



University of
New Haven

Critical Perspectives on Italy: Contemporary Society & Culture

SECTION I: Course Overview

Course Code: ANT320/SOC320

Subject Area: Anthropology, Sociology

Prerequisites: See Below

Language of Instruction: English

Required Supplies: Steno notebook

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course provides you with an interactive experience of contemporary life in Italy, by exploring a range of defining features of this country and its people. In-class and on-site lectures will alert you to salient socio-political and cultural phenomena in current Italian life, triggering critical analysis and evaluation of your surroundings. In particular, you will observe and reflect on practices of identity formation, as these are expressed in class, gender, and community relations; political allegiance and conflict; cultural alignment or dissent; social solidarity, and artistic innovation.

You will actively and independently deploy the primary modes of sociological research to directly engage the host society: participant observation, interviews, and field-notes. These will provide opportunities to compare your own direct experiences with scholarly literature on contemporary Italy in an attempt to identify specific local expressions of broadly identified social patterns.

This course is taught in English and requires no prior study of Italian language, but your direct engagement with Italian society will expose you to the Italian language in a variety of contexts, and you will be encouraged to extend and apply your developing language skills at whatever level they are.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Articulate key social, political, and cultural phenomena and conflicts in contemporary Italy.
- Identify the ways in which Italian society has evolved into its current expressions.
- Reconstruct phases and elements of Italian identity-construction through recent history.

- Evaluate Italian political, social, and cultural responses to salient contemporary issues.
- Interpret social experiences and phenomena using a comparative approach.

PREREQUISITES

Prior to enrollment, this course requires you to have completed **two** one-hundred or **one** two-hundred level course(s) in the subject area(s) of instruction.

CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Anthropology (ANT320) as well as Sociology (SOC320). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SUMMER

ATTENDANCE POLICY

This class will meet four or five times weekly for 80 minutes each session for a total of 28 class sessions. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SUMMER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 4 or 5 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th

Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Fieldwork (notes, etc.)	10%
Presentation	10%
Midterm Exam	20%
Reflection Papers (10% each)	30%
Final Project	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Fieldwork (10%): You will need to obtain a small notebook for taking field notes, and attend a series of fieldwork activities over the course of the term. The notes will be periodically assessed and discussed in class.

Presentation (10%): You will be assigned a reading or a film for which you will lead the class discussion on the appropriate day in class. You will be responsible for: explaining the relevant aspects of the assignment; connecting them to the broader Italian cultural context and to the themes discussed in class; and expressing your personal, critical opinion of the material.

Mid-Term Exam (20%): Includes short answer and essay questions covering the main themes and specific content from the first half of the semester.

Reflection Papers (30%): 3 reflection papers will be reviewed by the instructor for critical insights into local culture. The papers should be thoughtful essays and make reference both to your personal experience in Italy and abroad, and to the readings and discussions carried out in class. *One Reflection Paper must be based on a comparative analysis with your own home culture.*

Final Project (20%): You will be responsible for conducting your own field work while deepening your understanding of any aspect/experience in Italy that relevantly captured your academic and personal interest. You will eventually produce a dedicated ethnographic journal, engaging field notes, academic literature, movies, pictures, and interviews with at least four people. The outline of the project with specific methodological instructions will be presented in class.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are required for this course:

- Field Excursions

REQUIRED READINGS

Reading assignments for this course will come from the selected readings listed below. All required readings must be completed according to the due date assigned by the course instructor.

Andall, Jaqueline. "Second-Generation attitude? African-Italians in Milan." *Journal of Ethnic and Migration Studies* 28:3 (July 2002): 389-407.

Archambault, Fabien. "Il calcio e l'oratorio: Football, Catholic Movement and Politics in Italian Post-War Society 1944-1960." *Historical Social Research* 31:1 (2006): 134-150.

Becucci, Stefano. "Criminal Infiltration and Social Mobilisation Against the Mafia. Gela: A City Between Tradition and Modernity." *Global Crime*. 12:1 (February 2011): 1-18.

Bernard, H. Russell. "Participant Observation." In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Lanham: Altamira Press, 2002, pp. 322-364.

Bernini, Stefania. "Family Politics, the Catholic Church and the Transformation of Family Life in the Second Republic." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri, eds. London: Routledge, 2010, pp. 73-84.

Castellanos, Erick. "The Symbolic Construction of Community in Italy: Provincialism and Nationalism." *Ethnology* 49:1 (Winter 2010): 61-78.

Cavanaugh, Jillian. "A Modern Questione della Lingua: The Incomplete Standardization of Italian in a Northern Italian Town." *Journal of the Society for the Anthropology of Europe* 8:1 (Spring/Summer 2008): 18-31.

Cavanaugh, Jillian. "Making Salami, Producing Bergamo: The Transformation of Value." *Ethnos* 72:2 (June 2007): 149-172.

Counihan, Carole M. "Female Identity, Food, and Power in Contemporary Florence." *Anthropology Quarterly* 61:2 (1999): 51-62.

Counihan, Carole M. "Florentine Cuisine and Culture." In *Around the Tuscan Table. Food, Family, and Gender in Twentieth-Century Florence*. New York: Routledge, 2004, pp. 17-34.

Counihan, Carole M. "Conclusion: Molto, Ma Buono?" In *Around the Tuscan Table: Food, Family, and Gender in Twentieth-Century Florence*. New York: Routledge, 2004, pp. 177-195.

- Dal Lago, Alessandro. De Biasi, Rocco. "Italian Football Fans, Culture and Organization." *Football, Violence & Social Identity*. Richard Giulianotti, Norman Bonney and Mike Hepworth, eds. Oxford: Routledge, 1994, pp. 71-86.
- De Michelis, Antonella. "The garden suburb of the Garbatella, 1920-1929: defining community and identity through planning in post-war Rome". *Planning Perspectives* 24:4 (2009): 509-520.
- Dickie, John. "Imagined Italies." In *Italian Cultural Studies, an Introduction*. David Forgacs and Robert Lumley, eds. Oxford: Oxford University Press, 1996, pp. 19-51.
- Fantone, Laura. "Precarious Changes: Gender and Generational Politics in Contemporary Italy." *Feminist Review* 87:1 (2007): 5-20.
- Gabaccia, Donna. "Gli Italiani nel Mondo: Italy's Workers around the World." *OAH Magazine of History* 14:1 (Fall 1999): 12-16.
- Gatti, Fabrizio. "I, illegal immigrant in Lampedusa." *L'Espresso* (October 5, 2005).
- Giomi, Elisa. "Reading the Success of the Italian Soap Opera *Vivere*." *European Journal of Cultural Studies* 8:4(2005): 465-482.
- Guerini, Federica. "Language Policy and Ideology." *International Journal Social Language* 210 (2011): 109-126.
- Gundle, Stephen. "Fame, Fashion, and Style: The Italian Star System." In *Italian Cultural Studies, an Introduction*. David Forgacs and Robert Lumley, eds. Oxford: Oxford University Press, 1996, pp. 309-325.
- Guschwan, Matthew. "Riot in the Curve: Soccer Fans in Twenty-First Century Italy." *Soccer and Society* 8:2/3 (2007): 250-266.
- Hanretty, Chris. "The Media Between Market and Politics." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri, eds. London: Routledge, 2010, pp. 85-98.
- Heatherington, Tracey. "Street Tactics: Catholic Ritual and the Senses of the Past in Central Sardinia." *Ethnology* 3:38 (Fall 1999): 315-334.
- Kosic, Ankica. Triandafyllidou, Anna. "Albanian and Polish Migration to Italy: the Micro-Processes of Policy, Implementation and Immigrant Survival Strategies." *International Migration Review* 38:4 (Winter 2004): 1413-1446.
- Leitch, Alison. "Slow Food and the Politics of Pork Fat: Italian Food and European Identity." *Ethnos*. 68:4 (December 2003): 437-462.
- Livorni, Ernesto. "The Giubbe Rosse Café in Florence. A Literary and Political Alcove from Futurism to Anti-Fascist Resistance." *Italica* 86:4 (Winter 2009): 602-622.
- Mammone, Andrea. Veltri, Giuseppe A. "A 'sick man' in Europe." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri. London: Routledge, 2010, pp. 1-15.
- Marchisio, Roberto. Pisati, Maurizio. "Belonging Without Believing: Catholics in Contemporary Italy." *Journal of Modern Italian Studies* 4:2 (1999): 236-255.
- Mudu, Pieraolo. "The people's food: the ingredients of 'ethnic' hierarchies and the development of Chinese restaurants in Rome". *Geojournal* 68 (2007): 195-210.
- Paulicelli, Eugenia. "Fashion: Narration and Nation." In *The Cambridge Companion to Modern Italian Culture*. Zygmunt G. Barański and Rebecca J. West, eds. Cambridge: Cambridge University Press, 2001, pp. 284-291.
- Pratt, Jeff. "Catholic Culture." In *Italian Cultural Studies, an Introduction*. David Forgacs and Robert Lumley, eds. Oxford: Oxford University Press, 1996, pp. 129-143.

- Puccio-Den, Deborah. "The Sicilian Mafia: Transformation to a Global Evil." *Etnografica* 12:2 (2008): 377-386.
- Ruggiero, Christian. "Forecasting in the Politics of Spectacle, from Berlusconi to Grillo: The Narrative of Impolite Politics." *Bulletin of Italian Politics* 4:2 (2012): 305-322.
- Ruspini, Elisabetta. "Italian Forms of Masculinity between Familism and Social Change." *Culture, Society and Masculinity* 1:2 (Fall 2009): 121-136.
- Santoro, Marco. Solaroli, Marco. "Authors and Rappers: Italian Hip Pop and the Shifting Boundaries of 'Canzone d'Autore'." *Popular Music* 26:3 (October 2007): 463-488.
- Saraceno, Chiara. "The Italian Family from the 1960s to the Present." *Modern Italy* 9:1 (2004): 47-57.
- Saviano, Roberto. "Women." In *Gomorra: Italy's other Mafia*. New York: Straus and Giroux, 2007, pp. 136-156.
- Schneider, Jane. Schneider, Peter. "Mafia, Antimafia and the Plural Cultures of Italy." *Current Anthropology* 46:4 (August/October 2005): 501-509.
- Sigona, Nando. "Locating 'The Gypsy Problem.' The Roma in Italy: Stereotyping, Labelling and 'Nomad Camps.'" *Journal of Ethnic and Migration Studies* 31:4 (July 2005): 741-756.
- Wagstaff, Christopher. "The Media." In *The Cambridge Companion to Modern Italian Culture*. Zygmunt G. Barański and Rebecca J. West, eds. Cambridge: Cambridge University Press, 2001, pp. 293-309.

Films:

- Matteo Garrone, *Gomorra* (2008)
- Paolo Virzì, *La Prima Cosa Bella* (2010)
- Paolo Sorrentino, *La Grande Bellezza* (2013)

RECOMMENDED READINGS

The recommended readings and/or texts for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Carboni, Carlo. "Elites and the democratic disease." In *Italy Today. The Sick Man of Europe*. Andrea Mammone and Giuseppe A. Veltri, eds. London: Routledge, 2010, pp. 19-33.
- Cashmore, Ellis. *Making Sense of Sports*, McGraw-Hill, 2010, 600 pp.
- Counihan, Carole M. "Conclusion: Molto, Ma Buono?". In *Around the Tuscan Table. Food, Family, and Gender in Twentieth-Century Florence*. New York: Routledge, 2004, pp. 177-195.
- Dickie, John. "The notion of Italy." In *The Cambridge Companion to Modern Italian Culture*. Zygmunt G. Barański and Rebecca J. West, eds. Cambridge: Cambridge University Press, 2001, pp. 17-33.
- Edensor, Tim. *National Identity, Popular Culture, and Everyday Life*, Berg3PL, 2002, 228 pp.
- Foot, John. *Calcio: A History of Italian Football*. Fourth Estate, 2010, 643 pp.
- Gilbert, Mark. "Italy: Red, Black, and Blue." *World Policy Journal* 24:2 (Summer 2007): 34-38.
- Giulianotti, Richard. *Sport: A Critical Sociology*. Polity Press, 2005, 264 pp.
- Horne, John. *Sports in Consumer Culture*, Palgrave-MacMillan, 2006, 256 pp.
- Rhodes, J.D. *Stupendous, Miserable City: Pasolini's Rome*. University of Minnesota Press, 2007, 240 pp.

Sugden, John. Tomlison, Alan. *Power Games: A Critical Sociology of Sport*, Routledge, 2002, 320 pp.

Testa, Alberto. Armstrong, Gary. *Football, Fascism and Fandom: The Ultras of Italian Football*. A & C Black, 2012, 368 pp.

Whitaker, Elizabeth D. "The Idea of Health: History, Medial Pluralism, and the Management of the Body in Emilia-Romagna, Italy." *Medical Anthropology Quarterly* 17: 3 (September 2003): 348-375.

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

COURSE CALENDAR
Critical Perspective on Italy: Contemporary Society & Culture

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: Review Syllabus, Classroom Policies	Course Overview Lecture & Discussion	Bernard, <i>Participant Observation</i> , pp. 322-364
2	Italian Multiplicities: The local & the national	Lecture & Discussion	Dickie, <i>Imagined Italies</i> , pp. 19-51 Castellanos, <i>The symbolic construction of community in Italy</i> , pp. 61-78
3	Italy Today: Berlusconi, Beppe Grillo, & Italian unresolved problems	Lecture & Discussion	Ruggiero, <i>Forecasting in the Politics of Spectacle</i> , pp. 305-322 Mammone and Veltri, <i>A 'sick man' in Europe</i> , pp. 1-15
4	Where & How Do We Locate Florence & Rome in Contemporary Italy?	Lecture & Discussion Presentation	Livorni, <i>The Giubbe Rosse Café in Florence</i> , pp. 602-622 De Michelis, <i>The garden suburb of the Garbatella</i> , pp. 509-520
5	Foodways I: The slow food movement	Lecture & Discussion	Leitch, <i>Slow Food and the Politics of Pork Fat</i> , pp. 437-462 Cavanaugh, <i>Making Salami, Producing Bergamo</i> , pp. 149-172
6	Foodways II: Regional differences between Florence & Rome	Lecture & Discussion	Counihan, <i>Florentine Cuisine and Culture</i> , pp. 17-34 Mudu, <i>The people's food</i> , pp. 195-210
7	Women in Contemporary Italy I	Lecture & Discussion	Fantone, <i>Precarious changes</i> , pp. 5-20 Counihan, <i>Female Identity</i> , pp. 51-62 DUE: Reflection Paper #1

8	Women in Contemporary Italy II	Lecture & Discussion Presentation	Saviano, <i>Women</i> , pp. 136-156
9	Organized Crime I	Lecture & Discussion	Schneider and Schneider, <i>Mafia, Antimafia and Plural Cultures in Sicily</i> , pp. 501-509 Becucci, <i>Criminal infiltration and social mobilization against the mafia</i> , pp. 1-18
10	Organized Crime II: The North & South Divide	Lecture & Discussion	Puccio-Den, <i>The Sicilian Mafia</i> , pp. 377-386 Garrone, <i>Gomorra</i> (film)
11	Immigration	Lecture & Discussion	Gatti, <i>I, illegal immigrant in Lampedusa</i> Gabaccia, <i>Gli Italiani nel Mondo</i> , pp. 12-16 DUE: Reflection Paper #2
12	Citizenship & Identity	Lecture & Discussion Presentation	Andall, <i>Second-Generation Attitude?</i> pp. 389-407 Kosic and Triandafyllidou, <i>Albanian and Polish Migration to Italy</i> , pp. 1413-1446
13	Roma (not Roman or Romanian) in Italy	Lecture & Discussion	Sigona, <i>Locating the Gypsy Problem</i> , pp. 741-756
14	Review for the Midterm	Review	Review all readings & course materials DUE: Field notes
15	MIDTERM EXAM		
16	The Media	Lecture & Discussion Presentation	Wagstaff, <i>The Media</i> , pp. 293-309 Hanretty, <i>The media between market and politics</i> , pp. 85-98 Giomi, <i>Success of the Italian Soap Opera</i> , pp. 465-482

The instructor reserves the right to make changes or modifications to this syllabus as needed

17	Church & State	Lecture & Discussion	Pratt, <i>Catholic Culture</i> , pp. 129-143 Marchisio and Pisati, <i>Belonging Without Believing</i> , pp. 236-255
18	Religion & Society	Lecture & Discussion	Heatherington, <i>Street Tactics</i> , pp. 315-344 Archambault, <i>Il calcio e l'oratorio</i> , pp. 134-150
19	Sport & Italian Society: Calcio & Ultras	Lecture & Discussion	Dal Lago and De Biasi, <i>Italian Football Fans</i> , pp. 71-86 Guschwan, <i>Riot in the Curve</i> , pp. 250-266
20	Italian Music: from the “Canzone d’autore” to rock & hip pop	Lecture & Discussion Presentation	Santoro and Solaroli, <i>Authors and rappers</i> , pp. 463-488
21	Italian “Questione della Lingua”	Lecture & Discussion	Guerini, <i>Language Policy and Ideology</i> , pp. 109-126 Cavanaugh, <i>Incomplete Standardization</i> , pp. 18-31 DUE: Reflection Paper #3
22	Italian Families I	Lecture & Discussion	Bernini, <i>Family politics</i> , pp. 73-84 Ruspini, <i>Italian Forms of Masculinity</i> , pp. 121-136
23	Italian Families II	Lecture & Discussion	Saraceno, <i>The Italian Family</i> , pp. 47-57 Virzi, “ <i>La Prima cosa Bella</i> ” (film)
24	Fashion & Fame	Lecture & Discussion Presentation	Gundle, <i>Fame, Fashion and Style</i> , pp. 309-325 Paulicelli, <i>Fashion: Narration and Nation</i> , pp. 284-291

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25	Conclusions: What is Italy today?	Lecture & Discussion	Sorrentino, <i>La Grande Bellezza</i> (film)
26	What is Italy Today?: Discussion of <i>La Grande Bellezza</i>	Discussion	Sorrentino, <i>La Grande Bellezza</i> Counihan, <i>Molto, Ma Buono?</i> , pp. 177-195 DUE: Field notes
27	FINAL PROJECT PRESENTATIONS		Review all readings & course materials FINAL PROJECT DUE
28	FINAL PROJECT PRESENTATIONS		Review all readings & course materials FINAL PROJECT DUE

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)