



COURSE CALENDAR

This course is held in an intensive 11-week semester.

Classes are held on a weekly basis, according to the below schedule.

Please note that during the intensive semesters, no academic break (Lesson 8 of the syllabus), will be held.

The 15 lessons outlined in the course syllabus will be distributed as follows:

Week	Date	Content
	Indicated in pre-departure info	ORIENTATION
1	Wednesday, Feb 26	Syllabus Lesson 1 topics (Walk 1)
2	Wednesday, Mar 5	Syllabus Lesson 2 topics (Walk 2)
	Saturday, Mar 8	Mandatory Integrated Activity (9:00am-2:20pm) Syllabus Lesson 3 + 4 topics (Walks 3 and 4)
3	Wednesday, Mar 12	Syllabus Lesson 5 topics (Walk 5)
4	Wednesday, Mar 19	Syllabus Lesson 6 topics (Walk 6)
5	Wednesday, Mar 26	Syllabus Lesson 9 topics (Walk 7)
6	Wednesday, Apr 2	Syllabus Lesson 7 Midterm Exam (remote on the course website)
		Lesson 10 topics (Walk 8)
7	Wednesday, Apr 9	Syllabus Lesson 11 topics (Walk 9)
8	Wednesday, Apr 16	Syllabus Lesson 12 topics (Walk 10)
9	Wednesday, Apr 23	Syllabus Lesson 13 topics (Walk 11)
10	Wednesday, Apr 30	Syllabus Lesson 14 topics (Walk 12)
11	See Final Exam Calendar Spring 2025	Syllabus Lesson 15 FINAL EXAM Remote on the course website

Please note that the final exam will be held remotely on the course website. The exam will be available after the end of the last lesson. Students will have 24 hours to complete and upload the exam in a .pdf format. Exams submitted after the deadline will not be accepted.

All assignments and papers are to be uploaded digitally on course websites. Printouts are NOT required for submission. All submissions must be made on the course website, other forms such as email/printouts/etc. will NOT be accepted.

For courses that require media formats, please refer to your instructor's notes. Carefully review assignment, paper, and project deadlines.

SAS – SCHOOL OF ARTS AND SCIENCES

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DEPARTMENT OF PHILOSOPHY / ANTHROPOLOGY / HAPPINESS SCIENCES / SPORTS

SCIENCES / URBAN STUDIES

COURSE TITLE: WANDERLUST: THE PHYSICAL AND EMOTIONAL ART OF WALKING

COURSE CODE: LAPLWA300 / GSANWA300 / GSHSWA300 / SHSSWA300 / GSUSWA300

3 semester credits

1. DESCRIPTION

This course will introduce students to the world of walking as an artistic, philosophical, political, literary, inspirational - as well as physical - experience. While exploring different types of walking, the concept of “wanderlust” will also be analyzed and discussed from both an anthropological and philosophical perspective, to provide students with a thorough overview of the traveling and walking experience both in natural and urban landscapes.

Different types of walking activities will be an integral component of the course, allowing students to reflect upon walking as an act of desire, escape, imagination, freedom, rebellion, and well-being.

The classroom approach of this course is based on experiencing the city of Florence as the academic space for learning and engagement. Classes are not held in a traditional, frontal-style setting; each lesson is carefully mapped for curricular content and featured locations: lectures, observations, exercises, analysis, and reflections on presented topics are held in relevant sites that are accounted for in the academic planning, syllabus, and related course material. Coursework and submissions will be regularly assessed on the MyFUA platform through daily assignments in addition to exams, papers, and projects. Learning through the on-site classroom approach fosters a deeper understanding of the cultural environment of Florence and how it is related to the subject of study represented by the course, and allows the overall experience to contribute to the students’ academic and personal enrichment.

2. OBJECTIVES

The aim of this course is to provide students with a complete overview of the experience of walking from different fields of knowledge and aspects of life. Students will become familiar with the ideas of great philosophers, writers, poets, and scientists on walking. Special emphasis will be given to first-hand walking experience through walks in both natural and urban settings. Students will thus explore diverse and lesser-known areas of Florence and its suburbs, in connection with course topics and the walking experience. Both the analysis and discussion of materials, as well as the physical experience of walking will enable and encourage students to make personal reflections on the act of walking as another mode for self-expression.

Upon successful completion of this course, students will be able to:

- Evaluate the concept of 'wanderlust' and its social and historical implications
- Categorize different modes of walking and examine the effect of each type of walk
- Interpret the connection between walking and thinking over the centuries
- Illustrate the act of walking as a spiritual and ethical experience
- Recognize and illustrate the evolution of human beings based on their ability to walk as bipeds
- Describe and evaluate the main features of different landscapes in which human beings have walked over the centuries
- Compare and contrast the walking experience in natural versus urban landscapes

- Illustrate and analyze the development of the walking experience from the classical era to modern days
- Distinguish and evaluate the effect of different environments on the act of walking

3. REQUIREMENTS

There are no prerequisites for this course.

4. METHOD

This course consists of lectures, discussions, and site visits within the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, and experiential and/or field learning activities where applicable. As described in point 1, lessons are not held in traditional classroom settings but are based on the city of Florence as the academic space for learning and engagement. Please review the course description for the structural approach and method of coursework.

5. TEXTBOOK – FURTHER READINGS – RESOURCES

TEXTBOOK (Copy available at the university library):

- Solnit, Rebecca. *Wanderlust: A History of Walking*, Penguin Books, US, 2000

The textbook is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

FURTHER READINGS

About walking and wandering

- Coverley, Merlin *The Art of Wandering: The Writer as a Walker*, Oldcastle Books, UK, 2012
- Gros, Frédéric *A Philosophy of Walking*, Verso, UK, 2015
- Nicholson, Geoff *The Lost Art of Walking*, Riverhead Books Penguin Group, US, 2009
- Wohlpart, A. James *Walking in the Land of Many Gods*, The University of Georgia Press, US, 2013
- Rousseau, Jean-Jacques *The Reveries of a Solitary Walker*, Oxford University Press, US, 2011
- Thoreau, Henry David *Walking*, CreateSpace Independent Publishing Platform, 2015

About health and wellness

- Corbin, Charles B. *Concepts of Fitness and Wellness* McGraw-Hill, US, 2013
- *Human Kinetics, Health and Fitness for Life*, Human Kinetics, US, 2010

Philosophy and Science

- McClellan, James E. III and Dorn, Harold *Science and Technology in World History: An Introduction*, The Johns Hopkins University Press, US, 2006
- Magner, Lois N. *A History of the Life Sciences* (3rd edition), CRC Press, US, 2002
- Russell, Bertrand *History of Western Philosophy*, Routledge, UK, 2005
- Warburton, Nigel *Philosophy: the Basics*, Routledge, UK, 2004

Gardens and Parks

- Jellicoe, Geoffrey et al. *The Oxford Companion to Gardens*, Oxford University Press, US, 1991

- Jellicoe, Geoffrey and Jellicoe, Susan The landscape of man, Thames and Hudson, UK, 1995
- Symes, Michael A Glossary of Garden History, Shire Publications, UK, 2006
- Thacker, Christopher The history of gardens, University of California Press, US, 1979

LIBRARIES IN FLORENCE

Please consult the posted schedules for official opening times of the university library. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed. Students may also utilize additional libraries and research centers within the local community:

BIBLIOTECA PALAGIO DI PARTE GUELFA

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:

http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

BIBLIOTECA DELLE OBLATE

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

www.bibliotecadelleoblate.it

THE HAROLD ACTON LIBRARY AT THE BRITISH INSTITUTE OF FLORENCE

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation. This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

7. COURSE MATERIALS

No additional course materials are necessary.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

10% Class Participation and reading

15% Assignments (Reflective journals)

20% Midterm Exam

20% Project/paper

25% Final Exam

A = 93-100 %, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D = 60-69%, F = 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

Absences are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category. Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.
- Hours may be distributed in different formats according to the academic course schedules.

LATE ARRIVAL AND EARLY DEPARTURE

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

TRAVEL (OR DELAYS DUE TO TRAVEL) IS NEVER AN EXCUSE FOR ABSENCE FROM CLASS.

It is the student's responsibility to know how many absences are incurred. If in doubt, speak with your instructor!

Participation: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work, proper care of work space and tools, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

11. EXAMS – PAPERS – PROJECTS

Assignments: Reflective Journal and Continuous Reading Assessment

The **reflective journal** accounts for 15% of the final course grade and is your opportunity to think back at what you have experienced during the walks and maximize the learning experience. Your journal entries will be assessed every three weeks (refer to the syllabus for specific deadlines). There are three phases for successful journal writing: 1) Active observation 2) Research 3) Writing.

1) Active observation: during the process of observation, develop your critical thinking skills by asking yourself some of the questions below. Keep in mind that not every question will be relevant to what is observed in every moment

- What are the components of the landscape and how are the structures incorporated into this environment?
- How do the functional spaces (buildings, gardens, streets, etc.) interact with the territory and what does this contribute to the walk?
- How does the territory connect with different philosophers from different periods of time?
- What connections are there between the theme for the week and the physical process of walking?
- How does this walk relate to categories of walks (pilgrimage, promenade, protest march, nature walk) and what is your personal approach to the walk in this moment?
- Are there elements of the walk that increase your spiritual or intellectual connection to the territory?
- How does the present walk compare and/or contrast to previous walks?
- What is your emotional reaction to the walk and how does this connect to the walk itself, as well as external factors that are not related to the walk?

Note: You are not limited to these questions and are welcome to include in your journal any personal thoughts. Take pictures along the way, when appropriate, so that you can refer back to these at a later stage when writing your journal. You may want to include the photos in your journal, but note that

these will not be assessed and should not distract from your sense of presence during the walk.

2) Research: Each walk must be accompanied by appropriate reading (compulsory texts must be read before the walk and are indicated in the syllabus). Additional reading and research on the internet (from reliable sources) will help you respond to some of the above questions from a more critical perspective. You may also want to ask locals for any additional information on neighborhoods.

Note: To demonstrate you have read the daily assigned chapters, include references from the book in your journal entries.

3) Writing: Look back at your notes and pictures, think about what you have read and for each walk, write a short text of 300-350 words.

Before submitting, ensure the final product of your journal is well-presented (work must be typed and in a readable font, quotations and citations (if any) must be referenced appropriately). Your journal will be assessed on the basis of completion, originality of content and demonstrated critical thinking skills.

Reading

Along with participation, **reading** accounts for 10% of the final course grade. Reading of the text book is mandatory for successful completion of the course, further reading is highly recommended. Regular **quizzes** have been designed to ensure that you are completing the reading and engaging in active learning and critical thinking about course concepts outside of class. They are also designed to help you prepare for the final exam in manageable increments. Quizzes will be open-note, which means you may use your notes to assist you in taking the quiz. Notes must be originals (not photocopied) and in your own handwriting. Quizzes will NOT be open book.

Final Paper

The Final Paper accounts for 20% of the final course grade. Choose ONE of the essay questions below and write a paper between 2500 and 3000 words. Make sure your paper conforms to academic standards in terms of style and register. Your paper must include at least four relevant sources from scholarly books, journals, or articles. Ensure your paper is properly referenced and includes a bibliography. Include a word count at the end of the paper (you may go 10% above or below the word limit).

1. Although all mammals are mobile, only a limited number are bipeds. Reflect on the evolution of humans as bipeds and the migratory aspects of walking for social, economic, and environmental motives. How does the perspective on walking developed in this course support migratory aspects of walking? Include examples from your own experiences with walking as well as scholarly resources to support your position.
2. Independently repeat one of the walks from this course with a new intent and investigate experience from an academic perspective. Describe in detail your intent with this walk and how this influenced your engagement with the activity. How does this relate to philosophical aspects of walking developed in this course? Include examples from both walking experiences as well as scholarly resources to support your position.
3. Nietzsche stated that "It is only ideas gained from walking that have any worth". Reflect on your own perspective of the mind-body connection and the relationship to thought processes from this philosophical perspective. Include examples from your own experiences with walking as well as scholarly resources to support your position.
4. Is walking an artistic expression in itself? Construct an argument for or against this statement that includes perspectives from both points of view and justify your own personal perspective.

- Include examples from your own experiences with walking as well as scholarly resources to support your position.
5. Walking has the ability to shift awareness of our surroundings in a way that is different than other modes of transport. Reflect on your own awareness of walking as part of a journey rather than a destination. Include examples from your own experiences with walking as well as scholarly resources to support your position.
 6. Choose a philosopher discussed in this course and examine in detail their own perspective on walking. How does this connect with your own experience throughout this course, as well as your own philosophy of walking? Include examples from your own experiences with walking as well as scholarly resources to support your position.
 7. Investigate the spiritual aspects of walking from the perspective of the pilgrimage. How does the mind-body connection relate to walking as an expression of personal faith? Include examples from your own experiences with walking as well as scholarly resources to support your position.
 8. While the health benefits of walking as a physical activity are commonly recognized, walking as a way to increase psychological well-being is often seen as secondary to this. Reflect on the mind-body connection from the perspective of well-being and the benefits of walking as a way to detach from thought processes and engage with the surroundings of the present moment. Include examples from your own experiences with walking as well as scholarly resources to support your position.

**The instructor may provide alternative essay topics.*

Midterm and Final Exam

The **Midterm** exam accounts for 20% of the final course grade, and the **Final** exam accounts for 25% of the final course grade. Both exams will be uploaded on the course website and are to be completed by the student at home under exam conditions. This means that:

- The exam must be taken completely alone. Showing it or discussing it with anybody is forbidden, including (but not limited to) the other students in the course in current or previous years.
- You may use any publicly available material you want, including books, the internet, etc. However, you are NOT allowed to submit questions to internet discussion groups.
- Use your own words. If you find a solution of a question in a book or online, cite it in your submission and do not copy it as-is. Make changes which demonstrate you understand what you are writing. Plagiarism will be severely penalized.
- You may take as much time as you need to complete the exam. You may start the exam and return to it at a later stage. Note, you will no longer have access to the exam once the deadline has passed.

The completed exam must be uploaded on the course website before the deadline. Late submission will be penalized; technical problems will not be accepted as an excuse for late submissions. It is your responsibility to make sure that your computer and internet connection work properly and that the completed exam is uploaded on time.

Exam content: the content of the exam will be based on the textbook and on the websites contained in the bibliography below. Please make sure you have read these resources thoroughly before taking the exam.

Exam format (for both exams): the exam is divided into two sections:

Part I: 10 Multiple choice questions. Each correct answer is worth 2 points, for a total of 20 points.

- Part I: 12 short-answer questions. Each correct and complete answer (concise explanations, main ideas, key words, names, etc.) is worth 5 points, for a total 60 points.
- Part II: two essay questions; each correct and complete answer is worth 20 points (based on content, vocabulary, detail, etc.) for a total of 40 points.

12. LESSONS

Lesson 1	
Meet	In class
Lecture	<p>Presentation of the course; introduction to the class syllabus and course structure. Information on assignments, exams, and final project.</p> <p>An 'amateur' history of walking: the concept of “wanderlust” and the love for walking over the centuries.</p> <p>The physical experience of walking: the importance of physical activity for both the body and the mind.</p>
Objectives	<p>Introduce students to the course content and requirements</p> <p>Illustrate an initial approach to walking and the concept of “wanderlust” from a historical perspective</p> <p>Discuss the act of walking as an activity for both physical and mental health</p> <p>Experience the act of walking as a means of connection</p>
Readings/ Assignments	<p>Solnit, R. “Tracing a Headland: An Introduction” in <i>Wanderlust</i></p> <p>Corbin, C. excerpts from Chapters 1, 4, 6 and 17 in <i>Concepts of Fitness and Wellness</i></p>
Visit	<p>Walking as a way to connect with history - This walk will pass through the following locations:</p> <ul style="list-style-type: none"> • Via Ghibellina (west) • Por Santa Maria and the Torre degli Amidei • Via delle Terme and the Torre dei Buondelmonti • Via dei Cerchi • Via del Corso • Via Guelfa

Lesson 2	
Meet	In class
Lecture	<p>The philosophy of walking, the walks of philosophers: reflections and motives behind the act of walking as part of the thought process for great philosophers of the past.</p> <p>The Greek Peripatetics, Rousseau, Kierkegaard, Nietzsche.</p>
Objectives	<p>Illustrate the lives and ideas of some great philosophers of the past who used walking to reflect upon the world</p> <p>Recognize the connection between walking and thinking</p> <p>Experience the act of walking as a mind-body process</p>
Readings/ Assignments	<p>Solnit, R. “The Mind at Three Miles an Hour” in <i>Wanderlust</i></p> <p>Gros, F. “The Walker's Waking Dream – Rousseau” and “Why I Am Such a Good Walker – Nietzsche” in <i>A Philosophy of Walking</i></p>

	Topic of reflection 1 is assigned
Visit	Walking as a process of reflection - This walk will pass through the following locations: <ul style="list-style-type: none"> • Lungarno della Zecca • Ponte San Niccolo • Viale dell'Albereta • Anconella Park

Lesson 3	
Meet	In class
Lecture	Walking as a reflection of the world and humanity: The walker as philosopher
Objectives	<ul style="list-style-type: none"> • Investigate the ideas of the great philosophers in relationship to walking • Implement walking as mind-body experience • Experience the act of walking as a philosophical activity
Readings/ Assignments	Coverley, M. "The Walker as Philosopher" in The Art of Wandering Submit reflection assignment 1
Visit	Walking as a way to contemplate human existence - This walk will pass through the following locations: <ul style="list-style-type: none"> • Viale Michelangelo • Palagi hospital

Lesson 4	
Meet	In class
Lecture	Walking to save or to be saved: a brief history of religious and secular pilgrimages. The act of walking as a measure of distance between man and a spiritual or ethical goal.
Objectives	Establish a general overview on the history of pilgrimage Recognize the main modern pilgrimages in the world Explore the connection between walking and religion, and between walking and ethics Experience the act of walking as a means of reaching a spiritual/ethical goal
Readings/ Assignments	Solnit, R. "The Uphill Road to Grace: Some Pilgrimages" in Wanderlust Coverley, M. "The Walker as Pilgrim" in The Art of Wandering OR Gros, F. "Pilgrimage" in A Philosophy of Walking (please refer to course addendum)
Visit	Walking as an expression of spirituality - This walk will pass through the following locations: <ul style="list-style-type: none"> • Via Ghibellina (east) • Lungarno Colombo • Lungarno Aldo Moro • The Bellariva Gardens

Lesson 5	
Meet	In class
Lecture	Walking as ascension to divine. The Walker as Pilgrim

Objectives	Compare and contrast the main aspects of walking uphill as opposed to in a park setting Experience the act of walking uphill as a spiritual activity
Readings/ Assignments	Solnit, R. excerpts from “Labyrinths and Cadillacs: Walking into the Realm of the Symbolic” (pp. 64-69) in Wanderlust Topic of reflection 2 is assigned
Visit	Walking as a pilgrimage - This walk will pass through the following locations: <ul style="list-style-type: none"> • Palazzo Pitti • Via del Campuccio • Via di Bellosguardo • Via Monte Oliveto

Lesson 6	
Meet	In class
Lecture	On the footprints of the ancestors: walking as a main turning point in the evolution of human beings. A scientific and anthropological view on the act of walking.
Objective	Define the milestones of human evolutions from the perspective of the ability to walk of human beings Appraise the role of walking as a specific human characteristic Experience the act of walking as a means of migration
Readings/ Assignments	Solnit, R. “Rising and Falling: The Theorists of Bipedalism” in Wanderlust McClellan, J. and Dorn, H. “Humankind Emerges: Tools and Toolmakers – The Arrival of Handyman” in Science and Technology in World History: An Introduction Submit reflection assignment 2
Visit	Walking as an expression of evolution - This walk will pass through the following locations: <ul style="list-style-type: none"> • Piazza Beccheria • Piazza Oberdan • Piazza Alberti • Via Gioberti

Lesson 7	
Meet	In class
Lecture	MIDTERM EXAM

Lesson 8	
NA	ACADEMIC BREAK

Lesson 9	
Meet	In class
Lecture	Gardens and labyrinths: different natural settings for walkers over the centuries, from the medieval to 18th century English gardens. Wordsworth, Thoreau and the Romantic idea of walking in the wilderness

Objectives	<p>Recognize the key moments in the evolution of landscape in history</p> <p>Illustrate the role and influence of a setting for a walker</p> <p>Examine the Romantic movement and their ideas on walking</p> <p>Analyze the figures of Wordsworth and Thoreau, and their importance for the history of walking</p> <p>Experience the act of walking in a setting of grandeur</p>
Readings/ Assignments	<p>Solnit, R. excerpts from “Labyrinths and Cadillac: Walking into the Realm of the Symbolic”; “The Path out of the Garden”; “The legs of William Wordsworth” in Wanderlust</p> <p>Coverley, M. “The Walker and the Natural World” in The Art of Wandering</p>
Visit	<p>Walking as a connection with the sublime - This walk will pass through the following locations:</p> <ul style="list-style-type: none"> • Santa Rosa • Piazza del Isolotto • Piazza delle Cascine • Piazzale Vittorio Veneto

Lesson 10	
Meet	In class
Lecture	Walking in a natural yet humanized space: the shaping of nature for leisure purposes of the aristocratic class in Europe. The use of symbols in Italian and English gardens
Objectives	<p>Characterize the elements of garden architecture</p> <p>Differentiate the sensations of a closed environment and an open environment</p> <p>Experience the act of walking in an English-style garden</p>
Readings/ Assignments	<p>Thacker, C. excerpts from “Medieval Gardens”, “The Renaissance Garden in Italy” and “Leaping the Fence” in The history of gardens</p> <p>Topic of reflection 3 is assigned</p>
Visit	<p>Walking in a controlled space - This walk will pass through the following locations:</p> <ul style="list-style-type: none"> • Piazza Donatello • Piazza Libert� • Giardino Stibbert • Ponte dei Bersaglieri

Lesson 11	
Meet	In class
Lecture	<p>Urban walkers: the city and its suburbs as a new landscape for walking enthusiasts.</p> <p>The figure of the fl�neur in the words of Walter Benjamin and Charles Baudelaire</p> <p>Walking as a means of rebellion: marches of protests and revolutions in Europe, North and South America in different historical periods</p>
Objectives	<p>Discuss the 19th century figure of the fl�neur</p> <p>Evaluate the political use of urban settings and walking in public demonstrations and</p>

	marches Experience the act of walking as a declaration
Readings/ Assignments	Solnit, R. “The Solitary Stroller and the City”; “Paris, or Botanizing the Asphalt”; “Citizens of the Streets: Parties, Processions, and Revolutions” in Wanderlust Gros, F. “The Urban Flâneur” in A Philosophy of Walking Submit reflection assignment 3
Visit	Walking in an urban space - This walk will pass through the following locations: <ul style="list-style-type: none"> • Via Mannelli • Stadio Aremio Franchi • Piazza Le Cure • Via degli Artisti

Lesson 12	
Meet	In class
Lecture	The Urban Flâneur: Walking in an urban setting as a change of perspective
Objectives	Explore urban and natural settings as elements of the same territory Investigate the temporality of a variety of urban environments on the walker Experience the act of walking as a leisurely detachment
Readings/ Assignments	Coverley, M. “The Flâneur” in The Art of Wandering Topic of reflection 4 is assigned
Visit	Walking as a casual journey - This walk will pass through the following locations: <ul style="list-style-type: none"> • Piazza Gavinana • Parco della Villa di Rusciano • Lungarno Ferrucci • Via Di San Niccolo

Lesson 13	
Meet	In class
Lecture	Suburbia, or the disappearance of walking: The development of suburban areas and the subsequent loss of freedom and spaces for walking. Physical activity in the modern world: The “disembodiment of everyday life” and the possible compensations of indoor exercise
Objectives	Discuss the development of suburban areas in the last century Review the changes in the lifestyle due to the reduced spaces for walking Experience the act of walking as support to well-being
Readings/ Assignments	Solnit, R. “Aerobic Sisyphus and the Suburbanized Psyche” in Wanderlust Submit reflection assignment 4
Visit	Walking as an escape from the urban environment - This walk will pass through the following locations: <ul style="list-style-type: none"> • Piazzale Michelangelo

	<ul style="list-style-type: none"> • Viale Galileo • Viale Macchiaveli • Porta Romana
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Lesson 14	
Meet	In class
Lecture	FINAL REVIEW Experience the act of walking as a process of closure
Assignments	Submit final paper
Visit	Walking as a means of urban exploration - This walk will pass through the following locations: <ul style="list-style-type: none"> • Piazza Signoria • Via Porta Rossa • Borgo Ognissanti • Porta al Prato

Lesson 15	
Meet	In class
Lecture	FINAL EXAM