CAS LI 303 Exploring Padua: culture, language, and life
Instructor tbd
Course offered: Spring and Fall

Office Hours: One hour per week, after class (day TBD) or by appointment
Office: BU Padua, Via Dimesse, Padua (Italy)
E-mail:
Phone:
Class Meets: 2 hours, twice a week
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 placed in Blackboard where forums will be the ground for discussions and where the assignments related to the discovery tasks will be uploaded by students.

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 brochure which can persuade the audience of the inspirational and cultural values of the city of Padua (Discovery Task 2); a scientific report on the history of Science, Medicine and the Arts in Padua (Discovery Task 4); sociolinguistic reflections on Italian culture, language, dialects, humor, idioms and gestures by listening to a radio show and watching a TV series (Discovery Task 6); they use an educational approach to market some hidden and less touristic corners of the city by making a virtual map (Discovery Task 8).
• 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

Learning Outcomes for IESP Program

• Students show knowledge of written and oral Italian at different proficiency levels, from beginner to advanced, including the ability of interaction with locals in real life contexts.
• Students develop knowledge of Italian culture with respect to at least one of the following areas: history, literature, international relations, food policies, and the arts in general.
• Students will gain awareness of different cultural worldviews and behaviors that foster critical thinking, social and communication skills and teamwork, and will be able to use them in cross-cultural contexts. Students end goal will be to incorporate other worldviews into their own and perceive themselves as global citizens.

Learning Outcomes for PIP Program

• Students begin to understand local work culture, workplace dynamics, professional expectations, and cultural values that shape them.
• Students develop knowledge of skills appropriate to the field of the internship placement, including professional and inter-cultural communication, through written, verbal, and nonverbal means.
• Students refine and clarify professional and career goals through analytical reflection on their internship experience and research project.

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 though 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance, class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Discovery task 1, 2, 4, 5, 6, 7, 8</td>
<td>30% (5% each)</td>
</tr>
<tr>
<td>Discovery task 3, 6</td>
<td>20% (10% written part + 10% oral presentation)</td>
</tr>
<tr>
<td>Photo story (written and oral final project) “My Padua”</td>
<td>35% (25% written part + 10% oral part)</td>
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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.

8 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 1, 3, 5, 6 and 7 will meet the Global Citizenship & Intercultural Literacy, Oral and/or signed Communication Hub outcomes;

Discovery tasks 2, 4, 6, 8 will meet the Global Citizenship & Intercultural Literacy, Writing Intensive Hub outcomes

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 for each photo they will write a one-page story through which they will depict the subject of the photo. 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;

Final project due: via email to the instructor within 11:00pm of the day assignment is due.

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......@bu.edu
Class and University Policies

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.

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 indicated 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.

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

Simply stated, plagiarism is taking another’s work and presenting it as you own. Definitions of plagiarism frequently include terms such as ‘theft’ or ‘steal’. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details please see Boston University’s Code of Student Responsibilities: http://www.bu.edu/lifebook/universitypolicies/policies-code.html

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 and Assistant Academic Director serve as the head of the faculty and as academic advisors. The Director/Assistant Academic 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 reader with class material (to be purchased at the local copyshop)
- videos and links to relevant websites or homework in an electronic format are available on the Blackboard site of the course.

- **Readings** (available on-line or on the Blackboard site of the course)
  
  [https://ilbolive.unipd.it/it/mura-di-padova-la-storia](https://ilbolive.unipd.it/it/mura-di-padova-la-storia) (Padua walls)


  *Il Portello di Padova*. Guide realized inside the project “Portello segreto”  (excerpts)

  Guido Piovene/Giovanni Comisso: Padova during the ’50 extracts from “Viaggio in Italia”/”Veneto felice” (Venetian culture and transformation of Padua)


  Parker Shipton, *Where Lions and things have wings* (article on the goliardia)

  Silvia Gorgi, “La vita dello studente tra Cinquecento e Seicento”, in *Storie segrete della Storia di Padova*, Roma, Newton Compton, 2017


  Document on the expenses of a XIII Century students of the University of Padua  
Padova vista a testa in su, ed. Les Bas Bleu, 2015 (in collaboration with the Padua Astronomic Observatory)


Paola Benincà, Il Veneto Moderno, in Manuale di Cultura Veneta a cura di Manlio Cortelazzo

Silvia Gorgi, A Padova nasce la Commedia dell’arte, in Forse non tutti sanno che a Padova, cit., Chapter 4.

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

Giovanni Comisso, Veneto felice, Torino, Longanesi, 1984, pp. 81-86 (scene of the Odeo Cornaro)


• Videos

https://www.youtube.com/watch?v=A_38Qox_Mg (introduction to the European city)

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

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


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-27b83f7c0da-4c39-bff2-909b839d612e.html (RAI interview on Padua and the dialects)


https://www.youtube.com/watch?v=m28kJP-g1xLY (TEDX event, Trento and the Dolomites).

Schedule of Classes and Assignments

WEEKS 1 and 2: THE CITY OF PADOVA

Personalities: Antenore, the legendary founder of Padova.

Places in town: the city centre; Prato della Valle, Il Portello, Arcella, ghetto.
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. 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): the instructor assigns one neighborhood to each student or group of students who must independently explore the place. Students are involved to observe and take notes about the following aspects: the shape (architecture and geography) of the neighborhood, corners and places that represent what discussed in class, people met. Students must then organize the material observed and prepare a 3-minute video which must be uploaded in blackboard within 8pm day of lesson 4. By doing this, students will develop cultural, historical, social, economic, and aesthetic awareness about the city of Padua.

Readings and Videos:
https://www.youtube.com/watch?v=A_38Qox_Mg (introduction to the European city);
https://ilbolive.unipd.it/it/mura-di-padova-la-storia;


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

WEEK 3: URBAN CULTURE THEN AND NOW

Personalities: Giotto; 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; Padova Urbs Picta project and UNESCO cultural heritage (Prato della Valle, Botanical Garden); the artistic avantgarde in Padova.

Discovery task 2. TOURISTIC BROCHURE FOR BLOG/WEBSITE (written): students will receive specific instruction to conduct an individual visit to a Padova museum/exhibition (you can use cultural reimbursements for the ticket). After the visit, students will be engaged in the preparation of a touristic brochure (300 words) for the promotion of the place visited in which they have the opportunity to practice the accuracy in describing places and explaining cultural aspects related to Padua. The touristic brochure must be uploaded in blackboard within 8pm, day of lesson 6. By doing this, students will develop communication and linguistic skills related to market a place of educational, cultural, historical value in a local and international perspective.

Readings and Videos:
https://www.youtube.com/watch?v=2tWjlk_Ldxg (documentario della serie PRONTI, PARTENZA, VIA!);
Extract from “La figlia di Rappaccini” by Nathaniel Hawthorne;
Guido Piovene/Giovanni Comisso: Padova during the ’50 extracts from “Viaggio in Italia”/“Veneto felice” (Venetian culture and transformation of Padua)

WEEK 4: PADOVA AS A UNIVERSITY TOWN
Personalities: Elena Cornaro Piscopia.

Places in town: University of Padova; Loggia Amulea; Caffè Pedrocchi,

In class activities: oral discussion on differentiated readings; preparation of a survey on University to submit to at least Italian students; watching an excerpt of an interview produced by the satirical Italian TV program “Le iene”, analysis and directions on how to produce the same kind of product.

On-site lesson: visit to the ancient site of the University of Padua, Palazzo Bo. During the lesson students will refer on the home readings assigned for this day.

Readings:

Parker Shipton, Where Lions and things have wings (article on the goliardia)

Silvia Gorgi, La vita dello studente tra Cinquecento e Seicento, in Storie segrete della Storia di Padova, Roma, Newton Compton, 2017

Silvia Gorgi, E a Boston ci furono le prime donne laureate, in Forse non tutti sanno che a Padova, Roma, Newton Compton, 2016


Document on the expenses of a 13th Century students of the University of Padua.

WEEK 5: PADOVA AS A SCIENTIFIC HUB

Editing of discovery task n. 2 “Touristic brochure”: students will work in pairs in order to review their written assignment. Attention will be given to the accuracy of the language (structures and vocabulary) as well as to the style, following the examples of the texts read, discussed and analyzed in class and at home by students.

Personalities: Galileo Galilei.

Places in Town: Galileo’s house and la Specola; MUSME; musei degli Eremitani; Astronomic Observatory

In Class Activities: Class presentation; oral discussion on cultural and academic changes: from the Humanities to the STEM disciplines.

Discovery task 3. INTERVIEW (video interview + class presentation): university departments, libraries, study rooms and the places of socialization for university students: in couple, students are engaged in write observation on a grid provided by the instructor, 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.), they will interview 2 students based on the survey they have prepared in class. Finally, after collecting and analyzing these data, the students prepare a Le iene-style interview on the habits, places, activities of the Italian students compared to what happens in the States today. Upload in blackboard within 8pm, day of lesson 10. 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.

Readings:

WEEK 6: 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:** 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. Discussion on the assigned video on the Palazzo della Ragione. Excerpts from the movie *La meglio gioventù*, by Marco Tullio Giordana (2003)

Students will have the opportunity to observe, describe, and reflect how the urban administration has developed throughout the time, and verify which changes and improvements have been done.

**Discovery task 4. SHORT REPORT (written):** In groups of two, walk to Galileo’s house and la Specola; MUSME; Museo degli Eremitani and prepare one-page written report of your visit. Upload in blackboard within 8pm, day of lesson 12. By doing this, students will learn about the role and relevance of Padua in the science from historical and cultural perspective.

**Videos:**
- [https://www.youtube.com/watch?v=zcwYsFNIP8g](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-2a4d9f88-8d6147fb-9d0ec7a4801682df.html](https://www.raiplayradio.it/audio/2019/03/LE-MERAVIGLIE-Palazzo-della-Ragione-a-Padova-raccontato-da-Stefano-Tonietto-2a4d9f88-8d6147fb-9d0ec7a4801682df.html) (Palazzo della Ragione)

WEEK 7: POLITICAL ACTIVISM

**Editing of discovery task n. 3 “Interview” - part one:** the editing will be organized in the form of a critique, in which students will contribute, with the help of the instructor to the improvement of their work and of the work of their classmates. The assignment will take place on a Padlet wall so that all students and instructor can contribute in a more equal and inclusive way. The editing process is constituted of two parts and will last until week 9.

**Guest lecture** on Padua during the ’70, activism, feminist movements, terrorism.

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

**Places in town:** Dipartimento di Scienze Politiche

**On site class:** Visit the Department of Political Science

**Discovery Task 5. FORMAL INTERVIEW (oral):** interview 2 Italian people of different age asking which article of the Constitution they would change and how they would change it. Prepare to refer in class and reflect on the same question with regard to the US Constitution. Comparison questions will regard, for example, When the Constitution was born and historical context and values, Which are the most relevant values expressed in the two Constitutions, Is the Constitution modifiable and why?, Do you know the “articoli” of the Italian Constitution? Do you know some amendments of the US Constitution?; Do you recognize yourself in the Constitution of your country?; Which amendment and which “articolo” of the US and Italian Constitution would you like to change? Which one do you support more and why? By doing this, students will develop global citizenship skills and will practice oral communication through the interaction with locals. They will practice the formal and informal linguistic register, to formulate questions, take notes
and relaunch topics of personal interest. They will also politically and historically gain a deeper understanding of the values of the country where they are spending their semester abroad.

One-page long. Upload in blackboard within 8pm, day of lesson 14.

Readings:


Readings suggested/provided by the Guest lecturer.

WEEK 8: NATIONAL LANGUAGE?

Editing of discovery task n. 4 “Short report”: in class the professor will give back the written papers to the students. Students will work in pair on the editing process. The instructor will ask them to work on specific linguistic and stylistic aspects emerged in the student’s work.

Personalities: Pietro Bembo v.s Giangiorgetto Trissino

Places in town: Bembo’s house

On-site lesson: on-site class in Arquà Petrarca

Readings and Videos:

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

Extracts on the development of the Italian language in the 20th Century from Lingua Italiana ed educazione linguistica di M.G. Lo Duca;

WEEK 9: THE VENETO DIALECT. SOCIAL, CULTURAL AND POLITICAL ROLES

Editing of discovery task n. 3 “Interview”- part two: students will upload their work on a Padlet wall and the editing process will take place there. Students must contribute to the improvement of at least of three works uploaded on Padlet. The instructor will guide the editing process while giving contextual direction and suggesting strategies.

Personalities: Ruzante and Pennacchi

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

On site class: Commedia dell’Arte theatre piece or workshop

Discovery task 6. NOTE TAKING (written + oral presentation): Students listen to a radio podcast on the Italian language (e.g. La Lingua Batte, Radio 3 Rai) + 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 within 8pm, day of lesson 17. Students will present to the class their findings for class discussion. (Written and oral):

Readings and Videos:

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-bff2-909839d612e.html (RAI interview on Padua and the dialects)

Paola Benincà, Il Veneto Moderno, in Manuale di Cultura Veneta a cura di Manlio Cortelazzo

Silvia Gorgi, A Padova nacque la Commedia dell’arte, in Forse non tutti sanno che a Padova, cit., Chapter 4.

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

Giovanni Comisso, Veneto felice, Torino, Longanesi, 1984, pp. 81-86 (scene of the Odeo Cornaro)

WEEK10: FROM THE GRAND TOUR TO SUSTAINABLE TOURISM

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

Personalities: Shakespeare; Hemingway, Byron

Places in town: Piazza Capitaniato and Via Accademia (Shakespeare); Comitato Mura di Padova; 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 7. REPORT (oral): with the help of online tools, interviews, newspaper, advertising and research students will explore and report in a about the new trends of sustainable tourism in Italy and Veneto. By doing this, students will learn how the conception on tourism and hospitality is culturally declined in Italy and in the Veneto region not only from a cultural perspective, but also in terms of green economy and sustainability. Specific vocabulary will be strongly enriched through this activity.

Readings and Videos:

https://www.youtube.com/watch?v=m28kP-g1xLY (TEDX event, Trento and the Dolomites).

https://www.blogdipadova.it/mary-shelley-e-i-colli-euganei/ (Mary Shelley and the Euganean Hills)

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)


WEEK 11: “SECRET CORNERS OF PADUA”

Review of the course. Preparation for the final project.

Discovery task 8. THE VIRTUAL MAP. This task is based on observations related to a place suggested by the Guest lecturer during week 10 of the course. Students find information on history, art, tradition, social role, relevance in town of the recommended place. They take pictures of the buildings, of the area and of some distinctive details. They compose a map and insert texts (about 800 words in total) with an approach that is functional to persuade international students like them to visit that place. You will be provided with a paper map of Padua as an example.

By doing this, students will show to be able to make a synthesis of what learned during the semester in terms of culture, life, language etc. The activity include also a digital component and the introduction to the use of the Padlet tool.
WEEK 12: COURSE CONCLUSION

Final remarks about the course.

Students complete their Photo Story final project and present it to the class.