<u>**Tentative Syllabus**</u>

<u>ITA2100B</u>
<u>Stories of Italian Canadians</u>
Western University

Instructor: Dr. Pietro Pirani

Communication with the professor:
I will communicate important information to the entire class via the Newsfeed located on the course OWL page. Additionally, I will use email for course updates and where necessary I will communicate with you individually through Western email (ppirani2@uwo.ca). All email will be checked on Monday, Wednesday and Friday (Friday till noon) and a response will be given within 24 hours. No email will be opened on weekends or holidays, any email received during that time will be responded to promptly on the following business day.

You can also reach me on Skype. Given the nature of the course, I will not hold regular "office hours" on Skype, but please send me an e-mail if you would like to arrange a Skype meeting.

<u>Course Description (from the calendar)</u>
Discover the unique contribution that Italians have made to the Canadian society with a special focus on your communities. Collect stories from old and new immigrants with a view of building an archive devoted to the Italian experience in Canada. Explore issues of assimilation, integration, and identity.

<u>Course Overview</u>
Canada is a multicultural country and its identity is deeply affected by the innumerable communities that constitute its social fabric. In recent years, there has been an increasing interest in understanding how these communities have specifically contributed to what Canada is today. Although we know a great deal of how British, French, and Indigenous people have shaped the idea of Canada; we do not know enough about the contribution provided by other communities, including the Italian one. This course tries to fill this gap by exploring the contribution made by Italian men and women in forging contemporary Canadian identity and society.

This will be achieved by employing what has been called, oral history; namely, a form of first-person, personal narrative, similar to and different from other forms of first-person narrative, including storytelling, and memoir. Therefore, instead of building this course mainly on secondary sources – books and articles -, students will mostly learn about the Italian community first-hand, by interviewing Italians and recording their stories and memories.

This course will not only allow students to become aware of the role played by Italians in Canada; but also, students will work to preserve local knowledge about the past by making the personal accounts of Italian men and women accessible for future generations so that this important piece of Canadian history will not be forgotten. For these reasons, all interviews will be stored in a virtual archive as part of the Italian-Canadian Archives Project (ICAP), a national network and not-for-profit dedicated to securing the Italian-Canadian contribution to Canada's evolving narrative, past and present.

The course is divided into three broad sections: learning about the Italian-Canadian community from the early 1900s to today; doing oral history (project planning and interviewing) and using oral history (putting oral history to work in the world).

<u>PLEASE NOTE:</u> The course is taught in **English** and interviews can be conducted either in **ENGLISH** or **ITALIAN**. Knowledge of Italian language is **NOT** required, although it is welcome.

Learning Outcomes
At the end of this course, students will be able to:
1. Develop an understanding of cultural diversity in Canada with special emphasis on the Italian community in Italy.
2. Learn how to analyze oral history interviews as a source for writing history.
3. Develop the skills to professionally design and execute oral life history interviews.
4. Learn how to evaluate various approaches to presenting, processing, and analyzing oral life history interviews.
5. Contribute with their oral life history interviews to the Italian Canadian Archive Project, thus creating primary sources for the study of the Italian community in Canada.

Student Evaluation

Assessment	Weighting	Due Date
Online Discussion	10%	Lesson 4 and Lesson 10
Interview preparation	20%	TBD
Interview	20%	TBA
Audio/Video Recording Log	20%	TBD
Critical Reflection	30%	April 14

Detailed instructions for each assignment with accompanying rubrics will be available on the course OWL site starting in January.

Course Materials
- All readings for the course will be available electronically through OWL.

Grade Distribution

1. **On-line Discussion (10%)**
   Ten per cent of your final mark will be assessed from **class participation** in **online group discussions**. On two occasions, you will be asked to join a discussion group and respond to a series of questions, based on course material. The purpose of these discussions is to familiarize you with the important themes and concepts from each lesson. Discussions are about more than exchanging information; they require you to extend current thinking, introduce alternatives, and facilitate new understandings for yourselves and your group members. You should expect that the rest of the group has read the articles/chapters and build on that shared knowledge. A person who merely summarizes the readings will receive a lower grade. A person who analyzes and applies the readings will receive a higher grade.
   - ❖ **Group discussion activity:** Each discussion comes with two questions and you are required to answer one of the two. Your answer must be at least five to seven sentences. After the first round in which all the members of the group have answered the questions, the second phase begins. All members in the group must reply to the comments that have been expressed by addressing at least one comment of one student in the group. To summarize, by the end of each discussion, you must respond to one question, and reply at least to one of the other students in your group.
     - I will be looking for three features in your answers and replies:
       - Clarity: Does your response analyze the themes and concepts clearly and concisely? Is the material placed in a framework that helps me and the other students understand the arguments of the authors?
       - Creativity: Are the examples recent and relevant?
       - Correctness: How well did you understand the concepts and themes? Did you include the most important elements?
     - **Guidelines and schedule:** The group discussions will be held during Lesson 4 and Lesson 10. You must make your contribution according to the schedule and you must participate in both discussions. You can access each discussion from the "Discussions" tab of OWL.
       - **Please note**:

- ▪ Questions discussed in each lesson are the same for all students.
      - ▪ This course will require electronic submission of assignments through the plagiarism detection service Turnitin (http://www.turnitin.com).
  - **Deadline:** On the week of the discussion, your original posts must be submitted by 11:59 p.m. Day 4, and you have to respond to your group members by 11:59 p.m. Day 7.

2. **Interview Preparation (20%)**
   Each student will be paired with an Italian who has an interesting story to tell us. Students are encouraged to look for suitable candidates among the members of their family and community. Students who do not have direct access to an Italian will be assigned an interviewee after consultation with the professor. Interviews may be held either in English or Italian.

   After you have chosen, or been assigned, a suitable candidate, you will write down the questions that you plan to use in your interview. These questions will be reviewed by the professor prior to the actual interview.

3. **Interview (20%)**
   Instructions will be available on January 6th, 2020.

4. **Audio/Video Recording Log (20%)**
   Instructions will be available on January 6th, 2020.

5. **Critical Reflection Assignment (30%)**
   The critical reflection assignment is an opportunity for you to generate, deepen, and document the learning from your experience during the interview and the course at large.

   For this assignment, we will be following the What, So What, Now What model. This model is designed to guide but not limit your thinking. Feel free to add in important ideas not covered in these prompts.

   1. **What?**
      What happened during the interview? What did you observe?
      What was your role in the interview?
      What issue is being addressed in the interview?
      What were your initial expectations?
      What learning occurred for you in this experience?

   2. **So What?**
      Did you learn a new skill or clarify an interest?
      Did anything about your interview surprise you? If so, what? How is your experience different from what you expected?
      What impacts the way you view the situation/experience? (What lens are you viewing from?)
      What did you learn about the Italian community?
      What were some of the pressing needs/issues in the Italian community?
      How does this project address those needs?
      How did the experience relate to your coursework?
      Has your understanding of the Italian community changed as a result of your participation in this project? If so, how?
      Talk about any disappointments or successes of your project. What did you learn from it?

   3. **Now What?**
      How can you apply what you learned from your experience?
      What would you like to learn more about, related to this project or issue?
      What follow-up is needed to address any challenges or difficulties?

What information can you share with your peers or the community?
If you could do the project again, what would you do differently?
Have your career options been expanded by participating in this course?
How can you continue your involvement with this group or social issue?

(adapted from: The University of Kansas, Centre for Service Learning)

Instructions for the Critical Reflection
- Must be a **minimum of 1200 words** to a **maximum of 1500 words**
  - **Note:** Under length Deficiency Penalty = –10
- Should have **a separate Cover Page** which has: your name, your student number and this course's number
- Must be typed in **12pt** font in Times New Roman
- Must be written in **formal academic English,** obeying formal British or American or Canadian grammar, spelling, and language rules – check out: http://owl.english.purdue.edu/handouts/grammar/
  - **Please Note:** Marks will not be deducted for **occasional errors in grammar or spelling**; the mark primarily reflects the student's ability to **analyse, organize and review** a topic in the review format. However, **major or consistent style problems will lower the final grade**
- Must have an introduction, body paragraphs, conclusion
- Must have page numbers
- Must be **double-spaced**
- For this critical reflection, please use **a citation style of your choice**. For guidelines: https://www.lib.uwo.ca/services/styleguides.html
- **Due Date:**
  - April 14th, 2020
- A Marking Sheet shows other expectations for your paper.
- The critical reflection **MUST** be submitted **electronically** in **Word** format. Any other formats will not be accepted. The book review must be submitted to the drop-box on OWL by 11:59 p.m. on the due date. There will be a penalty of 2% per day for late reviews. If you are going to be late, **PLEASE** contact me before the deadline. No reviews will be accepted after one week past the deadline. The only reason for missing a deadline is an illness or a personal crisis. In both cases, you are required to document your reason for the late submission.

ESSAY MARKING SHEET:

Student_____.

An **x** beside any item indicates the need for substantial improvement. **OK** indicates that your work meets or exceeds minimum standards.

Style and technical correctness:
Spelling_____; grammar_____; syntax_____.
Effectiveness of prose: stilted_____; colloquial_____; prolix_____.
Concise_____.
Essay format_____.

Structure and organization
Clear, effective thesis statement_____.
Logical sequence of points_____;

Judgement
Critical and logical analysis_____

General

Mark_____