Venice is today a northeast province of the Italian state. For the largest part of its history, however, the city had very little to do with the rest of the Italian peninsula; it was instead the northwestern metropolis of an Eastern Mediterranean Empire, stretching all the way to (today’s) Croatia, Albania, Greece, Cyprus and Turkey. By studying the history of Venice’s imperial past, the course aims precisely to relocate the students’ geographical and cultural perception of the city. Combining readings and documentaries with weekly walks and guided tours in the city, it invites students to explore themes such as the history of the Venetian Republic (and especially of the maritime stato da mar), Venice’s relations to the Ottoman world, the city’s ethnic and confessional diversity, the ‘myth of Venice’ and the fate of Venice after ‘Venice’. Visits include the Correr Museum, the Doge’s Palace, the Arsenal, the Jewish Ghetto, the Campo Dei Greci, the Church of San Giorgio degli Schiavoni, the Island of San Lazzaro degli Armeni, the Fondaco dei Turchi, and others. An one-day trip to Trieste will be optionally offered.
READINGS:

• Most readings will be available on Courseworks. The few readings that will not be there, are available in Butler library, through BorrowDirect, or they can be purchased online.

• Make sure to come to class or to the city tour with a hard or electronic copy of all the assigned readings.

• Beyond the readings listed in the Weekly Syllabus below, two books may be of interest to you and you may want to purchase them beforehand:

COURSE REQUIREMENTS:

Attendance. You are expected to attend every class meeting and to arrive on time. In the event that you must miss a class due to religious observance, illness, or a family emergency, please notify me in advance (whenever possible). Unexcused absences will adversely affect your grade.

Class Participation. This is a discussion-driven course. You are required to come to each session prepared to share your thoughts about the places we visit and to analyze the biweekly readings.

Class Conduct. I expect that you will treat your peers and their ideas with consideration and respect. That means, among other things, that your cell phones must be turned off or silenced (no sounds or vibration) and put away for the duration of the class or the walk/visit. You can use a laptop or tablet only for note-taking purposes.

Method of Evaluation. Aside from your attendance and participation, there are three other factors of assessment:

1. **Weekly written responses:** Once a week all students will be writing 2 page double-spaced papers, intended as informal (though always well-written!) responses to the biweekly readings. These responses should reflect your comments, questions and/or thoughts about all readings of the week (you can focus on one or more subjects, but this/these should be seen through all readings). These papers should be sent by email attachment to the whole class by Monday morning (in .doc, .docx or .pdf format). You will receive a grade for your responses each week, so you can follow your progress throughout the term.
2. **Class presentation**: Each student will be required to do one 20-mins class presentation on his/her impressions and creative thoughts from one of our visits to Venice’s museums and city walks (or to Trieste). These presentations will be evaluated on their performance, organization and concision, as well as on how well they draw out issues and themes for class discussion.

3. **Final paper**: One final paper (10-12 double-spaced pages for undergraduates; 14-16 double-spaced pages for graduate students – bibliography included). This will be an assessment of a specific subject or a question among (or inspired by) those we will be treating in class. Students are expected to consult with me on the topic and scope of their essays and discuss departing points and possible further readings. The final paper should be sent to me by email attachment in .doc, .docx or .pdf format.

**Grading.**

Class participation (including attendance of walks/visits): 30%

Weekly written responses: 20%

Class presentation: 10%

Final paper: 40%

**DISABILITIES:**

If you are a student with a disability and have an DS-certified ‘Accommodation Letter’ please come to my office hours to confirm your accommodation needs. If you believe that you might have a disability that requires accommodation, you should contact Disability Services at 212-854-2388 and disability@columbia.edu.

**ACADEMIC INTEGRITY:**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars’ work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others’ ideas in all of your research papers and projects; you must be scrupulously honest
when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia. For more information on academic integrity at Columbia, students may refer to the Columbia University Undergraduate Guide to Academic Integrity: http://www.college.columbia.edu/academics/academicintegrity

WEEKLY SYLLABUS

WEEK 1: Introduction to Mediterranean History & The History of the Serenissima

June 11 — Introduction to Mediterranean and Transnational History
Screening: Francesco’s Venice, 2006 BBC, 235 mins

June 12 — Visit: Museo Correr & Biblioteca Marciana
Readings:

WEEK 2: Venice and the Sea

June 18 — The Venetian Stato da Mar
Readings:

June 19 — Visit: Arsenale, Padiglione delle Navi & The Navy Museum
Readings:
WEEK 3: Multiethnic Venice (Greeks, Slavs, Albanians)

June 25 — Venice and its Minorities
Readings:

June 26 — Visit: Campo Dei Greci, Scuola di San Giorgio degli Schiavoni, Campo san Maurizio (Scuola degli Albanesi), Campo San Stefano (statue of Niccolò Tommaseo)
Readings:

WEEK 4: The Venetian Myth & The Jewish Ghetto

July 2 — The Venetian Myth
Readings:

July 3 — Visit: Jewish Ghetto
Readings:

**WEEK 5: Venice and the Orient**

**July 9 — Veneto-Ottoman Exchanges**

**Readings:**

**July 10 — Visit: Palazzo Ducale, Fondaco Dei Turchi**

**Readings:**

**Saturday, July 14 — OPTIONAL: One-day trip to Trieste**, where we will be guided around the city's literary places by Franco Baldasso (Assistant Professor of Italian, Bard College)

**WEEK 6: The Venetian Armenians & Venice after Venice**

**July 16 — Venice after ‘Venice’**

**Guest speaker:** Rolf Petri (Professor of Contemporary History, Ca’ Foscari University, Venice): “Behind the Mask: Urban Transformation, Myth, and Tourism in Venice, 1877-2017.”

**Readings:**

**July 17 — Visit: Isola di San Lazzaro degli Armeni**

**Readings:**

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