



CAS LI 303 Exploring Padua: culture, language, and life

Instructor: Professor Laura Lenci

Course meets: 2 hours twice a week + on-site classes

Credits: 4

Hub Units: 1+1+1

Course Description

The course is designed for the students to gain intercultural fluency as well as proficiency in oral and written Italian through the exploration of cultural traits related to the city of Padua and the Veneto region.

The cultural units are the canvas on which students can train their skills on genre-specific writing, and practice Italian in discussions and class presentations. The students explore the city of Padua and its surroundings, applying and developing their analytic skills in order to understand and analyze contemporary culture, language and traditions which set their roots in ancient history, art, science and literature.

Students familiarize themselves with some of the hot topics regarding life in Padua and in the Veneto area. They actively investigate places, become aware of the national and regional identity, face linguistic issues, learn about and establish relationships, explore academic as well as socio-political life in Padua and, last but not least, discuss about the trends of tourism and economy in Italy.

Readings from various instructional sources: media, newspaper articles, literature extracts, site visits, videos, movies, are an integral part of the course. Materials are organized in a reader, while videos and audios will be available in the Blackboard site of the course and will be the ground for discussions. Also assignments related to the discovery tasks will be uploaded by students in Blackboard on the due date.

By practicing an active and cooperative learning approach, which focuses on sharing and discuss knowledge and personal experience, students increase their ability to elaborate in oral or written form on a wide range of topics pertaining to modern Italy, fine-tuning their linguistic as well as their cultural understanding.

Prerequisites: 4 semesters of Italian, First-Year Writing Seminar (WR120 or equivalent)

BU HUB LEARNING OUTCOMES AND COURSE- SPECIFIC LEARNING OBJECTIVES

Oral and/or signed communication (OSC) – Hub Learning outcomes

- *Students will be able to craft and deliver responsible, considered, and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.*
- *Students will demonstrate an understanding that oral/signed communication is generally interactive, and they should be able to attend and respond thoughtfully to others.*
- *Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.*

In order to meet the above Hub Learning outcomes, by the end of the course students will be able to (course specific learning outcomes):

- Progress measurably in Italian oral proficiency thereby increasing the ability to converse on a wide range of topics pertaining to modern Italy, fine-tuning their comprehension and developing their awareness of different oral language local habits and peculiar expressions;

- They will be able to interpret and use a variety of colloquialisms and oral language structures for a more natural verbal interaction;
- Take active part in oral interaction aware of the social norms behind it, of the non-verbal and para-verbal communication aspects implied in social interactions.

Global citizenship and Intercultural literacy (GCIL) – Hub Learning outcomes

- *Students will demonstrate, through comparative analysis, an understanding of global diversity as expressed in at least two different languages, cultures, religions, political systems, or societies.*
- *Students will demonstrate detailed understanding of at least two cultural contexts through foreign language or culture study at BU, participation in a language or culture living-learning community at BU, or study abroad. This will involve reflection on the challenges and pleasures students discover in orienting themselves in new and unfamiliar cultures.*

In order to meet the above Hub Learning outcomes, by the end of the course students will be able to (course specific learning outcomes):

- Develop intercultural communication and comparison strategies that include guided observations, description and analysis of the US and Italian socio-cultural and linguistic contexts, followed by class debates with the support of focused in-class practice and analysis of written and audio material;
- Improve interaction tasks through personal experience and specifically prepared simulations and task based activities; demonstrate an understanding of the underlying cultural values and develop strategies for critical analysis of the Italian way of life, social issues and use of the language making comparisons with the US context and other contexts belonging the cultural background of students;

Writing Intensive (WI) – Hub Learning Outcomes

- *Students will be able to craft responsible, considered, and well-structured written arguments, using media and modes of expression appropriate to the situation.*
- *Students will be able to read with understanding, engagement, appreciation, and critical judgment.*
- *Students will be able to write clearly and coherently in a range of genres and styles, integrating graphic and multimedia elements as appropriate.*

In order to meet the above Hub Learning outcomes, by the end of the course students will be able to (course specific learning outcomes):

- Improve their writing as well as their cultural appropriateness, local understanding and ability to use different media by producing a a video showing the different urban areas of Padua and their characters (Discovery Task 1); a scientific walking tour on the history of Science, Medicine and the Arts in Padua (Discovery Task 2); sociolinguistic reflections on Italian culture, language, dialects, humor, idioms and gestures by listening to a radio show and watching a TV series (Discovery Task 4); they use an educational approach to market some hidden and less touristic corners of the city by making a virtual map (Discovery Task 7).
- Are able to read, appreciate and analyze different kind of texts of different genres and style;
- Produce efficiently different text typologies like narrative, descriptive texts, impersonal texts;

PROGRAM LEARNING OUTCOMES

Program Learning Outcomes

BU Global Programs/study abroad learning outcomes for BU Padova:

<https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/learning-outcomes-by-program-2/global-programs-study-abroad/>

Learning Outcomes for IESP Program

- Demonstrate increased proficiency in Italian language from elementary to low- intermediate level and from intermediate to advanced level.
- Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts.
- Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices.
- Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.

Instructional Format, course pedagogy and approach to learning

This course is based on active and experiential learning. The students will personally engage in a less instructor focused course where they have the opportunity to practice oral and written abilities in Italian and achieve proficiency in different text genres and linguistic styles. Students share knowledge and experience coming from the everyday exploration of the socio-cultural context of the city where they study abroad. In order to do this, they are involved in a number of out of class task-based activities through which they develop a sense of global citizenship, intercultural competence and belonging to a place. Oral and written editing is part of the learning approach and class activities and through regular oral and written revision students have the opportunity to improve their language skills both in terms of cultural appropriateness and communication efficacy. On-site lessons will represent a concrete occasion to broaden knowledge and meanings with regard to the Italian and Venetian culture, language and society. Students will be able to also revise their Italian grammar, morphology and style by practicing reading, writing and oral skills through texts class presentations and task, and exercises given by the instructor of the course.

The final project aims for the students to be able to show their linguistic and intercultural competence with relation to places, cultures and languages different from their own; express themselves in Italian with an original voice; mediate between Italian and the U.S. cultures.

Assignments and Grading

Attendance, class participation	10%
Discovery task 1, 2, 4,	30% (10% each)
Discovery task 3, 5, 6	30% (10% each - 5% written + 5% oral presentation)
Photo story (written+oral final project) "My Padua"	30% (20% written part+ 10% oral part)

Attendance and participation (*Writing Intensive, Oral and/or signed communication*)

The course is thought for students to be subjects of the learning process. Therefore, students are not only expected to be in class and present at all course activities (on-site classes and guest lectures included), but also actively involved in discussions and in preparation of questions for meetings with guest speakers and the rest of the class.

Students are responsible for reading (with a dictionary) all the course materials before each class appointment, view the videos before class, and take notes in class and during on-site classes. Short questions or specific assignments (short surveys or filling tables) are used at the beginning to summarize the key points of the day's or previous lesson.

6 Discovery Tasks (*Writing Intensive, Global Citizenship & Intercultural Literacy, Oral and/or signed communication*)

Students will be engaged with different tasks weekly. The Discovery tasks offer the students the opportunity to deeply explore, observe, orally or written describe and analyze the local environment, culture, history, languages of Padua and its surrounding and develop their intercultural competencies.

Discovery tasks are due on the planned day.

Photo story “My Padua”. This final project is both visual, written and oral (*Writing intensive, Global Citizenship & Intercultural Literacy, Oral and/or signed communication*)

For the final project, students will work individually and will describe *their* Padua, that is to say the place that they have discovered and made their own during their experience abroad.

The final project will be based on the works/texts read, video material analyzed, and places visited during the course.

Students will select **5 photos of Padua and surroundings** (and not cities like Milan, Rome, Neaples) and for each photo they will write a 700-words story through which they will depict the subject of the photo and the importance of this place for your personal experience.

The project and the reasons for their choice will be presented to the class.

language: Italian

subject: Padua and surroundings: corners, details on

places/monuments/streets/sculptures/museums/language etc. Connections and references to the history of the subject, social role, cultural context are part of the final project.

Through this project, students develop the abilities to:

select and organize relevant information on Padua and the Veneto region;

make aesthetics consideration on places, cultures and languages different from their own;

express themselves in Italian with an original voice;

mediate between the Italian and the U.S. culture;

The draft of the final project will be discussed individually with the professors on **tbd**.

Final project due: via email to the instructor by **tbd**. The oral presentation of the project will take place on **tbd** during class time.

Resources/Support/How to Succeed in This Course

Office hours: once a week at scheduled time. Office hours are also devoted to tutor students who desire or need to improve their writing or oral skills in Italian.

Please contact professor via email if you need an appointment at lencilau@bu.edu

Class and University Policies

Attendance

Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicted in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.

Absences

Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.

Absence for Religious Reasons

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.

Lateness

Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.

Examinations

All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance which causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.

Late Assignments

Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.

Plagiarism

Representing the work or ideas of another as one's own; and/or using another's work or ideas without crediting the source. Plagiarism includes, but is not limited to, the following: copying the answers of another student on an examination; copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source; using audio or video footage that comes from another source (including work done by another student) without permission and/or acknowledgement of that source; and collaborating with someone else in an academic endeavor without acknowledging their contribution. Plagiarism can consist of acts of commission (appropriating the words or ideas of another as one's own), or omission (failing to acknowledge/document/credit the source or creator of words or ideas).

For more details please see Boston University's Code of Student Responsibilities: <https://www.bu.edu/academics/policies/academic-conduct-code/>

Disability accommodations

If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: <http://www.bu.edu/disability>

Interruption of program or early departure

Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.

Academic Advice

The Director serves as the head of the faculty and as academic advisor. The Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students' home institutions' policies and transfer credit information, non-Boston students should also contact their school's academic advisors

Tutorials

BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.

Course Materials and Readings (Required)

- a notebook for class notes (NO LAPTOP REQUIRED, unless explicitly requested by the instructor)
- class reader to be purchased once in Padua at the Duomo Copy shop.
- videos and links to relevant websites or homework in an electronic format are available on the Blackboard site of the course. Access through your Kerberos passwords.

- Readings (available in the class reader)

Adriano Cancellieri, Giada Peterle, *Quartieri: viaggio al centro delle periferie Italiane*, Padova, ed. Becco Giallo, 2020 (chapter on Arcella)

Il Portello di Padova. Guide realized inside the project "Portello segreto" (excerpts)

Antonio Massariolo, *Le mura di Padova*, in *La scienza nascosta nei luoghi di Padova*, Padova University Press, 2019, pp. 129-133.

Giovanni Comisso, *La tomba di Antenore* extracts from "Veneto felice".

Daniela Bobisut & Sergia Ferro, *A spasso con Elena. Itinerari e luoghi tra Venezia e Padova di Elena Lucrezia Comaro Piscopia*, Padova, Cleup, 2012.

Document on the expenses of a XIII Century students of the University of Padua.

Francesca Bianco ed Elisa Fusi, «Gruppo N sottovalutato sul mercato internazionale» parola di Meneguzzo, «Il Sole 24 ore», 5 sett. 2018.

<https://www.cittapasolini.com/post/pasolini-giotto-decameron-1970-testimonio-dal-set>

Chiara Di Benedetto e Leopoldo Benacchio, *La casa di Galileo. Una finestra sul firmamento*, in *La scienza nascosta nei luoghi di Padova*, Padova University Press, 2019, pp. 99-102.

Agnese Sonato, *Il CISAS, una base per lo spazio in città*, in *La scienza nascosta nei luoghi di Padova*, Padova University Press, 2019, pp. 185-188 (student 1) + pp. 188-189 (student two).

Padova vista a testa in su, ed. Les Bas Bleu, 2015 (in collaboration with the Padua Astronomic Observatory)

Emanuela Faccon, *Vicolo Sant'Andrea 9*, Milano, Feltrinelli, 2023.

<http://www.italiano.rai.it/articoli/giuseppe-patota-e-la-grande-bellezza-dellitaliano/29326/default.aspx>
(video-interview on the Italian language)

Paolo Malaguti, *Sillabari. Viaggio sentimentale tra le parole venete*, Treviso, Santi Quarantana, 2016 (some words).

Paolo Malaguti, *Il Moro della Cima*, Torino, Einaudi, 2022.

<https://www.theguardian.com/education/2020/jul/23/young-americans-make-the-grand-tour-of-europe-1955> (the grand tour of the American generation of the '50)

- Videos

https://www.youtube.com/watch?v=A_38Qox_-Mg (introduction to the European city)

https://www.youtube.com/watch?v=2tWjlk_Ldxg (documentario della serie PRONTI, PARTENZA, VIA!)

<https://www.youtube.com/watch?v=zcwYsFNIP8g> (The Italian government structure, ed. Atlas)

<https://www.raiplayradio.it/audio/2019/03/LE-MERAVIGLIE--Palazzo-della-Ragione-a-Padova-raccontato-da-Stefano-Tonietto-2a4d9f88-8d61-47fb-9d0e-c7a8401682df.html> (Palazzo della Ragione)

<https://www.youtube.com/watch?v=jRKLYBnxEe0> (Origins of the Italian language);

<https://www.youtube.com/watch?v=cJKj2EKGc4Q&t=61s> (RAI advertisement on dialects)

<http://www.rainews.it/dl/rainews/TGR/media/ven-Padova-il-dialetto-nella-citta-del-Santo-27b83f7c-f0da-4c39-bff2-909b839d612e.html> (RAI interview on Padua and the dialects)

Schedule of Classes and Assignments

❖ WEEK 1: THE CITY OF PADOVA

Personalities: Antenore, the legendary founder of Padua.

Places in town: the city centre; Prato della Valle, Il Portello, Arcella, ghetto, le mura.

In class activities: virtual walk through the city neighborhoods to discover their main features: history, geography, cultural life, gathering places (markets, cultural centers, university departments, theaters, cinemas, sports) to prepare for the out of class activity.

On-site lesson: exploring Padua (Sacra famiglia). Students take notes and photos on details and aspects of the shape of the city center, cultural and social life, artistic and architectural peculiarities, historical elements that characterize the core of Padua.

Discovery task 1. VIDEO REPORTAGE ON THE TOWN (video):

In pairs, students will visit one of the following neighborhoods: *Portello, Arcella, il ghetto, or Guizza* and must explore the place. Students are involved to observe and take notes about the following aspects, using the guideline included in the class reader.

the shape (architecture and geography) of the neighborhood,

corners,

buildings,

stores/businesses,

places that represent what discussed in class,

people (age, activities, clothes, etc.).

In pairs, students must then *organize the material* observed and *prepare a 3-minute video with Italian subtitles* which must be uploaded in Blackboard. By doing this, students will develop cultural, historical, social, economic, and aesthetic awareness about the city of Padua.

❖ WEEK 2: PADOVA AS A UNIVERSITY TOWN

Personalities: Elena Cornaro Piscopia.

Places in town: University of Padua; Loggia Amulea; Odeo Cornaro

In class activities: oral discussion on Portello's findings; written fiction-interview to Elena Cornaro Piscopia (in class).

On-site lesson and Discovery task 2. WALKING TOUR: all material needed is included in the reading *A spasso con Elena*. Students in pairs will prepare a 1 hour itinerary based on 4 places related to Elena Cornaro Piscopia, first woman who graduated in Italy: Palazzo Bo, Odeo Cornaro, Duomo, Accademia Galileiana. During the itinerary students will briefly introduce the history of the University of Padua, Elena Cornaro Piscopia's biography and explain the places we will stop by.

NO NOTES ARE PERMITTED, please prepare by repeating several times to have a fluent speech.

❖ WEEK 3: URBAN CULTURE THEN AND NOW

Personalities: Giotto and P.P. Pasolini; the Gruppo N.

Places in town: from the city as an open air museum, to art galleries, cultural associations, museums, temporary and permanent exhibitions, cultural centers (S. Gaetano), library clubs.

In class activities: oral discussion on assigned materials (Gruppo N) and questions; Padova Urbs Picta project and UNESCO cultural heritage (Prato della Valle, Botanical Garden) vs. experimental and rebel film-avantgarde (Pier Paolo Pasolini); the artistic avantgarde in Padova.

❖ WEEK 4: PADOVA AS A SCIENTIFIC HUB

Personalities: Galileo Galilei.

Places in town: Galileo's house and la Specola; MUSME; museo degli Eremitani; Astronomic Observatory

In class activities: Galileo Galilei and oral discussion on cultural and academic changes: from the Humanities to the STEM disciplines. Please read the texts before class.

Discovery task 3. INTERVIEW (video interview + class presentation on personal observations and considerations):

University departments, libraries, study rooms and the places of socialization for university students:

- 1) Each student is engaged in writing observations on the grid included in the class-reader. They must observe and describe objective/concrete similarities and differences between the American campus and the University of Padua (e. g. university campus vs. university town, teaching approach, exams and grading, facilities, access to sport and clubs, students life, etc.)
- 2) each will interview 1 student and 1 adult of their Italian family based on the survey they have prepared in class and record the interview in a video. The video-interview must include Q/A and last 3-4 minutes. Please upload in Blackboard.
- 3) on Wednesday, March 13 students will show the video and discuss about strenghtnesses and weaknesses of both US and Italian systems.

By doing this, students will develop interactional skills and challenge intercultural competence. In addition to this they will be able to know places where they will spend their student life during the semester, and manage expectations and prepare to a direct enrollment experience. This activity aims for the student to be involved in student life and build social relationship that are crucial to become a global citizen.

❖ WEEK 5: FROM THE GRAND TOUR TO SUSTAINABLE TOURISM

In class activity: students will **show their videos** and discuss about strenghtnesses and weaknesses of both US and Italian systems, reading

Padua and its territory: from educational travels to new approaches to tourism (cultural and sustainable tourism)

Personalities: Shakespeare; Goethe, Mary Shelley, James, Comisso, Arslan

Places in town: Piazza Capitaniato and Via Accademia (Shakespeare); Università e Orto Botanico; Caffè Pedrocchi; St. Anthony.

In class activity: students analyze and discuss the expectations and the traditional aspects that past and modern tourists have while visiting Italy.

Discovery task 4 SHORT ESSAY (written): Compare your experience of a semester in Padua with the experience of the visitors of Italy during the past times and with the one described in the article of the Guardian: what is the same, what has changed, which were your expectations before coming to Italy and how do you feel your experience has changed your way of thinking and your relationship with “travelling”. 800 words min.

❖ WEEK 6: SECRET CORNERS OF PADUA

In class activity: Discovery Task 4, class discussion.

Personalities: Pietro Bembo vs. Giangiorgio Trissino; Ruzante, Goldoni, Pennacchi, Paolo Malaguti

Places in town: Bembo’s house (Palazzo Camerini-Bembo, via Altinate, 59), vicolo S. Andrea 9, ghetto.

On-site class: walking tour of Padua with the writer Manuela Faccon + on-site readings and scavenger hunt.

⇒ **Thursday, March 21**

Lesson CAS LI 303 and CAS IR 334

(with professor Matteo Zanellato) The electoral systems in Europe. Students will study the electoral systems of Italy, Germany, France, England and Spain. Moreover it will be presented the Australian electoral system.

(with professor Laura Lenci) will run a brief class discussion about the 12 fundamental articles on the Italian Constitution

❖ WEEK 7: NATIONAL LANGUAGE?

Personalities: Pietro Bembo vs. Giangiorgio Trissino; Ruzante, Goldoni, Pennacchi, Paolo Malaguti

Places in town: Bembo’s house

On-site class: Bembo’s house (Palazzo Camerini-Bembo, via Altinate, 59).

Discovery task 5. NOTE TAKING (written + oral presentation on tbd): Students watch an episode of an Italian TV series. Students pay attention to the use of Italian, notice accents, oral language speech acts and expressions and gestures and take notes of their observations (one page long). Upload observations in Blackboard. Students will present to the class their findings for class discussion.

❖ WEEK 8: THE VENETO DIALECT. SOCIAL, CULTURAL AND POLITICAL ROLES

In class activity: Discovery task 5, class presentation and discussion.

Places in town: Odeo Cornaro, Teatro Verdi, but also the squares and the central markets

❖ WEEK 9: NATIONAL AND REGIONAL ADMINISTRATION

Personalities: the President of the Italian Republic, the President of the Veneto Region, and the Major of the city of Padova (sister city with Boston)

Places in town: Palazzo Moroni as local administration center in the present and the Palazzo della Ragione, Palazzo dei Potestà, Palazzo degli Anziani as local administration centers in the past.

In class activities: Excerpts from the movie *La meglio gioventù*, by Marco Tullio Giordana (2003) – see the entire movie on Raiplay. The Italian Constitution, students will learn and understand the birth of the Italian constitution and discuss the cultural and historical differences with the U.S. constitution.

guest lecture with author Paolo Malaguti in addition to regular lesson

❖ WEEK 10: POLITICAL ACTIVISM

Personalities: Lina Merlin (partigiana, insegnante, parlamentare, diritti delle donne, legge abolizione case chiuse)

Places in town: Dipartimento di Scienze Politiche, Lina Merlin's house and the site of the Students Union (UDU)

On site lesson: Another Padua to discover with Brandon Breen + on-site activity on Padlet "Padova parlante"

❖ WEEK 11: POLITICAL ACTIVISM

Discovery task 6. THE VIRTUAL MAP (written + class presentation). This task is based on observations related to the class with Brandon Breen. Follow instructions on Padlet. 800 words in total!!

Students complete the draft of their Photo Story final project on and will discuss it in class with the instructor on **during office hours**. After the editing phase, students must complete the final version of the project upload it on Blackboard by tbd.

❖ WEEK 12

Students will present their final project (during class time). Notes of any sort are not permitted, but you can show your photos in a ppt.