



LT/CU 340 TOURISTS, SOLDIERS, EXPATS, SPIES: TRAVELLING ITALY IN THE TWENTIETH CENTURY
IES Abroad Milan

DESCRIPTION:

This course takes up representations of Italy by Americans travelling abroad as means of tracing the US's changing relationship to the world in the twentieth century. Italy offers a rich point of entry for this investigation: the country not only embodied the "Old World" society against which US identity was contrasted and constructed in the 19th and early 20th centuries, it also was occupied at length by the US military in the mid-20th century, received key Marshall Plan financial support, and played a strategic role in US Cold War containment politics. Moreover, and at the same time, Italy was a dominant tourist destination during the postwar mass tourism boom – one with a strong, seductive hold on the American imagination.

This course will ask students to begin unravelling the complicated political, economic, and cultural relationships that these historical facts produced by engaging a variety of texts written by Americans about Italy, including short stories, novels, films, travel guides, US government handbooks, magazine essays, and academic articles. Moving chronologically from the turn of the 20th century to the mid-1960s – a period that saw a shift in US foreign policy from isolationism toward internationalism and the rise of the US as a global power (the "American Century") – we will map various US discourses about Italy and Italian travel circulating during the era. Our investigations of these texts will allow us to identify and evaluate recurring themes, figures, and tropes characterizing representations of Italy and the ways that different genres take up shared attitudes and concerns. Outlining the myriad ways in which Italy and Italians are depicted as "other" by these texts will constitute a through-line of the course.

By the end of the semester, students will not only be able to discuss how cultural values and positions of power or privilege get transcribed in accounts of travel and foreign people and places, they also will have a stronger ability to identify and analyze the political stakes of both the representations they encounter and their own experiences abroad.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

METHOD OF PRESENTATION:

Lectures, discussion, group work, student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- Midterm Exam - 25%
- Final Exam - 25%
- Homework - 20%
- Analytical Paper - 20%

Course Participation

Active and thoughtful participation in class that demonstrates the student's preparedness for class and engagement with material.

Midterm Exam

Short answer and essay questions, conducted in-class. The 3-5 short answer questions will ask students to explain concepts or historical trends discussed in the first half of the semester and to illustrate them with examples drawn from texts studied. The 1-2 longer essay question(s) will ask students to discuss recurring themes related to the learning outcomes of the course by drawing connections between multiple texts and supporting their thoughts with analysis of scenes or examples.



Final Exam

Short answer and essay questions, conducted in-class. The 3-5 short answer questions will ask students to explain concepts or historical trends discussed in the second half of the semester and to illustrate them with examples drawn from texts studied. The 1-2 longer essay question(s) will ask students to discuss recurring themes related to the learning outcomes of the course by drawing connections between multiple texts and supporting their thoughts with analysis of scenes or examples.

Homework

Weekly prompted responses to reading or viewing assignments (1-2 pages in length) or student presentations on assigned readings.

Analytical Paper

1750-2000-words, prompted (20%). Students will be asked to choose among prompts that address key themes from the course; they will be required to make and support an argument in response to the prompt using more than one text studied in class as well as at least two additional secondary sources. Potential topics include US economic power in Italy, military tourism and the Allied occupation, travel as a form of cultural diplomacy, the Italian as “Other,” and the view of America from abroad, among others.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Analyze a variety of genres of representation – including short stories, novels, films, travel guides, US government handbooks, magazine essays, and academic articles – and how they depict shared values and attitudes
- Identify and contextualize recurring themes, figures, and tropes used to portray Italy and Italians and situate them in relation to larger historical, political, and cultural currents
- Recognize how positions of power or privilege get transcribed in accounts of travel, foreign people, and new places
- Identify rhetorical modes of “othering” and the ways they get deployed in American discourses on Italy from the period

ATTENDANCE POLICY:

Students are expected to be responsible for their own class attendance and to give academic responsibilities priority over other activities. Regular class attendance is mandatory. For physical and mental health reasons, IES Abroad Milano allows a maximum of THREE (3) absences in each Italian language course, TWO (2) absences in each Area Studies course, and ONE (1) absence in each Seminar course. Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in Seminar courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to Class • Syllabus & Course Overview • Italy in the American Imagination • What kind of travel is ‘study abroad’?	
Session 2	Theorizing Travel • Thinking about power: the tourist gaze • Thinking about method: close reading and genre – fiction	• Urry and Larsen, “Theories,” pp. 2-10. • Excerpt from, Bowles, <i>The Sheltering Sky</i>
Session 3	Theorizing Travel • Thinking about power: ordering nations • Thinking about method: close reading and genre	• Spurr, “The Order of Nations,” pp. 61-75. • Excerpt from, Luce, “The American Century”

	– historical documents • Early 20th century U.S. foreign policy: isolationism and dollar diplomacy	
Session 4	Echoes of the Grand Tour • What was the Grand Tour? • Travelling with Baedeker • The Romanticist vision of Italy	• Baedeker guidebook <i>Handbook for Travelers: Northern Italy: From the Alps to Naples</i> (1874), Preface and xi-xxii • Twain, <i>The Innocents Abroad</i> (1869), excerpts Reading response due before class
Session 5	Echoes of the Grand Tour • The expansion of the Grand Tour	• James, <i>Daisy Miller</i> (1879), pp. 1-33. Reading response due before class
Session 6	Echoes of the Grand Tour • The question of innocence	• James, <i>Daisy Miller</i> (1879), pp. 34-end.
Session 7	Expats I – the 1920s • 1920s expatriation • Depicting fascist Italy	• Hemingway, “Che Ti Dice La Patria” (1927), 179-185. Reading response due before class
Session 8	Soldiers Abroad • Fascism for Hemingway vs. Fascism for Steinbeck • The US soldier experience • Italy as a character	• Steinbeck, <i>Once There Was a War</i> (1958), pp. 131-133, 135-143, 151-153.
Session 9	Soldiers Abroad • The Allied invasion of Sicily • Italy - from enemy to ally • Student presentations of historical documents	• <i>Soldier’s Guide to Sicily</i> (1943), forward and pp. 1-15. • A Pocket Guide to Italian Cities (1944), "Attention" and pp. 1-15. • Buchanan, “I Felt Like a Tourist Instead of a Soldier’: The Occupying Gaze – War and Tourism in Italy, 1943-1945,” pp. 593-611
Session 10	Soldiers Abroad • The soldier experience • Occupation or liberation?	• Burns, <i>The Gallery</i> (1947), entrance, 1-17, 259-268. Reading response due before class.
Session 11	Soldiers Abroad • Joppolo & the ‘good occupation’ • Midterm review	• Watch <i>A Bell for Adano</i> (1945, 1 hr 43 min)
Session 12	Midterm	

Session 13	Tourists in the 'American Century' - The origins of the Cold War and the postwar world order - Guest Lecture: Prof. Alice Ciulla	- The Atlantic Charter (1 pp.) - A Declaration by the United Nations (1pp.) - The Nato Alliance (4pp.) - Introduction to Bretton Woods (1 pp.) - The United Nations Charter (skim, will look at again in class)
Session 14	Tourists in the 'American Century' - The changing US-EU relationship - Reconstruction in Europe	McCarthy, "The Cicerone" (1948), pp. 151-176. Reading Response due before class.
Session 15	Tourists in the 'American Century' - What was the Marshall Plan? - The rise of mass tourism	<i>Information on the Marshall Plan for Americans Going Abroad</i> (1949), pp. 1-12. - Endy, "Fellow Travelers: The Rise of Tourism in US Foreign Policy," pp. 34-54.
Session 16	Expats II – The Cold War, Abroad - Ethnicity, assimilation, and upward mobility - The American Dream, abroad	Malamud, "The Lady of the Lake" (1958), pp. 574-596. Final Paper – question activity due before class
Session 17	Expats II – The Cold War, Abroad - Race and decolonization in the global Cold War - Innocence, revisited	- Baldwin, "Stranger in the Village" (1953), pp. 159-175 - Baldwin, "A Letter to My Nephew" (1962), 1 pp. Reading response due before class.
Session 18	Expats II – The Cold War, Abroad - Who is Tom Ripley? - The relationship between Tom, Dickie, & Marge - Why Italy?	Highsmith, <i>The Talented Mr. Ripley</i> (1955), pp. 1-96.
Session 19	Expats II – The Cold War, Abroad - U.S. Cold War values - Tom in Rome - Class and upward mobility, revisited	Highsmith, <i>The Talented Mr. Ripley</i> (1955), pp. 97-175. Reading response due before class.
Session 20	Expats II – The Cold War, Abroad - The figure of the Italian policeman - Ethics abroad	Highsmith, <i>The Talented Mr. Ripley</i> (1955), pp. 176-end.
Session 21	Critiquing the 'American Century' - The Americanization of Italy and its discontents - What about our own travel?	<i>It Started in Naples</i> (1960), 1 hr 35 min Final Paper – thesis activity due before class
Session 22	Critiquing the 'American Century' - The 1960s as era of 'crisis' - Looking back (and forward) at the US-EU	Demby, <i>The Catacombs</i> (1965), pp. 3-13, 193-218.

	relationship Final Exam Review!	Reading response due before class.
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REQUIRED READINGS:

- *A Bell for Adano* (1945). Directed by Henry King. Produced by 20th Century Fox.
- Baldwin, James. "Stranger in the Village," *Harper's Bazaar* (Oct. 1953).
- Baedeker, Karl. *Italy: From the Alps to Naples; Handbook for Travellers* (New York: C. Scribner's Sons, 1904).
- Buchanan, Andrew. "I Felt Like a Tourist Instead of a Soldier': The Occupying Gaze – War and Tourism in Italy, 1943-1945," *American Quarterly* 68.3 (2016): 593-611
- Burns, John Horne. *The Gallery* (New York: New York Review of Books, 2003).
- Demby, William. *The Catacombs* (New York: Pantheon, 1965).
- Endy, Christopher. *Cold War Holidays: American Tourism in France* (Durham: University of North Carolina Press, 2004).
- *Fortune*, 10, no. 1 (July 1934).
- Hemingway, Ernest. "Che Ti Dice La Patria?" *The New Republic*, May 18, 1927.
- Highsmith, Patricia. *The Talented Mr. Ripley* (New York: W.W. Norton, 1955).
- *It Started in Naples* (1960). Directed by Melville Shavelson. Produced by Paramount Pictures.
- James, Henry. *Daisy Miller* (London: Penguin Books, 2007).
- Malamud, Bernard. "The Maid's Shoes." *The Partisan Review* 26, no. 1 (1959).
- McCarthy, Mary. "The Cicerone." *The Partisan Review* 15, no. 2 (1948).
- Steinbeck, John. *Once There Was a War* (London: Penguin Books, 2001).
- Steinbeck, John. "Positano." *Harper's Bazaar* (May 1953).
- Spurr, David. *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing, and Imperial Administration* (Durham: Duke University Press, 1993).
- Urry, John and Jonas Larsen. *The Tourist Gaze 3.0* (London: Sage, 2011).
- US Army. *Soldier's Guide to Italy*. 1945. 32 pages.
- The Office of Information Economic Cooperation Administration. *Information on the Marshall Plan for Americans Going Abroad*. June 1, 1949.

RECOMMENDED READINGS:

- Barnhisel, Greg. *Cold War Modernists: Art, Literature, and American Cultural Diplomacy, 1946-1959* (New York: Columbia University Press, 2015).
- Ellwood, David. *The Shock of America: Europe and the Challenge of the Century* (Oxford: Oxford University Press, 2012).
- Luce, Henry. "The American Century," *Diplomatic History* 23, no. 2 (1999): 159-171.
- Mistry, Kaeten. *The United States, Italy, and the Origins of the Cold War* (Cambridge: Cambridge University Press, 2014).
- Nash, Dennison. *Hosts and Guests: The Anthropology of Tourism* (Philadelphia: The University of Pennsylvania Press, 1989).