OSPFLOR (OSPFLOR)

Courses

OSPFLOR 1A. Accelerated First-Year Italian, Part 1. 5 Units.
Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: advanced-level proficiency in another Romance language. Prerequisite: Placement.

OSPFLOR 1F. First-Year Italian, First Quarter. 5 Units.
All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities.

OSPFLOR 2A. Accelerated First-Year Italian, Part 2. 5 Units.
Continuation of ITALLANG 1A. Accelerated sequence that completes first-year Italian in two rather than three quarters. For students with previous knowledge of Italian or with a strong background in another Romance language. Prerequisite: Placement Test, ITALLANG 1A or consent of instructor. Fulfills the University language requirement.

OSPFLOR 2F. First-Year Italian, Second Quarter. 5 Units.
Continuation of ITALLANG 1. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2.

OSPFLOR 3F. First-Year Italian, Third Quarter. 5 Units.
Continuation of ITALLANG 2. All-in-Italian communicative and interactive approach. Emphasis is on the development of appropriate discourse in contemporary cultural contexts. Interpretation of authentic materials, written and oral presentations, and plenty of conversational practice. Language lab, multimedia, and online activities. Prerequisite: Placement Test, ITALLANG 2 or consent of instructor. Fulfills the University language requirement.

OSPFLOR 8. Migration and Cultural Diversity in Contemporary Italy. 4 Units.
Exploration of the media as an arena where Italian national and individual identities (of both migrants and natives) are being redefined in an age of globalization, massive migration flows and increasing social diversity. Over the last thirty years, Italy has been transformed from a country of exclusive emigration into a country where recent immigration is becoming one of the most controversial issues faced by Italian society and the political system today.

OSPFLOR 10. The Use and Abuse of Drugs and Nutrients in Sports. 4-5 Units.
The course will provide students with an understanding of the practice and principles of the use and abuse of drugs in sports. Drugs are used by athletes for a number of reasons, including the need to treat diseases just as non-athletes do, but very often these drugs are abused in forms that are dangerous for an athlete's health and contrary to the ethical principles of sports. Since the use of drugs in sports varies greatly from country to county, we will also look closely at the European and Italian approaches to this problem, and compare them with the American point of view. Particular attention will be devoted to the concept of anti-doping, and the rules and regulations of the World Anti-Doping Agency, and its impact on athletes' careers, both at an amateur and at a professional level. The ethical implications of doping in sports will be thoroughly and carefully considered, as described in the World Anti-Doping Code, the core document that lays out anti-doping policies, rules and regulations within sport organizations and among public authorities around the world. The differences between anti-doping regulations in the United States and Italy will be highlighted, taking examples from the history of sports and also from the latest news and reports that appear in sports media. The course will also provide information on the dietary requirements of both professional athletes and those who train and exercise. The correct intake of nutrients, as well as the use of dietary supplements, will be covered, underscoring the impact that European and Italian nutrition principles and eating habits have on an athlete's performance. The course will also trace the basic aspects of human biology and physiology that are needed to comprehend fully the topics at hand. In this way, students, by the end of the course, will acquire a broad and in-depth knowledge of the many principles of drug use and abuse in sports as well as under other circumstances. They will also gain a good understanding of the social and ethical implications of doping and drug addiction.

OSPFLOR 11. Film, Food and the Italian Identity. 4 Units.
Food in Italian cinema staged as an allegory of Italy's social, political, and cultural milieu. Intersections between food, history and culture as they are reflected in and shaped by Italian cinema from the early 1900s until today. Topics include: farmer's tradition during Fascism; lack of food during WWII and its aftermath; the Economic Miracle; food and the Americanization of Italy; La Dolce Vita; the Italian family; ethnicity, globalization and the re-discovery of regional culinary identity in contemporary Italy. Impact of cinema in both reflecting and defining the relationship between food and culture.

OSPFLOR 12. Constituting a Republic: Machiavelli, Madison, and Modern Issues. 3-5 Units.
Looking back to the worlds of Machiavelli and Madison, consider citizenship and constitutional design today. How should government today be constructed to serve the public good? What are our responsibilities as citizens with respect to public policy? Readings from central works of Niccolo Machiavelli, Discourses on Livy and Discourse on Florentine Affairs and of James Madison, Federalist Papers.
OSPFLOR 14. Growing up American; Growing up Italian. 3 Units.
To what extent is it possible to characterize and describe the experience of growing up either “American” or “Italian”? This course will explore our self-construction as “Americans,” while discovering how the interactional, institutional, and ideational differences of the Italian cultural context produce individuals with related, but different, ways of being a self. By engaging in both aesthetic and experiential learning, we hope to learn about:
1) the sociocultural constitution of selves; 2) the specificity of the American self; 3) an appreciation for the historical and cultural specificity of the Italian self. The course will be organized around several key social practices and institutions that shape selves and cultures. After first examining hypotheses about different models of the self, students will walk out into the city of Florence to investigate different domains of life through analyses of cultural products and visits to schools, churches, sporting events, museums, government offices, grocery stores, street markets, retail shops, restaurants and cafes. Each week will focus on a different topic, among which will be Family, Food, Religion, School, Sports, Dating, Literature and Culture, and Art and Architecture. The course will end with a wrap-up where students can present to the class their preliminary findings. Course requirements include 200-word weekly postings, participation in assigned activities, one 5-page paper, and a short final paper as part of a final group presentation.

OSPFLOR 17. The Evolution of Modern Italian Design. 4 Units.
A cultural context that gave rise to the globally recognized phenomenon of “Italian Design” in the 20th century. Historical complexity of Italian design through an analysis of selected case studies. Several on-site visits to important areas of design innovation and production offer students hands-on opportunities.

OSPFLOR 18. Independent Study Topics in Law. 3-5 Units.
Independent study with focus on any aspect of American law or comparative. Potential topics: constitutional questions such as freedom of speech or religion, rights to privacy, voting rights, or racial justice; public policy issues such regulation of new technologies; or particular statutory questions. Topic can also be comparative. For example, comparing U.S. and Italian law regarding artists’ rights or comparing the selection of elected officials in the U.S. and the Venetian Republic.

OSPFLOR 19. Florence for Foodies: Discovering the Italian Culinary Tradition. 1 Unit.
Factors that shape modern Italian cuisine such as historical heritage, foreign influences, and the “Mediterranean diet.” Explore the Italian culinary tradition as well as its more modern face, open to innovation and technology. Four cooking classes, tastings, on-site visits, and meetings with guest speakers who are experts in their fields.

OSPFLOR 20. Design Driven Innovation: Italian Excellence. 4 Units.
Focus on fashion, furniture and food, the three Fiqueks’s of Italian style. Historical knowledge combined with contemporary analysis; tools to understand the role of Italian design and its contribution to the innovation process. Masters and masterpieces of each discipline starting from the point of view of design itself with case studies specifically dedicated to each of the three Fiqueks. On-site classes complement lectures.

OSPFLOR 21F. Accelerated Second-Year Italian, Part A. 5 Units.
Review of grammatical structures; grammar in its communicative context. Listening, speaking, reading, and writing skills practiced and developed through authentic material such as songs, newspaper articles, video clips, and literature. Insight into the Italian culture and crosscultural understanding. Prerequisite: one year of college Italian if completed within two quarters of arriving in Florence, or ITALLANG 21.

OSPFLOR 22F. Accelerated Second-Year Italian Part B. 5 Units.
Grammatical structures, listening, reading, writing, speaking skills, and insight into the Italian culture through authentic materials. Intermediate to advanced grammar. Content-based course, using songs, video, and literature, to provide cultural background for academic courses. Prerequisite: ITALLANG 21 within two quarters of arriving in Florence or ITALLANG 21A or OSPFLOR 21F.

OSPFLOR 26. The Politics of the European Crisis: from the Maastricht Treaty to the Greek Crunch. 5 Units.
The course will discuss and analyze the European Crisis, which started in Greece in 2009 and is still going on. The main objective is to help students develop a critical comprehension of the inner functioning of the European Union’s economics, politics and institutions, so as to understand the reasons for the crisis and the solutions undertaken.nnThis course is divided into three main parts. The first part will explore the ways in which the crisis has affected the functioning of the European institutions, in particular how it has changed the role of the European Parliament, of the European Commission and of the European Council. By analyzing the European financial crisis we will be able to understand the specific institutional framework of the European Union and how it differs from the U.S. The second part of this course will examine the ways in which Europe has addressed the crisis through its policies (fiscal, monetary and banking policies), and how they have consequently evolved. A comparative analysis with the United States will show the complexity entailed in having one monetary policy and nineteen distinct national budgets. The third part of the class will come to grips with the bail-out programs implemented in five European countries (Greece, Ireland, Portugal, Spain and Cyprus). We will consider both successful examples such as Spain and Ireland, and more problematic ones, such as Greece and Portugal. The rise of populist parties, in Greece and in many European countries, is addressed as one of the key challenges in Europe.nnThe course concludes by looking at the next steps in the progress of European integration: how far away (and how difficult) is the creation of a true Political Union in Europe, similar to the United states? Are the 28 Member States ready to give up more sovereignty? And if so, in which areas? If further steps are not accomplished, what are the risks of moving backwards? What are the risks of a potential disruption of the Euro? Should the U.S. be more engaged with the current European situation in light of the broader geopolitical risks?.
OSPFLO 34. The Virgin Mother, Goddess of Beauty, Grand Duchess, and the Lady: Women in Florentine Art. 4 Units.
Influence and position of women in the history of Florence as revealed in its art. Sculptural, pictorial, and architectural sources from a social, historical, and art historical point of view. Themes: the virgin mother (middle ages); the goddess of beauty (Botticelli to mannerism); the grand duchess (late Renaissance, Baroque); the lady, the woman (19th-20th centuries).

OSPFLO 41. The Florentine Sketchbook: A Visual Arts Practicum. 4 Units.
The ever-changing and multifaceted scene of contemporary art through visual and sensorial stimulation. How art is thought of and produced in Italy today. Hands-on experience. Sketching and exercises on-site at museums and exhibits, plus workshops on techniques. Limited enrollment.

OSPFLO 42. Academic Internship. 1-5 Unit.
Mentored internships in banking, education, the fine arts, health, media, not-for-profit organizations, publishing, and retail. May be repeated for credit.

OSPFLO 46. Images of Evil in Criminal Justice. 5 Units.
Iconographic component of criminal law; reasons and functions of the visual representation of criminal wrongdoing. Historical roots of "evil typcasting:" consideration of its variations with respect to common law and civil law systems. Fundamental features of the two legal systems. Sources, actors, enforcement mechanisms of the criminal law compared; study of cases in the area of murder, sex offenses, organized crime and terrorism. Different techniques of image typcasting highlighted and discussed. International criminal law, which takes the burden to describe, typcast and punish forms of "enormous, disproportionate evil," such as genocide and other mass atrocities.

OSPFLO 48. Sharing Beauty in Florence: Collectors, Collections and the Shaping of the Western Museum Tradition. 4 Units.
The city's art and theories of how art should be presented. The history and typology of world-class collections. Social, economic, political, and aesthetic issues in museum planning and management. Collections include the Medici, English and American collectors of the Victorian era, and modern corporate and public patrons.

OSPFLO 49. On-Screen Battles: Filmic Portrayals of Fascism and World War II. 5 Units.
Structural and ideological attributes of narrative cinema, and theories of visual and cinematic representation. How film directors have translated history into stories, and war journals into visual images. Topics: the role of fascism in the development of Italian cinema and its phenomenology in film texts; cinema as a way of producing and reproducing constructions of history; film narratives as fictive metaphors of Italian cultural identity; film image, ideology, and politics of style.

OSPFLO 50M. Introductory Science of Materials. 4 Units.
Topics include: the relationship between atomic structure and macroscopic properties of man-made and natural materials; mechanical and thermodynamic behavior of surgical implants including alloys, ceramics, and polymers; and materials selection for biotechnology applications such as contact lenses, artificial joints, and cardiovascular stents. No prerequisite.

OSPFLO 54. High Renaissance and Mannerism: the Great Italian Masters of the 15th and 16th Centuries. 5 Units.
The development of 15th- and early 16th-century art in Florence and Rome. Epochal changes in the art of Michelangelo and Raphael in the service of Pope Julius II. The impact of Roman High Renaissance art on masters such as Fra' Bartolomeo and Andrea del Sarto. The tragic circumstances surrounding the early maniera: Pontormo and Rosso Fiorentino and the transformation of early Mannerism into the elegant style of the Medicean court. Contemporary developments in Venice.

OSPFLO 55. Academy of Fine Arts: Studio Art. 1-5 Unit.
Courses through the Academia delle Belle Arti. Details upon arrival. Minimum Autumn and Winter Quarter enrollment required; 1-3 units in Autumn. May be repeated for credit.

OSPFLO 56. University of Florence Courses. 1-5 Unit.
May be repeated for credit.

OSPFLO 58. Space as History: Social Vision and Urban Change. 4 Units.
A thousand years of intentional change in Florence. Phases include programmatic enlargement of ecclesiastical structures begun in the 11th century; aggressive expansion of religious and civic space in the 13th and 14th centuries; grandentrizement of private and public buildings in the 15th century; transformation of Florence into a princely capital from the 16th through the 18th centuries; traumatic remaking of the cityQuest;s historic core in the 19th century; and development of new residential areas on the outskirts and in neighboring towns in the 20th and 21st centuries.

OSPFLO 67. The Cellular Gaze: Gender, Identity and Sexuality in Cinema. 4 Units.
Film in the social construction of gender through the representation of the feminine, the female, and women. Female subjects, gaze, and identity through a historical, technical, and narrative frame. Emphasis is on gender, identity, and sexuality with references to feminist film theory from the early 70s to current methodologies based on semiotics, psychoanalysis, and cultural studies. Advantages and limitations of methods for textual analysis and the theories which inform them. Primarily in Italian.

OSPFLO 69. Abstract Art: Creativity, Self-Expression and Depicting the Unimaginable. 4 Units.
Overview of the birth and evolution of abstract art with visual background necessary to produce works of art free of a realistic representation. Movements and trends in abstract art; experimentation with different media and techniques.

OSPFLO 71. A Studio with a View: Drawing, Painting and Informing your Aesthetic in Florence. 4 Units.
Recent trends in art, current Italian artistic production, differences and the dialogue among visual arts. Events, schools, and movements of the 20th century. Theoretical background and practical training in various media. Work at the Stanford Center and on site at museums, exhibits, and out in the city armed with a sketchbook and camera. Emphasis is on drawing as the key to the visual arts. Workshops to master the techniques introduced. Limited enrollment.

OSPFLO 75. Florence in the Renaissance: Family, Youth and Marriage in the Fourteenth and Fifteenth Centuries. 5 Units.
Using a series of texts written by 14th and 15th century Florentines, look at the urban values of the city's citizens. Topics include: thinking about urban space; social relations; the values attached to politics, money, family, religion. How meanings of words such as "state", "government", and "family" might have changed over time.

OSPFLO 77. The Convergence of the Arts and Sciences Since the Renaissance. 3 Units.
The integration of scientific inquiry and artistic expression is widely considered to be a principal feature of the Renaissance. Anatomical drawing melded scientific and aesthetic goals. New astronomical and physical theories demanded novel means of representation and expression. Complex geometric proportions became integral to architecture, painting, and music. We will explore aesthetic, scientific, and perceptual principles that arose in 15th century Florence itself; with particular focus on music, architecture, and the visual arts. Students' residency in Florence provides a distinct and unique opportunity to combine historical, cultural, and aesthetic perspectives on the arts and sciences. We will make full use of the city, with regular visits to museums and architectural landmarks, and attendance at concerts and performances. Students will conduct acoustic experiments to replicate and validate renaissance principles including the visual and musical representations developed by Galileo and Kepler. We will study basic perceptual principles in vision and audition as understood in Renaissance Italy and their neuro-scientific correlates as understood today.
OSPFLOR 77A. Independent Study Topics in Music. 2-4 Units.
Possible topics include: (1) The roots of opera; (2) History, literature and theory of early music; (3) Historical performance practices in music; (4) Through bass accompaniment; (5) Topics in music perception and cognition; (6) Music analysis; (7) Theoretical topics in music. Additional topics possible. Regular meetings to discuss progress.

OSPFLOR 78. The Impossible Experiment: Politics and Policies of the New European Union. 5 Units.
Institutional design of EU, forthcoming changes, and comparison of the old and new designs. Interactions between the EU, member states, organized interests, and public opinion. Major policies of the EU that affect economics such as competition or cohesion policies, market deregulation, and single currency. Consequences of the expansion eastwards. The role of institutions as a set of constraints and opportunities for the economic actors; relationships between political developments and economic change in the context of regional integration; lessons for other parts of the world.

Birth and development of the philosophical field of bioethics based on advances in several fundamental fields of science and technology, including molecular and cell biology, information technology, neurosciences and converging technologies. Challenges for society and ethical and political issues created by new advances and opportunities for individuals and populations. Philosophical approaches developed in the Italian as well as in the European debate; special attention to controversy about the freedom of scientific research, new conditions of procreation, birth, cures, and death. Complexity of the challenges posed by the biotechnological revolution.

OSPFLOR 111Y. From Giotto to Michelangelo: The Birth and Flowering of Renaissance Art in Florence. 4 Units.
Lectures, site visits, and readings reconstruct the circumstances that favored the flowering of architecture, sculpture, and painting in Florence and Italy, late 13th to early 16th century. Emphasis is on the classical roots; the particular relationship with nature; the commitment to human expressiveness; and rootedness in the real-world experience, translated in sculpture and painting as powerful plasticity, perspective space, and interest in movement and emotion.

OSPFLOR 115Y. Building the Cathedral and the Town Hall: Constructing and Deconstructing Symbols of a Civilization. 4 Units.
The history, history of art, and symbolism of the two principal monuments of Florence: the cathedral and the town hall. Common meaning and ideological differences between the religious and civic symbols of Florence's history from the time of Giotto and the first Guelf republic to Bronzino and Giovanni da Bologna and the Grand Duchy.

OSPFLOR 199A. Directed Reading A. 1-4 Unit.
Course may be repeated for credit.

OSPFLOR 199B. Directed Reading B. 1-4 Unit.
Course may be repeated for credit.

OSPFLOR 199C. Directed Reading C. 1-5 Unit.