



**Winter  
Quarter  
2021**

**ITALIAN  
101-1**

**IT 101-1-20:**

## **ELEMENTARY ITALIAN**

A beginning course in Italian language and culture, Elementary Italian is devoted to developing all four language skills (speaking, listening, reading, and writing) within the three modes of communication (interpersonal, interpretive, presentational). While studying the language, students will be introduced to Italy and its people and they will gain both language and cultural competence. At the end of full-year Italian 101 sequence, students will be able to handle successfully a few uncomplicated communicative tasks, participate in simple conversations on topics related to personal information, personal preferences, daily activities, and immediate needs.

This course is the first in a three-part sequence for beginning students of Italian. Classes are conducted entirely in Italian and are very lively, with lots of give-and-take among participants. Students with some experience in Italian may take the online placement test to place out of any or all of the first-year sequence.

**PROFESSOR  
DELFINO**

**MTWF  
12-12:50  
SYNCHRONOUS**

**\*TUESDAYS ARE  
ASYNCHRONOUS\***

The Department of  
**FRENCH  
and  
ITALIAN**

**Winter  
Quarter  
2021**



**ITALIAN  
101-2**

**IT 101-2-20:**

## **ELEMENTARY ITALIAN**

A beginning course in Italian language and culture, Elementary Italian is devoted to developing all four language skills (speaking, listening, reading, and writing) within the three modes of communication (interpersonal, interpretive, presentational). While studying the language, students will be introduced to Italy and its people and they will gain both language and cultural competence. At the end of full-year Italian 101 sequence, students will be able to handle successfully a few uncomplicated communicative tasks, participate in simple conversations on topics related to personal information, personal preferences, daily activities, and immediate needs. This course is the second in a three-part sequence for beginning students of Italian. Classes are conducted entirely in Italian and are very lively, with lots of give-and-take among participants.

**MTWF**

**sec.20 10-10:50**

**sec.21 11-11:50**

**sec.22 1-1:50**

**SYNCHRONOUS**

**\*TUESDAYS ARE  
ASYNCHRONOUS\***

**SEC. 20 & 22 PROFESSOR  
DELFINO**

**SEC. 21 PROFESSOR  
POZZI PAVAN**

The Department of  
**FRENCH**  
and  
**ITALIAN**



**Winter  
Quarter  
2021**

**ITALIAN  
102-2**

**IT 102-2-20:**

## **INTERMEDIATE ITALIAN**

Italian 102-2 is the second part of the intermediate sequence.

Intermediate Italian continues and completes the two-year sequence in Italian language and culture. At the end of the full 102 sequence (102-1,2,3), students are expected to create with the language when talking and writing about familiar topics, to understand the main ideas and some supporting details from a variety of texts (newspaper articles, short stories, ...), to describe and narrate, with some consistency, in all major time frames while organizing their discourse into paragraphs.

Students will significantly increase their knowledge of Italy's history and culture and they will be guided to become independent learners.

After the completion of the entire sequence of Italian 102, students will be eligible to study in Italy and will be ready to embark on the minor or major in Italian. The second-year Italian course sequence completes the two-year WCAS language requirement. The classroom is very lively, with lots of conversation, partnering, and small group exercises.

**SEC. 20 & 21 PROFESSOR  
POZZI PAVAN**

**SEC. 22 PROFESSOR  
MORGAVI**

**MTWF**  
**sec.20 10-10:50**  
**sec.21 1-1:50**  
**sec.22 2-2:50**

**SYNCHRONOUS**

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**ITALIAN**



**Winter  
Quarter  
2021**

**ITALIAN  
133-2  
&  
134-2**

**IT 133-2-20/  
IT134-2-20:**

## **INTENSIVE ITALIAN**

IT 133/134-2 is the second segment of the intensive course that started in fall. Intensive Italian is a double course that fulfills the WCAS two-year language requirement in one academic year. At the end of the entire 133/134 sequence, students will be able to create with the language when talking and writing about familiar topics; to understand the main ideas and some supporting details from a variety of texts (newspaper articles, short stories, ...); to describe and narrate, with some consistency, in all major time frames while organizing their discourse into paragraphs. While studying the language, students will be constantly exposed to the Italian culture. By the end of the intensive sequence, students are expected to achieve language, cultural, and intercultural competence enabling them to study in Italy and to embark on the minor or major in Italian. Intensive Italian classes are small and highly interactive.

**PROFESSOR  
MORGAVI**

**MTWF  
11-12:50  
SYNCHRONOUS**

**\*TUESDAYS ARE  
ASYNCHRONOUS\***

The Department of  
**FRENCH**  
and  
**ITALIAN**

**Winter  
Quarter  
2021**



**ITALIAN  
204**

**IT 204-0-20:**

**INTRODUCING ITALIAN LITERATURE:  
*La lingua piu' bella al mondo***

This course will explore the development of Italian literary discourse and its functions from its origins to the 21st century. At a time when the official culture was latinate, the first 'literary' text written in Italian vernacular was a prayer to the Lord. From this humble and devout origin Italian became the language of choice for poets who, writing about love, addressed readers, above all women, who were otherwise excluded from literary consumption. By these means, the Italian vernaculars gained authority and expanded their field of application: Machiavelli wrote in 'Italian' for politicians and rulers, Vasari compiled the first history of art 'manual'. Italian became the 'national language' of culture. In the second part of the course we will explore the way in which literary Italian developed in a fully blown range of genres and styles: novels, children literature, theatre and poetry. We will consider texts ranging from Pinocchio to Pirandello's theatrical texts, from Foscolo's romantic novels to the novellas written by Verga to give a voice to the poor and humble. We will also consider literary works recently written by migrants as well as by Roberto Saviano to expose the cancer of mafia.

**PROFESSOR  
NASTI**

**TTh  
9:30-  
10:50  
SYNCHRONOUS**

The Department of  
**FRENCH  
and  
ITALIAN**

Winter  
Quarter  
2021

ITALIAN  
275

IT 275-0-20:

## DANTE'S DIVINE COMEDY To Love Through Justice

Refashioning the conventions of poetry, Dante (1265-1321) used the account of his presumed journey through the three realms of the Christian afterlife – Hell, Purgatory and Paradise – to explore the world at the close of the Middle Ages. The poem is both an adventure story and an exhaustive, assessment of the state of politics, society, religion, literature, philosophy, and theology at the beginning of the fourteenth century. This course examines a selection of cantos Dante's *Inferno* and *Purgatorio* in its cultural, social and political context. In particular we will explore how the underground world imagined by the poet relates to late medieval urban life and culture. A guiding concern of the discussion is to assess the ways in which Dante changed our understanding of the relationship between the human and the divine, justice and love, will and reason, happiness and knowledge, literature and the Bible. Political turmoil, philosophical and theological paradigms social and religious conflict all converge in the making of *Inferno* and *Purgatorio* and will thus form crucial elements of our investigation.

Taught in English.

PROFESSOR  
**NASTI**

TTh  
2-3:20  
SYNCHRONOUS

The Department of  
**FRENCH**  
and  
**ITALIAN**



Winter  
Quarter  
2021

ITALIAN  
377

**IT 377-0-20:  
GENDER AND SEXUALITY IN ITALIAN CULTURE:  
Feminist Utopias/Dystopias  
in Art, Film, and Literature**

How can we imagine modes of life that oppose social injustice and the tangle of race, gender, and class hierarchies that sustains it? What would a world that radically promotes or even realizes justice look like? This course will investigate the ways in which feminist writers, artists, and filmmakers have denounced the present and imagined a future that does not resemble the past, reinventing for us the very texture of daily life. Among the themes we will explore are the relation between architecture, urban planning, and various forms of surveillance/control; the relation between work and life, with a focus on domestic labor and the struggles of the 1970s international feminist movement; and the relation between the demands of the community and personal freedom. While concentrating on 20th and 21st century, we will draw our cases from literature and speculative science fiction (Octavia Butler's *Parable of the Sower* and Margaret Atwood, *The Handmaid's Tale*) and a variety of media practices: film (Lizzie Borden's *Born in Flames* and Elizabeth Tadic's *Umojia: No Men Allowed*), performance and video art (Martha Rosler's *Semiotics in the Kitchen* and Beyoncé's *Lemonade*), and TV series (Jane Campion's *Top of the Lake* and the recent *The Handmaid's Tale*).

PROFESSOR  
**TORLASCO**  
CO-TAUGHT WITH PROFESSOR ZORACH

**ASYNCHRONOUS**  
-NO SCHEDULED  
MEETING TIME-

The Department of  
**FRENCH**  
and  
**ITALIAN**