

Inventing Sardinia: The Identity of the Island in Travel Books

Sandro Corso (Consulate General of Italy - Chicago, USA)

**Friday, Sept. 25th
3:20-4:20pm**

The talk investigates the way the identity of Sardinia and its inhabitants was perceived in travel literature – and more particularly to what extent travel writing contributed to shape its identity (both as regards the island and its inhabitants). It aims at assessing whether national identities are the result of an endogenous process or are influenced by exogenous elaborations. The example of Sardinia is tell-tale in this respect, as the island in the eighteenth century passed from the political hegemony of the Spanish empire to the rule of northern European powers, changing therefore radically its political and cultural horizons.

Most nineteenth century European travel narratives on Sardinia agree in presenting the island as an unknown or forgotten place. Consequently, its discovery is announced, together with the need of its colonization. In the twentieth century a new approach appears to be followed: the invention of a credible image of the island, through the intermediate steps of understanding its essence and proposing an original identity.

When D.H. Lawrence wrote that Sardinia had “no history, no date, no race, no offering” he was drawing from a consolidated image of the island as an unknown land rather than on its millenary history. The Nobel laureate Grazia Deledda challenged this idea in the first quarter of the twentieth century by juxtaposing the codes elaborated in the island – namely the language code, the common law and the rustic life and passions – to the civilized way of life of industrialized European societies.



Community Outreach as a Method for Understanding Identity and Migration

Jill Blondin (Virginia Commonwealth University, USA)

**Friday, Sept. 25th
3:20-4:20pm**

VCU Globe is an innovative, interdisciplinary, and award-winning global education living-learning program at Virginia Commonwealth University in Richmond, Virginia, that increases global competency and intercultural communication skills and knowledge of migration, globalization, and identity through coursework, service with international students on campus, and community outreach activities. Key elements of the community outreach component, including the service-learning program in Oaxaca, Mexico, will be discussed as an axis for students' understanding of push factors leading to emigration and for their community engagement with indigenous, Mexican, Latin American, and other immigrant and refugee populations in the Richmond metropolitan area. The focus of the presentation will include language challenges while working with international communities locally and abroad. Specifically, the presenters will outline the creative "Who Am I?" project, which gives voice to immigrants and refugees through the creation of autobiographies that are then housed in the Richmond Public Library. This unique collaboration between multiple community partners and VCU Globe not only fulfills community needs, but also directly addresses questions of identity in both VCU Globe participants and adult English learners. The presenters will also explain an initiative recently funded by the Partners of the Americas Foundation involving peer-led reciprocal service and intercultural education between VCU Globe students and two universities in Mexico—in virtual classrooms and "on the ground" in both countries. Facilitated and engaging discussion will encourage participants to share how such outreach projects, which focus on questions of identity, migration, and relationship-building, could be adapted at their own institutions.



Mobility for Young People: An Intercultural Awareness-raising Resource for Facilitators of Mobility Programmes

Rachel Linder and Leah Davcheva

(University of Paderborn, Germany and AHA Moments - Center for Intercultural Learning, Education and Research, Bulgaria)

**Friday, Sept. 25th
3:20-4:20pm**

Participants in our session are invited to actively and collaboratively explore with us an intercultural awareness-raising resource that has been created for facilitators of mobility programmes. The main objective of the self-study online resource is for educators to gain a deeper understanding of both the challenges and the opportunities facing the young people they work with, who, for various reasons, choose or are forced to be mobile.

We define mobility in terms of moves into otherness. Such movement may involve physical and/or social aspects. It may also be mediated, for example virtually, through literature or film. Mobility may open up opportunities for young people, such as the freedom to choose where to study and work and with whom to associate. It may also involve the struggle to overcome the challenges posed by migration, society, tradition, politics and religious divide. Through mobility and its impact on the ways they perform their identities and form relationships with those around them, young people may experience how privileged they are, but also how discriminated against they may be. This understanding of mobility is the conceptual foundation on which the activities that we shall be looking at have been developed.

We begin the session by setting out the context within which the course was developed – collaborative work between interculturalists, language practitioners and youth workers from countries in the Mediterranean region. We discuss its conceptual approach of (a) raising awareness of the engagement and relational skills young people need to develop for mobility in their global-local environment(s) and (b) providing tools that educators can use in their mobility work. In our presentation of the resource, we hope to establish how mobility programs of different kinds can benefit from adopting a broader view of mobility.

Who is the Other? Surfing the Mediterranean Intercultural Network: A Journey Towards the Unknown

Alfonso Casella (Siena Italian Studies, Italy)

Friday, Sept. 25th
3:20-4:20pm

This paper will analyze the ancient mariner routes and the primitive modes of transportation along the Mediterranean sea, describing this area as the mother of all cultural roots: basically that bunch of itineraries will be introduced as a way to establish relations, connection, both pacific and coercive assimilation.

In few words Mediterranean sea initially was conceived as a simple liquid surface belonging to the mankind, a sort of ideal space that gradually become the first container of multiple identities, an opportunity of cross cultural pollination, a way to share common values and similar attitudes.

In fact these separated identities established similar social habits, equivalent institutions and the same forms of government. Any geographical discovery represented an anthropological discovery of the "Other", an unprecedented form of melting pot: navigation techniques, exchange of goods, inventions, alphabet were shared as a sort of collective knowledge. Gradually mutual reciprocity and rituals of hospitality were recognized and performed all over the Mediterranean coasts.

This paper will also investigate if it was an intercultural network of ancestral communication or just an unprecedented multicultural dimension, if it was a conglomeration of ancient civilizations or a mere universe of diversities.

Finally the aim of this paper is to offer new perspective regarding the History of Acceptance establishing an intriguing comparison between nowadays newspaper news and the old age epic stories. Particularly regarding the last tragic events in the Mediterranean Sea due the uncontrollable flow of postmodern migration.

Tourism: An Opportunity for Mobility and for Intercultural Encounters

Maura Di Mauro (Maura di Mauro Consulting, Italy)

**Saturday, Sept. 26th
10:05-11:05am**

With the increasing of globalization processes and with the development of emerging countries, tourism represents an informal learning opportunity, but also an opportunity for intercultural encounters and learning.

The Mediterranean has always been, and it is still nowadays, a place of intercultural encounters and a place of tourism attraction. At the beginning of the 19 century Italy was the travel destination of many intellectuals that were doing their travel to our country, to grow up and to have an aesthetical experience. Today is still one of the favorite destinations of international tourists.

Our Bel Paese's peculiarities are the variety and the richness of landscapes in a such a small territory, the variety and the goodness of food and of enogastronomic products, the presence of historical and cultural heritage, the people warm and welcoming. These, together with the 21 regional diversity, and the 110 provinces that characterize Italians more for their local cultural identity than their national cultural identity, are some of the attractive elements.

How to communicate all these to tourists that are coming from Germany, China, Brazil, the Emirates, India? How to communicate to an international tourist our Italianeity? How to narrate the local territorial identity, our traditions, history and values using a second language as lingua franca and as a mean of culture elements transmitter, translator and mediator? A certain proficiency in a second language is a "must", but intercultural knowledge and competence are also needed, in particular to be effective when dealing relations with international tourists.

Reflections on Immigration and Language at the Workplace in the Italian Context

Giulia Grosso (Sardinia Italian Studies, Italy)

Ida Ferrari (Università per Stranieri di Siena, Italy)

**Saturday, Sept. 26th
10:05-11:05am**

This talk will focus on Italian specifically used in daily work activities and the importance to introduce language for specific purposes (not only lexical but also pragmatic and cultural aspects) in language courses specifically devoted to immigrants.

As a matter of fact, a big part of the immigrant population either works or desires to work in the country of arrival and the necessity to know the culture, the language, the laws concerning work has been evidenced by several research and surveys (Vedovelli 2002; Fondazione Amiotti 2012, Marazzini, 2012).

Among the aims of facing courses characterized by language for specific purposes, employment legislation and bureaucratic procedures, are the full integration in the society, equal opportunities for an aware citizenship, and the fostering of a positive interaction in contemporary pluricultural societies.

The community of work is one of the first environments for the full social integration and Italian courses are recognized by the newcomers as places where they can get the correct knowledge of Italian society and institutions.

Specifically we will present two syllabi designed to prepare Italian language courses with the objectives of introducing students to the basic language of cleaning services operators and the most common laws concerning work in Italy. This two syllabi are included in a wider project aimed to design syllabi for Italian L2 and professional interactions [B2 partial level (CEFR)]. (DEPORT Project 2012 – 2015)

We will also show didactic materials based on the above mentioned syllabi and we will discuss how they can be adapted to the different levels of proficiency of the students.

Using Humanities to Address Issues of Immigration and Multicultural Identities

Maxine Nwigwe (SUNY Old Westbury, USA)

Saturday, Sept. 26th
11:25am-12:25pm

A liberal arts curriculum, grounded in the humanities, can play a critical role in forming a sense of global citizenship. The ramifications, both past and present, of immigration, cultural identity, and ethical relationships are discussed and debated through philosophy, literature and history. At SUNY Old Westbury the liberal arts curriculum is crucial to fulfilling the College's social justice mission of developing skills in intercultural understanding and communication; fostering globally aware and civically active citizens and cultivating leaders for a just and sustainable world. This mission is embodied in the College's First Year program, which is anchored by a course called Ethics of Engagement. This course uses the humanities to dialog on the human experience, and transform the esoteric idea or the abstract person, into a fellow student. It also addresses the issues of immigration, diversity, and multiculturalism within a social justice framework of ethical decision-making. This has specific relevance not only to achieving the college's mission but recognizing the significant public discourse on immigration and multicultural identity in this region.

The purpose of this presentation is to (1) theorize on use of the humanities to create intercultural understanding in higher education; (2) demonstrate the effectiveness of a humanities based course in addressing complex, converging and controversial topics, such as immigration and multicultural identities; (3) strategize on further utilization of this application of the humanities beyond the first year.



Teaching Students to Transcend Challenges of Immigration

Amy Ramson and Karen Steinmayer (Hostos Community College, USA)

Saturday, Sept. 26th
11:25am-12:25pm

Faculty at an urban community college whose student population is comprised of a large number of recent immigrants and first generation Americans will discuss course material and methodologies, which they integrate into the curricula to help students transcend the challenges they face in both legal and social arenas. The law professor will discuss the paralegal studies area, which was developed as a public interest program so that the qualities of the diverse population of students, instead of acting as a barrier to legal employment, are perceived as an asset to small law firms and legal organizations which serve low income and under represented clients. The specialty immigration course includes a service-learning project in which students assist immigrants by providing naturalization information, which enables the students to become leaders in their immigrant communities and also allows them to connect with others similarly situated. This project also transforms the attitudes of citizens who develop empathy for immigrants. The psychology professor includes the topic of woman immigrants who no longer have access to the same discourses and social situations to use in their construction of their embodied experience. An example of this theme in the Lifespan Developmental Psychology curricula includes the difficulties women face during pregnancy and birth when they immigrate and are not able to find the same support structures they possess in their home countries.



Multicultural Heritage in a New Nation-State - Croatian Tourism

Joseph Lah (Institute for Anthropological Research, Croatia)

**Saturday, Sept. 26th
11:25am-12:25pm**

Although the Republic of Croatia has been spared of recent large-scale immigration, historically it was an area of intensive intercultural exchange, evidenced by rich cultural heritage spanning several millennia and attesting to diverse cultural influences.

Today, tourism is the primary form of intercultural contact in Croatia. It is a phenomenon that makes extensive use of cultural heritage for attracting visitors and branding the country as a tourist destination. However, the process of building a tourist image often transcends purely economic interests and tourism is also seen as an important venue for representing national culture to foreign visitors, which implies the process of selecting appropriate cultural resources for expressing the (desired) national cultural identity. Tourist promotion and the representation of cultural heritage may therefore be seen as reflecting dominant ideological discourse of the nation and symbolically defining the national cultural tradition.

The analysis of contemporary representation of cultural heritage in Croatian tourism promotion will reveal the discrepancy between the necessarily multicultural nature of Croatian cultural heritage and its official representation influenced by a monocultural national(ist) ideology that has characterized Croatian social and political environment in the last two and a half decades.

The country's official tourism and heritage discourse will be analyzed using critical discourse analysis and on the examples from Croatian tourist boards' promotional materials. Particular attention will be given to the region of Istria and its tourist promotion, including an analysis of tourists' perception of the region's multicultural image.

Preparing Pharmacy Students for the Realities of a Multicultural/Multilingual Healthcare Urban Environment

Nicholas Pantaleo (St. John's University, USA)

**Saturday, Sept. 26th
1:45-2:45pm**

How do we teach students who are mostly first generation and whose first language is a language other than English to communicate and to interact with a population that is more diverse in language, culture, and demographics than their first language and culture? The presenter will address how the Diasporas of the last 40 years have impacted the demographics as well as the pedagogies used in cultural communication courses in an urban, private pharmacy school. He will demonstrate strategies of engagement that encourage the exploration of self which then can move to the exploration of others. The development of curriculum that focuses on delivering content as well skill sets that assist the pharmacy students in meeting their psycho-social needs as they prepare to work in diverse communities that demand sensitivity to the varied religious, ethnic, and social nuances while delivering evidence-based quality health care will be discussed, and concrete activities and assignments will be shared and discussed with the audience. Meeting the challenges of students from diverse backgrounds in finding common grounds will be explored and discussed.



Strategies for Integration for Migrant Women Through Language Acquisition and Food: A Case Study

Sasha Perugini (Syracuse University - Florence, Italy)

**Saturday, Sept. 26th
1:45-2:45pm**

Thanks to a generous donor, in 2014 Syracuse University in Florence started a community service project called “Food for Thought”. The goal of the program is to provide an opportunity to immigrant women who have lived in Florence for a relatively short time to connect and interact with study abroad students (not all necessarily from the US) through food. The initiative is organized around weekly meetings that allow all the participants to practice speaking a foreign language – Italian in the case of the SUF students and the immigrant women and English for the women’s kids – by cooking together and collecting ingredients at the sustainable vegetable garden maintained by student volunteers. Cooking together creates a friendly and comfortable environment that has significantly facilitated the language learning process.

The encounters also offer the participants opportunities to:

- create new networks and connect with other women who may have experienced similar scenarios in adjusting to the new culture
- learn more about the host culture
- learn more about sustainability and healthy life styles

The overall project is also structured to involve as many academic areas of the host study abroad program as possible through mini, parallel projects. For instance, Studio Art students have participated by creating decorative tags for the vegetables in the garden. The presentation will go into the details of how the program started, how it has developed over a two year period and how many participants took part in it.

Rubrics for Reflective Intercultural Competence Assessment

Fiora Biagi and Jules Martin Bella Owona (Siena Italian Studies, Italy)

**Saturday, Sept. 26th
1:45-2:45pm**

This session will illustrate the development of the RICA (Reflective Intercultural Competence Assessment) Model rubrics, to aid in the assessment of Reflective Intercultural Competence. The recent rubrics were developed after a further review of literature on intercultural competence assessment and are general and abstract descriptions of attitudes, knowledge, skills and outcomes usually applicable to the different RICA levels. They result from the selection of excerpts from students' journals that have been transformed into general and abstract concepts, and therefore they refer to actual situations and behaviors described by the students in their entries. Nevertheless, since this research has been conducted along the path from evidence to theorization (and not vice versa), clear borders between these categories could not be traced and therefore the researchers chose to consider this classification as a minor issue. Evidence suggests that in many occasions these categories are overlapping and are not easily distinguishable.

The rubrics need to be considered as the first data coming out from an ongoing research and by no means the ultimate results of a completed and exhaustive analysis. However, the rubrics can provide a useful tool for colleagues interested in applying the RICA model to their own assessment efforts.



Exploring the Disconnect between Intercultural Competence Objectives and their Application in Pathway Programs

Talar Kaloustian (Yeditepe University, Turkey)

Saturday, Sept. 26th
2:55-3:55pm

Studying abroad is a phenomenon that has seen significant and rapid growth globally since the turn of the century. However, while international student presence – most notably from China – in universities has increased, programs that promise to enhance transitions, such as the increasingly popular pathway program, have not kept pace. Pathway programs guarantee international students acceptance to partner universities provided that students pass their pathway courses. Once in their host universities, however, not only do students find themselves largely unprepared language-wise – academic and social, written and oral – as well as emotionally, due to feelings of exclusion and isolation, but the host universities also find themselves scrambling to provide additional language and emotional support. Thus, questions have arisen about how adequately such pathway programs prepare students in terms of intercultural competence (ICC). This issue is important because of the direct impact it may have on curriculum development in university preparatory programs, a host university's effective use of resources, and student anxieties that may be associated with a sense of under-preparedness.

In this session, I present the findings and recommendations of a case study that looked closely at the development and application of an ICC-related objectives in one such pathway program that catered specifically to Chinese students, the world's most rapidly growing group of migrating students. Findings suggest a need for explicit instruction of ICC, instead of an assumed natural acquisition in an academically-oriented preparatory program. Thus, specific recommendations center around curriculum design, and alignment of curricula with program objectives.



Aspects of Linguistic and Cultural Contacts in the Migratory Phenomenon

Antonella Benucci (Università per Stranieri di Siena, Italy)

Saturday, Sept. 26th
2:55-3:55pm

The dramatic increase of the number of foreign people living in Italy brought to a constant comparison with this profile and the native speakers in many communicative situations.

Among them, we will focus on those belonging to crucial dominions such as the health service and the penitentiary.

The linguistic and intercultural component of interaction should be an object of analysis in the health field more than in other fields, since it's an environment that requires mutual respect, trust and acceptance. Not only immigrant people who live in Italy is required to deal with cross cultural interactions in everyday life, but also native speakers working in the health and penitentiary field are asked to be able to interact with people coming from different cultures.

Intercultural communication is complex and it develops through mediations and negotiations within a space consisting of many components, that brings to a redefinition of the concept of identity.

Imperial Intercultural Legacies in the Adriatic

Anita Sujoldžić and Anja Iveković Martinis (Institute for Anthropological Research, Croatia)

Saturday, Sept. 26th
2:55-3:55pm

Historical legacies of transnational practices have an impact on the concerns about intercultural dialogue in present Europe. The relations may be those of echoing, affinity, or (re)interpretation, particularly when imperial legacies intervene and complicate contemporary cultural encounters. The multicultural composition of the Habsburg Empire in the late 19th and early 20th century presents such a challenging historical legacy which deserves to be reconsidered from the present point of view. This era brought vibrant urbanization, industrialization and tourism development to the South-Eastern part of the Monarchy, including the Adriatic towns and tourist resorts which became spaces of intensive cultural exchange, economic mobility and immigration from diverse parts of the Empire. This mixture of people drew on the practices of their various places of origin, in order to organize social relations, labour and trade through both contests and intercultural dialogue. The paper seeks to uncover these past forms of transnational practices through re-creation of intercultural identities that were denied by the modernity discourse of national historiographies. These historical versions of the popular imagery of cosmopolitanism will be contrasted with observed contemporary forms of proclaimed multicultural coexistence and multilingualism in the officially bilingual European region of Istria, today divided among three countries. The paper will explore to what extent the historic context and social memory determine present discourses on multiculturalism and the coexistence of various old and newly immigrated ethnic groups as well as the ways those images shape a sense of a mixed regional identity and intercultural communication in everyday life.

Teachers and Parents' Involvement for a Good School Experience of Native and Immigrant Children

Sabine Pirchio (Università degli Studi di Roma La Sapienza/ Università degli Studi Roma Tre, Italy)

Saturday, Sept. 26th
4:15-5:15pm

The increased and stable presence of immigrant students in Italy in the last decades make relevant the study of the relevant factors for a positive school experience. Many researches show that the children development of intergroup attitudes is a result of an interaction between genetic predispositions, socialization influences, and situational determinants (Verhust & Hatemi, 2013). Developmental and social psychology highlighted the role of socializing agents, suggesting children's intergroup attitudes to be a function of the attitudes of their significant adults (parents, teachers, etc.) through the process of social transmission (Aboud & Amato, 2002). The adults can actively engage in transmitting intergroup attitudes by creating learning environments in which they intentionally teach their children basic social values, norms and behaviours. Parents' characteristics (e.g. personality, prejudice) and practices (e.g. relationship with their children and with teachers) influence children social adaptation (Duriez, 2011).

The European project "School and Family together for the integration of immigrant children" (SOFT) addresses these factors in order to enhance social integration among children and to improve their adjustment to the school context. It not only targets children but also includes interventions on parents and teachers considering the role played by different factors: parents' and teachers' attitudes towards immigration, their personality and educational styles, and immigrants' acculturation strategies. A programme of teacher training and tutoring on intercultural issues and the coaching of teachers-parents activities at school are used to structure more appropriate and effective experiences and obtain positive outcomes.

Intercultural Competence: From Assumed Byproduct to Key Curricular Focus

Aric Visser, Pascal Montéville, Danielle Gatti, and Alvaro Ávila (School Year Abroad, France/Italy/Spain)

**Saturday, Sept. 26th
4:15-5:15pm**

In the fall of 2011, School Year Abroad, (SYA) A high school study abroad program with schools in Italy, Spain, France and China, embarked on an in-depth, multi-year study of the student experience in order to answer a seemingly simple question: Students continually return home reporting that they have changed – been transformed, but what exactly does that mean? Researchers looked at every angle of their programs including student growth in intercultural competence and creativity, and what they found was both surprising and challenging.

This presentation will showcase the stages of this research project, and perhaps more importantly, what curricular changes have been made to weave explicit teaching of intercultural competence into the SYA curriculum. Presenters will share their curricular plan for a common course at all three European schools that uses the topic of immigration in Europe as a springboard for understanding the complexities of modern Europe through the eyes of both its residents and those who aspire to join their ranks.



Intercultural Communicative Competence and Study Abroad: A Research Project

Laura Tarabusi (University of Hull, UK/New York University- Florence, Italy)

**Saturday, Sept. 26th
4:15-5:15pm**

This paper first explores the nature of intercultural competence, whether it is possible to distinguish it from intercultural communicative competence, and the relationship of both with second language competence (Bennett, 1986, 1993, 2004; Byram & Zarate, 1996; Byram, 1997, 2008; Balboni, 1999, 2006, 2007; Balboni & Caon, 2014). Some of the tools to assess ICC are then examined: even if according to intercultural experts the best way to assess such competence is through a mix of qualitative and quantitative measurements, research shows that quantitative tests are very often used (Deardorff, 2006). The language-related outcomes of study abroad experiences are reviewed, as well as the potentiality of Kolb's experiential learning cycle for enhancing the ICC of study abroad students. In this way the groundwork for a research project focused on the development of the ICC of study abroad students were laid. Byram's Intercultural Communicative Competence model is then further explored, in particular the formulation of its components (skills, attitudes and knowledge) as objectives, and the National Culture Dimensions by Hofstede (1980; Hofstede, Hofstede & Minkov, 2010) presented as an appropriate way to compare cultures. This paper finally explains why and how the National Culture Dimensions can be used to develop the ICC of study abroad students of higher education institutions.

Transnational Migration - Two Case Studies of African Transmigrants

Claudia Olivier and Caroline Schmitt (Johannes Gutenberg University, Germany)

**Sunday, Sept. 27th
10:20-11:20am**

Transnational studies are a growing and interdisciplinary oriented research field, which has its origin in the migration research of the 1990s (Glick Schiller/Basch/Blanc-Szanton 1992). They offer a perspective which allows to reconstruct transnational practices of individuals, groups, organizations and policies across borders. One research field are transmigrants whose life worlds span in several countries. The lecture gives an insight into transnational migration processes on the basis of case studies about two African transmigrants in Germany and Ghana: What is transnational migration, what characteristics does this form of mobility feature and which influence may it have on people's identity constructions and positionings?

By using multi-sited ethnography (Marcus 1995), the example of a West African hairstylist in Germany clarifies that the woman extrapolates socio-economic resources in transnational spaces that enable her to open up a hair salon in a German city. The case reflects that transnationality is a strategy of dealing with exclusion on a single local spot, mobilizing resources elsewhere (Schmitt 2014). The example of a highly skilled Ghanaian remigrant from Germany was studied through a social network approach. The analysis demonstrates how the re-emigration and returning is influenced by transnational experiences, knowledge and new forms of self-positioning: returning is a subjective process in a transnationalized world instead of just coming "home" and staying (Olivier 2014). Both cases clarify how transnational mobility can offer opportunity structures to individual's life plans. The lecture thereby argues that transnational mobility goes hand in hand with transnational forms of embedding and identity constructions.

Regional Diversity in Mediterranean Cities: The Promotion of Cultural Heritage for Development and Social Cohesion

Giuliana Quattrone (CNR/National Research Institute, Italy)

Sunday, Sept. 27th

10:20-11:20am

Whereas, in the course of history, transformation dynamics of territorial identities have got going as a result of the meeting /clash among different migration cultures over the centuries, art and architectural heritage represent symbolically a visible synthesis of them. What once was a result of abuse and occupation, is transformed by the passage of time as a sign of the process of generation of the present identity. The cultural assets, especially the artistic and architectural heritage, represent a display - available for all to see - of the development of local identities and of how these identities are the result of processes of interaction among cultures.

The research, presented in the paper, may point to an analysis of the local communities and their greater or lesser ability to encounter with otherness. With reference to the architectural, artistic and monumental heritage, what has to be investigated is the possible influence of the presence of multicultural contamination in certain contexts in facilitating the cognitive aptitude of the various members of local communities in respect to the intercultural interaction.

Ben Comune in a Time of Migration: Writing about Service-Learning

Wes Kennison (SUNY Geneseo, USA)

**Sunday, Sept. 27th
10:20-11:20am**

Upon returning from an experience of service learning abroad, students and teachers face a common struggle in explaining the evolving significance of their travels to those who have no such context in their own experience. This talk looks to Sieneese models for inspiration in framing such explanations. Medieval Siena engaged itself in intense discussions of the political concept of Ben Comune while at the same time serving as a center of hospitality for pilgrims on the Via Francigena. Is it possible to synthesize a passionate pursuit of local well being as people from other places pass through in large numbers and sometimes decide to stay?



Living Intercultural Lives: Identity Performance and Zones of Interculturality

Leah Davcheva (AHA Moments - Center for Intercultural Learning, Education and Research, Bulgaria)

Sunday, Sept. 27th
1:45-2:45pm

The Sephardim in present day Bulgaria are descendants from the Ladino speaking Jews whose life of over a thousand years on the Iberian Peninsula was dramatically cut short at the close of the 15th century. Thousands sailed east, across the Mediterranean, and found new homes around the sea including North Africa and the Balkans – a process enabling the ‘exchange’ of locations, as well as the mingling of languages and cultures.

Studying the narratives of often elderly Sephardic Jews living in Bulgaria, we reach back almost a century in order to trace the intra-, inter-, and trans-cultural activities that this diasporic community continue to engage in, within and beyond their home society, interactions enabled by their multilingualism and especially the use of Ladino – a language of cultural affiliation for most of them.

Based on our exploration of their stories, we have developed a new, data-grounded conceptualisation of intercultural competence (ICC) as a dynamic process of performing intra-/inter-/trans-cultural identities in zones of interculturality.

We begin our session by setting the context and then highlight certain, innovative aspects of our research methodology– for example, attention to and transparent accounts of researching multilingually, and the use of researcher narratives in the service of reciprocal reflexivity. We then present some of the narrative data and our analysis of it with view to establishing how some members of the Sephardic Jewish community in Bulgaria use the language resources they have to perform their complex national and diasporic identities. We invite the participants in our session to read excerpts from the stories, share their own thoughts and make sense together.



The City as Text for Immigration: Exclusion and Inclusion of a Crisis

Vicky Kynourgiopoulou and Grigoria Kynougiopoulou

(Università degli Studi Roma Tre/Arcadia University, Italy and University of Pireaus, Greece)

Sunday, Sept. 27th
1:45-2:45pm

Greece's and Italy's geographical positions in the Mediterranean make them popular immigrant destinations, where thousands of displaced individuals seeking to escape conflicts and poverty regularly experience dramatic endings. In our globalised environment the concept of immigration has changed dramatically, as human rights are often violated. On the one hand, Greece's poor economic conditions are making it even more difficult to assimilate immigrants, who are in desperate need of a better future and successfully integrate them to society, as contributing individuals in the Greek economy. The lack of a stable economy and appropriate policies puts Greece in a compromising position nearing a breaking point in terms of being able to handle huge numbers of immigrants in relation to its own population. On the opposing end, in the very context of Italy's international profile as one of the largest industrial economies in the world, a G8 member, issues of displacement, inequality and racial segregation are more than ever evident. These phenomena are in sharp contrast to the intergovernmental bodies of the European Union and the United Nations that embody the idea of a "unified world that protects human rights" encompassing global issues such as economic growth, political affairs, democratic governance, crisis management, global security, energy, and terrorism.

This paper examines the concept of the "City" as a text of immigration, as it looks at the two historic cities of Athens and Rome, both major immigrant destinations. Athens on the hand is a city with a rich cultural patrimony that is undergoing a severe economic crisis that affects all facets of modern society, from socio-economic policies and life, to unemployment and political upheavals. Rome on the other hand, is a complex city which is changing very rapidly. It is full of divisions and tensions (social, geographical, political and economic) but it is also the site of great cultural and artistic dynamism and innovation. Both these cities have a common denominator; they are faced with the challenge of becoming the new place- "topos" of immigrants by facilitating multiculturalism and intercultural discourse. Therefore both capitals have a double meaning; they are read, experienced and understood differently depending on one's experience. The experience of the residents; "Us"; the native, the local, those that are believed to "belong" to the space, to the culture and the experience of the "Other"; the displaced, the foreigners, immigrants, seeking new development opportunities through integration.

In both cities areas that were previously considered wealthy are now lived in by poor immigrants, evolving the concept of gentrification to new economic standards. Location becomes important as it often represents exclusion or inclusion depending on the area that immigrants live, on the margins or the centre of the city. Through this paper we examine two historical cities, Athens and Rome and their polar opposites of enculturation versus acculturation of immigrants. We decipher the centres and peripheries and specifically look at how the changing face of urbanism translates into placement, migrant development opportunities, refugee resettlement or dislocation, exclusion and segregation.



Intersectionality of Intercultural Education: Creating the “Village”

Lea Webb and Brian Rowland (Lea Webb Consulting and Prairie View A&M University, USA)

**Sunday, Sept. 27th
1:45-2:45pm**

Higher education institutions serve as epicenters for intercultural migration. In this capacity, leaders within these organizations are tasked with identifying support structures that provide students, especially students who are historically marginalized in the U.S. (i.e., African-American, Latino, and Native American) and those who are traditionally marginalized (i.e., economically disadvantaged and international students), with academically enriched experiences and transition into them into social and professional environments that facilitate their leadership development. Creating diverse and inclusive “villages” on college campuses includes recognizing and responding to both geographical and psychological migration for students of diverse cultural, racial, and socio-economic backgrounds (i.e., social factors that impact first generation college students, language barriers, and economic hardship).

How does this look in the 21st century? Traditional perspectives on migration often focus on home country to United States transition and the assimilation process that ensues for students on campus. However, cultural, psychological, or spiritual migration can be exemplified through regionalism (i.e., urban versus rural) which too has implications for academic achievement. The notion of “geographical place” from a cultural perspective is influenced by the surrounding community of college campuses as well. How do you create fluid and inclusive spaces that move historically and traditionally marginalized to the center without displacing students who claim the “center” as their privilege? This panel will examine the impact of a community-university-community college partnership to promote culturally responsive pedagogy and civic engagement practices to support the cultural and psychological migration of diverse students to promote academic achievement and excellence for all students.



Variables of Intercultural Communication

Svetlana Alpatova and Julia Kuzmenkova (National Research University, Russia)

Sunday, Sept. 27th
3:00-4:00pm

Intercultural awareness is what actually needed for those who are eager to be mobile and are striving to adapt to new situations. However, intercultural learning is not fulfilled automatically. Recognizing that perfect intercultural competence is a good command of a foreign language, adequate responses to cultural differences, behavioral patterns, and value standards (Yannan Guo), it is important to specify the variables and constitute the invariant (concept) of intercultural communication. Therefore, linguistic, cultural, ethical standards as well as psychological and informative ones should be conceptualized as integral elements (variables) of a culture. The paper outlines a new approach to the analyses of communicative interaction: semi-socio- knowledge discourse. Like semio-socio-knowledge discourse psychology (Dridze) it conceptualizes communication as the product of human activity realized within some social and cultural environment. Its paradigm includes an algorithm of interlocutors' intentional and motivated behavior as well as semiotic character of structured discourse. Knowledge and culture as embodied in discourse are essential elements of communication. Due to knowledge, we are aware of subcultures (symbols of something different) and their positive or negative impact overall cultural context. Language and culture may produce differences in cognitive processes, which affect conceptualization. Close analyses of some lexical units of secondary nomination on sociolinguistic and cultural axes make us believe that they are real examples (prototypes) of integral elements of intercultural discourse and they represent some mental maps or frames of norms and values of this or that culture. As different languages classify the world and the human experience differently it is pointed out that the dividing lines do not exist in reality but only in the language. The last is linked to reality through conceptual representation. It reflects the problem and relativity of transformation of realities into conceptual classification. The mental object is precise. But the difficulties begin when we have to apply our mental objects to realities that do not correspond exactly to our mental schema. To compile lexical entries of culturally specified units it is necessary to show how languages encode a particular experience of the world or how extra linguistic reality is interpreted and reflected in our behavior and ethical standards.



Using Students' Intercultural Potential and Strengths in Addressing Community Needs

Josephine Pantaleo (Queensborough Community College, USA)

**Sunday, Sept. 27th
3:00-4:00pm**

How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities? A group of six American community colleges are addressing this question through a Teagle Foundation funded project that is led by Dr. Robert Franco of Kapiolani Community College and administered by Lyvier Conns of the Community College National Center for Community Engagement. Now in its second year, the grant continues to develop best practices for enhancing students, faculty, and staff commitment and responsibility toward creating a more respectful and inclusive community both on and off the campus and for employing practices that value the unique contribution of every member of the community. This presentation will focus on the progress being made by Queensborough Community College, one of the six participating colleges in this project. Some examples of how faculty have expanded discipline specific curriculum to incorporate multiple perspectives will be shared and discussed with the audience. Since the majority of students participating in this project identify themselves as first generation and/or students whose first language is not English, the conversation with the conference audience will address the challenges that students from diverse backgrounds bring to the classroom and how instructors can handle these challenges through pedagogies of engagement, such as academic service-learning and global diversity learning.



Service-learning Study Abroad Experiences

Theresa Ennis and Sandi Smith (Tennessee Technological University, USA)

Sunday, Sept. 27th
3:00-4:00pm

Tennessee Technological University provides opportunities for faculty to teach courses. Study abroad educational environments combined with service learning has a significant impact on student engagement in education, retention, and commitment to intercultural service. This presentation will include a video documentary followed by a discussion of best practices and lessons learned.

Two professors and 20 interdisciplinary students traveled to Dominican Republic for 8 days for an alternative Spring Break in March 2015 to conduct a service-learning project with schools and an orphanage. While abroad, students toured historic areas, visited impoverished schools, delivered much needed school supplies, and spent 3 days building meaningful relationships and developing language skills with orphans. This project includes activities that engage students in cultural experiences and service learning civic engagement in the cultural experience unlike many traditional study abroad experiences.

A pre and post survey was used to collect quantitative and qualitative data. Results show the experience had significant impact. For example, students gained confidence in interaction with cultures different from their own, a stronger emphasis on careers that impact societal needs, and a greater concern about global issues. Student comments provided a powerful avenue for collecting data concerning the impact of this experience: "I learned so much and hope to be able to spend more of my time volunteering where needed" "I learned how well I can communicate with other individuals even with a language barrier," "I am more comfortable outside of my culture than I thought I would be," and "This trip definitely reaffirmed that I want to improve my Spanish and practice International Law to help children in countries such as the Dominican Republic."

