



# SYLLABUS

**Norman J. Radow College of Humanities and Social Sciences**  
Department of Geography & Anthropology  
GEOG 3300: Urban Geography – Exploring Italian Urban Landscapes  
Summer 2023: Montepulciano, Italy, Session 1, May 18 to June 22, 2023

## Course Information

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**Class meeting time:** TBD, four days per week (2 classroom days and 2 field trip days per week).

**Modality:** Face-to-Face

**Location:** Fortezza di Montepulciano, KSU's Facility in Montepulciano, Italy, and via field trips and site visits.

## Instructor Information

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**Name/Title:** Dr. Paul N. McDaniel, Associate Professor of Geography

**Pronouns:** He/Him/His

**E-mail:** paul.mcdaniel@kennesaw.edu

**Faculty Web:** Visit [Dr. McDaniel's FacultyWeb](#) page

**Office Location:** Math & Statistics Building (MS) 236 (a [SafeSpace](#))

**Phone:** 470-578-2373

**Drop-In Office Hours & Location:** Virtual via Microsoft Teams

## Course Description & Purpose

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**Official course catalog description:** An analysis of the location and distribution of urban centers, urban land uses and the geographical aspects of general urban issues. Note: GEOG 3300: Urban Geography satisfies major/minor requirements for a variety of majors/minors, and also may be taken as a related studies or upper division elective for many majors/minors.

### Specific Course Section Description for Study

**Abroad:** Cities are dynamic landscapes! Urban geography explores the origins and development of cities, uncovers the excitement and diversity of cities, and examines urban challenges and opportunities. While being immersed in the landscapes of Italy, we will examine Italian cities—such as Rome, Florence, Pisa,

Siena, and Montepulciano as well as several other hill towns in Tuscany—through the lenses of physical and historical geography, urban economic geography, urban cultural and social geography, and urban political geography. Additionally, we will observe examples of global urban dynamics and local level impacts. We will witness how broader urban concepts occur on Italy's urban landscapes, allowing us to compare and contrast with the urban structure of our own familiar cities and towns in the U.S.



## Course Objectives

This course offers a comprehensive treatment of urban geography, fully exploring the origins and development of cities. It focuses on uncovering the excitement and richness found in cities, while tackling a wide variety of urban challenges. The course also covers the Urban Geography field (a major sub-field of the broad discipline of geography), both as it has evolved and as it exists today, and includes the most current research in urban studies, introducing elements of urban theory and methodology, and addresses the urban experience as a global one. Through this course, students should be able to:

1. Apply the language, literatures, and methods of urban geography to analyze the ways in which geographic ideas and approaches can inform our understanding of cities and metropolitan regions.
2. Apply an analytical framework for interpreting and understanding urbanization at a range of geographic scales, from the local to the global, and practice using urban-geographic literatures published in a variety of venues and from a wide range of scholarly vantage points to develop critical thinking, reading, and writing skills.
3. Examine how spatial methods (cartography, GIS, geospatial technology, and spatial statistics) can help answer urban-related questions and contribute applied understanding and practical applications to addressing urban issues.
4. Analyze and interpret historical and contemporary urban geography dynamics through the use of data and maps.
5. Critically evaluate interactions among the various major sub-fields of geography (physical geography, economic geography, cultural and social geography, political geography) and their related processes as they relate to urban geography dynamics across place, space, and time.
6. Practice communicating urban geography effectively through writing, discussions, activities, presentations, and participation, conducting urban-geographic research, and developing applied methodological approaches that address the spatial organization of cities and metropolitan regions.



A more informal account of course goals: We live in a fascinating urban environment! By the end of this class you should be able to analyze the urban environment and interpret your findings using a range of frameworks and scholarly debates, and apply this knowledge to put our urban environment into context, locally, comparatively, and globally.

## Required Textbook/Supporting Materials

**Recommended (Optional) Textbook:** *Urban Geography, 3rd edition*, by David H. Kaplan, Steven R. Holloway, and James O. Wheeler, from Wiley Publishing. ISBN: 978-1-118-86514-9. This textbook is available in print and electronic formats.

**Recommended Texts:** To add further context to textbook concepts, class discussions, field trips in Italy, and ongoing current events, a select set of supplemental readings *may* be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available to students online via D2L. Please note that every attempt will be made to include the research and work done by researchers and scholars who have contributed to geographic thought who are often underrepresented in academia.



## Course Policies

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### Attendance

**Class Participation.** For this class, you should be diligent about reading the required textbook as class activities (lectures, quizzes, exams, discussions) are based on content directly from the textbook. Regular participation and meeting course graded activity deadlines are an essential component to succeeding in this class. Consider our class meetings an assemblage of individuals that is unique and irreplaceable. Irregular participation not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a graded activity deadline for a reasonable reason, please let me know via email along with a valid excuse (such as a doctor's note). If you have an unplanned



missed deadline, please let me know about the reason via email as soon as possible after the missed due date occurs along with documentation for the reason for missing the due date.

**Financial Aid Attendance Compliance:** You are responsible for determining your enrollment status in all classes to protect your financial aid monies. NOT ATTENDING A CLASS FOR WHICH YOU ARE REGISTERED IS NOT THE SAME AS **WITHDRAWING FROM THE COURSE**. You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.

## Grading & Evaluation Policies

All graded activity due dates are clearly listed in multiple locations to help you stay organized and on schedule for successful complete of all course components. Due dates are clearly listed in the course grade activity chart below, in the module schedule further below in this syllabus, in D2L on each individual activity page, and in the online D2L course calendar. Typically, I will do my best to grade items and return feedback to you in the grade item submission area within D2L within one week of the due date for the item.

## Final Course Grading Scale

500 Total Possible Points. Final course grades will be assigned based upon the total points from the items above out of 500 total possible points, computed to a percentage according to the grade guideline below.

A = 90% to 100%      B = 80% to 89%      C = 70% to 79%      D = 60% to 69%      F = 0% to 59%

I will round up final course grades if they are  $>$  or  $= .5$  or above, for example, an 89.6 is an A, but 79.2 is a C.

## Reading Quizzes (100 points)

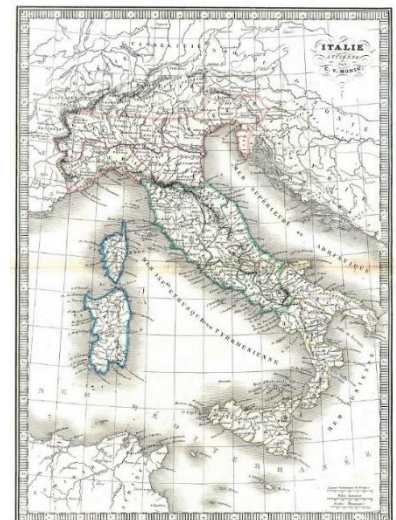
There will be five multiple choice reading quizzes throughout the course, each with 10 questions worth 2 points each for a total of 20 points for each quiz and an overall total of 100 points for the total reading quizzes grade for the course. The overall total reading quiz grade is 20 percent of the final course grade.

- Reading Quiz 1: April 21
- Reading Quiz 2: May 25
- Reading Quiz 3: June 8
- Reading Quiz 4: June 15
- Reading Quiz 5: June 20

## Journal Entries (100 points)

As we proceed through the course, we will be exploring many topics with local and global significance. There will be four journal entries each worth 25 points for a total of 100 points. During each week abroad you will be expected to write at least one substantive journal entry of at least 350 words wherein you engage the learned course content with your experiences among the landscapes of Italy. It is expected that these entries will tie specifically to our fieldtrips, class discussions, and course readings. Such journal entries should make cohesive connections to the content and concepts we are discussing in class each week and observing on the landscapes of Italy. Journal entries will be posted once a week online in D2L for Dr. McDaniel to provide appropriate feedback to assure effective engagement with geography concepts and content. Please see grading rubric below for details about how each journal entry will be graded.

- Journal 1: May 29
- Journal 2: June 5
- Journal 3: June 12
- Journal 4: June 19



## Participation (100 points)

Active participation in class including attending class (attendance will be taken at each class meeting and field trip) and participating in class discussions and all other components of the course is important. Consider our class meetings an assemblage of individuals that is unique and irreplaceable. Irregular attendance not only hurts a student's course work, but it weakens the class as a whole. If you need to miss a class for a reasonable reason, please let me know via email





ahead of your planned absence. If you have an unplanned absence, please let me know about the reason via email as soon as possible when the absence occurs. Participation counts for 20 percent of the final course grade.

### **Visualizing Urban Italy Google Earth Project**

Over the course of the class, you will design and produce an interactive and digital narrative story map project using the platform Google Earth. Throughout the program, we will be engaging significantly with a variety of urban topics via our class discussions and our observations during field trips to various towns and cities in Italy. You must select at least two major course topics (see syllabus weekly schedule) to focus on for this project and then apply that focus to how these urban geography topics occur in Italy and in comparison to examples in the United States: The

origins and development of cities; Metropolitan systems and the evolution of urban systems; Globalization and the urban system; The Economic Geography Landscape of the City; Urban Land Use, the Central Business District, and the Growth of Suburbs; Landscapes of Production; The Social and Cultural Geography Landscape of the City; Foundations of Urban Social Landscapes; Urban Housing Markets: Sprawl, Blight, Regeneration and Gentrification; Segregation, Race, and Urban Poverty; Immigration, Ethnicity, and Urbanism; The Political Geography Landscape of the City; Metropolitan Governance and Fragmentation; Planning a Better City.

This assignment will be broken into several steps, but the final product will be an argument driven creative interactive digital narrative story map tour of a particular topic as it occurs in a particular place(s) or region(s) that we visit during the program in Italy, and it may also align with and/or supplement your weekly journal entries/observations. Specifically, your project should explore the significance of geographic space, place, and urban geography to your selected topic as it relates to urban geography in Italy. A geographic spatial approach helps us to think about relationships between places related to a given topic, such as the different locations we explore in Italy. You should also be creative in your approach to creating your Visualizing Urban Italy Google Earth Project. Working with a digital platform and building your own maps and accompanying descriptive text narrative may seem time consuming at first, but is also extremely rewarding and an exciting alternative to a typical “research/term paper”. This assignment may be intimidating at first if you have little experience with digital mapping, Google Earth, or other similar digital platforms. However, through the gradual steps, including the specific step-by-step guidance, and the examples provided in the course by the instructor, the project is approachable for everyone no matter your experience level with Google Earth and digital mapping. You must first select a specific topic for your Google Earth Project. Geography is a very broad subject and encompasses many subjects spanning the various subfields of geography (physical/environmental geography, human, historical, population, cultural, economic, political, urban geography, etc.). Whatever topic you choose to focus on, it must be within the broader topic of urban geography and have a general focus on the urban geography of Italy. It is important that your given topic relates to the broader course focus, to your journal entries, and to the places we visit during the program in Italy, and that it has a clear spatial component and is driven by a central question. You should think about the significance of where events happen, where people are from, how geography affects people, etc. Think about how you might incorporate one or more of the five themes of geography (location, place, human-environment interaction, movement, and region) into your analysis of the urban geography related topic.





Full instructions, details, list of topic ideas, examples of completed Google Earth Projects, and links to references and help documents for the project are all posted in the Google Earth Project module folder on D2L. Final project web links will be submitted via the assignment dropbox and will be presented in the last day of class so that everyone in the class can view and interact with each final project. Here are two examples of Google Earth Projects from Dr. McDaniel's GEOG 3380 Geography of North America Class (be sure to click the "present" button after navigating to each of these examples to enter presentation mode and navigate through the different stops along the project story):

- [Example: Megalopolis](#)
- [Example: The Inland South](#)

### ***Project Components/Deliverables:***

## **Google Earth Project: StoryBoard (50 points)**

Please use the Google Earth StoryBoard template document provided in the Google Earth Project module in D2L to plan out your project. Please submit the StoryBoard along with proposed title and brief summary paragraph to the Google Earth Project assignment dropbox in the project module in D2L. See detailed instructions below and on D2L.

- April 15

## **Final Google Earth Project (100 points)**

Please submit the web link to the final version of your Google Earth Project to the assignment dropbox in the Google Earth Project module in D2L. See detailed instructions below and on D2L.

- April 28

## **Google Earth Project Presentation (50 points)**

On the last day of class, students will present their Google Earth Project Geovisual Digital Story Narrative Tour to the class. See detailed instructions below and on D2L.

- June 20

## **Other Course-Specific Policies**

Late work may be accepted at the discretion of the instructor through either making pre-arrangements for a late submission with a valid excuse with documentation or for an unplanned missed due date with a valid excuse and documentation. Simply submitting a graded activity late without communicating with the instructor as to the reason why it was submitted late is unprofessional. Also, late work most likely will not be accepted more than one week after the stated due date. However, "life happens" and so it may be necessary for you to submit something late due to an unforeseen circumstance. Such issues are taken into account, but please communicate with the professor. So that final course grades can be submitted to the university on schedule, no late work will be accepted after the last official day of class for the term as stated in the official university calendar unless there is a valid reason with documentation (such as pre-arranged accommodations or a valid excuse such as a doctor's note).



## **Communication Rules/Online Course Etiquette**

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. This [netiquette resource](#) may prove useful to students.

## **How to Succeed in this Class**

To succeed in this class, you will need to log on daily, and refer to the detailed schedule in this syllabus which lists the course modules week-by-week and the due dates for discussions, reading quizzes, Google Earth Project components, and exams. The D2L course calendar also specifies due dates for all course items. An online class can be both challenging and exciting. You need to have and make the time to complete all the activities, participate in discussions, and be proactive and open-minded to learning. You also need to be self-motivated and self-disciplined to succeed.

## What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain about how to properly cite a particular source, check out the RCHSS ODE's Plagiarism Resources (for [MLA](#) and [APA](#)) for more information.

## Institutional Policies

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### KSU Non-Discrimination Statement

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. For more information, visit KSU's [Office of Institutional Equity](#) page.

### KSU Diversity Statement and Diversity Vision Statement

**Diversity Statement:** Kennesaw State University prides itself on offering a premiere, personalized educational experience for leadership and engagement within a diverse nation and world. This educational experience is achieved through recognition and appreciation of the differing backgrounds and experiences reflected within the University community. We firmly believe that sensitivity to diversity, equity, and global interdependence is central to fostering supportive living, learning, and working environments. A welcoming and inclusive climate is critical to attaining Kennesaw State University's research, scholarship, teaching, and engagement goals. The University will engage our students, faculty, staff, and other stakeholders in order to achieve an inclusive and welcoming campus community. For more information, visit KSU's [Division of Diverse and Inclusive Excellence Defining Diversity and Inclusion](#) page.

**Diversity Vision Statement:** It is our vision to create a strong multicultural and diverse educational environment at KSU in order to increase student satisfaction and to promote an understanding and awareness of people from various backgrounds upon graduation. In this way, KSU students will be educated for and can effectively compete in the global society. For more information, visit KSU's [Institutional Policies](#) page, and the KSU Student Catalog's [Student Rights and Responsibilities](#) page.

### Codes of Conduct

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. The KSU Codes of Conduct include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies. For more information, visit KSU's [Department of Student Conduct and Academic Integrity](#) page.

### Federal, BOR, & KSU Course Syllabus Policies

There are numerous federal, University System of Georgia (USG) Board of Regents (BOR), and KSU course syllabus policies that outline students' rights and responsibilities. Students are responsible for visiting the KSU website that lists these and for being familiar with all of the policies listed. For detailed information, visit the [Course Syllabus Policies](#) page.

### Americans with Disabilities Act (ADA) Compliance Policy

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as amended. Students who require accommodation in facilities, services, programs or activities should contact the Assistant Director for Disabled Student Services to arrange an individual assistance plan. Accommodations may include classroom accessibility, modified computer equipment, disability-accessible parking, assistance with note-taking sign language interpreting or captioning services, class materials in alternate format, library and laboratory assistance, and other accommodations. Determination of appropriate accommodations to be provided will be based upon documentation of the disability. Members of the public who require specific accommodations in facilities, services, programs or activities should contact the office sponsoring the service, program or activity at least five days in advance to arrange individual

accommodations. Should a student require assistance or have further questions about the ADA, please contact either the ADA Compliance Officer for Students at 770-423-6443; the ADA Compliance Officer for Facilities at 470-578-6224; or the Director of Human Resources, ADA Compliance Officer for staff and faculty at 470-578-2666. For more information, visit KSU's [Institutional Policies](#) page.

## KSU Student Resources

A wealth of resources is available on campus for students. Visit the [KSU Student Resources](#) page and [KSU Required Syllabus Information](#) page for detailed information about: Coronavirus (COVID-19); Technology Assistance; Student Support and Wellness; Academic Resources (including Grade Appeals). You can also access information regarding [Financial Aid](#), [the Registrar](#), and [the Bursar](#) by visiting their websites. KSU's [Online Learning Support](#) division is also available if you need assistance with online courses.

## Course Schedule

Below is an outline of the content and activities in each module of the course. Dates below indicate the date the module begins. Due dates are listed within this schedule below, in the Grading and Evaluation Policies section earlier in this syllabus, and are also clearly listed in the online D2L course calendar and on each graded activity item within D2L. All due dates for activities are in Eastern Time and are due by 11:59 PM on D2L on the specified due date.

Week	Topic & Readings	Graded Activities & Due Dates
<b>Saturday, March 25</b>	<p>Location: Kennesaw Campus            10:00 – 1:00 Program Orientation            1:00 – 2:00 First class meeting with morning class            2:00 – 3:00 First class meeting with afternoon class</p> <p><b>Part I: Introduction to Cities and Urban Geography</b>            -Chapter 1: An Introduction to urban studies and the field of urban geography</p> <ul style="list-style-type: none"> <li>▪ Why and how we study cities; the field of urban studies and urban geography</li> <li>▪ Origin and evolution of urban geography; approaches to urban geographic research</li> <li>▪ Defining cities; rural-urban continuum; spatial extent of cities</li> <li>▪ Initial comparisons between Italy and U.S. urban geography.</li> </ul>	
<b>Saturday, April 15</b>	<p>Location: Virtual            Second orientation meeting            Meet with each class for one hour each            -Chapter 2: The origins and development of cities (Urban Historical Geography)</p> <ul style="list-style-type: none"> <li>▪ Preconditions to urban formation; theories of urban origins</li> <li>▪ Patterns of early urbanization; diffusion of urbanization</li> <li>▪ Early city-states; imperial cities; trading cities; industrial cities</li> </ul>	Visualizing Urban Italy Google Earth StoryBoard
<b>Friday, April 21</b>	<p>Location: Virtual class meeting</p> <p><b>Part II: Urban and Metropolitan Systems</b>            -Chapter 3: Metropolitan systems and the evolution of urban systems</p> <ul style="list-style-type: none"> <li>▪ Urban systems and hierarchies</li> <li>▪ Development of urbanization in Europe and North America</li> <li>▪ Transportation networks and urban development</li> <li>▪ Horse, wagon, and waterway era; canal era; regional and national railroad eras; auto and air era</li> </ul>	Reading Quiz 1



Week	Topic & Readings	Graded Activities & Due Dates
Friday, April 28	Location: Virtual class meeting  -Chapter 4: Globalization and the urban system <ul style="list-style-type: none"> <li>▪ Capitalism, power, and world cities</li> <li>▪ World city and global city hierarchies and networks</li> <li>▪ Interconnections among world cities</li> </ul>	Visualizing Urban Italy Google Earth Project
Week 1 Abroad: May 18-25	<b>Part III: The Economic Geography Landscape of the City (Urban Economic Geography)</b> -Chapter 5: Urban Land Use, the Central Business District, and the Growth of Suburbs <ul style="list-style-type: none"> <li>▪ Models of urban land use</li> <li>▪ Urban transportation and changes in land value</li> <li>▪ Walking city; horsecar and streetcar era; recreational auto era; freeway era</li> </ul> -Chapter 6: Landscapes of Production <ul style="list-style-type: none"> <li>▪ Understanding the economics of cities; basic and nonbasic activities; multiplier effects</li> <li>▪ Inter- and Intra-urban industrial production and location</li> <li>▪ Urban political economy approaches</li> <li>▪ Urban economic geography comparisons between Italy and the U.S.</li> </ul>	Reading Quiz 2
Week 2 Abroad: May 29-June 1	<b>Part IV: The Social and Cultural Geography Landscape of the City (Urban Social Geography)</b> -Chapter 7: Foundations of Urban Social Landscapes <ul style="list-style-type: none"> <li>▪ Ecological approaches to cities</li> <li>▪ Traditional models of urban spatial structure: concentric zone model, sector model, multiple nuclei model</li> <li>▪ Contemporary urban social space: globalization, postmodernism, and cities of difference</li> <li>▪ Elements of the global city; in-between neighborhoods in the global city</li> </ul> -Chapter 8: Urban Housing Markets: Sprawl, Blight, Regeneration and Gentrification <ul style="list-style-type: none"> <li>▪ Housing and housing markets; housing supply and demand</li> <li>▪ Housing market geographies and neighborhood change</li> <li>▪ Unequal access to housing; government involvement; housing markets and global financial crisis</li> <li>▪ Suburban housing and Post-World War II sprawl</li> <li>▪ Blight and inner-city housing</li> <li>▪ Housing dynamics of redevelopment, displacement, neighborhood revitalization and gentrification</li> </ul>	Journal Entry 1
Week 3 Abroad: June 5-8	-Chapter 9: Segregation, Race, and Urban Poverty <ul style="list-style-type: none"> <li>▪ Current patterns of racial residential segregation</li> <li>▪ Segregation, dual housing markets, civil rights</li> <li>▪ Deindustrialization and globalization</li> <li>▪ Social/spatial isolation and urban underclass</li> <li>▪ Spatial concentration of urban poverty; consequences of concentrated poverty; responding to urban poverty</li> </ul> -Chapter 10: Immigration, Ethnicity, and Urbanism	Reading Quiz 3  Journal Entry 2



Week	Topic & Readings	Graded Activities & Due Dates
	<ul style="list-style-type: none"> <li>▪ Eras of migration and immigration</li> <li>▪ Geography of immigration and immigrant settlement and receptivity</li> <li>▪ Immigration and ethnicity in cities; ethnic and immigrant enclaves and dispersal</li> <li>▪ Urban social geography comparisons between Italy and the U.S.</li> </ul>	
<b>Week 4 Abroad: June 12-15</b>	<p><b>Part V: The Political Geography Landscape of the City (Urban Political Geography)</b></p> <p>-Chapter 11: Metropolitan Governance and Fragmentation</p> <ul style="list-style-type: none"> <li>▪ Urban governance and the growth of services; who governs the city?</li> <li>▪ Contemporary fragmentation in the metropolis; pros and cons of metropolitan fragmentation; countering the fragmented metropolis; metropolitan government</li> </ul> <p>-Chapter 12: Planning a Better City</p> <ul style="list-style-type: none"> <li>▪ Making the case for urban planning; development of modern planning</li> <li>▪ Visionaries of the urban ideal</li> <li>▪ Growth of planning as a profession</li> <li>▪ Political nature of urban planning; zoning</li> <li>▪ Comprehensive plans and tools of modern planning</li> <li>▪ Urban political geography comparisons between Italy and the U.S.</li> </ul>	<p>Reading Quiz 4</p> <p>Journal Entry 3</p>
<b>Week 5 Abroad: June 19-22</b>	<p><b>Part VI: Urban Geography Near and Far: An Urbanizing World</b></p> <p>-Chapter 13: Cities in the Developed World</p> <p>-Chapter 14: Cities in the Less Developed World</p> <p>-Chapter 15: Regional Variations in Urban Structure and Form in the Less Developed World</p> <p>-Concluding observations and comparisons between Italy and U.S. urban geography</p>	<p>Reading Quiz 5</p> <p>Journal Entry 4</p> <p>Visualizing Urban Italy Google Earth Presentation</p>

## Daily Itinerary and Field Trips

Date	Location	Itinerary
Saturday, March 25	Kennesaw	10:00 – 1:00 Program Orientation 1:00 – 2:00 First class meeting with morning class 2:00 – 3:00 First class meeting with afternoon class
Saturday, April 15	Virtual	Second orientation meeting; plus meet with each class for one hour each
Friday, April 21	Virtual	Class meeting time with each class
Friday, April 28	Virtual	Class meeting time with each class
Thursday, May 18	Atlanta to Rome	Depart ATL in early evening.
Friday, May 19	Rome to Montepulciano	11:00 – 12:30 Arrival in Rome; collect bags. 12:30 Depart for Montepulciano by charter bus. 3:00 Arrival at the bus station below Montepulciano. 3:00 – 4:00 Small vans take students and faculty to apartments. 4:00 – 6:00 Unpacking, showers, and general settling in.

Date	Location	Itinerary
		6:00 – 7:00 Meet at Piazza Grande; quick tour of Santa Maria Assunta (Montepulciano Duomo), Piazza Grande and Fortezza. 7:00 Dinner at Trattoria (Everyone). 9:00 Return to apartments.
Saturday, May 20	Montepulciano	7:00-8:30 Breakfast at Trattoria (Everyone). 9:00 Meet at Fortezza. 9:00 – 10:30 On-site Orientation. 10:30 – 1:00 Basic Tour of Montepulciano (General Layout; Partners, such as Crociani; Pharmacies; ATMs; Small Markets; Cafes; Conad). 1:00 – 7:00 Free time. 7:00– 8:30 Dinner at Trattoria (Everyone)
Sunday, May 21	Montepulciano	Sleep in. 1:00 – 3:00 More Formal Tour of Montepulciano. 3:00 – 7:00 Free time. 7:00 Dinner at the Trattoria (Everyone).
Monday, May 22	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 – 4:00 All program briefing on field trips. 4:00 onwards Free time (Students are given a stipend for a Monday meal).
Tuesday, May 23	Orvieto	8:00 Meet at Bus. 9:00 Arrive in Orvieto. 9:00– 10:00 Visit the Orvieto Duomo. 10:00-11:30 Visit the Underground Caves. 11:30-1:00 Lunch. 1:00-2:00 Visit Civic Museum and/or Duomo Museum. 2:00-3:00 Visit the Etruscan Caves/Mill. 3:00-4:00 Visit St. Patrick's Well. 4:00 Depart for Montepulciano. Students have dinner on their own.
Wednesday, May 24	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 – 5:00 Emergency Italian. 5:00 – 7:00 Free time. Dinner at Trattoria (Everyone).
Thursday, May 25	Pisa + Lucca	7:00 Depart for Pisa 9:30-10:00 Arrive in Pisa and head to the Piazza di Miracoli. 10:00-12:30 Visit the Basilica, the Baptistry, and the Campo Santo. 12:30 – 1:30 Lunch. 2:00 Depart Pisa for Lucca. 2:30-4:00 (Walk around Lucca). 4:00 Depart for Montepulciano. (Students will often depart for weekend trips, usually Cinque Terre, which is within striking distance of Lucca.)
Friday, May 26		Freetime
Saturday, May 27		Freetime
Sunday, May 28		Freetime Dinner at Trattoria in Montepulciano
Monday, May 29	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 – 5:00 Emergency Italian. 5:00 Onwards Free time (Students are given a stipend for a Monday meal).
Tuesday, May 30	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own.

Date	Location	Itinerary
		1:00 – 3:30 Afternoon Class in Fortezza. 3:30 – 4:00 All program meeting regarding overnight field trip. 7:00 – Dinner at Trattoria (Everyone). Onwards Free time.
Wednesday, May 31	Rome	7:00 Depart for Rome. 10:00 – 11:00 Arrive at hotel and unload luggage. (Luggage is stored at the hotel while hotel staff prepares rooms.) 11:00 – 2:00 Lunch, Director picks up Metro Passes. 2:00 – 3:00 Faculty and students take luggage to their rooms, shower. 3:00 Depart for Vatican City and Apostolic Palace. 4:00 – 6:00 Visit the Vatican. 6:00 – 7:30 Students have dinner on their own. 7:30 – 9:00 Night tour of Rome, including Piazza di Spagna, Spanish Steps, Trevi Fountain. If we have time, we may also visit the Piazza del Popolo and the Borghese Gardens.
Thursday, June 1	Rome	7:00-8:00 (Breakfast at the Hotel). 8:00-8:30 (Leave for Forum). 8:30 – 9:30 Colosseum. 9:30– 10:30 Forum and Palatine Hill. 11:30 – 1:00 Lunch. 1:00 – 4:00 Faculty Choice. 4:00 Return to the Hotel. 5:00 Train Station to depart for weekend trips or for Montepulciano. (Faculty and Students will be given a stipend for the price of a ticket to Montepulciano.).
Friday, June 2		Freetime
Saturday, June 3		Freetime
Sunday, June 4		Freetime Dinner at Trattoria in Montepulciano
Monday, June 5	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 onwards Free time (Students are given a stipend for a Monday meal).  Optional activity suggestions on your own during freetime/free days in Montepulciano: Tuscan cooking class; Olive Oil, Cheese, and Wine demonstration at Crociani; hiking out from town in the surrounding countryside; view from the tower off the Piazza Grande; visit Tempio di San Biagio down the hill from the Fortezza; etc.
Tuesday, June 6	Il Casale, Pienza, Olive Oil Press	8:00 Depart for Il Casale. 8:30 – 11:00 Arrive at and tour Il Casale. 11:00 Depart for Pienza. 11:15 – 12:00 Tour Pienza. 12:00– 1:30 Lunch. 1:30 Depart for Olive Oil Press. 2:00 – 4:00 Tour Olive Oil Press. 4:00 Return to Montepulciano.
Wednesday, June 7	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 – 7:00 Freetime. Dinner at Trattoria (Everyone).
Thursday, June 8	Siena	8:00 Depart Montepulciano for Siena. 9:00 Arrive in Siena. 9:00 – 9:30 Visit the head of Catherine of Siena at the Basilica of San Damiano. 9:30 – 3:30 Visit Siena Duomo, Baptistry, Crypt, and Duomo Museum, and a little shopping. 11:30 – 1:00 (lunch).

Date	Location	Itinerary
		4:00 Depart for weekend excursions or Montepulciano.
Friday, June 9		Freetime
Saturday, June 10		Freetime
Sunday, June 11		Freetime Dinner at Trattoria in Montepulciano
Monday, June 12	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 onwards Free time (Students are given a stipend for a Monday meal).
Tuesday, June 13	Montepulciano	9:00 – 11:30 Morning Class in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 – 7:00 Freetime. Dinner at Trattoria (Everyone).
Wednesday, June 14	Florence	7:00 Depart for Florence. 8:30 – 9:00 Arrive in Florence and Unload Luggage. 9:00 – 10:30 Walking Tour of Florence. Possible Stop at Orsanmichelle. 10:30 – 1:30 Tour and lunch at Mercato Centrale. 1:30 – 4:30 Morning Classes faculty choice visit sites. 4:30 onwards free time for students (dinner on your own).
Thursday, June 15	Florence	6:30 – 8:30 Breakfast. 8:30 – 9:00 Walk to Uffizi. 9:00, 9:15 Entrance into Uffizi. 9:30 – 12:00 Tour of Uffizi. 12:00 – 1:30 Lunch. 1:30 – 4:00 Afternoon Class Site Visits. 4:00 Return to hotel. 5:00 Depart for weekend excursion or Montepulciano.
Friday, June 16		Freetime
Saturday, June 17		Freetime
Sunday, June 18		Freetime Dinner at Trattoria in Montepulciano
Monday, June 19	Montepulciano	9:00 – 11:30 Morning Class Wrap up in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class in Fortezza. 3:30 onwards Free time (Students are given a stipend for a Monday meal).
Tuesday, June 20	Montepulciano	9:00 – 11:30 Morning Class Wrap up in Fortezza. 11:30 – 1:00 Lunch on own. 1:00 – 3:30 Afternoon Class Wrap up in Fortezza. 3:30 onwards.
Wednesday, June 21	Montepulciano	Free day. 6:00 pm Pictures at Piazza Grande. 7:00 pm Celebration Dinner (Everyone).
Thursday, June 22	Rome to Atlanta	7:00 am Departure. Check out of apartments.