

Course Last Updated 3/26/2024



Analyzing and Exploring the City: Florence

Section I: Course Overview

Course Code: CUL345FLR, SOC345FLR

Subject Area(s): Cultural Studies, Sociology, Geography

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Description

Florence is a world-renowned attraction: thousands of people every day crowd its small streets admiring the ancient buildings and artistic heritage. Less famous is the contemporary Florence as lived by its current inhabitants: an ethnically varied population with complex socio-cultural dynamics at play in shaping the identity of this fascinating city.

Even the shortest of walks can unveil this wealth for the eyes of the attentive observer and it is precisely this understanding that this course provides. Students analyze the complex dynamics that shape the identity of Florence by applying a critical perspective on the notion of globalization and by analyzing the socio-cultural forces at play both historically and presently

Learning Objectives

Upon successful completion of this course, students are able to:

- Evaluate the concept of globalization and its application to Florence
- Analyze the past and present characteristics of Florentine society and culture
- Explain the complexities of urban socio-cultural realities

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Mid-Term Exam - 25%

Final Exam - 25%

Field Research - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Midterm Exam (25%) and Final Exam (25%) The mid-term and final exams consist of short questions with short open answers (approx. 60 minutes). The Mid-Term exam covers everything taught in the semester up until that point and the Final Exam is cumulative.

Field Research Paper (30%): Beginning with Week 8, student walk outside class to carry out a small ethnographic research study in different suburbs of Florence. Students (individually or in group) are assigned a distinct neighborhood to visit and analyze, according to the theories reviewed in class during the previous weeks. The field research must include the written proof of students' direct experience of Florence.

Prompt: *Based on a methodological description and analysis of your experience in the assigned neighborhood, present and develop a strong argument/thesis where you connect and apply the global city issues presented and discussed in class to your observations.*

The essay needs to be an accurate description of students' first-hand observations, analysis of the environment, their interactions with people in the assigned neighborhood, their personal thoughts and intuitions which they must connect to the concepts/theories/ideas learned from lectures and readings.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Neighborhood walks

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Beaverstock, Jonathan V. "Globalization and the City." *The SAGE Handbook of Economic Geography*, (2011),

Birindelli, Pierluca. Cultural Experiences in Florence and Italy: The Grand Tour Narrative in the 21 st Century." *SocietàMutamentoPolitica* 10 (20), 2019: 191-205.

Brown, Dan. *Inferno*. Transworld Publishers Ltd, 2014

Clark, Greg. *Global Cities: A Short History*. Brookings Institutions, 2017

Counihan, Carole M. "Female Identity, Food, and Power in Contemporary Florence." *Anthropological Quarterly*, vol. 61, no. 2, 1988, pp. 51-62

Around the Tuscan Table: Food, Family, and Gender in Twentieth Century Florence. London, Routledge, 2004

Dickie, John. "Imagined Italies." *Italian Cultural Studies: An Introduction*, edited by David Forgacs and Robert Lumley. Oxford: Oxford University Press, pp. 14-16.

Gargiulo, Carmela and Tremitterra, Maria Rosa. "Smart city, metropolitan areas and competitiveness: The case study of Florence". *TeMA-Journal of Land Use, Mobility and Environment* 8 (2), 2015, pp. 203-218

Girelli, Elisabetta. "Beauty and the Beast. The Construction of Italianness in *A Room with a View*", Elisabetta Girelli.

Haycraft, John. *Italian Labyrinth: Italy in the 1980s*. Penguin, 1987

Hibbert, Christopher. *Florence: the biography of a city*. London: Penguin, 2004

Jean, Sabrina. "The historic city: perceptions and modes of localisation in Florence, Italy. A method of analysis and interpretation." *Polígonos. Revista de Geografía*, (11-12), 2002: 211-218

King, Russell and Mai, Nicola. "Italophilia meets Albanophobia: Paradoxes of Asymmetric Assimilation and Identity Processes Among Albanian Immigrants in Italy." *Ethnic and Racial Studies*, 32(1), Jan. 2009: 117-138

Kosic, Ankica and Triandafyllidou, Anna. "Albanian Immigrants in Italy: Migration Plans, Coping Strategies, and Identity Issues" *Journal of Ethnic and Migration Studies* 29(6); 2003: 997-1014

Lazzeretti, Luciana and Oliva Stefania. "Rethinking city transformation: Florence from art city to creative fashion city." *European Planning Studies*, 26:9; 2018: 1856-1873

Mercuri, Maria Novella. "Florence in contemporary Italian crime fiction." Revised version of a research seminar paper delivered at University College London, November 2016.
https://www.academia.edu/38567190/Florence_in_contemporary_Italian_crime_fiction

Morini, Claudia. *Mapping Love. Ethnography of migrant women squatters in Florence, Italy*. Gemma MA Thesis, Utrecht University, Faculty of Humanities, August 2016

Nevola, Fabrizio and Tim Coles & Cristina Mosconi. "Hidden Florence revealed? Critical insights from the operation of an augmented reality app in a World Heritage City." *Journal of Heritage Tourism*, 17:4; 2022: 371-390

Popp, Monika. "Positive and Negative Urban Tourist Crowding: Florence, Italy." *Tourism Geographies*, 14:1, 50-72

Sassen, Saskia. "Urban Sociology in the 21st Century." *21st Century Sociology* edited by Clifton D. Bryant & Dennis Peck. SAGE Publications, 2007, pp. 476-486

Ren, Xuefei and Keil, Roger (eds) *The Globalizing cities reader*. London: Routledge, 2011

Schneider-Mayerson, Matthew. "The Dan Brown Phenomenon: Conspiracism in Post-9/11 Popular Fiction." *Radical History Review*, 1 September 2011; 2011 (111): 194-201

Shirvani Dastgerdi, Ahmadreza, and De Luca, Giuseppe. "Joining Historic Cities to the Global World: Feasibility or Fantasy?" *Sustainability* 11, no. 9; 2019: 2662.

Course Calendar

Session 1	
Topics	Florence and globalization: an introduction
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none">• Dickie, pp. 14-16• Haycraft, pp. 1-12

Session 2	
Topics	Florence from the origins to the 'cradle of Renaissance'
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Beaverstock, pp. 189-201

Session 3	
Topics	Mapping power in Florence 1
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Gargiulo & Tremiterra, pp. 203-218

Session 4	
Topics	Mapping power in Florence 2
Activity	Lecture and Discussion Walk and Work
Readings & Assignments	<ul style="list-style-type: none"> • Hibbert, ch. 21 & 22

Session 5	
Topics	Mapping ethnicity in Florence
Activity	Lecture and Discussion Walk and Work
Readings & Assignments	<ul style="list-style-type: none"> • Kotic & Triandafyllidou, pp. 997-1014 • King & Mai, pp. 117-138

Session 6	
Topics	Mapping Food in Florence
Activity	Lecture and Discussion Walk and Work

Readings & Assignments	<ul style="list-style-type: none"> • Counihan, Female Identity, pp. 51-62 • Counihan, Around the Tuscan Table, pp. 177-191 and pp. 57-77
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Session 7
Mid-term

Session 8	
Topics	Urban fieldwork methodology
Activity	Lecture and Discussion Walk and Work
Readings & Assignments	<ul style="list-style-type: none"> • Sassen, pp. 476-486

Session 9	
Topics	Mapping creativity in Florence
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Lazzaretti & Stefania Olivia, pp. 1-18

Session 10	
Topics	Mapping contemporary Florence
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Gargiulo, pp. 203-218 • Jean, pp. 211-218

Session 11	
Topics	Mapping Americans in Florence
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Birindelli, pp. 191-205

	<ul style="list-style-type: none"> • Popp, pp. 50-72
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Session 12	
Topics	Fictional Florence
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Mercuri, https://www.academia.edu/38567190/Florence_in_contemporary_Italian_crime_fiction • Brown, at least the first chapters dedicated to Florence • Schneider-Mayerson, pp. 194-201

Session 13	
Topics	Fieldwork presentations
Activity	Essay Discussions
Readings & Assignments	

Session 14	
Topics	Fieldwork presentations
Activity	Essay Discussions
Readings & Assignments	*FINAL ESSAY DUE

Session 15	
Final exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.

