



CAS HI 260 THE VENETIAN REPUBLIC: RISE AND FALL OF A GLOBAL POWER

Instructor: Professor Piergabriele Mancuso

Class meets: 2 hours twice a week + on-site classes

Credits: 4

Hub Units 1+1+1

Course Description

Founded around the 5th-6th century by former Roman subjects fleeing the barbarian invasions from north Europe, Venice has been for centuries one of the strongest and most powerful political entities, first a Byzantine overseas colony, then an independent medieval *commune*, and since the early 14th century, an elite republic and a commercial empire stretching from the north-east of Italy to northern Africa, the Levant, north Europe and the British Isles. At the beginning of the 16th century and until its final fall in 1797, the Venetian state included the whole of Italy's Northeast (the Friuli and the Veneto) and good part of Lombardy, several maritime colonies and military outposts all over the Levant, North Africa and North Europe (and somehow also the New World). The Venetian State population was also an extremely heterogeneous mosaic that included different ethnicities, nationalities and socio-cultural and religious minorities (the so-called *nationi*), each one formally allowed to operate in Venice, in specific areas, from the Jewish ghetto to the Persian, German and Ottoman *fondaci*. Such mixing and interactions of different elements is what made Venice an anticipation of the modern "melting pot" societies. Operating on a very broad scale that included all most important trading spots, from Europe and the whole of the Mediterranean, through Asia and the Far East, Venice was for centuries one of the most powerful political global powers. The most significant features of Venice's economic-political and cultural global scope will be explained and analyzed critically during lesson 4, 6, 13, and 19.

The aim of the course is also to provide students with critical tools to conduct independent research and to get direct knowledge of historical and historiographical sources. Students will read, analyze and contextualize Venetian primary sources - from state papers, official documents, issued by the state, as well non-Venetian sources on Venice - in the original language. The purpose of the visit to the National Archive in Venice is to show students not only the material features of ancient Venetian documents (from 15th to 18th centuries) but also explain them how they originated, how they were perceived by the people and how they contributed to the making of Venetian history. External sources on Venice - e.g., Shakespeare's *Othello* and *Merchant of Venice* - will also be considered and studied from a comparative perspective (see lesson n. 16).

Part of the course and the on-site classes will be dedicated to the study of Venice's socio-cultural and demographic fabric with visits to the Jewish ghetto, San Lazzaro degli Armeni, the German and Turkish-Persian *fondaci*, and to other minorities areas in the city center (e.g. the Florentine, Lucchesi, English and Greek districts), as well as to main Venetian political-administrative historical sites (e.g. Ducal Palace and Saint Mark area, the *scole*/professional guilds sites; the justice district and the Rialto market area, etc.). A visit to one of the very few surviving original *squeri* (boatsheds/boathouses) is also part of the curriculum.

There are no prerequisites for this course. The course is taught in Italian.

BU Hub Learning Outcomes and Course-Specific Learning Objectives

This course satisfies the following requirements for the BU Hub:

Global Citizenship & Intercultural Literacy - Hub Learning Outcomes

- 1. Students will demonstrate, through comparative reflection or analysis, an understanding of global diversity as expressed in at least two different languages, cultures, religions, political systems, or societies.*
- 2. Students will demonstrate detailed understanding of at least two cultural contexts through language or culture study at BU, participation in a language or culture living-learning community at BU, or study abroad. This will involve reflection and cultivating diverse approaches to linguistic, cultural, religious, political, social, and/or historic factors that have helped produce these cultural contexts.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Analyze through class discussions, thanks to presentations, guest speakers and on-site classes, Venice's multi-cultural identity and its multi-ethnic social fabric as well as its political and socio-economic success and compare them with one's own and other cultures.
2. Improve understanding of cultural diversity through learning about Venetian multiethnic society and become more inter-culturally competent as they gain knowledge in Venetian history, language and culture through the reading of texts, class discussions, on-site classes, and analytical and reflective assignments that encourage them to open up to different point of views.

Historical Consciousness - Hub Learning Outcomes

- 1. Students will create historical narratives, evaluate interpretation based on historical evidence, and construct historical arguments.*
- 2. Students will demonstrate an ability to interpret primary source material (textual, visual, or aural) using a range of interpretive skills and situating the material in its historical and cultural context.*
- 3. Students will demonstrate knowledge or religious traditions, intellectual paradigms, forms of political organization, or socioeconomic forces, and how these have changed over time.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Students identify in oral and written assignments the fundamental characteristics of Venetian history, the specific and unique features of the Venetian government, the ideological, spiritual and political tenets of Venetian political traditions, especially in relation to other Italian and European states of the time.
2. Students show to be able to interpret and analyze texts, manage the vocabulary of history and actively use interpretive skills when referring to subjects concerning the history of the Venetian Republic.

3. Students explain and describe the fundamental features of Venetian politics, such as the role of the various magistracies, their genesis, and evolution in preserving the fundamental values of Venetian republicanism.

Research and Information Literacy - Hub Learning Outcomes

1. *Students will be able to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.*
2. *Students will demonstrate understanding of the overall research process and its component parts and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.*

In order to meet the above Hub learning outcomes, by the end of this course students will be able to:

1. Identify, on the basis of information provided during the course and with the help of the instructor, the most relevant sources, the difference between primary and secondary sources, the genesis/making of archival papers, the use of electronic databases (e.g., Jstore; Venice State Archive's online database SiASVe; "Renato Maestro" online archive, etc.) and use them appropriately and ethically for their projects.
2. Outline the most important features of the historiographical debate, and the main characteristics and the documentary physiognomy of the most important primary sources on Venice (e.g., Marin Sanuto, *Diarii*; Venice's state archive documents and state-papers (see visit on lesson 16). Students will apply such methodologies and criteria for the making of the two short research papers and final research paper at the end of the course.

Program Learning Outcomes

BU Global Programs/study abroad learning outcomes for BU Padova:

<https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/learning-outcomes-by-program-2/global-programs-study-abroad/>

Learning Outcomes for IES Program

1. Demonstrate increased proficiency in Italian language from elementary to low-intermediate level and from intermediate to advanced level.
2. Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts.
3. Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices.
4. Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.

Instructional Format, Course Pedagogy, and Approach to Learning

The course is based on an active learning approach that includes in-class and on-site classes and visits. During class time, lectures and class discussions alternate to offer students the opportunity to gain knowledge of relevant aspects related to the history of the Venetian Republic and learn how to independently analyze and organize historical information for

discussions. In order to be able to participate in the class discussion, students must show to have prepared the assigned readings before each class. At the beginning of each class, students make short review (3-5 minutes max) summarizing and commenting on the main topics and contents of the past class or classes. In so doing, students also learn to use the appropriate terminology related to history, historiography and historical research (e.g., *duca/doge; ducato/dogado; ambasciatore-residente-bailo; stato da mar/stato da terra; fondaco/emporio/ghetto*, etc.). For this purpose, students will make a list of all main historical/conceptual keywords used in class or mentioned in the course texts in a dedicated file/exercise. and where discussions, constructive criticism and analytical-critical approach is not only welcomed but also strongly encouraged.

The instructor leads class sessions, and their primary aim is to outline the fundamental features of critical issues that students are expected to consider and evaluate critically, formulating independent analytically grounded judgments, opinions, and positions.

On-site classes (e.g., visits to Ducal Palace, Saint Mark Basilica and Piazza; Rialto, the Ghetto and the historical city center) and course visits are meant to be an integral part of the course as they aim to introduce and show the students to the actual reality - places, buildings, monuments, objects, and so on - of the topics examined in class. Together with guest-lectures, on-site classes are meant to open up students to a variety of points of view and historical interpretations and encourage them to make comparisons with other and their own culture of reference. Guest-lectures are designed and meant to offer the class a detailed analysis of some of the topics included in the syllabus, to foster their interest of students for further research.

Through class presentation and writing assignments, such as short report papers and final research papers, students apply research methods (for example the use of traditional and electronic bibliographical sources), critically collect sources, select, and organize reliable information and shape their critical observation in a coherent and appropriate argumentation. By doing this, students are able to describe, analyze and discuss historical issues or topics putting facts in a chronological order and using an appropriate vocabulary.

Grading and Assignments

Attendance and participation	15%
Midterm written exam	20%
Two presentations	20% (10% each)
Two short research papers	20% (10% each)
Final research project/final paper	25%

Attendance and participation - (15%)

Students are expected to be punctual and come prepared to class. They must read and complete assignments before class and within the due date. By doing this, the students are able to ask and answer appropriate questions, (especially when concerning homework and course readings), in class, express curiosity for the history of Venice and history in general, and participate and actively contribute in the class discussions. Before each class, the students will be asked to make short review (3-5 minutes max) summarizing and explaining the main topics and contents of the past class or classes. Field trips and guest-speaker lectures are part of the curriculum and participation is mandatory.

Midterm written exam (Historical Consciousness, Global Citizenship and Intercultural Literacy Global citizenship) - (20%)

The exam consists of 20 multiple choice questions and three questions with long answers (ca. 500 words each) on any aspect of the topics studied and discussed in class and on-site classes during the first part of the course, from the time of Venice's birth to the beginning of the Most Serene Republic's territorial crisis (post-Agnadello battle aftermath and the re-conquest strategies, ca. 1509-1517). Multiple choice questions aim for the students to be able to allow students to show their punctual knowledge with regard to relevant aspects of the history of the Venetian Republic (relevant dates, names, institutional structure, political roles and significant events, places), open questions are meant for the students to make connections and comparison with the global powers of today, show the ability to apply critical thinking skills to historical subjects, describe and reflect on cultural, social, economic aspects that characterized Venice during the Most Serene Republic period. Students are expected to offer concise but also comprehensive analyses as well as to offer a general chronological contextualization together with the exact and punctual references to the events, places, and most prominent historical figures.

Oral presentations

Each presentation consists of a brief introduction and general explanation of no more than 20 minutes on a topic included in the syllabus and discussed with the professor (e.g., the birth of Venice; Venice's maritime colonies in the Levant). One presentation will be done in class and one during one of the course on-site classes or course visits. Presentations will be based on materials and subjects analyzed in class, home readings and some additional materials (2-3 academic articles or 1 short monographic study) specifically provided by the professor.

1) Class presentation (*Historical Consciousness*) - (10%)

This is an in-class oral presentation (max 20 minute-long) on a topic approved by the instructor and concerning what discussed in class or included in the syllabus. The aim of this presentation is to give students the possibility to offer further information and analyze critically analyze, on the basis of academic materials provided (3-4 academic articles and a short essay), one of the topics of the course (e.g., the birth of Venice; the formation of Venice's maritime state; Venetian and foreign countries diplomatic and economic ties and treaties, etc.). Students will produce and upload on the course blackboard site a PowerPoint or alternatively a written text outlining the main components of their work, together with, if used, images or documents taken into analysis.

2) On-site presentation (*Historical Consciousness, and Global Citizenship and Intercultural Literacy*) - (10%)

The aim of on-site presentation (20-minute long) is to allow students to study and explain a specific aspect of the topics of the on-site classes. As for class presentations, on-site presentations will be done on the basis of academic materials provided by the teacher or proposed by the students and approved by the teacher. The focus will be on specific materials items that the class group will come across during onsite classes (for example, the ancient marble engraving inside the Ducal Palace's courtyard; the cultural and political meaning of Saint Mark's square and the reasons why of the unusual features of its Basilica façade; what underlies the vertical shape of the Ghetto buildings; the functioning and multiple roles of an early-modern Venetian *hospitale*, etc.) and how these can implement the theoretical study of Venetian history. On-site presentation sessions will be during on-site visits, as indicated in the syllabus below.

Two short research papers (Research and Information Literacy and Historical Consciousness) - (20%, 10 each)

Students will write two short papers (2 pages in Times New Roman 12, double-spaced, justified, 2,5cm/0,39inch per each side) on two historical topics – e.g., analysis of a Venetian state paper text or interpretation of a non-written document (a map, a monument, a place, a painting, etc.) - and on the basis of bibliographical materials contained in the syllabus (or provided by the instructor). Each paper consists of a critical and personal analysis of a topic studied in class, implementing it with addition sources and information offered by the teacher.

Final Research Project/final paper (Historical Consciousness, Research and Information Literacy, Global Citizenship and Intercultural Literacy) - (25%)

At the end of the course students will engage in writing a research project in which they will show what they learned during the course together with research skills. Students first discuss the topic on Venetian history assigned by the professor, they will conduct their research using reliable bibliographic sources, coherently organizing the material explaining the research method employed, making references (footnotes, bibliography) according to what explained during Lesson 4.

In the research paper students show that they can organize the information following this structure: introduction in which they present the main features of their topic, their research aims and purposes; in the second section students will summarily explain the academic state-of-the-art and the most relevant positions on their research topic; in the third and last section student will express, based on objective of the study of academic tradition, their own critical judgment. Students will be required to consider different and diverging opinions, to make comparisons and find possible connections also with contemporary issues (e.g., Venice's international coinage and bitcoin (non)monetary system; Venice's historical *ballottaggio* and modern electoral systems; Venetian and English "unwritten" constitutions and legal practice, etc.). The research paper is minimum 8 pages long, written in Times New Roman 12, double-spaced, justified, 2,5cm/0,39inch per each side, including footnotes but excluding bibliography that is required for evaluation. Submit provisional draft of the work by the given deadline. Students will send the final version of their work, showing to have considered the edits suggested by the professor. Assignments need to be sent by email to the teacher mailbox by **tbd.**

Course Material and Readings (available online on Blackboard)

Main textbook:

- J. J. Norwich, *Storia di Venezia*, two volumes, Milan, Mursia, 2018. Students need to buy this book before the course begins. Some copies of the original English version (*A History of Venice*, New York, Vintage Books, 1989) are available at BU library.

Additional readings (available online on the course Blackboard site):

- S. Bassi and A. Toso Fei, *Shakespeare in Venice – Luoghi, personaggi e incanti di una città che va in scena*, Elzeviro, Venice, 2007.
- R. Calimani, *Storia del ghetto di Venezia*, Milano, Mondadori, 2010.
- N. Capponi, *Lepanto 1571 – La Lega santa contro l'Impero ottomano*, Il Saggiatore, 2006.
- R. Cessi, *Storia della Repubblica di Venezia*. Giunti Martello, Firenze, 1981.
- P. Del Negro and F. Ambrosini, *L'aquila e il Leone – I contatti diplomatici per un accordo commerciale fra gli Stati Uniti d'America e la Repubblica Veneta – 1783-1797*, Padova, Programma 1+1 Editori, 1989.
- J. Dickie, *Delizia – The Epic history of the Italians and their food*. London, Sceptre, 2007.
- D. D. Howard, *The Architectural History of Venice*, Yale University Press, 2002.
- F. Mancuso. Venezia è una città: come e stata costruita e come vive - prefazione di Francesco Erban; disegni originali di Silvia Capriata - Venezia, Corte del Fontego, 2009.
- D. M. Nicol, *Venezia e Bisanzio* (Italian translation of the English edition *Byzantium and Venice – A Study in Diplomatic and Cultural Relations*, Cambridge, Press Syndicate of the University of Cambridge, 1988), Milano, Rizzoli, 1990.
- A. Favaro, *La vera storia dell'Otello di Shakespeare – Prefazione di Marino Zorzi*. Udine, Gaspari, 2014.
- G. Gianighian and P. Pavanini. Venezia come, Venezia, Venezia, Gambier & Keller editori, 2010.
- Hilliard T. Goldfarb, ed., *Art and Music in Venice – From the Renaissance to the Baroque*, Paris, Hazan and Montreal, Montreal Museum of fine arts, 2013.
- E. Horodowich, *The Venetian Discovery of America*, Cambridge University Press, Cambridge, 2018.
- A. Marzo Magno, *La splendida Venezia, 1499-1509. Roma, Laterza, 2019.*
- M. Milani, "L'italiano aulico del "Prode Fernando" in 'Pane e tulipani' (Soldini 1999)", in *Rivista di letteratura italiana*, Vol. 45, n. 1, pp. 167-178.
- J. J. Norwich, *Venezia – Nascita di un mito romantico*, Milano, Il Saggiatore, 2006 (traduzione italiana dell'originale in lingua inglese, *Paradise of cities*, 2003, a cura di Piero Budinich).
- G. Ortalli and G. Scarabello, *Breve storia di Venezia*. Pisa, Pacini editore, 1990.
- A. Peratoner (a cura di), *Dall'Ararat a San Lazzaro*. Congregazione Armena Mechitarista, Venezia, 2006.
- J. Ruskin, *Le pietre di Venezia*, Milano, Mondadori, 1982 (Italian translation of the English edition, *The Stones of Venice*, 1981).
- Nelli-Elena Vanzan Marchini, ed., *Rotte mediterranee e baluardi di sanità – Venezia e i lazzeretti mediterranei*, Milano, Skira, 2004.
- M. S. Small, *Inventing the World - Venice and the Transformation of Western Civilization*. New York, Pegasus Books, 2020.
- M. Vittoria, *Breve storia di Venezia*, Newton Compton, 1997.

W. Wolters, *Storia e politica nei dipinti di Palazzo Ducale – Aspetti dell'autocelebrazione della Repubblica di Venezia nel Cinquecento*, Venezia, Arsenale Editrice, 1987 (translation from the originale German text, 1983).

Videos (available at <https://bu.kanopy.com> and links on the course blackboard site):

- *Venice Civilization* - feat. Kenneth Bartlett - Great Courses series - 30'
- *Renaissance: More Serene Republic* - feat. Jennifer McNabb - Great Courses series 31'
- *Merchant of Venice* - feat. Gemma Jones, John Franklyn-Robbins, et als. - 158'

YouTube sources :

- *Palladio - The Architect and His Influence in America*, film/video-documentary by James Ackerman and John Terry [<https://www.youtube.com/watch?v=avjFrdPvUj8>].
- Ciao! Scolta che te conto: <https://www.youtube.com/watch?v=jBwxICZgWSM>.
- 5 schei de mona: <https://www.youtube.com/watch?v=J2i8Ob9i6OY>.

On-line sources:

- **Jstor** is probably the richest and most update academic databases, including article and academic material on history and Venetian history. All students have free access to Jstor using their Bu account and Kerberos password. Jstor is a suggested user-friendly tool for the composition of final papers and dissertation.
- A more traditional but still very useful tool for academic research on Venetian history is UTET's *Enciclopedia di Venezia*, available at BU Padua library.

Class and University Policies

Attendance

Students should note that attendance will be considered by faculty. Boston University Padua students are expected to attend every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicted in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

Absences

Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.

Absence for Religious Reasons

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section.

Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.

Lateness

Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.

Late Assignments

Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

Examinations

All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance that causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

Plagiarism

Simply stated, plagiarism is taking another's work and presenting it as you own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details, please see Boston University's Code of Student Responsibilities: <http://www.bu.edu/lifebook/universitypolicies/policies-code.html>

Disability accommodations

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Disability and Access Service office (DAS) at 617-353-3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

Interruption of program or early departure

Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

Academic Advice

The Director serve as the head of the faculty and as academic advisor. The Director/ is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors.

Tutorials

BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past

found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

Schedule of Classes and Assignments

WEEK 1

Reading of the syllabus; explanation of course materials including use of blackboard; grading criteria and policies.

Introduction to the course; study and research methodologies., class participation and grading criteria. A.D. 697: the origin of the Venetian community: myths, legends, and hypotheses about the birth of a community of free citizens.

Rialto and the birth of a city on sea. The creation of an Italian “commune” and its transformation into an elitarian “res-publica” - *Repubblica Serenissima* (Most Serene Republic). Trade and war: Venice and the Crusades. From “*Civitas Rivoalti*” to “*Venezia*”.

WEEK 2

Repubblica Serenissima (Most Serene Republic). Trade and war: Venice and the Crusades. From “*Civitas Rivoalti*” to “*Venezia*”.

Venetian pragmatism in a time of holy wars. The fourth crusade and the Venetian conquest of Constantinople (1204).

Venice, an early medieval global power [1]: *Stato da Mar*, the spinal bone of the Venetian power - The Dalmatian-Greek Venetian colonies and the making of the trading empire: the Mediterranean Levant and the northern Africa Venetian emporia.

N.B. Research and Information Literacy session: “How to make a history academic paper: difference between primary and secondary sources; use of quotations, role of explanatory notes/footnotes; online sources and bibliographical systems”.

First presentation session

WEEK 3

Venice, a medieval global power [2]: Marco Polo and the Asian-Venetian trading-diplomatic net. The structures of the Venetian republic: the Doge, the *Maggior Consiglio* and the hierarchy of power.

Perfectioning the elite structure: the “*Serrata del Maggior Consiglio*” and the beginning of the Venetian-Genoese long war (ca. 1378-1381).

The Fall of Constantinople and the war against the Turks; the League of Cambrai (1508).

Venetian minorities [Part One] - The establishment of the world first Jewish ghetto: 29 March 1516. Architectural forms, social shapes and political features of a Venetian minority place.

WEEK 4

On-site class (Padua): The “*Stato da Terra*”. The *Serenissima* in the Italian mainland (*stato da terra*). The Fall of Padua and the end of Da Carrara dynasty. Visit of Piazza Capitaniato and other historical sites in Venetian Padua.

The early modern “*hospitale*” and Venice’s sanitary system: the 1348 Black Death, the 1574-76 and 1630 plagues - How Venice fought (and partially won) the war against viruses and bacteria.

Research Paper One due

WEEK 5

1500-1600, the golden century - The peak of the Serenissima and the beginning of the decadence (1517-1628) - The crisis of the Venetian trade. The maritime empire and the battle of Lepanto, 1570-1571, between myth and reality.

Venice, an early-modern global power [3] - Venetian merchants and patrician in London and in the northern European territories, 1500-1650.

WEEK 6

MID-TERM WRITTEN EXAM

The crisis of the Venetian trade. The maritime empire and the battle of Lepanto, 1570-1571, between myth and reality. Venetian Minorities [2] - The Nation Fiorentina, the Lucchesi, the Germans and the Persians: places of residence, socio-political rules and commercial interactions. The conquest of Morea

WEEK 7

on-site class in Venice: The Jewish Ghetto, Saint Mark Square, the Ducal Palace, Rialto, and Venice city center.

Shakespeare in Venice: Othello and the Merchant of Venice - Giuseppe Verdi's *Otello*, readings selected passages of the libretto and comparative analysis with Shakespeare's plays.

Second presentation session

WEEK 8

The Treaty of Passarowitz (1718) and the Austrian-Ottoman war and peace agreements - Ludovico Manin, the last Doge (1787); Venice under the influence of France.

Individual meetings with the teacher to discuss the topic of the final paper.

Venice, a modern global power [4] - Venice and the United States of America: story and vicissitudes of an economic and political potential Veneto-American partnership.

WEEK 9

On-site class and visit to Biblioteca Antica del Seminario Vescovile di Padova, via del Seminario 29 (in front of BU's headquarter).

Submit final paper outline

The Venetian "French Party" - 12 May 1797: the end of the Repubblica Serenissima.

WEEK 10

Venice, from the French and Austrian dominion to Italian independence, 1797-1866.

Research Paper Two due

Venice and the film industry reinvented and re-imagined: from Visconti's "Death in Venice" to "Bread and tulips".

WEEK 11

Guest-speaker talk on Shakespeare in Venice: t.b.c.

Submit the provisional draft of final written paper

WEEK 12

Course review

individual meeting with the teacher to discuss and check the final paper (not mandatory)

final research paper is due by TBD