ITAL 295
VIEWING ITALY IN 20/20

Professor: Lisa Dolasinski
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Class Time: MWF 2:00–2:52pm
Classroom: COLE 023
Office Hours: MW 12:00–1:00pm & by appointment

Course Description

What does it mean to be Italian in 2020? How do young adults, the aging, members of the LGBTQ community, migrants, and second-generation Italians negotiate and construct their identities in Italy today? More specifically, what are the personal histories of these individuals and groups in a nation where ideologies of an imagined homogeneity persist, yet day-to-day, lived experiences shore up visions of a "modern," multifaceted Italy?

Building on these questions, this course will examine the increasing presence, participation, and visibility of traditionally marginalized persons in Italy. Following a historical introduction that gives context to the Unification and subsequent nation-building projects in Italy, ITAL 295 draws on an archive of interdisciplinary texts of multiple mediums (visual, auditory, etc.) to illustrate conventions, trends, and exceptions of be(com)ing Italian in 2020.

Method of Instruction and Study

"Viewing Italy in 20/20" is a discussion-based seminar divided into three main parts: 1) Queer Identities and Communities, 2) Aging and Youth Identities, and 3) Migrants and Second-generation Italians. You will sharpen critical thinking skills and develop and deeper understanding of contemporary Italy through preparation and active participation in a variety of unconventional assignments and differentiated assessments (e.g. blog entries, case studies, interviews, an unessay (midterm), and a creative project (final). The language of instruction is English. However, students proficient in Italian are strongly encouraged to submit writing assignments in Italian (especially blog entries). There will be no penalties for grammatical errors!

***You are required to attend a mandatory class trip on the afternoon/evening of Wednesday, 4 March. It is also very likely that our class will attend a film screening at Campus Theatre as part of the BU Film Series. This would occur on a Tuesday evening during the final third of the course.

Online Platforms

1) Course website: https://ldolasinski.wixsite.com/website

2) Class Blog: https://viewingitalyin2020.home.blog/

3) Moodle: moodle.bucknell.edu (for films)

Course Goals and Learning Outcomes

Italian Studies Program Learning Outcomes (LO)

1. show level-appropriate *cultural* competency in Italian civilization, and perform accurate research in Italian literature and culture; (1, 3, 8)
2. use concepts and tools of inquiry to compare Italian language, social experiences, and cultural products with those of their own culture; (1, 3)
3. relate their knowledge of another discipline to the course of their Italian Studies Major, fostering a connection between areas of study; (2)
4. use their linguistic and cultural knowledge of Italy within and beyond the classroom setting, enabling an engagement in professional and *communal* life. (5, 9)

This course meets the following College Core Curriculum (CCC) Learning Outcomes:

1. ARHC: Arts and Humanities
2. GBCC: Global Connections

This course meets the following IDEA form objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Gaining a broader understanding and appreciation of intellectual / cultural activity (music, science, literature, etc.)
4. Developing skill in expressing myself orally or in writing

Attendance

Attendance: Regular attendance is mandatory. In order to succeed in this course, you must make it your priority to come to every class session. If your absence is unavoidable, please let me know. I will take into account an excessive number of absences in calculating your grade. You are allowed a maximum of **three** absences during the semester. More than three absences are considered excessive and each additional absence will reduce your participation grade by one letter grade. **After more than 8 absences, your final grade for this course will be an F.** If you are absent, it is your responsibility to find out the assignment and be prepared for class. You are also expected to come to class on time. **Repeated tardiness will be counted toward an absence (3 late arrivals= 1 absence)**

Please note: excused absences require a written note from Dean's Office. Presenting to the Student Health Services alone does not guarantee an excuse from class or from an exam. If the doctor at Student Health Services determines that you need to be out of class for two days or more, s/he will notify the Dean's Office. If you are on an athletic team, please show me in writing the classes you will have to miss for athletic events.

Participation

Your class participation will be evaluated throughout the semester based on your punctuality, preparedness, and enthusiasm for the course material; put otherwise, your physical *and* intellectual presence in the classroom. Please come to class regularly and on time and show me that you are prepared and eager to ask questions and participate in class discussion.

Laptops and texting: While you are in class, you must be 100% committed to learning Italian. The use of laptops and phones is not allowed in this class. **Please do not even think about texting in class.** It is extremely distracting to you and everyone else, not to mention disrespectful to your peers and to your professor. If you decide to use a texting device during class, you will lose 10% of your participation grade each time the professor sees you using it.

Leaving the classroom when class is in session: You are expected to stay in the classroom when the class is in session. You are allowed to leave the classroom only in emergencies. Leaving the classroom is disruptive to the learning environment. Please use the bathroom **before** coming to class. Leaving the classroom without such reason will affect your participation grade.

Participation grades are based on the following scale: Your participation grade, while dependent on attendance, can only be excellent if you fulfill these requirements.

A   *The student arrives on time, has done her/his homework, participates actively, and takes initiative. S/he works well with the other students in pair and group work and engages in critical thinking by asking pertinent and challenging questions.*

B   *The student arrives on time and has done her/his homework. S/he is present, takes notes, and seems engaged, but lacks initiative (speaking only when called upon).*

C   *The student arrives more or less on time but appears reluctant to be there. S/he may or may not have done her/his homework ... difficult to tell because s/he barely participates.*

D   *The student arrives late without an explanation and is barely present in the class. S/he has forgotten his/her text, notebook, etc. S/he shows little interest for what is happening in class, considers group work "recess," engages in small talk with her/his neighbor, and otherwise behaves in a way that is counterproductive to the learning environment of the classroom.*

F   *The student demonstrates a consistently negative or condescending attitude toward course material, is disruptive during group work and uncooperative with the professor.*

Assignments

I) Homework:
Daily homework assignments will be posted on the <u>course website</u>, <u>announced in class</u>, and communicated <u>via email</u>. Among other assignments, these include course readings/films, discussion questions, preparation for in-class workshop, preparation for interviews, and preparation for case studies. <u>To ensure continued preparation, homework assignments will be randomly collected throughout the semester</u>.

II) Blogs:
You will post <u>10 entries of 200-250 words</u> to the class blog (<u>https://viewingitalyin2020.home.blog/</u>). This assignment will require your careful engagement with, and reflection on, course content (readings, films, interviews, discussions, etc.). You are also strongly encouraged to comment on/respond to your classmates' entries. Blog entries will be graded on a check + (A), check (B), check- (C) scale.

Due dates for each blog entry are listed on the detailed calendar of the course website. Prompts for each post can be found on the class blog. You can <u>opt out of 1 blog entry</u> without penalty. You are required to notify the professor (via email) that you will not be completing a specific blog entry at least twenty-four hours in advance.

III) Case Study:
Working with a partner, you will <u>teach a class session</u> on a specific case study (options posted on course website). In addition to profiling a person, organization, or association, case studies are intended to further develop course content. The professor will model an example of a case study on <u>Monday, 27 January</u>.

You are required to <u>meet with the professor at least one-week</u> before your case study so that you can review your <u>lesson plan</u> and the <u>HW</u> you plan to assign to your peers. A grading rubric for this assignment can be found on the course website.

IV) Reaction Paper:
You will submit a one-page reaction page following the lecture at Dickinson College. The prompt for this assignment, as well as the instructions for submission, can be found on the course website (detailed calendar).

V) Unessay (Midterm):
In place of a traditional essay or exam, students will submit an unessay for the course midterm. Regarding form, the unessay project is very flexible, and it strives to highlight the interests and skills of each student. Unessays include (but are not limited to) art, music, creative writing, physical models, BuzzFeed lists/quizzes, video game design, graphic novels, documentaries, marketing campaigns, script writing, filmmaking, a Tumblr page, or any other creative way to demonstrate the student's research and understanding of course content.

While the unessay project promotes creativity, this assignment has a few <u>requirements</u>:
1) Submission of a 200-250 word proposal that describes your unessay project (Friday, 28 February)
2) Submission and presentation of unessay project (Monday, 16 March)
3) Submission of a bibliography of at least 5 sources consulted while creating the unessay (at least 3 of these sources must be outside sources) (Monday, 16 March)
4) Submission of a 350-500 word response paper that describes how your unessay project responds to, and engages with, the prompt (Monday, 16 March)

The <u>unessay prompt and grading rubric are available on the</u> <u>course website</u>. Late submission of any portion of this assignment will result in a <u>10% deduction per day</u> (for each late submission). Students can earn 1 bonus point by submitting (via email or a #tweet- @dolasinski_lisa) a photo of them sharing their unessay with a friend, partner, or family member.

VI) Creative Project (Final):
In place of a traditional essay or final exam, students will submit and present a creative project that synthesizes and builds on course content. Creative projects <u>require research and deep reflection</u>. They must focus on a person, organization, association, etc. not studied in class, while also placing this topic in dialogue with themes addressed throughout the semester (nation building, belonging, queer identities and communities, aging/youth identities, migrants, second-generation Italians).

Requirements
1) Submission of a 200-250 word proposal that describes your creative project (Monday, 23 March)
2) Submission of progress reports (see detailed calendar on course website)
3) Submission of an annotated bibliography with at least 7 sources (Friday, 17 April)
4) In-class presentation of creative project (20, 22, 24 April)
5) Submission of a 1-page reaction paper (Monday, 27 April)

The <u>Creative Project prompt, grading rubric, and reaction paper are available on the</u> <u>course website</u>. Late submission of any portion of this assignment will result in a <u>10% deduction per day</u> (for each late submission).

Creative Projects include (but are not limited to):

    25-Minute Podcast
- must submit notes/script
- must include at least three related topics to explore in future podcasts
- check out these resources: https://dps.bucknell.edu/audio-booth/; https://www.youtube.com/watch?v=aup6AOsIg-Q; https://www.youtube.com/watch?v=gZs1uY1d19Q

    Wikipedia Page Revision
- must provide evidence that all sources and information on the current page were checked for validity (edited if necessary)
- must add at least 1500 words of new content with footnotes to bibliography
- check out these resources: https://www.youtube.com/watch?v=C7yXx3YbcNI; https://www.youtube.com/watch?v=T_k_VbCDm2Y

    Zine (a self-published mini magazine)
- must include visuals and text
- must include at least 24 pages/panels
- check out these resources: https://www.youtube.com/watch?v=9INUang4oMA; https://vimeo.com/18312616

    Pop-Up (Music) Video Project (based on the VH1 television show)
- analysis of a (music) video not viewed in class with at least 20 annotated "pop-up" bubbles
- requires knowledge of EDIUS 6 software
- check out these resources: https://en.wikipedia.org/wiki/Pop-Up_Video; https://www.youtube.com/watch?v=Fd29HRvOu_Q; https://www.youtube.com/watch?v=n6nv9rxAs84

    Social Media Case Study
- analysis of a recurring theme/issue/debate featured on the social media sites of a particular person, organization, association
- requires submission of audiovisual media analyzed (Tumblr, PowerPoint, Prezi, flipbook, website)

Grading Breakdown

Participation	10%
Homework	
▪ readings/films & questions, prep for case studies, interview prep	20%
Blogs (x10)	15%
Case Study (in pairs)	
▪ lesson plan, class HW assignment, & meeting with prof. required	10%
Unessay (Midterm)	
▪ proposal, project, prompt response	15%
Reaction Paper (Dickinson Visit)	5%
Creative Project (Final)	
▪ proposal, progress reports, annotated bibliography, presentation, & reaction paper	25%

Grading Scale:

A: 93-100	B: 83-85	C: 73-75	D: 63-65
A-: 89-92	B-: 79-82	C-: 69-72	D-: 62
B+: 86-88	C+: 76-78	D+: 66-68	F: < 61

Grading System: The performance of a student in each course is evaluated on the grade report by the use of the following symbols:

A: Superior achievement
B: High pass
C: Pass
D: Low Pass
F: Failing work

Other Policies

Bucknell University Honor Code*:* As a student and citizen of the Bucknell University community:
1. I will not lie, cheat, or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Bucknell University expectations for academic engagement: Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

Special Accommodations: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at hf007@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building so that such accommodations may be arranged.

Course Schedule

The following course schedule is intended to give you a general idea of the material to be covered and to announce the due dates of <u>major assignments</u>. You are responsible for checking the <u>detailed calendar</u> on our course website for day-to-day homework assignments and updates. Moreover, <u>since modifications are inevitable, the announcements made in class take precedence over this outline</u>.

INTRODUCTION TO THE COURSE: NATIONAL BELONGING IN/AND ITALY		
Monday	**Wednesday**	**Friday**
13 January Course overview HW: "Imagined Communities," Discussion Questions & Choose Case Study	**15 January** "Imagined Communities" Sign up for Case Studies HW: Introduction and Conclusion, *A Political History of National Citizenship and identity in Italy, 1861-1950* & Discussion Questions	**17 January** Italian Citizenship HW: "Whose Imagined Community?," Discussion Questions & Blog 1

20 January	22 January	24 January
No class in observance of Martin Luther King Day	"Whose Imagined Community?" HW: Blog 2	The Constitution of the Italian Republic HW: Prepare for Case Study 1

PART I: QUEER IDENTITIES & COMMUNITIES

27 January	29 January	31 January
Case Study 1: World Congress of Families XIII HW: NPR Podcast on LGTBQ+ Rights in Italy, Tia Taylor YouTube Channel on LGBTQ+ Italy & Discussion Questions	LGBTQ+ Identifies & Rights in Italy HW: View *Io e lei* (Maria Sole Tognazzi, 2015) on Moodle & Discussion Questions on course website	*Io e lei* (Maria Sole Tognazzi, 2015) HW: Blog 3 & Prepare for Case Study 2
3 February	5 February	7 February
Case Study 2: Francesca Pardi HW: View *Call Me by Your Name* (Luca Guadagnino, 2017) on Moodle & Discussion Questions on course website	*Call Me by Your Name* (Luca Guadagnino, 2017) Overview- Creative Project (Final) HW: Prepare for Case Study 3	Case Study 3: Tiziano Ferro HW: Prepare for in-class workshop
10 February	12 February	14 February
In-class workshop HW: Prepare for Case Study 4	Case Study 4: Porpora Marcasciano HW: "(Trans)gender Citizenship in Italy: A Contradiction in Terms? From the Parliamentary Debate About Law 164/1982 to the Present" & Prepare for Interview 1	Interview 1 HW: "Aging in Italy: The Need for New Welfare Strategies in an Old Country," Discussion Questions & Blog 4

PART II: AGING & YOUTH IDENTITIES

17 February	19 February	21 February
Aging in Italy Overview- Unessay (Midterm) HW: View *Pranzo di ferragosto* (Gianni Di Gregorio, 2010) on Moodle & Discussion Questions on course website	*Pranzo di ferragosto* (Gianni Di Gregorio, 2010) HW: "Solutions for an Aging Population" & Discussion Questions	Solutions for an Aging Population HW: Prepare for Case Study 5 & Blog 5

24 February	26 February	28 February
Case Study 5: Meglio Milano HW: Prepare for Library Visit	Library Visit for Creative Project (Final) HW: Youth Culture, NPR Podcast: "Italy's 'Cultural Allowance' for Teens Aims To Educate, Counter Extremism," Discussion Questions & Complete Proposal- Unessay	Youth Culture Due: Proposal- Unessay (Midterm) HW: Blog 6 & Prepare for Case Study 6
2 March	**4 March**	**6 March**
Case Study 6: The Boys of the Rione Sanità HW: Andrea Segre- TBD	Andrea Segre- TBD <mark>Mandatory Class Trip to Dickinson College (4:30 pm departure)</mark>	**No Class** HW: Reaction Paper (see prompt on course website- detailed calendar) Unessay (Midterm)
9 March	**11 March**	**13 March**
Spring recess	Spring recess	Spring recess
16 March	**18 March**	**20 March**
Review Day 1 Unessay Presentations	Review Day 2 Unessay Presentations HW: Reading & Videos on "Brain Drain," Discussion Questions & Prepare for Interview 2	Interview 2 (Jasmin, Luca, & Cecilia) HW: Prepare for in-class workshop (Creative Project), Complete Proposal (Creative Project) & Blog 7
23 March	**25 March**	**27 March**
Due: Proposal- Creative Project (Final) In-class workshop (Creative Project) HW: Prepare for Case Study 7	Case Study 7: Anti-Salvini "Sardines" HW: "Italy's 'Second Generations': The Sons and Daughters of Migrants," NPR Podcast: Migrants and Italy & Discussion Questions	Italy's 'Second Generations' HW: "Interview with Andrea Segre," View *Come un uomo sulla terra* (Andrea Segre and Dagmawi Yimer, 20008) on Moodle, "Immigrant Children in Italy Demand Birthright Citizenship," & Discussion Questions

PART III: MIGRANTS & SECOND-GENERATION ITALIANS

30 March	1 April	3 April
Andrea Segre & Come un uomo sulla terra (Andrea Segre and Dagmawi Yimer, 2008) HW: Prepare for Case Study 8	Case Study 8: Igiaba Scego HW: Prepare for Interview 3	Interview 3 HW: Prepare for Case Study 9 & Blog 8

6 April	8 April	10 April
Case Study 9: Kossi Amekowoyoa Komla-Ebri HW: Riace, "Can Culture, Not Blood, Make You Italian?" & Discussion Questions	Riace HW: Prepare for Case Study 10	Case Study 10: Tor Pignattara (La Sultana) HW: Film-TBD & Discussion Questions
13 April Film-TBD HW: Prepare for Case Study 11	**15 April** Case Study 11: Ghali HW: Blog 9 & Complete Creative Project (Final)	**17 April** TBD Due: Creative Projects (Final)

COURSE CONCLUSIONS: VIEWING ITALY IN 20/20		
20 April Presentations- Creative Projects	**22 April** Presentations- Creative Projects	**24 April** Presentations- Creative Projects HW: Blog 10 & Reflection Paper on Creative Projects
27 April Course Conclusions Due: Reflection Paper on Creative Projects		