

**The Umbra Institute**  
*The Intensive Italian through Culture Program*  
Summer 2009

**Credits:** 8

**Type of Course:** Lecture and Seminar

**Instructors:** Robert E. Proctor, Ph.D., assisted by selected instructors and teaching assistants from the Umbra Institute

**Method of** 70% Italian language classes (ITLN 111S, 211S, 311S, 411S)

**Evaluation:** 30% weekly journals and participation in cultural events

**Program objectives:**

*Intensive Italian through Culture* combines intensive language instruction with a rich immersion in Italian culture, past as well as present. The program has two components: Italian language classes and speaking opportunities; and liberal arts cultural events conducted in Italian.

*Intensive Italian through Culture* students take Italian language courses at the Umbra Institute at the level that best suits them, from beginning to advanced Italian. In addition, the Umbra Institute organizes *Tandem*, a biweekly language exchange get-together with Italians, in order for students to have the opportunity of meeting Italians with whom they can practice Italian. In previous years liberal arts events have included tours of Perugia, Assisi and Rome conducted in Italian by Italian guides; a wine-tasting in Italian; instruction in Italian on the art of making ice cream; a guided tour in Italian of the famous Ubaldo Grazia ceramics showroom and factory in the nearby town of Deruta, and guided tours in Italian of local museums and galleries.

Most of our Italian guides have also been trained in teaching languages. At beginning of each cultural tour or event our guides pass out vocabulary sheets ordered according to the sequences of the event itself, so students can follow the words as the guide is going from one building or painting or statue (or piece of pottery, type of wine or flavor of ice cream!) to another.

The Italian language classes are intense: they meet five days a week (Monday through Friday) for five weeks, with a morning session each day and two afternoon sessions on Tuesdays and Thursdays, for a total of more than 100 classroom contact hours.

On occasion Umbra instructors have hosted their students at local cafes and restaurants—with the understanding that only Italian be spoken during the meal! At the end of five weeks, *Intensive Italian through Culture* students will have put in over 100 hours of class time, the equivalent of two semester's work in the States. The Italian teachers at the Umbra Institute are excellent. They are experienced in teaching Italian *in Italian* at all levels, from beginning to advanced, to people of all ages from all over the world.

From an educational point of view, *Intensive Italian through Culture* brings together an oral-proficiency pedagogy of language teaching, and a liberal arts commitment to broad, interdisciplinary learning. The liberal arts tradition, our oldest education tradition, has particular relevance today in our hurried age of specialized study. The liberal arts tradition sees reality as an ordered whole ("cosmos" in Greek), the individual as part of this whole, and all the intellectual disciplines as complementary ways of experiencing this whole. It emphasizes a balance between work and leisure, public service and contemplative study. The experience of Italy can be a liberal arts experience of the highest order. Italy's natural beauty, combined with her rich history and culture, embodies the interrelation between all the branches of learning, and between the fine arts and the liberal arts. The Umbra Institute's commitment to the liberal arts tradition uses the beauty of Italy to inspire students to learn the Italian language, and uses their growing command of Italian to draw them more deeply into Italian life.

## Course Syllabus

### ITLN 211: Intensive Italian through Culture – Intermediate

#### Schedule:

Classes meet Monday-Friday (10:00 am-1 pm M-Th, 2:30-4:30 pm Tu & Th afternoons, 9:30-11:30 am Fri; afternoon co-curricular events)

#### Course Instructors:

- a) Prof. Giuliano Agamennoni  
Office hour: Monday 15.00-16.00      email: giulianopg@gmail.com
- b) Prof. Francesco Burzacca  
Office hour: Thursday 16.30-17.30      email: frabur76@yahoo.it
- c) Amanda Cohen (Teaching Assistant)  
Tutorial hour: TBA

**Course/Lab Fee:** None.

**Prerequisites:** None.

**Cross-Listing:** None.

#### Course Materials:

Required Text: - A. Mazzetti, M. Falcinelli, B. Servadio, *Qui Italia. Corso di lingua italiana per stranieri*, Le Monnier, Firenze, 2002. - A. Rossi, M.G. Socci, *Grammar Notes for English-speaking students*, Le Monnier, Firenze, 2002. - A *Course Reader* that contains extra materials to be covered in the course will be made available.

Supplementary Text: selected exercises and readings from various textbooks and workbooks will be handed out periodically.

Dictionary: students are strongly recommended to purchase an English/Italian, Italian/English dictionary. The library in via Mazzini has a number of dictionaries available for consultation.

#### Course Structure

ITLN 211 meets five days per week (Monday through Friday) with a morning session each day and two afternoon sessions on Tuesdays and Thursdays. The morning sessions run for 3 hours Monday through Thursday with a shorter, two hour session on Fridays and typically consist of in-class grammar study, exercises and group work. The afternoon sessions focus on conversation and group activities both inside and outside the classroom.

In the evenings and on Fridays, cultural activities and lectures *in Italian* are scheduled. For details of these events, please see the accompanying description of the liberal arts cultural component to the program at the end of the syllabus.

#### Description

This course is specifically designed for students who have completed two semesters of Italian and wish to deepen their knowledge and understanding of the Italian language. The goal is to equip students with the ability to speak the language with a certain degree of confidence, acquaint them with more complex grammatical structures, and introduce them to authentic texts as a way to enhance their lexicon. To achieve this goal, a three-fold approach is adopted: students work with Italian texts and audio-visual material of various types (e.g., narrative and literary excerpts, Italian songs, dialogues, and videos); engage in guided in-class group activities and write brief stories or *racconti*; and participate in out-of-the-classroom activities that require them to put into practice their in-class learning. Students will be exposed to various cultural aspects such as regionalism, festivals and traditions, social and political cultures, literature, cinema, style and fashion, music, and other characteristics that define Italian culture in a manner that fosters further understanding and practice of the language. By the end of the session, students will have gained the capacity for more complex written and oral expression, learnt to differentiate various social contexts, and built a vocabulary and socio-linguistic competence appropriate to each situation.

## Main Grammar Points

The course will begin with a quick review of ITLN 111 grammar and thereafter cover the following grammatical points:

- Uso dell'imperfetto, del passato prossimo e del trapassato prossimo
- Pronomi diretti, indiretti, doppi e relativi (cenni)
- Particelle NE e CI
- Accordo dei pronomi con il participio
- Gradi dell'aggettivo: comparativo e superlativo
- Il futuro semplice e composto
- Verbi impersonali
- Imperativo diretto, indiretto e con i pronomi
- Verbi riflessivi e particelle pronominali riflessive
- Il condizionale presente e passato
- Il congiuntivo presente e passato e il congiuntivo imperfetto e trapassato
- Concordanza dei tempi con il congiuntivo
- Cenni sul periodo ipotetico

## Course Outcomes and Objectives

At the end of the session, students should reach the level B1+ of the Common European Framework in the four basic competencies: listening, speaking and interacting, reading, and writing. In practice, the student will be able to:

- Interact with a native speaker on familiar, everyday topics and topics of personal interest when clear, standard speech is used.
- Produce relatively simple texts on everyday topics and understand texts containing concrete and relatively simple abstract topics.
- Express opinions on current affairs, familiar topics and topics of personal interest, describe personal experiences, and provide brief explanations.
- Understand the main points of radio and television announcements, advertisements, news items, and talk shows when the speech is relatively slow and clear.
- Build a basic vocabulary of 750-1000 words and start to develop a small, specialized vocabulary tied to one's personal interests and to the specific activities covered in class.
- Write simple texts based on familiar topics, personal experience and on certain aspects of culture and contemporary society (in the form of brief compositions, summaries, and informal and formal letters).
- Develop a more sophisticated understanding of Italian culture and contemporary society.

## Course Guidelines and Policies

- Attendance is essential for learning a language, and, therefore, you are strongly encouraged to attend every class session. Missing more than 2 regularly scheduled sessions (morning or afternoon) will result in a lower final grade. A student missing more than 4 sessions will run the risk of failing the course.
- Homework. Students will be regularly assigned exercises, including short essays, and are expected to complete all assignments on time. It is important that students complete the readings assigned for each class in advance of the class meeting. Students are welcome to bring questions about the readings to class in preparing for discussion of the material. Essay assignments will include compositions, summaries, short articles, personal letters and "mock" emails, each of which will be written for a different audience. It will be important to complete a rough draft and set time aside for revising the draft before turning in the final version to the instructor for grading. Please remember that late homework cannot be accepted.
- Exams. There will be a midterm and final exam (see below). All exams will include grammar exercises (in the form of multiple-choice and fill-in-the-blank questions and sentence transformation exercises), a reading comprehension exercise, and a short writing and/or listening comprehension activity. In addition, an exit proficiency exam will be administered at the end of the course.
- Quizzes. Two quizzes will be given during the five weeks (see below). The purpose of the quizzes is to help students maintain a steady pace in their acquisition of new vocabulary.

- Oral Presentation. Each student will be asked to prepare and deliver a short presentation in Italian on a topic of their choice addressing some aspect of Italian culture, everyday life in Italy, or a subject of personal interest to the student. The presentation may be based on interviews, personal experience, and/or library research. Students are encouraged to discuss their possible topics with their instructor as early as possible but no later than the time of the Midterm exam (June 12). A first draft of the project for the Oral Presentation must be handed on **Tuesday, June 16**. The final version must be handed on **Monday, June 22**. Students may work on their own, in pairs or in small groups of three for their oral presentations.
- Co-curricular Activities. We encourage you to participate in optional activities that help to develop your conversational skills outside the classroom and offer an opportunity to socialize with others in Italian. The language exchange, *Tandem*, will be offered on two different Wednesday evenings during the summer program. It is a social gathering amongst Umbra, Italian and international students, and it is a wonderful way to meet new friends and practice your Italian in exchange for tips on English.

**Course Evaluation:** your final grade in the course will be calculated based on the following exercises and weights:

|                       |     |
|-----------------------|-----|
| Class Participation   | 15% |
| Homework              | 10% |
| Midterm Exam          | 20% |
| Quizzes               | 10% |
| Oral Presentation     | 15% |
| Exit Proficiency Exam | 5%  |
| Final Exam            | 25% |

**Dates of Course Exams:**

Quiz 1 – Friday, June 5  
 Midterm Exam – Friday, June 12  
 Quiz 2 – Friday, June 19  
 Final Exam – Saturday, June 27

**Exit Proficiency Exam:**

Wednesday, June 25

**Please note: Times and Dates for Exams and Quizzes cannot be changed.**

**Grading Scale:** Letter grades for student work are based on the following scale:

|                     |                     |                     |                     |                   |
|---------------------|---------------------|---------------------|---------------------|-------------------|
| <b>A</b> = 100 – 93 | <b>B+</b> = 89 – 87 | <b>C+</b> = 79 – 77 | <b>D+</b> = 69 – 67 | <b>F</b> = 59 - 0 |
| <b>A-</b> = 92 – 90 | <b>B</b> = 86 – 83  | <b>C</b> = 76 – 73  | <b>D</b> = 66 – 63  |                   |
|                     | <b>B-</b> = 82 – 80 | <b>C-</b> = 72 – 70 | <b>D-</b> = 62 – 60 |                   |

## Course Outline

|  | <i>Course material (weekly activities &amp; assignments)</i>  | <i>Grammar Objectives</i>  | <i>Weekly cultural themes &amp; activities</i>  |
|--|---|--|---|
| <b>Week One: 25<sup>th</sup> May – 29<sup>th</sup> May</b> | <ul style="list-style-type: none"> <li>• Presentare, presentarsi (registro formale / informale)</li> <li>• Parlare di sè e delle proprie abitudini</li> <li>• Parlare della propria famiglia</li> <li>• Raccontare una storia</li> <li>• Descrivere situazioni nel passato</li> <li>• Raccontare una vacanza</li> <li>• Ricordare qualcosa di personale</li> <li>• Parlare di cambiamenti</li> </ul> <hr/> <p><b>Qui Italia:</b> argomenti da Unità 1, 2, 3, 4, 5, 7, 8</p> <p><u>Lecture + esercizi:</u> pp. 17-20, 34-38, 52-65, 72-86, 92-105, 126-135, 152-177</p> <p><b>Reader:</b><br/>Parte introduttiva (Review basic grammatical topics): pp. 2-47</p> <p><u>Lecture + esercizi:</u> pp. 48-60</p> <hr/> <p><b>Composizione 1:</b> <i>Una vacanza indimenticabile</i></p> <p><b>Composizione 2:</b> <i>Com'eri da bambino/a?</i></p> | <p><b>Ripasso dei principali elementi grammaticali:</b></p> <ul style="list-style-type: none"> <li>• presenti irregolari</li> <li>• verbi riflessivi e pronominali</li> <li>• aggettivi e pronomi possessivi</li> </ul><br><ul style="list-style-type: none"> <li>• Passato prossimo</li> <li>• Uso degli ausiliari</li> <li>• Accordo del Participo Passato</li> </ul><br><ul style="list-style-type: none"> <li>• L'imperfetto</li> <li>• Uso dell'imperfetto e del passato prossimo</li> </ul><br><ul style="list-style-type: none"> <li>• preposizioni semplici e articolate</li> <li>• Uso del trapassato prossimo</li> </ul> | <ul style="list-style-type: none"> <li>• Passeggiate in città/attività fuori dall'aula</li> <li>• Conosciamo la nostra casa: vivere in appartamento</li> <li>• Muoversi a Perugia: autobus e minimetro</li> <li>• Muoversi in Italia: treno, aereo, traghetto</li> <li>• Le attività della giornata: intervista in classe (attività con il Teaching Assistant)</li> <li>• Resoconto dei primi giorni in Italia</li> <li>• Foto-racconto della propria infanzia</li> </ul> |

*Tuesday Afternoon Cultural Event: Historical Walking Tour of Perugia*

*Wednesday night: Tandem*

|   | <i>Course material (weekly activities &amp; assignments)</i>  | <i>Grammar Objectives</i>   | <i>Weekly cultural themes &amp; activities</i>  |
|---|---|---|---|
| <b>Week Two: 1<sup>st</sup> June – 5<sup>th</sup> June</b><br><b>Quiz 1</b> | <ul style="list-style-type: none"> <li>• Esprimere giudizi, gradimento o rifiuto</li> <li>• Parlare del proprio modo di vestire</li> <li>• Chiedere o esprimere preferenze</li> <li>• Fare previsioni, progetti, promesse e parlare dei propri progetti futuri</li> <li>• Fare supposizioni</li> <li>• Parlare del tempo atmosferico</li> <li>• Formulare ipotesi molto probabili / certe</li> <li>• Inoltrare una protesta formale</li> <li>• <b>QUIZ 1 (Friday, June 5)</b></li> </ul> <hr/> <p><b>Qui Italia:</b> Argomenti da Unità 6, 9, 10<br/> <u>Lecture + esercizi:</u> pp. 108-124, 183-203, 206-223.</p> <p><b>Reader:</b><br/> <u>Lecture + esercizi:</u> pp. 61-74, 75-81, 82-96</p> <hr/> <p><b>Composizione 3:</b> e-mail al sito web di Umbra Institute.<br/> <b>Composizione 4:</b> lettera a un amico che studierà a Perugia.</p> | <ul style="list-style-type: none"> <li>• Pronomi diretti</li> <li>• Particelle NE e CI</li> <li>• Accordo dei pronomi con il participio</li> <li>• Uso dei pronomi diretti e indiretti</li> <li>• Il verbo piacere</li> <li>• Altri verbi con il pronome indiretto</li> <li>• Futuro semplice (morfologia)</li> <li>• Futuro composto (morfologia)</li> <li>• Usi del futuro semplice e composto</li> </ul> | <ul style="list-style-type: none"> <li>• Fare la spesa: scrivere la lista della spesa / andare al supermercato</li> <li>• Fare spese: andare in un negozio di abbigliamento / provare dei vestiti</li> <li>• Ascolto della canzone <i>Ritornerei</i> (Bruno Lauzi) / attività correlate</li> <li>• Oroscopo e magia</li> <li>• Intervista in strada: "Italiani, un popolo superstizioso?"</li> <li>• Raccomandazioni a un amico che studierà a Perugia</li> <li>• Come scrivere una lettera / un'email</li> <li>• Attività lessicali: parlare di cinema</li> <li>• <u>Giovedì pomeriggio:</u> Visione del film <i>La vita è bella</i> di Roberto Benigni</li> </ul> |

**Wednesday Evening Cultural Event:**  
*"San Francesco e la bellezza del mondo: il Cantico delle creature"*

| <i>Course material (weekly activities &amp; assignments)</i> | <i>Grammar Objectives</i> | <i>Weekly cultural themes &amp; activities</i> |
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| <b>Week Three: 8<sup>th</sup> June – 12<sup>th</sup> June</b><br><b>Midterm Exam</b> | <ul style="list-style-type: none"> <li>• Dare o negare un permesso</li> <li>• Dare indicazioni e istruzioni</li> <li>• Dare un consiglio o chiedere a qualcuno di fare qualcosa</li> <li>• Fare paragoni</li> <li>• Esprimere un desiderio, un'opinione e fare una stima</li> <li>• Chiedere qualcosa con cortesia</li> <li>• Dare consigli</li> </ul> <p>• <b>MIDTERM Exam (Friday, June 12)</b></p> <hr/> <p><b>Qui Italia:</b> Argomenti da Unità 11, 12, 13<br/> <u>Lecture + esercizi:</u> pp. 226-247, 250-269, 272-286.</p> <p><b>Reader:</b><br/> <u>Lecture + esercizi:</u> pp. 97-101, 102-116, 117-121</p> <hr/> <p><b>Composizione 5:</b> <i>una pagina sul proprio blog.</i></p> <p><b>Composizione 6:</b> <i>lettera di presentazione da abbinare al curriculum vitae.</i></p> | <ul style="list-style-type: none"> <li>• Imperativo diretto (morfologia e uso)</li> <li>• Imperativo diretto con i pronomi (morfologia ed uso)</li> <li>• Pronomi combinati</li> <li>• I gradi dell'aggettivo: comparativo e superlativo (assoluto e relativo)</li> <li>• Condizionale semplice (morfologia ed uso)</li> <li>• Sessione di ripasso per il Mid-Term Exam</li> </ul> | <ul style="list-style-type: none"> <li>• Discussione del film e attività lessicali correlate</li> <li>• Presentazione risultati dell'intervista in strada</li> <li>• Dare indicazioni per orientarsi in città</li> <li>• Dare indicazioni per preparare una ricetta</li> <li>• La lingua della pubblicità</li> <li>• Parlare di sogni e desideri</li> <li>• Parlare del lavoro ideale</li> <li>• Come trovare un lavoretto per vivere e studiare a Perugia</li> <li>• Compilazione di un Curriculum Vitae per l'ufficio Informagiovani</li> </ul> |
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**Wednesday Afternoon Cultural Event:**

*“La Fontana Maggiore di Perugia: un’opera come riflesso della cultura medievale a Perugia” and Quiz #1 on Cantico delle creature*

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|--|---------------------------|--|
| <i>Course material (weekly activities &amp; assignments)</i> | <i>Grammar Objectives</i> | <i>Weekly cultural themes &amp; activities</i> |
|--|---------------------------|--|

|  |   |   |   |
|--|---|---|---|
| <b>Week Four: 15<sup>th</sup> June – 19<sup>th</sup> June</b><br><b>Quiz 2</b> | <ul style="list-style-type: none"> <li>• Esprimere il futuro nel passato</li> <li>• Esprimere un rimpianto / un rimorso</li> <li>• Esprimere le proprie opinioni su situazioni presenti e passate, idee, sentimenti, dubbi ecc.</li> <li>• Esprimere volontà, necessità, sorpresa, ecc.</li> <li>• Dare ordini, istruzioni, indicazioni, consigli in contesti formali</li> <li>• Dare un permesso in contesti formali</li> <li>• <b>Hand in first draft of the Oral Presentation (Tuesday, June 16)</b></li> <li>• <b>QUIZ 2 (Friday, June 19)</b></li> </ul> <hr/> <p><b>Qui Italia:</b> Argomenti da Unità 11, 13, 16<br/> <u>Lecture + esercizi:</u> pp. 234-237, 287-297, 338-352.<br/> <b>Reader:</b><br/> <u>Lecture + esercizi:</u> pp. 117-127, 128-139, 140-143</p> <hr/> <p><b>Composizione 7:</b> foglio di lavoro sul film.</p> | <ul style="list-style-type: none"> <li>• Condizionale composto(morfologia ed uso)</li> <li>• Il modo congiuntivo presente (morfologia e uso)</li> <li>• Uso di congiuntivo e indicativo</li> <li>• CHE + congiuntivo / DI + infinito</li> <li>• Imperativo indiretto</li> <li>• Imperativo indiretto con i pronomi</li> <li>• Il modo congiuntivo passato (morfologia e uso)</li> <li>• Concordanza dei tempi con il congiuntivo (prima parte)</li> </ul> | <ul style="list-style-type: none"> <li>• Commentare le ultime notizie</li> <li>• Commentare eventi passati</li> <li>• Dare indicazioni / interagire in situazioni formali</li> <li>• Visita dell'Università per Stranieri di Perugia</li> <li>• <u>Giovedì pomeriggio:</u> Visione del film <i>Io non ho paura</i> di Gabriele Salvatores</li> <li>• Discussione sul film e attività correlate: scrivere un riassunto / una recensione</li> </ul> |
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**Wednesday Afternoon Cultural Event:**

*“Gli affreschi del Perugino nel Collegio del Cambio: la rinascita della cultura greco-romana nel mondo cristiano” and Quiz #2 on Cantico delle creature*

**Wednesday night: Tandem**

|   |                    |                                     |
|---|--------------------|-------------------------------------|
| Course material (weekly activities & assignments) | Grammar Objectives | Weekly cultural themes & activities |
|---|--------------------|-------------------------------------|

**Week Five: 22<sup>nd</sup> June – 27<sup>th</sup> June**  
**Exit Proficiency Exam/ Final Exam**

- Esprimere al passato le proprie opinioni, idee, dubbi, sentimenti ecc..
  - Esprimere opinioni su situazioni passate
  - Formulare ipotesi probabili e/ o irreali
  - Presentare oralmente una relazione
- **Hand in written copy of Oral Presentation (Monday, June 22)**
  - **Exit Proficiency Exam (Thursday, June 25)**
  - **Final Exam (Saturday, June 27)**
  - **Oral Presentation (Thursday and Friday, June 25 and 26)**

**Qui Italia:** Argomenti da Unità 17

Lecture + esercizi: pp. 356-374, 375-382.

**Reader:**

Lecture + esercizi: pp. 144-149, 150-154, 155-158

**Composizione 8:** lettera al forum di un giornale: commento di una notizia di cronaca.

**Composizione 9:** se potessi ritornare indietro nel tempo, cosa cambieresti?

- Congiuntivo imperfetto (morfologia e uso)
- Congiuntivo trapassato (morfologia e uso)
- Congiunzioni subordinanti con il congiuntivo
- Concordanza dei tempi con il congiuntivo (seconda parte)
- Il periodo ipotetico di secondo e terzo tipo
- Pronomi relativi (cenni)
- Sessione di ripasso per il Final Exam

- Parlare di stereotipi nazionali: brevi video con Alberto Sordi e Nino Manfredi
- Una conversazione "leggera": l'uomo / la donna ideale
- Il gioco del "se fosse"
- Ascolto di *Se bastasse una sola canzone* (Eros Ramazzotti) / attività correlate
- Attività in gruppi: telefonare per avere informazioni utili (uffici pubblici, hotel, negozi...)
- Martedì pomeriggio: Presentazione di argomento culturale (tenuta dal Teaching Assistant)
- Presentazioni dei lavori degli studenti
- Discussione e commento delle presentazioni degli studenti

*Wednesday Afternoon: Test on memorization of Canto delle creature*

## Cultural Events

*Nescire autem quid ante quam natus sis acciderit, id est semper esse puerum. Quid enim est aetas hominis, nisi ea memoria rerum veterum cum superiorum aetate contextitur?*

Not to know what happened before you were born is always to remain a child. For what is a human being's life if through the memory of things past it is not woven into the lives of those who came before?

Cicero, *Orator* 120

### Overview

The highest goal of the liberal arts tradition is to guide human beings in their life-long search for truth and beauty. The phrase *artes liberales* appears for the first time in the writings of Marcus Tullius Cicero (106 – 43 B.C.), Rome's greatest statesman and philosopher, and a much admired writer and thinker during the Renaissance and the Founding of the United States of America (Cicero was John Adams's personal model). Cicero, following Greek thinkers such as Plato and Aristotle, believed that human beings have an insatiable desire to learn; their reason propels them to search for the meaning of their lives and their place in the universe. Cicero also wrote that only human beings can perceive beauty. The desire to learn, and to find beauty in one's life, are closely related. In the liberal arts tradition, meaning and truth are synonymous with beauty, because beauty is order, harmony, and symmetry. Modern science agrees. As the Noble Prize-winning physicist Richard Feynman put it, "You can recognize truth by its beauty and simplicity." Beauty, furthermore, enraptures the mind and makes us feel, if only for a brief moment, that we are part of a much greater whole. The Greeks called this whole "cosmos", the universe understood as a beautiful and ordered whole which can be grasped by human reason. Our word "cosmetic" comes from the original Greek meaning of *κόσμος*, "order," "ornament," in the sense of beauty made by order.

In addition to the universe, another whole in which we participate is our human community. Cicero, as a good Roman, believed that we serve our fellow citizens better when we recognize that we are part of a community of citizens across time. The Romans venerated their ancestors, especially those who helped to found Rome and preserve her republic. You'll actually meet some of them in works of art in Perugia, especially in the Collegio del Cambio.

One of the goals of *Intensive Italian through Culture* is to encourage you to think about beauty, and, since much of the beauty you will experience here was created by human beings centuries ago, to perceive your life, in Cicero's words, as "woven into the lives of those who came before through the memory of things past." We hope that you can leave Perugia with some new life-long friends, both from the present and from the past!

In order to help you think about beauty, we will discuss three different works from Umbria's rich artistic past. It will be helpful for you to approach these works as little "sermons," so that you can ask yourself, "What is this work of art trying to say about human existence, and man's place in the universe, and in time?" These three works are Francis of Assisi's *Cantico delle creature*, a sermon in words about the sun, moon, stars, air, earth, fire and water; the *Fontana Maggiore's* sermon in stone on the history of Perugia and the meaning of life in the Middle Ages, including a depiction of the months of the year and the seven liberal arts; and the Collegio del Cambio's sermon in fresco on the Renaissance's understanding of itself as a synthesis of the moral truths of classical antiquity and the revelations of the Judeo-Christian tradition. These three works of art address questions of beauty and truth still relevant today. As all great works of art, they not only attract; they are also inexhaustible. You can revisit them during all the seasons of your life.

On **Tuesday evenings** you will attend a series of lectures delivered in simple Italian by Professor Robert Proctor on aspects of the cultural heritage of Western Civilization present in Perugia and Assisi: *Sguardo sulla cultura occidentale in Umbria nel Medioevo e Rinascimento: Francesco d'Assisi, la Fontana Maggiore di Perugia, e gli affreschi del Perugino del Collegio del Cambio di Perugia*. Italian – English vocabulary sheets of key terms will be distributed at the beginning of each lecture.

You will memorize Francesco d'Assisi's beautiful poem *Il cantico delle creature*, one of the first works of Italian literature, and visit the Fontana Maggiore and the Collegio del Cambio, either

on your own, or with Professor Proctor or an Italian guide, during the week following his lecture. Depending on your level of written proficiency in Italian, you will submit to Professor Proctor one – two page journal entries containing your reflections on each lecture and your personal experience of the work of art it discusses. The goal for you is to try to express a big idea in grammatically correct Italian at the novice, intermediate, or advanced level.

Schedule of Lectures (2:00 – 3:00 and 3:00 – 4:00 p.m.\*) and Journal Assignments:

Wednesday, June 3\*: “San Francesco e la bellezza del mondo: il *Cantico delle creature*”

**\*Please note:** the lecture on June 3<sup>rd</sup> will be held at 7:00 and 8:00 pm to accommodate appointments at the Questura for the “declaration of presence” form.

Wednesday, June 10: “La *Fontana Maggiore* di Perugia: un’opera come riflesso della cultura medievale a Perugia.”

**Journal entry** due on Saint Francis (lecture and trip to Assisi)

**Quiz:** *Cantico delle creature* (lines to memorize will be announced)

Wednesday, June 17: “Gli affreschi del Perugino nel Collegio del Cambio: la rinascita della cultura greco-romana nel mondo cristiano.”

**Journal entry** due on the *Fontana Maggiore*

**Quiz:** *Cantico delle creature* (lines to memorize will be announced)

Wednesday, June 24: Test on memorization of *Cantico delle creature*

**Journal entry** due on the *Collegio del Cambio*

**All cultural trips, events, and lectures are conducted in Italian. These events include historical walking tours of Perugia and of Assisi.**