDIES AND HUMAN SCIENCES
DEPARTMENT OF SOCIOLOGY / FIELD LEARNING / ANTHROPOLOGY / ART HISTORY / ITALIAN
CULTURAL STUDIES
COURSE TITLE: CULTURAL INTRODUCTION TO ITALY
COURSE CODE: LSSOCI200; PSFLCI200; GSANCI200; LAAHCI200; ISISCI200
3 semester credits

1. DESCRIPTION

One week of on-site field learning in different locations before session start: Rome, Tuscan coast, Cinque Terre (Fall-Summer); Rome, Orvieto, Perugia (Spring). 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.

3. REQUIREMENTS

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

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

Book: Parks, Tim, *Italian Ways. On and off the rails from Milan to Palermo* (Harvill Secker, London, 2013). Also available in e-book.

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

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 Fahrenheit 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 to 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. 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 Italian 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.

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

Summer and Fall sessions:

THE COAST	ART/ARCHTECTURE	UP ON THE HILLS	LIFE-STYLE
a) Fish Markets b) Boats c) Food (local recipes)	a) Roman b) Environmental Art c) Villas and Gardens d) Art Nouveau e) Marble Quarries f) Local and international artists	a) Wine and Winery b) Lifestyle c) Shopping / Restaurants d) History	a) Daily Life b) Balconies c) At the Beach / Beach Clubs d) Shopping / Hotels / Restaurants e) Bicycling f) Carnival

Spring Session:

ART/ARCHTECTURE	COUNTRYSIDE AND AGRICULTURE	HISTORICAL HILL TOWNS	LIFE-STYLE
a) Roman Sites b) Orvieto and its Cathedral. c) Historical towns: Orvieto, Perugia and Assisi d) Sanctuaries, churches, palaces)	a) Wine and Wineries. b) Morphology of the territory c) Sustainable tourism d) 'Agriturismo': a typical Italian way of vacationing e) Typical regional products	a) Wine and Winery b) Lifestyle c) Shopping/ Restaurants d) Orvieto, Perugia, Assisi	a) Daily-life b) Catholicism's influences on Italians c) City-life compared to country-side life d) The importance of food and wine

5. TEXTBOOK – FURTHER READINGS – RESOURCES

TEXTBOOK:

- **Main textbook:** Gilmour, David, *The Pursuit of Italy: A History of a Land, Its Regions, and Their Peoples*, 2011
- **Pre-Departure textbook:** Parks, Tim. *Italian Ways*, 2013

It will be necessary for students to purchase both books prior to the start of the course.

The textbook is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

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)
- 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)
- Cunaccia, Cesare, *Tuscany Marvels* (Assouline, 2021)
- 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, *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, *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)
- Mc Adam, Alta, *The Blue Guide Florence* (Blue Guide; Ninth Edition edition, 2005)
- McCarthy, Mary, *The Stones of Florence* (Mariner Books, 2002)
- Munari, Bruno, *Speak Italian: The Fine Art of the Gesture* (Chronicle Books, 2005)
- Parks, Tim, *Italian Neighbors* (CCV, 2003)
- Parks Tim, *An Italian Education* (CCV, 2001)
- Pasquale, Maria, *How to Be Italian: Eat, Drink, Dress, Travel and Love La Dolce Vita* (Smith Street, 2021)
- Reeder, Linda, *Italy in the Modern World: Society, Culture and Identity* (Bloomsbury Publishing PLC, 2019)
- Richards, Charles, *The New Italians* (Penguin Books Ltd, 1995)
- 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)

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)

LITERATURE

- Calvino, Italo, *Fiabe Italiane* (Mondadori, 1993)
- Leavitt, David, *Florence, A Delicate Case* (Bloomsbury, 2002)
- Leavitt, David, Mark Mitchell, *In Maremma: Life and a House in Southern Tuscany* (Counterpoint LLC 2011)
- King, Ross, *Bookseller of Florence: The Story of the Manuscripts That Illuminated the Renaissance* (Vintage, 2021)
- 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, 1999)
- Dickie, John, *Delizia! The Epic History of the Italians and their Food* (Hodder & Stoughton, 2007)
- Lazzaroni, Laura, *The New Cucina Italiana: What to Eat, What to Cook, and Who to Know in Italian Cuisine Today* (Rizzoli, 2021)

ART AND ARCHITECTURE

- Attlee, H., *Italian Gardens – A Cultural History* (Frances Lincoln, 2006)
- Britt, David, *Impressionism to Post-Modernism*, (Thames and Hudson, 1999; Symbolism and Art Nouveau, p. 59-107)
- Gothein, M.L., 'Italy in the Time of the Renaissance and the Baroque Style', 205-350, *A History of Garden Art* (Hacker, 1979)
- Kleiner, Fred S., 'Etruscan Art', 87-92, *Gardner's Art through the Ages* (Wadsworth Cengage Learning, 2010)
- Lazzaro, C., *The Italian Renaissance Garden* (Yale University Press, 1990)
- Pozzana, Maria Chiara, *Gardens of Florence and Tuscany, a Complete Guide* (Giunti, 2001; Giardino dei Tarocchi, p.146-147)
- Pizzoni, Filippo, 'The Sixteenth Century: From the Classical to the Wonderful', *The Garden – A History in Landscape and Art* (Rizzoli, 1999)
- Saint Phalle, Niki de, *Il Giardino dei Tarocchi* (trad. Marella Caracciolo, Ed. Benteli, Berna, 1997)
- Wharton, Edith, 'Villas Near Rome, Caprarola and Lante', 127-139, *Italian Villas and their Gardens, The New Century Co 1904*, (Reprint Da Capo Press, 1988)

FLORENCE - ART AND ARCHITECTURE

- Borsook, Eve, *The Companion Guide to Florence* (Collins 1979)
- Goy, Richard, *Florence. The City and its Architecture* (Phaidon, 2002)
- 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 WEB RESOURCES:

Language:

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

Italian Hand Signals:

<http://www.eurocosm.com/Eurocosm/AppEC/Pdcd/Handsignals/Handsigsgb.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)

21st Century Movies and TV Series related to CITI:

- *Don Matteo* (tv series), 2000- (Umbria and Catholic Church)
- *Lessons in Chocolate*, by Claudio Cupellini, 2007 (Perugia and Food)
- *Luca*, by Enrico Casarosa, 2021 (Cinque Terre)
- *Great Beauty*, by Paolo Sorrentino, 2013 (Rome and Fashion)
- *Notte Prima degli Esami*, by Fausto Brizzi, 2007 (Rome and Lifestyle)
- *Pinocchio*, by Marco Garrone, 2019 (Tuscany and Culture)
- *Sciallal!*, by Francesco Bruni, 2011 (Rome)
- *Suburra: Blood on Rome* (tv series), 2017 (Rome)
- *Suburra* (film), by Stefano Sollima, 2015 (Rome)
- *Tear Along the Dotted Line* (tv series), by Zerocalcare, 2021 (Rome)
- *The First Beautiful Thing*, by Paolo Virzi, 2010 (Tuscan seaside)
- *The Young Pope* (tv series), by Paolo Sorrentino, 2016- (Villa Lante and Rome)
- *The Wolf of Wallstreet*, by Martin Scorsese, 2013 (Liguria)
- *To Rome with Love*, by Woody Allen, 2016 (Rome)

LIBRARIES IN FLORENCE

The FUA-AUF 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 session. Please refer to section 12 (Lessons) and course website for additional details.

7. COURSE MATERIALS

For this class a travel journal must be turned in by each participant in order to receive credit. Students must bring any equipment they need to complete their onsite research (digital cameras, notebooks, laptops, etc.) depending on their background and focus, i.e. photography, writing majors, etc.

8. COURSE FEES

Students will be liable for any expenses not covered by tuition (such as some meals, extra activities, and free time expenses).

9. EVALUATION – GRADING SYSTEM

10% Attendance

30% Assignments (10% History Timeline; 10% Concept Map; 10% Daily Reflective Questions)

20% Pre-Departure Assessment (10% Mandatory Pre-Departure Conference Call, 10% written assessment of Pre-Departure Book upon arrival)

20% Final Paper

20% Final Oral 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-AUF academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

Absences are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category.

Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.

- Hours may be distributed in different formats according to the academic course schedules.

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: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work, proper care of work space and tools, responsible behavior, and completion of

assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

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 Assessment (Mandatory Pre-Departure Conference Call and written assessment of Pre-Departure Book upon arrival) counts for 20% of the final course grade.

Prior to arrival in Italy, students are required to participate in a pre-departure conference call with the faculty member. This encounter represents the first phase of academic content and instruction, and is therefore mandatory in order to continue with the coursework upon arrival.

In order to better understand and appreciate the field learning experience and the cultural framework of the class, students are required to read the book *Italian Ways*, by Tim Park, before their arrival and will be tested on the readings during the first day.

Assignments count for 30% of the final grade. These include three components:

- 1) **Daily Reflective Questions:** daily questions that amalgamate readings from the textbook, first-hand visits and activities, and personal reflections. Each entry should be minimum 200 words.
- 2) **History Timeline:** to be constructed gradually during the travel week and uploaded on MyFua on Day 7. This should entail major events and historical/artistic periods that are discussed during the course, such as Baroque, Art Nuveau, construction of the Colosseum etc. Minimum 15 entries.
- 3) **Concept Map:** students choose one key theme/notion of choice and elaborate it touching on the different visits, readings, and ideas they develop throughout the travel week. Some illustrations of concept map's cores are: water, multiculturalism, color, or wine. The Concept Map will be explicated by the student during the Final Oral Exam.

The **Final Paper** counts for 20% of the final course grade. It must be submitted within a week after arrival in Florence. This submission entails a 1000-words academic essay, including at least 4 scholarly references from the mandatory readings and/or further readings. The topic is free and should relate to one key aspect of Italy and the Italian life that has been encountered during the course.

The **Final Oral Exam** counts for 20% of the final course grade.

The final exam will consist of an interview with the course instructor to 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, research and readings addressed during the course, as well as a reflection on the journal created by the student. The Final Exam will take place a week after the completion of the course and will be scheduled with the instructor either via Skype or in person.

12. LESSONS

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

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).

Selected Readings from *The Pursuit of Italy*: “Roman Italy”, in Chapter 2 – Imperial Italies, pp. 39-49

Further 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.
- Transfer to Viterbo.

Lectures

- History of the Vatican State.
- Art of the Vatican State.
- Designing landscape: Art, Architecture, Environment. Il 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.

Selected Readings from *The Pursuit of Italy*:

“Princely Italy”, in Chapter 3 – Cities and Powers, pp. 84-93 (especially from p. 88 “At the beginning of the sixteenth century Rome became the center of the High Renaissance” to the end of the chapter)

Further Readings:

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

Selected Readings from *The Pursuit of Italy*: “Republican Italy”, in Chapter 3 – Cities and Powers, pp. 76- 84

Further Readings: M.L. Gothein: *Italy in the time of the Renaissance and the Baroque style*.
Saint Phalle, Niki de, *Il Giardino dei Tarocchi*, Ed. Benteli, Berna 1997 - Translation: 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.

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.
- Introduction to the quality regulations for Italian Wine (IGT DOC, DOCG) and regulations for the protection of typical Italian products (DOP, IGP)

Selected Readings from The Pursuit of Italy: “Italian peoples”, in Chapter 1 – Diverse Italies, pp. 20-28

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

Day 6

Itinerary:

- Departure to Viareggio: The Cittadella del Carnevale, the Promenade, the History.
- Visit of a Marble Quarry or Marble Manufacturer 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.

Selected Readings from The Pursuit of Italy: “Napoleonic Italy”, in Chapter 5 – Disputed Italies, pp. 126- 137 (especially from p. 132 “By 1810 all of peninsular Italy [...]” to p. 137 “he did not make himself king of a geographical expression”)

Further Readings: G. Ganugi: *Geographies of Versilia. The soul of Viareggio. History and tradition of the Carnival of Viareggio.*

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.

Selected Readings from *The Pursuit of Italy*: “Italia Romana”, in Chapter 11 – Fascist Italy, pp. 304-319 (especially from p. 304 to p. 311 “[...] the presence of a few white-skinned pioneers.”)

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

Day 8

Itinerary: Bike Tour of Forte dei Marmi and visit to the weekly outdoor market.

Lecture: Extension of social spaces in Italy: the weekly outdoor market.

Hand in History Timeline. The Final Exam will take place a week after the completion of the course and will be scheduled with the instructor either via skype or in person.

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

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).

Selected Readings from *The Pursuit of Italy*: “Roman Italy”, in Chapter 2 – Imperial Italies, pp. 39-49

Further 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.
- Transfer to Viterbo.

Lectures

- History of the Vatican State.
- Art of the Vatican State.
- Designing landscape: Art, Architecture, Environment. Il 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.

Selected Readings from The Pursuit of Italy:

“Princely Italy”, in Chapter 3 – Cities and Powers, pp. 84-93 (especially from p. 88 “At the beginning of the sixteenth century Rome became the center of the High Renaissance” to the end of the chapter)

Further Readings:

J. Spike, *A History of Western Art. Roman Sculpture and Architecture*.
Lazzaro, C., *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 Orvieto (Umbria). Visit of the city, the Cathedral and Saint Patrick's Well.

Lectures: Mannerism in the architecture of the Italian garden.

Objectives:

- Understand how the tradition of the Italian garden is deeply rooted in the culture.
- Analysis of the strong link between art and environment.

Selected Readings from The Pursuit of Italy: “Republican Italy”, in Chapter 3 – Cities and Powers, pp. 76- 84

Further 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.
- Introduction to the quality regulations for Italian Wine (IGT DOC, DOCG) and regulations for the protection of typical Italian products (DOP, IGP)

Selected Readings from The Pursuit of Italy: “Italian peoples”, in Chapter 1 – Diverse Italies, pp. 20-28

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

Day 6

Itinerary:

- Guided walk of Perugia city center.
- Visit and tasting at a local chocolate producer.

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.

Selected Readings from The Pursuit of Italy: “Communal dreams”, in Chapter 3 – Cities and Powers, pp. 65-70

Further Readings: A. Macadam: *Umbria, Perugia*

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.

Selected Readings from The Pursuit of Italy: “Communal Realities”, in Chapter 3 – Cities and Powers, pp. 70-75

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

Day 8

Itinerary: Visit the outdoor market in Perugia.

Lecture: Extension of social spaces in Italy: the weekly outdoor market.

Hand in History Timeline. The Final Exam will take place a week after the completion of the course and will be scheduled with the instructor either via skype or in person.