



DRAFT--FALL 2024

## SYLLABUS

**TITLE: Art and Identity in Medieval Siena**

**Instructor: Daniele Di Lodovico**

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**Contact Hrs: 40**

**Language of Instruction: English**

**SIENA, ITALY**

## **COURSE DESCRIPTION**

This course, **Art and Identity in Medieval Siena**, offers a comprehensive exploration of the visual culture of Siena during the Middle Ages, focusing on the interplay between art, devotion, and identity formation. Through the study of key artworks, architectural developments and literary production, the course delves into how Sieneese society used art to express civic pride, religious devotion, and communal identity. This connection between art and identity in medieval times serves as a lens to explore today's cultural landscape, where visual culture and artistic production continue to play a significant role in shaping personal and communal identities. The course will ultimately help students grasp the multi-faceted nature of identity in medieval Siena in connection with today's society, examining how art, literature, devotion, and traditions all contributed to shaping both individual and communal expressions of self.

## **COURSE OBJECTIVES**

Students who successfully complete this course will:

- **Demonstrate the capacity to read and think critically about the cultural context of the Medieval period in Siena**
- **Engage in careful close-reading and/or critical analysis of art production in Medieval Siena.**
- **Apply a range of critical, theoretical and interdisciplinary approaches to understand art and their role to build the identity and the devotional context in Siena.**
- **Examine art and how the visual culture of the period created meaning for the medieval viewer**

- **Develop powerful expository and creative responses to cultural texts that demonstrate conceptual complexity and disciplinary expertise.**
- **Perform reading of primary text and scholarly inquiry and apply them to understand the art and architecture visited during the permanence in Siena**
- **Refine and strengthen an analytical, critical , oral and writing skill in analyzing art and live its context in person.**

## **INSTRUCTIONAL METHODOLOGY**

This course will be conducted through readings, seminar-style discussions, excursions, lessons on situ (such as museums, historical archives, churches, university), students' presentations.

## **METHOD OF EVALUATION (GRADING)**

20% Engagement

30% Reading Reports and Questions

20% Presentation

5% Thesis Statement for Final Paper

25% Final Paper

## **COURSE OUTLINE** (subject to minor changes)

The course will be structured around a series of thematic units, each dedicated to an in-depth exploration of specific artistic, cultural, architectural, devotional and traditional elements intrinsic to the city of Siena. These topics will serve as focal points for class discussions, encouraging students to engage critically with key historical landmarks, monuments, and practices from the medieval period and compare them with today's time and culture. Contributions from students will be both individual and collaborative, allowing for a rich exchange of ideas and fostering deeper analysis of the material. Through these dialogues, participants will cultivate advanced critical thinking skills necessary for evaluating both textual and visual information in a historical context. The culmination of the course will involve a final project, where students synthesize their insights and present their findings to the class, thereby demonstrating their comprehensive understanding of the topics covered.

## **Course structure, policies & expectations**

### **Canvas**

I use Canvas for posting announcements, course materials, assignments and grades. Please make sure your Canvas settings are set up so that you receive my announcements in your email. Otherwise, you will miss important instructions and

information. If you are new to Canvas or are having problems using it, please let me know asap so I can help you.

### **Classroom Conduct**

Courtesy and decorum are essential to maintaining an environment of effective learning and engagement. Distracting and disruptive behavior undermines that environment and diminishes the class experience for you and those around you.

### **Attendance**

Regular attendance at class meetings is expected and is essential for your success in this course.

### **\*\*\*Ethical use of course materials**

*All original instructional materials provided to you in this course (syllabi, PowerPoints, handouts, assignments, quizzes, etc.) are copyrighted and are meant for personal study use only. Uploading these materials to any website without permission is strictly forbidden. This violates copyright law, as well as the instructor's privacy and intellectual property rights. You can avoid legal and ethical issues by simply using the materials for what they're intended for. If you need clarification on this, ask.*

### **Evaluation of student performance**

#### **Engagement 20%**

This course requires active participation in every class. We will discuss readings the day that are due, so you should arrive in class with reading finished and some questions to explore the current topic and contribute to the collective learning. You are expected to prepare the assigned material before the class in which it will be discussed, to contribute thoughtful comments and questions to the discussions, and to complete and submit any other assignments. For every text we discuss, choose one or two passages that you find interesting and be prepared to talk about them in class. I will work to keep the discussions in class friendly and casual, and to provide a safe environment for everybody to share their own thoughts and concerns in the mutual respect of each other's opinion. It is very important that every student feels free and safe in her or his participation.

#### **Weekly Reading Reports and Questions 30%**

Students are expected to complete the assigned readings daily and come prepared to actively engage in discussions during our visits to various historical sites such as museums, churches, and other significant locations. By staying informed through the readings, students will be better equipped to contribute to discussions with thoughtful questions and insightful comments, allowing for a more dynamic and

enriched learning experience that connects textual analysis with on-site observations.

**Thesis Statement 5%**

You will need to submit a working thesis statement to show what your final paper will be. You will need to present an overall topic and an general approach to support it with examples from the class and our visits around Siena.

**Final Paper 25%**

You are required to write a 12-page paper (excluding the bibliography) in .docx format and submit it via Canvas. The choice of topic is flexible, but it should focus on what you personally learned by comparing a specific aspect of medieval culture in Siena and its relevance or connections to the present day. Essentially, the paper should reflect on the key lessons learned through your study and exploration of medieval Siena, including any discussions or firsthand experiences in the city. Your argument must be supported by relevant sources such as images, articles, or other scholarly materials that reinforce your reasoning and analysis.

***Course Schedule***

	<b>TOPIC / Activity</b>	<b>Readings and Assignments</b>
<b>Week 1</b>		
M	<b>Course Introduction</b>	Class topics presentations and class discussion
T	<b>Visit Museo dei Fisiocritici</b>  Discussion on how we conceptualize and evaluate categories of knowledge from historical perspectives	<b>Read: TBD</b>
W	<b>Visit Museum Santa Maria della Scala</b>  Discussion on how the past is presented in a place like a museum	<b>Read:</b> Pdf: A History of Siena From Its Origins to the Present Day - Mario Ascheri Brad Franco
Th	<b>How history is told and medieval literature</b> Primary Sources Chronicles	<b>Read:</b> Pdf – <b>Chronicles</b> Dino Compagni, <b>Literature:</b> Decameron

	and Poetry Evaluation, Analysis and Approaches	<b>Class Discussion / In class Activity</b>
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<b>Week 2</b>		
M	<b>Visit Palazzo Pubblico</b>  <b>Political Context and Representation of life in the Middle Ages</b>	<b>Read: TBD</b>
T	<b>The role of the Artist in the Middle Ages</b> <b>Duccio and the art production in Medieval Siena</b>  <b>Marco Caratelli / Medieval painting technique Demonstration in class</b>	<b>Read: Pdf, Leslie Rose , “Introduction” The Medieval Artist – Questions and Considerations” pag 2 – 11 and Ch7 “The Panel Painter, Duccio and Company” pag 109 – 122, <i>Artists of the Middle Ages.</i></b>
W	<b>Visit Pinacoteca Siena</b>  <b>Martyrdom and Cult of Saints in Art</b>	<b>Read: Pdf: Gardner, Late Medieval Art in Italy</b>
Th	<b>The Role of Women in Medieval Sienese Art: Saint Catherine of Siena</b>	<b>Read: Pdf – Mary Jeremy Finnegan, <i>Catherine of Siena: The two Hungers</i> pag 173 – 180. / Webb Heather, Saint Catherine of Siena’s Heart</b> <b>Pdf: Angenendt Arnold, Relics and their veneration / Robinson James, From Altar to Amulet</b>
F	<b>Visit Church of Saint Francis</b>  Saint Francis and the Role of the Mendicant Order in Siena	<b>Read: TBD</b>

<b>Week 3</b>		
M	<b>Palio di Siena:</b> <b>Visit Museum Contrada</b>	<b>Read Pdf: Ascheri Mario_The Contrade- Their Historical Development</b>

	<b>Civetta</b> Class Discussion / Activity in the Museum	and Connection with the Palio <b>Contrada Visit and Evaluation</b>
T	<b>Palio di Siena: Visit Museum Contrada Giraffa</b>	<b>Read Pdf:</b> Sydel Silverman, <i>On the Uses of History in Anthropology: The "palio" of Siena</i> (1979) <b>Contrada Visit and Evaluation</b> <b>Reflection discussion</b>
W	Old Traditions and today's time: Palio di Siena, Calcio Fiorentino, Carnevale d'Ivrea, Ceri di Gubbio and Procession of San Domenico at Cocullo, Sciuta San Paolo	<b>Read:</b> Pdf – Falassi Alessandro: <i>Palio Pageant: Siena's Everlasting Republic</i> (1985) and <i>The Contagious Myth</i> _an exploration of the Mythologies of the Palio / Jr – <i>Il Gioco del Calcio Fiorentino</i> . <b>Assignment:</b> <b>Class Discussion on Canvas</b>

<b>Week 4</b>		
M	<b>Visit Museo Diocesano, Art and Devotion: Duccio Di Buoninsegna and San Bernardino da Siena</b>	<b>Read: Pdf</b> – Cereta Laura and Lucrezia Marinella on Canvas  Class Discussion in Class
T	Final Presentation Final Paper Due	Presentations in Class

### Accessible Education Statement

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoacc@uoregon.edu](mailto:uoacc@uoregon.edu).

### Academic Misconduct Statement

The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on

assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism).

## **Reporting Obligations**

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](https://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).