

Italian/Comparative Studies 3052
Denney Hall 238
We/Fr 11:10AM – 12:30PM
Fall 2020

Harry Kashdan
kashdan.3@osu.edu
Office hours: Zoom by appointment

The Mediterranean:
Mediterranean Voyages: Migration and Travel
GE Diversity: Global Studies; GE Culture and Ideas

Tourism and migration, the two most visible kinds of human movement in the contemporary Mediterranean, are seemingly at odds. Cruise ships present a troubling contrast with the vessels employed by migrants, to say nothing of the differing accommodations enjoyed by tourists and refugees. These dissimilar manifestations of movement through the Mediterranean space are united, however, by a shared understanding of the sea itself. Migrants and tourists both conceive of the Mediterranean as a space to be moved through, rather than an endpoint. Their travels reinforce the contemporary division between the sea's European shore and its other coasts by making a transit zone of the Mediterranean, a space of desire, a watery barrier that presents the possibility of its traverse. In the first half of the course, we will survey the historical varieties of travel in the Mediterranean. In the second half, we will examine contemporary written and filmed narratives of migration in the Mediterranean zone.

Books to Purchase

The Stranger, Albert Camus
Out of Egypt, André Aciman
The Map of Salt and Stars, Jennifer Zeynab Joukhadar
Clash of Civilizations over an Elevator in Piazza Vittorio, Amara Lakhous
Death in Venice, Thomas Mann
Mediterranean: Migrant Crossings, ed. Bhakti Shringarpure *et al.*

Films

Mediterranea, dir. Jonas Carpignano
Fuocoammare, dir. Gianfranco Rosi
Mediterraneo, dir. Gabriele Salvatores

Grading

20% - Participation
30% - Final paper
20% - Midterm paper
15% - Oral presentation
15% - Close reading exercises

Grading Scale

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

A Note on Covid-19

A syllabus is a contract, and students may expect their instructors to abide by the terms set forth in that contract. During this most unusual year, however, I request your flexibility with regard to the potential necessity of moving this course online should university operations be curtailed. If it becomes necessary to complete the semester online, you will find all the relevant material on Carmen. Given the small size of this course, if we move online we will continue to meet synchronously (live) during our scheduled course time. I will provide more detail about online operations if it becomes necessary. Please write me if you

have any concerns or questions about this possibility or if you need to share relevant information about your internet and technology access options should the move online occur.

GE Statements

Cultures and Ideas

Goals

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity: Global Studies

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Participation

Participation is evaluated on the basis of your preparedness for class and your participation in discussion. This is not a question of the quantity of your contributions, but their quality. You should come to class each day prepared to speak about that days reading(s): What was interesting to you? What was problematic? What else did it make you think about? More than responding to the instructor's questions, students should be prepared to react to one another, participating in a conversation with their classmates about the course materials. Students who do not feel comfortable speaking in class may, with instructor permission, submit weekly written responses. See instructor in office hours for details.

Writing Assignments

N.B.: Written work should be in Times (or similar) font, 12-point, double-spaced, with 1-inch margins on all sides.

Final Paper

A final research paper of 10-12 pages will be due on [date]. This paper should utilize primary sources that may include, but must not be limited to, our course materials. Prompts will be provided.

Midterm

A midterm paper of 5-7 pages will be due in class on [date]. Prompts will be provided.

Close reading exercises

Students will be responsible for completing two close reading exercises during the term (one page each). These assignments will introduce students to close reading as a foundational skill for literary analysis. Templates and rubrics will be provided.

Oral presentation

Each student will deliver a ten-minute presentation on the role of travel in their personal history. In these presentations, students will explicitly link their own practices to those discussed in course

materials, interrogating their assumptions and expectations about the role of travel in constructing culture. A sign-up sheet will be distributed in the second week of class.

Absences

After the first unexcused absence, each absence will lower your final grade by one third (i.e. from B+ to B, etc.). Absences for religious observance, illness, family emergencies, etc., are excused with proper documentation.

Technology Policy

Although research continues to suggest that reading from and taking notes on a paper copy of a text results in better analysis and retention of information, given the large number of readings for this course you are permitted to read on a digital device. You may use any digital reader to follow along in class, if that is your preference. You are required to turn off your Wi-Fi and data connections during class to minimize the possibility of digital distraction. Please be respectful of your, your classmates' and your instructor's time and attention. Students using cell phones during class will be asked to leave.

Academic Misconduct

As defined by University Rule 3335-31-02, plagiarism is the representation of another's words or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct (COAM). After the report is filed, a hearing takes place, and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, DO NOT PLAGIARIZE! To understand better academic integrity, see Ohio State's Code of Student Conduct at <http://studentaffairs.osu.edu/csc/> and COAM's Ten Suggestions for Preserving Academic Integrity at <http://oaa.osu.edu/coamtensuggestions.html>

Please note: Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Ohio State University 's policy on Student code of conduct.

Students with Differing Abilities

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.

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.

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. 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 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.

Sexual Misconduct/Relationship Violence

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, Kellie Brennan, at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

I would like to acknowledge that the land our course meets on has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Miami, Wyandot and Delaware Nations. I honor and respect the diverse Indigenous peoples connected to this territory on which we gather.

Schedule

N.B.: Readings should be completed for class on the day they appear on the syllabus

Unit 1: Histories of Migration and Travel

Week 1: Introductions

Aug 26: Introductions

Aug 28: Excerpts from Homer, *The Odyssey* (Carmen).

Week 2: The Grand Tour

Sep 2: Excerpts from Chloe Chard, *Pleasure and Guilt on the Grand Tour* (Carmen).

Sep 4: Mark Twain, *The Innocents Abroad* (Carmen).

Week 3: Pilgrimage

Sep 9: Excerpts from Maribel Dietz, *Wandering Monks, Virgins, and Pilgrims* (Carmen).

Sep 11: Cont'd; close reading exercise 1.

Week 4: Seduction and Madness

Sep 16: Thomas Mann, *Death in Venice*

Sep 18 Excerpts from Robert Aldrich, *The Seduction of the Mediterranean* (Carmen).

Week 5: Madness and Colonialism

Sep 23: Albert Camus, *The Stranger*.

Sep 25: Camus, "The New Mediterranean Culture" (Carmen).

Week 6: Jurisdictional Problems in the Colonial Mediterranean

Sep 30: Excerpts from Julia Clancy-Smith, *Mediterraneans* (Carmen).

Oct 2: Cont'd

Week 7: Exiles

Oct 7: André Aciman, *Out of Egypt*

Oct 9: Cont'd; close reading exercise 2.

Week 8: War

Oct 14: *Mediterraneo*, dir. Gabriele Salvatores (watch in class).

Oct 16: Cont'd.

Unit Two: Contemporary Narratives**Week 9: Italy**

Oct 21: *Mediterranea*, dir. Jonas Carpignano (watch in class).

Oct 23: Cont'd.; **MIDTERM DUE**

Week 10: Theorizing Migration

Oct 28: Excerpts from Iain Chambers, *Mediterranean Crossings* (Carmen).

Oct 30: Cont'd.

Week 11: Other Views of Italy

Nov 4: *Fuocoammare*, dir. Gianfranco Rosi (watch in class).

Nov 6: Cont'd

Week 12: Immigrants and the Nation

Nov 11: Amara Lakhous, *Clash of Civilizations over an Elevator in Piazza Vittorio*.

Nov 13: Cont'd; close reading exercise 3.

Week 13: Syria and the World

Nov 18: Jennifer Zeynab Joukhadar, *The Map of Salt and Stars*.

Nov 20: Cont'd.

Week 14: Other texts

Nov 25: Bakhti Shringarpure *et al.*, ed.s, *Mediterranean*.

Week 15: Conclusions

Dec 2: Final paper workshop.

Dec 4: Wrap-up.

Final paper due: TBA.