



**ITAL 105: Introduction to Italian Culture  
COURSE SYLLABUS AND WORKBOOK**

**Professor:** Christopher Fulton

**Email:** cfulton@louisville.edu

**Instructor's office hours:** on site and by appointment

*Syllabus subject to change*

**Your name:** \_\_\_\_\_

**Your email:** \_\_\_\_\_

**Course Description**

This course introduces students to Italian culture by examining the many ways in which Italian artists, writers, composers, scientists, political leaders and others have contributed to World Civilization. The course examines Italian culture in historical perspective and as it is experienced today. Significant beliefs, mores, ideas, traditions and attitudes are studied. The Place-as-Text investigative approach allows students to explore the living culture in depth.

**Overall KIIS Program Student Learning Outcomes**

KIIS Study Abroad Mission Statement:

KIIS creates and offers high-quality education abroad programs for students from diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help transform students into global citizens who have personal and professional skills for lifelong enrichment. We strive to go beyond generalizing headlines and outdated cultural clichés to help foster a nuanced appreciation of the world in which we live.

Students participating in KIIS Study Abroad programs aim to:

- 1) Articulate the relationship between ideas, experiences, and place;
- 2) Develop tools to engage with diverse people in the local cultures; and,
- 3) Explore other peoples' values and clarify their own.

In the equivalent of one, single-spaced typed page, reflect on:

How has this experience made you think – or act – differently about the world around you?  
Please consider the 3 SLOs discussed. Please don't consider course content in your response; instead, think beyond it, and be as specific as possible.

### Learning Objectives

The course utilizes the Place-as-Text approach, which allows students to take an active role in the direction of their learning. Students learn to work effectively in small groups, improve their oral presentation and analytical skills, and heighten their confidence and leadership abilities.

The course introduces students to Italian cultural history, including knowledge of major achievements in arts and letters, as well as in other arenas of social life, an appreciation for the complexity and variety of daily cultural life, an understanding of society and human behavior in cross-cultural perspective.

Classes are a mix of conversation and exploration. We share knowledge, personal insight and responses in a free and open, friendly, caring and respectful learning environment.

On average, there are two hours of instruction per day in the form of excursions and seminar discussions, for a total of forty contact hours over the term. Almost all meetings are conducted on-site in social environments.

This course may fulfill General Education Requirements at your home institution. Check with your school's study-abroad office for more information.

### Course Requirements

Students execute two Place-as-Text exercises, complete written assignments in the Course Workbook, and participate actively in class discussions.

1. Place-as-Text Exercises. For each of your two exercises, you will join a small team and study a particular site utilizing the Place-as-Text approach. This involves four steps: *mapping* the site; *observing* conditions, activities, human behavior, etc., while listening attentively and interacting with people as appropriate; *reflecting* on the situation in light of prior knowledge and newly gathered information, including the course readings; *presenting* your team's findings in a cogent and well-organized oral report of 10-15 minutes.

2. Course Workbook. You will write a series of responses to questions posed in the Workbook. At the end of the program's second week your Workbook will be collected by the instructor and returned with comments and recommendations for improvement. After the program you will hand in the completed workbook for grade. The Workbook must be submitted electronically on Friday, June 26. Late submissions will be penalized 3 points for each day the Workbook is overdue.

3. Class Participation. You will be evaluated throughout the semester as to your preparedness for class and involvement in discussions based on the assigned readings. You should be prepared for these discussions by completing the readings as they are assigned. Attendance at all class meetings is mandatory.

*Students with learning disabilities or any other difficulty that might prevent them from fulfilling the course requirements should speak with the instructor early in the term. Together we can consider alternative methods of evaluation and make special accommodation as necessary.*

### **Grading Procedures**

Place-as-Text exercises: 20% of final grade

Course Workbook: 60% of final grade

Class Participation: 20% of final grade

Workbooks and Place-as-Text reports will be graded on the following criteria: (1) clarity of writing and presentation, including organization, spelling and grammar, sentence and paragraph structure, (2) insight and originality of analysis, (3) accuracy and thoroughness with respect to facts, theoretical perspectives, and responsible and frequent use of the assigned readings.

### **Academic Honesty and Attendance Policy**

Cheating, plagiarism (submitting another person's material as one's own), or doing academic work for another student is absolutely forbidden and will result in a failing grade for the course. This includes the use of unauthorized sources, unauthorized assistance given to other students in completing assignments, and the presentation of unacknowledged material as if it were your own. Infractions will be reported to the student's home institution and disciplinary action may extend beyond the academic penalty administered by the KIIS program and faculty member. Any questions about which actions constitute plagiarism should be directed to the instructor before presenting your work.

You are expected to attend every class and participate in all course and program activities. You are further expected to do all readings by their assigned dates. It is KIIS policy that unexcused absences result in grade reduction, and multiple unexcused absences may result in expulsion from the program.

### **Assigned Readings**

Students must purchase the two course books from an on-line vendor. You are advised to do most if not all the readings before departing for Italy. With little time to spare once the program is underway, you will be better off if you have already done the readings at home.

Peter D'Epiro and Mary Desmond. *Sprezzatura: 50 Ways Italian Genius Shaped the World*. Anchor Books 2001. ISBN: 978-0385720199.

John Hooper. *The Italians*. Penguin 2016. ISBN: 978-0143128403.

Complete the following readings on the indicated dates and be ready to discuss them in class.

May 23: Sprezzatura—ch. 14, 26, 33

May 25: Sprezzatura—ch. 19, 23; Italians—ch. 6, 7

May 26: Sprezzatura—ch. 16, 42; Italians—ch. 19

May 28: Sprezzatura—ch. 25, 27; Italians—ch. 10, 11

May 29: Sprezzatura—ch. 40, 50

June 2: Sprezzatura—ch. 24, 44; Italians—ch. 15

June 4: Sprezzatura—ch. 11, 18; Italians—ch. 13

June 8: Sprezzatura—ch. 36, 49; Italians—ch. 12

June 10: Sprezzatura—ch. 2, 5, 47

### **Disability Accommodation**

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Rebekah Golla, [rebekah.golla@wku.edu](mailto:rebekah.golla@wku.edu), to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Rebekah Golla, or KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

### **Title IX / Discrimination & Harassment**

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Rebekah Golla (+1-270-779-8091) or KIIS Executive Director, John Dizgun (+1-270-

227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / [andrea.anderson@wku.edu](mailto:andrea.anderson@wku.edu)) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / [michael.crowe@wku.edu](mailto:michael.crowe@wku.edu)) or Joshua Hayes (270-745-5121 / [joshua.hayes@wku.edu](mailto:joshua.hayes@wku.edu)). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159. For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

Sun	Mon	Tues	Wed	Thu	Fri	Sat
<b>MAY 17</b>	<b>18</b>	<b>19</b>	<b>20 Depart US</b> depart USA	<b>21 Florence</b> 11: arrive Florence 5-7: orientation	<b>22 Florence</b> 9-12: center city 2-3:30: class A 3:30-5: class B	<b>23 Florence</b> 9-11: class A 2-4: class B 6-8: dome
<b>24 Florence</b> free day	<b>25 Florence</b> 9-11: class A 2-4: class B 7-9: S. Miniato	<b>26 Florence</b> 8-12: Fiesole ruins 1-2:30: class A 2:30-4: class B	<b>27 Florence</b> free day	<b>28 Florence</b> 9-11: class A 2-4: class B 5-6: Accademia	<b>29 Florence</b> 9-11: Uffizi Mus. 1-3: class A	<b>30 Florence</b> free day
<b>31 Florence</b> free day	<b>July 1 Boscar.</b> 8-10: bus Boscar. 2-3:30: discussion	<b>2 Boscarecce</b> 9-11: agricult A 9-11: class B 1-3: agricult B 1-3: class A	<b>3 Siena</b> 11-4: S. Gimignano 4-5: bus Siena	<b>4 Siena</b> 9-1: center city 2-4: class A 2-4: contrada B 5-9: cooking A	<b>5 Siena</b> 2-4: class B 2-4: contrada A 5-9: cooking B	<b>6 Siena</b> free day 10-3: vineyard
<b>7 Rome</b> 8:30-12: bus Tivoli 12-3: Tivoli 3-4: bus Rome	<b>8 Rome</b> 10-12: class A 1-3: class B 8-11: night hike	<b>9 Rome</b> 8-10: St Peter's 12-3: Vatican Mus.	<b>10 Rome</b> 8-11: papal audience 1-3: class A 3-5: class B	<b>11 Rome</b> free day	<b>12 Rome</b> free day	<b>13 Rome</b> free day

<b>14 Rome</b> 3-8: ancient Rome	<b>15 Rome</b> 9-12: Keats House 1-3: class B	<b>16 Rome</b> 9-10: assembly 10-11:30: class A 11:30-1: class B 7-10: banquet	<b>17 Return US</b> depart Rome arrive USA	<b>18</b>	<b>21</b>	<b>22</b>
-------------------------------------	---	--	--	-----------	-----------	-----------

### Tentative Program Schedule

### COURSE WORKBOOK—DUE FRIDAY, JUNE 26

- 1. Florence Impressions. Length: 600-1000 words.** What are your impressions of Florence's social geography, that is, the way people interact and behave at different locations within the urban plan?
- 2. Uffizi Museum. Length: 600-1000 words.** Answer six of the questions on the Uffizi worksheet.
- 3. Observations and Readings. Length: 600-1000 words.** Consider the course readings and give your opinion of their accuracy in light of your own observations in Florence and Siena.
- 4. PAT Reports. Length: 600-1000 words.** Describe your Siena place-as-text experience. What did you find that was of interest? What did you learn about the Italian way of life?
- 5. Trastevere. Length: 600-1000 words.** Give an account of the variety of social life you observed in the Trastevere neighborhood.
- 6. PAT Reports. Length: 600-1000 words.** Describe your Rome place-as-text experience. What did you find that was of interest? What did you learn about the Italian way of life?
- 7. St. Peter's and Vatican Museum. Length: 600-1000 words.** Answer six of the questions on the St. Peter's and Vatican Museum worksheet.
- 8. Photo Essay. Length: 800-1200 words.** Present five photographs that you took in Italy, describe the cultural contexts and activities they illustrate, and relate these to the assigned readings and your own cultural background.
- 9. Summary of Your Cultural Experience in Italy. Length: 800-1200 words.** What have you learned in this course and in the program about Italian culture? Give examples of specific events and places you witnessed and experiences you had.