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**PALAZZI FLORENCE ASSOCIATION FOR INTERNATIONAL EDUCATION
FLORENCE UNIVERSITY OF THE ARTS
SQUOLA - CENTER FOR CONTEMPORARY ITALIAN STUDIES (IT)**

SCHOOL OF ITALIAN STUDIES AND LINGUISTICS
DEPARTMENT OF ITALIAN LANGUAGE
DEPARTMENT OF ITALIAN CULTURAL STUDIES
DEPARTMENT OF SUSTAINABLE DEVELOPMENT
DEPARTMENT OF GENERAL HORTICULTURE
DEPARTMENT OF ENVIRONMENTAL STUDIES
DEPARTMENT OF SOCIOLOGY

COURSE TITLE: GROW GREEN AND LEARN ITALIAN

**COURSE CODE: ISITGG201; ISISGG201; GSSDGG201; HCGHGG201; LSESGG201;
LSSOGG201**

3 Semester Credits

1. DESCRIPTION

This course offers an innovative way to learn the Italian language and develop environmental consciousness while exploring Florence and its surroundings. Through the study of the relationship between humans and nature, the human role in ecology, and the sustainable management and conservation of natural resources, students will learn basic Italian vocabulary and usage in the form of experiential learning. The course aims to develop four basic Italian language skills (reading, writing, listening, and speaking), while providing experiences and on-site lessons aimed at expanding the connection between individuals and the natural world and developing sustainable lifestyles. Each topic, excursion, and experience will be supported by a structured class of Italian language, providing a great opportunity to explore Florence, its parks, its people, and its traditions from a new perspective while learning and practicing the Italian language.

2. OBJECTIVES

The aim of this course is to provide students with a basic knowledge of Italian language, which will be used immediately when facing different contexts and establishing effective interactions in class. At the same time students will learn the basics of Italian history, society, and traditions in order to build and strengthen their connections within the Florentine community. Upon successful completion of this course, students will be able to:

- Conduct a simple conversation in Italian language in predictable contexts.
- Read and write short and basic texts
- Make introductions, speak about themselves and their family
- Interact with the host community
- Comprehend short and simple conversations
- Master basic grammar and lexical structure
- Use basic vocabulary and idiomatic expressions
- Describe experiences and processes
- Display awareness of Italian culture and society
- Grow greens
- Identify the characteristics and variables of Italian culture as a framework for communication

- Create positive relationships and working teams with individuals from different cultures, religious beliefs, and ages
- Display an emotional connection with the natural world

3. REQUIREMENTS

There are no prerequisites for this course.

4. METHOD

The course combines several integrated approaches aimed at developing the student's skills in speaking the Italian language, approaching Italian culture, and exploring the city "greens". Students will be engaged in experiential learning through activities such as workshops in real local- community situations, cultural exchanges, garden tours, and nature expeditions. The teaching method is based on a communicative and collaborative approach, while part of the study will also be dedicated to Italian grammar. In order to facilitate learning progress special emphasis will be given to conversational techniques and communication skills. Participation and interaction are considered a fundamental part of the teaching. Other teaching tools, such as images, films, and cross-connections with other subjects will also play an important role during the course. Special extra-curricular activities, organized by various local institutions, will be announced at the start of the semester and the instructor will help to identify which activities will be most useful for the students. These and other cultural components of the course will also promote the knowledge of Italy and its residents as students learn about Italian society, and thus language learning will provide a privileged opportunity to develop sensitivity towards cultural differences and to understand the ways in which culture, nature, and language interlock. In this sense students will be encouraged to exploit the value of these lessons not just as a useful aid to their progress in other courses, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad.

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 and 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.

5. TEXT BOOK – FURTHER READINGS – RESOURCES

TEXT BOOK

Martina Ghiandelli, *Grow green learn Italian*, 2015

The text book is 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 in the FUA library)

GREEN CULTURE Jill Bloomfield, *Grow it, Cook it: Simple Gardening Projects and Delicious Recipes*, London, DKPublishing, 2008 Eve Pranis, *Nourishing Choices: Implementing Food education in classrooms, cafeterias and Schoolyards*, National Gardening association, 2008 Giacomo Salizzoni, *Piccoli amici dell'Orto Naturale (alla scoperta degli insetti utili al nostro orto)*, Coldiretti, Fondazione Campagna amica, 2012 David Sobel, *Place-based Education: Connecting classrooms and Communities*, Great Barrington and Communities, 2004 Rod Stone, *Grow Your Vegetables For Your Nutritional*

and Financial Health, Rod Stone Group, 2013 Liz Vidal, Beginner's Guide to Raised Bed Gardening: Grow your Own Salad Garden, Amazon Digital Services, Inc. 2013 Alan Buckingham, Grow Vegetables: Gardens - Yards - Balconies - Roof Terraces, DK Publishing, 2008 Lucia Impelluso and Stephen Sartarell, Nature and Its Symbols (A Guide to Imagery), 2004 M. Chiara Pozzala I giardini di Firenze e della Toscana. Guida completa, Giunti edizioni, 2011 M. Chiara Pozzana Gardens of Florence and Tuscany. A complete guide, Giunti edizioni, 2011 M. Chiara Pozzana, Greenways: percorsi verdi nell'Oltrarno di Firenze , Giunti edizioni, 2003 Daniele Vannetiello, La serra del giardino dell'orticoltura a Firenze Mick Hales, Monastic Gardens, Harry N. Abrams; 1st Ed. edition 2000 Justin Jennings, Medieval Gardens (Historic Gardens) English Heritage,, 2005 Barbara Bargilli, Massimo Paolieri, Massimo Pettini e P. W. Christie Gli agrumi nel giardino di Boboli. Ediz. inglese, Electa edizioni 2008 Emanuela Bussolati, Giovanna Mantegazza e A. Curti, Il vivaio, 2005, James J. Yoch, Sagapress, 1989 William A. Mann, Landscape Architecture: An Illustrated History in Timelines, Site Plans and Biography, 1993 Anne Leader, The Badia of Florence: Art and Observance in a Renaissance Monastery, Indiana University Press, 2011 Tania Bayard, Sweet Herbs and Sundry Flowers: Medieval Gardens and the Gardens of the Cloisters, D.R. Godine / Metropolitan Museum of Art; 1985 Christopher Brooke, The Age of the Cloister: The Story of Monastic Life in the Middle Ages, H.F.Ullmann Publishing GmbH, 2002 Kristina Krüger and Rainer Warland, Monasteries and Monastic Orders: 2000 Years of Christian Art and Culture, H.F.Ullmann Publishing GmbH, 2012 Sal Gilbertie, Larry Sheehan and Lauren Jarrett , Herb Gardening from the Ground Up: Everything You Need to Know about Growing Your Favorite Herbs, Ten Speed Press, 2012 Roger D. Masters, Fortune is a River, Penguin group, 1999

ITALIAN LANGUAGE The Oxford-Duden Pictorial Italian and English Dictionary, Oxford University Press, 1995. Dimmi. Manuale per la comunicazione. Primo Livello, di Antonella Battaglia e Loredana Tarini. Guerra Edizioni. Prima Edizione 2008. Praticamente Dimmi. Esercizi e attività, di Antonella Battaglia e Loredana Tarini. Edizioni Guerra, 2008. Di Francesco, A. and C. M. Naddeo, Bar Italia, Alma Edizioni, Firenze, 2002. Gruppo Meta, Uno, Bonacci editore, Roma, 1992. Mazzetti, A. and M. Falcinelli, B. Servadio, Qui Italia, Primo livello, Le Monnier, Firenze, 1993. Mazzetti, A. and M. Falcinelli, B. Servadio, Qui Italia, Le Monnier, Firenze, 2002. Mezzadri, M., Essential Italian Grammar in Practice, Guerra Edizioni, Perugia, 2000. Naddeo, C. M. and G. Trama, Canta che ti passa, Alma Edizioni, Firenze, 2000. Santi, C. and C. Ermini, S. Valdisserrì, Idea Uno, Progetto Lingua, Firenze, 2004. Tartaglione, R. and S. Nocchi, Grammatica avanzata della lingua italiana, Alma Edizioni, Firenze 2006.

ITALIAN CULTURE

Kenneth Wagner and Tony Magistrall, Writing across Culture: an Introduction to study abroad and the writing process (New York, 1995) Linda Falcone, Italians Dance and I'm a Wallflower (The Florentine Press 2006) Baranski, Zygmunt, The Cambridge Companion to Modern Italian Culture Calvino, Italo - Fiabe Italiane Field, Carol, Celebrating Italy Field, Carol, Hill Towns of Italy Field, Carol, In Nonna's Kitchen Forgacs, David & Lumley, Robert - Italian Cultural Studies: an Introduction Ginsbourg, Paul, Italy and Its Discontents: Family, Civil Society, State Jones, Tobias, The Dark Heart of Italy Mc Adam, Alta, The Blue Guide Florence (9th Edition) McCarthy, Mary, The Stones of Florence Mignone, Mario, Italy Today: At the Crossroads of the New Millenium Moe, Nelson, The View from Vesuvius: Italian Culture and the Southern Question Moliterno, Gino, Encyclopedia of Contemporary Italian Culture (Routledge World Reference) Munari, Bruno, Speak Italian: The Fine Art of the Gesture Parks, Tim, Italian Neighbors Richards, Charles, The New Italians Severgnini, Beppe, La Bella Figura: A Field Guide to the Italian Mind

LIBRARIES IN FLORENCE

The FUA library is located in Corso Tintori 21. Please consult the posted schedules for official opening times. Also note that the library is for consultation only and it is not possible to borrow

materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students are also encouraged to take advantage of Florence's libraries and research centers:

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 and student (fee-based) membership information: www.britishinstitute.it/en

6. FIELD LEARNING

This course does not include a field learning activity. Please refer to the course addendum for additional details on select site visits from the list below:

- Orti Dipinti
- Community garden
- Giardino di Boboli
- Parco delle Cascine
- Sette merli farm
- Giardino dei Semplici
- Orsanmichele church
- Santo Spirito Cloister
- Giardino Sonoro
- Excursion by boat on Arno river with the renaioli

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 and Class Participation

20% Assignments

20% Group project/presentation

20% Midterm Exam

30% Final Exam

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

10. ATTENDANCE – PARTICIPATION

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

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

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

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

Late Arrival and Early Departure

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

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

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

Participation: 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 and in-class activities, responsible behavior, and completion of assignments will be assessed. All of the above criteria also applies to Field Learning and site visits.

11. EXAMS – PAPERS – PROJECTS

Note: the date and time of the exams cannot be changed for any reason

Exams: students will have mandatory midterm and final exams covering the material, assignments, readings, and activities discussed in class

The **midterm** exam counts for 20% of the final course grade. It consists of a multiple choice questionnaire (50 questions) which will test the students on Italian language, grammar culture, and green knowledge and sensitivity.

The **final** Exam counts for 30% of the final course grade It consists of a multiple choice questionnaire (50 questions) which will test the students on Italian language, grammar culture, and green knowledge and sensitivity.

Assignments will count for a total of 20% of the final grade– In Class Presentation/Discussion: Each group of students will be assigned a topic to present thoroughly to the class in Italian language. For example: “Il basilico: dall'orto alla cucina/Basil: from the garden to the kitchen.” On their presentation day students will have to:

a) present the key points of their readings through a power point presentation (in Italian language) with a maximum of 20 slides (Slides should contain only key words, definitions, and images in good resolution that are helpful in explaining the topic) b) lead the class in discussion, preparing a number of questions for the debate. c) provide general outlines for the class, explaining the basic points or main ideas they have been discussing. d) Prepare a multiple choice test (10 questions) to verify the level of attention of the class during your presentation.

12. LESSONS

Lesson 1. The students will be taught the basics of Italian language and be introduced to the local community of “Orti Dipinti.” They will experience a first-hand interaction with Italians and will be instructed on how to properly behave within Florence’s community.

<p>1. Community Garden</p>	<p>A FIRENZE Orti dipinti</p> <p>Attività Facciamo amicizia e impariamo come si fa a vivere a Firenze</p>	<p>CULTURA Dalla famiglia come unità e centro di produzione e interazione alla comunità di orticoltura</p>	<p>GRAMMATICA Pronomi personali Verbi essere e avere, chiamarsi. Sostantivi e aggettivi</p>	<p>FUNZIONI COMUNICATIVE Presentarsi Chiedere e dire il nome, il numero di telefono, l'indirizzo Chiedere di ripetere Chiedere come si scrive e si dice una parola</p>	<p>VOCABOLARIO Saluti La natura, il riciclo, i materiali Numeri da 0 a 100. Orari</p>
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Lesson 2. The lesson will introduce students to Florentine history, focusing on the benefits and the results of positive intercultural communication. Florentine flood survivors will share their experience of the Arno's last flood and of their connection to the American “Angels of Mud,” who helped Italians during the natural disaster. A case study of local businesses that provided community aid during and after the flood will also be discussed.

<p>2- Il fiume e i ponti e la città</p>	<p>A FIRENZE Ponte Vecchio, L'Arno e i renaioli</p> <p>Attività Intervista agli anziani sull'esperienza dell'alluvione</p>	<p>CULTURA Firenze romana: melting pot di culture Il fiume come via di comunicazione I ponti come simbolo di connessione tra culture</p>	<p>GRAMMATICA Verbi regolari delle tre coniugazioni Principali verbi irregolari Gli articoli Concordanza articolo, nome e aggettivo Preposizioni in a da, di</p>	<p>FUNZIONI COMUNICATIVE Presentare qualcosa o qualcuno. Chiedere e dire come si sta. Chiedere e dire quale lavoro si fa</p>	<p>VOCABOLARIO La città, espressioni di luogo, direzioni, edifici. I mezzi di trasporto. Il lavoro, le professioni Questo/quello</p>
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Lesson 3. Students will be introduced to the abundant variety of Italian food and ingredients through a visit to a local farmers' market, where they will have to interact with the local community/economy in terms of grocery shopping (product information, asking for prices, searching goods, etc.). Students will analyze how the local restaurant industry interacts with the market, with a particular emphasis on Ganzo – where academics, cuisine, the community as clients, and the community as restaurant sourcing are combined into a single environment.

3- Il mercato	A FIRENZE Sant'Ambrogio	CULTURA La cucina come luogo d'incontro tra culture	GRAMMATICA Mi piace/non mi piace Mi piacciono/non mi piacciono Vorrei	FUNZIONI COMUNICATIVE Chiedere e dire il prezzo. Esprimere gusti e preferenze	VOCABOLARIO Negozi, pesi, misure, alimenti Giorni della settimana
	Attività Quanto costa? Fare la spesa al mercato Ordinare un cappuccino al bar	Slow food vs fast food I gesti	Ci locativo	Fare la spesa	

Lesson 4. Students will meet the volunteers of the community garden and will work with them in multicultural teams to plant and grow vegetables. The activity aims to also expand their emotional connection to the natural world, to the green, “living and breathing” areas of a city, and to the cultural diversities encountered in human beings.

4- L'orto	A FIRENZE Orti dipinti	CULTURA La cultura contadina e le coltivazioni della campagna toscana: la verdura di stagione	GRAMMATICA Coniugazione e uso dei verbi potere dovere volere	FUNZIONI COMUNICATIVE Chiedere e dire che tempo fa Seguire le istruzioni Chiedere a qualcuno di fare qualcosa	VOCABOLARIO I mesi, Le stagioni, espressioni per descrivere il tempo
	Attività Fare l'orto seguendo le istruzioni				

Lesson 5. Students will explore the Boboli garden with a two-fold purpose. The garden's long history and its function as a public space for city inhabitants and location of important events (i.e. fashion industry, musical performances) in the last century will be presented. Students will also be assigned an on-site activity to test their intercultural communication skills.

5. I giardini in città	A FIRENZE I giardino di Boboli	CULTURA La cultura del verde e il giardino all'italiana.	GRAMMATICA Il passato prossimo dei verbi regolari e irregolari	FUNZIONI COMUNICATIVE Parlare e raccontare al passato Raccontare la storia di un monumento. Già, ancora	VOCABOLARIO Gli alberi, i cespugli, le piante, i monumenti tipici dei giardini: fontane, stagni, statue Espressioni per parlare al passato
	Attività Caccia al monumento				

Lesson 6. Students will present their projects to the class and a midterm review will be held to consolidate all material and topics presented.

Lesson 7. Midterm exam

Lesson 8. Break

Lesson 9. Students will visit the Giardino dei Semplici and after being introduced to the world of herbs will go to the Community Garden to prepare and crush their own herbs.

	A FIRENZE	CULTURA	GRAMMATICA	FUNZIONI COMUNICATIVE	VOCABOLARIO
9- L'Orto Botanico	Il giardino dei semplici	L'uso delle erbe nella cucina italiana	Congiunzioni: ma, perchè, invece, o. Pronomi diretti	Forma impersonale dei verbi al presente	Le erbe aromatiche e medicinali. I sapori delle erbe

Lesson 10. Students will go to Fattoria Settemerli to study the typical cultivations of Tuscany: olive groves and vineyards. Oil and wine production will also be explored as well as the main quality certifications. Mezzadria system and the new forms of economic management of organic farms will be the subject of the interview with the *fattore*.

	A FIRENZE	CULTURA	GRAMMATICA	FUNZIONI COMUNICATIVE	VOCABOLARIO
10- La Fattoria agriturismo	Fattoria "I sette merli": Agriturismo Vite, uva e vino Olivo, olive e olio	La tradizione contadina della Toscana. Turismo responsabile	E', c'è Sono, ci sono Aggettivi possessivi: uso ed eccezioni con i nomi di famiglia	Parlare della famiglia e dei rapporti familiari Prenotare una camera in un albergo e chiedere informazioni sui servizi offerti	Gli animali domestici. La famiglia La casa, i lavori di casa. Servizi offerti da un agriturismo Le parti della casa; i verbi riflessivi

Lesson 11. Students will visit Santo Spirito cloisters where Michelangelo used to perform his anatomical studies. They will learn the historical role of the monks in the preparation of herbal treatments and products, and will learn to decode art symbols.

	A FIRENZE	CULTURA	GRAMMATICA	FUNZIONI COMUNICATIVE	VOCABOLARIO
10- II Chiostro e l' Hortus Conclusus	Chiesa e chiostro di Santo Spirito Activity: monastero della	La religione, la madonna, gli ordini religiosi, il giglio, la rosa.	L'imperfetto. Imperfetto vs Passato prossimo	Parlare dell'infanzia e descrivere situazioni al passato	Il vocabolario del buon cristiano Le qualità evocate dalle piante e dagli elementi naturali

	Certosa	Il significato simbolico delle piante			
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Lesson 12. Students will visit the monumental and historical Cascine park, built as a farming and hunting estate by Medici family. By the 18th century the park acquired a recreative function in the urban system, conserved until the present days.

12 - I parchi	A FIRENZE	CULTURA	GRAMMATICA	FUNZIONI COMUNICATIVE	VOCABOLARIO
	Parco delle Cascine	Caccia e pesca nella tradizione italiana La giornata di un principe	Verbi riflessivi Avverbi di frequenza	Descrivere azioni abituali al presente e al passato. Dire cosa si fa e con quale frequenza	Gli animali da caccia e da corsa Gli hobbies e i verbi per descrivere attività quotidiane

Lesson 13. Students will visit a nursery and will learn about floriculture and flower markets in Tuscany.

12 - II Vivaio	A FIRENZE	CULTURA	GRAMMATICA	FUNZIONI COMUNICATIVE	VOCABOLARIO
	Le piante ornamentali e i fiori: pomodori, rose, iris, camelie, azalee	La floricoltura e il mercato dei fiori	Futuro semplice. Connettivi temporali: all'inizio, dopo, poi, alla fine	Parlare del futuro. Descrivere qualcuno e qualcosa	Il paesaggio, I fiori, gli insetti, il ciclo della natura, le malattie e la salute delle piante

Lesson 14. Students will present their projects to the class and a midterm review will be held to consolidate all the material and the topics presented.

Lesson 15. Final exam