

## ITALIAN 323 – Intercultural Seminar – Spring 2021



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Class meetings: MW 10:30-11:30 am EST / 4:30-5:30 pm CET

*This seminar is offered remotely from the Dickinson Center in Bologna, Italy, and intends to encourage students to reflect broadly on their past or future abroad experience. Learning in this course will be divided between examination of theoretical concepts (through readings, class discussions, writing assignments) and experiential observation (via remote internships with local organizations). The combination of these two components will provide students with a window onto the workings of the host society. Through in-class reflection about intercultural issues relevant in today's Bolognese/Italian society, but also, and especially in our global society (Language and Nonverbal Communication, Gender, Ethnicity and Religion, Multiculturalism or lack thereof, Authoritarian Concepts, Social Constructs), this seminar will provide a rigorous academic context for evaluating and understanding the experiential component of the course. The in-class and out-of-class components will be conducted in Italian, although English may be used in class readings and may be necessary as part of students' internships. This course is part of the Globally Integrated Semester offerings whereby students may choose to spend 3 additional weeks in Bologna and continue their journey of intercultural discovery both in class and in their respective internships.*

This syllabus contains information intended to give you a general overview on the course. Some of this information may be subject to change during the semester. In this course we will use the following WordPress site where information, class materials, resources are posted and will be updated throughout the semester: <http://blogs.dickinson.edu/intercultural-seminar/>

### General Learning Objectives:

- Developing/improving students' soft skills
- Increase students' aptitude towards intercultural understanding
- Deepening students' awareness and knowledge of themselves

### Specific Learning Objectives:

Analytical and Critical Thinking Skills.

- Observe culturally specific situations in a non-judgmental way
- Examine and explain the causes of possible intercultural miscommunication
- Evaluate your own values and cultural beliefs

Behavioral and Emotional Skills

- Acquire awareness of your cultural values and how they inform your perception of what is "different"
- Cultivate sensibility towards norms and values prevalent in cultures other than your own
- Think about strategies to adapt to life in a foreign country and function autonomously

Cognitive skills

- Appreciate the role of culture in human communication
- Identify contexts in which it is important to possess intercultural communication skills
- Describe the way in which you have gained intercultural awareness during the course
- Demonstrate nuanced understanding of cultural products or practices

### Weekly time commitment for this course will be divided as follows (TOT: 7.6 hours/week)

1. 120 mins/week (60 mins x 2): synchronous class meetings via Zoom with Prof. Grazioli
2. 150 mins/week (75 mins x 2): homework, readings, assignments, preparation for class
3. 40 min/week: synchronous meeting with internship supervisor
4. 150 mins/week: completion of projects for internship

### IL CALCOLO DEL VOTO FINALE PER IL CORSO: (1 + 2 + 3 + 4 = 75% of the course / 5 = 25%)

1. Online classes: Attendance / Participation	20%	5. Internship	25%
2. Preparation for class: Homework	15%	6. Extra Credit: Participation in Italian Events + Write-up	+1% each
3. Intercultural Journal	15%		
4. Projects (5x5%)	25%		

### 1. ONLINE CLASSES: ATTENDANCE

*You are expected to attend all scheduled class sessions on time and be thoroughly prepared for class activities. Attendance will be taken into account when evaluating your participation and overall course performance. For this course, we will tolerate reasonable, but limited absences not to exceed more than one week's worth of classes (up to 2 class sessions) of accumulated absences due to personal reasons. No documentation is required for such absences. The consequence of missing class beyond an accumulated week's worth of class is a reduction of your final grade by one grade increment per absence. For example:*

- *Your final course grade will drop (e.g. A to A-) for missing 1 class session beyond a week's worth of class*
  - *Your final course grade will drop (e.g. A to B+) for missing 2 class sessions beyond a week's worth of class*
  - *Your final course grade will drop (e.g. A to B) for missing 3 class sessions beyond a week's worth of class*
- Absences due to sickness or medical emergencies may be excused separately only if documented. In any case, open communication with your instructors is key and will help complete the course successfully.*

**PARTICIPATION:**

Category	Excellent A	Good B+/B	Satisfactory C+	Needs Improvement C
<b>Contributions</b>	Routinely provides useful ideas when participating in class. A leader who contributes a lot of effort + makes class discussions better.	Usually provides useful ideas when participating in class discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in class discussion. A satisfactory student. Does what is required.	Rarely provides useful ideas during class discussion. May refuse to participate or is frequently not in class.
<b>Attitude &amp; Behavior</b>	Student is respectful to everyone, has a positive attitude, and does not criticize anyone else's ideas or work. Student contributes to creating a safe and comfortable class environment.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect. Is eager to participate.	Occasionally has a positive attitude about the task(s) and behaves respectfully. Sometimes this student does not seem eager to participate.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner. Rarely shows eagerness and proactiveness to participate.
<b>Quality of Work &amp; Focus</b>	This student is punctual to class, consistently stays focused, is self-directed and highly motivated. Provides work of the highest quality that reflects the student's best efforts.	Very rarely late, and is ready to work by the start of class. Provides quality work that reflects effort from the student.	Sometimes late to class, often must be reminded about what needs to get done. Provides work that meets requirements, but more time/effort could have been given.	Frequently late to class, has difficulty focusing on class work and procedures. Provides sloppy work that reflects very little effort or does not turn in any work.

**2. PREPARATION FOR CLASS (HOMEWORK):** this will include assignments generally given from one week to the next. They will be posted on the course site and/or communicated to the class via email.

**3. INTERCULTURAL JOURNAL:**

You will be required to keep an intercultural journal for the duration of the course. You will write a one-page journal (no less than 300 words) in Italian and submit it by the end of each week (on Sundays, by midnight). You will not submit a journal entry when a Project is due (see below). Therefore, in total you will write 9 journal entries throughout the semester (+ 5 Projects = 14 weeks). Upload your entries: [HERE](#).

Your journal entries should reflect a week in the course: readings you have done on your own, class discussions, meeting with internship supervisors, projects you have carried out for your internship. Your journal entries will not be a summary of what you have read, done, etc. but rather a general and comprehensive reflection about everything you have done in a week. Therefore, you should plan on writing your journal entries towards the end of each week, so that you can look back and consider all the components. The aim of this exercise is to:

- Critically analyze your reactions (thoughts, emotions etc.) to course topics and material
- Actively apply new concepts you have learned and acknowledge new ways of "looking at things"
- Provide you a space to examine and keep track of your personal growth during this course

These are some questions to guide your reflection (don't answer them, but use them as a starting point):

- How did you feel during the discussion? Why did you feel this way?
- Is there something you wanted to say in class that you didn't?
- Are there questions you wanted to ask?
- Do you agree or disagree with something that was said in class or that you read/saw/heard?
- Is there anything in particular that resonated with you and/or that you found interesting?
- Can you link/apply any of the theoretical concepts to your understanding of cultural dynamics?
- Can you bring your internship experience into the reflection process?
- Do you feel confused, anxious, worried when you meet your supervisor, or the opposite?
- Why do you think that happens?
- Are you aware of differences between you and your supervisor? If so, what are they?
- Would you define them as cultural ones?
- Etc.

#### 4. PROJECTS (5X5%):

These projects will be an extension of your intercultural journal entries: they will address specific topics/questions and will represent a conclusion to each section in the course. As such, they will be more focused, more articulate, more academic. You will pair up with another student (a different one for each project) and write an "article" to be "published" on the course bulletin ([NOTIZIARIO](#)). Specific info will be provided during the course. Please, upload your projects into the appropriate folder: [HERE](#).

#### 5. INTERNSHIPS:

See **Weekly time commitment #3** and **#4** above (p. 2). These will constitute the "out-of-class" component of the course covering about 25% of the whole course. During this time, you will collaborate/intern remotely with local organizations, small companies, etc. in Italy (see list on course site). You will maintain active communication with your internship supervisors, meet them weekly to debrief about work completed and plan for subsequent deadlines/projects.

#### 6. EXTRA CREDIT: PARTICIPATION IN ITALIAN EVENTS + WRITE-UP:

Given the specific way this course is designed through continuous and gradual reflection, there will be no make-up work at the end of the semester (simply because it would not make any sense). Instead, **you are encouraged to participate in the series of events organized by the Italian Department for the spring semester and submit a 300-word write-up** in Italian directly to me. Each write-up will give you +1% (max +3%). In your write-up you should try to apply the intercultural lenses used during our course. For a list of Italian events, see last page on this syllabus.

#### SUGGESTIONS AND RECOMMENDATIONS FOR A SUCCESSFUL SEMESTER ONLINE:

1. Plan ahead. Do not leave course homework and assignments for the last minute. Also, remember that group work is possible and highly recommended even in our online environment. If at all possible, you might be able to conduct group work on campus or elsewhere.
2. Remember that plagiarism or any kind of help are violations of the Honor Code. Your work must be entirely your own. You cannot receive help from your instructor or any other person (be that a real person or 'just' an online contact!). Use a dictionary, but do not use GOOGLE TRANSLATE.
3. Reach out to me if you are struggling or need help of any kind.

Calendario delle lezioni. INFO ON SPECIFIC WEEKLY ASSIGNMENTS: [HERE](#)

Sett. Data	Argomenti generali	Argomenti specifici	Compiti, consegne e scadenze
1 25 gen - 27 gen	Introduzione	Struttura e contenuto del corso / Requisiti / Componenti / Organizzazione delle lezioni /	Leggere attentamente il syllabus e il sito del corso
2 1 feb - 3 feb	FONDAMENTI E PROCESSI	Cultura e percezione / Credenze, valori e atteggiamenti collettivi / Modelli culturali	<a href="#">L'eccezionalismo americano</a> VIDEO: Cultura materiale, <a href="#">oggetti di design che hanno fatto l'Italia</a>
3 8 feb - 10 feb		Il modello dell'iceberg / Le dimensioni culturali di Hofstede / La <i>Values orientation theory</i> di Kluckhohn e Strodtbeck / La teoria delle culture ad alto e a basso contesto di Hall	Portate un <i>cultural artifact</i> in classe.
4 15 feb - 17 feb		Storia e memoria / <i>Politically Correctness</i> e <i>Cancel Culture</i> / Potere e privilegio  → <i>Primo incontro per il tirocinio</i>	Letture: <a href="#">How pasta sparked a debate on Italy's colonial past and cancel culture</a>  Consegnare Progetto #1 entro venerdì 19 febbraio
5 22 feb - 24 feb		Comunicazione non verbale / Prossemica / Cinesica / Percezione aptica / Paralingua	<a href="#">Cultural proxemics</a> <a href="#">I gesti degli italiani</a>
6 1 mar - 3 mar	LA DIMENSIONE DI SÉ	Lingua e cultura / Valori culturali nella lingua / Lingua e significato  <i>TALK: Conoscere l'italiano significa conoscere gli italiani?</i> Prof.ssa <a href="#">Claudia Borghetti</a> (UniBO)	<a href="#">#dilloinitaliano</a> <a href="#">Jumpa Lahiri "In altre parole"</a> <a href="#">Lingua italiana e inclusività</a>
7 8 mar - 10 mar		Identità culturale /Famiglia e amici / Scuola e istruzione / Religione	Letture: <a href="#">Igiaba Scego "Salsicce"</a>  Consegnare Progetto #2 entro venerdì 12 marzo
12-21 mar	SPRING VACATION		

8 22 mar - 24 mar	Workshop e presentazioni	Come scrivere un articolo. Mini-presentazioni sui tirocini.	Controllare le informazioni <a href="#">QUI</a>
9 29 mar - 31 mar	APPLICAZIONI: LE DIVERSITÀ	Le diversità – 1: Il concetto di diversità / La cittadinanza italiana / <i>Ius Soli</i> v. <i>Ius Sanguinis</i> / I flussi migratori in Italia e in Europa / Italiani senza cittadinanza	<a href="#">Da dove arrivano gli stranieri?</a> <a href="#">Italiani senza cittadinanza</a>
10 5 apr - 7 apr		Le diversità – 2: <i>Blackface</i> nella cultura italiana / Gli stereotipi e i pregiudizi (razza e genere).	Blackface a <a href="#">Tale e Quale Show</a> <a href="#">La critica del cantante Ghali</a> <a href="#">Una controcritica a Ghali</a>  <a href="#">Italiani e stereotipi della razza</a>
11 12 apr - 14 apr		Le diversità – 3: Concetto di razza nella cultura italiana / Le leggi razziali del 1939 / Come “tradurre” le altre culture (il doppiaggio in italiano)	<a href="#">La Tata: un'altra storia?</a> <a href="#">I Simpson: accenti e stereotipi</a>  Consegnare Progetto #3 entro venerdì 14 aprile
12 19 apr - 21 apr		CITTADINANZA GLOB/CALE *	<b>PARTECIPAZIONE E AZIONE:</b> dal globale al locale (e viceversa) / Giustizia e cambiamento sociale / <i>Community engagement</i> come approccio alla comunicazione interculturale
13 26 apr - 28 apr	<b>SVILUPPI SOSTENIBILI:</b> ecologia dei rapporti / (e)migrazioni / conflitti nord-sud / istruzione		Contro l'odio: <a href="#">Cibo.oooo</a> <a href="#">CO.N.T.R.O.</a> <a href="#">Words are stones</a>
14 3 mag - 5 mag	<b>EDUCA-AZIONE:</b> campagne di sensibilizzazione e come educare un popolo.  → <i>Ultimo incontro per il tirocinio</i>		<a href="#">Pubblicità progresso</a>  Consegnare Progetto #4 entro venerdì 5 maggio
12 mag	Consegnare Progetto #5 entro mercoledì 12 maggio		

\* Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global (p. 14, <https://unesdoc.unesco.org/ark:/48223/pf0000232993>)

Reading Period Days – November 8, 9, 12, 15, 16 / Final Exam Days – May 10, 11, 13, 14, 17, 18

## ACCOMMODATING STUDENTS WITH DISABILITIES

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to [www.dickinson.edu/ADS](http://www.dickinson.edu/ADS) or email [access@dickinson.edu](mailto:access@dickinson.edu).

If you've already been granted accommodations at Dickinson, please follow the guidance at [www.dickinson.edu/AccessPlan](http://www.dickinson.edu/AccessPlan) for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan.

## SCHEDULE OF ITALIAN EVENTS FOR THE SPRING SEMESTER

Area	Topic	Description	Date
Cinema	Cinema e fascismo	<b>Christian Uva, Professore Associato di Cinema e Media, Università di Roma 3.</b> La lecture esplora le narrative del fascismo nel cinema italiano, a partire dal genere peplum fino al cinema commerciale dei telefoni bianchi. Uva discuterà non solo il ruolo del cinema nella creazione del consenso e nel controllo delle masse durante il fascismo, ma anche gli aspetti estetici e semiotici dei film del periodo.	Feb 18, 2021, 3:00-4:15pm EST
Moda	Archivi di moda e Identità del Brand: il valore dell'"heritage" nelle compagnie italiana	<b>Claudia D'Angelo, PhD, Responsabile Archivio, Fashion Research Institute, Bologna.</b> L'incontro si focalizzerà sugli archivi della moda italiana e le loro specificità in relazione al mercato e alle più recenti strategie di <i>heritage</i> marketing, facendo anche riferimento all'archivio della Fondazione di cui è responsabile: <a href="https://www.fashionresearchitaly.org/en/foundation/">https://www.fashionresearchitaly.org/en/foundation/</a>	Feb 25, 2021, 12:00-1:00pm EST
Cinema e audiovisivo	Cortometraggi d'autore: la moda	<b>Screening</b> - Proiezione del cortometraggio d'autore realizzaton dal regista italiano designato dal MAE in collaborazione con ANICA sulla moda come eccellenza italiana.	TBA
Lavoro e carriera	Innovazione e Organizzazione nelle Arti: Musica e Lingua Italiana / "Innovation and Organization of the Arts: Music and	<b>Ilana Rainero-de Haan, Music Planning Manager at San Francisco Opera.</b> Possibili percorsi di studio e lavoro: musica e italiano tra Stati Uniti e Italia. Dall'università americana con un doppio "major" (laurea) in italiano e musica e un'esperienza di studio a all'estero, al Master in Innovazione e	Mar 3, 2021, 4:30-5:30pm EST

	Italian Language"	Organizzazione della Cultura delle Arti (Università di Bologna), agli sbocchi lavorativi in USA. Rainero-de Hann presenterà come caso di studio la propria esperienza personale di studio e lavoro alla San Francisco Opera. Amministratrice con solide basi manageriali, Ilana interagisce efficacemente con la dimensione artistico-culturale del teatro d'opera di San Francisco grazie alla sua esperienza in Italia e alla conoscenza della lingua.	
Impresa corporate e azienda familiare	Le imprese a gestione familiare: un'eccellenza italiana?	<b>Clive Woollard, MBA.Docente, International Studies Institute, Firenze.</b> Le imprese a gestione familiare offrono maggiori opportunità di assunzioni, maggiore innovazione, maggiore redditività delle aziende corporate. Tuttavia, le nostre leggi favoriscono quest'ultime, le nostre business schools insegnano strategie aziendali orientate verso il modello corporate e la percezione generale è che le aziende familiari siano di solito gestite in modo tradizionale e poco efficace. Questo incontro tratterà delle differenze principali fra corporations e aziende familiari, si focalizzerà sui casi italiani e presenterà il quadro generale delle aziende familiari nell'era post-coronavirus.	Mar 25, 2021, 12:00-1:15pm EST
Traduzione	What is Translation? Theory, Practice, Value	<b>Lawrence Venuti, translation theorist, translator from Italian, French, and Catalan, Temple University.</b> Event organized by the Clarke Forum.	Mar 23, 2021, 7:00pm EST
Storia e Politica	History and Politics	<b>Ruth Ben-Ghiat, Professor of Italian History at NYU.</b> Specializes in Fascism and authoritarianism. Her talk will focus on <i>Strongmen</i> , the topic of her last book. She will discuss Fascism vis-à-vis contemporary authoritarianism.	Mar 29, 2021 7:00pm EST