

ITW 4526 MAD LOVE IN MODERN ITALIAN LITERATURE

Course Syllabus

Spring 2020



<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>	Tuesday FLI 0113 ; Thursday MCCA 2186
<i>Office</i>	Dauer 355
<i>Office Hours</i>	T 1:45-2:45; R 11:30-12:35
<i>Email</i>	damberson@ufl.edu
<i>Phone</i>	(352) 273 3763

Course Description: Often associated with a clichéd romantic passion, Italy has served as the setting for a variety of films that depict non-Italians in the throes of a sensual reawakening prompted by an encounter with the Italian peninsula and its inhabitants. Italy's own cultural production provides a more nuanced portrait of romantic and/or erotic love. This is particularly true of the literature of modern Italy. Here love is complicated not so much by the external obstacles that characterize the love stories of all eras but rather by the insecurities, indecision, and appetites of the lovers themselves. Happy endings are rare and the focus on erotic love often reveals the complexities of modernity itself. Love also sheds a light on society's contradictions and injustices, the expectations and the norms it imposes on the minds and bodies of those who love. But it's not all doom and gloom. Occasionally an author will offer us a text in which love emerges as a creative force capable of reshaping reality. This course aims to guide us through a sampling of modern literary manifestations of a love that, in different ways, strays beyond the borders of the conventional. Aspects addressed will include: the natural world, carnality, gender, sexual appetite, infidelity, violence, and altruism.

REQUIRED MATERIALS: Readings will be made available on **CANVAS E-LEARNING**.

COURSE ASSIGNMENTS

1. Class Participation (10%): Students are expected to contribute actively to in-class discussions. So, when you come to class, you should be ready to speak, ask questions, and engage with the opinions of your classmates. Moreover, class participation is not about having all the right answers. Instead, participation is a question of preparing your homework and being alert and active in class. It is about expressing your uncertainties about our texts as much as it is about sharing your opinion on this or that author. 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 detailed participation rubric.**

2. Worksheets (10%): You will be expected to submit (via email) a worksheet for the bulk of our readings. The questions cover issues such as characters, setting, type of love described. While some of

the questions do have a “correct” answer, you should consider the worksheet as an aid to your analysis rather than a quiz. Moreover, in “grading” them, I will be more interested in the effort you expend rather than whether your answers are “correct.” You will lose more than 1% every time you fail to submit a completed worksheet. There will be 7 worksheets in total. You should answer in Italian those questions asked in Italian and in English those formulated in English. Unless otherwise indicated, you should email your completed worksheets before our Tuesday classes.

3. Poem Presentation (5%): After our discussion of D’Annunzio/Saba, you will select a non-Italian poem that addresses in an engaging manner the overlap of love and natural world. You will briefly present your choice. Your presentation should be in Italian and should last 4-5 minutes. If your poem is in a language other than English, please provide a translation. You should provide me with a copy of the notes and/or handouts used for your presentation. **You will present this poem on January 23.**

4. Text Analysis/Discussion Lead (5%): During the third week of the semester, you will select a week in which you, together with another student, will serve as “discussion leaders.” This task entails presenting the reading for the week, identifying the key points of interest, and developing an analysis of the writing. In essence, you will be paving the way for the week’s discussion.

5. Mini-Paper (15%): You will be expected to write a short paper of 2-3 pages (double-spaced, 12 pt. font; 1” margins). This paper will be written in Italian on a topic to be established in class. **Paper should be emailed directly to me by midnight on Friday February 14.**

6. Mid-semester Presentation (10%): Working in a group of 2-3 students, you will prepare a presentation (15 min) to be delivered at mid-semester. This presentation should provide an analysis of a film or text not studied over the course of the semester. Your group will be expected to select and analyze a text or film and deliver your findings to the class. Each member of the group will address a different aspect of the selected text/film. Possible films and texts will be discussed during the semester. **Presentations will take place on February 25 & 27.**

7. Critical Article Analysis (10%): You will be expected to write an analysis of a critical article by Del Principe. 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 (double-spaced, 12 pt. font; 1” margins). **Analysis should be submitted by midnight on Sunday March 15.**

8. Song Presentation (5%): After our class on popular music, you will select a non-Italian popular song that addresses love in an engaging manner. You will briefly (4-5 minutes) present and justify (in Italian) your choice. If your song is in a language other than English, please provide a translation for the class. You should provide me with a copy of the notes and/or handouts used for your presentation. **You will present this poem during class time on April 9.**

9. Final Discussion (5%): We will close the semester with a broad and relatively informal discussion (in Italian) of the forms of love encountered over the course of the semester. All students will be expected to contribute to this discussion --- ideally each student will contribute at least 4 times to the discussion. Your grade will reflect the quality of your content, the accuracy of your Italian, and the frequency with which you intervene. **Discussion will take place on April 21.**

10. Final Paper (25%): You will be expected to write a paper of at least 8 pages in length (double-spaced; 12 pt. font; 1” margins) reflecting your thinking and research on an aspect of mad love as elaborated 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** (March 27, 2%), an **outline & bibliography** (April 3, 3%), and the **paper** itself (April 27, 20%). *Papers must be submitted on the due date unless you have received permission to extend the deadline or unless you have a signed medical excuse explaining your delay. Late papers are penalized and receive no comments. 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 must be emailed to dambers@ufl.edu by 9pm on April 27.

Final Grade at a Glance:

1. Class Participation, 10%
2. Worksheets, 10%
3. Poem Presentation, 5%
4. Discussion Lead, 5%
5. Mini-Paper, 15%
6. Mid-Semester Presentation, 10%
7. Critical Article Analysis, 10%
8. Song Presentation, 5%
9. Final Discussion, 5%
10. 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	63-66	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>

CLASS POLICIES:

Attendance & makeup policy: Attendance 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 <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

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 (<http://www.dso.ufl.edu/drc/>) for information about available resources.

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.a.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/>.”

COURSE CALENDAR ITW4526

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



READING*	Tuesday periods 5-6	Thursday period 6
(T) Syllabus; (T & R) Quotations	1/7 Introduction	1/9 Introduction
(T) De Sousa, <i>Introduction to Love</i> , ch. 1-2 (R) De Sousa, ch. 3	1/14	1/16
LOVE & NATURE		
(T) D'Annunzio, "Pioggia nel pineto"; (T) Saba, "A mia moglie"	1/21	1/23 Poem presentation
(T) Pirandello, "Male di luna" (R) Watch: <i>Kaos</i> 44:24-1:28:44 (Kanopy) 1st worksheet due Tuesday	1/28	1/30
LOVE & ILLUSION		
(T) Leopardi, "Il pensiero dominante" (R) Watch: <i>Il giovane favoloso</i> No worksheet due	2/4	2/6
(T) Ortese, "Interno familiare" 2nd worksheet due Tuesday	2/11	2/13 Mini-paper (Feb. 14)
FEMALE DESIRE: VAMPIRE & WOLF		
(T) Verga, "La Lupa" 3rd worksheet due Tuesday	2/18	2/20
MID-SEMESTER PRESENTATIONS No worksheet due	2/25	2/27
SPRING BREAK		
(T) Tarchetti, <i>Fosca</i> , V; XIII; XV; XXXII; XLVIII (R) Del Principe, "Heresy & 'Hair-esy' in Ugo Tarchetti's <i>Fosca</i> " 4th worksheet due Tuesday	3/10	3/12 Critical Article Analysis (March 15)
ENIGMAS OF LOVE		
(T) Tozzi, "L'amore" 5th worksheet due Tuesday	3/17	3/19
(T) Landolfi, "In società" 6th worksheet due Tuesday	3/24	3/26 Proposal (March 27)
LOVE & ALTRUISM		
(T) Calvino, "Tutto in un punto" Last worksheet due Tuesday	3/31	4/2 Outline & Biblio (Apr. 3)
PASSION & POP/PULP		
(T) Musica popolare Song selection & Presentation	4/7	4/9 Song Presentation
NO READING	4/14 Writing prep.	4/16 Discussion prep.
NO READING	4/21 Discussion	

*Additional critical readings may be assigned for a selection of our authors

REMINDER: Final paper to be emailed to dambers@ufl.edu by 9pm April 27

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 reflect & build on others’ remarks</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 discussion; sleeps, etc.</p>	Absent