

ITW 4253 Delitto all'italiana: Crime Fiction and Film in Italy
Course Syllabus: Fall 2020
Scena del delitto: Giallo italiano tra identità locale e cultura globale



<i>Instructor</i>	Deborah Amberson
<i>Meetings</i>	T 5-6 (11:45-12:35; 12:50-1:40); R 6 (12:50-1:40)
<i>Room</i>	ZOOM: links available on Canvas
<i>Office Hours</i>	T 3:00-4:00; R 11:30-12:35; ZOOM links available on Canvas
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COURSE DESCRIPTION: *Delitto all'italiana: Scena del delitto* will consider Italian crime fiction and film from the perspective of place, exploring this global genre in a sampling of its Italian incarnations. As such, while our discussion will consider some questions relating to generic history and norms (British vs. American; canon vs. popular), our attention will be focused, for the most part, on the specifically Italian colors of the giallo. In particular, we will consider how the local shapes these crime stories, considering the role played by Italian spaces and their inhabitants, dialects or local customs, regional histories or cultures.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

By the conclusion of the course it is expected that students will:

- be equipped with an understanding of the socio-historical evolution of crime fiction
- be able to assess questions of setting in the context of international crime fiction
- be able to engage critically with a variety of Italian manipulations of generic conventions
- demonstrate an ability to critically assess the regional identities of Italian crime fiction

REQUIRED MATERIALS: READINGS WILL BE MADE AVAILABLE ON CANVAS

COURSE ASSIGNMENTS

Final Grade at a Glance:

1. Class Participation, 10%
2. Journal, 15%
3. Individual Presentation, 8%
4. Mini-Paper, 12%
5. Mid-Semester Presentation, 10%

6. Critical Article Analysis, 10%
7. Final Presentation, 10%
8. Final Paper, 25%

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>;

<http://www.isis.ufl.edu/minusgrades.html>

ZOOM STATEMENT:

I expect we all agree that Zoom is not the ideal place to hold our class meetings. I imagine we would all prefer to be meeting in person, even in the grayest and most unappealing classroom on campus. However, we cannot always choose the challenges our reality throws in our direction and, so, for now, we must adapt as best we can. Synchronous Zoom classes are, to my mind, the best way available to us to recreate the face-to-face in-class experience. I hope that, in our regularly scheduled online meetings, we will manage to maintain a high level of discussion and interaction in Italian. I understand that discussing literary texts in Italian can feel awkward under the best of circumstances. And I know that this strangeness might be heightened by the fact that we must now do this in an online format. I welcome, at *any* point in the semester, suggestions regarding my teaching practices or our use of Zoom. If any ideas come to you regarding ways to facilitate participation or discussion, please share them. I would like us to approach this semester as a group project of sorts in which we share our strategies and work together to make the most of our course material, our shared experience, and Zoom itself.

In order to recreate the classroom experience as fully as possible, I ask that you make sure your webcams work throughout the semester and that you turn them on during our Zoom classes. Although there will be **NO RECORDING** of our classes, I understand that you might still have some concerns regarding privacy. So, I would remind you that neither I nor your classmates need to see your background – we just need to see your face. You can use the “change virtual background” option on Zoom or you can set yourself up against a blank section of wall wherever you find yourself.

ASSIGNMENT NOTES

- In the case of all **presentations** delivered either individually or as a group, you must **provide me with all notes and visual supports**. If I do **NOT** receive notes, you will **NOT** receive a grade for the assignment.
- All written assignments should be submitted in **Microsoft word format** (NO ADOBE/PDF). They should be **double-spaced** and written in 12 pt. font (Times New Roman, Cambria, Calibri, or similarly conventional script) with 1-inch margins on all sides.

1. Class Participation (10%): Students are expected to contribute actively to discussion. So, you should be ready to speak both in our larger Zoom discussions and in the smaller breakout rooms. However, it should be noted that participation is not about having all the right answers ready to deliver in perfect Italian. Instead, it is a question of preparing your homework to the best of your abilities and being alert in class. It is about expressing questions and uncertainties as much as it is about sharing opinions. It is also a question of listening to your classmates’ opinions and responding when and where you can. Your participation grade will reflect your overall attitude and willingness to engage. It will also reflect the degree to which you have prepared your readings and the quality of your interventions in class. **See last page of syllabus for participation rubric.**

2. Journal (15%): You will be expected to submit a weekly reflection on your reading. Your reflection should be written in Italian and should be approximately one Microsoft word page in length. Your first journal entry should be submitted on September 15 and your last submission is expected on November 17. There will be a total of 9 journal entries. In grading this work, I will focus on the intellectual effort you expend rather than whether your reflections are “correct.” Although I will not be correcting your grammar, you should aim to be as accurate and readable as possible. You should share your thoughts on issues such as plot, characterization, setting, genre, style, sense of place, local practices, and any other elements you deem relevant. You might see the journal as a space to express your first impressions of our readings as well as any ideas you think might be worth sharing in class. You will lose more than 1.5% every time you fail to submit your weekly journal. Unless otherwise indicated, you should submit your journal entry **via Canvas** before our Tuesday classes.

3. Individual presentation (8%): You will be expected to prepare and deliver a presentation on your own at some point during the semester. Your presentation should be delivered in Italian, last about 10 minutes, and serve as an introduction to one of the topics to be discussed during the second week of class. I would strongly recommend that you incorporate some kind of visual support (PPT or similar) into your presentation.

I have provided here a provisional list, but I am very happy to consider other topics.

PROVISIONAL LIST OF TOPICS: 1. *Ossessione* tra fascismo e neorealismo; 2. *Quer pasticciaccio*: overview; 3. Gadda’s style; 4. Mario Soldati: an intellectual biography; 6. Boom economico; 7. Noir and the Mediterranean; 8. Sciascia: an intellectual biography; 9. Sciascia’s *Il giorno della civetta*; 10. Andrea Camilleri: an intellectual biography; 11. Camilleri’s Montalbano; 12. L’Italia multiculturale

4. Mini-Paper (12%): You will be expected to write a short paper of 2 pages. This paper will be written in Italian on a topic to be established in class. **Paper should be uploaded to Canvas as Microsoft word document by midnight on Monday Oct. 5.**

5. Midsemester Presentation - Altri luoghi (10%): Working in a group of 2 students, you will prepare a presentation (20-25 min) to be delivered at mid-semester. This presentation should address the work of one of the following Italian giallisti: **Marcello Fois, Massimo Carlotto, Lorian Macchiavelli, Francesco Guccini, Gianrico Carofiglio**. I am also happy to consider other giallisti for the mid-semester presentation. Your presentation should introduce this author to your colleagues, focusing, in particular, on the regional elements of this author’s detective fiction. **Presentations will take place on October 13 & 15.**

6. Critical Article Analysis (10%): You will be expected to write an analysis of a critical article dealing with the work of Leonardo Sciascia. You will read and assess the organization, conceptual content, and overall force of the selected scholarly essay. Details regarding techniques will be provided in class. The analysis should be written in **English** and should be 2 pages in length. **Analysis should be uploaded to Canvas as Microsoft word document by midnight on Saturday November 7.**

7. Final Presentation: Progetto per un giallo italiano (10%): Working in groups of 2, you will develop a creative presentation in which you share a plan for an Italian set giallo. You will share plot and characters with the class, explaining, in particular, your choices for the setting of your Progetto per un giallo italiano. **Presentations will be delivered on December 8.**

8. Final Paper (25%): You will be expected to write a paper of 7 pages in length reflecting your thinking and research on an aspect of place in the work of one or more of the authors studied over the course of the semester. Work on the final project will be divided into 3 parts: a **proposal** (Nov. 19, 2%), an **outline & bibliography** (Dec. 1, 3%), and the **paper** itself (Dec. 13, 20%). Papers must be submitted on the due date unless you have received written permission to extend the deadline or unless you have a signed medical excuse explaining your delay. Papers will be graded with regard not only to content and organization, but also to grammar, spelling, and punctuation. Secondary sources, textual or web based, must be acknowledged. **UNATTRIBUTED USE OF SOURCES WILL EARN YOU AN E FOR THE COURSE.** *Papers should be uploaded to Canvas as Microsoft word document and emailed directly to dambers@ufl.edu by 9pm on December 13.*

CLASS POLICIES:

Attendance & makeup policy: Attendance via Zoom is **MANDATORY** and will be assessed by roll call. **Students will lose 1% from their final grade for each unexcused absence.** Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Should you miss a class for any reason, you are responsible for informing yourself as to the material covered. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes.

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of assignment and/or course. For UF's honor code, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with Dean of Students Office. Dean of Students Office will provide documentation to the student who must provide this documentation to instructor when requesting accommodation. Contact Disability Resources Center for information about available resources: <https://disability.ufl.edu/>

Counseling & Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

ITW 4253 *Delitto all'italiana: tra identità locale e cultural globale*
COURSE CALENDAR

(schedule subject to change over the course of the semester)

READING	Tuesday 5/6	Thursday 6
(T) Pezzotti, "Introduction" (R) Todorov, "Typology of Detective Fiction"	9/1 Intro & Pezzotti	9/3
(T) Camilleri, "Difesa di un colore" (R) Discussion: gialli internazionali e ambientazione	9/8	9/10
(T) WATCH: Visconti, <i>Ossessione</i> (1943) (R) Minghelli, "Haunted Frames: History and Landscape in Visconti's <i>Ossessione</i> "	9/15 1st journal due	9/17
(T) Gadda, <i>Quer pasticciaccio brutto de via Merulana</i> (excerpt)	9/22 2nd journal due	9/24
(T) Soldati, "I bei denti del sciur Dino" (1967); WATCH: https://www.youtube.com/watch?v=-WvRYu8L2wc • Mini-paper due by midnight Oct. 5	9/29 3rd journal due	10/1
(T) Scerbanenco, "Milan by calibro 9"	10/6 4th journal due	10/8
Midsemester Presentations: Altri Luoghi No journal	10/13 presentations	10/15 presentations
(T) Sciascia, <i>Una storia semplice</i> (1989)	10/20 5th journal due	10/22
(T) Sciascia, <i>Una storia semplice</i> (1989) (R) Marras, "Sciascia e l'affermazione del giallo nazionale-regionale"	10/27 6th journal due	10/29
(T) Camilleri, "Gli arancini di Montalbano"; "Catarella risolve un caso"; Optional Listen: https://www.youtube.com/watch?v=S9ArFUqp5tQ&list=PL4RoDvd7UHCdQkVf96Q_iOe_p4sEkqicW&index=6 • Critical Article Analysis due by midnight Nov. 7	11/3 7th journal due	11/5
(T) Lakhous, <i>Scontro di civiltà</i> (2006), 9-87 Watch Trailer x 2: https://www.youtube.com/watch?v=bgP2aFkjin0 https://www.youtube.com/watch?v=NeuVc-RIHBo	11/10 8th journal due	11/12
(T) Lakhous, <i>Scontro di civiltà</i> , 89-187 (R) McGuire, "Crimes of Diction: Language & National Belonging in the Fiction of Lakhous" • Paper Proposal due by midnight Nov. 19	11/17 9th journal due	11/19
No reading: finish Lakhous/discuss final paper No journal due	11/24	11/26 THANKSGIVING
Housekeeping: No reading & No journal • Outline & Bibliography due by Dec. 1	12/1 Paper discussion	12/3 Presentation Preparation
PRESENTATIONS: Progetto per un giallo italiano	12/8	

REMINDER: Final papers should be uploaded to Canvas as Microsoft word document and emailed directly to dambers@ufl.edu by 9pm on December 13.

PARTICIPATION RUBRIC

	A: 90%- 100%	B: 80%-89%	C: 70%-79%	D: 60%-69%	E: 0-59%
Participation	<p>Answers and asks questions in every class</p> <p>Participates enthusiastically in all class discussion</p> <p>Remains alert and focused on class discussion</p>	<p>Asks and answers questions in most class meetings.</p> <p>Participates enthusiastically in most class discussion</p> <p>Mostly alert and focused on class discussion</p>	<p>Ask and answers questions in at least half of the classes</p> <p>Occasionally participates in class discussion</p> <p>Frequently distracted, but alert more often than not</p>	<p>Speaks only when called upon by instructor</p> <p>Generally unenthusiastic about class</p> <p>Rarely focused on class activities; plays with phone; generally distracted</p>	Absent
Preparation	Always comes to class having completed assigned readings or viewings	Completes assigned readings and viewings most of the time	Completes assigned readings and viewings at least half of the time	Only occasionally completes assigned readings and viewings	Absent
Quality of Comments	<p>Comments always insightful & constructive</p> <p>Comments reflect content of assigned homework, and also show personal consideration or reflection on questions raised by homework</p>	<p>Comments mostly insightful & constructive</p> <p>Comments mostly reflect content of assigned homework but are occasionally too general or not entirely relevant to the discussion.</p>	<p>Comments sometimes constructive, with occasional signs of insight.</p> <p>Comments not always relevant to discussion and often show no evidence of homework preparation</p>	<p>Comments superficial, and mostly off topic.</p> <p>No evidence of having prepared readings. Relies on opinion & personal taste, e.g., "mi piace," "non mi piace."</p>	Absent
Use of Italian	<p>Always speaks in Italian when asking questions or working in groups</p> <p>Avoids speaking English in class or asks permission to speak briefly in English</p>	<p>Speaks Italian most of the time</p> <p>Occasionally lapses into English, but quickly returns to Italian</p>	<p>Speaks Italian at least half of the time</p> <p>Frequently lapses into English and seems unconcerned or unapologetic about doing so</p>	Rarely speaks Italian or uses only a few words	Absent
Engagement in Group Work	<p>Actively participates in group work.</p> <p>Student listens attentively while others speak or present, as indicated by comments that</p>	<p>Mostly participates in group work</p> <p>Mostly attentive when others speak or present.</p>	<p>Sometimes inattentive during group work; needs to be reminded to focus on activity</p> <p>Occasionally makes disruptive comments while others are speaking.</p>	<p>Only occasionally focused attention on topic of group work</p> <p>Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from</p>	Absent

	reflect & build on others' remarks			discussion; sleeps, etc.	
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