Cultures and Contexts: Italy

Course Number
CORE-UA 9554 F01

Instruction Mode:
In-person

Brightspace course site
https://brightspace.nyu.edu/d2l/home/164445

Spring 2022

If you are enrolled in this course 100% remotely and are not a Study Away student for NYU Florence, please make sure that you’ve completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact florence.academicsupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: 13 January 2022

Lecturer Contact Information
Federica Anichini

Office Hours: Tuesday and Thursday from 6:15 to 6:45, or by appointment

Prerequisites
None

Units earned
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Course Details
● Tuesday and Thursday from 5:00pm to 6:15pm
● All times are Central European Time (CET) Please note that there is a gap in when Daylight Savings Time (DST) begins in Europe and the U.S. In the U.S., DST begins on Sunday, 13 March 2022 when clocks will be set 1 hour forward. In Europe, DST begins Sunday, 27 March 2022.

● Location: Rooms will be posted in Albert before your first class.

● Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
• COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

Course Description
Focus is on the processes that have shaped contemporary Italian culture and society. The modern Italian state was established in 1861. The birth of the Italian kingdom, however, was not rooted in unitary national culture, as the country was, and still is, defined by multiple identities. Topics include the region’s rich Classical, Medieval, and Renaissance histories; concepts of space and identity; regional vs. national features; domestic and foreigner influences; the Southern question; migration and national identity. Sources include texts making the national literary canon; accounts of 19th century travelers on the Grand Tour; essays that reflect on tourism and globalization.

Course Objectives
- Improve the ability to think critically, engage in complex reasoning and formulate critical questions
- Articulate ideas clearly, in both oral and written format
- Integrate different disciplines
- Recognize works by the principal protagonists of national and collective representations of Italy and understand why they are significant

Assessment Components
The grading components in this course are divided into the following percentages:
- Academic Commitment 20%
- Group Questions 10%
- Online Analyses 20%
- Midterm Exam: 20%
- Final Project: 30%

Academic Commitment 20%
Academic Commitment may include, but is not limited to, presence at synchronous class sessions, timely submission of predetermined course assignments to the instructor, collaboration with peers in group course work both during class time or independently outside of class time, individual oral or written contributions to synchronous course time in person discussion, or in individual office hours with the instructor. In an asynchronous format this academic engagement may take the form of written contributions to course forums, adding comments to posted work on VoiceThread or Google Drive shared docs. Active engagement in class discussions is mandatory.
Reading assignments should be completed for the day indicated for that particular class session (i.e. if a reading assignment is scheduled for 4/10, read it before 4/10). Assigned readings form the basis for class discussion, so it is essential that you have read each week’s assigned texts and come to class prepared to discuss them. Likewise, films listed in the course schedule should be viewed before class.

Group Questions 10%
These brief writing assignments will be done at the beginning of the class, and should take no longer than 10-15 minutes to complete. A small group of students (2-3) will be
responsible for creating a question or short assignment for the rest of the class to complete on a topic connected to the theme currently being studied. This assignment/question will serve as the starting point for class discussion. Be creative! Use images, music, intriguing questions or anything you think will be helpful in getting the class thinking and writing. After the exercise is completed, the students in charge for that writing will collect the assignments, take them home and individually write a short 350-word analysis of the design of the assignment and the responses received. Completed notes, including any necessary final edits, are due the evening before next week’s class. These analyses will serve as an archive for the essential ideas emerging from class discussions during the semester.

Sign up on the Group Question Sign Up sheet on Brightspace for group questions. Conducting the in-class assignment and writing the analysis will be worth 10% of the final course grade.

**Online analysis 20%**
I will pose four questions related to the class readings this semester. Each will require an online response of 500-750 words that must engage directly with course readings, bringing the texts we read in class into direct contact with the Italian context within which we are living and studying. These analyses are due no later than 12 AM on the assigned date. Students are encouraged to write creatively and to use other forms of media (images, video, music). Please submit this essay in Google Docs format, which will ensure quick and efficient feedback on each version of the essay. These analyses are worth 20% of the final course grade.

**Midterm Exam (20%)**
Students will be responsible for one mid-term exam over the course of the semester. The aim of the exam is for you to demonstrate your knowledge, understanding and level of engagement with the key issues and concerns discussed in class. The exam will be cumulative and will include close readings and short essay questions.

**Final Project (30%)**
Students will either choose to write an Analytical Essay of no less than 2000 words (roughly eight pages) or create a Digital Sketchbook media project. A list of topics will be made available after Spring Break.

**Option 1: Analytical Essay**
This essay should focus narrowly and as specifically as possible on the selected topic, incorporating scholarly research (1-3 sources, preferably peer-reviewed) in its analysis. A rough draft is due two weeks before the final assessment. Please submit this essay in Google Docs format, which will ensure quick and efficient feedback on each version of the essay.

**Option 2: Digital Sketchbook**
This will consist of a recorded work (in audio or video) of no less than three minutes and a 10 minute presentation that explores one of the particular themes or subjects covered in this course. A rough outline of the sketchbook project is due two weeks before the presentation. Additionally, each student will write a short essay of no less than 1000 words, describing the process of producing the recorded work and/or analyzing the concepts presented within it. The emphasis should be on storytelling and analysis rather than technical excellence. Recording equipment is available for checkout from the Florence Digital Studio.
You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

**Attendance Policy**

In order to keep each other safe, if you are not feeling well, we encourage you to remain in your residence and, if possible, attend class remotely.

Please make sure to inform your professor in advance so that they can turn on Zoom. Remote attendance is counted as regular attendance. You will not be marked absent.

For a detailed explanation of the global attendance policy, see the NYU Florence Present vs. Absent Flowchart.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation.

The Global Attendance Policy is posted in the Academic Policies tab in Brightspace, on the NYU Florence Student Portal website, and is posted around campus.

After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicsupport@nyu.edu.

**Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

**Late Submission of Work**

Please refer to Academic Policies in Brightspace.

**Required Text(s)**

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the Villa Ulivi Library. Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the Ulivi Library Book Scan Form.

**Supplemental Text(s) (not required to purchase)**

Bartoli, Maria Teresa, *The unusual shape of Palazzo Vecchio in Florence*


Dickie, John, *Darkest Italy. The Nation and Stereotypes of the Mezzogiorno* (1860-1900), Houndmills: Macmillan, 1999


Pleszczynsky, Andrzej, *The Identity of Self-Governing Groups (Guilds and Communes) in the Middle Ages and Their Collective Identity*, in *Imagined Communities: Constructing Collective Identities in Medieval Europe*, Boston: Brill, 2018, 204-221


**Additional Required Equipment**

N/A

**Session 1 – 27 January 2022**

Introduction to the course: Collective imagination

**Session 2 – 1 February**

The origins of nations

**Assignments due:**
Anderson, *Imagined Communities* (3p); *Cultural Roots* (28p)
Image: *Panorama italiano 1861*

**Session 3 – 3 February**

Constructing Italy: Ideas and Images

**Assignments due:**
Dickie, *The Notion of Italy* “(19p)
Machiavelli, *Exhortation to Seize Italy to Free Her from the Barbarians* (5p)

**Session 4 – 8 February**

Citizenship in Classical Antiquities: Rome

**Assignments due:**
*Edict of Caracalla* (4p)
Dio Cassius, *Roman History* (8p)
Beard, *The First Roman Millennium* (10p)
Mousourakis, *The Organization of Italy and the Provinces* (14p)

**Session 5 – 10 February**

Class discussion: Citizenship and collective identities
Assignments due:
**Online Analysis 1**
**Group Question 1**

**Session 6 – 11 February MAKE-UP DAY: FRIDAY**
Renaissance Governments

Assignments due:
Najemy, *Government and Governance* (24p)

**Session 7 – 15 February**
Florence and its Civic Spaces

Assignments due:
Bruni, *Panegyric to the city of Florence* (29p)
Image: Rosselli *Map of Florence*

**Session 8 – 17 February**
Siena and Communal Italy

Assignments due:
**Online Analysis 2**
Tylus, *Siena City of Secrets* (16p)
Gilmour, *Cities and Powers* (18p)
Image: Lorenzetti, *Allegory of Good and Bad Government, 1, 2, 3*

**Session 9 – 22 February**
Italian Unification: the facts

Assignments due:
Riall, *Risorgimento, Reform, and Revolution* (37p) Travel, migration, exil: *Garibaldi’s Global Frame* (12p)
Image: Hayez, *La meditazione* (1850)

**Session 10 – 25 February: FRIDAY**
Italian Unification: the politicians and the poets
Visit to Santa Croce 11-14 am

Assignments due:
**Group Question 2**
Leopardi, *To Italy* (2p)
Mazzini, *General Instructions for the Members of Young Italy* (19p)
Foscolo, *Sepulchres* (2p)

**Session 11 – 1 March**
Italian Futurism and Italian Unification
**Assignments due:**
Marinetti, *The Futurist Cinema* (5p); *Manifesto of Futurism* (7p)
Rainey, *Marinetti and the Development of Futurism* (39p)
Image: Boccioni, *Unique Forms of Continuity in Space; Charge of the Lancers*

**Session 12 – 3 March**
Italians in the movies

**Assignments due:**
**Online Analysis 3**
Reich, *Why Maciste?* (15p)

**Session 13 – 8 March**
The Spectacle of Italian Fascism

**Assignments due:**
Lasansky, *Mechanism of Display* (43p)
Mussolini, *Past and Present* (1p)
Bianchi Bandinelli, *May 9, 1938* (4p)
Video: *Hitler visits Florence*

**Session 14 – 10 March**
The persistence of nationalism

**Assignments due:**
**Group Question 3**
Eco, *Ur-Fascism* (6p)

**SPRING BREAK: March 14-March 20 NO CLASS**

**Session 15 – 22 March** Midterm review

**Session 16 – 24 March** Midterm Exam

**Session 17 – 29 March**
Emigrant Italy

**Assignments due:**
Gabaccia, *Italy’s Many Diasporas* (13p)
Tintori & Colucci, *From Manpower to Brain Drain* (12p)

**Session 18 – 31 March**
Italian America

**Assignments due:**
Group Question 4
Gardaphe, Leaving Little Italy (25p)

Session 19 – 5 April
Internal migration and the Southern Question

Assignments due:
Group Question 5
Paul Ginsborg, The economic miracle, Rural Exodus and Social Transformation 1958-1963 (43p)

Session 20 – 7 April
A vanished peasant world

Assignments due:
Pier Paolo Pasolini, I am a Force of the Past, Scritti Corsari, 9 December 1973 (2p)
Pier Paolo Pasolini, Where have all the Fireflies Gone? 1975 (3p)
Video: Ermanno Olmi, The tree of wooden clogs (1978)

Session 21 – 12 April
Immigration to Italy

Assignments due:
Ambrosini, Immigration in Italy (20p)
Forgacs, Coasts, blockades and the free movements of people (14p)

Session 22 – 14 April
New Italian identities

Assignments due:
Final Project Rough Drafts Due
Group Question 6
Levy, Racism, Immigration and New Identities in Italy (9p)
Website: World Migration Report 2020
(review 2020 figures in Europe)
West, Italian culture or multicultural in the new millennium? (10p)

Session 23 – 19 April
The Grand Tour

Assignments due:
Hom, Codes of Travel: Italy’s Guidebook Tradition (20p)
Colletta, Introduction to the Grand Tour and its Legacy (12p)

Session 24 – 21 April
Indomitable Travelers
(Please note that this class will meet in Villa La Pietra)
Assignments due:

- **Online Analysis 4**
- **Group Question 7**
- Goethe, *Naples* (12p)
- Starke, *Excerpts from Travels in Europe* (6p)
- Campbell, *A Journey to Florence in 1817* (11p)

**Session 25 – 26 April**
Italy and Modern Tourism

Assignments due:

- Urry, *Why Tourism is important* (15p)
- Verdicchio, *Renaissance land* (8p)

**Session 26 – 28 April**
Class Discussion: Experiencing Italian culture today

Assignments due:

- **Group Question 8**
- Hom, *Italian Montage* (32p)

**Session 27 – 3 May**
Oral Presentations

**Session 28 – 5 May**
Oral Presentations

11 May Final project due

**Suggested Co-Curricular Activities**
Visit to the N9 Museum (Mestre, VE)
Visit to Palazzo Vecchio, Orsanmichele (Florence)
Visit to Palazzo Pubblico (Siena)

**Your Lecturer**
Federica Anichini, Florentine by birth, has obtained a PhD in Medieval Italian Studies at New York University, in 2002. In 2009 she has published a monograph on the XIII century poet Guido Cavalcanti, *Voices of the Body. Liminal Grammar in Guido Cavalcanti 'Rime'*, about the employment of sources from natural philosophy, medicine in particular, in Cavalcanti’s work. Her publications include the essays: “Empty Womb and Full Bellies in Decameron 9.3,” in *The Decameron: Ninth Day in Perspective. Volume Nine of the Lectura Boccaccii*, (Toronto: Toronto University Press, forthcoming); *In Dialogue with the Imageless Vision: Constructing Language in Paradiso III*, in *Dante and Heterodoxy* (Cambridge: Cambridge Scholars Press, 2014); Inferno IX: *Passing within City Walls and beneath the 'velame de li versi strani'*, (*Mediaevalia 33* (2012)). Her current research centers on the relationship between the urban environment and creativity, specifically on the relation of medieval Florence to its vernacular poetic tradition by focusing on one specific urban morphological feature, the city walls.
Academic Honesty & Plagiarism
As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

NYU Academic Integrity Policies and Guidelines
NYU Library Guides

Inclusivity Policies and Priorities
NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays
Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays

Pronouns and Name Pronunciation (Albert and Zoom)
Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

Moses Accommodations Statement
Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Florence.

Bias Response
The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form (link)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277