

INTEGRATING INTERCULTURAL PERSPECTIVE INTO ALL LEVELS OF LANGUAGE COURSES

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PLAN FOR TODAY

1. OVERVIEW :

HOW WE USED BACKWARD DESIGN TO IMPLEMENT EXPLICIT INTERCULTURAL LEARNING AT ALL LEVELS OF ITALIAN LANGUAGE PROGRAM AT PURDUE: ITALIAN CURRICULUM FOR THE 21ST CENTURY

2. DEMONSTRATION – ONE ICC ACTIVITY FOR EACH LANGUAGE LEVEL:

- A. NOVICE LEVEL: “D.I.E. ACTIVITY” (INTERACTIVE) → OPENNESS
- B. INTERMEDIATE LEVEL: “THE DANGER OF A SINGLE STORY” → SELF-AWARENESS, STEREOTYPING, WORLDVIEW
- C. ADVANCED LEVEL: “A FLOWER’S POINT OF VIEW” → EMPATHY

3. RESOURCES - HUBICL

1. ITALIAN CURRICULUM FOR THE 21ST CENTURY

PROJECT INTERCULTURAL GOALS:

- Integrate an explicit and systematic ICC perspective at all levels of Italian curriculum using the principles of backward design
- Develop learners' intercultural knowledge, skills and attitudes as defined by the AAC&U VALUE Rubric for Intercultural Knowledge and Competence (next slide)
- Intercultural communicative competence: a set of complex abilities to interact effectively and appropriately with people who are linguistically and culturally different from us

	Developing	Emerging	Proficient
Knowledge <i>Cultural self-awareness</i>	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Skills <i>Verbal & Nonverbal Communication</i>	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
Attitudes <i>Curiosity</i>	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Attitudes <i>Openness</i>	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

BACKWARD DESIGN STEP 1: IDENTIFY DESIRED OUTCOMES

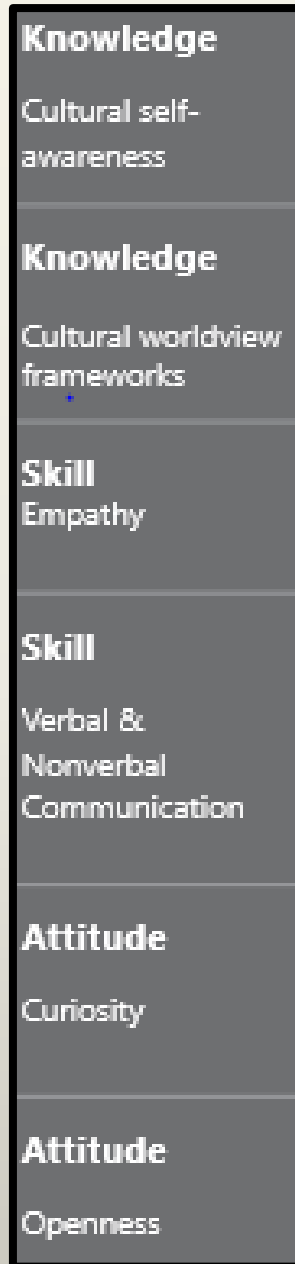
➔ What key IC skills will your students be able to do better?

Breakdown by level:

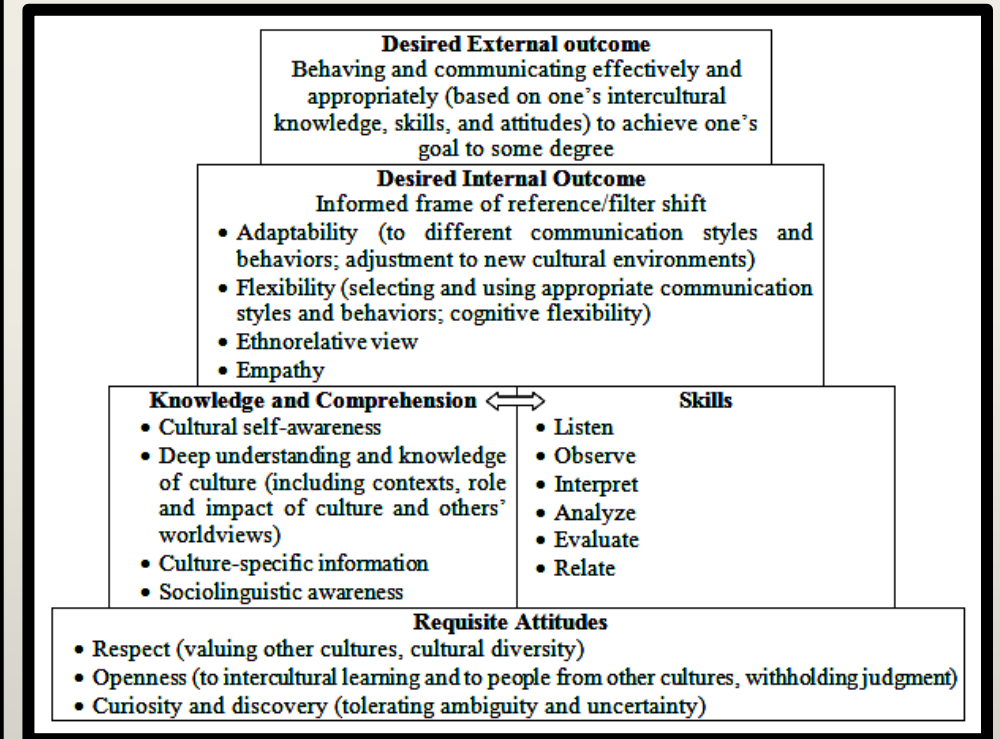
✓ITAL 101-102: **Openness & Curiosity**
(affective attitudes)

✓ITAL 201 -202: **Self-awareness & Cultural
Worldview Frameworks** (cognitive skills)

✓ITAL 301-302: **Empathy & Verbal and
Nonverbal Communication** (behavioral skills)



AAC&U Rubric of Intercultural Knowledge and Competence in conjunction with Deardorff pyramid of Intercultural Competence



Pyramid Model of Intercultural Competence (Deardorff, 2006, 2009)

BACKWARD DESIGN STEP 2: DETERMINE ACCEPTABLE EVIDENCE

➔ Through what evidence will students demonstrate achievement of desired outcomes?

Formative Assessment Methods:

- ✓ Group debriefing of each IC activity (Lab)
- ✓ Individual reflection assignment after IC Lab
- ✓ Written instructor feedback

Summative Assessment Methods:

In beginner courses:

- ✓ ASKS2+Post Survey

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S ²)						AFTER EXPERIENCE
As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:						
Where are you now?	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ✓ ASKS2+Retropre Survey

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S ²)						IN RETROSPECT
Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:						
REFLECTING BACK...	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In advanced courses:

- ✓ Individual IDI (Intercultural Development Inventory)
- ✓ Final ICC Reflection

BACKWARD DESIGN STEP 3: ALIGN LEARNING EXPERIENCES

➔ **What specific activities will help students attain the ICC outcomes?**

- **Introductory Lab**
(1 each semester, 20 min)
- **Three Intercultural Labs** (experiential activities) targeting the development of a specific intercultural skill
(3 each semester, 50 min)
- **Student reflection assignment** on each IC Lab
(3 each semester, at home, individual)

➔ **Language:** English, Italian, language mixing

Introductory Lab

- ✓ Define ICC, and the target skills, Intercultural Development Continuum, explicit ICC learning goals, and the tools to grow, transferable skills and their application, students take ownership of their learning

Three Intercultural Labs

- ✓ Activities based on already developed materials that have been validated for ICC building (see Sources); adapted and translated
- ✓ Flow: pre-lab work (at home), in-class lab activity usually experiential, small group discussion, whole group discussion and debriefing

Reflection assignment

- ✓ Individual at-home reflection
- ✓ Reflective mode in addition to the three modes interpersonal, interpretive, presentational

ATTIVITÀ
D.I.V.
D.I.E.
ACTIVITY

2.A.
NOVICE LEVEL
INTERCULTURAL LAB

NOVICE LEVEL LAB IC: D.I.E.

✓ Practicing openness by suspending judgment

✓ Practicing openness toward alternative interpretations and evaluations of culturally different practices, products and perspectives

✓ Source: Adapted from *52 Activities for Improving Cross-Cultural Communication*
HubICL:

<https://hubicl.org/toolbox/tools/25/downloads>

- 3rd IC activity, during Week 13, in English & Italian
- **Curriculum connection:** Vocabulary of food, types of food shops, menu, comparison Italian and own culture food habits, regional cuisine, “gross” foods



Flow:

- No pre-lab work
- In-class activity (including small group and whole group discussion and debriefing)
- Reflection assignment
- Post-lab integration

AN ACTIVITY TO:

- *Learn some new concepts*
- *Become more **open** to cultural difference*
- *Recognize the impact of culture on perception*

AN ACTIVITY TO:

- *Practice applying new skills*

DEBRIEFING TO:

- *Process what we learned and reflect on it*

**COSA
FACCIAMO
OGGI?**

**OUR PLAN
FOR TODAY**

D.I.E. ACTIVITY

ATTIVITÀ D.I.V.

**TAKE A LOOK
AT THE
FOLLOWING
PICTURE.**

**IN A FEW
SECONDS I AM
GOING TO ASK
YOU TO
DESCRIBE IT.**



**D.I.E.
ACTIVITY**

QUESTION 1:

**NOW TAKE A MINUTE
TO DESCRIBE WHAT
YOU SAW.**

**TYPE YOUR ANSWER
IN THE CHAT TO
ANNALISA MOSCA
(NOT EVERYONE)**

DESCRIPTION: what we see, more objective than the other two, but still depends on what we notice or perceive

INTERPRETATION: what we think about what we see or experience, the meaning that we assign to what we notice

EVALUATION: how we feel about what we see or experience, the value and the judgment we assign to our interpretation

**THINK:
HOW ARE THEY
DIFFERENT?**



D – Description
I – Interpretation
E – Evaluation

**EXAMPLES FROM THE PREVIOUS IC LABS.
ARE THEY DESCRIPTION (D), INTERPRETATION (I)
OR EVALUATION (E)?**

**SHE IS REFUSING TO GET MARRIED.
INTERPRETATION (I) AND EVALUATION (E)**

**IT IS SOME KIND OF EXORCISM.
INTERPRETATION (I) AND EVALUATION (E)**

**PEOPLE ARE OUTSIDE.
INTERPRETATION (I): WE CANNOT BE SURE**

**ONE WOMAN IS WEARING WHITE.
DESCRIPTION (D)**

**MEN ARE JUST STANDING THERE, NOT HELPING.
INTERPRETATION (I) AND EVALUATION (E)**

THINK:

**WHEN I ASKED
YOU TO DESCRIBE,
WHAT DID YOU
ACTUALLY DO?**



LET'S TRY AGAIN!

**TAKE ANOTHER
LOOK AT THE
PICTURE.**

**THIS TIME, TRY
ONLY TO
DESCRIBE.**



D.I.E. ACTIVITY

QUESTION 2:

**NOW PAUSE AND TAKE
A MINUTE TO
DESCRIBE WHAT YOU
SAW.**

**TYPE YOUR ANSWER
IN THE CHAT TO
ANNALISA MOSCA
(NOT EVERYONE)**

**EXAMPLES OF DESCRIPTION FROM THE PREVIOUS
IC LABS.**

ONE WOMAN IS WEARING WHITE.

DESCRIPTION (D)

THERE ARE SOME MAN AND SOME WOMEN.

DESCRIPTION (D)

SOME WOMEN HAVE HAIR COVERINGS.

DESCRIPTION (D)

ONE WOMAN DOES NOT HAVE A HAIR COVERING.

DESCRIPTION (D)



**WHY ARE THEY SO
HARD TO
SEPARATE?**



MORE THOUGHTS TO PONDER



- LET'S EXPLORE THIS QUOTATION:
 - ✓ "NEURAL SIGNALS ARE RELATED LESS TO A STIMULUS PER SE THAN TO ITS **CONGRUENCE WITH INTERNAL GOALS AND PREDICTIONS**, CALCULATED ON THE BASIS OF **PREVIOUS INPUT TO THE SYSTEM.**"

KARSTEN RAUSS, COGNITIVE SCIENTIST

- LET'S EXPLORE THESE QUESTIONS:
 - ✓ WHAT DOES THIS HAVE TO DO WITH **CULTURE**?
 - ✓ HOW DO PEOPLE FROM **DIFFERENT CULTURES** INTERPRET AND EVALUATE THIS PICTURE?

PAIR WORK: PLUS/MINUS/NULL ACTIVITY

A SIMILAR WAY OF THINKING ABOUT D.I.E.

What's your **gut reaction** interpretation of what is happening?

Does that interpretation lead to **positive, negative, or neutral** evaluation?

What are **two plausible alternative interpretations** with different evaluations (so if your first idea was negative, think of neutral and positive explanations of what is happening)?





This picture represents the **pizzica**: an ancient dance of the Salento area in the region of Puglia. Shrouded in myth and legend, this dance was thought to have been the only cure for a tarantula bite, or, metaphorically, for someone possessed by the devil.

The dance continues until the protagonist collapses to the floor, utterly exhausted, but hopefully cured.

Often family and other villagers would join in in a show of solidarity.

**DO YOU WANT TO
KNOW THE “TRUTH”?**

**WHAT “INSIDER
CULTURAL
KNOWLEDGE” WOULD
YOU NEED TO
INTERPRET THIS
IMAGE ACCURATELY?**

LET'S TALK ABOUT IT: DEBRIEF

1. What happened during the D.I.E. activity? What was most difficult? Easiest? Why?
2. How did you feel when you were asked to describe without interpreting or evaluating?
3. How might personal or cultural values influence the interpretation or evaluation?
4. What did you learn?
5. How can you use what you learned in your everyday life? In Italian/language class?

REFLECTION ASSIGNMENT QUESTIONS

- How did you feel about this activity? What, if anything, was frustrating about it and what was the result of that frustration?
- Why do we make judgments? Can we control this? How?
- How can what you've learned help you in an intercultural context? Connect this activity to a previous intercultural experience in which you jumped to conclusions or made an assumption. How might D.I.E. have helped?

POST-LAB INTEGRATION: D.I.E. IN ACTION

1. **OSSERVA (DESCRIVI) QUESTO PIATTO**
OBSERVE (DESCRIBE) THIS DISH

2. **SPIEGA (INTERPRETA):**
QUAL È LA TUA INTERPRETAZIONE
ISTINTIVA (REAZIONE VISCERALE)? TI
PIACE? LO VUOI ASSGGIARE?

EXPLAIN (INTERPRET):
WHAT IS YOUR GUT FEELING
INTERPRETATION OF IT? DO YOU LIKE IT?
WOULD YOU LIKE TO TASTE IT?

3. **VALUTA: LA TUA INTERPRETAZIONE**
INIZIALE È POSITIVA, NEGATIVA, O
NEUTRALE?

EVALUATE: DOES YOUR INTERPRETATION
LEAD TO POSITIVE, NEGATIVE, OR
NEUTRAL EVALUATION?



POST-LAB INTEGRATION: D.I.E. IN ACTION

“CASU MARZU” SARDO
SARDINIAN “CASU MARZU”
(LITERALLY, ROTTEN CHEESE)

INGREDIENTE PRINCIPALE:
FORMAGGIO PECORINO
COLONIZZATO DALLE LARVE
DELLA MOSCA DEL FORMAGGIO

MAIN INGREDIENT:
SHEEP MILK CHEESE CONTAINING
LIVE MAGGOTS


4. IMMAGINA: DUE ALTRE
INTERPRETAZIONI PLAUSIBILI,
DIVERSE DALLA TUA VALUTAZIONE
INIZIALE

IMMAGINE: TWO PLAUSIBLE
ALTERNATIVE INTERPRETATIONS
WITH EVALUATIONS DIFFERENT
FROM YOUR INITIAL ONE



“I ATE CASU MARZU:” A CONFESSIONAL”

“The most dangerous cheese in the world”: outlawed by the EU but still made in Sardinia



“THE DANGER OF A SINGLE STORY”

**2.B. INTERMEDIATE LEVEL
INTERCULTURAL LAB**

Intermediate Italian – Lab IC 1

Integration in course content

- **IC Skill:** lab day itself –one day– targeted the skills of openness, self-awareness and worldview
- **Course content Set up:** the entire 2 weeks culminating with the the Lab IC 2 day were centered around the topics of views and perceptions of Italy
 - Brief excerpt from “*Italy vs. Italia*” (Severgnini)
 - Images of family known to students
 - Infographics about the current Italian family, society and shifting values
 - Short readings about Italian family and society
 - Lesson on stereotypical representations to be discussed in Italian – see next slide
- Culminating in the IC lab activity lesson itself



- Video su stereotipi della famiglia italiana
 - l'evoluzione della famiglia italiana lontana dai stereotipi
 - Famiglia del Mulino Bianco [video](#)
 - Famiglia della Fiat [video](#)
- Continuiamo con gli stereotipi
- Paragoniamo anche agli Stati Uniti e al tuo paese

Sei italiano se...
(exercise with images of items associated with Italians)

- Guardiamo questi video e determiniamo se si tratta di
 - [Italy](#) l'Italia stereotipica
 - Italia l'Italia reale
- Dolce E Gabbana «The [one](#)» [video](#)
- Cartoni USA [video](#) (da 2:10)
- Fiat 500 – Italia Usa [video](#)

PARADISO E INFERNO

Discutiamo di questo famoso detto circolare

Il Paradiso è il luogo in cui

- 1) i meccanici sono tedeschi;
- 2) i vigili sono inglesi;
- 3) i cuochi sono francesi;
- 4) gli amanti italiani;
- 5) e tutti sono organizzati dagli svizzeri.



L' Inferno è il luogo in cui

- 1) i meccanici sono francesi;
- 2) i vigili tedeschi;
- 3) i cuochi inglesi;
- 4) gli amanti svizzeri
- 5) e tutto e' organizzato dagli italiani!!

Perché si identificano quegli elementi con il paradiso? E perché quegli altri con l'inferno?

Mosca 2020

Excerpts of course content during lessons and discussion leading up to the lab day

STEREOTIPI: E ANCORA ... CON USA VS. USA

Il Gruppo svedese (della Svezia) country ... chiamato [Rednex](#) con la canzone Cotton [Eye Joe](#) [video](#)

Le mappe degli stereotipi – c'è anche un progetto ufficiale chiamato [Mapping Stereotypes Project](#) per distruggere gli stereotipi



Mancano un paio di serie «storiche» che hanno dato l'immagine degli USA: Beverly Hills 90210, Dallas, Dynasty, Hill Street Blues, Charlie's Angels, Knight Rider, Colombo, Murder She Wrote, Little House on the Prairie, e i cartoni animati Marvel e Disney

Mosca 2020

STEREOTIPI: E GLI USA? E IL VOSTRO PAESE? PAESE VS. PAESE – USA VS. USA

LA LUNGA ESTATE CALDISSIMA DA [VIDEO](#)
NORD SUD OVEST EST DEGLI 883

QUALI STEREOTIPI USA?



WARNING: this and the next video may have a few images that you may not find tasteful or agree with.
REMEMBER: the context for this lesson and unit is about **presenting and subverting** stereotypes.

Mosca 2020

This module designed and created by Annalisa Mosca

Intermediate Italian – Lab IC 2

Stereotypes

- **Lab activity:** mix of adapted activities revolving around "*The Danger of a Single Story*" by Chimamanda Adichie
- **Summary:**
 - **Pre-lab:** consisted of two parts
 - Handout where students identified their perceptions of Italians and Americans (adapted from Aski)
 - Viewing of "*Danger of a Single Story*" video with a reflection activity (adapted from the HubICL)
 - **Lab:** discussion on the results of the handouts and connection to the video
 - **Post-lab:** reflection stemming from "*Italy – the extraordinary commonplace*" video by the Italian Trade Agency – where students had to deconstruct the stereotypes that emerged from the pre-lab handout into generalizations as done in the video

Pre-lab – Activity Stereotypes Handout

Instructors asked Italians friends and acquaintances to complete the items in the handout (adapted from Aski)

Students were asked to complete the items as per their knowledge and bring the handout to class

This is where the discussion begins the day of the lab – see next slides

Attività A: Descrivi un italiano tipico secondo te. Scegli 5 aggettivi dalla lista.

bruno/ biondo	furbo/credulone	rumoroso, chiassoso/ silenzioso, riservato
magro/grasso	benvestito/malvestito	molto patriottico / poco patriottico
ricco/povero	pigro, festaiolo/ attivo, laborioso	beninformato e interessato agli altri paesi del mondo/ malinformato e poco interessato agli altri paesi del mondo
superficiale/serio		romantico, appassionato, caldo/ freddo, distaccato

Completa le frasi secondo la tua opinione:

Gli italiani mangiano

Gli italiani parlano

Secondo gli italiani è importante

Attività B: Descrivi un americano tipico secondo te. Scegli 5 aggettivi dalla lista.

bruno/ biondo	furbo/credulone	rumoroso, chiassoso/ silenzioso, riservato
magro/grasso	benvestito/malvestito	molto patriottico / poco patriottico
ricco/povero	pigro, festaiolo/ attivo, laborioso	beninformato e interessato agli altri paesi del mondo/ malinformato e poco interessato agli altri paesi del mondo
superficiale/serio		romantico, appassionato, caldo/ freddo, distaccato

Completa le frasi secondo la tua opinione:

Gli americani mangiano|

Gli americani parlano

Secondo gli americani è importante

Pre-lab – Activity Discussion Forum

Students were assigned to view “*The Danger of a Single Story*” Ted talk by Chimamanda Adichie

Students completed a discussion forum to think about this video in preparation for the lab day

The option of writing either in Italian or in English was offered and chosen by several students

Secondo Adichie, a single story is created when we “show a people as one thing, as only one thing.” She goes on to explain that “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”



Based on Adichie’s explanation of “a single story,” answer the following questions *about yourself*. Challenge yourself and perhaps try to use some Italian, where you feel comfortable, in your answers:

- What single story has been assumed about you (maybe based on the way you look, your age, where you come from, what you study, your gender and sexual orientation, how you speak etc.)? How did it make you feel?
- About whom do you have a single story? Explain.
- Do you think you have a single story about Italy? What concrete actions can you take to ensure that you have more than one story about Italy?

Lab day discussion focused on the third question connecting also to the stereotypes handout

LAB ACTIVITY – LAB DAY LESSON

- Tally (by hand raise), comparison and discussion of results
- Later compiled in a ppt presentation distributed to students after the lab day

SECONDO VOI STUDENTI DI 201 A PURDUE		SECONDO GLI ITALIANI INTERVISTATI DAGLI INSEGNANTI	
Italiani	Americani	Italiani	Americani
1. benvestito	1. grasso	1. rumorosi o chiassosi	1. molto patriottici
2. romnatico	2. molto patriottico	2. benvestiti	2. creduloni
3. bruno	2. Malinformato non interessato al mondo	2. furbi	3. malinformato non interessato al mondo
4. rumoroso o chiassoso	3. rumoroso o chiassoso	2. romantici	4. grassi
5. beninformato ...	4. pigro e festaiolo	3. magri	4. attivi o laboriosi
5. molto patriottico			

Same numbers equal same number of responses or tie

CENTER FOR INTERCULTURAL LEARNING
CILMAR
MENTORSHIP • ASSESSMENT • RESEARCH

RISULTATI – SECONDO VOI STUDENTI

Gli italiani mangiano	pasta, pizza, vino e formaggio, pane, caffè, pesce, olio, aglio, biscotti (<i>this is ambiguous: is it cookies or what you know as «biscotti»</i>)
Gli americani mangiano	cheeseburger, patatine fritte, <u>milkshake</u> , cibo veloce (<u>fast food</u>), pollo fritto, birra
Gli italiani parlano	con le mani (gesticolando), veloce, rumoroso/forte, espressivamente
Gli americani parlano	veloce, forte, slang, in modo malinformato
Secondo gli italiani è importante	il cibo, cucinare, passare tempo con la famiglia, la moda, il calcio
Secondo gli americani è importante	i soldi, i reality, show l'economia, il football, le armi/le pistole, essere individuali

RISULTATI – SECONDO GLI ITALIANI

Gli italiani mangiano	bene (*) , seguendo la dieta mediterranea, molto e bene cibo italiano, cibi buoni e cucinati bene,
Gli americani mangiano	male, troppi cibi grassi, tanto e male (*), cibo spazzatura (<i>garbage</i>), molto e poco sano
Gli italiani parlano	di politica e cibo, l'italiano, tanto (*), gesticolando mentre lo fanno, male le alter lingue, anche se non conoscono l'argomento
Gli americani parlano	di TV e film, l'inglese, velocemente, ad alta voce (*), solo l'inglese
Secondo gli italiani è importante	la famiglia (*), l'amicizia, il lavoro fisso possedere un'auto, uno <u>smartphone</u> , la casa
Secondo gli americani è importante	<u>Netflix</u> , il lavoro, la patria, l'apparenza, mangiare, viaggiare, solo l'America, sentirsi i primi della classe,,

LAB ACTIVITY – LAB DAY LESSON

- First, whole class discussion about results according to these questions

- Did you expect the responses of your classmates about Italians? And about yourselves? (Americans/US citizens)?
- Did you expect the responses of the Italians about themselves? And about your culture (Americans/US citizens)?
- What do you notice from these responses? Was there anything positively surprising or unexpected? Was there anything negatively surprising or unexpected?
- **What does this tell you about stereotypes and generalizations?**

- Then introduced and practiced the skill of transforming stereotypes to generalizations

LAB ACTIVITY – LAB DAY LESSON

- Provided the students with a definition of stereotypes
- Class discussion of statements about Italians via plus/minus/null
- Discussion was mostly in Italian (for this slide and the results) and mostly in English for the remainder

Food for thought: which of the below statements about Italians would you label as positive, and which as negative and neutral stereotypes?

Gli italiani gesticolano quando parlano.

Gli italiani sono bravi cuochi.

Gli italiani sono mafiosi.

LAB ACTIVITY – LAB DAY LESSON

- Connection to “The Danger of a Single Story” and students’ single stories
- Connection to prior course lab (102) with situations they had discussed taken from Italian culture
- *What do stereotypes reveal about a culture’s traditions and characteristics?*

Food for thought: Do you remember Lab IC in ITAL 102 when we worked on different cultural scenarios? Reread the following two situations and decide:

- what general characteristic of Italian culture listed above do they illustrate (communication style, concept of time, individualism/collectivism, power relations, other)? i.e. these situations were/should be based on the concept of generalization

TIC-TAC, TIC-TAC, TIC-TAC

You and your friends have made plans with a group of Italian friends you have met during Study Abroad program. The time for meeting them was set at around 8:00 pm but 30 minutes have passed and there is no sign of them. They finally arrive 50 minutes late and continue happily with the plans for the evening as if nothing happened.

LA BOLLA PROSSEMICA

You and your new Italian colleagues and classmates are entertaining a conversation. Every time you engage in a conversation, they tend to stand very close to you, and often also gently touch you when introducing you or when emphasizing certain expressions in the conversation like "Great!", "Oh come on!", "Oh really?"

Here is an example about the stereotype of US Americans:

STEREOTYPE:

Americans are superficial.

CHANGING IT TO A GENERALIZATION:

Many Americans seem superficial to people from other countries.

Many Americans come across as superficial in the way they talk to others.

CHANGING IT TO HYPOTHESES (questions with an observable component)

What do the Americans do that seems superficial? Do they have more small talk in their conversations than others? Do they seem hesitant to enter into deeper political conversations? Do they have brief conversations about topics that do not lead into longer discussions?

Here is an example about the stereotype of Italians :

STEREOTYPE:

Italians are laid-back.

CHANGING IT TO A GENERALIZATION:

Some Italians seem more laid-back when compared to the Americans.

CHANGING IT TO HYPOTHESES (questions with an observable component)

What are the observable differences between the Italians and the Americans? Do Italians take a siesta and the Americans typically do not? Do Italians seem to be more relaxed about the time the meeting begins than what you are used to in the US? Do Italians tend to be more spontaneous in setting up impromptu meetings than you are used to in the US?

LAB ACTIVITY – LAB DAY LESSON

- Provided the students with a definition of generalizations
- Guide students with examples of how to change stereotypes to generalizations for both Italian and Americans

LAB ACTIVITY – LAB DAY

- Students in small groups practice turning stereotypes into generalizations
- Whole class debrief of their statements



TOCCA A TE!

**GO BACK TO YOUR PRE-LAB
WORD DOCUMENT**

**TAKE ONE STEREOTYPE OF
ITALIANS AND ONE
STEREOTYPE OF AMERICANS**

**NOW TRANSFORM THEM INTO
GENERALIZATIONS**

Post-lab reflection assignment

- After the in class IC lab, students completed the assignment reflection
 - “*Italy the extraordinary commonplace*” video by the Italian Trade Agency where stereotypes of Italians are subverted to talk about current Italian achievements in industry
- In the intermediate level, they were again given the option to challenge and write part of the reflection in Italian
- One item in Italian as it was simple and fit with the content

REFLECTION ASSIGNMENT QUESTIONS

- Watch the video “Italy the Extraordinary Commonplace”
- Complete the three question items in English
 - The punch line of the video: “The extraordinary commonplace” is an oxymoron – a combination of contradictory words. Did you know that “commonplace” (or “luogo comune” in Italian) is a synonym for the “stereotype”? After watching the video, can you list all the stereotypical statements about the Italians that appear in the video?
 - The video subtly subverts the stereotypes about Italy and Italians that it refers to. What information provided in the video subverts the stereotypical views of Italy? What is the image of Italy that emerges from this video?
 - What information provided by the video surprised you? Is the video, in your opinion, effective in providing an “extraordinary” point of view on Italy’s “commonplaces”? Try to transform one stereotype from the video into a generalization or hypotheses, following the examples presented in the Lab IC I.
- Complete the one question item in Italian
 - Come si dice? Abbina le parole agli equivalenti italiani e crea frasi complete in italiano.

IN ITALIANO: Come si dice? Abbina (*match*) le parole inglesi a quelle italiane. Scrivi frasi complete (es: Mammon's means Espressioni utili: è, vuol dire, si dice, significa, etc.)

Pizza makers	Mammoni
Latin lovers	Gesticolatori/ Parlano a gesti
Party addicts	Amanti della Dolce Vita/ dolce far niente?
Gesticulators	Pizzaioli
Eternal children	Festaioli
Food enthusiasts	Romantici (amanti passionali)
Dolce Vita Lovers	Ossessionati dal calcio/ tifosi/ ultras
Football Maniacs	Buongustai



2.C. ADVANCED LEVEL INTERCULTURAL ACTIVITY

A FLOWER'S POINT OF VIEW...

ADVANCED LEVEL LAB IC: A FLOWER'S POINT OF VIEW

FLOW:

- ✓ No pre-lab assignment (but a lot of work on empathy has already been done in class)
- ✓ In-class activity (including small group and whole group discussion and debriefing)
- ✓ Reflection assignment
- ✓ Post-lab integration in the course



FOCUS ON "I"/SELF/IDENTITY

- ✓ *Who am I?* Adapted by Chuck Calahan
<https://hubicl.org/toolbox/tools/80/objectives>
- ✓ Poem modelled on "Valore" by Erri de Luca

FOCUS ON "OTHERNESS"

- ✓ Italian South
- ✓ Italian immigration and emigration
- ✓ Language and dialectal diversity

FOCUS ON EMPATHY

IC Lab A Flower's Point of View

- ✓ imaginative perspective-taking
- ✓ the possibilities and limits of empathy
- ✓ shifting perspectives & listening actively

Source: Stahl, A.

<https://hubicl.org/toolbox/tools/270/downloads>

IC Lab Scenery, Machinery, People

- ✓ how we place people into categories and how we are placed in categories by other people
- ✓ how empathy impacts relationships

Source: Jones, D.

<https://hubicl.org/toolbox/tools/109/objectives>

Final ICC reflection: <https://padlet.com/tatjanawilliams72/zfpxqcewvmaq>

Task:

- ✓ Observe fresh flowers brought into the classroom
- ✓ Imagine the flowers' point of view
- ✓ Write from that point of view in the first person (using "I" or "we") for about five to ten minutes (in Italian/ TL)

Pair/small-group discussion:

- ✓ Alternate between the reading and listening to classmates' compositions
- ✓ Discuss questions:
 - How did it feel to write from a flower's point of view?
 - What kind of information did you use? What kind of information did your classmate use?
 - What similarities and differences did you identify in your compositions? Did anything surprise you?

Whole class discussion:

- ✓ Sharing of compositions and insights
- ✓ Debriefing the activity:
 - When you look at what you wrote, does it connect to anything you're feeling now or have felt recently? Explain.
 - How might this activity have been different if I'd asked you to write from the point of view of someone in the room? From the point of view of your pen/pencil/keyboard?
 - What did you learn about empathy and the limits of empathy from this activity?
 - How might you apply what you learned to your "real" life?

Takeaways:

- ✓ A collaborative list of takeaways

Reflection Assignment

- ✓ Individual, in Italian, English, or language mixing, can revise the original composition based on peer and instructor feedback

Questions:

- ✓ Can you think of circumstances where you assumed empathy would look a certain way and then learned that the person really needed something different?
- ✓ Who benefits from empathy?
- ✓ In what circumstances might empathy be the end goal, and in what circumstances might it be a tool to other end goals, including the goal of exploiting those to whom it is offered?

From a student's reflection:

"I learned that it is easy to think you know what someone else is feeling because it is all that you have experienced and personally felt.

This is why we often times say that we understand the experiences of others without truly knowing how it really feels nor his/her points of view on the matter.

This lab taught me that we call upon prior experiences in order to try and interpret experiences that aren't our own inherently.

In some cases, we try to tell people how they feel or that we know exactly what they are thinking and experiencing. I did this when I tried to write about the flower. And while it is important to recall our own experiences, I feel as though we shouldn't be trying to label the state of being of another person without a discussion and thoughtful communication."



Communicative outcomes:

- ✓ Practice creative writing skills
- ✓ Develop proficiency in the interpretive (listening), interpersonal (speaking, listening), presentational (writing) and reflective (self-reflection) modes of communication
- ✓ Collaborate in providing peer feedback

Intercultural outcomes:

- ✓ Exercise imaginative perspective-taking
- ✓ Identify both the possibilities and limits of empathy
- ✓ Practice how to shift perspectives and adopt another's point of view
- ✓ Practice how to listen actively and with compassion
- ✓ Developing the skill of empathy that they are then asked to further investigate, model, and apply in approaching all class materials and in producing class projects

3. RESOURCES: HUBICL



- The [Intercultural Learning Hub](#), or HubICL (/hʊːbɪkl/) for short, is a [science gateway](#) for interculturalists to network, find and share resources, and publish scholarship.
- By [registering for a free HubICL account](#), all the resources are immediately available to users.
- The [Digital Toolbox](#): Here you will find over 600 experiential activities, assessment instruments, media and texts, debriefing and reflection tools, and courses/training programs that support intercultural learning. These materials are not just listed; they are indexed and curated. You can search them by [AAC&U VALUE rubric](#) learning outcomes, by orientation on the [Intercultural Development Continuum](#), and by contextual constraints such as how long they take, whether they require movement, and whether or not they cost money. Many have links or downloads for open access (cost-free) materials such as handouts or lesson plans.
- The [Community](#) area is designed for networking and collaboration. For example, if you want to work with others on a project, you can form a group, open a discussion forum, share project files and more.
- Papers, presentations, posters, videos – innovations of all kinds – are welcome in the HubICL [Research Repository](#) (under Discover).
- The [Collections](#) area (also under Discover) allows users to link to or upload their favorite materials into a themed collection or to peruse existing collections organized by topic.

SOURCES FOR LAB IC “D.I.E.”

- This activity has been adapted from:

Stringer, Donna M, and Patricia A. Cassidy. *52 Activities for Improving Cross-Cultural Communication*. Boston: Intercultural Press, 2009.

- This activity is a modification of an existing activity that can be found in Purdue HubICL:

<https://hubicl.org/toolbox/tools/25/downloads>

- This activity has been a collaborative effort of Purdue Italian faculty and CILMAR specialists: Tatjana Babic Williams, Brett Bogart, Giuseppina Grande, Dan Jones, Annalisa Mosca, Aletha Stahl

- La Battaglia delle arance:

<https://www.storicocarnevaleivrea.it/the-carnival/glossary/battaglia-delle-arance-orange-battle/?lang=en>

- Foto Battaglia delle Arance: <http://www.scuola.alto-adige.it/ms-prad/arance1.jpg>

- La Pizzica e il tarantismo:

<https://www.thethinkingtraveller.com/thinkpuglia/guide-to-puglia/all-things-puglian/the-pizzica-pizzica.aspx>

<http://www.madeinsouthitalytoday.com/tarantismo.php>

- Foto Pizzica: <https://www.flickr.com/photos/37420386@N03/5946384625/>

SOURCES FOR LAB IC “THE DANGER OF A SINGLE STORY”

The materials for the Italian stereotypes lesson, shown in the module screenshots, have been adapted from the following:

- Mapping stereotypes maps
 - *The mainland United States of America.* <https://www.immenso.org/wp-content/uploads/2011/08/usa-stereotipi.jpg>
 - *50 serie 50 stati* <https://www.televisionando.it/img/2013/04/50-serie-50-stati-USA-1200x900.jpg>
- Videos mentioned in the “excerpts of content” slide are available on Youtube and other content providers
- “Sei italiano se...” activity taken from Nuovo Espresso 5, sample unit available on <https://www.almaedizioni.it/en/catalogue/scheda/nuovo-espresso-5/>

The materials for the Lab IC have been adapted from the following sources (retrieved from CILMAR HubICL www.hubicl.org unless otherwise specified)

- “Changing Stereotypes into Hypotheses” based on Paige, R. et al (2006) *Maximizing Study Abroad* (2nd Ed.). Minneapolis, MN: University of Minnesota.
- “The Dangers of a Single Story” created by Florence Adibu, debrief questions by Aletha Stahl “Intercultural Competence Module.” *Purposeful Interactive World Language Teaching*. By Janice
- Aski. <https://cllc.osu.edu/purposeful-interactive-foreign-language-teaching>
- “Stereotypes and Generalizations” Created by Katherine N. Yngve, Daniel C. Jones & Kris Acheson-Clair for Purdue's Engineering 397 (Intercultural Mentoring) course.
- “Italy the extraordinary commonplace” by Italian Trade Agency <https://www.youtube.com/watch?v=LaXqHU32bm4>
- “US merican Identity Abroad.” Knell, S. and A. Ogden. <https://www.uky.edu/toolkit/node/6>

OTHER SOURCES:

Books and Rubrics:

Association of American Colleges & Universities (AAC&U). *Intercultural knowledge and Competence VALUE Rubric*. www.aacu.org/value-rubrics. 2009.

Berardo, Kate, and Darla K. Deardorff. *Building Cultural Competence: Innovative Activities and Models*. Sterling: Stylus, 2012. Print.

Deardorff, D.K. "The Identification and Assessment of Intercultural Competence as Student Outcome of Internationalization at Institutions of Higher Education in the United States." *Journal of Studies in International Education*, vol. 10, 2006, 241-266.

---. Ed. *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: SAGE Publications, Inc., 2009.

Stringer, Donna M, and Patricia A. Cassidy. *52 Activities for Improving Cross-Cultural Communication*. Boston: Intercultural Press, 2009. Print.

Thiagarajan, Sivasailam "Thiagi." *Jolts! 36 Brief Activities To Explore Diversity and Inclusion*. Bloomington: Workshops by Thiagi, 2017.

Websites:

HubICL at Purdue: <https://hubicl.org/> (create a free account)

AFS Teachers' Activity Toolbox: <http://www.afsusa.org/educators/teachers-toolbox/>

Education Abroad On-line Pedagogy Toolkit: <http://www.uky.edu/toolkit/>

On-Line Cultural Training Resource for Study Abroad: <https://www2.pacific.edu/sis/culture/>

Thiagi's Free Training Games & Activities: <http://thiagi.net/archive/www/games.html>

(Episode 6) Embedding intercultural learning into world languages: Italian at Purdue

<https://www.purdue.edu/IPPU/CILMAR/Learning/VirtualICL/index.html>