ITAL 3210
Sicilian Mafia and Antimafia Representations and Literature and Film
Marquette University – Fall 2018
Class meetings: Tuesdays and Thursdays 2-3:15

Instructor: Dr. Giordana Poggioli-Kaftan - office: Lalumiere 462- tel.: 288-6831
e-mail: giordana.kaftan@marquette.edu
office hours: Monday from 9:00 to 10:00 p.m.
Tuesday from 12:00 to 1:00 & by appointment

Required texts available at bookstore:

*Mafia and Antimafia: a Brief History* by Umberto Santino
*Mafia and Outlaw Stories from Italian Literature and Life* edited by Robin Pickering-Iazzi- online copy accessible through Raynor Library
*The Day of the Owl* by Leonardo Sciascia
*The Sacco Band* by Andrea Camilleri

- Description of the course:
The course is designed to help students understand the phenomenon of Sicilian Mafia, *Cosa Nostra* (Our Thing), from historical, economic and political perspectives. Although American films and TV shows have tended to romanticize Mafia and its bosses, Mafia is a brutal and ruthless criminal organization in the pursuit of power and money through the killing of its opponents. Through our readings, students will understand *Cosa Nostra*—its history, ontology and structure—through its literary representations from different perspectives: women, police and civil society. The stories, spanning over 100 years, center on the violent realities produced by the Mafia in their families and communities, often denouncing the Italian state’s and the Catholic Church’s connivance. Through the reading of *The Antimafia: Italy’s fight against organized crime*, we will analyze and discuss Sicilian civilian society’s and the Catholic Church’s response to Mafia’s violence through a variety of peacemaking activities.

- Learning Objectives
This course aims at enabling students to:

1. Understand and articulate important concepts of Sicilian Mafia, its history, ontology and structure.

2. Understand and articulate important concepts of the social phenomenon of AntiMafia and its activities within the Catholic Church and Italian civil society.

3. Articulate how literary and cultural texts can transform one’s understanding of self, others, and communities—especially those hit by ruthless violence—and engage with literary expressions to understand the creative process.
- Attendance

Attendance to all **class meetings** is required of all students enrolled in the course. The regulations of the College of Arts & Sciences will be enforced regarding class meetings.

In the case of absences (regardless of cause) greater than the equivalent of two weeks of class (6 absences), final grade will be lowered a half letter grade for each two additional absence (e.g. for eight absences a B becomes a B-; on a tenth absence the B- becomes a C+, and so on).

The student will receive an “Attendance Warning” note for excessive absences when they miss the equivalent of two weeks of classes (6 absences).

The student will receive an official notice of “Attendance Withdrawal” when the student’s absences total three weeks worth of classes (9 absences).

**N.B.** Although “unavoidable absences” (see definition below [*]) approved by the college enable students to extend assignments deadlines and to make up any missed tests (see more on this under “Make up policy” below), they still count as absences.

[*] Unavoidable absence. The College of Arts and Sciences defines “unavoidable absences” absences resulting from legal obligations (such as jury duty); Absences resulting from university sanctioned activities and related travel. Students who anticipate missing one of more class periods should contact the instructor ahead of time.

- Make up policy: In the case of unavoidable absence a student may make up missed assignments and exercises, within reason and at the discretion of the instructor. It is the student’s responsibility to make arrangements with the instructor to complete missed work in a timely fashion. In all other cases of absences, the instructor will not allow students to make up missed work. In these cases, the final course grade will be reduced to a degree commensurate with any incomplete material.

**Active class participation** is a fundamental requirement for all learning. Students must study the material assigned for each meeting and come to class prepared to present their opinions and engage in thoughtful, well pondered debate.

**Homework**

For homework, you must write three questions about each reading and submitted in the “discussion” on D2L by 12:00 pm of the day the reading is due. In the days you have two readings, you must submit two questions for each reading for a total of four.

Only two kinds of questions will be accepted for grades:

1. Questions must be interpretative. In other words, they must lead to an argument, and thus, discussion.

2. Questions to clarify what you may not have understood well. In this case, please do not just write that you did not understand. Rather, write what you think you understood, asking, then, for further clarification. Es. A page 23 of *Cosa Nostra: a History of the Sicilian Mafia*, Dickie writes about… ‘My understanding is XXXXXXX. However, if XXXXXXX, I do not understand YYYYYYY.
- **Essay**
There will be one 10-page interpretative essay. **The essay must be typed** in “Times New Roman” (12 pt.) fonts; double spaced and must have regular margins (1” Top & Bottom – 1.25” Left & Right). By the 1st of November you must turn in an outline of your paper. In the outline you will write:

1. **Statement of the question** (Here you explain why the interpretative question matters to the novel/film/story.)
2. **Statement of the argument** (Tell me in 1-2 sentences how you think the text answers this question.)
3. **Elements of the argument** (What individual things do you have to demonstrate your entire argument is true?)

When you write the outline, you must write the numbers indicating: 1. Your question; 2. Your answer, which is going to be your argument (or thesis statement); 3. Elements of your argument

**Please note that your outline is 20% of your final paper's grade.**

**By the 11th of December at 12 p.m.,** you must send me your papers to be corrected. I will correct them electronically and send them back with comments and grades.

Any good paper starts with an interpretive question that is a question that asks for an argument. An easy way to postulate an interpretive question is to ask yourself:

How does the novel/film portray X (where X can be anything that interests you).

For instance:

How does the novel/story/film portray the role of Sicilian civil society vis-à-vis Mafia activities and to what end (what does the writer or director want to convey?)

How does the novel/story/film portray the role of women in the denouncement of and fight against Mafia intimidation strategies in the island?

How does the novel/story portray the role of the church and clergy vis-à-vis Mafia activities?

**Your Paper will have to have the following elements:**

1. **Hook.** Introduce what you will be writing about in an attention-catching way in two sentences.
2. **Thesis statement.** This is what you are going to argue about.
3. **Elements of arguments.** In this section, you'll show why each of your elements of the argument is
true, when seen within the context of the whole novel. You will provide precise (not lengthy) quotations, and then explain them in light of your argument. The quotation by itself does nothing; only with explanation does it help your argument.

3. Summary of your argument and evidence. Not a repetition, this section shows how it all comes together in the statement of the argument. You may want to add some concluding reflections on the novel. (How does the evidence support the argument?)

Please keep in mind that you have this wonderful resource:

Ott Memorial Writing Center offers free one-on-one consultations for all writers, working on any project, at any stage of the writing process. Marquette's writing center is a place for all writers who care about their writing, because every writer can benefit from conversation with an interested, knowledgeable peer. Writing center tutors can help you brainstorm ideas, revise a rough draft, or fine-tune a final draft. You can schedule a 30- or 60-minute appointment in advance (288-5542 or www.marquette.edu/writing-center), but walk-ins (in 240 Rayner or our other satellite locations) are also welcome. The Ott Memorial Writing Center also offers free workshops and hosts writing retreats.

- Class discussion leadership

You are required to present one of the readings to the class. You can use any teaching devise you want: questions, PowerPoints, group discussion etc. Best presentations always have a mix of different techniques.

Grading Rubric for the discussion leader

<table>
<thead>
<tr>
<th>Quality of questions</th>
<th>25%</th>
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<tbody>
<tr>
<td>Delivery of questions</td>
<td>25%</td>
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<tr>
<td>Interaction with students</td>
<td>25%</td>
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<tr>
<td>Ability to carry out a discussion</td>
<td>25%</td>
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- Academic misconduct and dishonesty: The College of Arts and Sciences adheres to the University policy on academic dishonesty. As an institution of higher education, love of truth is at the center of Marquette University’s enterprise, and academic honesty, in all its forms, is an explicit value of the university. Students are not allowed to receive any assistance in the preparation of any assignment, examinations, essays, oral reports, or similar assignments to be submitted for a grade.
Plagiarism is a form of cheating. Any student who uses the published or unpublished writings, ideas, and/or words of another person without crediting the original author may be cited for academic dishonesty.

The Office of Disability Services Marquette Hall, Suite 005, Phone: (414) 288-1645 (VT) http://www.marquette.edu/disability-services/ e-mail: ods@marquette.edu

**Student Rights and Responsibilities**

A. Each student with an identified disability has the right to receive from Marquette University:
   1. Equal access to courses, programs, services, jobs, activities and facilities offered through Marquette University.
   2. Equal opportunity to work and learn, and receive reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids and services.
   3. Appropriate confidentiality of all information regarding their disability and to choose to whom information about their disability will be disclosed, except as permitted or required by law.
   4. Information reasonably available in accessible formats.

B. Each student with a disability has the responsibility to:
   1. Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities, i.e., completing assigned work in courses undertaken.
   2. Identify him/herself in a timely manner as an individual with a disability when an accommodation is needed and seek information, counsel and assistance as necessary from appropriate sources designated by the university, preferably, prior to the start of classes.
   3. Provide documentation, when accommodations are sought, from an appropriate licensed professional describing the nature of the disability and how the disability limits the student's participation in courses, programs, services, jobs, activities and facilities, and recommending the nature of an accommodation to provide the student with a disability equal access and opportunity.
   4. Follow published procedures for obtaining appropriate accommodations, academic adjustments and/or auxiliary aids and services.

- **Mid Semester grade break down:**
  - Attendance 20%
  - Active class participation 50%
  - Homework 30%

- **Final grade break down:**
• Attendance & Active class participation 25%
• Class discussion leadership 15%
• Final paper 35%
• Homework 25%

Grading Scale: A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 84-86; C+ 81-83; C 78-80; C- 75-77; D+ 72-74; D 69-71; D- 66-68; F 0-65