Understanding Modern Italy: An Anthropology of Contemporary Italian Society

CAPA FLORENCE PROGRAM

SUMMER 2014

Instructor name: Dr. Adriano Boncompagni
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Tutor Background: Ph.D. in Human Geography
Class dates and times: See weekly schedule at pag. 7
Classroom location: Classroom TBA
Office Hours: By Appointment

Course Description
This course presents a survey of contemporary Italy from an anthropological perspective, which is to say with a systematic and informed focus on the role of culture in contemporary Italian society. The course examines the operation of universal cultural features as identity, social and political organization and food culture in contemporary Italy, as well as considering local issues of immigration and internal migration, and Italian and Florentine “cultural heritage.” The course requires an engagement with Florentine society, which provides an opportunity to recognize and apply anthropological concepts in a practical fashion outside of the classroom. Although this course will be conducted principally in English for reasons of comprehension, the instructor will incorporate Italian and Italian cultural resources as much as possible in order to give students maximum exposure to the Italian language.

Course Aims/Objectives
By the end of the course, students will have a grasp of the key concepts of cultural anthropology. They will be able to recognize and describe the local, individual, and particular expressions of large scale structures, practices, and trends, especially in the Italian context. By developing the ability to think critically about cultural and social situations, students will be better equipped to handle intercultural encounters both in Italy and in general.

Requirements and Prerequisites
100 or 200 level course in Anthropology, Sociology, Psychology, Cultural Geography, Cultural Studies, or consent of instructor.

Learning outcomes
At the end of the course students should be able to: identify, define, and analyze cultural aspects of Italy; locate and critically evaluate information from both scholarly literature and field observation; move in Italian society with a greater degree of intercultural competence; understand diverse cultures within Italy and across societies; communicate what they have learned effectively; and apply what they have learned towards improving the quality of their world citizenship.
Developmental Outcomes
Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, appreciation of differences.

Class methodology
This course is based on lectures, field walks (indicated as ‘WALK-and-WORK’ classes in the course schedule) and assigned readings. Information supplemental to the readings will be provided in a lecture format. We will engage in observation fieldwork in the city of Florence both during and outside of class hours. We will take maximum advantage of our position to both apply and critically evaluate the course material by testing it against our own experiences and observations in Italy.

Fieldtrips and expenses:
N/A.

MyEducation

MyEducation in general. While attending a CAPA Global Cities Program you shape your term abroad to your own distinct tastes and interests. This individualized system of learning is embedded in what we call MyEducation. In order to help you get the most out of your time abroad, each CAPA location publishes a calendar with recommended activities and events that enhance classroom studies. These are organized according to themes which help you explore and analyze your environment according to your interests and academic priorities. These themes structure experience, pathways and “maps” through the global cities in which we are located. Themes might include “Community and People”, “Government and Politics”, “Landscape and Time”, “Diversity and Identity”, and “Arts and Culture”.

Our intention is to empower you to make connections between formal classroom study and informal learning outside of the classroom. The thematic organization of events is crucial: it creates structure and meaning around the activities, and permits interaction and integration between the academic program and experiential opportunities. It gives you a means of focusing on your areas of interest and concerns in an urban environment where there may otherwise be an overwhelming number of possible activities. In this manner, you take personal responsibility for what you want to learn. You are given the power of choice to structure your own experience, and personal freedom to choose what you want to learn.

The selection of activities within each theme also addresses the fact that different students react better to different learning styles. MyEducation, therefore, includes group and individual activities, formal lectures and informal visits, events that are specific to a time and place, and those that you may participate in at any time during your studies. To ensure that you have a chance to get the most benefit out of your study abroad experience, events within the calendar are free or at a very low cost.

The objectives are:

❖ To help you to build intentionally defined pathways through which you may explore your urban environment;
❖ To enable you identify activities and events that are relevant to your studies and personal interests;
❖ To offer you a choice of activities that are valuable and affordable;
❖ To help you make specific connections between classroom theory, and the world outside of the classroom.

The capacity to make those connections is key to ensuring that you make the most of the learning opportunities available during your study abroad experience.

MyEducation and your classes. Through its MyEducation signature feature, CAPA offers you the unique opportunity to learn about the city through direct, guided experience. Participation in as many MyEducation activities as you can will provide you with the opportunity to actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will represent an invaluable source for the essays/papers/projects you will be required to write for your courses.

Integration of MyEducation activities/events in your class’s syllabi. In order to fully integrate this cultural exploration approach to the Global City into the formal component of your academic instruction, you are requested to report in a written fashion on at least one MyEducation activity for each class you will take. CAPA’s general objectives for this co-curricular requirement are to have students develop their ability to engage in their surroundings critically and analytically, and to improve their ability to apply experiences outside of the classroom to the lessons learned within the classroom. Attendance with a follow-up summary report on one MyEducation activity will be considered part of the class participation (5% of the final overall course grade). If there is a class conflict with one of these activities you
would like to attend, please inform your professor at least one week in advance to discuss participation in an alternative activity from the MyEducation calendar of events. Should the MyEducation activity/event you would like to participate in conflict with your class timetable, please contact the Director of Academic Programs to be formally excused from part of your class or its entirety to attend the MyEducation activity/event.

**Course-related and co-curricular MyEducation activities/events.** In each syllabus of the CAPA courses you take, you will find a suggested list of MyEducation activities and events chosen by your faculty according to the academic relevancy and consistency to the subject taught. Those presented as course-related are directly linked to the class, to the extent that they may become crucial for projects/papers/essays you will have to submit for the course they are related to. Those called co-curricular, on the other hand, represent a general cultural enrichment that will certainly be a meaningful tool to help you discover some aspects of the Global City, but that will not provide you with specific information and experiences relatable to the course in whose syllabus you will find them listed.

**Course-related MyEducation activities/events.** You should participate in as many as possible of the course-related MyEducation activities. In each of the courses you will be taking at CAPA, faculty will provide you with a list of MyEducation activities considered particularly relevant to the module taught. Students have to submit one MyEducation Report for each of the courses taken at CAPA. These written reflections will be considered as assessed pieces of work to which each faculty will award a fixed percentage of the final overall grade.

**Reflecting on MyEducation activities/events.** Of all the course-related and co-curricular MyEducation activities and events listed in each of the syllabi of the courses you are taking, you have to focus on a course-related activity/event, although you are free to choose the activity you like the most or you have been impressed with the most in term of cultural engagement with the local reality of the Global City and of educational tool to explore specific aspects of it.

For your MyEducation Reports you can choose out of the following different ways of written reflections:

- **Short essay:**
  - in English (maximum 1000 words) for the contextual courses
  - in Italian for the Advanced Level language classes students (this will become one of the compositions required)
  - for Internship Track students taking the internship in the local language of the Global City

- **Report** in English
  - **Interview** in English with the participants or organisers of the event (the interview may not have actually taken place, but should be based on actual conversations)

- **Fiction:** a short story related to the event.
  - For the Creative Writing classes students should make arrangements with faculty to be allowed to write either prose or poetry
  - For the Literature classes a short story would be the best way to report

- **Video shooting** only for Cinema and Theatre classes

- **Film/Play Review** (if the event was a film or a theatre play)

- **Drawing/Painting/Sketch/Small Sculpture** (only for Fine Arts courses)

- **Short account/report** in the language classes (only for levels from absolute beginners to post intermediate)

- **Mini photo reportage** with comments in English to pictures related to the event

- **Journal entry** only for specific courses requiring these kinds of coursework

Further forms of written reflections on the MyEducation activities and events should be proposed and discussed with me and eventually approved by the Director of Academic Affairs.

**Submission of the MyEducation Reports.** Your MyEducation Report must be submitted by Thursday 19th June the latest. In order to meet the deadline, you should first email your faculty an electronic copy of your MyEducation Reports by the due date, and then hand in a printed version of it, so that faculty will be able to assess and grade it.

**Grading and assessment of the MyEducation Reports.** In order to pedagogically integrate MyEducation events and activities in the curriculum, in each of the courses offered at CAPA world centers there should be tangible traces of how students reflected on the activities they participated in showing the existence of productive relations between the contents of the formal learning (teaching in class) and informal cultural enrichment (MyEducation events). These traces are the MyEducation Reports for which each faculty will award students a percentage of the final overall grade. In this course your MyEducation Report will count for a 5% of the final overall grade.

**Duplicate submission of the MyEducation Reports.** Note that you can “re-use” twice the same MyEducation event you took part in (one you found particularly enriching or amusing and intellectually rewarding) to write your MyEducation Report on provided that you will choose a different way to reflect on the same MyEducation event. As an example, if you choose to write about a cinema night at the Film Festival Giovane at Palazzo Giovane for two different courses,
you are not entitled to submit the same kind of paper written and you have to produce a different one. Therefore, if for this course you will be submitting a film review about one of the movies screened at the Film Festival Giovane, for the Understanding Modern Italy course you will not be entitled to submit the same film review, but you will have to report about the film contents by writing, for example, a short essay or a journal entry. Students attempting to submit the same MyEducation Report to two different courses without changing the way of writing chosen will be not be given the 5% awarded for the MyEducation Reports.

**Attendance, Participation & Student Responsibilities**

Please note that the regulations below are very strict for a specific reason, namely to respond to the expectations of your own colleges and universities. Therefore, please observe these rules; they are not complicated and simply require your attention to detail.

**Attendance.** CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade. Grade reduction is incremental and can lead to course failure. Excessive absenteeism (2 classes in the contextual courses and 3 classes in those of the Italian Language) and/or excessive lateness will put the student on academic probation with a written warning. If a student misses more than 3 classes in the contextual courses and 5 classes in those of the Italian Language without producing a medical evidence to be excused, she/he will be automatically given a F as final overall grade of the course.

**Missing classes for medical reasons.** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting at the following e-mail: greverdito@capa.org. Note that calling the CAPA Center (Tel. 055-2466439) is accepted only if you do not temporarily have access to internet. An e-mail is still required as quickly as you can get access to internet again. You will need to provide evidence of the reason for your absence. If you miss any meetings without an excused absence by e-mail, your final grade will be dropped accordingly. And when you must miss a class or field trip, you are responsible to talk to your instructor and make up any missed assignments.

**Class Participation.** Participation is a vital part of your grade: students are expected to participate orally in seminars, and in online forums and discussions in a critical and evaluative manner; to approach professor and fellow students with respect and tolerance; and to actively engage in debate, while avoiding derogatory or inflammatory comments on the cultures or attitudes of others in the class.

**Academic Integrity.** The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behaviour. This means that you, the student, must attend all classes and never be late (unless with a valid reason). You must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, ie reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Director of Academic Affairs (DAA). Certain behaviours disrupt class, such as a student arriving late, texting on your smartphone or mobile phone (see below), a mobile phone ringing, a student leaving in the middle of class. Lecturers have the authority to decide policies for their classroom regarding these and similar behaviours that may disrupt the learning environment. All members of the class are expected to respect the learning environment and the lecturer's efforts to maintain it.

**Use of electronic equipment in class.** All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the professor or you have been instructed to do so. If for any reason a student is obliged to work with electronic equipment, then permission must be obtained from CAPA's Director of Academic Affairs at the beginning of Term.

**Use of mobile phones & smartphones in class.** The use of mobile phones and smartphones in class for texting and chatting, or for whatever other reason, is strictly forbidden. If you need to make an emergency telephone call that cannot be postponed until the break, ask faculty to leave the class and do it outside the classroom. Students who continue to text and/or chat even after having been asked once by faculty to stop, will be requested to leave the classroom and will be considered absent for that class. If a student is asked to leave class on a second occasion, in addition to being marked absent a second time the student will also forfeit all class participation marks and a formal incident report will be logged against their CAPA student record. These incidents may also be reported to the student’s home institution. NOTE: These penalties will also apply to the unauthorised use of laptop computers and tablets in class (unless required by the kind of class or if previously arranged with relevant faculty).

**Plagiarism and cheating.** Plagiarism and cheating will be dealt with very seriously, and will be referred to the Chief Academic Officer. Any work submitted by a student in this course for academic credit must be the student’s own original work. If you present, as your own ideas, any material copied or extensively drawn from the work of others, then you are plagiarizing — unless you give full citations for your sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an "F" (Fail) grade for that particular assignment. Of course, you may make full use of ideas, arguments and information obtained from books, journals, websites, etc. but you must make clear in a
footnote whose work you are drawing from. This includes cases of "paraphrasing" where the idea or the thought of another writer is "borrowed". (Please note that a citation for paraphrasing is academically acceptable. It could say, for example: "This idea is borrowed from: Author's name, Title, Publisher/Website, (date you accessed the website), year of publication, page number."). In addition, copying our own assignment entirely or partially to submit to a second or third professor in another class is considered cheating by duplication. This is unacceptable. The same is when you copy your own work, that was written for another assignment or in another context (news-journal, website, blog, etc.), without citation. This is akin to plagiarism. While this does not implicate the writing of others as you are copying your own work, it is misrepresentation in academic terms because the work handed in to the instructor in this class was not originally written for this specific class, but for another publication or platform. Students risk receiving an "F" (Fail) grade for all the assignments done in classes for which they have duplicated their own work. An exception can be given if the student has obtained the professor's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work. In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Chief Academic Officer, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism. You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources can be found at the following URLs:
- [http://library.acadiau.ca/tutorials/plagiarism/](http://library.acadiau.ca/tutorials/plagiarism/)
- [http://www.plagiarism.org/learning_center/citation.html](http://www.plagiarism.org/learning_center/citation.html) ⇒ if you scroll down, you’ll find links to all major styles and formats for citing and referencing.

Ask your faculty to tell you which citation format to use (the most common are APA, MLA and Chicago) to cite and write a bibliography. The most important thing is to use one citation and referencing format consistently and accurately throughout your paper.

Use of electronic Translators. In the Italian Language courses students are NOT allowed to use electronic translators for writing texts in Italian: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission. Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations. During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

Assessment/Grading Policy

<table>
<thead>
<tr>
<th>Descriptor / Poor</th>
<th>Alpha</th>
<th>UK</th>
<th>US</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>75+</td>
<td>95+</td>
<td>4.0</td>
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<tr>
<td></td>
<td>A-</td>
<td>70-74</td>
<td>90-94</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>66-69</td>
<td>86-89</td>
<td>3.3</td>
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<tr>
<td></td>
<td>B</td>
<td>63-65</td>
<td>83-85</td>
<td>3.0</td>
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<td></td>
<td>B-</td>
<td>60-62</td>
<td>80-82</td>
<td>2.7</td>
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<tr>
<td>Average</td>
<td>C+</td>
<td>56-59</td>
<td>76-79</td>
<td>2.3</td>
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<td></td>
<td>C</td>
<td>53-55</td>
<td>73-75</td>
<td>2.0</td>
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<tr>
<td>Below Average</td>
<td>C-</td>
<td>50-52</td>
<td>70-72</td>
<td>1.7</td>
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<td></td>
<td>D+</td>
<td>46-49</td>
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<td>1.3</td>
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<td></td>
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<td>40-45</td>
<td>60-65</td>
<td>0.7</td>
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<tr>
<td>Fail</td>
<td>F</td>
<td>&lt;40</td>
<td>&lt;60</td>
<td>0</td>
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</tbody>
</table>

20% Essay: Expectations and Encounters (due Thursday May 29th)
30% Mid-Term Exam (held Wednesday June 11th)
5% My Education Report (due Thursday June 19th)
30% Final Exam (held Thursday June 26th)
15% Class Participation

Assignment

Understanding Modern Italy – Boncompagni - Summer 2014
Submission Policy for Assignment
Assignments are accepted in either hard or electronic copy. Hard copies are to be submitted at the start of the class period in which they are due. Electronic copies must be received as word document attachments to adrianobonc@yahoo.com by the start of the class period in which they are due.

Assignment: Encounters and Expectations
What were your expectations of Italian culture before you arrived here? Are those expectations being met? How has this reading and our discussions of it affected your perspective on Florence and Italy? Answer these questions with a thoughtful and well-composed essay of 3 to 5 pages (typed, double spaced, 12pt font) that makes reference to your experiences as well as readings and class discussions. Due in or by the start of class on Thursday 29 May.

Textbook
A course reader has been created for this course. It can be downloaded (in each single reading) in PDF format for free through Google Docs. More info (login ID and password) during the first class.

The following required readings are in the reader:

- Hofmann, Paul, Pasta, Pizza, and Espresso (chapter).
- Annunziato, Sarah The Amanda Knox case: the representation of Italy in American Media Coverage (article).
- Barigazzi, Agony and the Ecstasy. Italy barely functions. Yet its people are happy. What explain this?

Evaluation Forms Process
Mid term and End of term evaluation forms will be submitted electronically: before the final written exam students will be accompanied in groups by a CAPA staff member to the computer room and there they will submit their evaluation forms online.
### Week by week breakdown of academic calendar:

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Introduction to the course and to Italy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday</strong> May 21</td>
<td>12:30pm - 03:00pm</td>
</tr>
</tbody>
</table>
| Introduction to the course  
Italy: concepts, symbols, stereotypes and culture(s)  
Intercultural skills, tips and strategies for your time here. |

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Locating and Defining Italy</th>
</tr>
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<tbody>
<tr>
<td><strong>Thursday</strong> May 22</td>
<td>03:30pm - 05:30pm</td>
</tr>
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</table>
| Italy between Geography and History. A general introduction.  
Defining “Italy”: multiplicities within the nation-state.  
Language, Nationalism, and Identity.  
Presentation of Essay assignment: “Expectations and Encounters”. |

HAVE READ: Dickie, *Imagined Italies*

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Foodways: National Values and Local Traditions + WALK-AND-WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong> May 26</td>
<td>12:30pm - 03:00pm</td>
</tr>
</tbody>
</table>
| An overview of Italian food culture.  
The symbolic representation of food consumption.  
The Mediterranean Diet and the Slow Food Movement.  
+ Walk and Ethnographic activity: street food and its vendors in Florence |

HAVE READ: Hofmann, *Pasta, Pizza, and Espresso* + handouts to be distributed

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Representations of Italy + WALK-AND-WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday</strong> May 29</td>
<td>03:30pm - 05:30pm</td>
</tr>
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</table>
| Italy: “A paradise inhabited by devils”  
The creation of the Grand Tour: travel reports and Italian stereotypes.  
+ Walk through streets and piazzas of Florence. |

DUE: Essay “Expectations and Encounters”.

<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>Foodways: Elite and Mass Tourism (II) + WALK-AND-WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday</strong> June 4</td>
<td>12:30pm - 03:00 pm</td>
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</table>
| Culture, food production and the lure of Italy.  
+ A walk into the EATALY store and RED store. |

HAVE READ: Handouts will be distributed

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Representations of Italy (II): The Italian bitter-sweat ‘flavor’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday</strong> June 5</td>
<td>09:00am - 11:00am</td>
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</table>
| Once again: the “paradise inhabited by devils” revisited.  
The Paradise: Italy and the film industry. A few examples.  
The Devils: Italy and the American media in the Amanda Knox case |

HAVE READ: Annunziato, *The Amanda Knox case: the representation of Italy in American Media Coverage*  
+ handouts will be distributed

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Tuscany and Tuscan-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong> June 9</td>
<td>12:30pm</td>
</tr>
</tbody>
</table>
| The quest for the “real thing”: Tuscan-ness  
The “Tuscan Sun” |
Lesson 8

Mid-Term Exam

Lesson 9

Family, Gender and Society in Italy

Lesson 10

The ‘Larger’ Family: Organized Crime and Political Corruption

Lesson 11

Italy: Country of Migrants and new Immigrants + WALK-AND-WORK

Lesson 12

Ethnicity and Discrimination in Italy

Lesson 13

Italian food culture + WALK-and-WORK

Lesson 14

The Italian Society: A Few Tentative Conclusions
This could also be the best chance for all to table some open questions and issues about the Italian Society addressed during the term (and whatever else would have been worth deepening).

**HAVE READ:**
Barigazzi, *Agony and the Ecstasy*. *Italy barely functions. Yet its people are happy. What explain this?*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>12:30pm - 03:00pm</td>
<td>Have questions and issues about the Italian Society addressed during the term (and whatever else would have been worth deepening).</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>FINAL EXAM</td>
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<tr>
<td>Thursday June 26</td>
<td>Final Exam</td>
</tr>
<tr>
<td>09:00am - noon</td>
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