

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area Italian
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5330
Course Title Topics in Italian Studies
Transcript Abbreviation Topics It Studies
Course Description Exploration of diverse dimensions of Italian society, culture, language. Topics vary each semester.
Taught in Italian.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 8 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites At least one 4000-level course taught in Italian or graduate student status.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|-------------------------|-----------------------------------|
| Subject/CIP Code | 16.0902 |
| Subsidy Level | Doctoral Course |
| Intended Rank | Junior, Senior, Masters, Doctoral |

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Comprehend and analyze scholarly texts and other media in Italian.
- Hone critical writing in Italian to respond to readings, explore unfamiliar ideas, question thinking different from one's own, and develop sound evidence-based arguments.
- Engage in scholarly discussion using evidence to back up an argument and non-judgmental language.
- Explain the topics explored in the course in such a way that demonstrates understanding and critical engagement.

Content Topic List

- major challenges of contemporary Italian life
- natural disasters
- political activism
- violence and revolution
- psychiatric care reform
- Sustainability and ecology

Sought Concurrence

No

Attachments

- 5330 Syllabus 1.docx: Syllabus 1
(Syllabus. Owner: Aski, Janice Marie)
- 5330 Syllabus 2.docx: Syllabus 2
(Syllabus. Owner: Aski, Janice Marie)
- DUS letter of support.pdf: DUS support
(Cover Letter. Owner: Aski, Janice Marie)
- IT and IS Curriculum map rev. 1-23.docx: Cur map
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- Chair letter IT 5330.pdf: Chair letter
(Other Supporting Documentation. Owner: Aski, Janice Marie)

Comments

- Wasn't sure how to do the course topics, since they vary in a topics course. I took them primarily from one of the courses

Hi Bernadette, I checked 50% because that is the highest it would be. It is just a hybrid course. *(by Aski, Janice Marie on 01/31/2023 10:36 AM)*

- - The subsidy level should be doctoral (since you have a PhD in Italian).
- I see you checked off 50% or above taught DL. Can you please confirm that it will not be 75% or above. Because in that case it is a Distance Enhanced course & that would need DL review. *(by Vankeerbergen, Bernadette Chantal on 01/31/2023 09:59 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Aski, Janice Marie | 01/30/2023 05:40 PM | Submitted for Approval |
| Approved | Heller, Sarah-Grace | 01/30/2023 05:42 PM | Unit Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 01/31/2023 10:00 AM | College Approval |
| Submitted | Aski, Janice Marie | 01/31/2023 10:36 AM | Submitted for Approval |
| Approved | Heller, Sarah-Grace | 01/31/2023 11:18 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 02/02/2023 04:45 PM | College Approval |
| Pending Approval | Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 02/02/2023 04:45 PM | ASCCAO Approval |



January 30, 2023

Dear Arts and Sciences Curriculum Committee,

I write to confirm that the topics course, Italian 5330: Topics in Italian Studies, is an essential addition to the Italian Curriculum in that it allows us to offer more courses taught in Italian to our Graduate students and increases the efficiency and flexibility of our Italian curriculum. Each syllabus is designed to meet the specific needs of both graduate and undergraduate students. This course has my full support.

Sincerely,

Sarah Grace Heller

Chair, Department of French and Italian



January 30, 2023

Dear Arts and Sciences Curriculum Committee,

I am submitting a new Italian topics course: IT5330: Topics in Italian Studies, for consideration for approval. The faculty in the Italian section of the Department of French and Italian would like to offer more courses taught in Italian to our graduate students, in particular those that are early in their career (MA level). Combining advanced undergraduates and graduate students is the only way to have enough enrollments to allow grad-level study taught in Italian. Each syllabus has specific requirements for each cohort. We piloted this approach last semester, offering one of the two sample syllabi to the mixed group (only one of which was a graduate MA-level student because our graduate cohort is small) and the approach was successful.

Please feel free to contact me with any questions or concerns.

Sincerely,

Janice M. Aski

Director of Italian Undergraduate Studies

Italian 5330: Topics in Italian Studies

Department of French and Italian

Instructor:

Contact:

Office hours:

This course is structured as a cultural ecology that emerges from the world captured in Marco Tullio Giordana's 2003 film *La meglio gioventù* (*The Best of Youth*). Originally broadcast as a RAI miniseries, this six-hour long family drama, which covers the major events from 1966 to the early 2000s, examines many of the major challenges of contemporary Italian life: natural disasters, political activism and violence, revolution, psychiatric care reform, educational reform, and new forms of subjectivity and personhood that emerge in the postwar era. We will deepen our understanding of these trends and events by engaging with the works of many of the figures that the film either features or indirectly mentions, be it the psychiatrist Franco Basaglia, the manifestos of radical leftist groups, la scuola di Barbiana, or writing by Italo Calvino, to name just a few. We will advance our ability to understand and communicate using formal Italian, improving our expression of complex ideas through a sustained engagement with the world that the drama portrays.

Expected learning outcomes

This is an advanced course for upper-level undergraduates and graduate students, with an emphasis on reading and writing wholly in Italian.

Upon successful completion students will be able to

- comprehend and analyze scholarly texts and other media in Italian.
- Hone their critical writing in Italian to respond to readings, explore unfamiliar ideas, question thinking different from their own, and develop sound evidence-based arguments.
- Speak with confidence and precision about many of major historical trends of the postwar era.

Graduate student-specific assignments

Graduate students will have slightly altered assignments that will allow them to further strengthen their grasp of the texts under study and deepen the complexity of their analyses:

- Each graduate student will lead a thirty minute discussion about a given lecture's texts organized around their own reading of a specific passage (writing) or sequence (film) that acknowledges and incorporates naysayer arguments and leads to a series of three to four larger questions for discussion that are circulated eighteen hours before class to their peers. Think of yourself as an instructor in this assignment and how you will co-construct with your peers a dynamic class discussion!
- The final essay will be thirteen to fifteen pages in length rather than eight to ten pages.

Course Texts and Films

La meglio gioventù will be available on the Secured Media Library with Italian subtitles. All other readings will be provided by the instructor in PDF format on Canvas.

Course Requirements

1. Participation (20%): your grade will be determined by keeping up with the reading, written assignments, coming to class prepared and contribution to class discussion. Every week I will post discussion/reading questions that I expect you to have reviewed and reflected upon before you come to class. You will come to class with at least two talking points to discuss with your classmates.
2. Summary (5%): Students are required to write summaries of one of the secondary readings (300 words, typed, double-spaced). A good summary incorporates all of the important aspects of a particular essay so

that a reader who has not read the original work can understand what it is about. Thus, the most important element of a good summary is the ability to accurately depict what is in the original article. In order to do so, you must be familiar with the work you are summarizing. A good summary begins by reading the piece a few times in order to gain a full understanding of it. Then, once the work is fully understood, it is important to relate the thesis and the important points that support it.

The summary will be graded on grammar, organization and clarity of expression.

Tips for Summarizing

- Read the essay as many times as necessary to gain a full understanding of it.
 - Do not interject your personal opinion into any summary. No first person ("I" statements) are allowed (save these for the response portion, if there is one).
 - Always name the author (full name) and the article or essay title in the introductory paragraph, usually in the first or second sentence.
 - After introducing the author with his/her full name, refer to him/her by last name throughout rest of summary.
 - Always use present tense to discuss the essay and facts from the essay.
 - Use direct quotations from the text or paraphrase examples to support your claims. Paraphrasing should be done more than quoting, which should be kept to a minimum. Quoting should only be used with unique language that is hard to paraphrase.
3. Response papers (30%): Three short essays of on average 900 words each that propose a tightly structured argument and incorporate and discuss quotations from the cultural sites (film, secondary sources, or literature). I suggest that you state your thesis in the first one-two sentences (long introductions are to be avoided). Remember that you must not let your quotations or use of examples stand alone. Explain the significance of your evidence, what it demonstrates, and how it relates to your argument. Also, pay attention to the use of stylistic and formal devices—metaphors, imagery, irony, in literature, and *mise-en-scène* and cinematography in film. I also suggest that you focus your response on a particular passage or a very specific theme in the text/film You may even write an entire response paper on the use of a single word or line. Do not try and battle out the entirety of the text. Your response will be corrected using a rubric.
 4. Your final presentation (5%) is an eight-minute-long streamlined talk in which you present the argument of your final paper. Do not include any quotations and make sure that you accurately paraphrase any evidence you need to mention to buttress the claims of your argument. Acknowledge counter-arguments and indicate how you will respond to them.
 5. Students are required to write a final research paper of no fewer than 3000 words (25%). All papers must be typed (double-spaced, 12 pt. font, Times New Roman). This analysis will be graded on grammar, literary/film analysis and original thought. The successfulness of your paper depends to a large degree on your ability to formulate a clear thesis statement and develop a coherent argument with close references to the primary text and to relevant secondary sources. Secondary sources should be quoted in correct MLA format. Given the level and nature of this course, students are expected to proof-read their work and submit CLEAN copies of these papers.

Class Attendance

Students are allowed three unexcused absences. For every subsequent absence, the final grade will be docked one letter grade, with a maximum of seven absences, which would result in an E.

Grading Breakdown

Undergraduate Assignment Weighting

- 20% Class participation
- 35% Response papers
- 5% Final Presentation
- 5% Summary
- 35% Final paper

Graduate Assignment Weighting

- 20% Class Participation
- 30% Response Papers
- 10% Guided Discussion
- 5% Final Presentation
- 5% Summary
- 30% Final paper

Grading Scale

Departmental grading scale

| | | | | | | | |
|----|--------|----|-------|----|-------|---|-------|
| A | 93-100 | B | 83-87 | C | 73-77 | D | 65-67 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | E | 64-0 |
| B+ | 88-89 | C+ | 78-79 | D+ | 68-69 | | |

Grading Rubric for Short Essays and Final Research Paper

| | Unacceptable | Basic | Proficient | Outstanding |
|------------------------------|--|--|---|---|
| Specificity | Relies mostly on plot summaries and uses almost no examples from the films and the readings. Makes incorrect and inappropriate use of concepts | Uses few examples from the films and the readings, frequently incorporates plot summaries | Uses examples from the films and the readings, most of the times. Avoids plot summary for the most part | Always uses apt, concrete examples from the films and the readings; shows mastery of concepts. Avoids plot summaries all the time |
| Accuracy | Makes incorrect and inappropriate use of concepts. | Use of concepts, examples from the films, and reading is not always correct or appropriate | Makes correct and appropriate use of concepts, examples from the films, and reading most of the times | Makes correct and appropriate use of concepts, examples from the films, and readings at all times |
| Organization | Argument is incoherent, disorganized and digressive | Argument is not always coherent and organized; there are frequent digressions | Argument is coherent and organized, with occasional digressions | Argument is coherent, well organized and follows through on one line of thought |
| Originality | No new insights; rehashes older material | Provides very few insights, ideas and perspectives; frequently rehashes older material | Provides some new insights, ideas and perspectives | Provides new insights, original ideas and perspectives |
| Clarity of Expression | The analysis is very poorly written and lacks revision and polish | The analysis is hastily written; revision and polish are minimal | The analysis is fairly well written, shows some amount of revision and polish | The analysis is well written, shows consistent revision and polish |

Policies

Statement on academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement about disability services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Course Schedule

The following program is subject to change.

Week 1

| | |
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| Tuesday | Introduction to course |
| Thursday | Postwar History and Reading workshop Guido Crainz, <i>L'Italia repubblicana</i> , pp. 9-13, 37-41 |

Week 2

| | |
|---------|---|
| Tuesday | Episode 1 of <i>La meglio gioventù</i> ("1966") Guido Crainz, <i>L'Italia repubblicana</i> , pp. 42-47 |
|---------|---|

EDUCATIONAL REFORM IN THE 1960s

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| Thursday | "Ricordando Don Milani" (RAI, 2017) Don Milani e la scuola di Barbiana, "Lettera ad una professoressa," pp. 7-16 Paolo Pombeni, <i>Che cosa resta del '68</i> , pp. 19-21 Writing Workshop 1: "Comparative Analysis and Media-specific lexicons" |
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Week 3

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|----------|---|
| Tuesday | "Lettera ad una professoressa", pp. 16-37 |
| Thursday | "Lettera ad una professoressa," pp. 37-59 |

Week 4

| | |
|----------|--|
| Tuesday | "Lettera ad una professoressa," pp. 59-80 |
| Thursday | Paolo Pombeni, <i>Che cosa resta del '68</i> , pp. 7-18 |
| Friday | Response Paper #1 (900 words) due at 17:00 (Compare the representation of educational reform in one scene from <i>La meglio gioventù</i> and one passage from "Lettera") |

Week 5

| | |
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| Tuesday | Episode 2, <i>La meglio gioventù</i> ("1968-78") Paolo Pombeni, <i>Che cosa resta del '68</i> , pp. 43-52 |
|---------|--|

FRANCO BASAGLIA AND ABOLITION OF THE MENTAL HOSPITAL

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|----------|---|
| Thursday | "Ospedali psichiatrici: un sistema da rivoluzionare" <i>TV7</i> , (RAI, 1966) Paolo Pombeni, <i>Che cosa resta del '68</i> , pp. 79-86 |
|----------|---|

Week 6

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|---------|---|
| Tuesday | Franco Basaglia, "La distruzione dell'ospedale psichiatrico come luogo di istituzionalizzazione", pp. 261-269 |
|---------|---|

Thursday Franco Basaglia, "Dare un nome all'oppressione," pp. 415-419
Writing Workshop 2 on Comparative Papers

Friday Summary due at 5:00PM of one of the essays by Basaglia from Week 6

Week 7

Tuesday Franco Basaglia, Selections from *Le Istituzioni della violenza*, pp. 459-469

Thursday Franco Basaglia, Selections from *Le Istituzioni della violenza*, pp. 470-483

Friday Summary due at 5:00PM of one of the essays by Basaglia from Week 6

Week 8

Tuesday Episode 3, ("1980")

VIOLENCE: LEFTIST RADICALISM AND ORGANIZED CRIME

Thursday Selection of manifestos from radical leftists group such the Brigate Rosse and Autonomia
Andrew Cole, "Introduction to the Ideology Issue," *South Atlantic Quarterly* (2020)

Friday Short Response Paper 2 (900 words): (Comparative Analysis of Rhetorical Strategies in "Lettera ad una professoressa" and one of the Basaglia essays)

Week 9

Tuesday RAI Radio Broadcasts regarding death of Moro
Elsa Morante, "Lettera alle Brigate Rose" (1978)

Thursday Dacia Maraini, "Barbarie di altri tempi," "Eroi senza perché" in *Sulla Mafia* (2009)

Week 10

Tuesday Dacia Maraini, "A piedi nudi," "I padri e i figli" in *Sulla Mafia*

ECOCRISIS AND TRUTH CLAIMS IN CIVIL SOCIETY

Thursday Italo Calvino, "La nuvola di smog" (1958) (4 pages until ¶ "tardavo a prender sonno")

Week 11 SPRING BREAK

Week 12

Tuesday Italo Calvino, "La nuvola di smog" (10 pages, until ¶ "una notte mi svegliò il telefono")

Thursday Italo Calvino, “La nuvola di smog” (13 pages, until ¶“Riaccompagnavo Claudia in albergo”)

Friday Response Paper #3 due at 5:00PM (“Ideology, Violence and the Text”, 1000-1200 words)

FILM STUDIES CRITICISM AND QUESTION OF *LA MEGLIO GIOVENTU*’S GENRE

Week 13

Tuesday Maurizio Grande, Selections from *Eros e Politica* (1995)
Paolo Mereghetti, review of *La meglio gioventù*
Christian Uva, “Appunti per una definizione del (nuovo) cinema politico”

Thursday Research Workshop with Subject Librarian

Week 14

Monday Abstract due (Final Paper) due at 5:00PM

Tuesday Luciana d’Arcangeli, “Il cinema politico italiano tra genere e cliché”

Thursday Paolo Noto, “‘Uno sceneggiatore non è un programma di storia’: appunti su politica, impegno, e miniserie all’italiana”

Week 15

Monday Preliminary List of 3 Secondary Sources due (Final Paper) at 5:00PM

Tuesday Writing Workshop 3: Evidence-based Arguments. Bring all of your graded papers to class!

Thursday Paolo Mereghetti, review of *La meglio gioventù*
Course Culminating Discussion

Week 16

Final presentations

Final Paper due on date and time of Registrar-mandated final examination



IT 5330

Topics in Italian Studies

COURSE OVERVIEW

Instructor

Instructor:

How you may address me:

Email address:

Office hours:



“Si dice che la visione che le persone hanno della natura determini tutte le loro istituzioni” (R.W. Emerson)

ENVIRONMENTAL ITALY Power, beauty, and the apocalypse

This course traces how Italian society and culture has imagined, examined and responded with resiliency to some of the most devastating events that have shaped the relationship between humans and the environment. From the early 1300s to today’s econarratives, Italians forged investigations of “natural worlds” in alignment and/or contrast to urban communities with their social, political and economic developments. We will examine how of extreme situations (plague, pandemics, toxicity, pollution, natural disasters, etc...) shapes our thinking, actions, and emotions as they intersect with cultural identity, social trauma, exclusion and resiliency.

How has COVID-19 affected Italy’s landscapes, imagination and communities? How do Italian econarratives change throughout place and time? How do they inform the historical, political and social characteristics of Italy? How media and poetic forms engage in presenting of environmental questions?

Course learning goals outcomes

The objectives of this course are to enhance students’ speaking, writing, reading, and listening skills in Italian, while *becoming familiar with* some of the fundamental *works* of the Italian canon. Students will *explore, discuss and engage* with cultural documents, visual arts materials, and textual analysis. This course will also help develop students’ critical thinking, information literacy and analytical skills through class dialogue, oral presentations, compositions and a final research paper on Italian eco-

literature and eco-cinema.

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, literary, and performing arts.
3. Student develop an understanding of information literacy and self-reflection through composition, consultation of sources and group projects.

Language: This course will be conducted **entirely in Italian**; some reading assignments will include English.

Approach: The instructional approach taken in this course and in all of the intermediate and advanced Italian courses is *Content-Based Instruction*, which is a holistic approach to world language education; that is, you will develop your language skills while learning about a particular topic. This course will focus particularly on speaking and writing skills *and explore* how Italian writers and culture(s) have examined their relationships with the eco-literature and eco-cinema.

The following **Targeted Structures** will be reviewed/introduced in several occasions throughout this course. Grammar is a key component of this course and will boost your ability to speak, write and listen in Italian:

- la concordanza dei tempi
- L'infinito, il participio, il gerundio
- aggettivi e pronomi indefiniti

Grading breakdown (Undergraduate Students):

- 4 Quizzes online (plus one for practice) 20%
- Weekly Responses + Comments via Discussion Boards (written&videos): 25%
- Attendance & Active Participation in Sync sessions 20%
- Abstract & TalkAbroad conversation about topic 10%
- Final research paper: 25% (about 6-8 pages long)

Grading breakdown (Graduate students)

- Leading class discussion (20%)
- Summary and Response Paper (25%)
- Responses to Discussion posts (20%)
- Final paper (35%)

Grading scale:

| | | | | | | | | | | | |
|----|--------|----|-------|----|-------|----|-------|----|-------|---|----------|
| A | 93-100 | B+ | 88-89 | B- | 80-82 | C | 73-77 | D+ | 68-69 | | |
| A- | 90-92 | B | 83-87 | C+ | 78-79 | C- | 70-72 | D | 65-67 | E | below 64 |

HOW THIS COURSE WORKS

Mode of delivery: This course is hybrid.

This hybrid course will be presented **50% in-person and 50% online**.

- The **in-person classes** will take place
- The **live synchronous distance learning classes** will take place on **ZOOM!**

ZOOM LINK

Pace of online activities: This course is divided into weekly modules that are all available on Carmen Canvas and are organized with all the necessary readings. Students are expected to keep pace with all deadlines posted on the syllabus.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to earn a grade of (C) average.

COURSE MATERIALS AND TECHNOLOGIES

READINGS

Most readings are available electronically via .pdf posted to Carmen (and most may also be accessed electronically directly from journals or e-books held by University Library collections.)

One book is **REQUIRED: Paolo Giordano. *Nel contagio*. Giulio Einaudi Editore, Turin, May 2020** (available in ebook format on Amazon.it, Feltrinelli.it, IBS.it) or will be available in hard copy at Barnes and Nobles OSU bookstore. It's important that you purchase the ITALIAN edition. Other formats might be available. You may also buy the English audiobook as reference on Amazon.com

Grammar text for undergraduate students:

Manella, Claudio. 2011. *Sì! (L'italiano in mano)* 4th edition.

Additional texts for an understanding of the historical context:

Iovino, S., Cesaretti E., Past E., editors. *Italy and the Environmental Humanities*. Charlottesville: University of Virginia Press, 2018. *Available ONLINE through OSU library*

Iovino, S., *Ecologia letteraria: Una strategia di sopravvivenza*. Milan: Edizioni Ambiente, 2006.

Iovino, S., *Ecocriticism and Italy: Ecology, Resistance and Liberation*. London: Bloomsbury Academics, 2016.

Balboni, P. and Cadorna, M., (eds). *Storia e testi di letteratura italiana per stranieri*. Perugia: Guerra, 2004.

Niccolò Scaffai. *Letteratura e ecologia. Forme e temi di una relazione narrativa*. Bologna: Carocci editore, 2018.

FILMS

All films are available to view FOR FREE via EITHER on the Secured Media Library (<https://resourcecenter.odde.osu.edu/secured-media-library>) or through Kanopy, Swank, or another streaming service subscribed to by OSU and accessible through the University Libraries on-line catalogue (search film title and/or see the Thompson link on Carmen).

Film viewing: you are responsible for watching course films **outside of class**.

Course technology

For help with film streaming, contact ODEE for help with SML (<https://resourcecenter.odde.osu.edu/secured-media-library>) and University Libraries for help with any of their on-line streaming services (<https://library.osu.edu>).

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Headphones/Ear buds: for synchronous zoom discussion, use of headphones or ear buds is recommended.
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Instructor feedback and response time, Class contacts

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For quizzes, you can expect grades within **1 week**.
- **Email:** I typically reply to emails within **24-48 hours**
- **Discussion threads:** I check Carmen every **36-48 hours on school days (M-F)**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in Carmen class discussion threads as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** You are **STRONGLY ENCOURAGED** to compose your academic posts in a word processor and/or record them off of Carmen, where you can save your work, and then copying into the Carmen discussion. This way you have your own backup in the rare event that Carmen data is lost.

Class Conduct: Consistent, respectful, and informed participation is expected from every student in the course. This includes:

- Respectful discussion;
- No email or Internet usage during Zoom classes (with exception of class related activities such as collaborative work on a Google Doc, i.e. please use computers/personal devices only for matters related to our class);
- Cell phones put away when Zoom Sessions begin.

Graded work (undergraduate students)

Participation (20% of final grade) attendance, quality of virtual classroom interaction

Because this is a hybrid course, your attendance is based on your online activity and participation.

Attendance during synchronous sessions and in-class is **mandatory** and crucial for the development of your language skills and for success in this course. Thoughtful **participation** is encouraged, and attentiveness is required. Please use video unless you have connectivity problems—it helps me and your classmates to feel connected if we can see your face. Students should prepare carefully for class by completing, and thinking critically about, all readings/viewings in advance.

Synchronous sessions: Participation may occur through verbal contribution OR text (using chat function). **Zoom sessions** will be recorded. In the event of illness or other issues that prevent you from participating live, participation may be made up by viewing the recording and submitting a written response (via email). Make up responses must be timely—contact me in the event of needing to make up participation and we will arrange an appropriate deadline as a function of your circumstances.

****Students are allowed THREE unexcused absences from synchronous Zoom sessions or in-class sessions without penalty****

If you miss class or know you are going to miss class, you are required to contact me as soon as possible and let me know the number of days/weeks. If you fail to contact your instructor, your absence will be considered unexcused. At the third absence without contacting your instructor, the following policy is in place:

- 4 days missed w/o contact: final grade lowered by one whole grade (A becomes B);
- 8 days missed w/o contact: final grade lowered by two whole grades (A becomes C);
- 12 and more days missed w/o contact: final grade lowered by three whole grades (A becomes D);
- 16 and more days missed w/o contact: final grade will change to E.

Online Quizzes (20% of final grade)

There will be **FOUR** online quizzes which will include questions on class content, films, and grammar points. **All quizzes are open on FRIDAY at 1:00pm and close on TUESDAYS at 11:59pm. Quiz#1 will be required, used as practice, but will be ungraded.** You will have ***60*** minutes to complete each quiz, and format is fill in the blank, multiple choice, and short answer, and grammar activities. Quizzes are taken on Canvas and are “**closed book**”. Students will only be allowed a make-up if they contact the instructor beforehand and provide a valid written excuse. A missed quiz without prior notification will count as a zero. **You may NOT consult any sources when taking quizzes, if you do, this amounts to Academic Misconduct.**

Abstract & TalkAbroad appointment (10% of final grade): throughout the semester you will regularly take notes, create summaries and organize your thoughts, interests, and possible topics for your final research paper. **An abstract of your project and annotated bibliography will be due 4 weeks** before the end of the semester on **Nov. 10th at 11:59pm**. You will complete **two TalkAbroad** conversations. The first one will be a unique opportunity to share your experiences during the pandemic by finding similarities or not in how our societies faced this traumatic moment. The second conversation will provide you the opportunity to share and receive feedback on your research views

with a native speaker. You will, then, produce a short reflection/summary of 200 words for each of your interactions explaining how the conversation helped you advance and articulate your understanding of Italian culture, environmental issues and ecological narrations. Book your appointment in advance. Dates and reminders are integrated in the Course Schedule below.

Final Research Paper (25% of final grade): in a 6-8 pages long, double spaced, 12 Times New Roman Font, 1.5 margins word doc will reflect your understanding of course themes as well as an original critical analysis of topic of your choice. Students are strongly encouraged to make an appointment to discuss ideas, developments, organizations and writing styles. The paper, which analyzes a topic of the student's choice, must use at least 5 print and digital media sources. More instructions and a rubric will be given in class. The final paper is due **Dec.11 at 1:45pm** following the Registrar calendar.

Carmen Discussion Threads for WEEKLY RESPONSES IN ITALIAN (25% of your grade):

There is a Carmen Discussion Thread for each of the **13 modules**. Carmen discussion threads are meant to be an opportunity to explore further course materials, ask questions and articulate your thoughts better in Italian. **You are only allowed to miss ONE unexcused post.**

A response is a text posting of **150 words minimum in ITALIAN *OR* a 3-4 minute** (closed captioned) video recording responding directly to my seed question(s) for the module.

Writing/Text vs. Video initial posting

Of the 13 modules, you must post an "initial response" **in writing** on a minimum of **three** threads, and you must post a "initial response" of a **video recording** on a minimum of **three** threads. The remaining proportions of text/video are **up to you**.

I consider ALL discussion thread posts to be "**learning**" assignments. If you complete the assignment, you will learn something that moves your level of understanding forward. Homework and discussions are to be a space of (relatively!) anxiety-free reflection, where you can develop ideas and engage course materials. There is no external scale **except** meeting 1) **minimum word count**, 2) work on your **ITALIAN** and coherence, 3) complete the assignment **on time** and **in good faith effort**, 4) and **completeness of each component (quote, question, expansion)** with engagement, you will earn 100% for the assignment.

Technical questions for recordings:

You can record yourself using whatever tool you wish. In past experiences, self-recording in CarmenZoom to be easy and self-explanatory: <https://osu.zoom.us>

A google doc with additional instructions can be found here:

https://docs.google.com/document/d/1yibCQ2FfBZfSkFij6n_ql8oHvnyCYaaTg4ibSbumDVU/edit

Graded work (Graduate Students)

Lead class discussion: Each graduate student will lead a 45-minute discussion about a given lecture's texts organized around their own reading of a specific passage (writing) or sequence(film) that acknowledges and incorporates naysayer arguments and leads to a series of three to four larger questions for discussion that are circulated eighteen hours before class to their peers. Think of yourself as an instructor in this assignment and how you will co-construct with your peers a dynamic class discussion!

Summary and response paper: Students are required to write summaries of two of the secondary readings (300 words, typed, double-spaced). A good summary incorporates all of the important aspects of a particular essay so that a reader who has not read the original work can understand what it is about. Thus, the most important element of a good summary is the ability to accurately depict what is in the original article. In order to do so, you must be familiar with the work you are summarizing. A good summary begins by reading the piece a few times in order to gain a full understanding of it. Then, once the work is fully understood, it is important to relate the thesis and the important points that support it. The summary will be graded on grammar, organization and clarity of expression.

Tips for Summarizing

- Read the essay as many times as necessary to gain a full understanding of it.
- Do not interject your personal opinion into any summary. No first person ("I" statements) are allowed (save these for the response portion, if there is one).
- Always name the author (full name) and the article or essay title in the introductory paragraph, usually in the first or second sentence.
- After introducing the author with his/her full name, refer to him/her by last name throughout rest of summary.
- Always use present tense to discuss the essay and facts from the essay.
- Use direct quotations from the text or paraphrase examples to support your claims. Paraphrasing should be done more than quoting, which should be kept to a minimum. Quoting should only be used with unique language that is hard to paraphrase.

Response paper: A short essay of on average 900 word that proposes a tightly structured argument and incorporates and discusses quotations and topics from the two secondary readings that you summarized. I suggest that you state your thesis in the first one-two sentences (long introductions are to be avoided). Remember that you must not let your quotations or use of examples stand alone. Explain the significance of your evidence, what it demonstrates, and how it relates to your argument. Your response will be corrected using a rubric.

Carmen Discussion Threads Responses: See the description of the undergraduate assignment above. Write a response to five different UG posts throughout the semester. Your response should move the students' level of understanding forward by responding thoughtfully to the content, asking relevant questions that stimulate thought. Your responses on the discussion board will be used in class to stimulate further conversation.

Final Research Paper: A 13-15 pages long, double spaced, 12 Times New Roman Font, 1.5 margins word doc will be an original critical analysis of a topic of your choice. Make an appointment to discuss ideas, developments, an bibliography. More instructions and a rubric will be given in class. The final paper is due following the Registrar calendar.

Academic integrity policy

OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. **Reproducing words or ideas that you find in a book, a DVD, in another student’s writing, or on a website (etc.), without indication through the use of quotation marks (in the event of direct citation) and crediting the source with full bibliographical information in a foot- or endnote is plagiarism.**

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely

fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Additional useful links:

If you are in need of any additional support in this class or for your studies in general, I am happy to give my own help where appropriate or help you to locate the appropriate university service or office to find this help.

Information on general advising services as well as COVID-19 specific advising guidance can be found here: <https://advising.osu.edu>.

The Younkin Center offers a wide variety of tutoring, academic, career, and wellness services: <http://younkinsuccess.osu.edu>

If you are undergoing a situation that is having a broad impact on both your personal and academic life, the Student Advocacy Center can help you make and decisions about how to manage emergency or crisis (medical, financial, academic, etc.), as well as direct you where to get targeted help in a specific aspect of a complex network of problems: <https://www.advocacy.osu.edu>

Student Health Services information, scheduling, and other is available here: <https://shs.osu.edu>.

Student services information is available here: <http://ssc.osu.edu>

COURSE SCHEDULE

Subject to minor revision. Should assigned films, readings or due dates change for any reason, such change will be announced in class or in live Zoom sessions and posted to Carmen announcements as soon as possible.

Codes following the film titles pertain to streaming availability in the following locations:

KA=Kanopy (Films that stream for free through University Library website)

SML=Secured Media Library (free streaming for OSU students, IS NOT part of the University Library)

All the readings/viewings for a specific day (i.e. Sep.2) MUST BE DONE before coming to class (prior to Sep.2) so that we can all have a very productive discussion.

MODULO 1: Introductions, Italy's vulnerable Beauty

08/26 (Mercoledì-in person)

- Parlare del **Syllabus**, spiegazione metodi e *policies* del corso
- “Incontrarsi in natura”, una vita post-covid

08/28 (Venerdì-online) Nature e noi: borghi, comunità, lingue

- Lecture da fare per oggi: Angelo Perrone, <https://www.lavocedinyork.com/news/primo-piano/2020/03/06/gli-effetti-positivi-del-coronavirus-in-italia-la-scoperta-del-paesaggio-urbano/>
- Antonio Zoppetti, la panspermia del *virus anglicus*
http://www.treccani.it/magazine/lingua_italiana/articoli/parole/virus_anglicus.html

Compiti: Response #1, consegna domenica alle 11:59pm – Discussion Board Carmen

Prenota il tuo TalkAbroad n.1 (L'Italia e la Pandemia)!

MODULO 2: Ecologie, Ambienti, Storie

09/02 (Mercoledì -in person)

- Lecture da fare per oggi: Serenella Iovino “L'importanza di leggere il mondo” (3pp.)
- Iovino, Cesaretti, Past (eds) *Nature, Landscapes, Ecologies. Environmental Humanities*, Introd. (pp.1-16, online through OSU library, free access)

09/04 (Venerdì – online)

- Lecture da fare per oggi (scegli 1): Beba Minna, Claudia Chiozzotto. “Rifiuti: il virus influenza

la raccolta differenziata” <https://www.altroconsumo.it/vita-privata-famiglia/vivere-sostenibile/news/coronavirus-raccolta-differenziata-rifiuti>

- Giovanna Mancini, “Coronavirus mette fine al turismo di massa”
<https://www.ilsole24ore.com/art/il-coronavirus-mettera-fine-turismo-massa-ADjGUmK>
- Giacomo Galeazzi, “Sono le braccianti straniere le più esposte al rischio sfruttamento”
<https://www.interris.it/la-voce-degli-ultimi/agricoltura-sono-le-braccianti-straniere-le-piu-esposte-al-rischio-sfruttamento/>

Compiti: Response #2, consegna domenica **6 settembre** alle 11:59pm – Discussion Board Carmen
Quiz #1 (pratica, senza voto), consegna martedì **8 settembre** alle 11:59pm – Carmen

MODULO 3: Pandemie e una nuova geo-storia dell’Italia I

09/09 (Mercoledì -in person)

- Visione: <https://www.youtube.com/watch?v=sJFiCQtwODU>
(Feltrinelli, presentazione del libro YouTube)
- Lecture da fare per oggi: Paolo Giordano, *Nel contagio*, Einaudi, 2020 da “Restare a terra” a “Augurarsi il meglio”

09/11 (Venerdì -online)

- Lecture da fare per oggi: Paolo Giordano, *Nel contagio*, Einaudi, 2020 da “Fermare davvero il contagio” a “volare”

Compiti: Response #3, consegna domenica **13 settembre** alle 11:59pm – Discussion Board Carmen

MODULO 4: Pandemie e una nuova geo-storia dell’Italia II

09/16 (Mercoledì -in person)

- Lecture da fare per oggi: Paolo Giordano, *Nel contagio*, Einaudi, 2020 da “Caos” a “Esperti”

09/18 (Venerdì -online)

- Lecture da fare per oggi: Paolo Giordano, *Nel contagio*, Einaudi, 2020 da “le multinazionali straniere” a “Contare i giorni”

Compiti: Response #4, consegna domenica **20 settembre** alle 11:59pm – Discussion Board Carmen
Quiz 2, consegna martedì **22 settembre** alle 11:59pm – Carmen

MODULO 5: Paesaggi della politica I

09/23 (Mercoledì -in person)

- Da guardare per oggi: “Inside Italy’s Covid war” (53min). *Frontline*, <https://www.youtube.com/watch?v=U8q2IEj-j24> (**warning – there are several scenes that may be very difficult to watch**)

09/25 (Venerdì -online)

- Cosa resta del Bel Paese: Le città Italiane e il Covid (**scegli 1 piazza**) <https://www.piazzeinvisibili.com/>

Compiti: Response #5, consegna domenica 27 settembre alle 11:59pm – Discussion Board Carmen
TalkAbroad n.1 Riflessione, consegna martedì 29 settembre at 11:59pm on Carmen.

MODULO 6: Paesaggi della politica II

09/30 (Mercoledì -in person)

- Lecture da fare per oggi: Giovanni Boccaccio *Il Decameron*, Incipit
- Bio, structure *Il Decameron* PDF

10/2 (Venerdì -online)

- Lecture da fare per oggi: Giovanni Boccaccio *Il Decameron* (short story, PDF)

Compiti: Response #6, consegna domenica **4 ottobre** alle 11:59pm – Discussion Board Carmen
Quiz 3, consegna martedì **6 ottobre** alle 11:59pm – Carmen

Optional Film: *Wondrous Boccaccio* (Paolo e Vittorio Taviani, 2015) KA

MODULO 7: Quarantena

10/7 (Mercoledì -in person)

- Lecture da fare per oggi: Breve storia del Lazzaretto: <https://www.lazzarettovecchio.it/storia/>
- Il lazzaretto vecchio, Archeo Venezia (1-4)

10/9 (Venerdì -online)

- Lecture da fare per oggi: Altri lazzaretti in Italia, ieri e oggi: Milano ed Ancona (PDF)

Compiti: Response #7, consegna domenica **11 ottobre** alle 11:59pm – Discussion Board Carmen

MODULO 8: Natura romantica

10/14 (Mercoledì -in person)

- Lecture da fare per oggi: Giacomo Leopardi, *La Ginestra*, introduzione e note

10/16 (Venerdì -online)

- Lecture da fare per oggi: Johann Wolfgang von Goethe *Viaggio in Italia* (excerpts)

Compiti: Response #8, consegna domenica **18 ottobre** alle 11:59pm – Discussion Board Carmen
Quiz 4, consegna martedì **20 ottobre** alle 11:59pm –Carmen

MODULO 9: Natura e finzione

10/21 (Mercoledì -in person)

- **Visione:** Istituto Luce - BBC 'how to preserve Italy's beauty', Naples and Rome during WWII

10/23 (Venerdì -online)

- **Visione:** *Paisà* (Roberto Rossellini, 1946), **episodi. 2-6, KA or SML**

Compiti: Response #9

Prenota il TalkAbroad n.2 "Letteratura ed ambiente"

MODULO 10: Rovine, Napoli I

10/28 (Mercoledì -in person)

- Lecture da fare per oggi: Anna Maria Ortese, "La città involontaria". *Il mare non bagna Napoli* (1953) Lazzaretti WWII

10/30 (Venerdì -online)

- Continuare lettura: Anna Maria Ortese, "La città involontaria". *Il mare non bagna Napoli*. (1953) Lazzaretti WWII
- Visione: *Campania in-felix* (Ivana Corsale, 2010) <https://vimeo.com/26699507>

Compiti: Response #10, consegna domenica **1 novembre** alle 11:59pm – Discussion Board Carmen PORTA in classe le tue idee, temi, interessi per fare un brainstorming sul Progetto di ricerca

MODULO 11: Rovine, Napoli II

11/4 (Mercoledì -in person)

- Lecture da fare per oggi: Serenella Iovino, *Naples 2008, or, the waste land: trash, citizenship, and an ethic of narration* (pp. 1-12)
- Italo Calvino, "Leonia". *Le città invisibili*, 1972

11/6 (Venerdì -online)

- Lecture da fare per oggi: Roberto Saviano "Il porto" (da *Gomorra*, 2006)

Optional Film: *La terra dei fuochi* (Silvia Luzi-Luca Bellino, 2014)

<https://www.youtube.com/watch?v=PJXurnSwstU&t=980s>

Compiti: Response #11, consegna domenica 8 novembre alle 11:59pm – Discussion Board Carmen
ABSTRACT è da consegnare il 10 Novembre (11:59pm)!

MODULO 12: Eco-crimine, disastro Nord-Sud I

11/11 No lezione! Veterans' Day! **Lavora sul Progetto finale!**

11/13 (Venerdì -online)

- Lecture da fare per oggi: Ilva and Steel <https://www.tpi.it/news/ilva-taranto-caso-riassunto-20180906160245/>
- Monica Seger, "Thinking through Taranto: Toxic Embodiment, Eco-catastrophe, and the Power of Narrative," in *Italy and the Environmental Humanities*

Compiti: Response #12, consegna domenica 15 novembre alle 11:59pm – Discussion Board Carmen

MODULO 13: Eco-crimine, disastro Nord-Sud II

11/18 (Mercoledì-in person)

- Visione: Michele Santoro, Servizio Pubblico <https://www.youtube.com/watch?v=G4sP87nF58g>
- Ascolto: Taranto Libera <https://www.youtube.com/watch?v=NRbWPIA5EWw>
- **Guest: TBA**

11/20 (Venerdì -online)

- Ascolto: Antonello Venditti, *Canzone per Seveso* (link e testo su Carmen)
- Lettura da fare per oggi: Il Post: <https://www.ilpost.it/2016/07/10/il-disastro-di-seveso/>

Compiti: Response #13, consegna domenica 22 novembre alle 11:59pm – Discussion Board Carmen

Quiz 5, consegna martedì 24 novembre alle 11:59pm – Carmen

MODULE 14: Camminare in Natura

11/25 (Mercoledì -online)

- **Discussioni: condividere abstracts**
- **Lecture:** Stefania Parmeggiani
https://www.repubblica.it/dossier/viaggi/turismo/2020/06/23/news/e_ora_di_fare_un_nuovo_grand_tour-259964375/
- Le storie negli Appennini

11/27 **NO lezione! Buona festa di THANKSGIVING**

TalkAbroad n.2 Riflessione, consegna martedì 1 dicembre at 11:59pm on Carmen

12/02 (Mercoledì -online)

- **Ascolto:** Domani “Cantanti per l’Aquila” 2009 (link e testo su Carmen)
- **Lecture:** Symbola: <https://www.symbola.net/tema/ambiente/>

12/04 (Venerdì -online)

Conclusioni e Riflessioni sul corso

Orario Esame Finale (secondo la schedule del Registrar) per la consegna del Progetto finale:

Friday, Dec 11, 12:00pm-1:45pm

Appendix A. What is TalkAbroad and how to access it.

TalkAbroad is a company that pairs you with a native Italian speaker for Skype conversation meetings. You can buy one 30-minute session for \$15 or opt to buy more sessions at a discounted price. You can

use these sessions throughout your language courses; they never expire. **You may make your appointment 22 days in advance and you must book at least 36 hours in advance.** Your instructor will make your course available on TalkAbroad and will post the Section Code on Carmen. You first will need to create a free TalkAbroad account, join the specific class section shown on the syllabus, and purchase a conversation. Then you will choose a TalkAbroad conversation partner and select a date and time from his/her online schedule. **Note:** In order to ensure a full 30 minutes to complete your conversation, it is critical that you are set up and ready to begin your scheduled appointment *on time*. Partners have appointments every 15-30 minutes and need to begin and end conversations on time, even if a student arrives late. Your conversation will be recorded and photographed automatically, and the audio file will be available to you for review in your TalkAbroad account. Your instructor will be able to access your recording, photograph, and time log. You should not use a translator as that defeats the purpose of the experience. The following is the information that you need to get started. Please read the student manual for this program. Among other things, it gives you information about changing the date of a conversation if you need to.

Creating an Account: To create an account you need to access the TalkAbroad website located at www.talkabroad.com. Find the link labeled “Get Started Now” or “Register Now”. You may also access the registration page by clicking "login" and "Create new student account". It is important that you pay close attention when you register. An error will cause problems when connecting with a conversation partner in the future.

Common Registration Errors: Please be sure to double check your registration form before continuing. You can always make changes to your information by going to Manage Account on your homepage.

Important Information:

Email Address: All confirmation emails will be sent here.

Time zone: Your conversation partner will likely be in a different time zone than you. This is used to calculate the correct time for your partner to call you.

Joining Your Class Section: Upon registering you will be prompted to enter your section code. This registers you for the correct class. It is important that you register for your section rather than click the link “I am studying outside of a formal class.” If you are not registered for the correct section your professor will be unable to view or grade your completed conversations.

• (Section Name: Italian 4224) Section Code: Migli2020-618292

Click “Purchase Credits” and enter your credit card details. Select the language and the number of credits you desire to purchase. In this class you will purchase 2. Click “Select.” After viewing the total payment click “Confirm Payment.” Your credit card will be charged and your account credited. From your homepage, click “Make Reservation.” Take time to look at the conversation partners’ profiles that include information such as their favorite movies and interests. Once you have selected a partner, take a look at his or her calendar. All times will be displayed in the time zone you selected when registering. Choose a time and confirm on the following page. Input your cell phone number if you would like to receive a text message reminder. Conversations may be canceled up to 12 hours prior to the scheduled time.

Italian

Curriculum Map

Italian - Undergraduate

B = beginning

I = Intermediate

A = Advanced

Courses are IT unless otherwise designated

| | Cultural Awareness | Comprehension | Speaking | Critical Analysis | Writing and Critical Expr. |
|--|---------------------------|----------------------|-----------------|--------------------------|-----------------------------------|
| Prerequisite and Required courses | | | | | |
| 1101.01/02/03/61 (GE) | B | B | B | | B |
| 1102.01/02/03/61 (GE) | B | B | B | | B |
| 1103.01/02/03/61 (GE) | B/I | B/I | B/I | | B/I |
| 5101 (GE) | B/I | B/I | B/I | | B/I |
| 2102 | I | I | I | B/I | B/I |
| FRIT 3054 ICC Workshop | I | | | I | I |
| Elective courses in English | | | | | |
| 2051 (GE) | B | | | B | |
| 2052 (GE) | B | | | B | |
| 2053 (GE) | B | | | B | |
| 2054 (GE) | B | | | B | |
| 2055 (GE) | B | | | B | |
| 2056 (GE) | B | | | B | |
| 3051 (GE) | I | | | I | I |
| FRIT 3061 (GE) | I | | | I | I |
| FRIT 3052 (GE) | I | | | I | I |
| FRIT 3053 (GE) | I | | | I | I |
| 4401 | A | | | A | A |
| FRIT 5051 | A | | | A | A |
| FRIT 5061 | A | | | A | A |
| Elective courses in Italian | | | | | |
| 2193 | B | B | B | B | B |
| 2194 | B | B | B | B | B |

| | | | | | |
|---------------------|-----|-----|---|-----|-----|
| 3102 | I | I | I | | I |
| 3103 | | I/A | | I/A | I/A |
| 3220 | I | I | | I | I |
| 3221 | I | | | I | I |
| 3222 | I | I | I | | I |
| 3223 | I/A | I | I | | I |
| 3224 | I/A | I | I | I/A | I/A |
| 3330 | I | I/A | I | I | I/A |
| 3331 | I/A | I/A | I | I | I/A |
| 3332 | | I | I | | |
| 4223 | A | A | A | A | A |
| 4224 | A | A | A | A | A |
| 4225 | A | A | A | A | A |
| 4330 | | A | A | A | A |
| 4331 | | A | | A | A |
| 4998 (H) | A | A | | A | A |
| 4999 (H) | A | A | | A | A |
| 5193 | A | A | A | A | A |
| 5194 | A | A | A | A | A |
| 5330 | A | A | A | A | A |
| 5331 | A | | | A | |
| Study Abroad | | | | | |
| 3797 | I | | | I | |
| 3798.01 (GE) | A | A | A | I | I |
| 3798.02 | A | A | A | I | I |
| 5797 | A | A | A | I | I |
| Internship | | | | | |
| 4191 | A | A | A | I | I |

Italian Studies

Curriculum Map

Goal 1: Students will critically interpret and understand significant features of Italian low culture as well as features of high cultures, such as historical and literary movements, the history of the language and linguistic diversity in Italy, Italian film, demography. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students achieve an intermediate-low or intermediate-mid result on the STAMP on-line proficiency test for speaking, reading and writing.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or Music, to contextualize and critically interpret Italian issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced
 EN = taught in English IT = taught in Italian

| Course (Italian program) | Goal 1 | Goal 2 | Goal 3 |
|---------------------------------|---------------|---------------|---------------|
| 2051 EN | B | | |
| 2052 EN | B | | |
| 2053 EN | B | | |
| 2054 EN | B | | |
| 2055 EN | B | | |
| 2056 EN | B | | |
| 3051 EN | I | | |
| 3052 EN | I | | |
| 3053 EN | I | | |
| FRIT3061 | I | | |
| 4401 EN/IT | A | | |
| 5051 EN | A | | |
| 5890 EN | A | | |
| 5194 EN/IT | A | | |
| 3797 IT | I | | |
| 3798.01 EN/IT | I | | |
| 5797 EN/IT | I/A | | |
| 2102 IT | I | I | |
| 3102 IT | I | I | |
| 3103 IT | I | I | |
| 3220 IT | I | I | |
| 3221 IT | I | I | |
| 3222 IT | I | I | |
| 3223 IT | I | I | |
| 3224 IT | I | I | |

| | | | |
|-----------|---|---|--|
| 3330 IT | I | I | |
| 3331 IT | I | I | |
| 3332 IT | I | I | |
| 4223 IT | A | A | |
| 4224 IT | A | A | |
| 4225 IT | A | A | |
| 4330 IT | A | A | |
| 4331 IT | A | A | |
| 5061 FRIT | A | | |
| 5331 IT | A | | |

| Course (other departments) | Goal 1 | Goal 2 | Goal 3 |
|---|---------------|---------------|---------------|
| EN 4400 Literary Locations (when in Italy) | A | | |
| MUSIC 3342: Introduction to Opera | | | I |
| ARCH 3195 (effective AU 16) Modern Rome: The city and its architecture | | | I/A |
| HArt 3521 Renaissance art in Italy | | | I |
| HArt 4301 Ancient Greece and Rome | | | A |
| HArt 5521 Renaissance Painting in Central Italy | | | A |
| Hist 3213(H) - Slavery in the Ancient World | | | I |
| Hist 3215 - Sex and Gender in the Ancient World | | | I |
| Hist 3216 - War in the Ancient Mediterranean World | | | I |
| Hist 3220 - The Rise of the Roman Republic | | | I |
| Hist 3221 - Rome from the Gracchi to Nero | | | I |
| Hist 3222 - The Roman Empire, 69-337 CE | | | I |
| Hist 3223 - The Later Roman Empire | | | I |
| Hist 3240 - History of the Italian Renaissance, 1250-1450 | | | I |
| HISTORY 5212 – Late Antique History | | | A |
| CLAS 3101 - Greek and Roman Epic | | | I |
| CLAS 3102 - Greek and Roman Drama | | | I |
| CLAS 3203 - War in Ancient Greek and Roman Literature | | | I |
| CLAS 3215 - Sex and Gender in the Ancient World | | | I |
| CLAS 3408 - Ancient Roman Religion | | | I |
| CLAS 4101 - Classical Receptions: Ancient Greece and Rome in the Modern World | | | A |
| CLAS 4201 - Political Thought and Institutions in the Greco-Roman World | | | A |
| CLAS 5302 - Studies in Greek or Roman Topography | | | A |