

HUI216

Italian Civilization

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2.0 Announcements -- Italian Civ. in the news

- <http://www.campo7.com/hui216>
- E-mails
- To add to this class
- Signatures and attendance sheet
- Survey by Eurispes on Italian catholics
 - numbers and conclusions
- Benedict XVI, the Encyclical Letter *Deus Caritas Est*, and Dante's *The divine comedy*
 - natures of God's love: light/energy
- The Italian Alto Adige region under the protection of the Austrian constitution?

2.1 Brief history of the Jewish communities in Italy

- On January 27, 1945, the gates of the Auschwitz concentration camp were opened
- Every year, on Jan. 27, Italy and other European countries remember that event, and the victims of the Holocaust, with the ceremonies of the recently instituted "Day of remembrance" (*Giornata della memoria*)
- Italy is one of just a few countries besides Israel to have a long history of Jewish presence

2.1 First Jewish communities in Italy

- The Jewish community in Rome is probably the oldest in Europe, dating back to the second century BCE
- Cicero, in his oration *Pro Flacco* (59 BCE), makes reference to the fact that Jews residing in Italy were sending regular contributions in gold to the Temple in Jerusalem
- After the destruction of the temple by the Romans, in 70 CE, Jewish prisoners and slaves were sent to Sardinia to work in the mines; approximately 100,000 more were sent to Rome

2.1 The Jews in Italy during the Middle Ages

- After the conquest of Sicily by the Arabs, Jewish communities flourished in that region
- During the Middle Ages approximately 40,000 Jews were living in Sicily, the most important community being the one in Palermo (3,000)
- In 1492 all Jews were expelled from Sicily and Sardinia, following the example of Spain. After the conquest of the kingdom of Naples by the Spaniards, most Jewish communities disappeared from the south of Italy (from Naples, Nola, Bari, Otranto)
- In 1516 the Republic of Venice instituted the first *ghetto*

2.1 The Italian Jews in recent history

- Many Italian Jews participated actively in the process of Italy's unification (Risorgimento)
- In 1920, 19 of the 350 representatives of the House, in the Italian parliament, were Jewish
- A number of Italian Jews supported fascism in the first years (1920s), and sometimes until 1938 (the year of the anti-Semitic Racial laws)
- Approximately 8,000 Italian Jews died during WWII
- In the early 1960s the number of Jews in Italy was down to approximately 35,000
- Visibility and assimilation
 - interfaith marriage with Catholics
 - public display of religious symbols
- The attitude of the Catholic Church, of the Italian press

2.1 Antisemitism in Italy

- A rise in anti-Semitism throughout Europe?
 - According to a survey published in 2002 by Italian newspaper *Corriere della sera*, between 4 and 5% of all Italians think that Italian Jews should leave Italy
 - Most of those who expressed that opinion have little education, are not young, and live in small towns
- Antisemitic slogans and symbols at Rome's Stadio Olimpico during the Roma-Livorno soccer game (Jan. 29, 2006)



2.2 The paper: recommendations and ideas

- A good paper is all about... connections!
 - Place contents and ideas in the larger context of Italian civilization
 - Explain the relevance of your topic within the pertinent period (Roman civilization or medieval civilization etc.), and/or for Italian civilization in general
 - Once you've dealt with the topic that you have chosen, with its specific issues and ramifications, try to answer this question: what is the particular relevance of ... (your topic here) for Italian civilization as a whole? What is left of this author/artist/theme in modern-day Italian culture, in Western civilization and culture?
- Provide at least one or two specific examples
 - Avoid the “catalogue” format: not too many subtopics
- Too technical and specific papers, which would be great in a class on history or art history or literature, are usually inappropriate for this class

2.2 The paper: format, topics, drafts

- Regarding the format of footnotes, quotes, references and the bibliography, the important thing is to be consistent
 - You can follow the MLA style, using footnotes or endnotes sparingly, or you can adopt a different format ([Chicago style](#), etc.)
 - Acknowledge all sources properly, including Internet web sites
 - Stick to the same standard throughout the entire paper
- Topics for the papers and a short general bibliography are listed inside the class web page
 - If you wish to write to paper on a different topic, you must obtain permission from the instructor
 - Minimum length for the paper is 3 pages or 900 words; max. length is 9 pages or 2,700 words
 - The deadline is May 3
 - Rules for electronic submissions
- You can submit an outline or a draft for review and recommendations: please do it well ahead of time

2.2 Plagiarism

- Do not plagiarize
 - Even when you submit a draft, you must properly acknowledge all your sources
- Plagiarizing (USB definition): copying someone else's writing or paraphrasing it too closely, even if it constitutes only a portion of your written assignment
 - Please refer to the Web site of the Academic Judiciary Committee for further details
<http://naples.cc.sunysb.edu/CAS/ajc.nsf>
 - “Avoiding Plagiarism”:
<http://sja.ucdavis.edu/avoid.htm>

2.2 Plagiarism (copied from UC Davis site in 2003)

- Use your own words and ideas
- Give credit for copied, adapted or paraphrased material
- If you repeat another's exact words, you **MUST** use quotation marks and cite the source
- If you paraphrase a sentence or a paragraph, you must still cite

2.2 Plagiarism (copied from UC Davis site in 2003)

- Avoid using others' work with minor cosmetic changes
 - synonyms and thesauri: using “less” for “fewer”
 - reversing the order of a sentence: from active to passive
- You don't have to cite “common knowledge,” BUT the fact must really be commonly known
 - That Abraham Lincoln was the U.S. President during the Civil War is common knowledge
 - That over 51,000 Union and Confederate soldiers died in the Battle of Gettysburg is not

2.2 Plagiarism: examples (UC Davis)

- The Original Source
 - “In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas” (Diana Hacker, *A Writer’s Reference*, St. Martin’s Press, 1995, p. 260)
- Plagiarism (same words, no quotation marks)
 - In research writing, sources are cited to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.
- The student has used the author’s exact words, leaving out only a phrase, without quotation marks or a citation

2.2 Plagiarism: more examples (from UC Davis)

- The Original Source
 - “In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas” (Diana Hacker, *A Writer’s Reference*, St. Martin’s Press, 1995, p. 260)
- Also Plagiarism
 - In research writing, we cite sources for a couple reasons: to notify readers of our information sources and give credit to those from whom we have borrowed (Hacker)
- The student has made only slight changes, substituting words such as “a couple” for “two,” “notify” for “alert,” and “our”/“we” for “your”/“you,” leaving out a few words, and giving an incomplete citation

2.2 Plagiarism: last examples (from UC Davis)

- A Solution (appropriate paraphrase)
 - A researcher cites her sources to ensure her audience knows where she got her information, and to recognize and credit the original work (Hacker 260)
- This student has paraphrased in her own words, while accurately reflecting and citing the author's ideas
- A Different Solution (quotation with cite)
 - In her book *A Writer's Reference*, Diana Hacker notes, "In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas" (260)
- By introducing his source, the student signals that the following material is from that source
- All verbatim words are in quotation marks, and the source of the quote is cited with a page number

2.3 The exams (March 27 [A-K] or 29 [L-Z]; May 15, 5:10 PM)

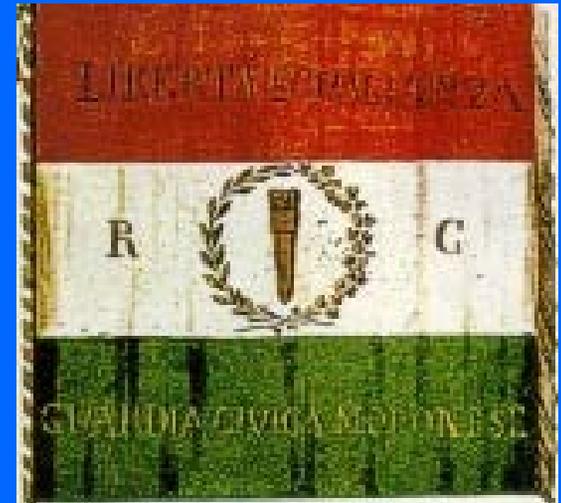
- Where?
 - Midterm = Javits 102; Final exam = TBA
- Bring your ID and pencil, eraser
- You cannot take a seat before you are instructed to do so, or where you want
- You cannot leave the room during the exam
- Be aware of University rules on cell phones, pagers, PDAs etc.
- Contact us ASAP if you cannot come
 - Be prepared to show proof of illness/emergency

2.3 Preparing for the exams

- When you prepare for the exam, focus on
 - 1) lectures and presentations
 - 2) required readings from the Internet
 - 3) readings from the textbook
- When you review the readings focus on
 - themes, ideas, references to history and culture
 - fiction: the basic plot, the main characters, style
- Also be prepared to
 - match important dates with crucial events
 - match places with peoples/cultures
 - match authors with the titles of their major works

2.4 The Italian flag

- It was first introduced during the Napoleonic wars, in 1797
- It was modeled after the French flag, considered then the symbol of democracy
- The colors are connected to the city of Milan
 - red and white were in the emblem of the commune of Milan
 - green was used for the uniforms of the Milanese civic guards



2.4 The emblem of the Italian Republic



- it was realized by Paolo Peschetto, and chosen with a national contest
- it was approved as the official emblem of the Republic in 1948
- the star represents hope and victory (cf. the Risorgimento)
- the cog-wheel represents work (see the [art. 1 of the It. Constitution](#), which begins with the words “Italy is a democratic republic based on labor”)
- the olive and oak branches with leaves symbolize peace and strength, dignity



2.5 National Italian identity and the issue of language



2.5 Standard Italian: its components

- Italy's current national language is called by linguists Standard or Neo-Standard Italian
- Standard Italian is in many ways a new and artificial language
- Its components
 - the literary Tuscan language of the past (Petrarch, Boccaccio, Bembo): syntax and lexicon
 - the dialect spoken by middle-class educated inhabitants in a small area of Tuscany (Florence, Prato, Pistoia), at the time of the unification of Italy (1820s-1880s): mostly the lexicon, some syntax, not the pronunciation
 - the lexicon of other parts of Tuscany, of other parts of Italy, the “national Tuscan”HUI216

2.5 Standard Italian and literature

- Florentine was not simply proclaimed the new national language as it was
- Italian also borrowed words, rules and expressions from the literary tradition, from the great late medieval writers (Dante, Petrarch, Boccaccio), as well as from authors of the Renaissance and of the 19th century (Manzoni)
- In reference to literature, the period known as Baroque, between the Renaissance and the Enlightenment, was considered less important due to aesthetic as well as political reasons (the foreign domination of Italy)

2.5 Tuscan, Florentine and Italian literature, culture and society

- Mainstream literature in Italy, starting from the end of the Middle Ages, always held Tuscan in high regard
 - literary Tuscan was a language very close to the Florentine dialect, but more generic, kind of a middle ground among various Tuscan dialects
- Often, in the past, even authors from Venice, Milan or Naples would choose Tuscan as the language of their literary creations, even though they spoke Venetian, Lombard or Neapolitan at home and in public
- Italian literature therefore had reached a certain degree of unity long before the Italian Kingdom was created

2.5 Literary Tuscan and Italian culture/society

- Italian literary language, though, could not be proposed to all Italians effectively
 - because it had been for such a long time the sole domain of an elite of intellectuals and writers
 - because it had become extremely rich and varied, but also difficult to use for anybody who did not have a university degree, or the equivalent education
 - it was mostly a written language
 - it was spoken in just a few places/occasions (secondary schools, colleges, public ceremonies, politics)

2.6 Neolatin vernaculars in Italy

- Times when there wasn't a proper national language in Italy...
 - before Latin was introduced in all of Italy by the Roman government, more than 2000 years ago
 - after Latin ceased to be the only language of the central government and of the local administrations (with the collapse of the Roman empire, in 476 CE)
- Various vernaculars or dialects, very different from each other, have developed in time from Latin and from other Indo-European languages (Greek, Umbrian, Ligurian, Sican, etc.), spoken locally before and after the Romans

2.6 Neolatin vernaculars in Italy

- Italy's dialects are not simply varieties of one national language, since the official national language or standard Italian was introduced and, so to speak, created only 100+ years ago
- Most dialects in Italy can be more properly classified as separate Neolatin/Romance languages, each with a separate phonetic system, a different syntax and lexicon, an original literary tradition, etc.
 - The traditional use of the term dialects can be somewhat deceiving

2.6 Examples of present-day Italian dialects

- Internet is a friendly, inexpensive medium for the preservation of local cultures and languages. Many are the sites aimed at the preservation of the collective memories and traditions of small groups/communities, and many are the sites in which a local Italian dialect is used, instead of the standard national language, to post or exchange information
- I have collected a few, whenever I found them mentioned in Italian newspapers or magazines. I'll be the first to admit that often I can only understand a few words here and there, in those sites. But I think that even just seeing so much diversity with your own eyes, just looking at those pages for a minute, brings you to a higher level of understanding of the topics and issues that we are examining. NB: while the following links are all working, more than a few of the sub-links inside those pages can be very slow or dead:
 - Click [here](#) to see texts written in a dialect of Lombardy
 - Click [here](#) to read poems written in the dialect of Ferrara (still in the North)
 - Click [here](#) for an introductory course of Neapolitan dialect, in English
 - A site in [the dialect of Bologna](#), with .mp3 files of songs in that dialect
 - [European Bureau for Lesser Used Languages](#) or EBLUL, a EU-sponsored agency created to support linguistic diversity

2.7 Body language in Italian society

- Even hand gestures change from region to region
 - See the next slides for a brief list of gestures used in various Italian regions
- Body language as a whole changes too
 - some Italians are more inclined to touch the other person's hand, forearm or shoulder in the course of a conversation
 - some may be more liberal with hugs and kisses (kissing and hugging each person more than once, and in more social occasions)

2.7 Body language in Italian society

- The individual's perception of his/her personal space can also be different
 - many Italians will feel comfortable even in tight quarters with strangers
 - when passing by another person in the narrow aisle of a store, they will rarely use the Italian equivalent of "excuse me" (*permesso*), provided there is enough space to pass
 - If you want to learn more, I suggest that you read the more scholarly article entitled "Non-Verbal Communication across Cultures" by Max S. Kirch (*The Modern Language Journal*, Vol. 63, No. 8., Dec. 1979)

2.7 Excerpts from “Gesture in Italian Speech,” by Laura Raffa

- The notion that Italians 'speak with their hands' is only partially correct
 - The use of hand gestures cannot replace the spoken word
 - Rather, gestures complement the spoken intent of the speaker
- Coupled with expressive vocal animation, some hand movements are global gestures, while others are region-specific
- The hand shake of the Anglo-Saxon world has been introduced into Italian society for the purpose of business negotiations and deals, and has since extended to less formal occasions
- Yet, generally the Italians are not as formal as their English counterparts and are accustomed to greeting each other with two kisses on both cheeks (the *bacetto*)
- In the Southern regions of Italy, for stylistic effect, hand gestures are often accompanied with vigorous movements and in some cases they supersede the need for words

2.7 Excerpts from “Gesture in Italian Speech,” by Laura Raffa (2)

- The act of placing the fingers of your two hands together and shaking your hands slightly up and down is a gesture that shows disapproval. It is usually used towards younger children when they have disobeyed their elders. Young adults, in a satiric look at their parents' and grand-parents' generation also mimic it.
- The shaking of the right index finger shows this disapproval and can replace the word 'No'
- Other examples of Italian gestures do not require a lot of discussion because of their global nature. Such is the act of passing the middle and index finger across the thumb, with its universal meaning of the expensive nature of a particular article or event. Similarly, lightly tapping the forehead with the back of the hand symbolizes that the other person is crazy or has made a remark that is not credible.

2.7 Italian gestures

- A series of global and Italian gestures, explained in Italian and English, shown with pictures and short RealPlayer videos, organized by theme
 - http://www.ccsf.edu/Departments/Language_Lab/gesti/00Gesti.htm
 - This site was created by Giorgio Spanò, City College of San Francisco
- See also Andrea de Jorio, *Gesture in Naples and Gesture in Classical Antiquity* [1832] (transl. Adam Kendon; Indiana UP, 2000)

2.8 Bilingualism and diglossia (H/L: high prestige/low prestige) in Italy

- Most Italians, until just a few decades ago, were bilingual
 - They spoke a local/regional dialect as their primary language at home or with their friends (L)
 - They learned standard Italian at school (or thru printed materials, theater, radio, cinema, tv), and used it in public places or in the presence of somebody from a different region (H)
- Compulsory education and television have tamed this special brand of bilingualism
 - nowadays, while most elderly Italians are still able to speak their dialect, many younger Italians can only understand it and use it sparingly, often mixing standard Italian and dialect in their conversations

2.8 Bilingualism in the emigrant Italian communities

- The case of Argentina: legend has (I have always heard or read this anecdote, but I have never found any serious research done on it) that when Argentines had to choose their official national language, they considered Italian as an option, since Italians were (and still are) one of the largest immigrant communities in that country
- They soon realized that Italians coming from different regions were speaking different dialects, and sometimes resorted to Castilian (the official language of Spain) to communicate with each other! (Keep in mind that most immigrants from the late nineteenth and early twentieth century had received little or no schooling in their home country, so they could not speak standard Italian well)
- As they say, if this anecdote is not true it is well found, certainly highly plausible

2.9 Foreign languages spoken in Italy

(from <http://www.cia.gov/cia/publications/factbook/geos/it.html> and http://www.ethnologue.com/show_country.asp?name=IT)

- German dialects
 - parts of the Trentino-Alto Adige region are predominantly German speaking; small minority in Valle d'Aosta
- French dialects
 - French-speaking minority in the Valle d'Aosta region
- Slovene
 - Slovene-speaking minority in the Trieste-Gorizia area
- Romani
- Greek
- Albanian
- Catalan