



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 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

Lectures, discussion, field study

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

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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.

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:

Regular class attendance is mandatory. IES Abroad Milano allows a maximum of THREE (3) excused absences per course before the final course grade is penalized. This margin is specifically intended to cover any absences arising from unavoidable and unexpected events or emergencies related to health, family, and religion. Each absence beyond the three excused ones will automatically result in a penalty of 2 points off (2/100) the final grade. SEVEN (7) absences per course will result in a failing grade (the three excused absences included).

Please note that this rule does not apply to exams: failure to attend your midterm and/or final exam will automatically result in an F grade on that exam. Absence on the date of other scheduled tests, presentations or quizzes does not entitle a student to recover/reschedule such tests. If using absences for travel, students must be aware that they may find themselves in a situation in which they have no excusable absences left in case of illness.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to Class <ul style="list-style-type: none"> • Italy in the American imagination 	
Session 2	Introduction to Class <ul style="list-style-type: none"> • Reading the traces of power • In-class close reading activity 	<ul style="list-style-type: none"> • Urry and Larsen, “Theories,” pp. 1-30. • Spurr, “The Order of Nations,” pp. 61-75.



Session 3	Echoes of the Grand Tour <ul style="list-style-type: none"> • What was the Grand Tour? • The Old World vs the New World 	<ul style="list-style-type: none"> • James, <i>Daisy Miller</i> (1879), pp. 1-40 Reading response due before class
Session 4	Echoes of the Grand Tour <ul style="list-style-type: none"> • Innocents Abroad • American exceptionalism 	<ul style="list-style-type: none"> • James, <i>Daisy Miller</i>, pp. 40-80
Session 5	Echoes of the Grand Tour <ul style="list-style-type: none"> • The Italian as 'Other' • Exaggeration and exoticization • Religiosity vs modernism 	<ul style="list-style-type: none"> • Baedeker guidebook <i>Italy: From the Alps to Naples</i> (1904), pp. v-xxv, 23-36 Reading response due before class
Session 6	Touring Fascist Italy <ul style="list-style-type: none"> • America's changing views on Italian fascism 	<ul style="list-style-type: none"> • <i>Fortune</i> magazine, July 1934 issue on Italy (Read opening editorial and two articles of your choice) • Hemingway, "Che Ti Dice La Patria?" (1927)
Session 7	Soldiers Abroad <ul style="list-style-type: none"> • Early 20th century US foreign policy: isolationism vs engagement • The Allied invasion of Italy 	<ul style="list-style-type: none"> • Steinbeck, <i>Once There Was a War</i> (1958), pp. 56-58, 71-75, 103-108, 128-130, 135-143, 151-153.
Session 8	Soldiers Abroad <ul style="list-style-type: none"> • Military tourism 	<ul style="list-style-type: none"> • <i>Soldier's Guide to Sicily</i>, forward 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 Reading response due before class
Session 9	Soldiers Abroad <ul style="list-style-type: none"> • Read preface to Hershey's <i>A Bell for Adano</i> (1945) together, discuss in relation to film • Italian Americans in WWII Italy 	<ul style="list-style-type: none"> • Watch <i>A Bell for Adano</i> (1945, 1 hr 43 min)
Session 10	Soldiers Abroad <ul style="list-style-type: none"> • Occupation or liberation? 	<ul style="list-style-type: none"> • Burns, <i>The Gallery</i> (1947), pp. 3-17, 125-152. Reading response due before class
Session 11	MIDTERM	



Session 12	Tourists in the American Century <ul style="list-style-type: none"> Guided tour of post-war Milan 	<ul style="list-style-type: none"> Wilson, <i>Europe Without Baedeker</i> (1947), pp. 70-84, 217-225.
Session 13	Tourists in the American Century <ul style="list-style-type: none"> The US and devastated Europe The US as a global power 	<ul style="list-style-type: none"> McCarthy, "The Cicerone" (1948), pp. 151-176. Reading response due before class
Session 14	Tourists in the American Century <ul style="list-style-type: none"> The rise of mass tourism What was the Marshall Plan? 	<ul style="list-style-type: none"> <i>Information on the Marshall Plan for Americans Going Abroad</i>, pp. 1-12. Endy, "Fellow Travelers: The Rise of Tourism in US Foreign Policy," pp. 34-54.
Session 15	The Cold War seen from Abroad <ul style="list-style-type: none"> Race and ethnicity in the global Cold War Watch selection from: <i>The Jazz Ambassadors</i> (2018) 	<ul style="list-style-type: none"> Baldwin, "Stranger in the Village" (1953), pp. 159-175. Reading response due before class
Session 16	The Cold War seen from Abroad <ul style="list-style-type: none"> Race and ethnicity in the global Cold War Glamorous Italy 	<ul style="list-style-type: none"> Malamud, "The Maid's Shoes" (1959), pp. 33-44. Steinbeck, "Positano" (1953), pp. 1-6.
Session 17	The Cold War seen from Abroad <ul style="list-style-type: none"> Mobility and class in the postwar Cold War US values 	<ul style="list-style-type: none"> Highsmith, <i>The Talented Mr. Ripley</i> (1955), pp. 3-95. Reading response due before class
Session 18	The Cold War seen from Abroad <ul style="list-style-type: none"> Paranoia and secrecy in the Cold War 	<ul style="list-style-type: none"> Highsmith, <i>The Talented Mr. Ripley</i> (1955), pp. 96-184.
Session 19	The Cold War seen from Abroad <ul style="list-style-type: none"> The Italian policeman Law and order in Italy 	<ul style="list-style-type: none"> Highsmith, <i>The Talented Mr. Ripley</i> (1955), pp. 185-290. Reading response due before class
Session 20	Critiquing the 'American Century' <ul style="list-style-type: none"> The Americanization of Italy 	<ul style="list-style-type: none"> <i>It Started in Naples</i> (1960), 1 hr 35 min
Session 21	Critiquing the 'American Century' <ul style="list-style-type: none"> The Americanization of Italy Writing postmodern Italy 	<ul style="list-style-type: none"> Demby, <i>The Catacombs</i> (1965), pp. 1-25 Reading response due before class



Session 22	Critiquing the ‘American Century’ <ul style="list-style-type: none"> • Writing postmodern Italy • Course wrap-up 	<ul style="list-style-type: none"> • Demby, <i>The Catacombs</i> (1965), pp. 25-50
Session 23	FINAL EXAM ANALYTICAL PAPER DUE	

COURSE-RELATED TRIPS:

- Guided tour of key sites in Milan relevant to the destruction and rebuilding of the city during and after World War Two

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).
- ---. “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.
- Wilson, Edmund. *Europe Without Baedeker: Sketches Among the Ruins of Italy, Greece & England, Together With Notes from a European Diary* (New York: Farrar, Straus & Giroux, 1947).

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).



- Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation* (London: Routledge, 1992).

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