

# ITA3500 Italian Civilization:

## Napoli

Course Syllabus  
Spring 2021

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Meetings: T 4<sup>th</sup> period; R 4<sup>th</sup> and 5<sup>th</sup> period.

Rooms: on line

Office Hours: M W, 5<sup>th</sup> period or by appointment

Link to Office Hours: <https://ufl.zoom.us/j/4464528484>

**Course Description:** This course is a historical, cultural, and socio-political analysis of Naples. Founded by the Greeks in the 6<sup>th</sup> century BC, in subsequent centuries Naples was ruled by Romans, Normans, Spanish, Austrian and French dynasties, and before it became part of the Italian state, it was the capital of an independent kingdom for over two centuries. A complex city, full of paradoxes and problems, in its long existence Naples has given the world a rich philosophical and artistic production. A journey through the musical, theatrical, literary, architectural, and artistic treasures of this city will help us understand it and go beyond the stereotypes with which it has often been represented. Our readings and discussions will be inspired by many disciplines including history, literature, cinema and music. The course is taught in Italian. The first week will be on Zoom for everybody.

**Learning Outcomes:** After completing this course, students will be able to

- identify key stages in Neapolitan/Italian history
- read texts in Italian and watch Italian films informed by knowledge of Italian cultural values
- demonstrate an ability to critically assess Neapolitan history, culture, and society through oral presentations and written assignments

### **Textbooks, Readings and Films:**

- T. Astarita: *Between Salt Water and Holy Water*, W. W. Norton and Company, 2005.

- Other readings are posted on Canvas.
- Many films are available on Youtube, Amazon, Netflix.

### **Clips from:**

- *Decameron*
- *Farinelli*
- *Il giovane favoloso*
- *Carosello Napoletano*
- *Paisa`*
- *La pelle*
- *Napoli milionaria*

### **Course assignments**

- 2 Papers, 20%
- Mid-Semester Presentation, 15%
- Final Presentation, 15%
- Class Participation, 15%
- Journal/Homework 15%
- 2 Exams, 20%

### **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>

**CLAS REQUIRED LANGUAGE:** *Participation in our class is fundamental since improving oral conversation skills is a key objective of the course. Thus, students are required to have their cameras on from start to finish during our classes on Zoom. A default setting for our sessions in Zoom is that participants will be muted when they enter, so you will unmute yourself when you comment orally during our whole-group conversations and when you are in small groups. Your instructor may also ask students to reply in the chat box for specific activities. Oral comments on camera and written comments in the chat box are considered activities for participation. If you have technical issues, please immediately consult UF IT Help to resolve them and then contact your instructor. Zoom sessions will not be recorded by the instructor and may not be recorded by students. As in all courses, unauthorized recording and unauthorized sharing of recorded material is prohibited*

## **COURSE REQUIREMENTS**

**2 Papers (20%):** You will write 2 papers in Italian of 3-4 pages. They should reflect your critical insights about a specific topic studied in class. You will be responsible for the topic. Papers will be graded on content (80%) and language (20%). **See last page of syllabus for detailed rubric.**

**2 Exams (30%):** They include short answer and essay questions covering the main themes discussed.

**Presentations (20%):** During this semester, you will have two group (2-3 students) presentations (15-20 minutes long). For the first midsemester presentation, you will be responsible for a topic among the issues discussed in class that has captured your interest: you will explain the relevant aspects of the assignment; connect them to the broader Italian cultural context and to the themes discussed in class; and express your personal, critical opinion of the material. For the second presentation, you will select a topic from a list. The sign-up sheet will be circulated during the second week of class. **See last page of syllabus for detailed rubric.**

**Class participation (15%):** Highest grades for this aspect will be given to those students who come to class prepared every day, having read the material and/or seen the film for each class, and participate actively with a high degree of enthusiasm in class discussions. Attendance is extremely important; there is no way to make up class participation in the event of too many absences. (Please consult the attendance policy that follows.) Students should plan to show that they are prepared to discuss the films and texts in a thoughtful manner every day by volunteering questions, answers, and topics for discussion. **See last page of syllabus for detailed rubric.**

**Journal (15%):** You will write a journal in Italian that will register your reaction to the topics discussed in class. In the journal you should focus on how the material covered adds to our understanding of Naples. Although I will not be correcting your grammar, you should try to be as accurate as possible as repeated avoidable errors will have a negative impact on your grade, especially if they impact readability. Unless otherwise indicated, you should submit your journal entry via Canvas before our Tuesday class. There will be 5 journal entries in total.

### **ASSIGNMENT NOTES**

- In the case of presentations, you **must upload all notes and visual supports through Canvas**. 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.
- Unless otherwise indicated, all written assignment should be submitted through **Canvas**.

### **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

<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.ua.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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

**COURSE CALENDAR**  
**ITA 3500 Napoli**  
*(Schedule subject to change over the course of the semester)*

**Week 1: Napoli antica**

1/12 Intro: Napoli

1/14 Napoli Antica: dai greci ai Normanni: **Astarita, *A History of Southern Italy*, Cap1 (pag.11-20, pag.40-53)**

**Week 2: La corte angioina**

1/19 Napoli Angioina: **Astarita, *A History of Southern Italy* (pag.54-69)**

1/21 Boccaccio: Andreuccio da Perugia I

Film: *Il Decameron* (Andreuccio) di Pier Paolo Pasolini

**Week 3: Napoli Aragonese**

1/26 Alfonso Il Magnifico: **Astarita, *A History of Southern Italy* (pag. 69-85). Diario 1**

1/28 Donne, potere e mecenatismo: La corte ischitana di Vittoria Colonna (3 sonetti)

**Week 4: La colonia (spagnola e austriaca)**

2/2 I vicere` e la rivolta di Masaniello: ***Lancaster, Shadows*, pag. 87-97; 121-123. Diario 2**

2/4 Basile: La gatta cenerentola

**Week 5: La citta` delle meraviglie**

2/9 Esame 1

2/11 Urbs sanguinum: Religione e arti nella Napoli barocca. **Astarita, *A History of Southern Italy*, pag. 139-151** Marino: 3 sonetti

**Week 6:**

2/16 Marino

2/18 **PRESENTAZIONI**

**Week 7: 2/23 PRESENTAZIONI**

**Week 8: il Grand Tour finisce nella Napoli Borbonica**

3/2 Napoli Borbonica: il re nasone, il re lazzarone e Carulina, **Astarita, *A History of Southern Italy* (Cap 7: 192—218)**

3/4 Viaggio a Napoli: **Astarita, *A History of Southern Italy* Cap 8. Composizione 1**

Clip: *Farinelli*

## **Week 9: Dall'utopia del '99 alla Restaurazione**

**3/9 La Repubblica partenopea Astarita, *A History of Southern Italy* Cap 9 (page 250-267)**

**3/11 Leopardi: La ginestra**

Clip: *Il giovane favoloso*

## **Week 10: Napoli Italiana**

**3/16 La questione meridionale Astarita, *A History of Southern Italy* Cap 10: (284-290; 299-303). Diario 3**

**3/18 Matilde Serao: Il lotto...**

## **Week 11: Napoli canta... anche sotto il Fascismo**

**3/23 Canzoni dell'emigrazione Astarita, *A History of Southern Italy* Cap 10: (290-299) (304-308) Diario 4**

**3/25 Manifesti intellettuali fascisti e antifascisti: Gentile e Croce**

Clip: *Carosello Napoletano*

## **Week 12: la liberazione e gli americani**

**3/30 Le quattro giornate di Napoli Lancaster, *Shadows*, pag. 225-230**

**4/1 Malaparte: *la Pelle* (brano)**

Clip: *Paisà* ([Video Rai.TV - Cinema - FILM Paisà del 28/03/2016](https://www.rai.it/cinema/film/paisa-del-28-03-2016)); *La Pelle*

## **Week 13: Napoli laurina**

**4/6 Esame 2**

**4/8 Il dopoguerra a Napoli**

Anna Maria Ortese: Racconto

Clip: *Napoli milionaria*

## **Week 14:**

**4/13 Ortese: Diario 5**

**4/15 PRESENTAZIONI: voci e immagini della Napoli moderna e contemporanea**

**4/20 PRESENTAZIONI**

**4/26 Composizione 2**

## **COURSE RUBRICS**

### **1. WRITING RUBRIC**

GRADE A PAPER applies only to an exceptional piece of work which states an insightful, plausible and clear thesis. The student poses new ways to think about the material and the paper flows logically, it is original and challenging.

GRADE B PAPER The paper is promising, but lacks originality and in insight, although the student has developed his/her ideas and thesis. The paper is well organized and demonstrates an above-average knowledge of the topic. Good Quality (B-), very good (B), excellent (B+).

GRADE C PAPER applies to papers which are basically competent, but underdeveloped and it fulfills the requirements at a foundation level. The thesis is unclear and vague, and it provides little around which to structure the paper. The analysis is weak and there is no attempt to relate evidence to argument. C- applies to a paper that needs help.

GRADE D PAPER is a paper that doesn't demonstrate more than a minimal comprehension of the topic. There is incorrect information, the structure is not logical and it is confused. The paper is an unsatisfactory work.

GRADE F PAPER, a fail, applies to non-submission of work or to an irrelevant work.

20% of your grade will be based on your use of the Italian language according to the following criteria:

<b>CONTENT</b>	You used the functions and vocabulary necessary to communicate.
<b>COMPRHENSIBILITY</b>	The reader was able to understand what you were trying to communicate
<b>ACCURACY</b>	You used grammar, spelling, word order, and punctuation correctly
<b>EFFORT</b>	You put a lot of thought and effort into this assignment

### **2. PARTICIPATION RUBRIC**

	<b>A: 90%- 100%</b>	<b>B: 80%-89%</b>	<b>C: 70%-79%</b>	<b>D: 60%-69%</b>	<b>E: 0-59%</b>
Participation	Asks and answers questions in every class  Participates enthusiastically	Asks and answers questions in most class meetings.	Ask and answers questions in at least half of the classes	Speaks only when called upon by instructor	Absent

	in all class discussion  Remains alert and focused on class discussion	Participates enthusiastically in most class discussion  Mostly alert and focused on class discussion	Occasionally participates in class discussion  Frequently distracted, but alert more often than not	Generally unenthusiastic about class  Rarely focused on class activities; plays with phone; generally distracted	
Preparation	Always comes to class having completed assigned homework	Completes assigned homework most of the time	Completes assigned homework at least half of the time	Only occasionally completes assigned homework	Absent
Engagement in Group Work	Actively participates in group work.  Listens attentively while others speak or present, as indicated by comments that reflect & build on remarks made	Mostly participates in group work  Mostly attentive when others speak or present.	Sometimes inattentive during group work; needs to be reminded to focus  Occasionally makes disruptive comments while others are speaking.	Only occasionally focused attention on topic of group work  Does not listen to others; regularly talks while others speak; plays with computer; dozes off, etc.	Absent

### 3. RUBRIC FOR ORAL PRESENTATIONS

	<b>A: 90%- 100%</b>	<b>B: 80%-89%</b>	<b>C: 70%-79%</b>	<b>D: 60%-69%</b>	<b>E: 0-59%</b>
Integration of Knowledge	Presenter understands concepts and integrates them into own insights, providing concluding remarks that show analysis and synthesis of ideas.	Presenter, for the most part, understands and applies concepts learned. Some of the conclusions, however, are not supported.	Presenter, to a certain extent, understands and has applied concepts learned.	Presenter has not understood or applied any concepts learned.	No presentation

Depth of discussion	In-depth discussion & elaboration throughout the presentation.	In-depth discussion & elaboration in most parts of the presentation.	Presenter omits pertinent content or content runs-on. Quotations outweigh presenter's own ideas.	Superficial or cursory discussion in all the sections of the presentation.	No presentation
Cohesiveness	Ties information together. Presentation flows from one issue to the next. Presenter demonstrates an understanding of the relationship between different elements and sources.	For the most part, presenter ties information together. Presentation flows with only some disjointedness. Author understands relationship between sources.	Sometimes ties information together. Presentation does not flow - disjointedness is apparent. Presenter does not demonstrate an understanding of the relation between different elements of presentation.	Does not tie together information. Presentation does not flow and appears to be created from disparate issues.	No presentation
Spelling and grammar -- in Italian	Presenter makes very few grammar mistakes. Audiovisual materials are equally accurate. Language flows well and presenter does not read notes word for word.	Some grammar mistakes, but presentation is nonetheless easy to follow. Materials are mostly accurate. Presenter speaks for the most part rather than reads.	Noticeable grammar mistakes both in presentation and in accompanying materials. Presentation is not entirely fluid or easy to follow.	Unacceptable number of grammar mistakes in spoken and written components. Hard to comprehend.	No presentation
Sources (for research presentation)	Author has included and cited the required number of external sources. Sources are relevant and authoritative. Citations are clear and follow an accepted citation methodology.	Author has included required number of external sources. Most sources are relevant and authoritative. Mostly, citations are clear and conform to a single citational methodology.	Author has not included required number of required external sources and the sources included are neither relevant nor authoritative. Citation method is not clear and is erratic.	No external sources used. No citations provided.	No presentation