

Introducing Italy: Rome
Italian (560): 256
Comparative Literature (195): 256
Rutgers University, Fall 2019
Mon 1:10-2:30pm Academic Building 1180
Wed 1:10-2:30pm Academic Building 1180

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Office hours: Mondays 2:30 - 4:00, or by appointment.

Taught in English, this course explores Rome from antiquity to today. Once the center of the world, to which all roads led, then the symbolic center of state and Church power in Italy, and the inspiration for centuries of artistic, literary, and cinematic representation, our focus will include a variety of cultural products: geographies of the city itself (maps by Nolli, as well as googlemaps, architecture, public transportation, etc.), literature (selections of novels, poems, short stories and memoirs by Belli, James, Morante, Pasolini, and C. Levi), and film (Antonioni, Fellini, De Sica, Moretti, Pasolini, Rossellini, and Scola). Students will have the opportunity to create their own interactive itineraries of Rome using googlemaps and streetview. No knowledge of Italian required.

All required readings available on Canvas.

Required Films:

Vittorio De Sica, *Ladri di biciclette* ('Bicycle Thieves,' 1948)
Federico Fellini, *La dolce vita* (1960)
Ettore Scola, *Una giornata particolare* ('A Special Day,' 1977)

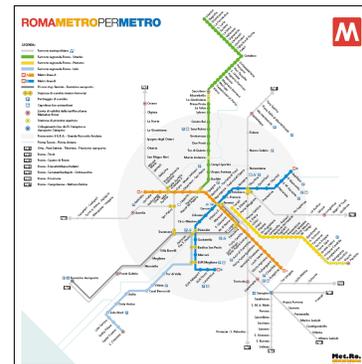
Course Requirements:

Participation (20%)

Regular attendance and active participation is mandatory. Highest grades for participation are earned by students who come to class on time having read all of the material assigned for each class, who pose thoughtful questions, offer their insights consistently, communicate their thoughts effectively, and listen respectfully to the contributions of other students.

Presentations (15%)

Each class meeting, **beginning in the second week**, a selection of students will present a Roman site (work of art, monument, piazza, neighborhood, street, current event, etc.) related to the course topic of the day. Students will conduct online or library research to prepare their brief presentation (not to exceed 5 minutes each), which should include at least one discussion question for the class. Each student will do a presentation throughout the course of the semester. Students are encouraged to link their outside research to the themes of the course, and they may choose to develop their presentation into one of their 15 "narrative sites" required for their Google Maps projects (see below).



Midterm Exam (20%)

Based on class discussions, lectures, and readings. Includes multiple choice, short answer, and one essay question. Evaluates the student’s mastery of the first half of course material, as well as their ability to communicate effectively in written prose.

End of term exam (20%)

Based on class discussions, lectures, and readings. Includes multiple choice and short answer questions. Evaluates the student’s mastery of the second half of course material (including classmates’ Google Maps presentations), as well as their ability to communicate effectively in written prose. To be held on the last day of class (December 11).

Google Maps Project (25%)

Using free Google Maps software, students will prepare a geographic diary that contains a minimum of 15 “narrative sites” (works of art, monuments, piazzas, neighborhoods, streets, etc.). Students will trace a geographic and narrative itinerary of Rome based on the descriptions provided in course texts and outside sources (films, poems, novels, articles, songs, etc.). The final weeks of class will be dedicated to students’ presentations of their Google Maps projects for the class (10 minutes each). Students will write at least one paragraph analyzing how each narrative site is represented in the text(s). The second exam of the semester will include questions on your classmates’ presentations, so students are advised to take detailed notes. Students will submit their Google Maps projects to the professor via Canvas by the last day of instruction (Wednesday, December 11).

Learning Goals:

By the end of the semester, students will be familiar with a wide variety of cultural texts (short stories, novels, poetry, maps, films, monuments, public architecture) representing the city of Rome from antiquity to the present. Students will be able to discuss these texts in their historical, cultural, and geographic contexts. In addition, students will have a basic knowledge of the urban layout of Rome, as well as a personal, subjective map of Rome based on their readings and independent research.

Departmental Goal II: Cultural Proficiency. This course satisfies the Core Curriculum Learning Goal: AH (o and p).

Area of Inquiry C: Arts and Humanities. Goals o and p:

o. Examine critically theoretical issues concerning the nature of reality, human experience, knowledge, value, and the cultural production related to the topics addressed.

p. Analyze arts and literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.

Week 1	Introduction to the course: The 7 hills and the Rioni
Week 2. 9/9-9/11	Ancient Rome:What is it? How was it founded? Reading: Mary Beard, <i>SPQR</i> (selections) Clips: https://www.youtube.com/watch?v=e_phjB19ZEg
	Ancient Rome: What really happened with Caesar? Reading: Mary Beard, <i>SPQR</i> (selections) Clips: From <i>Rome</i> (tv series 2005-2007)

Week 3. 9/16-9/18	<p>The Renaissance: Michelangelo Reading: Giorgio Vasari, <i>The Lives of the Artists</i> (selections) Clip: Carol Reed, <i>The Agony and the Ecstasy</i>, (1965)</p>
	<p>The Renaissance: A tour of Rome with Caravaggio Internet resources: https://www.bbc.com/news/world-europe-12497978#2 Clips: Derek Jarman, <i>Caravaggio</i> (1986)</p>
Week 4. 9/23-9/25	<p>The Nolli Plan: Mapping Rome Readings: 1. Terry Kirk, "The Pantheon Revisited," "The Nolli Plan," pp. 14-21 2. Kevin Lynch, <i>The Image of the City</i> (Introduction) 3. Online resource: http://nolli.uoregon.edu/</p>
	<p>Lecture: Giuseppe Vasi and Giovanni Battista Piranesi Reading: 1. Terry Kirk, "Giovanni Battista Piranesi," pp. 47-59 2. Online resource: http://www.metmuseum.org/toah/hd/pira/hd_pira.htm#thumbnails</p>
Week 5. 9/30-10/2	<p>Lecture: Rome and The Grand Tour Reading: 1. Johann Wolfgang Goethe, <i>Italian Journey</i> (selections) 3. Online resource: http://www.metmuseum.org/toah/hd/grtr/hd_grtr.htm Clip: Anthony Minghella, <i>The Talented Mr. Ripley</i> (1999)</p>
	<p>Lecture: Roman Dialect: Gioachino Belli Reading: Gioachino Belli, <i>The Roman Sonnets of Gioachino Belli</i> (selections) Online resource: http://roma.andreapollett.com/S8/dialect.htm View partly: <i>Una giornata particolare</i> in class.</p>
Week 6. 10/7-10/9	<p>Finish: Ettore Scola, <i>Una giornata particolare</i> ('A Special Day,' 1977) Discussion</p>
	<p>Lecture: <i>Roma capitale I</i> Reading: 1: Kirk, "The Last of Papal Rome" through "Rome, a World Capital," pp. 219-259.</p>
Week 7. 10/14-10/16	<p>Lecture: <i>Roma capitale II</i>: The Vittoriano Reading: Painter, Borden, <i>Mussolini's Rome: Rebuilding the Eternal City</i> (2005)</p>
	<p>Fascist Glories: The Urban Landscape under Mussolini EUR, Garbatella, Vaticano Reading: Painter, <i>Mussolini's Rome: Rebuilding the Eternal City</i> (2005)</p>

Week 8.10/21	Midterm review
10/23	Midterm
Week 9. 10/28-10/30	Midterm return, discussion about expectations for rest of class and final projects
	Lecture: Occupied Rome Reading: Elsa Morante, <i>La storia</i> ('History,' 1974) Clip: Roberto Rossellini, <i>Roma città aperta</i> ('Rome Open City,' 1944)
Week 10. 11/4-11/6	Neorealism: Reading: Marcus, "Introduction" to <i>Italian Film in the light of Neorealism</i> Viewing: <i>Bicycle Thieves</i>
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Week 11. 11/11-11/13	Discussion: <i>Bicycle Thieves</i> Reading: Millicent Marcus, "De Sica's <i>Bicycle Thief</i> ."
	Lecture: Pier Paolo Pasolini's Roman Peripheries Reading: Pier Paolo Pasolini, <i>Roman Poems</i> (selections) Clips: PPP, <i>Mamma Roma</i> (1962)
Week 12. 11/18-11/20	Fellini's Rome Reading: Interview with Fellini Start viewing selected episodes from: <i>La Dolce Vita</i> (1960)
	Discussion of <i>La Dolce Vita</i> episodes Lecture: <i>A Dolce vita in the 21st Century</i> Clips: Paolo Sorrentino, <i>La grande bellezza</i> (2013)
Week 13. Mon 11/25	Google Maps Presentations
Wed 11/27	CHANGE IN CLASS DESIGNATION: FRIDAY CLASSES
Week 14. 12/2-12/4.	Google Maps Presentations
	Google Maps Presentations

Week 15. 12/9	Google Maps Presentations
Wed 12/11	Exam II: Second half of course materials

The instructor reserves the right to make changes to the syllabus

Attendance Policy. Attendance at all class meetings is mandatory. Students are allowed **three** absences **total** per semester. There are no exceptions to this policy. If you expect to miss one or two classes, please use the University absence reporting website to indicate the date and reason for your absence. An email is automatically sent to me. <https://sims.rutgers.edu/ssra/>

Accessibility Accommodation. Students who would like to request special assistance or accommodations should follow the procedures outlined at: <http://disabilityservices.rutgers.edu/request.html>.

Late or Missing Work. Students are required to submit all written work in class on the day it is due. **Late assignments are not accepted.** In extreme cases, I will accept a late assignment, but points will be deducted for tardiness on a case-by-case basis. If you are unable to turn in an assignment on time, you must inform the professor well ahead of time to make arrangements. Last-minute emails do not constitute a good faith attempt to contact the professor in advance, and are not likely to receive a favorable response.

Plagiarism & Academic Integrity. Plagiarism will not be tolerated. If the professor forms a reasonable suspicion that a student in the course has committed an act of plagiarism, she will contact the Department of Italian and the proper authorities at the University so that measures can be taken. Plagiarism is taken extremely seriously and can lead to academic probation or suspension. If you are unfamiliar with the academic code of integrity here at Rutgers University, you can read about it in detail by following this link: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>.