We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you’ve completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures. Please contact florence.academicsupport@nyu.edu if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description:
This writing course will guide students to find their own voice in responding to the idea of place, (specifically Florence but not only). Place is a defining aspect of who we are that affects how we understand the world and how we communicate that understanding to others. Florence and Tuscany have always provided inspiration for a large number of writers (poets, novelist and travel writers): after reading and discussing their work we will add our voices to theirs. Assignments, in the form of three essays (3 pages each) and a variety of shorter pieces, will focus on helping the student to find an individual voice and on developing ideas and honing them through revision and drafting. Emphasis will also be placed on the students’ ability to evaluate and critique their own work and that of others.

Instructor Details:
Elisa Biagini
Office Hours: Tue and Thu (Appointments available via Zoom or in person on request)
**Inclusion, Diversity, Belonging and Equity**

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities." At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local IDBE Liaisons, Mary Barbera, Lisa Cesarani and Angelica Pesarini. Students can also contact the Office of Academic Support or the Office of Student Life to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the Office of Global Inclusion, Diversity and Strategic Innovation who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

**Bias Response Line**

NYU’s Bias Response Line (BRL) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

**Desired Outcomes:**
On completion of this course, students should:

- Have improved their ability to think critically, engage in complex reasoning and express their thoughts clearly through their written work
- To initiate, research and write short pieces of original writing
- To analyze critically their own and other’s work
- To stimulate creativity in an academic environment and become aware of the connections between creativity, structure and discipline

Assessment Components

- Attendance and Participation**: 20%
- Essays (3 page essays): 25%
- Midterm Exam (in-class exam): 10%
- Assignments (approx 1/2 page each): 25%
- Final Portfolio (4 revised assignments): 20%

Failure to submit or fulfill any required course component results in failure of the class.

**NB: Commitment: A student’s commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person. (This may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time through the chat function, in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on Google Drive shared docs.)

Assessment Expectations:

- **Grade A:** The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished himself/herself throughout the course of the semester for his/her contributions to class discussion.

- **Grade B:** The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.

- **Grade C:** The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student’s work is generally in need of improvement.

- **Grade D:** The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one of more
of the follow areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor’s office hours.

- **Grade F:** The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor’s office hours.

**Grading Guidelines**

A=94-100

A minus=90-93

B+=87-89

B=84-86

B minus=80-83

C+=77-79

C=74-76

C minus=70-73

D+=67-69

D=65-66

F=below 65

**Grading Policy:**

Please refer to Assessment Expectations and the policy on late submission of work.

**Academic Accommodations:**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the Moses Center for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

**Attendance Policy:**

Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students’ semester participation grade. Faculty will take attendance at the beginning of every class. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. This means they
should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

**Excused Absences:**
In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. **Absences should be reported to the Office of Academic Support via email and to your faculty member BEFORE your class meets for lesson.**

**Categories of excused absences**

**Absence Due to Illness**
- If you are a Go Local student present in Florence and feel sick, please contact the Office of Student Life for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

**Due to Religious Observance**
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu

**Late Submission of Work**
All course work must be submitted on time, in class on the date specified on the syllabus.

- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

**Plagiarism Policy**
PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:
The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary
from school to school.

Writing Center:
The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the Writing Center's website, and submit your working draft or ideas at least six hours in advance to NYU Florence Writing Center. Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

Required Text(s):
Course readings are posted online in the Resources folder of the NYU Classes site. For more information on the resources and services of the library, please email florence.library@nyu.edu

Internet Research Guidelines:
The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment:
One notebook for free-writing, journal entries, note-taking, and writing exercises.

Class Assignments and Topics:

Session 1
Jan 28
Introduction to the course.

ASSIGN: Take yourself somewhere new that you have never been to before and write about it. Use your pen as if it were a paintbrush. Notice everything you can about this place, the sights, the sounds, the smells. What it makes you think of. (free genre)

Session 2
Feb 2
Presentation of students' work and discussion.

READINGS: Tisdale “The first time I saw Florence” + McCarthy from “The stones of Florence” ch1

Feb 4
The gaze of the foreigner: readings’ discussion. About Florence and its history.

ASS: Can your hometown be 'summed up' or evoked using an object you could hold in the palm of your hand? (poem)
**Session 3**
*Feb 9*

Presentation of students' work and discussion


*Feb 11*

Readings’ discussion. In class exercise

ASS: About landscape (elaborate on what you think a landscape is –natural, man made etc.- also referring to its various traditional and historical definitions. In the form of a **short philosophical reflection**)

**Session 4**
*Feb 16*

Presentation of students’ work and discussion.

ASS: First draft essay 1 (FREE TOPIC, details in class)

*Feb 18*

No class

**Session 5**
*Feb 23*

Presentation of students' first drafts and discussion 1

*Feb 25*

Presentation of students’ first drafts and discussion 2

ASS: Is there a word used where you live which doesn’t ‘travel’, which would seem strange or attract blank looks when used or spoken elsewhere? Write a poem using this word as your title.

READINGS: Leavitt from “Florence, a delicate case” ch.4+ Benjamin from “The work of art in the age of mechanical reproduction”

**Session 6**

*March 2*

Readings’ discussion. Presentation of students' work and discussion
ASS. Training the eye: choose a place that you particularly like. Then go there 3 times at different hours and write about it.

READINGS: Dante from "The Divine Comedy: Paradise" + Boccaccio “Calandrino goes in search of the magic eliotrope

March 4
Readings’ discussion. Presentation of students’ work and discussion

ASS: What does ‘home’ really mean? Is it where you grew up, where you live now, where the people you love are, where you ‘feel at home’, or does it lie ahead, waiting to be discovered? Write about where home is. (free genre)

READINGS: E. Bishop "Questions of travel"+ B. Collins "Consolation" +J. Stern “The lonely planet guide of my apartment"

Session 7
* DUE: Final version first essay (March 11)

March 9
Readings’ discussion and presentation of students’ work and discussion.

ASS. Giving voice. Look at the “Last Supper” scene of Cenacolo di S. Apollonia and give voice to one of the apostles in the form of a short theatrical monologue. (*Visit Cenacolo Santa Apollonia:)

READING: Inturrisi “The last supper, seen six ways“

March 11
Presentation of students' work and discussion

ASS. Write a short story set in the Santa Croce (1 page; more details in class)

READINGS: Ruskin from "Mornings in Florence"+ Forster from “Room with a view"+ Begley “Florence, then and now”

Session 8
March 16
Readings’ discussion. Presentation of students’ work and discussion.

March 18
Midterm exam (in class).
ASS: Response to Orsanmichele (*Visit Orsanmichele*). What is spirituality? (free genre)
READING: E. Wharton from "The fullness of life"

**Session 9**  
March 23

Presentation of students’ work and discussion
ASS: Be inspired by Stevens’ poem!
READING: W. Stevens “Thirteen Ways of Looking at a Blackbird”

March 25

Presentation of students’ work and discussion.
ASS: The senses and the city: go to the nearest market and write a poem using all your senses

**Session 10**

March 30

Presentation of students’ work and discussion
READINGS: R.W. Lewis “Medici country” + S. Dunant from “The birth of Venus”

April 1

Readings’ discussion. In-class exercise.
ASS: Free topic
READING: M. Butor “Travel and writing”

**Session 11**

April 6

Presentation of students’ work and discussion
ASS: First draft second essay (free topic)

April 8

Presentation of students’ first drafts of second essay and discussion 1
**Session 12**

**April 13**
Presentation of students’ first drafts of second essay and discussion 2
ASS: Free topic poem!

**April 15**
Presentation of students' work and discussion
ASS. First draft of essay 3 (topics TBD)

**Session 13**

*DUE: final version second essay (by April 22)*

**April 20**
Presentation of students' first drafts of third essay and discussion 1

**April 22**
Presentation of students' first drafts of third essay and discussion 2

**Session 14**

**April 27**
TBD

ASS: Identify the very last place in the landscape you think you can write about – a recycling plant, a bus stop, a lake with no name – and write about it (free genre)

**April 29**
Presentation of students’ work and discussion

**Session 15**

*DUE: final version third essay (by May 6)*

**May 4**
TBD

ASS: Goodbye poem

May 6

Presentation of students' work and discussion

Session 16

May 11

Reading day

May 13

Final project due: 4 revised assignments

Class Time Expectations

In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicsupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.
Required Co-curricular Activities:
Cenacolo Santa Apollonia/ Orsanmichele /Santa Croce/ Stibbert park

Suggested Co-curricular Activities
Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

Your Instructor
Elisa Biagini lives in Florence, Italy, after having taught and studied in the US for several years (Ph.D. Rutgers University). She has published eight poetry collections, most recently Filamenti (Einaudi 2020). Her poems have been translated into many languages, and she has published editions of her poetry in Spain, France and the US ("The guest in the wood", Chelsea editions, 2013 - “2014 Best Translated Book Award”; “The plant of dreaming”, Xenos books, 2017). A translator from English (of Alicia Ostriker, Sharon Olds, Lucille Clifton amongst others), she has published an anthology of contemporary American poetry, Nuovi Poeti Americani (Einaudi, 2006) and she has been invited to the most important international poetry festivals. She teaches Creative Writing, Travel Writing, Literature and Art History. Elisa Biagini