

Name

Department of French and Italian

Course Development Project Grant Proposal

I am developing a course, "Multicultural Italy," a senior seminar scheduled for Fall 2017. This course focuses on the literary and cinematic productions of migrants in Italy. Very few books and films made by migrants to Italy are easily available in the United States. When I am in Italy in July, 2017, I would like to acquire as many of the following texts and DVDs as possible (some may only be available from street vendors), but I will not exceed the \$300 allotment. These texts will be options for students to evaluate as part of their final research project.

Babylon Sisters

Civico zero

Con il sole negli occhi

La cosa giusta

Cose dell'altro mondo

Dimmi che destino avrò

Io sono Li

Hermanitos, fratelli d'Italia

Into Paradiso

Io, l'altro

Mare chiuso

Mare nero

La prima neve

La cosa giusta

Quando sei nato non puoi più nasconderti

La sconosciuta

Terra di mezzo

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Department of French and Italian

Citizenship Project

My department is small and extremely friendly. Since arriving, I have had multiple conversations one-on-one with everyone in my department (except for the one faculty member currently on sabbatical), colleagues have taken me to lunch, helped me understand Learning Suite, come to my presentations, and in every way made me feel very much a part of the life of the department.

Because I taught for 16 years at another institution before joining BYU's faculty last August, I also feel very much a part of the community of scholars in my area of study (modern Italian studies) in the US and in Italy.

In terms of citizenship, the area in which I see that I need to grow is in making connections across BYU outside of my department. I think the ideal place to begin is through the Women's Studies program and the Kennedy Center. In my first year here, I attended only one of the many presentations offered by the Women's Studies Colloquium and two presentations at the Kennedy Center. However, on all three occasions, I met faculty from other disciplines who had some connection to Italy or the work I do, and we exchanged some valuable information (e.g. text titles, suggestions for syllabi, resource materials, etc.)

Therefore, my goal is to double my participation and attend six presentations before the end of February, 2018 (one per month), with the additional goal of inviting a colleague to attend with me.

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Scholarship Strategies Project

1) From my Faculty Development Plan:

An important emerging area of migration studies is the production of films about the migrant experience. I anticipate my work moving in this direction. As indicated in my list of goals below, this summer I will deliver a paper about an African-Italian documentary filmmaker, Fred Kuwornu, at a conference in Prato, Italy. Before February of 2018, I plan to extend the paper to article length and submit it to the journal *Studies in Documentary Film*.

2) Goals to be completed before February, 2018:

~Attend the conference *Scontri e incontri* in Prato, Italy (July 4-7, 2017), deliver paper "Counter-memory and Representations of Otherness."

~Expand that conference paper to article length and submit to *Studies in Documentary Film*.

~Submit article to Prof. Ellen Nerenberg (ed.) for *Festschrift*. Article title: "Subverting *italianità*: The Comic Writing of Laila Wadia." (Submission deadline August 25, 2017).

~Complete revisions of translation, *Across the Ocean* (novel by Edmondo De Amicis, *Sull'Oceano*). Submit to Prof. Gabriella Romani (ed., and director of Alberto Italian Studies Institute) for publication. (Submission deadline January 15, 2018).

3) Strategies

It is important for me to have a back-up plan if an article is not accepted. If my piece, "Counter-memory and Representations of Otherness" is rejected by *Studies in Documentary Film*, I plan to submit it to the *Journal of Italian Cinema and Media Studies*, *Italian Culture*, and/ or *Modern Italy*.

4) Evaluation

I plan to track the submission and acceptance or rejection process for this article.

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Faculty Development Plan

SCHOLARSHIP

Self-assessment:

Early in my career, I did what most junior faculty does: mined my dissertation for publications. Since my dissertation dealt with instantiations of violence in contemporary Italian autobiographies, I published articles about Shoah survivors as well as studies on the *Brigate Rosse* (a Communist terrorist organization) and articles about violence against racial minorities, specifically migrants into Italy.

As migration has increased into Italy and globally, understanding how migration impacts societies has become more critical, and has become the main focus of my research. Multiculturalism has become a pressing and contentious issue in Italy, as testified by the flood of literary and cinematic works by migrants in Italy (literally thousands of texts, dozens of films, and fifteen online journals), and my work has both observed and participated in the legitimization of this new genre. For this reason, I was very pleased to be invited recently to contribute an article regarding the migration literature written by women for the *Festschrift* in honor of Prof. Rebecca West, who has been one of the most influential Italian scholars of the 20th century. The deadline for submission is August 25, 2017.

The transnational nature of my research has caused me to be very involved in translation work. I have learned never to consider a translation completed once I have submitted it to the publisher, for revisions are always inevitable. I've also learned it is best to complete one translation project before beginning another.

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Goals:

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II. TEACHING

Self-assessment:

If all my courses had to be limited to a one-line description, I would tell my students: “Everything you need to know about life, you can learn from studying a second language.” The nearly two decades I’ve spent teaching second language to university students has convinced me that the skills required to understand and produce a second language at advanced levels will prepare my students to become thoughtful, contributing adults who can perform professionally in the world of work regardless of their specific major.

As a teacher, I am deeply committed to what is sometimes termed “teaching for transfer” (Hunter 1992, Gregory 2017), i.e. helping students carry over the skills learned in my class to other disciplines and aspects of their lives. I feel this is the most important strength I have, and is also the area in which I continually strive to improve. Since the vast majority of the students in my Italian courses at BYU have served Italian-speaking missions, their oral skills outstrip their skills in writing, and this is the area on which I wish most to focus. The skills necessary to analyze and write at an advanced level, to use different registers and extend vocabulary to consider connotations are all important skills that my students can transfer and apply to any major.

Goals:

My primary teaching goals are to help students better evaluate their own learning, specifically as they increase their skills in writing. To that end, I have planned the following changes to the courses I will teach in 2017-18.

In Italian 321 (Advanced Grammar)

~assign the same topic for initial and final writing assignments. At semester's end, I will have the students compare their writing from beginning of semester with their writing at the end of the semester, and write a brief reflection evaluating their own growth.

In Italian 340 (Introduction to Italian literature)

~introduce the students to the departmental rubrics for their term papers when they choose a paper topic (currently, they just see the rubric when I return the graded paper). Have the students use the rubric through the drafting process.

In Italian 495R (Multicultural Italy, senior seminar)

~include several "low stakes" writing assignments for very few points, including at least one "free writing" assignment in class in which students write their responses to class material.

~assign the final paper in stages (e.g. thesis statement with annotated bibliography, then first draft, second draft, final draft)

~include at least one short writing assignment after mid-term in which students reflect on their own development in the course.

Citizenship

Self-Assessment:

In my previous teaching positions at Truman State University and at Duke University, my main weakness was always evident: that I agree too readily to too many assignments. This personal tendency is so long-standing that it seems more realistic to cope with my nature than to try and change it.

I have found the BYU community to be extremely welcoming, and service opportunities abound. In my first two semesters at BYU, I gladly accepted the departmental assignments to be the committee representative for Business Italian, the director of assessment and senior portfolios in Italian, the advisor to our Italian majors, the coordinator for the Foreign Language Residence, a committee member for *Lingua*

Romana, as well as the university assignment to serve on the Humanities and Belief Summer Seminar committee. As there are only three full-time faculty members in Italian, I feel it is critical for me to shoulder my share of the service assignments, but I wish to do this wisely. Therefore, my main goal in citizenship is related to my main weakness, and I want to be selective in accepting assignments.

Goals:

National service: For the past several years, I have served on the editorial board for *Italian Culture*, the main publication for Italianists in the US, which I plan to continue.

I have also been in email contact with Cara Doble on the National Fulbright Selection Committee. I have served on this committee in the past, and if invited again, I will accept.

University service: I plan to continue to serve on the Humanities and Belief Summer Seminar committee, which has a two-year term. I will not be able to attend the seminar in the summer of 2017, but plan to participate in the summer of 2018.

Department service: I plan to continue in the departmental assignments listed above until my chair suggests a change in accordance with departmental needs.

Italian 495 R: Multicultural Italy

Cultural identity . . . is a matter of “becoming” as well as of “being.” It belongs to the future as much as to the past.
Stuart Hall, “Cultural Identity,” p. 225.

Course Description:

Multiculturalism in Italy is a new and highly contested social issue. The dramatic influx of migrants into Italy over the past two decades, coupled with Italy’s declining birthrate (one of the lowest in the world with 9 births per 1000 citizens in 2016 [cbsnews.org]) is creating a seismic cultural shift. This course will examine the extraordinary cultural changes occurring in contemporary Italy that are re-defining the nation, and will ask how these same issues are manifest globally due to migration.

We will read seven original works by individuals who migrated to Italy (some works are autobiographical, some are comic, one is a murder mystery), alongside several theoretical articles on reserve in HBLL regarding post-colonialism, feminism, racism, the construction of national and individual identity, and the concept of “otherness.” Each week of the semester has theme relating the primary texts to the theoretical texts. Your task in the five digital dialogue assignments is to ask original questions about both primary and theoretical works. Your task in the four written “riassunti” is to relate the theoretical works to themes in the primary texts.

As the learning outcomes indicate, the main focus of this course is to increase your increase linguistic, written, and analytical abilities. In addition to the nine short writing assignments described above, you will write a 10-page research paper in Italian. Students will work on this assignment over a six-week period, from submitting a research proposal (paper thesis with annotated bibliography), through two drafts, and a final copy. Students will meet individually with the instructor during class time to evaluate the first draft, and students are also encouraged to meet with the instructor during office hours to discuss their research papers. In addition to the paper itself, students will submit an academic abstract of the paper, orally present an abbreviated version of their research as part of our class “Conferenza accademica,” and upload their final version to BYU’s ScholarsArchive.

Required texts:

Komla-Ebri, Kossi, *Imbarazzismi e Nuovi Imbarazzismi*

Fortunato, Mario and Salah Methnani, *Immigrato*

Scego, Igiaba, *La mia casa è dove sono*

Ghazy, Randa, *Oggi forse non ammazzo nessuno*

Lakhous, Amara, *Scontro di civiltà per un ascensore a piazza Vittorio*

Khouma, Pap, *Noi italiani neri,*

HBLL Reserve readings (Graziella Parati, Stuart Hall, Emmanuel Levinas, Caterina Romero and Cristina Lombardi-Diop, Name)

Learning Outcomes

Linguistic Ability

Formulate and express both orally and in writing critical arguments about the readings listed in the syllabus.

Research

Locate and evaluate primary and secondary sources on a specialized topic.

Critical Thinking

Articulate and defend an analytical research paper.

Assignments

1. 4 “eventi culturali” (4 x 25)	100 punti
2. 5 postings on Digital dialogue (5 x 20)	100 punti
3. Partecipazione al corso	100 punti
4. Esame a metà corso	100 punti
5. Esame finale	125 punti
6. Riassunti delle letture	200 punti
7. Saggio (10 pagine)	200 punti
8. Proposta del saggio	25 punti
9. Conferenza accademica	<u>50 punti</u>
	<u>Totale: 1000 punti</u>

Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Grading Policy

- ~There will be no make-up exams (except for serious illness with doctor's note, death in the family, or university-sponsored team).
- ~When there are assignments to be handed in, the deadline is at the beginning of the designated class period. Assignments submitted on the day due until 5 pm will lose 20% of the letter grade, and 20 % for every day following.
- ~All writing assignments must be taken to the Writing Lab and reviewed with the tutor. Please attach this corrected draft with your final assignment. *Papers without the corrected draft from the Writing Lab will not be accepted.*
- ~Please do not write your essays in English and feed them into an electronic translator. *Only original Italian work from students is accepted for this course; machine translations are not acceptable.*

Participation Policy

Students are expected to add meaningful, specific, appropriate, and thoughtful comments on a regular basis to class discussions. While I realize that some students are quieter than others, all students are expected to contribute at least once per class period. Class participation will be graded in two parts throughout the semester, with grades recorded at the midpoint and at the end of the course.

Attendance Policy

Attendance is essential for a language and literature course and will be taken every class period. Students will lose one participation point for every tardy and 5 participation points for every unexcused absence (death in the family, illness with doctor's note, or university-sponsored event). It is your responsibility to know what is being covered in class on the day(s) you are absent. In other words, you should get the class notes for missed day(s) from at least 2-3 classmates and compare them so you will have a better and comprehensive understanding of what was covered.

Classroom Procedures

Please turn off your cell phone while in class and during office hours. Computers are not allowed in class. If you need an exception to this policy, please speak to the instructor.

Study Habits

Readings are to be completed *before* the designated class periods. Notes should be taken on each reading (i.e., noting the main characters, plot, dominant themes and images). Students should be prepared to share their insights each day with the class. Study

groups of 3-5 students are encouraged, except for written assignments which are to be completed alone. **For each hour spent in class, students should expect an average of two hours of homework (approximately 6 hours per week outside of class, and likely more during exam week or when a paper is due).**

Course Calendar

Week 1: The migration phenomenon in Italy; read Komla-Ebri, *Imbarazzismi e Nuovi Imbarazzismi*

Week 2: The migration experience; read Fortunato and Methnani, *Immigrato*.
Assignments: Digital dialogue #1

Week 3: Manifestations and effects of Racism; read Reserve reading (Romero and Diop), read Fortunato and Methnani, *Immigrato*.
Assignments: Evento Culturale # 1

Week 4: Italian colonialism and postcolonialism; read Scego, *La mia casa è dove sono*.
Reserve reading (Romero and Diop)
Assignments: Riassunto #1

Week 5: Italian colonialism and postcolonialism; Scego, *La mia casa è dove sono*
Assignments: Digital Dialogue #2

Week 6: Italian colonialism and postcolonialism; finish reading Scego, *La mia casa è dove sono*; begin reading Ghazy, Randa, *Oggi forse non ammazzo nessuno*
Assignments: Esame di metà corso

Week 7: The Female Migration Experience & Islamophobia; read Ghazy, *Oggi forse non ammazzo nessuno*
Assignments: Evento Culturale # 2, Digital Dialogue #3

Week 8: The Female Migration Experience & Islamophobia; read Ghazy, *Oggi forse non ammazzo nessuno*
Assignments: Riassunto #2

Week 9: Encounters with the “Other”: read Lakhous, *Scontro di civiltà per un ascensore a piazza Vittorio*
Assignments: Proposta del saggio (Intervista con la professoressa)

Week 10: Encounters with the “Other”: read Reserve Readings (Levinas), and read Lakhous, *Scontro di civiltà per un ascensore a piazza Vittorio*
Assignments: Digital Dialogue #4 (Intervista con la professoressa)

Week 11: Encounters with the “Other”, read Lakhous, *Scontro di civiltà per un ascensore a piazza Vittorio*

Assignments: Riassunto #3, Saggio (prima stesura)

Week 12: Constructions of Identity; read Reserve readings (Hall), and Kouma, *Noi italiani neri*,

Assignments: Saggio (seconda stesura), Evento Culturale # 3

Week 13: Kouma, *Noi italiani neri*

Assignments: Digital Dialogue #5, Evento Culturale #4

Week 14: Italy and the "New Italians"; Reserve reading (Parati) and read Kouma, *Noi italiani neri*,

Assignments: Saggio (stesura finale)

Week 15: What makes nationality? *Italiani brava gente v. Italiani poco razzisti*; Reserve Readings (Tahar Ben Jelloun, Laura Balboa, Name)

Assignments: Riassunto # 4, Conferenza accademica (presentazione)

UNIVERSITY POLICIES

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against

students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.