



Instructor (s):	Susanna Kimbell																																				
Instructor email:	kimbells@arcadia.edu																																				
Course Title:	Sicilian Mosaic																																				
Course Code:	MCAS MSCI 300																																				
Class Details:	Mediterranean Studies, Italian Studies, History, Politics																																				
Credits:	3																																				
Semester/Term:	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Summer																																				
Course Description:	<p>The Sicilian Mosaic course includes a series of presentations on social, historical, artistic and religious themes present within contemporary Sicilian society. It focuses on the complexities of life and culture in Sicily, through changing populations and identities, and on organizing modern life around an ever-present past. Through lectures, class-discussions, fieldtrips and research, students study Sicily's culture and their reactions to it.</p> <p>Through interaction with the local community and discussion about the students' experiences of that community, and the de-cyphering of the unwritten language of gesture and social behavior, the course aims to break down stereotypes and enhance inter-cultural awareness.</p>																																				
Course Requirements:	<p>Required Text There is no set text. Articles and readings will be posted on Blackboard.</p> <p>Grading Scale</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Letter Grade</th> <th>Percentage</th> <th>Numerical Scale</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>95 – 100%</td> <td>3.5 – 4.0</td> </tr> <tr> <td>A-</td> <td>90 – 94%</td> <td>3.0 – 3.4</td> </tr> <tr> <td>B+</td> <td>87 - 89%</td> <td>2.7 – 2.9</td> </tr> <tr> <td>B</td> <td>83 - 86%</td> <td>2.3 – 2.6</td> </tr> <tr> <td>B-</td> <td>80 - 82%</td> <td>2.1 – 2.2</td> </tr> <tr> <td>C+</td> <td>77 – 79%</td> <td>1.7 – 1.9</td> </tr> <tr> <td>C</td> <td>73 – 76%</td> <td>1.3 – 1.6</td> </tr> <tr> <td>C-</td> <td>70 – 72%</td> <td>1.1 – 1.2</td> </tr> <tr> <td>D+</td> <td>65 – 69%</td> <td>.5 - .9</td> </tr> <tr> <td>D</td> <td>60 – 64%</td> <td>.0 - .6</td> </tr> <tr> <td>F</td> <td>0 – 59%</td> <td>0.0</td> </tr> </tbody> </table>	Letter Grade	Percentage	Numerical Scale	A	95 – 100%	3.5 – 4.0	A-	90 – 94%	3.0 – 3.4	B+	87 - 89%	2.7 – 2.9	B	83 - 86%	2.3 – 2.6	B-	80 - 82%	2.1 – 2.2	C+	77 – 79%	1.7 – 1.9	C	73 – 76%	1.3 – 1.6	C-	70 – 72%	1.1 – 1.2	D+	65 – 69%	.5 - .9	D	60 – 64%	.0 - .6	F	0 – 59%	0.0
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Assignments

Course Requirements	Percentages
1. Sicilian Portfolio: two reports	20 & 20%
2. Mid-term paper	20%
3. Two interviews in Italian	5 & 5%
4. Final Presentation (PPT and written report)	20%
5. Class attendance and participation	10%
Total	100%

- Sicily Portfolio:** Each student will produce a Sicilian Portfolio, which consists of two reports (20 + 20%) – on historical, social, religious, cultural themes within Sicilian society. Two reports on historical/social/religious/cultural themes within Sicilian society will demonstrate the student’s understanding of these aspects encountered in contemporary Sicily. They should illustrate what the student has learnt but also how he/she has reacted to that aspect and how/if their perception of their own history / society / religion / culture has changed.
- Mid-term:** reflection on the Tunisia / Malta / Granada experience. Reflection on the foreign experience arranged by AUMCAS. The student will reflect on how he/she has engaged with a new culture, what has been learnt, how preconceptions/prejudices have been changed or reinforced.
- Interviews:** Two interviews in Italian (5 + 5%) – Two interviews in Italian test the student’s capacity to use Italian for conversation and to engage with local people. Questions about the Sicilian’s perception of themselves and their culture should be asked.
- Final Presentation:** on historical / social / religious / cultural themes within Sicilian society will demonstrate the student’s understanding of these aspects encountered in contemporary Sicily. The student will reflect on how he/she has engaged with the local culture, what has been learnt, how preconceptions/ prejudices have been changed or reinforced, and his/her capacity to present the material orally and visually in a convincing way will be evaluated.



<p>Learning Outcomes and/or Expected Student Competencies:</p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="467 306 1422 663"> <thead> <tr> <th colspan="2" data-bbox="467 306 1422 348">Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 348 667 548">1.</td> <td data-bbox="675 348 1422 548">Demonstrate understanding of the local culture by written reports and PPT presentation. These should show how students have engaged with the past and present of Sicilian culture and their understanding of a variety of themes discussed during the semester.</td> </tr> <tr> <td data-bbox="467 548 667 663">2.</td> <td data-bbox="675 548 1422 663">Discuss aspects of Sicilian culture but that they have reacted to that culture and if/how this has colored their view of their own culture or society.</td> </tr> </tbody> </table>		Learning Outcome		1.	Demonstrate understanding of the local culture by written reports and PPT presentation. These should show how students have engaged with the past and present of Sicilian culture and their understanding of a variety of themes discussed during the semester.	2.	Discuss aspects of Sicilian culture but that they have reacted to that culture and if/how this has colored their view of their own culture or society.								
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		Palatina churches Capuchin Catacombs as example of Sicilian attitudes to death. Tour of historic centre with Addiopizzo – anti-racket association – Field Studies
	Session 7	Norman Sicily: Hearder, H. Italy, a short history, Cambridge University Press, Cambridge 2005 p. 66 The High Middle Ages, Sicily under the Normans and Frederick II. Norwich, J.J. The Middle Sea, p. 98 – 111
	Session 8	Contemporary Sicily – the Family and other relationships. OPERA DEI PUPI - heroes and villains First-hand experience of popular culture - marionette theatre – knights v. villains – Field Studies . GRANADA – visit to Andalusia. Palermo and Granada were among the most enlightened and tolerant cities of the Middle Ages, when the clash between Christians and Muslims was particularly fierce. Granada provides a fascinating counterpoint to the fusion of cultures found in Sicily (Christian, Jewish, Muslim) and boasts a similar mix of cultures. Highlights of the visit include the Alhambra Palace and the Arab Baths. – Field Studies
	Session 9	Reflections on school field studies
	Session 10	Frederick II and the Sicilian language Abulafia, D. Frederick II, a medieval emperor, Pimlico London 2002, p. 251, Culture at court O’Shea, Sea of Faith, p. 238- 40 Norwich, J.J. The Middle Sea, p.chap.IX Cipolla, G. Siciliana, Is Sicilian a Language or a Dialect?, p. 99
	Session 11	Language as identity – the use of Sicilian in modern Sicily. CASTELLO MANIACE 13 th century castle in Ortigia, symbol of Imperial power. Voza, C. A guide to Syracuse, pp. 121, 148 – Field Studies
	Session 12	Sicilian Vespers and movements for independence Privitera, J.F., Sicily, an illustrated history, pp. 67
	Session 13	Halloween/ Easter – local traditions
	Session 14	Spanish Sicily; Jews in Sicily Cipolla, G. Siciliana, The Jews in Sicily, p. 81. Privitera, J.F., Sicily, an illustrated history, pp. 109-119. LA GIUDECCA – former Jewish quarter of Syracuse. Visit to the only surviving Mikweh in Sicily to see traces of the Jewish presence in Ortigia – Field Studies
	Session 15	1693 destruction and reconstruction. Modern Sicilian attitudes to natural disasters – Messina, Gibellina Voza, C.



		A guide to Syracuse, pp. 70, 82, 112, 121,128, 142
	Session 16	The origins of the Mafia? Social
	Session 17	What future for Sicily? Privitera, The Sicilians, Quo Vadis Sicilia?, p. 170
	Session 18	Debate: Sicily is a ‘trampled Paradise’
	Session 19	Review session
	Session 20	Final exam Student Presentations and report. FESTA DI SANTA LUCIA – local patron saint’s day celebrations – Field Study
	<p>N.B. Note that some of the topics experienced/discussed are seasonal e.g. Halloween, Carnival, Easter, Saint’s Days, so the syllabus will be adapted to accommodate them.</p> <p>Field studies may also be shifted within the syllabus framework.</p>	
Other Policies:	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including e-mail.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For e-mail communications, students must use their Arcadia University e-mail account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p>	



	<p>Late or Missed Assignments Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p>
Prerequisites:	None
Rationale and Impact of the Course:	<p>The Sicilian Mosaic course offers an overview of aspects of contemporary life in Sicily, tracing their roots back through Sicily's varied and fascinating past. Students are encouraged to think analytically about what they are experiencing through comparison with their home culture. They are asked to think about what is different and above all, why it is different. They are asked to challenge their preconceptions about Sicily, Italy and its inhabitants and to reflect on how the island's past has conditioned its present and to what extent it will condition the future.</p> <p>The course is specifically designed to make students reflect on the local Sicilian culture and how this fits into the wider Mediterranean and European framework. It makes frequent use of local historic sites and monuments to illustrate Sicily's past and exploits the school's location in the heart of the historic center to build connections into the community and experience the reality of daily life on the island.</p>