



AUF

*The American
University of Florence***SYLLABUS**

SQUOLA CENTER FOR CONTEMPORARY ITALIAN STUDIES (IT)

SCHOOL OF ITALIAN STUDIES AND LINGUISTICS**DEPARTMENT OF ITALIAN LITERATURE / URBAN STUDIES****COURSE TITLE: DANTE ALIGHIERI'S FLORENCE: READINGS AND CULTURAL WALKS****COURSE CODE: ISILDF340; GSUSDF340****3 semester credits****1. DESCRIPTION**

This course will examine excerpts of Dante Alighieri's greatest passages from the Divine Comedy and other works in relation to the space and history of Florence. Textual analyses will be performed, unpacking the dense symbolism and motifs reflective of the intellectual and moral climate during 14th century Florence. Students will visit churches, piazzas, and palaces within the city and will examine these locations in the context of Dante's life and surrounding controversy, the accusations and denunciations in his writings, the physical descriptions of the city, and the characters and historical figures present in his works.

The approach to this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, front-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed through the course website platform through weekly assignments in addition to exams, papers, and projects. Learning through the on-site approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students' academic and personal enrichment.

2. OBJECTIVES

The aim of this course is to introduce students to the life and writings of the major author of Italian classical literature within the context of an exploration of Florence city center, namely the locations that were relevant during Dante's times. The course will also give students a general overview on the socio-political, economical, and religious background of Florence during the period of Dante's life, as the exploration of the city will also include visits to political and religious buildings of medieval Florence. This will enable students to make connections between past and present Florence, understanding the different layers of history within the city. Since Dante is also considered the father of Italian language, a language component is included in the course to enable students to fully understand the influence of Dante in modern Italian, as well as provide them with a communicative tool to further enhance their experience in Florence.

Upon successful completion of this course, students will be able to:

- Describe the main historical and political events of the late 13th and early 14th century in Italy and especially in Florence
- Describe and analyze the most important events, facts, and relationships in the life of Dante
- Identify and analyze the main themes, symbolism and characters in Dante's writings
- Recognize the main locations in Florence mentioned in Dante's works, as well as discover the connection between the city and the author

- Be familiar with the main political and religious buildings of Florence city center
- Compare and contrast the 13-14th century Italian values and morals to today's social life in Italy
- Understand the influence of Dante on Italian culture and language
- Have a basic knowledge of the Italian language and engage in simple conversations on everyday topics.

3. REQUIREMENTS

There are no prerequisites for this course.

4. METHOD

This course consists of lectures, discussions, and site visits within the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, and experiential and/or field learning activities where applicable. As described in point 1, lessons are not held in traditional classroom settings but are based on the city of Florence as the academic space for learning and engagement. Please review the course description for the structural approach and method of coursework.

5. TEXTBOOK – FURTHER READINGS – RESOURCES

TEXTBOOK (Copy available at the university library):

- Lewis, R.W.B, *Dante: A Life* (Penguin Lives), Penguin Books, 2009
- Alighieri, Dante *Inferno* (any edition with a verse translation)

The textbooks are mandatory for successful completion of the course.

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

FURTHER READINGS

(Books listed below are available at the university library)

Works by Dante:

- Alighieri, Dante *Inferno*, Signet Classics, US, 2001
- Alighieri, Dante *The Portable Dante*, Penguin Classics, UK, 2003

About Dante and his writings:

- Jacoff, Rachel (ed.) *The Cambridge Companion to Dante - 2nd edition*, Cambridge University Press, UK, 2005
- Barolini, Teodolinda *Dante and the Origins of Italian Literary Culture*, Fordham University Press, US, 2006
- Barolini, Teodolinda *The Undivine Comedy*, Princeton University Press, US, 1992
- Harris, W.T. *The Spiritual Sense of Dante's Divina Commedia* Kessinger Publishing, US, 2005
- Hubbard, Elbert *Dante and Beatrice*, Kessinger Publishing, US, 2005
- Reynolds, Barbara *Dante: The Poet, the Political Thinker, the Man*, Gardner Books, UK, 2006
- Rubin, Harriet *Dante in Love: The World's Greatest Poem and How It Made History*, Simon&Schuster, 2004
- Sartorio, Henry *The Mysticism of Dante* Kessinger Publishing, US, 2005

Italian Literature:

- Brand Peter and Pertile Lino (ed.) *The Cambridge History of Italian Literature*, Cambridge University Press, UK 1999
- Hainsworth, Peter (ed.) *The Oxford Companion to Italian Literature* Oxford University Press, US, 2003
- Wilkins, Ernest H. *A History of Italian Literature: Revised Edition*, Harvard University Press, US, 1974

Italian and Florentine history:

- Abulafia, David (ed.) *Italy in the Central Middle Ages*, Oxford University Press, US, 2004
- Gilmour, David *The Pursuit of Italy: A History of a Land, its Regions and their Peoples* Penguin, UK, 2012
- Hibbert, Christopher *Florence: The Biography of a City*, Penguin, UK, 1993
- Najemy, John *A History of Florence 1200-1575*, Blackwell Publishing Professional, US, 2006
- Procacci, Giuliano *History of the Italian people*, Gardeners Book, UK 2006

LIBRARIES IN FLORENCE

Please consult the posted schedules for official opening times of the university library. 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

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

7. COURSE MATERIALS

No additional course materials are necessary.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

10% Class Participation

15% Assignments

20% Midterm Exam (or Special/Research project, if applicable)

20% Final On-site Project

25% 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 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 the student's responsibility to know how many absences are incurred. 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

Assignments account for 15% of the final course grade. These are exploratory assignment related to the course content. Students will be assessed based on their punctuality, accuracy, and formatting skills.

The **Final On-site project** accounts for 20% of the final course grade and is due on Lesson 14.

Students will be assigned an area of Florence and asked to lead the class through an original walk that they will have prepared and submitted on Lesson 13. Each walking tour must be of 25 minutes max. and be based on the knowledge acquired during the course. It must include a short introduction at the beginning and a short conclusion at the end.

The **Midterm** exam and the **Final** exam account for 20% and 25% respectively of the final course grade. Both exams will be uploaded on the course website and are to be completed by the student at home under exam conditions. This means that:

- The exam must be taken completely alone. Showing it or discussing it with anybody is forbidden, including (but not limited to) the other students in the course in current or previous years.
- You may use any publicly available material you want, including books, the internet, etc. However, you are NOT allowed to submit questions to internet discussion groups.
- Use your own words. If you find a solution of a question in a book or online, cite it in your submission and do not copy it as-is. Make changes which demonstrate you understand what you are writing. Plagiarism will be severely penalized.

- You may take as much time as you need to complete the exam. You may start the exam and return to it at a later stage. Note, you will no longer have access to the exam once the deadline has passed.

The completed exam must be uploaded to the course website before the deadline. Late submission will be penalized; technical problems will not be accepted as an excuse for late submissions. It is your responsibility to make sure that your computer and internet connection work properly and that the solved exam is uploaded on time.

Exam content: the content of the exam will be based on the books and on the websites enlisted in the bibliography below. Please make sure you have read these resources thoroughly before taking the exam.

Exam format (for both exams): the exam is divided into two sections:

- Part I: short-answer questions. Each correct and complete answer (concise explanations, main ideas, key words, names, etc.) is worth 5 points, for a total of 60 points.
- Part II: essay questions; each correct and complete answer is worth 20 points (based on content, vocabulary, detail, etc.) for a total of 40 points.

The Final Exam is cumulative.

12. LESSONS

Lesson 1	
Meet	TBA
Lecture	<p>Presentation of the course Introduction to the class topics and syllabus. Information on assignments, exams, and projects.</p> <p>From the Roman Walls to the <i>Cerchia Antica</i> A historical walk along the former sites of Florence city walls, from ancient Roman times to the 13th century, that will introduce students to the size and structure of Florence, and how it developed from Roman times to the medieval city Dante was born into. Special focus on the Duomo area, the entrance gates and towers of the medieval city, and introduction to the <i>lapidi dantesche</i></p> <p>Sign-up for On-Site Assignments Students will sign up for both the Background Research Expositions (BRE) and the <i>Inferno</i> canti presentations</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> Introduce the students to the course content and requirements Learn the structure and size of Florence before and during Dante's early years Get a first overview on the evolutions of Florence city walls from the ancient Roman times to the 13th century Get a first introduction to the historical figure of Dante and his importance from 13-14th century Italy to today.
Visit	<p>This walk will take the students to the following places:</p> <ul style="list-style-type: none"> - Duomo area (northern side of Florence ancient walls) - Via de' Cerretani (former site of Mugnone river) - Via Rondinelli and Via Tornabuoni (western side of Florence ancient walls) - Church of Santa Trinita (later incorporated into the <i>cerchia antica</i>) - Borgo Santissimi Apostoli / Via Lambertesca (southern side of Florence ancient walls) - Castello d'Altafronte (ancient castle connected to the <i>cerchia antica</i>) - Via de' Castellani, Via dei Leoni (eastern side of Florence ancient walls) - Via Dante Alighieri 1 (to see the 1st <i>lapide dantesca</i>)

Language Component	<ul style="list-style-type: none"> • Basic elements of Italian: alphabet, numbers, greetings • Introducing oneself
Readings/ Assignments for Lesson 2	<p>Lewis, R.W.B. "Chapter ONE" from textbook <i>Dante: A Life</i></p> <p>Hibbert, C. "Life in Dante's Florence, 1265-1348" in <i>Florence: The Biography of a City</i></p> <p>BREs as assigned in the sign-up calendar</p>

Lesson 2	
Meet	TBA
Lecture	<p>Dante and his Florence</p> <p>A walk through the city of Florence during Dante's times: brief history of the city during the 13th and 14th century. Students will become acquainted with the medieval Florence architecture, society, and lifestyle. Special focus on the second set of communal city walls, noble families tower-houses and other private and public buildings of medieval Florence. Selected BREs according to calendar</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> • Get a general overview on the history of Florence in the 13th and 14th century • Become familiar with private and public typical architecture of the time • Understand the world in which Dante lived
Visit	<p>This walk will take the students to the following places:</p> <ul style="list-style-type: none"> - Borgo San Lorenzo (former entrance to the medieval city through Porta Aquilonia) - Palazzo Davanzati (via Porta Rossa) - Torre de' Buondelmonti (via delle Terme) - Torre degli Amidei (via Por Santa Maria) - Ponte Vecchio (2 <i>lapidi dantesche</i>) - Oltrarno: via Guicciardini, Borgo San Jacopo, Piazza Santo Spirito (new <i>borghi</i> included in the second set of communal walls)
Language Component	<ul style="list-style-type: none"> • Talking about personal details • Asking questions: brief interviews to Italians
Readings/ Assignments for Lesson 3	<p>Lewis, R.W.B. "Chapter TWO" from textbook <i>Dante: A Life</i></p> <p>Pertile, L. "Introduction to <i>Inferno</i>" in <i>The Cambridge Companion to Dante</i></p> <p>BREs as assigned in the sign-up calendar</p> <p><i>Inferno</i> presentations as assigned in the sign-up calendar</p>

Lesson 3	
Meet	TBA
Lecture	<p>Dante's neighborhood and places</p> <p>A walk through young Dante's neighborhood and places to become familiar with the area where Dante was living in his early years.</p> <p>Dante's early life: main events and relationships of the poet within 13-14th century Florentine society. Introduction to Dante's ancestors, parents, and romantic relationships. Selected BREs according to calendar</p> <p><i>Inferno</i> presentations according to calendar: Introduction to the canticle + Canto 1-2-3-4-5</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> • Become familiar with Dante's neighborhood • Learn about the main events in Dante's early life • Learn about Dante's family and ancestors • Get acquainted with Dante's masterpiece <i>La Divina Commedia</i> and its first canticle <i>Inferno</i>

Visit	This walk will take the students to the following places: - Piazza della Repubblica (old market) - Via degli Speziali (<i>lapide dantesca</i>) - Via del Corso (beginning of San Pier Maggiore, the scandalous sixth) - Borgo Albizi and Arco di San Pierino (end of San Pier Maggiore sixth) - Via de' Benci (new eastern limit of city walls)
Language Component	<ul style="list-style-type: none"> • Ordering in a café: asking prices, asking for the check, quantities, and prices • Understanding decimal numbers, making polite requests
Readings/ Assignments for Lesson 4	Mazzotta, G. "Life of Dante" in <i>The Cambridge Companion to Dante</i> BREs as assigned in the sign-up calendar <i>Inferno</i> presentations as assigned in the sign-up calendar

Lesson 4	
Meet	TBA
Lecture	Dante's most private spaces This walk will take students to visit to the house of Dante in via Santa Margherita. Students will explore the spaces where Dante used to live and the collection of the Museo Casa di Dante. Focus will also be given to Florence Baptistry, where Dante was baptized. Selected BREs according to calendar <i>Inferno</i> presentations according to calendar: Canto 6-7-8-9
Objectives	By the end of this walk students will be able to: <ul style="list-style-type: none"> • Become familiar with the most private spaces of Dante in his early years • Learn about further main events in the life of Dante • Get a first overview on Dante's impact and influence on modern culture
Visit	This walk will take the students to the following places: - Battistero (where Dante was baptized) - House of Filippo Argenti (via del Corso) - Museo Casa di Dante (via Santa Margherita)
Language Component	<ul style="list-style-type: none"> • Describing the house and the rooms of the house • Use of <i>c'è</i> VS <i>ci sono</i> with indefinite articles
Readings/ Assignments for Lesson 5	Lewis, R.W.B. "Chapter THREE" from textbook <i>Dante: A Life</i> BREs as assigned in the sign-up calendar <i>Inferno</i> presentations as assigned in the sign-up calendar

Lesson 5	
Meet	TBA
Lecture	Dante's friends and mentors A walk to the most relevant places connected to Dante's first friend Guido Cavalcanti and his mentor Brunetto Latini. Students will become familiar with the circle of poets Dante belonged to, as well as the influence of Latini's figure on Dante's education and writings. Special focus on the Dolce Stil Novo poets. Selected BREs according to calendar <i>Inferno</i> presentations according to calendar: Canto 10-11-12-13-14-15
Objectives	By the end of this walk students will be able to: <ul style="list-style-type: none"> • Learn about the lives of Guido Cavalcanti and Brunetto Latini • Get acquainted with most important cultural models for Dante • Understand the influence of Latini and Cavalcanti on Dante's writings • Get a first overview on the Dolce Stil Novo poets

Visit	This walk will take the students to the following places: - Piazza della Signoria (former tower-houses of Uberti family) - House of the Cavalcanti family (via Calzaiuoli) - Church of Santa Maria Maggiore (Brunetto Latini's tomb) - Church of Santa Maria Novella (where Dante was educated) - Santa Maria Novella train station for the Italian language component
Language Component	<ul style="list-style-type: none"> • Means of transportation in Italy (train station, bus station, tramvia stop) • Asking information about transportation, asking to buy a ticket, understanding signs and timetables
Readings/ Assignments for Lesson 6	Lewis, R.W.B. "Chapter FOUR" from textbook <i>Dante: A Life</i> Usher, J. "Stilnovo" in <i>The Cambridge History of Italian Literature</i> BREs as assigned in the sign-up calendar <i>Inferno</i> presentations as assigned in the sign-up calendar

Lesson 6	
Meet	TBA
Lecture	Dante in love This walk will take the students to the most relevant sites linked to the figure of Beatrice Portinari and other members of her family (her father, her nursemaid, and her husband). Students will be introduced to her role as a muse of Dante in both <i>La Vita Nuova</i> and <i>The Divine Comedy</i> and will get an overview on the role of women in 13-14 th century Italy. The walk will also show how the Portinari family was deeply involved in the construction of two main buildings of medieval Florence. Selected BREs according to calendar <i>Inferno</i> presentations according to calendar: Canto 16-17-18-19
Objectives	By the end of this walk students will be able to: <ul style="list-style-type: none"> • Learn about the life of Dante's muse Beatrice Portinari and her influence on Dante's personal and artistic life • Observe the influence of the Portinari family on the development of Florence • Analyze the character of Beatrice in the most significant works of Dante • Become familiar other important works in Dante's production (<i>La Vita Nuova</i>) • Analyze Dante's style in his early writings
Visit	This walk will take the students to the following places: - Beatrice's well (Palazzo Spini-Feroni in Piazza di Santa Trinita) - Church of Santa Margherita de' Cerchi (Via Santa Margherita) - Palazzo Portinari (Via del Corso) - Santa Maria Nuova Hospital - Oblate Library (via dell'Oriuolo)
Language Component	<ul style="list-style-type: none"> • Food and beverages vocabulary • Asking for prices and quantities while grocery shopping
Readings/ Assignments for Lesson 7	Preparation for Midterm exam

Lesson 7	
Meet	
Lecture	MIDTERM EXAM

Lesson 8	
NA	ACADEMIC BREAK

Lesson 9	
Meet	TBA
Lecture	<p>Political Florence</p> <p>A walk through the most political buildings in Florence, to understand the weight of politics in medieval Florence and Dante's involvement in the city's politics.</p> <p>Selected BREs according to calendar</p> <p><i>Inferno</i> presentations according to calendar: Canto 20-21-22-23</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> • Become familiar with Florence's political scene during Dante's times • Learn about the political buildings in different times of medieval Florence • Analyze Dante's involvement in politics
Visit	<p>This walk will take the students to the following places:</p> <ul style="list-style-type: none"> - Torre della Castagna (piazza San Martino – via Dante Alighieri 2) - Palazzo del Bargello - Via Isole delle Stinche - Via delle Burella - Palazzo Vecchio and Loggia dei Lanzi
Language Component	<ul style="list-style-type: none"> • Describing the city: public places, urban settings, and professions
Readings/ Assignments for Lesson 10	<p>Bolton, B. "Papal Italy" in <i>Italy in the Central Middle Ages</i></p> <p>Pertile, L. "The <i>contrappasso</i>" in <i>The Cambridge History of Italian Literature</i></p> <p>BREs as in the sign-up calendar assigned</p> <p><i>Inferno</i> presentations as assigned in the sign-up calendar</p>

Lesson 10	
Meet	TBA
Lecture	<p>Religious Florence</p> <p>A walk through the most relevant religious buildings and places of worship for Dante. Students will become familiar with Dante's churches and understand the importance of religion and religious institutions during Dante's times. Special focus on Dante's theological system, biblical references and the main religious figures in Dante's <i>Divine Comedy</i></p> <p>Sign-up for Final Project</p> <p>Students will be divided into groups to start preparing the Final Project</p> <p>Selected BREs according to calendar</p> <p><i>Inferno</i> presentations according to calendar: Canto 24-25-26-27</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> • Get a general overview of Dante's religious beliefs and theological system • Learn about the most significant churches, convents and other places of worship during Dante's times • Analyze the personal and political importance of religion in the 13-14th century society
Visit	<p>This walk will take the students to the following places:</p> <ul style="list-style-type: none"> - Church of the Umiliati order (Piazza Ognissanti) - Church of San Martino al Vescovo (Piazza San Martino) - Badia Fiorentina (via del Proconsolo) - Le Murate for the Italian language component

Language Component	<ul style="list-style-type: none"> • Describing people: physical appearance and personality • Focus: adjectives, nouns and definite articles
Readings/ Assignments for Lesson 11	<p>Hibbert, C. “Merchants, Guelphs and Ghibellines” and “Blacks and Whites” in <i>Florence: The Biography of a City</i></p> <p>BREs as in the sign-up calendar assigned</p> <p><i>Inferno</i> presentations as assigned in the sign-up calendar</p>

Lesson 11	
Meet	TBA
Lecture	<p>The rise of guilds and new riches</p> <p>A walk dedicated to the most important sites related to Florence guilds and its members (craftsmen, merchants) while Dante was involved in the public life of Florence, and their evolution after his death. Students will also be introduced to the rising of a new social class, defined by Dante as <i>gente nuova</i>.</p> <p>Selected BREs according to calendar</p> <p><i>Inferno</i> presentations according to calendar: Canto 28-29-30</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> • Get a general overview on Florentine guilds and their organization • Learn about the most significant sites connected to the guilds during and after Dante’s times • Understand and analyze the impact of a new social class emerging in the late 13th early 14th century Florence
Visit	<p>This walk will take the students to the following places:</p> <ul style="list-style-type: none"> - Palagio di Parte Guelfa (Piazza di Parte Guelfa) - Orsanmichele - Palazzo dei Beccai (via Orsanmichele) - Torre de’ Galigai (via de’ Tavolini) - Palazzo della Mercanzia (Piazza Signoria) - Palazzo dell’Arte dei Notai (via del Proconsolo)
Language Component	<ul style="list-style-type: none"> • Clothing: asking for items, colors, sizes, and prices when shopping for clothes, shoes, and accessories
Readings/ Assignments for Lesson 12	<p>Lewis, R.W.B. “Chapter FIVE” from textbook <i>Dante: A Life</i></p> <p>BREs as in the sign-up calendar assigned</p>

Lesson 12	
Meet	TBA
Lecture	<p>Families at war</p> <p>A walk through the Black and White Guelph families and their political role, influence, and locations in 12-13-14th century Florence. Students will observe the close proximity of the houses belonging to these rivaling factions, and understand the consequences of this on their conflict.</p> <p>Selected BREs according to calendar</p>
Objectives	<p>By the end of this walk students will be able to:</p> <ul style="list-style-type: none"> • Learn about the history of the most influential families in medieval Florence • Learn about the political scene and factions during Dante’s time as a prior • Become familiar with the houses and places of Black and White Guelphs • Understand the impact of living in close proximity onto the Black and White

	conflict
Visit	This walk will take the students to the following places: - Adimari Houses (via delle Oche) - Torre dei Visdomini (via delle Oche) - Torre de' Donati (via del Corso) - Vicolo dello Scandalo (via del Corso) - Cerchi Houses (via de' Cerchi) - House of Giano della Bella (Piazza de' Cimatori) - Torri di Corso Donati (via Matteo Palmieri)
Language Component	<ul style="list-style-type: none"> • Describing one's family • Possessive adjectives and family vocabulary
Readings/ Assignments for Lesson 13	Lewis, R.W.B. "Chapter SIX" from textbook <i>Dante: A Life</i> BREs as in the sign-up calendar assigned <i>Inferno</i> presentations as assigned in the sign-up calendar Final Project Itineraries are DUE

Lesson 13	
Meet	TBA
Lecture	Persona non grata: Dante's exile and legacy A walk that will take students to the sites mostly linked to Dante's exile, to understand the mixed feelings of anger, nostalgia and sadness expressed by Dante in certain touching passages of the Divine Comedy. Special focus will also be given to the legacy of Dante in the city. Selected BREs according to calendar <i>Inferno</i> presentations according to calendar: Canto 31-32-33-34
Objectives	By the end of this walk students will be able to: <ul style="list-style-type: none"> • Learn about the main events and dates of Dante's exile • Analyze parts of the Divine Comedy where Dante expresses his mixed feelings about Florence • Get a general overview on the legacy of Dante in the city of Florence and on modern culture
Visit	This walk will take the students to the following places: - Battistero (2 nd <i>lapide dantesca</i>) - Società Dantesca Italiana (via dell'Arte della Lana) - Houses of the Abati family (via de' Tavolini) - Piazza Santa Croce - Torre della Zecca (Piazza Piave) - San Niccolò for the Italian Language component
Language Component	<ul style="list-style-type: none"> • Talking about art and craftsmanship • Expressing preferences: <i>mi piace</i> and <i>mi piacciono</i>
Readings/ Assignments for Lesson 14	Lewis, R.W.B. "Chapter SEVEN" and "Chapter EIGHT" from textbook <i>Dante: A Life</i> Preparation for Final On-Site Project

Lesson 14	
Meet	TBA
Lecture	Final On-Site Project
Objectives	By the end of this walk students will be able to: <ul style="list-style-type: none"> • Resume and summarize the different themes and topics related to Dante and

	<p>discussed throughout the semester</p> <ul style="list-style-type: none"> • Plan, schedule, and lead an “original” walk based on the knowledge acquired during the course • Demonstrate their personal understanding of the connection between Dante and Florence
Visit	<p>This walk will take the students to the following areas:</p> <ul style="list-style-type: none"> - Santa Maria Novella area - Duomo area - via del Corso / Bargello area - Palazzo Vecchio area - Santa Croce area <p>Within the assigned area, the stops of each itinerary of this visit will be decided by the students, as part of their Final On-Site Project assignment. Students will have submitted their itineraries on Lesson 13 and the detailed map will have been shared by the instructor before Lesson 14.</p>
Language Component	<ul style="list-style-type: none"> • Giving directions in Italian while leading the Final Project walks
Readings/ Assignments for Lesson 15	Preparation for Final exam

Lesson 15	
Meet	In class
Lecture	FINAL EXAM