DESCRIPTION: This research-based course, which combines lectures with field-study activities and seminars, uses the remarkable surroundings of Siena to examine the different meanings attached to the past in this city. This study deepens the cultural and political importance of Siena as a 'city' throughout its history, from the strategically important Mediaeval town on the Pilgrimage Road, through the present days. Special emphasis is given on patterns of life and the role of Siena and Tuscany in the process of European integration by virtue of their multi-cultural past. The experiential work component of the class is supplemented by a seminar which explores fundamental aspects of Italian and European approaches. The students will produce a project related to their academic interest, based upon and correlated to the class main topics. To this day, Siena thrives on an intense interest in culture that has a strong effect on the institutions, economy, practices, and identity of its inhabitants. This class offers first-hand experience and involvement in Tuscan cultural institutions (including museums and churches) engaged in the fields of arts and culture.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Weekly in-class lectures
- Field studies
- Course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Attendance, Active class Participation and class discussion (10%)
- Presentation on reading assignment (10%)
- Moodle Assignments (15%)
- Written Midterm Exam (15%)
- Oral and written Research Paper (30%)
- Written Final Exam (20%)

Credit for the course will be given only if all requirements are completed. N.B. Extensions for the exams and assignments will not be granted, so please do not ask.

Attendance, Active class Participation and class discussion (10%)

For attendance policy, please see below. Students are required to gain a first hand knowledge of the major monuments and artworks treated during the course. It is therefore essential that they participate in class, field-studies and on field-trips. Students are required to fulfill all assignments and are encouraged to be active in class. Discussion is an important part of this course and students are expected to express their thoughts and perceptions and to develop a critical response to the material under consideration.

Presentation on reading assignment (10%)

At the beginning of the course, students will be assigned ONE significant reading assignment by the instructor (Moodle, units 1-12). This assigned reading will be orally presented by each student with power point presentation and discussed in class on the due date. The purpose of this assignment is to improve students’ level of reading awareness, consider the following steps: 1. identify main headings and subject areas covered, 2. highlight important facts, concepts, vocabulary, 3. write out the natural outline of the reading and fill in key words, ideas, and definitions, 4. Compare lectures notes with notes from your reading. Areas of overlap are especially likely to be covered on midterm and final exams.

Moodle Assignments (15%)
After Monte Oliveto Maggiore Abbey field-trip and Florence field-trips students will have up to 6 days to answer a quiz based on the critical analysis of the topics covered during the tours.

**Written Mid-term Exam (15%)**

It is comprised of three sections (approximately 6-8 handwritten pages):

1. **Slides comparison** (you will be shown a series of images to compare and contrast; the images for identification will be chosen from among those shown during lecture or seen on site)
2. **Quizzes / short questions with open answers** on topics covered until that point in class
3. **Short essay writing on topics covered until that point in class**

Students will write a brief description of the work in complete sentences, explaining the work’s importance as identified in class and/or in your readings.

**Oral and Written Research Paper (30%)**

The students will produce a project related to their academic interest, based upon and correlated to the class main topics. The topics to be written on will be discussed at the very beginning of the term and must meet the instructor’s approval. The ultimate choice of the topic will try to cater to individual needs and interests.

The topic may conveniently be chosen from among the topics developing a problem, an argument etc. into an in-depth analysis in the form of a mature essay. Since one of the tasks in the seminar will precisely be to collect secondary literature (also to be approved by the instructor) on the subject-matter the student will be writing on, no list of secondary sources will be given beforehand. The main substance of the seminar sessions would be as follows:

1. **Presentation and description of the topics the students will be working on** (see here below for Research Paper Topics) (1st week)
2. **Distribution of the topics to the students** (4th week)
3. **Research Phase** (5th-9th week): collecting relevant secondary literature and data.
4. **Presenting Outlines** (10th week): the outline helps to ground students keep them on topic. An effective outline is just that, not the entirety of what the student wants to say. Points on an outline do not need to be whole sentences, instead use cue words that represent ideas. This way the student can easily glance at his/her paper and know where he/she wants to go next. Each person should adapt his/her outline to match his/her presentation and train of thought. Every presentation ought to have an introduction, a body consisting of main points and ideas, and a conclusion. This structure should be represented in the students’ outline. For details, see: “Making an Outline”: [https://youtu.be/fCuJEU6xZSO](https://youtu.be/fCuJEU6xZSO)
5. **Presenting first drafts and sections of the essays** (11th week): careful description of the topic (to ensure that it is sufficiently focused). This is a written detailed research proposal, to be presented in class, to help students anticipate the issues/problems that they are going to deal with. About the power point presentation, for details, see: [Cambridge University Press ELT: How to open and close presentations?](https://youtu.be/Yi_FJAOcFgQ)
6. **Presenting “almost ready” second drafts** (13th week): with power point presentation. This is a written detailed research draft, to be presented in class, organised and with detailed notes collected while undertaking literature survey and data collection. Students make a clear decision about stopping data collection and move positively into writing-up the research project.
7. **Presentation and submission of finished essays** (14th week): with power point presentation. For details, see: “Cambridge University Press ELT: How to Write a Great Research Paper”: [https://youtu.be/g3dkRsTqdDA](https://youtu.be/g3dkRsTqdDA)

N.B. **Outlines and drafts will be accessible through Moodle two days prior** to the session, and each member is required to read everyone else’s material before the meetings. The sessions themselves will consist of presentations and critical commentaries on the material presented (and read beforehand) by all members of the seminar. The finished essay must be approx. 20 pages (approx. 5000 words), font: Times New Roman, 12-point font size; margins: 1” on left, right, top, and bottom; spacing: double-space everything), must be printed and submitted via Moodle on the same day of the student’s Final Oral Presentation.

Plagiarism will result automatically in the grade of “F”. Please remember that a delay in turning in the writing assignments will result in a lowering of your grade by a half grade the day after the due date, and 2% for each following day.

**Research Paper Topics**:

- Origins and Re-interpretation of the Past (week 1, unit 2)
- Creating Authority through imitation (week 1, unit 2)
- Hospitality and Openness (week 2, unit 4)
- Food and power (week 2, unit 4)
- Universality, Imperialism and Europeanism (week 5, unit 8)
- Position and significance of the European Leader (week 5, unit 8)
- Position and significance of the Catholic Church (week 5, unit 8)
Republicanism (week 3, unit 5)
Economic power and political leadership (week 3, unit 5)
Wealth and social order (week 3, unit 5)
Fashion as a status symbol (week 5, unit 9)
Presence and power posing (week 5, unit 9)
Moral Imperatives and Material considerations (week 5, unit 9)
Pawnshops and Banking (week 4, unit 6)
Self-glorification (week 4, unit 6)
Family power and Family Memory (week 6, unit 11)
Identity and portraiture (week 6, unit 11)
Exaltation of the culture: Liberal Art studies (week 5, unit 8)
Volunteering and Civic Rituals (week 6, unit 10)

Written Final Exam (20%)
It is comprised of three sections (approximately 6-8 handwritten pages):
1. Slides comparison (you will be shown a series of images to compare and contrast; the images for identification will be chosen from among those shown during lecture or seen on site)
2. Quizzes / short questions with open answers on topics covered in class
3. Short essay writing on topics covered in class to critically evaluate one of the class topics.
Credit for the course will be given only if all requirements are completed. N.B. Extensions for the exams and assignments will not be granted, so please do not ask.

LEARNING OUTCOMES:
By the end of the course students should:
• Have improved their ability to think critically, engage in complex reasoning and express their thoughts clearly through their written work
• Identify and analyze the history and culture of Tuscany and Italy with special regards to its relevance in terms of people’s social and political identity
• Develop skills to critically evaluate Italian artworks and their historical, cultural and socio-political connotations.

GLOBAL LEARNING OUTCOMES:
Perspective Taking: the ability to engage and learn from perspectives and experiences different from one’s own and to understand how one’s place in the world both informs and limits one’s knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
Cultural Diversity: the ability to recognize the origins and influences of one’s own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

OTHER ACADEMIC INFORMATION:
Please contact me immediately if you have any question or are confused about any given assignment, feedback or aspect of the course.
I’m available by email only from Monday afternoon to Friday morning. Emails received on Fridays will be answered on the following Monday afternoon.
Because we will be venturing outside for site-visits, students must dress appropriately for weather conditions since class will be held outside no matter what the climate is. Do not bring backpacks or troublesome objects on lessons outside of classroom, but make sure to bring your notebook and pen to take notes.
Since many of our classes will be conducted in religious environments, students must wear appropriate attire to class. In churches, students are kindly advised not to wear shorts, sleeveless shirts, mini-skirts, baseball caps or flip-flops. Ladies must have their shoulders and stomachs covered. Both ladies and men must be covered below the knees and all caps must be removed upon entering a holy site.
ATTENDANCE POLICY:
Attendance is mandatory. Successful progress of the program depends on the full cooperation of both students and faculty members: regular attendance and active participation in class are essential parts of the learning process. Attendance at and participation in all class meetings and field-studies are required. More than TWO absences will result in a lowering of your grade by **two percentage points** for every absence. N.B. In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student.

CONTENT:
*(please be aware that the sequence and therefore the objects of the content, particularly regarding field-studies, may be modified depending on the season and availability of the different locations to be visited)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong>&lt;br&gt;Unit 1: (Mon. 23.01.17, h 2-4pm):&lt;br&gt;Unit 2: (Wed. 25.01.17, h 11am-1pm):</td>
<td>Lecture in class: Getting acquainted, discussing course-work. Focus on how to write a research paper, and how to use research resources (course packet on Moodle, on-line resources, Siena’s Libraries). <strong>Presentation and description of the topics the students will be working on</strong> (see Research Paper Topics).&lt;br&gt;Field study: Concepts to be explained and discussed: The Etruscan setting as the historical and physical foundation of Siena. Origins and Re-interpretation of the Past, mythology, Creating Authority through imitation. Visit to Siena’s “Strada Romana” (Banchi di Sopra, Piazza Tolomei, Croce del Travaglio, Loggia della Mercanzia, Banchi di Sotto, Porta Romana) and the she-wolves statues (Piazza del Campo, Piazza Duomo). The visit will introduce students to the iconographic and mythological armature of the city.</td>
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<td><strong>WEEK 2</strong>&lt;br&gt;Unit 3: (Mon. 30.01.17, h 2-4pm):&lt;br&gt;Unit 4: (Wed. 01.02.17, h 11am-1pm):</td>
<td>Lecture in class: Concepts to be explained and discussed: Universality, Imperialism and Europeanism, historical consciousness, ideology. Spiritual and political currents in the Dark Ages: Position and significance of the Emperor and the Church, the Holy Roman Empire, Monasteries as centres of learning, Birth of Urban identity.&lt;br&gt;Field study: Concepts to be explained and discussed: The ethnic and territorial development of Siena up to the 12th century. Common Care, Hospitality and Openness, Food and power. Visit to the Hospital of Santa Maria della Scala (Sala del Pellegrinaggio, Tesoro, Oratorio di Santa Caterina della Notte). Movement through pilgrimage and trade were a key feature of early modern life; the city’s historic hospital is a unique venue to consider cultural mobility and the transfer of ideas and images.</td>
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<td><strong>WEEK 3</strong>&lt;br&gt;Unit 0: (Mon. 06.02.17, h 2-4pm):&lt;br&gt;Unit 5: (Wed. 08.02.17, h 11am-1pm):</td>
<td>No class.&lt;br&gt;Field study: Concepts to be explained and discussed: Republicanism and “Buon Governo”, Economic power and political leadership, the Urban image projected, Wealth and social order: the middle class as patrons of the arts. Visit to the Town Hall Museum (Palazzo Pubblico: Sala della Pace, Sala del Mappamondo, Anticappella, Sala del Conclorathera). This visit allow students to enter into direct dialogue between civic culture and politics in the painted halls of Siena’s government building.</td>
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### WEEK 4

**Unit 6:** (Mon. 13.02.17, h 2-4pm):

Field study: Concepts to be explained and discussed: Pawnshops and Banking; Self-glorification. Visit to the Monte dei Paschi Bank. The domestic environment, viewed both as a façade and a more intimate interior, saw the revival of ancient prototypes during the fifteenth century; this visit offer a chronologically ordered analysis of the development of that residential architectural type.

**Unit 7:** (Wed. 15.02.17, h 11am-1pm):

Lecture in class: Concepts to be explained and discussed: Wealth and social order. Moral Imperatives and Material considerations. **Distribution of the topics to the students.**

### WEEK 5

**Unit 8:** (Mon. 20.02.17, h 2-4pm):

Field study: Concepts to be explained and discussed: Universality, Imperialism and Europeanism, Position and significance of the European Leader, Position and significance of the Catholic Church, Exaltation of the culture: The Liberal Art studies. Visit to Siena’s Cathedral (Duomo). This visit will bring students into closer and more detailed contact with one of the most complex and richly layered architectural and artistic monuments of the city. The cathedral marble floor will also be examined, focusing on the most famous symbols of Siena’s identity. **Students’ Research Phase (5th-9th week): collecting relevant secondary literature and data.**

**Unit 9:** (Wed. 22.02.17, h 11am-1pm):

Course-related trip to Florence 1.: Concepts to be explained and discussed: Fashion as a status symbol, Presence and power posing, Moral Imperatives and Material considerations. Visit to Palazzo Vecchio, Florence’s Cathedral (Duomo) and Giotto’s Bell-Tower, Strozzi Palace, Santa Croce Church. Turning now to perhaps the canonical model for the Renaissance, this class will examine how art, architecture and sculpture were deployed across the long Renaissance in the city centre and in the most significant government building of Florence, Palazzo Vecchio. Moodel Assignment: Quiz 1.

### WEEK 6

**Unit 10:** (Mon. 27.02.17, h 2-4pm):

Field study: Concepts to be explained and discussed: Social participation: Volunteering and Civic Rituals. Visit to the “Contrada” Museum. The process of re-writing the city’s past can be traced in civic rituals, in particular in the “Palio” Horse race. This visit focuses on the issue of the past, and the reasons and means by which it was altered and adjusted by the community.

**Unit 11:** (Wed. 01.03.17, h 11am-1pm):

Field study: Concepts to be explained and discussed: Self-glorification, Family power and Family Memory, Identity and portraiture. Visit to Pandolfo Petrucci’s Palace. This visit will bring students into closer contact with the interior ordering of the palace, and the material goods that enriched these. Inspired by classical models, these large homes also made space for new domestic articles, such as fresco cycles that were often decorated with erudite classical secular narrative. The ‘palazzo del Magnifico’ is one of the most important examples of private patronage in Siena.

### WEEK 7

**Unit 0:** (Mon. 06.03.17, h 2-4pm):

No class.

**Unit 12:** (Wed. 08.03.17, h 11am-1pm):

In class: Seminar Session 1: **Oral Presentation of the reading assignments by students** (with power point presentation).
<table>
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<th>WEEK 8</th>
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| Unit 13: (Mon. 13.03.17, h 2-4pm): | Lecture in class: **Midterm Review.**  
In class: **Midterm Exam.** Review readings. |
| Unit 14: (Wed. 15.03.17, h 11am-1pm): |  |
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<th>WEEK 9</th>
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| Unit 0: (Mon. 20.03.17, h 2-4pm): | SPRING BREAK. No class.  
Unit 0: (Wed. 22.03.17, h 11am-1pm): | SPRING BREAK. No class. |
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<th>WEEK 10</th>
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| Unit 15: (Mon. 27.03.17, N.B. h 2-6 pm): | **Course-related trip to Monte Oliveto Maggiore Abbey.** Moving away from Siena, this visit offers a chance to make comparisons of “how the Renaissance happened” in other centres. **Moodle Assignment: Quiz 2.**  
In class: Seminar Session 2: **Presentation and discussion of the Outlines:** the outline helps to ground students keep them on topic. An effective outline is just that, not the entirety of what the student wants to say. Points on an outline do not need to be whole sentences, instead use cue words that represent ideas. This way the student can easily glance at his/her paper and know where he/she wants to go next. Each person should adapt his/her outline to match his/her presentation and train of thought. Every presentation ought to have an introduction, a body consisting of main points and ideas, and a conclusion. This structure should be represented in the students’ outline. For details, see: “Making an Outline”: [https://youtu.be/fCujEU6xZS0](https://youtu.be/fCujEU6xZS0) |
| Unit 16: (Wed. 29.03.17, h 11am-1pm): |  |
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<th>WEEK 11</th>
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| Unit 17: (Mon. 03.04.17, h 2-4pm): | Lecture in class: Focus on Florence’s iconographic and mythological themes.  
In class: Seminar Session 3: **Presentation and discussion of the first drafts and sections of the essays:** careful description of the topic (to ensure that it is sufficiently focused). This is a written detailed research proposal, to be presented in class, to help students anticipate the issues/problems that they are going to deal with. About the power point presentation, for details, see: [Cambridge University Press ELT: How to open and close presentations? - Presentation lesson from Mark Powell](https://youtu.be/Yl_FJAOcFgQ) |
| Unit 18: (Wed. 05.04.17, h 11am-1pm): |  |
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<th>WEEK 12</th>
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<td>Unit 0: (Mon. 10.04.17, h 2-4pm):</td>
<td>No class.</td>
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**Week 13**

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<tr>
<th>Unit 0: (Mon. 17.04.17, h 2-4pm):</th>
<th>Easter Monday. No class.</th>
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<tr>
<td>Unit 20: (Wed. 19.04.17, h 11am-1pm):</td>
<td>In class: Seminar Session 4. <strong>Presentation and discussion of the “almost ready” second drafts</strong> (with power point presentation): this is a written detailed research draft, to be presented in class, organised and with detailed notes collected while undertaking literature survey and data collection. Students make a clear decision about stopping data collection and move positively into writing-up the research project.</td>
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**Week 14**

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<th>Unit 0: (Mon. 24.04.17, h 2-4pm):</th>
<th>No class.</th>
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<tr>
<td>Unit 21: (Wed. 26.04.17, h 11am-1pm):</td>
<td>In class: Seminar Session 5: Presentation and discussion of the end-of-the-semester results: <strong>Presentation and submission of finished essays</strong> (with power point presentation). For details, see: “Cambridge University Press ELT: How to Write a Great Research Paper”: <a href="https://youtu.be/g3dkRsTqdDA">https://youtu.be/g3dkRsTqdDA</a></td>
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**Week 15**

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<th>Unit 0: (Mon. 01.05.17, h 2-4pm):</th>
<th>National Holiday. No class.</th>
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<tr>
<td>Unit 22: (Wed. 03.05.17, h 11am-1pm):</td>
<td>In class: <strong>Final Exam</strong>.</td>
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**Course-related trip to Florence 2.** Visit to Bargello Museum and Uffizi Gallery. A natural continuation of the previous visit to Florence, this will bring students into closer contact with the most important collections of sculpture and painting of the city. **Moodle Assignment: Quiz 3.**

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**Course-Related Trips and Field Studies:**

Field studies take students to see master works by the artists in the original context of Florence, Siena and Monte Oliveto Maggiore Abbey (near Buoconvento).

- **Siena:** “Santa Maria della Scala” Hospital, Palazzo Pubblico (Town Hall), Rocca Salimbeni (Monte dei Paschi Bank Collection), Duomo Museum, “Contrada” Museum.
- **Monte Oliveto Maggiore:** Abbey, Main Cloister, Church, Refectory and Library.
- **Florence:** Palazzo Vecchio (Town Hall), Signoria Square with Loggia dei Lanzi, Santa Maria del Fiore Cathedral (Duomo) and Giotto’s Bell-Tower, Strozzi Palace, Santa Croce Church, Santa Trinita Church, Bargello Museum, Uffizi Gallery.

**Required Readings:**

**On Moodle** (including selections from):

**On Siena History:**

**On the She-wolf and “Strada Romana”:**


On the Hospital of Santa Maria della Scala:


On Palazzo Pubblico (Town Hall):


On Monte dei Paschi di Siena:


On the Duomo:


On Florence:


De Prano, Maria, *At Home With The Dead: The Posthumous Remembrance Of Women In The Domestic Interior In Renaissance Florence*, “Notes in the History of Art”, Vol. 29, No. 4 (Summer 2010), pp. 21-28


Williams, Robert, *“Virtus Perficitur”: On The Meaning Of Donatello's Bronze "David"*, “Mitteilungen Des Kunsthistorischen Institutes In Florenz”, vol. 53, 2/3, 2009, pp.217-228

**On the Palio:**


**On Pandolfo Petrucci:**


**RECOMMENDED READINGS:**


Dennis F., *At Home in Renaissance Italy*, London Victoria and Albert Museum 2006, pp. 76-85


**SUPPLEMENTARY MATERIALS:**
Additional material to complement class work may be given by the instructor during the course on Moodle.