



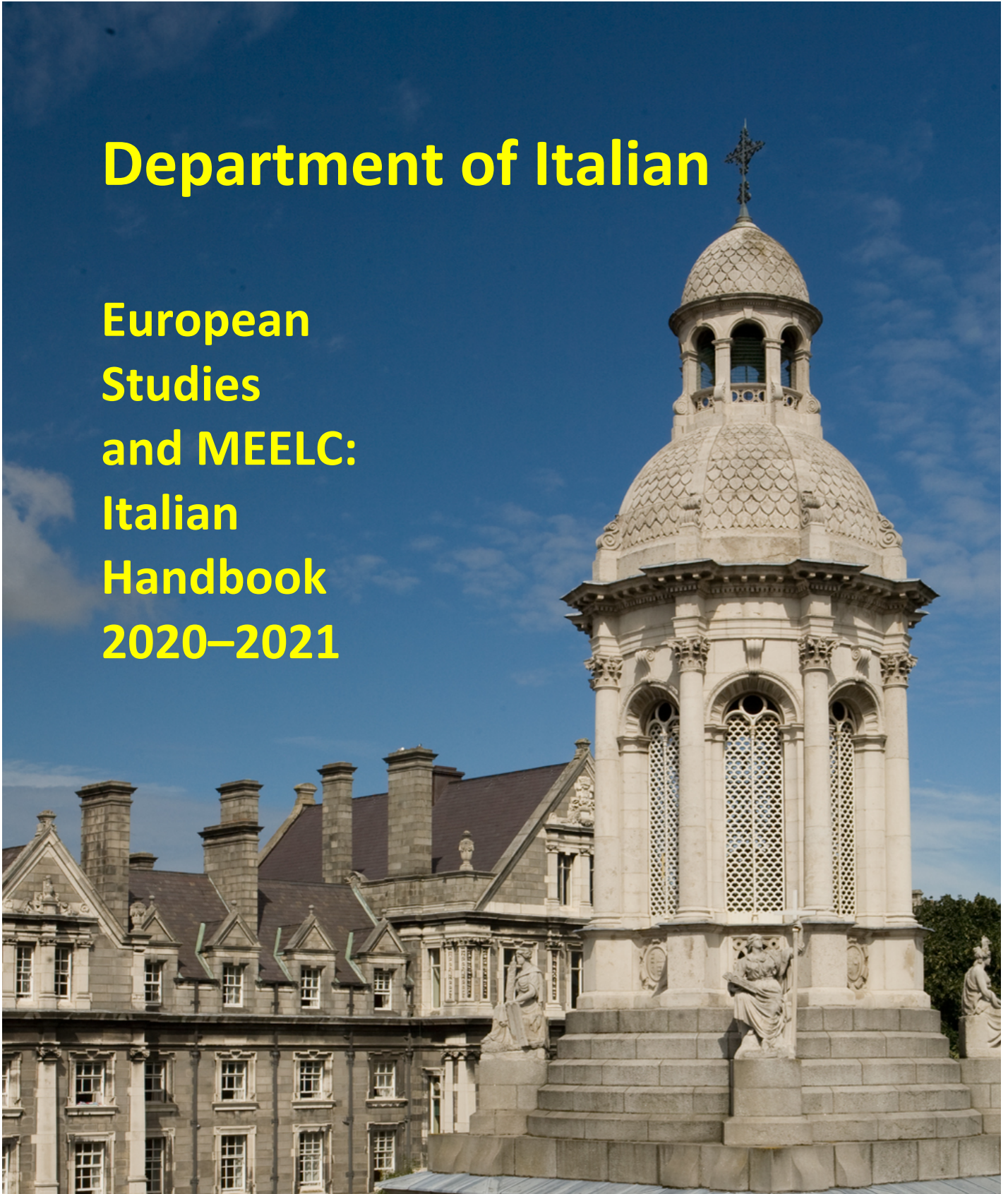
Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Department of Italian

European Studies and MEELC: Italian Handbook 2020–2021



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NOTE: The Department of Italian is not bound by errors in, or omissions from, this Handbook. All the rules of this handbook are subject to those of the University, as expressed in Trinity College's current online *Calendar* (<http://www.tcd.ie/calendar/>).

SECTION I – GENERAL



INTRODUCTION TO ITALIAN

Welcome to the Department of Italian in Trinity College Dublin. We are a friendly and small department where we hope you will feel at home. We know that Covid will affect your learning and social life this year, but we are trying to keep up sense of our friendly department during the pandemic, which won't always be easy. We think we have done all we can, but if you have further ideas, please let us know!

You are joining a historic Department. We have one of the oldest traditions in Italian studies in the world. Italian has been taught here since 1776. Some very significant people have studied Italian in Trinity before you:

- the first President of Ireland, **Douglas Hyde**, who won the prize in Italian in 1884;
- playwright and Nobel prize winner **Samuel Beckett**, who studied Italian and French in the 1920s;
- the notable intellectual **Walter Starkie**, Professor of Spanish and Italian.

Our **website** is <http://www.tcd.ie/italian/>

WHO WE ARE

The key people you need to know for your European Studies and MEELC + Italian are:

	Position	Room	Email
Giuliana Adamo	Assistant Professor in Italian, ES/MEELC Erasmus Coordinator	4080	gadamo@tcd.ie
Marco Bellardi	Teaching Fellow, Coordinator of European Studies/MEELC: Italian	4037	bellardm@tcd.ie
Silvia Bertoni	Language Coordinator for Italian	4037	sbertoni@tcd.ie
Clodagh Brook	Head of Department of Italian	4040	brookc@tcd.ie
Gianluca Caccialupi	Instructor	c/o 4087	gcaccial@tcd.ie
Igor Candido	Assistant Professor in Italian	4088	candidoi@tcd.ie
Enrica Maria Ferrara	Teaching Fellow	c/o 4087	ferrarae@tcd.ie
Mary Keating	Senior Executive Officer	4087	italian@tcd.ie Tel: (01) 896 2062
Alma Sozzani	Language Assistant	c/o 4087	sozzanar@tcd.ie

Details of other academic staff in Italian can be found on the website:
<https://www.tcd.ie/Italian/people/>

To see a member of staff, please email them to arrange an appointment. Staff will endeavour to reply within 48 hours during term-time.

WHERE TO FIND US

The Department office, notice boards, and staff members' rooms are on the second floor (Level 4) of the Arts Building. Your teachers will let you know how to contact them electronically too.

For any questions, suggestions, or concerns, your first port of call is
Dr Marco Bellardi, the Course Coordinator for European Studies/MEELC: Italian Studies

KEY DATES FOR YOUR DIARIES

Dates 2020/21	Outline Structure of Academic Year	Deadlines and notes
21-Sep-20	Orientation (undergraduate visiting / Erasmus /postgraduate)	
28-Sep-20	Teaching Week 1 / Orientation (undergraduate new first years)	Michaelmas teaching term begins
5-Oct-20	Teaching Week 2	
12-Oct-20	Teaching Week 3	
19-Oct-20	Teaching Week 4	
26-Oct-20	Teaching Week 5 (Monday Public Holiday)	
2-Nov-20	Teaching Week 6	
9-Nov-20	Study/Review Week	(Teaching week 7 for JFs)
16-Nov-20	Teaching Week 8	
23-Nov-20	Teaching Week 9	
30-Nov-20	Teaching Week 10	JF Oral tests: start of assessment period (weeks 10, 11, 12). SF Oral tests begin (weeks 10, 11, 12)
7-Dec-20	Teaching Week 11	JS Oral test begin (weeks 11, 12) SS Major Oral test begin (weeks 11, 12) SS Major two-hour language test
14-Dec-20	Teaching Week 12	JF two-hour language test SF two-hour language test JS two-hour language test SS two-hour Language and Variability test SS Minor two-hour language test Lectures end Michaelmas term ends Sunday 20 December 2020.
21-Dec-20	Christmas Period (College closed 24 Dec to 3 Jan included)	
28-Dec-20	Christmas Period (College closed 24 Dec to 3 Jan included)	
4-Jan-21	Revision	Deadline Friday 8 January by midnight for electronic submission of the following assignments: MT sophister options
11-Jan-21	Assessment*	Deadline Monday 11 January by midnight for electronic submission of the following assignments: JF Making Italy: From Unification to Fascism; SF Reading Italy: History, Society and Stories 1; SF Visions of Italy: a journey in the making of a nation; JS Italy in the 21st Century
18-Jan-21	Assessment */ Foundation Scholarship^	Oral exams arranged locally by department (tba)
25-Jan-21	Marking / Results	
1-Feb-21	Teaching Week 1	Hilary teaching term begins.
8-Feb-21	Teaching Week 2	

15-Feb-21	Teaching Week 3	
22-Feb-21	Teaching Week 4	
1-Mar-21	Teaching Week 5	
8-Mar-21	Teaching Week 6	
15-Mar-21	Study/Review Week (Wednesday, Public Holiday)	
22-Mar-21	Teaching Week 8	
29-Mar-21	Teaching Week 9 (Good Friday)	
5-Apr-21	Teaching Week 10 (Easter Monday)	
12-Apr-21	Teaching Week 11	SS two-hour language test
19-Apr-21	Teaching Week 12	JF two-hour language test JF aural test SF two-hour language test SF aural test JS two-hour language test SS two-hour Language and Variability test SS Minor two-hour language test Lectures end Hilary term ends Friday 25 April 2021.
26-Apr-21	Trinity Week (Monday, Trinity Monday)	Trinity Term begins.
3-May-21	Revision (Monday, Public Holiday)	Deadline Tuesday 4 May by midnight for electronic submission of the following assignments: JF Florence and the birth of the Renaissance; SF Reading Italy: History, Society and Stories 1; SF History & Society in the 20th century Italy; JS Renaissance politics and ethics: Machiavelli and Castiglione;
10-May-21	Assessment*	Deadline Friday 14 May by midnight for electronic submission of the following assignments: HT Sophister options. Oral exam times are arranged locally by Dept.
17-May-21	Assessment*	
24-May-21	Marking/Results	
31-May-21	Marking/Results	
7-Jun-21	Research (Monday, Public Holiday)	Statutory (Trinity) Term ends Sunday 6 June 2021.
14-Jun-21	Research	
21-Jun-21	Research	
28-Jun-21	Research	
5-Jul-21	Research	

12-Jul-21	Research	
19-Jul-21	Research	
26-Jul-21	Research	
2-Ago-21	Research (Monday, Public Holiday)	
9-Ago-21	Research	
16-Ago-21	Research	
23-Ago-21	Research	

*** Note: extra contingency days may be required outside of the formal assessment/reassessment weeks.**

^ Note: it may be necessary to hold some exams in the preceding week.

The above test table may be subject to change. Please see your online timetables for finalised details of dates and times of tests.

COURSE AIMS AND GUIDELINES FOR EUROPEAN STUDIES/MEELC: ITALIAN

- Enthuse you to learn the language and to become proficient in spoken and written Italian
- Provide you with a clear learning arc to achieve concrete goals
- Language modules are based on the Common European Framework of Reference (CEFR); you will start learning Italian ab initio and will attain up to level C1+ on successful completion of your degree
- Give you a broad insight into Italian history, politics and society in different periods in time and how Italy contributed to European civilisation
- Give you access to the rich culture associated with the Italian language by facilitating you in gaining cultural knowledge and developing intercultural awareness
- Help you explore and appreciate the complexities of Italian identity in the wider European context
- Provide you with opportunities to exercise critical and independent thinking, learner autonomy, effective communication, self-directed learning, mediation skills, and research skills
- Equip you with the knowledge and academic and employability skills that will make you ready for the job market and for further studies

For **Learning Outcomes** and further information, see the relevant modules in this Handbook.

ITALIAN DEPARTMENT REGULATIONS

For your assignments and tests in Italian, you are bound by our rules in the Department of Italian.

LATE OR UNDELIVERED ASSIGNMENTS

It is your responsibility to be aware of the deadline for handing in the work.

LATE DELIVERY

If work is handed in late without specific permission having been granted, except in cases of well-documented incapacity to get work in on time, the following scale of deducted marks may be applied: 2% for one week late, 5% for two weeks late, 10% for three weeks late. Lecturers may refuse to accept essays submitted later than three weeks after deadline.

UNDELIVERED WORK

Mark for assignment not done during the year: 0%.

If you are unable to meet a deadline you should inform the module coordinator in advance. Extensions for submission of work must be sought in advance of the deadline. In exceptional circumstances, extensions of deadlines may be granted. It is the student's responsibility to obtain from the staff member involved a written note specifying the new delivery deadline.

ABSENCE AT TESTS

ESSENTIAL: Please save the dates for your tests, which are announced at the beginning of the academic year. If you miss a test, you will be marked 'zero', unless you can provide a medical certificate or evidence of other grave cause. If you provide proof of absence, the weight of the remaining components in your continuous assessment will then be recalculated accordingly.

KEEPING COPIES OF WORK SUBMITTED

While the Department takes all reasonable care of submitted materials, it is the student's responsibility to keep a copy of all work submitted, and to produce this copy if required. This applies particularly to work done in the third and fourth years, as this work is made available to the external examiner in assessing the student's final degree result.

CHEATING AND PLAGIARISM

In Italian we take plagiarism seriously. It is important to avoid communicating other people's ideas or words as if they were your own. This is regarded as a very serious offence. We follow the College rules: <http://tcd-ie.libguides.com/plagiarism>. We detect plagiarism using automatic plagiarism detection software.

ATTENDANCE

You must have at least 70% attendance in any component of a module, unless officially certified. Penalties may apply for attendance which falls below this. With regard to online teaching, attendance is mandatory at live lectures, tutorial and labs. Pre-recorded lectures should be viewed at the allocated slot on the timetable.

College regulations on attendance are as follows:

Calendar Part II (<http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>)

Attendance point 18: "Students must attend College during the teaching term. They must take part fully in the academic work of their class throughout the period of their course. Lecture timetables are published through my.tcd.ie and on school or department notice-boards before the beginning of Michaelmas teaching term. The onus lies on students to inform themselves of the dates, times and venues of their lectures and other forms of teaching by consulting these timetables."

The implications of this policy are obviously serious, and you are urged to ensure that you engage fully with the course. If you're having problems, don't drop out – come and talk.

BEGINNERS AND ADVANCED STUDENTS

We welcome both beginners and advanced students of Italian. Students who have achieved Leaving Certificate level or equivalent may join the Advanced stream. Those who have non assessed prior knowledge of Italian may sit an entrance test and a short interview to assess their level; if the test shows that their level is sufficiently advanced, students will be allowed to join the Advanced stream.

Should students found not to be sufficiently advanced in the start-of-term test, they are required to join the ab initio course. However, as the course is fast-paced and engaging, they will find that the gap between them and their fellow ab initio students will be reduced over a few months. The Language Coordinator, Silvia Bertoni, may also discuss a customised pathway with students. You are advised to contact her if she is not your lecturer.

RESOURCES

ONLINE: TOP TEN WEBSITES

The following is a select list of websites. A more comprehensive list, divided into categories, is available on Blackboard.

1. <http://www.oneworlditaliano.com/> language course, grammar exercises, vocabulary, some audio materials and Italian culture
2. <http://www.impariamoitaliano.com/> grammar exercises, vocabulary, culture, listening activities, etc.
3. <http://www.treccani.it/> monolingual dictionary, synonyms, encyclopedia
4. <https://www.repubblica.it/> daily paper (center-left)
5. <https://www.doppiozero.com/> journal (culture, society, literature)
6. <https://www.wired.it/> journal (culture, technology)
7. <http://www.limesonline.com> journal (geopolitics)
8. <https://unaparolaalgiorno.it/> study of vocabulary, etymology (advanced)
9. <https://www.youtube.com> a minefield of information and interesting programmes, such as *La storia siamo noi*.
10. www.raiplayradio.it public radio channel

LIBRARY

The Italian Language and Literature sections are located in the Ussher Library. Italian dictionaries are to be found in the "Italian Dictionary 850" area, which is at the beginning of the Italian Literature books. Italian literature covers the classmarks 850-858.9. We hold top journals like *Italian Studies* and *Italian Culture* electronically (find these using the Stella search: <https://stella.catalogue.tcd.ie/iii/encore/?lang=eng>

DURING COVID: The university is endeavouring to keep the Library open even if classes are moved online: see: <https://www.tcd.ie/library/>

CLCS

The Centre for Language and Communication Studies (CLCS) has a suite of multifunctional computers in rooms 4072, 4073 and 4074.

THE ITALIAN SOCIETY

Among the student societies is Trinity College Dublin Italian Society, which organizes a number of activities during the year. In 2017, the Italian Society won the Trinity CSC (Central Societies Committee) award for 'most improved society on campus'.

THE ITALIAN CULTURAL INSTITUTE

We are lucky in Dublin to have the Italian Cultural Institute in Fitzwilliam Square, just a 15-20 minute walk from the Arts Block in Trinity. Covid willing, there are free screenings of Italian films there most Monday evenings at 18.30, and regular talks about Italian culture: literature, food, photography, cinema, Dante, language and so on. During Covid some activities are now online. We warmly encourage you to attend.

You can get more information on the website: https://iicdublino.esteri.it/iic_dublino/it/

PRIZES AND SCHOLARSHIPS IN ITALIAN

COMPOSITION PRIZE

The composition prize is awarded to the students with the best writing skills in Junior and Senior Fresh. It may be divided between students of equal merit.

ITALIAN 1776 PRIZE

This prize is awarded annually to the *ab initio* Junior Fresh deemed to have made most progress in Italian. Value, 100 euro.

ITALIAN CULTURAL INSTITUTE PRIZE

This prize was founded in 1978 by a gift from the Italian Cultural Institute, and has been awarded annually to the best senior sophister student in the Italian Department at the discretion of the Department.

OTHER GRANTS

Some grants, normally covering fees partly or totally, may be available from institutions or schools of languages in Italy to learn Italian during the summer. Please enquire about these from Ms Silvia Bertoni, Room 4037 (sbertoni@tcd.ie).

FOUNDATION SCHOLARSHIP EXAM (Senior Fresh)

Due to Covid 19, the Foundation Scholarship Exam may not run this year (you will be eligible next year if it doesn't)

Please see <https://www.youtube.com/watch?v=-0RweAxp6vs/>.

For more details, please see: <https://www.tcd.ie/academicregistry/exams/scholarship/>

The Italian exam, if it runs, will consist of two components:

1. *Language paper* (70%), 90 minutes, two questions (a) and (b) equally weighted:
 - (a) reading comprehension: i. questions on the content of the passage, ii. questions on how to explain some words and phrases, and iii. a short commentary on the passage in Italian (answer all three in Italian; i, ii and iii are each worth one third of question a);
 - (b) guided essay in Italian (200 words).
2. *Oral* (30%). This will involve presenting an article in Italian, which will be discussed in a short oral examination.

SECTION II

ITALIAN FOR EUROPEAN STUDIES AND MIDDLE EASTERN, EUROPEAN LANGUAGES AND CULTURES

ES/MEELC JUNIOR FRESH COURSE DESCRIPTION

ES STUDENTS TAKE 10 ECTS IN ITALIAN LANGUAGE + 5 ECTS IN EITHER ITU11041 OR ITU11092

MEELC STUDENTS TAKE 10 ECTS IN ITALIAN LANGUAGE + BOTH ITU11041 AND ITU11092

CODE	NAME OF MODULE	ECTS	COMPONENTS	SEMESTER	HRS PW
ITU11121/ ITU11122	Italian Language 1	5+5	Italian language skills, structures and vocabulary	MT+HT	4
			Focused oral and aural practice	MT+HT	1
ITU11131/ ITU11132	Italian Language 1 (Advanced stream)	5+5	Italian language skills, structures and vocabulary	MT+HT	3
			Focused oral and aural practice	MT+HT	1
ITU11041	Making Italy: From Unification to Fascism	5	lecture + seminar	MT	2
ITU11092	Florence and The Birth of the Renaissance	5	lecture	HT	1

ITU11121 / ITU11122

Italian Language 1

Italian language Skills, structures and vocabulary + Focused oral and aural practice

Module description

In the Italian Department at Trinity, we see all the parts of language learning as part of a whole. Therefore, our two language modules ITU11121 and ITU11122 are taught effectively as a single unit. Together, they are your JF Language course, *Italian Language 1*. *Italian Language 1* has two components, or parts: (1) Italian language skills, structures and vocabulary and (2) Focused Oral and Aural Practice.

This module focuses on the language skills of Listening, Reading, Writing, Spoken Production and Spoken Interaction, while also while developing the understanding and use of grammatical structures and vocabulary, which are learned in context. Through this module as well as others, you will also gain knowledge of Italian culture and society.

On successful completion of the module, you will attain level A2+ of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to

- Understand and work with simple written, spoken, visual and audiovisual texts from a range of media and related to familiar topics, e.g. personal information, university, shopping, work, leisure, etc.
- Demonstrate knowledge and use of enough vocabulary, grammatical structures and pragmatic competences to cope with everyday situations and topics
- Understand when native speakers talk to you slowly and clearly about everyday topics
- Deliver simple short presentations on familiar topics
- Interact orally with some degree of fluency and accuracy on familiar topics
- Summarise simple texts, using the language used in them
- Communicate in writing through a variety of simple texts in Italian using a range of media and with a degree of fluency, accuracy and coherence in simple tasks related to familiar topics
- Demonstrate knowledge and understanding of cultural aspects related to areas of immediate interest such as geography, history, society, everyday life, education, etc.
- Engage in simple mediation activities, e.g. conveying relevant information contained in short texts related to familiar topics, describing simple visuals on familiar topics.

Teaching and learning

Contact hours per term	Italian Language Skills: 44 hours Focused Oral and Aural Practice: 11 hours
Independent learning per term	30+ hours
Lecturers	Marco Bellardi (Italian Language Skills) Enrica Maria Ferrara (Italian Language Skills) Alma Sozzani (Focused Oral Practice)

Classes are interactive and conducted in Italian for the most part. You will be provided with plenty of opportunities to use the language in meaningful contexts.

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, doing online exercises, seeking opportunities to use Italian outside the classroom, engaging in tasks to prepare for the next lesson, participating in the weekly pub night.

Student support

- Additional materials available on Blackboard
- Constructive feedback from lecturers
- Lecturers are available by appointment

Reading and references (mandatory):

- M. Birello, S. Bonafaccia, A. Petri, A. Vilagrasa, *Al dente 1 Edizione Premium*, Casa delle Lingue (ISBN: 9788417710835)
- M. Birello, S. Bonafaccia, F. Bosc, G. Licastro, A. Vilagrasa, *Al dente 2 Edizione Premium*, Casa delle Lingue (ISBN: 9788416657759-1)

PLEASE NOTE (VERY IMPORTANT!): When you purchase your books, make sure you don't throw out the slip of paper that comes with each volume, which contains the code you will need to register it on the BlinkLearning platform.

Textbooks are available from International Books, 18 South Frederick Street, Dublin 2, or online.

Further materials:

- Bertoni, S. and Nocchi, S., *Le parole italiane*, Firenze: Alma Edizioni
- Consonno, S. and Bailini, S., *I verbi italiani*, Firenze: Alma Edizioni.
- Debetto, G. and Cauzzo, B., *Punti critici*, Torino: Loescher.
- Maiden, M., and Robustelli, C., *A Reference Grammar of Modern Italian*, London: Arnold.
- Tartaglione, R., *Le prime 1000 parole italiane*, Firenze: Alma Edizioni.

Assessment

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU11121 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour Term Test	60%	1. Exercises to test structures, vocabulary, reading and writing
2. Week 10, 11, 12: oral test (about 10 minutes)	40%	2) <ul style="list-style-type: none"> • Spoken production: mini presentation (about 3 minutes) • Spoken interaction: conversation/interview (about 7 minutes)

ITU11122 (Hilary Term)

1. Week 12: 2-hour Term Test	50%	1. Exercises to test structures, vocabulary, reading and writing
2. Week 12: Aural Term test, approx. 20 minutes	20%	2. Questions on a recording, such as open questions, multiple choice questions, true/false, gap filling, completing grid
3. Assessment Week, date TBC Oral Term Test (about 15 minutes)	30%	3. <ul style="list-style-type: none"> • Spoken production: picture/object description (about 3 minutes) • Spoken interaction: <ul style="list-style-type: none"> ➤ Qs&As on description (about 4 minutes) ➤ general conversation (about 8 minutes)

- **Homework.** You will be given homework regularly, including during your Christmas vacation. While homework does not count towards your final mark, it is an essential part of independent learning and key to progress. Some homework will be from the textbook (which can be self-corrected with the keys provided on Blackboard), some from other sources.
- **Constructive feedback and other forms of informal assessment.** You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals. We will also use other forms of assessment, such as in-class comments, one-to-one consultations, presentations, questions for reflection, self- and peer-assessment, etc.

ITU11131 / ITU11132

ITALIAN LANGUAGE 1 Advanced stream

Italian language Skills, structures and vocabulary + Focused oral and aural practice

Module description

In the Italian Department at Trinity, we see all the parts of language learning as part of a whole. Therefore, our two language modules ITU11131 and ITU11132 are taught effectively as a single unit. Together, they are your JF Language course, *Italian Language 1-Advanced stream*. *Italian Language 1* has two components, or parts: (1) Italian language skills, structures and vocabulary and (2) Focused Oral and Aural Practice.

This module focuses on the language skills of Listening, Reading, Writing, Spoken Production and Spoken Interaction, while also developing the more in-depth understanding and use of grammatical structures and vocabulary, which are learned in context. Through this module as well as others, you will also gain knowledge of Italian culture and society as they emerge from form a range of texts and media.

This module will also help you develop higher-order thinking, critical thinking, creativity, learner autonomy and independent research.

On successful completion of the module, you will attain level A2+/B1 of the Common European Framework of Reference for Languages (CEFR).

Learning Outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to:

- understand and work with written, spoken, visual and audiovisual texts of adequate level from a range of media and related to familiar topics as well as on topics related to your area of study;
- consolidate and deepen your knowledge and use of vocabulary, grammatical structures and pragmatic competences to cope with everyday situations and topics;
- deliver short presentations on familiar topics and on topics related to your studies
- interact orally with an adequate degree of fluency and accuracy on familiar topics and on topics that are of interest;
- deepen your knowledge and understanding of cultural aspects related to areas of immediate interest;
- demonstrate knowledge and understanding of the aspects of Italian culture and society that emerge from the cultural texts you have read;
- appreciate the intersection between cultural texts and language and how such texts are instrumental in developing linguistic competence and all language skills;
- analyse and interpret a text at the appropriate level;
- engage in mediation activities, e.g. conveying relevant information, describing visuals, translating, etc.

Teaching and learning

Contact hours per term	Italian Language Skills: 66 hours Focused Oral and Aural Practice: 11 hours
Independent learning per term	42 hours +
Lecturers	Silvia Bertoni (Italian Language Skills) – Alma Sozzani (Oral Focused Practice)

Classes are interactive and conducted in Italian for the most part. You will be provided with plenty of opportunities to use the language in meaningful contexts.

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, doing online exercises, seeking opportunities to use Italian outside the classroom, engaging in tasks to prepare for the next lesson, participating in the weekly pub night.

Student Support

- Additional materials available on Blackboard
- Constructive feedback from lecturers
- Lecturers are available during office hours, or by appointment

Reading and References

Mandatory:

- M. Birello, S. Bonafaccia, F. Bosc, G. Licastro, A. Vilagrasa, *Al dente 2 Edizione Premium*, Casa delle Lingue (ISBN: 9788417710842)
- S. Nocchi, *Nuova grammatica pratica della lingua italiana*, Alma Edizioni, (EAN: 9788861822474)

PLEASE NOTE (VERY IMPORTANT!): When you purchase the book *Al dente 2 – Edizione Premium*, make sure you don't throw out the slip of paper that comes with each volume, which contains the code you will need to register it on the BlinkLearning platform.

Textbooks are available from International Books, 18 South Frederick Street, Dublin 2, or online.

Further materials will be suggested by your lecturers as appropriate.

Module Assessment for Italian Language 1 – Advanced stream

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU11131 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour Term Test	60%	1. Exercises to test structures, vocabulary, reading and writing
2. Week 10, 11, 12: oral test (about 10 minutes)	40%	2. <ul style="list-style-type: none"> • Spoken production: short presentation (about 3 minutes) • Spoken interaction: conversation/interview, also on presentation (about 7 minutes)

ITU11132 (Hilary Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour Term test	50%	1. Three questions equally weighted: language structures and vocabulary, reading, writing
2. Week 12: Aural Term Test, approx. 20 minutes	20%	2. Questions on a recording, such as open questions, multiple choice questions, true/false, gap filling, completing grid
3. Assessment Week, date TBC Oral Term Test (about 15 minutes)	30%	3. <ul style="list-style-type: none"> • Spoken interaction: general conversation (about 7/8 minutes) • Spoken production: presentation on approved topic (about 3/4 minutes) • Long turn on a given topic (about 3 minutes, including 1 minute to gather ideas)

1. **Homework.** You will be given homework regularly, including during your Christmas vacation. While homework does not count towards your final mark, it is an essential part of independent learning and key to progress. Some homework will be from the textbook (which can be self-corrected with the keys provided on Blackboard), some from other sources.
2. **Constructive feedback and other forms of informal assessment.** You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals.

We will also use other forms of assessment, such as in-class comments, one-to-one consultations, presentations, questions for reflection, self- and peer-assessment, etc.

ITU11041

MAKING ITALY: FROM UNIFICATION TO FASCISM (1815-1945)

Module Description

The Junior Fresh History module (Michaelmas term, two hours per week) explores how modern Italy was created and developed. The module starts in 1815, when Napoleon was defeated at Waterloo, and comes to a bloody finale in 1945, when the Nazis retreat from the peninsula and the second world war ends. This is the story of how Italy was sewn together from an archipelago of regional states, a unification which, however flawed, is often read as of the great achievements of European History. The new Liberal State, born in 1861, however, was sorely tested by unrest and a myriad of challenges. World war one broke out in 1914. In 1922, Mussolini marched on Rome and 'the black twenty years' of fascism began.

The module has two interlinked parts. In the weekly lectures, we explore the history. In the seminars, which are less formal, we read very short texts in Italian, that can be understood by beginners, which reflect and comment on that history and help to build your reading skills in Italian.

Learning Outcomes

Assuming you attend all or most lectures, complete assignments and engage in independent learning, at the end of this module you should be able to:

- give a succinct account of Italian history between 1815 and 1945
- reflect on what you have learned
- read, comprehend and assimilate a selection of short texts in Italian
- present your knowledge in essays that display a basic understanding of critical and historical approaches.

Teaching and Learning

Lectures	11hrs
Seminars	11hrs
Independent learning	78+ hours
Lecturer	Marco Bellardi

Student Support

Additional material available on Blackboard; lecturer available by appointment.

Reading and References

Mandatory

- Christopher Duggan, *The Force of Destiny: A History of Italy since 1796* (London, Penguin, 2008).

Further reading

- John Foot, *Modern Italy* (Palgrave Macmillan, 2003 or second edition, 2014);
- Denis Mack Smith, *The Making of Italy 1796-1866* (New York, Holmes and Meier, 1968);
- Silvana Patriarca and Lucy Riall, *The Risorgimento Revisited* (Palgrave Macmillan, 2012),
- Palmiro Togliatti, *Lectures on Fascism* (London, Lawrence and Wishart, 1976);
- R. J. B. Bosworth, *Mussolini's Italy, Life under a Fascist Dictatorship* (London, Penguin, 2006).
- P. Ginsborg, *A History of Contemporary Italy: Society and Politics 1943-1988* (London, Penguin, 1990).

Further reading will be provided in the module guide on Blackboard.

Assessment

1 essay of 2000-2500 words on history	100% of module component
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ITU11092

FLORENCE AND THE BIRTH OF THE RENAISSANCE

Module Description

The birth and rise of the Italian Renaissance are strictly linked to the political developments as well as the economic and cultural growths in late medieval and early modern Florence. The city's pre-modern history represents an apt case study for investigating the connections that link politics, economics, and the arts together in the pre-modern world. If masterworks such as Dante's *Divine Comedy* or Machiavelli's *The Prince* were written when their authors were out of office and in exile, others such as Ficino's *Platonic Theology* and Pico della Mirandola's *Oration on the Dignity of Man* were, on the contrary, among the most important intellectual achievements of the Medici patronage. The introductory module aims to raise interest in, and provide background knowledge on, historical and literary questions and problems concerning the birth and development of Florentine medieval and early-modern culture from late 13th to early 16th centuries.

Learning outcomes

Assuming you have attended all or most lectures, completed their assignments and engaged in independent learning, at the end of this module you should be able to:

- read, comprehend and assimilate a selection of short Italian texts from the medieval and Renaissance periods;
- supplement their knowledge of these texts by making appropriate use of published scholarship and criticism;
- present their knowledge in written form, displaying an understanding of literary techniques and critical approaches;
- write clear and coherent analyses of texts under test conditions.

Teaching and learning

Lectures	11hrs
Independent learning	110 hours
Lecturers	Igor Candido

Student Support

Further materials available on Blackboard; lecturer available by appointment.

Reading and References

Mandatory, readings from:

- *The Earthly Republic. Italian humanists on government and society*, ed. by B.G. Kohl and R. Witt (U of Pennsylvania p, 1978) [PL- 30- 77 and SHL-19-76]
- *The Renaissance philosophy of man : Petrarca, Valla Ficino, Pico, Pomponazzi, Vives: selections in translation*, edited by Ernst Cassirer, Paul Oskar Kristeller, John Herman Randall (Chicago: U of Chicago P, 1967) [LEN 850.9 H82]
- Boccaccio, *Life of Dante* (Alma Classics, 2017) [PB-411-982]

Secondary reading:

- Virginia Cox, *A Short History of the Italian Renaissance* (New York and London: I.B. Tauris, 2015) [PL- 611-89]
- V. Branca, *Merchant writers. Florentine memoirs from the Middle Ages and Renaissance* (Toronto: Toronto UP, 2015) [HL-386-601]

Further bibliographical material will be uploaded on Blackboard.

Assessment

One 2,000-2,500 words essay	100% of module mark
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ES/MEELC SENIOR FRESH COURSE DESCRIPTION

ES STUDENTS TAKE 10 ECTS IN ITALIAN LANGUAGE + 5 ECTS IN EITHER ITU22001 OR ITU22002

**MEELC STUDENTS TAKE 10 ECTS IN ITALIAN LANGUAGE +
5 ECTS IN EITHER ITU22001 OR ITU22002 + 5 ECTS IN EITHER ITU22061 OR ITU22042**

CODE	NAME OF MODULE	ECTS	COMPONENTS	SEMESTER	HRS PW
ITU22011/ ITU22012	Italian Language 2 (ES/MEELC)	5+5	Italian language skills, structures and vocabulary	MT+HT	3
			Focused oral and aural practice	MT+HT	1
ITU22001	Reading Italy: History, Society and Stories 1	5	seminars	MT	1
ITU22002	Reading Italy: History, Society and Stories 2	5	seminars	HT	1
ITU22061	Visions of Italy: a Journey in the Making of a Nation	5	lectures	MT	2
ITU22042	History and Society in 20th-Century Italy	5	lectures	HT	2

ITU22011 / ITU22012

Italian Language 2 (ES/MEELC)

Italian language Skills, structures and vocabulary + Focused oral and aural practice

Module description

In the Italian Department at Trinity, we see all the parts of language learning as part of a whole. Therefore, our two language modules ITU22011 and ITU22012 are taught effectively as a single unit. Together, they are your SF Language course, *Italian Language 2*. *Italian Language 2* has two components, or parts: (1) Italian language skills, structures and vocabulary and (2) Focused Oral and Aural Practice.

This module focuses on enhancing the language skills of Listening, Reading, Writing, Spoken Production and Spoken Interaction, while continuing developing the understanding and use of grammatical structures and vocabulary, which are learned in context. Through this module as well as others, you will also enhance your knowledge of Italian culture and society.

On successful completion of the module, you will attain level B1+ of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to

- Understand and work with clear written, spoken, visual and audiovisual texts from a range of media, expressed in clear standard language and related to topics regularly encountered in everyday life and society, study, work, leisure, etc., including narratives
- Follow clear speech directed to you in everyday conversation and the main points of clearly expressed extended discussion around you
- Follow a clearly structured lecture within your field on a familiar subject matter
- Demonstrate knowledge and use of vocabulary, grammatical structures and pragmatic competences to express yourself in predictable and unusual situations on abstract or cultural as well as everyday topics
- Select, summarise and present non-routine information on familiar topics from a range of sources
- Interact orally in Italian with a reasonable degree of fluency and accuracy in tasks related to topics regularly encountered in everyday life and society, study, work, leisure, etc.
- Communicate in writing through a variety of texts in Italian using a range of media and with a reasonable degree of fluency and accuracy in tasks related to topics regularly encountered in everyday life and society, study, work, leisure, etc.
- Demonstrate knowledge and understanding of cultural aspects related to areas such as history, society, current affairs, everyday life, etc.
- Demonstrate a reasonable level of intercultural awareness through reflecting on the Italian culture in relation to the European context
- Engage in mediation activities on written, spoken and visual texts related to topics that are familiar or of personal or current interest, e.g. conveying relevant information, describing and interpreting visuals and simple diagrams, summarising, translating, etc.; working in groups, formulating and responding to suggestions, inviting peers to speak, etc.

Teaching and learning

Contact hours per term	Italian Language Skills: 33 hours Focused Oral and Aural Practice: 11 hours
Independent learning per term	50 hours +
Lecturers	Marco Bellardi (Italian Language Skills) Enrica Maria Ferrara (Italian Language Skills) Alma Sozzani (Focused Oral and Aural Practice)

Classes are interactive and conducted in Italian. You will be provided with plenty of opportunities to use the language in meaningful contexts.

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, doing online exercises, seeking opportunities to use Italian outside the classroom, engaging in tasks to prepare for the next lesson, participating in the weekly pub night.

Some useful materials will be made available on Blackboard.

Student support

- Additional materials available on Blackboard
- Lecturers are available by appointment
- Support from Erasmus+ and Erasmus trainees (free of charge)

Reading and references (mandatory)

- M. Birello, S. Bonafaccia, F. Bosc, G. Licastro, A. Vilagrasa, *Al dente 3 Edizione Premium*, Casa delle lingue (ISBN: 9788417710859)
- S. Nocchi, *Nuova grammatica pratica della lingua italiana*, Alma Edizioni (EAN: 9788861822474)

PLEASE NOTE (VERY IMPORTANT!): When you purchase the book *Al dente 3 – Edizione Premium*, make sure you don't throw out the slip of paper that comes with each volume, which contains the code you will need to register it on the BlinkLearning platform.

Textbooks are available from International Books, 18 South Frederick Street, Dublin 2, or online.

Some further materials

- Bertoni, S. and Nocchi, S., *Le parole italiane*, Firenze: Alma Edizioni.
- Consonno, S. and Bailini, S., *I verbi italiani*, Firenze: Alma Edizioni.
- Guastalla, C., *Giocare con la scrittura*, Alma Edizioni.
- Maiden, M., and Robustelli, C., *A Reference Grammar of Modern Italian*, London: Arnold.
- Merzagora Piatti, Costanza., Mattei, M., Merzagora Piatti, Cristina, *Lecture in gioco*, Alma Edizioni.
- Nocchi, S., *Nuova grammatica pratica della lingua italiana*, Alma Edizioni
- Tartaglione, R., *Le prime 3000 parole italiane*, Firenze: Alma Edizioni.

Assessment

The following assessment methods will be employed in the language classes:

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU22011 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour Term Test	60%	1. Exercises to test structures, vocabulary, reading and writing
2. Week 10, 11, 12: oral test (about 10 minutes)	40%	2. <ul style="list-style-type: none"> • Spoken production: presentation (about 3-4 minutes) • Spoken interaction: conversation/interview on presentation

ITU22012 (Hilary Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour Term Test	50%	1. Three questions equally weighted: language structures and vocabulary, reading, writing
2. Week 12: Aural Term Test, approx. 20 minutes	20%	2. Questions on a recording, such as open questions, multiple choice questions, true/false, gap filling, completing grid
3. Assessment Week, date TBC: Oral Term Test (about 15 minutes)	30%	3. <ul style="list-style-type: none"> • Spoken interaction: general conversation (about 6 minutes) • Spoken production + interaction: <ul style="list-style-type: none"> ➤ presentation on short news item (about 2-3 minutes) ➤ questions on presentation (about 3 minutes) • Long turn on a given topic/image (about 3 minutes, including 1 minute to gather ideas)

- **Homework.** You will be given homework regularly, including during your Christmas vacation. While homework does not count towards your final mark, it is an essential part of independent learning and key to progress. Some homework will be from the textbook (which can be self-corrected with the keys provided on Blackboard), some from other sources.
- **Constructive feedback and other forms of informal assessment.** You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals. We will also use other forms of assessment, such as in-class comments, one-to-one consultations, presentations, questions for reflection, self- and peer-assessment, etc.

ITU22001

Reading Italy: History, Society and Stories 1

Module description

This is a hybrid module which allows you to learn about Italian modern history through the Italian language. In this module, you build advanced reading skills by engaging with the writing style of leading Italian historians. This module will help you build vocabulary and increase your knowledge of Italian politics, society and culture of the twentieth century. Each week students have a set of readings in English and Italian from the two mandatory books in the list below, and engage with specific media content. The weekly seminars are conceived as an interactive space for the analysis and discussion of the extracts and media content (students receive a guided handout). A detailed breakdown will be provided before the beginning of the module.

CEFR: B1/B2 (Independent User)

Learning outcomes

Assuming you attend all or most lectures, complete assignments and engage in independent learning, at the end of this module students should be able to:

- Understand historical discussion in Italian on specific topics at an appropriate language level
- Analyse historical facts and have a basic understanding of the evolution of Italian politics
- Contextualize and express opinions on Italian society and culture
- Understand and use specific terminology
- Read an entire book written in Italian independently

Teaching and learning

Seminars	11 hours
Independent learning	110+ hours
Lecturer	Marco Bellardi

Student support

Additional material available on Blackboard; Lecturer is available by appointment.

Reading and references (mandatory)

- Emilio Gentile, Mario Isnenghi, *et al.*, *Novecento italiano* (Laterza, 2011)
- Christopher Duggan, *The Force of Destiny: A History of Italy since 1796* (Penguin, 2008)

Further reading:

- John Foot, *Modern Italy* (Palgrave Macmillan, 2003 or second edition, 2014)
- Mammone, E. Giap Parini, G. A. Veltri, *The Routledge Handbook of Contemporary Italy: History, Politics, Society* (Routledge, 2015)

Assessment

1 two-hour test (in assessment week). It will include the following tasks: <ul style="list-style-type: none">• Multiple answers quiz on Italian history, society and culture• Open-ended questions (answers in English)• Short commentary on an extract from <i>Novecento italiano</i> and class material (answers in English and Italian)	100% of module mark
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ITU22002

Reading Italy: History, Society and Stories 2

Module description

This is a hybrid module which allows you to learn about Italian modern history through the Italian language. In this module, you build advanced reading skills by engaging with the writing style of leading Italian historians. This module will help you build vocabulary and increase your knowledge of Italian politics, society and culture of the twentieth century. Each week students have a set of readings in English and Italian from the two mandatory books in the list below, and engage with specific media content. The weekly seminars are conceived as an interactive space for the analysis and discussion of the extracts and media content (students receive a guided handout). A detailed breakdown will be provided before the beginning of the module.

CEFR: B1/B2 (Independent User)

Learning outcomes

Assuming you attend all or most lectures, complete assignments and engage in independent learning, at the end of this module students should be able to:

- Understand historical discussion in Italian on specific topics at an appropriate language level
- Analyse historical facts and have a basic understanding of the evolution of Italian politics
- Contextualize and express opinions on Italian society and culture
- Understand and use specific terminology
- Read an entire book written in Italian independently

Teaching and learning

Seminars	11 hours
Independent learning	110+ hours
Lecturer	Marco Bellardi

Student support

Additional material available on Blackboard; Lecturer is available by appointment.

Reading and references (mandatory)

- Emilio Gentile, Mario Isnenghi, *et al.*, *Novecento italiano* (Laterza, 2011)
- Christopher Duggan, *The Force of Destiny: A History of Italy since 1796* (Penguin, 2008)

Further reading:

- John Foot, *Modern Italy* (Palgrave Macmillan, 2003 or second edition, 2014)
- Mammone, E. Giap Parini, G. A. Veltri, *The Routledge Handbook of Contemporary Italy: History, Politics, Society* (Routledge, 2015)

Assessment

1 two-hour test (in assessment week). It will include the following tasks: <ul style="list-style-type: none">• Multiple answers quiz on Italian history, society and culture• Open-ended questions (answers in English)• Short commentary on an extract from <i>Novecento italiano</i> and class material (answers in English and Italian)	100% of module mark
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ITU22061

VISIONS OF ITALY: A JOURNEY IN THE MAKING OF A NATION

Module description

This Senior Fresh module explores the development of modern Italy from 1861 to 1945. It shows and analyses, through a variety of novels and movies by different Italian authors of the 20th and 21st century, some important aspects of Italian history and society with special focus on the: Risorgimento, Great War, Fascism and World War II. This module's aim is to accompany the students in the difficult historic process which caused so many changes in Italian society and culture from the Unification of Italy in 1861, to the Great War 1915-1918 that changed for ever the geography and the politics of the entire world, to the advent of Fascism in 1922 in the Age of Totalitarianism with its infamous persecution of Jewish and imperialist foreign policy which led to the Shoah and WWII. Lectures aim to explore various artistic representations of history and render the historic facts from the viewpoint of diverse authors and through various media, examining some texts (novels and movies) that illustrate aspects of it.

Learning Outcomes

Assuming students have attended all or most lectures, completed their assignments and engaged in independent learning, at the end of this module students should be able to:

- read, comprehend and assimilate a selection of Italian texts and films from the modern period, situating them in their cultural contexts
- supplement their knowledge of these materials by making appropriate use of published scholarship and criticism
- present their knowledge in written form, displaying an understanding of literary techniques and critical approaches
- describe the historical and social context of Italy in relation to modernity, interpreting materials of various kinds; write clear and coherent essays and commentaries to analyse texts and films.

This module is an intense and varied one and requires a good deal of independent work on the student's part. Students are required to regularly attend all classes and revise the historic and social background of the weekly topic before each class. This module aims to transform the classroom into an exciting, dynamic learning environment, facilitate independent, critical, and creative thinking and actively engage students with the material, participate in the class, deliver some short (10-minute) presentation on the weekly chosen topic at the beginning of each class; these presentations will have been previously agreed with the lecturer. Students will be asked to synthesize, analyse, or apply material (both during lectures and in assignments) and debate, argue and/or defend competing viewpoints in oral (class presentation) and written (end of term essay) exercises. Involving students in classroom activities also requires them to assess their understanding and skill and rather than allowing them to rest comfortably with a surface knowledge; it encourages them to develop a deeper understanding of the material. The main requirement is to demonstrate factual knowledge by gathering information from relevant sources, and, at the same time, evidence that you can discuss analytically at least one of the five main aspects studied: i. Risorgimento, ii. Great War, iii. Fascism, iv. WWII. Clips, DVDs, and movies will be used in class.

Teaching and learning

Each week, two-hour lecture

On Risorgimento

Week 1. Revision of the historic background. Introduction to Alessandro Blasetti's movie, *1860* (1934);

Week 2. Introduction to Roberto Rossellini's movie on Garibaldi, *W l'Italia* (1961);

Week 3. Introduction to Giuseppe Tomasi di Lampedusa's novel, *Il Gattopardo* (1958) and Luchino Visconti's movie, *Il gattopardo* (1963).

On WW1

Week 5. Revision of the historic background. Introduction to Yervant Gianikian's and Angela Ricchi Lucchi's film, *Oh! Uomo* (2004);

Week 6 .Introduction to Mario Monicelli,'s movie *La grande Guerra* (1959);

Week 8. Introduction to Emilio Lussu's autobiographical memoir *Un anno sull'altipiano* (1938) and to Francesco Rosi's movie, *Uomini contro* (1970).

On Fascism and WW2

Week 9. Revision of the historic background. Introduction to Roberto Rossellini's movie, *Paisà* (1946) and Italo Calvino's book *Il sentiero dei nidi di ragno* (1947);

Week 10. Introduction to Primo Levi's book *Se questo è un uomo* (1947).

Week 11. Introduction to Lina Wertmuller's movie, *Pasqualino settebellezze* (1975)

Week 12. Revision and class discussion

Tutorials	22 hours
Independent learning	96+ hours
Lecturer	Giuliana Adamo

Independent learning

To prepare for this component you are required to read the mandatory books before starting off the course in MT and to revise you first year history module to have a knowledge of the most important historical events in Italy (and in Europe) from 1861 to 1945, such as the Unification of Italy, the Great War, the rise of Fascism (Italy, Spain) and Nazism (Germany and its alliance with Italy); the persecution of the Jews and the Holocaust; the Second World War. Please notice that in class I will only use the Italian original texts and in your final essay you are required to quote in Italian from the original texts (books and movies).

Reminder on your duties: 1) attending classes is of paramount importance: your lecturer will provide you with all the necessary information and a poignant close reading of the chosen texts ; 2) at college level independent learning is s student's most important responsibility: after each class you should always revise what we have done, go again and again through the chosen texts: reading, translating, searching for new words in the Italian-English dictionary, reading and consulting the mandatory and suggested bibliography for this component. You should constantly spend some hours a day studying your new subject.

Student Support

Additional material available on Blackboard; Lecturers are available by appointment. You can also see the Fresher coordinator, Dr Igor Candido.

Reading and References

Mandatory

- C. Duggan, *The Force of Destiny: A History of Italy since 1796* (London, Penguin, 2008);
- S. Chatman, *Story and Discourse: Narrative Structure in Fiction and Film* (1978);
- Giuseppe Tomasi di Lampedusa, *Il Gattopardo* (1958);
- Emilio Lussu, *Un anno sull'altipiano* (1938);
- Primo Levi, *Se questo è un uomo* (1947).

Further reading:

- P. Ginsburg: relevant sections from *A History of Contemporary Italy: Society and Politics 1943-1988* (London, Penguin, 1990).
- G. Bluestone, *Novels into Film* (1957)
- A bibliography of further reading may be provided in class.

Assessment

2,500-3,000 words essay	100% of module mark
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ITU22042

ITALIAN HISTORY AND SOCIETY IN 20th-CENTURY ITALY

Module Description

This module explores the development of modern Italy from 1946 to 1999. After the Second World War, new democratic political structures were created and Italy recovered. By the late 1950s, the “economic miracle” had begun and Italy became known internationally for its elegant design and successful economical production, making everything from high fashion to fridges, typewriters and cars (Fiat, Alfa Romeo). Italian society was transformed. By the end of the 1960s, the boom had ended and social unrest escalated. Student and worker demonstrations and movements characterized the period, especially after 1968. Civil rights and feminist movements followed, as did home-grown terrorism, which blighted the country throughout the 1970s. Finally, we will consider the economic development of the 1980s, the crisis of Communism after 1989, the corruption scandals called “Tangentopoli” starting in 1993, and the emergence of new political groupings.

Lectures aim at telling the historical narrative of the events mentioned above and at examining some texts that illustrate aspects of it. Tutorials focus on exploring excerpts from texts which reflect and construct versions of that history. For set texts and films, please see Mandatory Reading below. Clips, DVDs, and movies will be used in class.

Learning Outcomes

Assuming you have attended all or most lectures, completed their assignments and engaged in independent learning, at the end of this module you should be able to:

- read, comprehend and assimilate a selection of Italian texts and films from the modern period, situating them in their cultural contexts;
- supplement their knowledge of these materials by making appropriate use of published scholarship and criticism;
- present their knowledge in written form, displaying an understanding of literary techniques and critical approaches;
- describe the historical and social context of Italy in relation to modernity, interpreting materials of various kinds;
- write clear and coherent essays and commentaries to analyse texts, documetaries, films.

Teaching and learning

Each week, two-hour lecture

Week 1-2. Political Parties after 1948 election

Week 3-4. Economic Miracle 1955-1963

Week 5-6. 1968: working class and student Revolution

Week 8. 1969-1980 *Years of lead*: right and left wing terrorism

Week 9-10. Mafia war against the Italian State and Tangentoli: 1980-1992

Week 11: New political parties after 1994.

Week 12: Revision and class discussion

Tutorials	22 hours
Independent learning	96+ hours
Lecturer	Giuliana Adamo

Student Support

Additional materials are available on Blackboard. Lecturers are available by appointment.

You can also make an appointment to see the Fresh coordinator, Dr Igor Candido.

Reading and References

Mandatory

- C. Duggan, *The Force of Destiny: A History of Italy since 1796* (London, Penguin, 2008)
- Guido Chiesa's film, *Il miracolo economico* (1996) (available on line, free)

A selection of various texts and of iconic images and clips from documentaries, TV programmes, videos of 1950s-1990s Italy, will be provided in class, amongst which: *Carosello*; Alberto Manzi's *Non è mai troppo tardi*; Pasolini's *Comizi d'amore*; *Bambini nel tempo*; Montessori's education methodology; RAI *Passato e Presente*.

Further Reading

- P. Ginsborg, relevant sections of *A History of Contemporary Italy: Society and Politics 1943-1988* (London, Penguin, 1990).
- R. Lumley, *States of Emergency: Cultures of Revolt in Italy from 1968-1978* (Verso, 1990).
- P. Ginsburg, *Italy and its Discontents: 1980-2001* (Penguin, 2001).
- A. Antola Swan and M. Caruso, 'Iconic Images in Modern Italy: Politics, Culture and Society' (*Modern Italy*: 21:4, 2016).

Suggested movies:

- Vittorio De Sica, *Ladri di biciclette* (1947)
- Pier Paolo Pasolini, *Accattone* (1961)
- Lina Wertmüller, *Mimì metallurgico ferito nell'onore* (1972)
- Luigi Comencini, *Delitto d'amore* (1974)
- Marco Bellocchio, *Buongiorno, notte* (2003),
- Paolo Sorrentino *Il Divo* (film, 2008) and *La grande bellezza* (2013)

Further reading will be provided on blackboard

Assessment

2,500-3,000 words essay	100% of module mark
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JUNIOR SOPHISTER (ERASMUS YEAR)



GUIDELINES FOR OUTGOING ERASMUS STUDENTS

Students of European Studies and MEELC majoring in Italian must spend the Junior Sophister year in Italy.

The ES Erasmus regulations are not reported here because the Centre for European Studies gives the students a very detailed handbook with all rules. Please also see MEELC guidelines. Read course guidelines carefully.

The places you can go to are primarily:

- Siena (4 places): <https://en.unisi.it/international/mobility-abroad/study-and-research-abroad/erasmus-studies>
- Pavia (2 places): <http://www.unipv.eu/site/en/home/international-relations/erasmus.html>
- Milan (6 places; wheelchair accessible): http://www.unimi.it/studenti/foreign_students/877.htm
- but when these places are filled, places may be available in Trieste and Florence.

After you make your choice of place and this is approved, you will have to register on line at the Italian university chosen and book accommodation.

The **Erasmus coordinator** in the Italian Department is **Dr Giuliana Adamo (gadamo@tcd.ie)**. You can also visit the Centre for European Studies Office (Arts, room 3037) to complete these and other bureaucratic requirements.

WHAT TO STUDY

Exchange students must cover a programme of study roughly equivalent to what they would have done in Trinity College. It is your responsibility to ascertain the requirements of both the Italian Department and their other Department in Trinity, before leaving Dublin. Make sure you clearly know what courses in the non-Italian subject you should attend, and what examinations you should sit in this subject abroad, by asking for precise indications from the Erasmus co-ordinators of Trinity Departments other than Italian.

We do not expect, of course, that other universities' courses will coincide exactly with our own. On arriving in the host university, contact your local co-ordinator immediately, and sign up for the modules specified by your Trinity Departments. If some of the prescribed modules are not available, other comparable modules in the same area should be substituted for them. Details of assessment must be agreed from the start with the host university co-ordinator, or else it can be very difficult to obtain marks at the end of the year. Always keep a copy of any work that you submit for assessment, just in case the original gets lost in transit.

Please contact your exam convenors abroad in good time regarding the need for numerical marks where an exam is assessed by a "Pass/Fail" grade only.

ECTS CREDITS (CREDITI)

While studying abroad, in addition to marks, you have to arrange to obtain an adequate number of ECTS credits (ECTS means European Credit Transfer System). Each subject in each EU country is worth a certain number of ECTS credits (*crediti* in Italian).

College regulations state that students studying abroad for a full academic year must obtain not less than 45 ECTS credits globally, or equivalent, from the host university in order to rise with their year.

Make sure that you reach the required amount of *crediti* when you choose your subjects in Italy. If you do not reach that amount, write immediately to your Erasmus Co-ordinator at Trinity.

GUIDELINES FOR INCOMING ERASMUS AND VISITING STUDENTS

Erasmus and visiting students intending to study Italian must complete a registration form available from the International Admissions and Study Abroad Office. On arrival contact the **Department Erasmus co-ordinator** Dr Giuliana Adamo (gadamo@tcd.ie).

Erasmus and Visiting students must also give the Department a copy of their Course Record Sheet and Learning Agreement which will be kept on file.

Erasmus and Visiting students have the same obligations towards attendance, assessment and examinations as the local students as described in relevant sections of this handout.

JUNIOR SOPHISTER SPENT AT TRINITY

Occasionally, students are unable to stay in Italy. In this case, with special permission from the Head of the European Studies programme or the MEELC programme, they follow courses in the Junior Sophister year. Please contact the ES or MEELC offices for further information about the modules available at Trinity. A COVID-19 contingency plan is in place for the academic year 2020/2021 (see below).

ES/MEELC JUNIOR SOPHISTER (COVID-19 CONTINGENCY PLAN)

THE FOLLOWING MODULES ARE AVAILABLE TO ES/MEELC MAJOR AND MINOR STUDENTS

CODE	NAME OF MODULE	ECTS	COMPONENTS	SEMESTER	HRS PW
ITU33111/ ITU33112	Italian Language 3 (ES/MEELC)	5+5	Italian language skills, structures and vocabulary	MT+HT	2
			Focused oral practice	MT+HT	1

OPTIONAL MODULES (SEE PAGES 49-56):

ITU34031	Introduction to Second Language Teaching	5	lectures+seminars	MT	2
ITU34061	Italian Cinema 1900-2020s	5	lectures (+ screenings)	MT	1
ITU33041	Italy in the 21st Century	5	lectures	MT	1
ITU34072	Collodi's <i>Pinocchio</i> : Exploring a Timeless Children's Classic through Cultural Theory	5	lectures	HT	1
ITU33022	Renaissance Politics and Ethics	5	lectures	HT	1

ITU33111 / ITU33112

Italian Language 3 (ES/MEELC)

Italian language Skills, structures and vocabulary + Focused oral and aural practice

Module description

In the Italian Department at Trinity, we see all the parts of language learning as part of a whole. Therefore, our two language modules ITU33111 and ITU33112 are taught effectively as a single unit. Together, they are your SF Language course, *Italian Language 3*. *Italian Language 3* has two components, or parts: (1) Italian language skills, structures and vocabulary and (2) Focused Oral and Aural Practice.

Component 1: Italian language skills, structures and vocabulary

This module focuses on enhancing the language skills of Listening, Reading, Writing, Spoken Production and Spoken Interaction, while continuing developing the understanding and use of grammatical structures and vocabulary, which are learned in context. Through this module as well as others, you will also enhance your knowledge of Italian culture and society.

On successful completion of the module, you will attain level B2+ of the Common European Framework of Reference for Languages (CEFR).

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to

- Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of these components you should be able to
- understand and work with longer and more complex written, spoken, visual and audiovisual texts from a range of media on both familiar and unfamiliar, concrete and abstract topics encountered in personal, social, academic or vocational life;
- follow lectures and presentations in your field, also when the language is complex;
- demonstrate knowledge and use of vocabulary, grammatical structures and pragmatic competences to deal with situations normally encountered in personal, social, academic or vocational life;
- maintain grammatical control and correct your own mistakes afterwards;
- source, summarise, analyse and present information, ideas and arguments on a range of topics related to your field of interest;
- interact in writing using a range of media, in informal and formal situations and with a high degree of fluency and accuracy on a range of topics related to your field of interest;
- produce a range of texts and summaries of appropriate length, expressing opinions and ideas, manipulating content and reformulating information;
- demonstrate increased knowledge and understanding of cultural aspects related to areas such as Italian history, society, current affairs, everyday life, etc.;
- demonstrate a good level of intercultural awareness through reflecting on the Italian culture in relation to the European and global context;
- engage in mediation activities on longer and more complex written, spoken and audiovisual texts related to topics of personal or current interest, e.g. summarising the main points, analysing the author's purpose, attitudes and opinions, explaining the viewpoint articulated in the text, translating, presenting your reactions to the text, showing awareness of the thematic, structural and formal features of the text, etc.

Teaching and learning

Contact hours per term	Italian Language Skills: 22 hours
Independent learning per term	33 hours +
Lecturers	Enrica Maria Ferrara (Italian Language Skills)

Classes are interactive and conducted in Italian. You will be provided with plenty of opportunities to use the language in meaningful contexts.

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, doing online exercises, seeking opportunities to use Italian outside the classroom, engaging in tasks to prepare for the next lesson, participating in the weekly pub night. Some useful materials will be made available on Blackboard.

Student support

Additional materials available on Blackboard. Lecturers are available by appointment

Reading and references (mandatory)

- M. Birello, S. Bonafaccia, F. Bosc, D. Donati, G. Licastro, A. Vilagrasa, *Al dente 4 Edizione Premium*, Casa delle Lingue, (ISBN: 9788417710866).
- S. Nocchi, *Nuova grammatica pratica della lingua italiana*, Alma Edizioni, (EAN: 9788861822474)

PLEASE NOTE (VERY IMPORTANT!): When you purchase the book *Al dente 4 – Edizione Premium*, make sure you don't throw out the slip of paper that comes with each volume, which contains the code you will need to register it on the BlinkLearning platform.

Textbook is available from International Books, 18 South Frederick Street, Dublin 2, or online.

Some further materials

- Bertoni, S. and Nocchi, S., *Le parole italiane*, Firenze: Alma Edizioni.
- Consonno, S. and Bailini, S., *I verbi italiani*, Firenze: Alma Edizioni.
- Guastalla, C., *Giocare con la scrittura*, Alma Edizioni.
- Maiden, M., and Robustelli, C., *A Reference Grammar of Modern Italian*, London: Arnold.
- Merzagora Piatti, Costanza., Mattei, M., Merzagora Piatti, Cristina, *Lecture in gioco*, Alma Edizioni.
- Nocchi, S., *Nuova grammatica pratica della lingua italiana*, Alma Edizioni
- Tartaglione, R., *Le prime 3000 parole italiane*, Firenze: Alma Edizioni.

Component 2: Focused Oral Practice

This component will focus on developing Spoken Production and Spoken Interaction through conversation, discussion, presentation, argumentation and debate on a wide range of topics. You will also be actively involved in activities and tasks to prepare for your final oral examination.

Learning Outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of these components you should be able to:

- work with a wide range of stimuli on both familiar and unfamiliar, concrete and abstract topics normally encountered in personal, social, academic or vocational life;
- follow an animated discussion between native speakers;
- follow standard spoken language, live or broadcast, even in a noisy environment;
- express yourself orally in situations normally encountered in personal, social, academic or vocational life;
- express yourself clearly and without much need to restrict what you want say, while being able to reformulate ideas to ensure your audience understand;
- maintain grammatical control in spoken language and correct your own mistakes afterwards;
- select and critically analyse sources of information from a range of media;
- source, select, summarise, analyse and present information, ideas and arguments orally on a range of topics related to your field of interest, expanding and supporting ideas with subsidiary points and relevant examples;
- interact, debate and exchange information effectively in informal and formal situations with fluency, accuracy and spontaneity on a range of general, academic or leisure topics, also in the presence of unpredicted reactions and when speaking at length.

Teaching and learning

Contact hours per term	11 hours
Independent learning per term	25 hours +
Lecturer	Alma Sozzani

Classes are interactive and conducted in Italian. You will be provided with plenty of opportunities to use the language in meaningful contexts.

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, doing online exercises, seeking opportunities to be exposed to and use Italian outside the classroom, engaging in tasks to prepare for the next lesson, participating in the weekly pub night.

Student Support

- Additional materials available on Blackboard
- Guidance in relation to the preparation of the oral examination
- Opportunity to practice presenting, and constructive feedback from the lecturer
- Lecturer is available during office hours, or by appointment

Assessment

The following assessment methods will be employed in the language classes:

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU33111 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour Term Test	60%	4. Exercises to test structures, vocabulary, reading and writing
2. Week 11, 12: oral test (about 15 minutes)	40%	2. <ul style="list-style-type: none"> • Spoken production: <ul style="list-style-type: none"> ➤ Presentation (about 3 minutes) • Spoken interaction: questions/interview on presentation

ITU33112 (Hilary Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Week 12: 2-hour examination	60%	1. Three questions equally weighted: language structures and vocabulary, reading, writing
3. Assessment Week: Oral Term test (20 minutes)	40%	2. See guidelines below

- **Homework.** You will be given homework regularly, including during your Christmas vacation. While homework does not count towards your final mark, it is an essential part of independent learning and key to progress. Some homework will be from the textbook (which can be self-corrected with the keys provided on Blackboard), some from other sources.
- **Constructive feedback and other forms of informal assessment.** You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals. We will also use other forms of assessment, such as in-class comments, one-to-one consultations, presentations, questions for reflection, self- and peer-assessment, etc.

Guidelines for the oral examination

The Oral examination (20 minutes) will consist of:

- a presentation on an article chosen by you (about 3 minutes)
- discussion on this article (about 10 minutes)
- general conversation (about 7 minutes)

Please note the following points:

- i. Two copies of the article will be shared electronically, as requested by the component lecturer, no later than a week before the Oral examination;
- ii. The article chosen must be written by Italians, preferably but not exclusively on Italian topics. Translations into Italian from foreign articles are not accepted. Substantial content is to be agreed with the year co-ordinator.
- iii. The article should be of adequate length (usually 3 pages) and allow intellectual discussion on the topic chosen.
- iv. The article should be known thoroughly as regards both content and language features, since questions

might be asked on both aspects during the exam. In addition, candidates may be asked to read out loud a short extract from the article;

v. During the examination students can keep a small card including five very concise points on the article, but the full text of the article should not be kept in front of the candidate during the examination.

vi. The mark for the oral exam is based on the following criteria: grammar, appropriate use of vocabulary, pronunciation and fluency, intellectual content, effective communication and interaction.

SENIOR SOPHISTER COURSE DESCRIPTION

ES/MEELC MAJOR LANGUAGE COURSE

CODE	NAME OF MODULE	ECTS	COMPONENTS	SEMESTER	HRS PW
ITU44001/ ITU44002	Italian Language 4	5+5	Italian language skills, structures and vocabulary	MT+HT	2
ITU44011/ ITU44012	Italian Language and Society	5+5	Language variability and text analysis	MT+HT	1
			Focused oral practice	MT+HT	1

OPTIONAL MODULES:

ITU34031	Introduction to Second Language Teaching	5	lectures+seminars	MT	2
ITU34061	Italian Cinema 1900-2020s	5	lectures (+ screenings)	MT	1
ITU33041	Italy in the 21st Century	5	lectures	MT	1
ITU34072	Collodi's <i>Pinocchio</i> : Exploring a Timeless Children's Classic through Cultural Theory	5	lectures	HT	1
ITU33022	Renaissance Politics and Ethics	5	lectures	HT	1

ES/MEELC MINOR LANGUAGE COURSE

CODE	NAME OF MODULE	ECTS	COMPONENTS	SEMESTER	HRS PW
ITU44041 ITU44042	Italian Language 4 Minor	5+5	Italian language skills, structures and vocabulary	MT+HT	2

ITU44001 / ITU44002

Italian Language 4

Italian language skills, structures and vocabulary

Module description

In the Italian Department at Trinity, we see all the parts of language learning as part of a whole. Therefore, our two language modules ITU44001 and ITU44002 are taught effectively as a single unit. Together, they are your SS Language course, *Italian Language 4*.

This module focuses on perfecting the language skills of Listening, Reading, Writing, Speaking, while advancing in the knowledge and use of grammatical structures and vocabulary, which are learned in context. You will advance in your knowledge of Italian culture and society.

On successful completion of these components, you will attain level C1+ ('Proficient user') of the Common European Framework of Reference for Languages (CEFR). The minimum exit level is B2+ as illustrated in the table below:

40%-54%	B2+
55%-69%	C1
70%-80%	C1+

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to

- Understand and work with long and complex written, spoken, visual and audiovisual texts from a range of media on both familiar and unfamiliar, concrete and abstract topics, whether or not they relate to your field of interest
- Understand everybody you talk to, asking occasionally to confirm something if the accent is unfamiliar to you
- Follow complex interactions among native speakers, also on abstract and unfamiliar topics
- Follow lectures and presentations with ease
- Consistently maintain a high degree of grammatical accuracy
- Select, summarise, analyse and present information, ideas and arguments orally on a range of topics, expanding and supporting ideas with subsidiary points and relevant examples
- Interact orally and in writing using a range of media, in informal and formal situations and with a high degree of fluency and accuracy on a range of topics, also unrelated to your field of interest
- Produce a range of texts of appropriate length, expressing or reporting opinions and ideas
- Investigate cultural aspects and nuances related to areas such as Italian history, society, current affairs, everyday life, etc.
- Demonstrate a very high level of intercultural awareness through reflecting on the Italian culture in relation to the European context
- Engage in mediation activities on long and complex written, spoken and audiovisual texts, both related and unrelated to your fields of interest, e.g. conveying the significant ideas clearly and fluently in well-structured language, including most nuances, interpreting and describing diagrams and other visual representations, summarising and elaborating on the most significant points, explaining subtle distinctions, translating; collaborating in a group, e.g. building on different contributions to a discussion; stimulating reasoning with questions; showing sensitivity to different perspectives, etc.,

Teaching and learning

Contact hours per term	22
Independent learning	56 hours +
Lecturers	Enrica Maria Ferrara (MT) Silvia Bertoni (HT)

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes and actively participate in classroom activities.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, engaging in tasks to prepare for the next lesson, engaging in spoken interaction outside of the classroom, participating in the weekly pub night, etc.

Student Support

- Materials available on Blackboard or alternative platform
- Constructive feedback from the lecturers
- Lecturers are available during office hours, or by appointment

Reading and references

Mandatory:

- R. Bozzone Costa, C. Ghezzi, M. Piantoni, *Nuovo Contatto C1*, Loescher (ISBN for volume + DVD ROM + CD ROM: 9788858303108)

Further reading:

Recommendations from lecturers as appropriate.

Assessment

The following assessment methods will be employed:

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU44001 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
Week 11: 2-hour Term Test	100%	Questions to test structures, vocabulary, reading and writing

ITU44002 (Hilary Term)

TASK, LENGTH	WEIGHTING	STRUCTURE
Week 11: 2-hour Term test	100%	Three questions equally weighted: i) language structures and vocabulary, ii) reading, iii) writing

- **Homework.** You will be given homework regularly. While it does not count towards your final mark, it is an essential part of independent learning and key to progress.
- **Constructive feedback and other forms of informal assessment.** You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals. We will also use other forms of assessment, such as in-class comments, one-to-one consultations, presentations, questions for reflection, self- and peer-assessment, etc.

ITU44011 / ITU44012

Italian Language and Society

This module will expose you to a range of texts and activities suitable for achieving up to level C1+ ('Proficient user') of the Common European Framework of Reference for Languages (CEFR). The minimum exit level for this module is B2+ as illustrated in the table below:

40%-54%	B2+
55%-69%	C1
70%-80%	C1+

Component title: Language variability and text analysis

Component description

By engaging with samples of the Italian language selected from a wide range of genres and media, in this component you will work on aspects of language such as register, standard Italian and regional dialects, politically correct and incorrect language, the use of foreign words, metaphor, irony, the languages of advertisement, journalism, politics, etc. The close-reading of and the activities on the texts provided will enhance your understanding and appreciation of the great variety of lexicon, stylistic and linguistic registers involved in the making of texts belonging to different genres and conveying different messages and meanings.

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to

- Have improved logical and critical thinking through close-reading/textual analysis and summarising a text
- Display high levels of comprehension of oral and written Italian texts produced for different purposes and media, including a variety of styles and levels of written communication
- Understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register
- Engage in sophisticated language activities, including the skills of analysis and reflection on texts from a variety of written and oral sources
- Express yourself in written Italian accurately and fluently, using appropriate vocabulary, structures and conventions within different language varieties, genres and subject areas.

Teaching and learning

Contact hours per term	11
Independent learning	24 hours +
Lecturer	Silvia Bertoni

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing independent learning is a requirement to meet the learning outcomes. It may include completing homework tasks, online activities, tasks to prepare for the next lesson, etc.

Some materials will be made available on Blackboard or alternative platform, to include additional activities, links, suggestions for further reading, etc.

Student support

- Additional materials available on Blackboard
- Lecturers are available by appointment

Reading and References (mandatory)

- G. Berruto, *Sociolinguistica dell'italiano contemporaneo* (Firenze, Carocci, 2000). Appropriate sections will be referred to during the course
- Readings assigned during the course as part of your weekly tasks.

Further reading

Other suggestions will be provided during the course.

Component title: Focused oral practice

Component description

This component will focus on developing Spoken Production and Spoken Interaction through conversation, discussion, presentation, argumentation and debate on a variety of complex topics. You will also be actively involved in activities and tasks to prepare for your final oral examination.

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of this module you should be able to

- Select and critically analyse sources of information from a range of media
- Analyse, summarise and clearly present information, ideas and arguments orally on a wide range of complex topics, selecting the most salient and relevant ideas and expanding and supporting ideas with subsidiary points and relevant examples
- Interact appropriately in conversation, with a good understanding and use of irony, humour and implicit cultural references
- Contribute to a debate on abstract and complex topics, even when these are unfamiliar to you and when people are talking simultaneously
- Develop a convincing argument in well-structured speech, highlighting significant points with supporting examples
- Display a good command of a broad vocabulary, including collocations and idiomatic expressions, readily overcoming gaps with circumlocutions
- Participate in an interview, expanding the points being discussed fluently and without support, also coping with interjections

Teaching and learning

Contact hours per term	11
Independent learning	24 hours +
Lecturer	Alma Sozzani

We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes and actively participate in classroom activities.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, sourcing and analysing a range of sources, engaging in tasks to prepare for the next lesson, engaging in spoken interaction outside of the classroom, etc.

Student support

- Materials available on Blackboard
- • Guidance in relation to the preparation of the oral examination
- • Opportunity to practice presenting, and constructive feedback from the lecturer
- Lecturer is available during office hours, or by appointment

Reading and References (mandatory): None

Further reading: None

Module assessment

The following assessment methods will be employed:

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU44011 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Language Variability and Text Analysis 6 pieces of homework (CA)	20%	1. Tasks on analysing and producing a text
2. Week 12: 2-hour test (Language Variability and Text Analysis)	50%	2. Questions on analysis and production of a text, e.g. summary, content, linguistic and lexical, lexical activities, personal response, etc.
3. Week 11, 12: oral test	30%	3. <ul style="list-style-type: none"> ➤ Spoken production: presentation ➤ Spoken interaction: conversation/interview

ITU44012 (Hilary Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
1. Language Variability and Text Analysis 6 pieces of homework (CA)	20%	1. Tasks on analysing and producing a text
2. Week 12: 2-hour term test (Language Variability and Text Analysis)	50%	2. Questions on analysis and production of a text, e.g. summary, content, linguistic and lexical, lexical activities, personal response, etc.
3. Assessment Week (date TBC): Oral Term test	30%	3. See guidelines below

Constructive feedback and other forms of informal assessment. You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals. We will also use other forms of assessment, such as in-class comments, one-to-one consultations, presentations, questions for reflection, self- and peer-assessment, etc.

Please note that you must keep a portfolio of the tests and 12 pieces of assessed homework for 'Language Variability and Text Analysis' AND your 'Language 4' tests for the external examiner. You may be asked to submit this portfolio in Trinity term. It is **your responsibility** to retain these pieces of homework when your lecturer returns them to you and to return them to the office if or when requested.

Guidelines for the oral examination

The examination (20 minutes) will normally be conducted jointly by the external examiner and an internal examiner, and will consist of

- a presentation (about three minutes) on an article chosen by you
- discussion on this article
- general conversation

Please note the following points:

- i. Two copies of the article chosen should be shared with the relevant teachers no later than a week before the Oral examination;
- ii. The article chosen must be written by Italians, preferably but not exclusively on Italian topics. Translations into Italian from foreign articles are not accepted;
- iii. The length of the article should be sufficient to grant intellectual discussion on the topic chosen;
- iv. The article should be known inside out both in content and language features, since questions might be asked on both aspects during the exam. In addition, candidates may be asked to read up to a couple of sentences out loud from the article;
- v. During the examination students can keep a small card including five very concise points on the article, but the full text of the article should not be kept in front of the candidate during the examination;
- vi. The mark for the oral exam is subdivided into four components, equally weighted: grammar, appropriate use of vocabulary, pronunciation and fluency, and intellectual content.

ITU44041 / ITU44042

Italian Language 4 Minor

Italian language skills, language structures and vocabulary

This module will expose you to a range of texts and activities suitable for achieving up to level B2+ ('Independent user') of the Common European Framework of Reference for Languages (CEFR).

Module description

While also developing your Listening and Speaking skills, this module focuses on enhancing Reading and Writing. Through this module you will also deepen your knowledge of Italian culture and society.

Learning outcomes

Assuming you have attended all or most lectures, completed your assignments and engaged in independent learning, at the end of these components you should be able to

- Understand and work with texts from a range of media on topics normally encountered in personal, social, academic or vocational life
- Read with a large degree of independence, using reference sources when necessary
- Understand texts in which the writers express specific points of view (political commentary, sociological analysis, etc.)
- Take active part in classroom activities, expressing your ideas and opinions clearly
- Sustain your opinions and develop a clear argument by providing relevant explanations, arguments and comments
- Summarise information and arguments from a number of sources
- Write at length about topical issues and correct many of your mistakes in the process
- Have developed a sufficient range of vocabulary to vary formulation and avoid repetition when expressing yourself on matters related to your field of interest and on most general topics
- Interact in writing using a range of media with reasonable accuracy and fluency
- Demonstrate increased knowledge and understanding of cultural aspects related to areas such as Italian history, society, current affairs, everyday life, etc.
- Demonstrate a good level of intercultural awareness through reflecting on the Italian culture in relation to the European context
- Engage in mediation activities, e.g. summarising the main points in a text, analysing the author's purpose, attitudes and opinions, explaining the viewpoint articulated in the text, translating, presenting your reactions to the text, etc.,

Teaching and learning

Contact hours per term	22 hours
Independent learning per term	78 hours +
Lecturers	Giuliana Adamo

Classes are interactive and conducted in Italian. We actively strive to create a learning environment that is conducive to student engagement and learning, through a range of methodologies. On the other hand, you are expected to prepare for classes in order to be able to participate actively in classroom activities and to make steady progress.

Independent learning

Ongoing guided independent study is a requirement to meet the learning outcomes. It may include activities such as reviewing lessons, completing homework tasks, doing online exercises, engaging in tasks to prepare for the next lesson, participating in the weekly pub night.

Student support

- Additional materials available on Blackboard
- Constructive feedback from the lecturer
- Lecturers are available by appointment

Reading and references (mandatory):

- M. Birello, S. Bonafaccia, F. Bosc, D. Donati, G. Licastro, A. Vilagrasa, *Al dente 4 Edizione Premium*, Casa delle Lingue, (ISBN: 9788417710866).

PLEASE NOTE (VERY IMPORTANT!): When you purchase your books, make sure you don't throw out the slip of paper that comes with each volume, which contains the code you will need to register it on the BlinkLearning platform.

Textbook is available from International Books, 18 South Frederick Street, Dublin 2, or online.

Further materials

- Further material will be provided or suggested by the lecturer.

Module Assessment (100% of overall result. Compensatable)

The following assessment methods will be employed:

- **Summative assessment**, counting towards your final mark, is structured as illustrated in the tables below. Weeks refer to teaching weeks.

ITU44041 (Michaelmas Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
Week 12: 2-hour term test	100%	Questions to test structures, vocabulary, reading and writing.

ITU44042 (Hilary Term)

WHEN, TASK, LENGTH	WEIGHTING	STRUCTURE
Week 12: 2-hour term test	100%	Questions to test structures, vocabulary, reading and writing.

- **Homework.** You will be given homework weekly. While it does not count towards your final mark, it is an essential part of independent learning and key to progress.
- **Constructive feedback and other forms of informal assessment.** You will receive detailed feedback on each piece of assessment, from which you can learn and which will help you set your learning goals. We will also use other forms of assessment, such as in-class comments, one-to-one consultations, questions for reflection, etc.

Variable code

Cultural options

The following modules are available as ES/MEELC Options (see List in the ES/MEELC general handbook).

General information. You choose from the list of options below. Most options are assessed by an essay (3,500 to 4,000 words). Additional exercises might be requested in some cases, and some options might include students' presentations. The normal default option is that all essays are uploaded to Turnitin on Blackboard, but please carefully follow guidance from module lecturer on submission. In the option essays, the arguments must be illustrated clearly, supported by adequate reference to primary and secondary sources, and by a running argument including your motivated viewpoint. A full description of the conventions of presentation are in the MHRA Style Book, available online at <http://www.mhra.org.uk/style>.

OPTIONAL MODULES:

ITU34031	Introduction to Second Language Teaching	5	lectures+seminars	MT	2
ITU34061	Italian Cinema 1900-2020s	5	lectures (+ screenings)	MT	1
ITU33041	Italy in the 21st Century	5	lectures	MT	1
ITU34072	Collodi's <i>Pinocchio</i>: Exploring a Timeless Children's Classic through Cultural Theory	5	lectures	HT	1
ITU33022	Renaissance Politics and Ethics	5	lectures	HT	1

ITU34031

Introduction to Second Language Teaching and Learning

Module description

This module aims at introducing some of the fundamental issues and current trends involved in the pedagogical theory and practice of teaching and learning modern foreign languages. While it cannot lead to a qualification, the module is designed for those students who may be considering an experience working as a language assistant in Italy or pursuing a full teacher training course and a future teaching career. Aspects will be dealt with such as effective language teaching and learning, classroom management, language teaching methods, lesson planning, target language use, developing language skills, selecting and designing materials, using authentic materials, teaching vocabulary, teaching grammar, developing cultural and intercultural awareness, formative and summative assessment, the CEFR, cooperative learning, differentiation, questioning.

Learning outcomes

Assuming you attend all or most lectures, actively participate in tutorials, complete assignments and engage in independent learning, at the end of this module you should be able to:

- Have developed knowledge and understanding of different teaching approaches and methodologies
- Have developed an understanding of the factors and principles that underpin lesson planning and effective teaching and learning
- Design and deliver a lesson plan for a target group and around a content of your choice
- Select and critically analyse sources of teaching and learning materials from a range of media
- Create teaching and materials to suit your intended target group
- Engage with feedback and use it to reflect on your plan and improve it

Teaching and learning

Lectures and seminars	22 hours
Independent learning	78 hours +
Lecturer	Silvia Bertoni

Student support

Additional material available on Blackboard or other platform; Feedback sessions with lecturer, available by appointment; Ad hoc support depending on student choice of plan.

Reading and References (mandatory)

- Richards, J. C., and Theodore Rodgers (2014). *Approaches and Methods in Language Teaching*. Third Edition. New York: Cambridge University Press.
- Scrivener, J., (2011, Third Edition). *Learning Teaching*. London: Macmillan.
- Further materials provided during the course.

Further reading

Further reading will be provided on Blackboard or alternative platform.

Assessment

The assessment of this module combines theory and practice. Design of a lesson plan for a short lesson, a rationale/commentary accompanying the plan, a short presentation (if possible) and a guided reflective piece (4000 words in total). 100% of module mark.

ITU34061

Italian Cinema 1900-2020s

Module description

Italian cinema is one of the world's richest, most influential and fascinating. This module opens with the earliest short silent films, capturing the first coffee ever drunk on screen and a papal wave; we analyze too an extraordinary silent epic, which influenced cinema across the developed world. The next step is to understand fascism's hold over cinema (1922-1945). We investigate how a dictatorship builds consensus through film, but also how, and why, it fails. Immediately after the war, Italian Neorealist cinema stands the camera in front of ordinary Italian lives and the ruins of Italy's devastated cities: what gritty realism means in these circumstances, and how it works, is discussed in lectures. Next, the so-called Golden Age of Italian cinema (1960s) provides us with Italian cinema's biggest names (Fellini, Bertolucci, Pasolini, Antonioni): highly creative, unconventional and artistic auteurs, whose work had a huge global impact. The final lectures are dedicated to contemporary cinema (2000-2018), including Italy's recent successes with television series like Sorrentino's *The Young Pope*. Students must do at least one non-assessed presentation for this course.

Learning outcomes

Assuming you attend all or most lectures, complete assignments and engage in independent learning, at the end of this module you should be able to:

- Have an understanding of the history of Italian film (key directors, movements, and changes in the industry)
- Have developed a historical framework on which to build if they continue studying Italian film
- Have developed basic skills in film analysis and be able to apply these skills to selected film clips
- Have developed the ability to discuss, verbally and in writing, key aspects of Italian cinema
- Have improved presentation skills

Teaching and learning

Lectures	11 hours
Screenings (7)	14 hours
Independent learning	110 hours
Lecturer	Dr. Clodagh Brook

Student support

Additional material available on Blackboard; Lecturer is available during office hours, or by appointment.

Reading and references (mandatory films)

1. *Cabiria* (Giovanni Pastrone);
2. *Roma città aperta* (Roberto Rossellini)
3. *Riso amaro/Bitter Rice* (Giuseppe De Santis)
4. *8½* (Federico Fellini)
5. *Il conformista/The Conformist* (Bernardo Bertolucci)
6. *Blow Up* (Michelangelo Antonioni)
7. *Divorzio all'italiana/Divorce Italian Style* (Pietro Germi)
8. *Buongiorno notte* (Bellocchio)
9. *Habemus Papam* (Nanni Moretti)

Further reading

Further reading will be provided in the module guide. Meanwhile, these are key texts:

1. Bondanella, Peter and Federico Pacchioni, *A History of Italian Cinema* (Bloomsbury, 2017);
2. Bondanella, Peter, *The Italian Cinema Book* (BFI, 2014);
3. Mary Wood, *Italian Cinema*, (Wallflower, 2005);
4. Marcia Landy, *Stardom, Italian Style: Screen Performance and Personality in Italian Cinema* (Indiana University Press, 2008);
5. Gian Piero Brunetta, *The History of Italian Cinema: A Guide to Italian Film from its Origins to the 21st Century* (Princeton University Press, 2011).

Assessment

1 essay of 3500-4000 words, 100% of module mark.

ITU33041

Italy in the 21st century

Module description

Italy is rapidly transforming into a multiracial post-secular society in which relations between its citizens is shifting. This module examines the society and politics of the new millennium and how texts reflect and construct complex issues around identities: especially racial, gendered, political and religious identities. Taking issues from contemporary Italy, the module will explore theoretical and analytical approaches taken in the main from cultural studies (postcolonialism, gender, queer). Each week there will be a one-hour lecture on the historical narrative and a number of set texts and a one-hour tutorial on each of the texts outlined in the mandatory reading below.

Learning outcomes

Assuming you attend all or most lectures, complete assignments and engage in independent learning, at the end of this module students should be able to:

- demonstrate factual knowledge by gathering information from relevant sources,
- discuss analytically some of the major questions of 21st century Italy, especially racial, gendered, political and religious identities
- critically analyse at least one of the key texts studied in tutorials
- understand the basic points of at least one cultural theory (gender, queer, postcolonialism. post-secularism) and be able to apply it to a literary or filmic text

Teaching and learning

Lectures	11 hours
Tutorials	11 hours
Independent learning	118 hours
Lecturer	Dr. Clodagh Brook

Student support

- Additional material available on Blackboard
- Lecturer is available by appointment.

Reading and references (mandatory)

- M.G. Mazzucco, *Limbo* (2012),
- I. Scego, *La mia casa è dove sono*.
- N. Moretti, *Habemus Papam* (2011),
- G. Hofer and L. Ragazzi, *Improvvisamente l'inverno scorso* (2007),
- K. Rossi Stuart, *Anche libero va bene* (2006).

Further reading

- U. Beck, *Risk society* (Sage, 2002);
- Z. Bauman, *Liquid modernity* (Polity, 2000);
- C. Crouch, *Postdemocracy* (Cambridge, Polity, 2004);
- V. Codeluppi, *Vetrinizzazione sociale* (Turin, Bollati Boringhieri, 2007);
- R. Collins, "The end of middle class work: No more escapes", in I. Wallerstein, R. Collins, M. Mann, G. Derlugian, C. Caljhoun, *Does Capitalism Have a Future?* (Oxford University Press, 2013), pp. 37-70.

- A. Elliott and C. Lemert, *The New Individualism* (Routledge, 2006); D. Harvey, *Seven contradictions and the end of capitalism* (Profile Books, 2014);
- T. Piketty, *Capital in the Twenty-First Century* (The Belknap Press, 2014).
- *Twenty-First Century Populism: The Spectre of Western European Democracy*, ed. D. Albertazzi and D. McDonnell (Palgrave Macmillan, 2008);
- D. Bersani, *Indignate* (on Italian women in the 21st Century) (Rome, Newton Compton, 2011);
- G. Benvegnù-Pasini, M. Bezze, W. Nanni, V. Nozza, T. Vecchiato, *Poveri di diritti. Rapporto 2011 su povertà ed esclusione sociale in Italia*, (Il Mulino, 2011);
- S. Cassese, *Governare gli italiani: Storia dello Stato* (Il Mulino, 2014); Censis, *I valori degli italiani 2013* (Venezia, Marsilio, 2013);
- L. Gallino, *La lotta di classe dopo la lotta di classe*, ed. P. Borgna (Laterza, 2012);
- P. Ginsborg, *Berlusconi* (Einaudi, 2005);
- M. Magatti, *I nuovi ceti popolari*, (Feltrinelli, 2006);
- E. Sala, *Donne, uomini e potere, diseguaglianze di genere in azienda, politica, accademia* (Franco Angeli, 2008);
- N. Urbinati, *Democrazia in diretta* (Feltrinelli, 2013); C. Vecchio, *Giovani e belli. Un anno fra i trentenni italiani all'epoca di Berlusconi* (Chiarelettere, 2009);
- V. Vidotto, *Italiani/e. Dal miracolo economico a oggi* (Laterza, 2005).
- A. Mammone, E. Giap Parini, G. A. Veltri, *The Routledge Handbook of Contemporary Italy: History, Politics, Society* (Routledge, 2015);
- C. Lombardi-Diop, C. Romeo. *Postcolonial Italy* (Palgrave, 2012).
- A. Dal Lago, *Non-persone: L'esclusione dei migranti in una società globale* (Feltrinelli, 2006).
- I. Crowhurst and C. Bertone, *The Politics of Sexuality in Contemporary Italy* (special issue of *Modern Italy*: 17:4, 2012).

Further reading will be provided in the module guide.

Assessment

1 essay of 3000-3500 words on history. 70% of history component.

1 in-class test: commentary (in English) on one of the texts, books or films studied in the seminars. 30% of history component.

ITU33022

Renaissance politics and ethics: Machiavelli and Castiglione

Module Description

Modern reflection on politics and historiography would be unthinkable without Niccolò Machiavelli's treatise *On the Princedoms* or *The Prince*. The first half of the module sets the work in its historical context (clarifying the story of 'Machiavellism' in the Anglophone world) and offers a reading of the work's key questions at stake: the nature of princedoms, the figure of the prince, his behaviour, fortune, etc. The second half of the module is devoted to reading Baldassarre Castiglione's *Libro del Cortegiano* (1528): a Renaissance dialogue set at the court of Urbino, it was translated into many languages and became enormously influential not only in defining the role of the courtier (whose modern descendants include the gentleman, the political advisor and the arbiter of taste) but also in suggesting images of the good life, the art of conversation and the spiritual nature of beauty.

Learning Outcomes

The module aims to familiarize students with two major figures of Italian Renaissance literature, Niccolò Machiavelli and Baldassare Castiglione. Machiavelli's *The Prince* and Castiglione's *The Book of the Courtier* will be analysed in depth.

Assuming you have attended all or most lectures, completed their assignments and engaged in independent learning, at the end of this module you should be able to:

- read and understand 16th century Italian language;
- set the two works in their historical context;
- comment on 16th century Italian history, society and politics;
- learn about ancient, medieval and Renaissance ethical and political theories;
- consider the importance of the two authors and their texts for contemporary society, ethics and politics.

Teaching and learning

Six lectures will be devoted to Machiavelli's *The Prince* and five to Castiglione's *The Book of the Courtier*.

Lectures	11 hours
Independent learning	50 hours +
Lecturer	Gianluca Caccialupi

Student Support

- Additional material available on Blackboard. Lecturer is available by appointment.
- You can also take an appointment to see the Sophister coordinator, Dr Giuliana Adamo.

Reading and References

Mandatory

- Niccolò Machiavelli, *Il Principe*, ed. by R. Ruggiero (Milan: BUR, 2008)
- Baldassarre Castiglione, *Il libro del Cortegiano*, ed. by W. Barberis (Turin: Einaudi, 2017).

Further reading

- N. Machiavelli, *The Prince*, ed. by Q. Skinner and Russel Price, 2nd edition (Cambridge: Cambridge UP, 2019). 1st edition 1988 [LEN 320.01 MAC:11 N8;1/2]
- Christopher S. Celenza, *Machiavelli: A Portrait* (Cambridge, Mass: Harvard UP, 2015) [HL-372-130]
- Baldassarre Castiglione, *The Book of the Courtier*, trans. C. S. Singleton, ed. by D. Javitch (New York: Norton, 2002) English translation with accompanying studies.

Further bibliographical materials will be uploaded on Blackboard.

Assessment

One 3,000-3,500 word essay – 100% of component mark

ITU34072

Collodi's *Pinocchio*: Exploring a Timeless Children's Classic through Cultural Theory

Certain images from Collodi's *Pinocchio* never leave our collective memory: Pinocchio's long nose when he lies, his metamorphosis into a donkey when he does not want to study, and his being swallowed by a whale Jonah-style when he needs to rethink his life. These are archetypal motifs with a long cultural tradition that reaches back to ancient myths and across national, even continental boundaries. This module aims at an in-depth-reading of this text through the prism of a set of cultural theories. We will look specifically at Bakhtin's theory of the carnival and the grotesque body (*Rabelais and His World*), Foucault's theory of the docile body and its utility to the community (*Discipline and Punish*), theories of liminality and heterotopias (Foucault) but also at the figure of the fool and the picaro and their roots in myth and other literary genres such as Menippean satire.

Learning Outcomes:

- Assuming you have attended all or most lectures, completed their assignments and engaged in independent learning, at the end of this module you should be able to:
- Understand one of the great children's classics in world literature
- Analyze through close reading some of the relevant topics for this text
- Relate critical theory to literature
- Develop an interdisciplinary understanding of the Humanities
- Understand some key thinkers: Bakhtin, Agamben, Freud, Foucault
- Understand metaphorical language
- Improve their knowledge of Italian language and culture

Teaching and learning

Six lectures will be devoted to Machiavelli's *The Prince* and five to Castiglione's *The Book of the Courtier*.

Lectures	11 hours
Independent learning	78 hours +
Lecturer	Peter Arnds

Running Order:

Week One: Introduction
Week Two: Genre, Myth, Picaro
Week Three: Bodies (Bakhtin)
Week Four: Bodies (Bakhtin)
Week Five: Madness and Docility (Foucault)
Week Six: Heterotopias (Foucault)
Week Seven: Reading
Week Eight: Metamorphosis
Week Nine: Metamorphosis
Week Ten: pleasure versus reality principle (Freud)
Week Eleven: outsiders (Agamben)
Week Twelve: Essays

Student Support

- Additional material available on Blackboard. Lecturer is available by appointment.
- You can also take an appointment to see the Sophister coordinator, Dr Giuliana Adamo.

Assessment:

One essay (3,500 – 4,000 words).

SECTION 3 - POSTGRADUATE



If you have really enjoyed working on your capstone dissertation, are getting high marks (60 and above), and are still curious, this may be a sign that postgraduate research is right for you.

If you are getting above 70%, you may be able to get a scholarship to cover your fees and living costs during a Masters or Doctoral degree.

You are very welcome to come and discuss postgraduate work with the European Studies/MEELC course coordinator for Italian during your sophomore year. He will know how best to advise you and direct you.

MASTERS TAUGHT PROGRAMMES

Italian contributes to the following programmes:

- [MPhil in Identities and Cultures of Europe](#)
- [MPhil in Comparative Literature](#)
- [MPhil in Literary Translation](#)
- [MPhil in Medieval Language, Literature and Culture](#)

PHD OR MLITT (MASTERS BY RESEARCH)

If you wish to enroll for a PhD or a Masters by research in Italian, the first step is to check whether someone in the Department can supervise you: <https://www.tcd.ie/Italian/research/>. We have a wide range of expertise from Medieval and Renaissance literature to contemporary literary, performance and cultural studies, cinema and interart/intermedia, and translation studies.

FUNDING

For details of funding, please see: <https://www.tcd.ie/study/postgraduate/scholarships-funding/>.

EMPLOYMENT

Our graduates of Masters and Doctoral programmes have gained prestigious positions. These include Professor George Talbot (PhD Italian Trinity) is now Pro-Vice Chancellor of Research and Dean of Arts & Sciences at Edge Hill University; Dr Marco Sonzogni (PhD Italian Trinity 2005) is Reader in Translation Studies at Victoria University of Wellington. Dr Kenneth Clarke (TCD BA in Italian/History of Art; TCD MPhil Medieval Language Literature and Culture) is Associate Professor at the University of York. Dr Paul Hare (PhD Italian) is Senior Language Teaching Fellow, Modern Languages, University of Strathclyde. Dr Mirko Zilahy (PhD Italian) works at Università per Stranieri in Perugia and is now one of the best-selling Italian noir writers, as well as editor for Minimum Fax, journalist and translator.

Thanks to an excellent training programme that Trinity provides to doctoral students our students have particularly good opportunities for developing careers beyond academia too. Recent PhD graduates Brenda Donohue and Emer Delaney are working as National Project Managers for the Educational Research Centre in Ireland.

For further details, please see: <https://www.tcd.ie/Italian/postgraduate/>