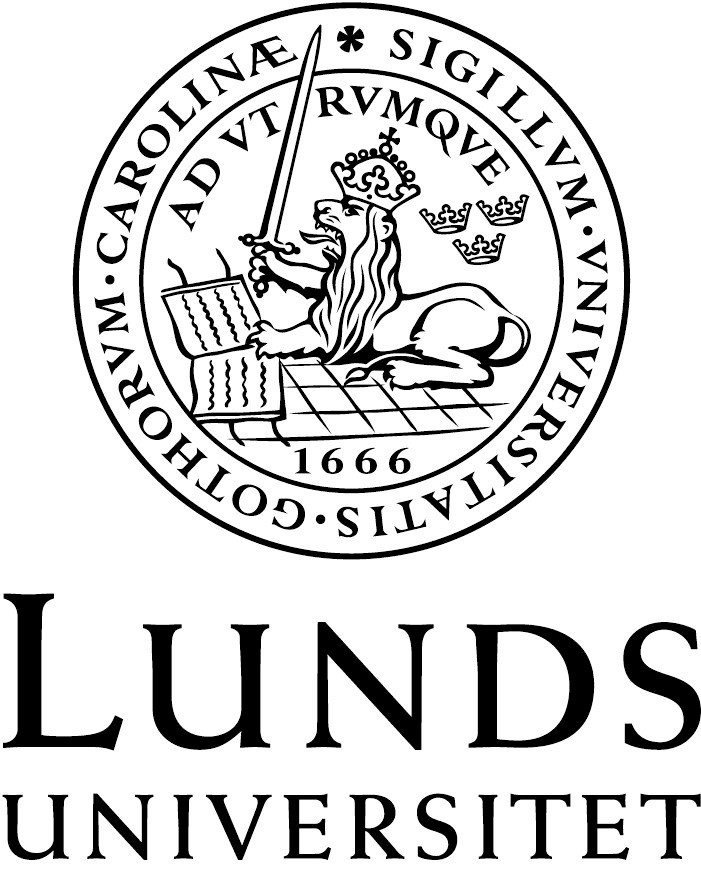
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Språk- och litteraturcentrum

Italienska

**Communicative variation in time and space**

*Course Literature*

The course literature serves two purposes: to give you the necessary background to the field

studies, and to prepare you for the three themes that are in focus during our work. Some of the literature is compulsory; this is followed by instructions on how to read it. Some of it is

recommended by the teachers for further specialization into one specific field. These readings will be of help when you choose and work with the subject for your in depth study during the second

week in Rome, and during the writing of the course paper.

This list of literature is divided into five sections, “General background of the city of Rome”,

“General background on communication in a wide sense”, and theme 1 “Power”, 2 “Aesthetics

/Intertextual communication and the communication of aesthetics” and 3 “Everyday life”. The

sections contain compulsory literature with reading instructions as well as recommended reading.

*General background on the city of Rome:*

COMPULSORY LITERATURE

**Roman history in general outlines**, from antiquity to modern times. It is your own

responsibility to cover this area. You will find some suggestions under recommended reading, but

you may also use other sources (the internet, encyclopedias, history books, guidebooks).

**Roman topography**. The Swedish students should bring a good guidebook (e.g. Blue Guide)

and a good map, e. g. CityFlash, Hallwag International. The Italian students should have a good

map and if you are not very acquainted with your city, consult a good guidebook .

**Rome in historical perspective.**

Aldrete, G. S., *Daily Life in the Roman City*. *Rome, Pompeii, and Ostia*, University of Oklahoma Press 2004, chapters 1-12.

*Reading instructions*: This is a good overview of the development of ancient Rome. It serves as a

good preparation for the field work, and could also be used as a handbook during the fieldwork.

Larmour, D. H. J. and Spencer, D., ‘Introduction—*Roma, recepta*: a topography of the

imagination’, in: Larmour, D. H. J. and Spencer, D. (eds.), *The Sites of Rome. Time, Space, Memory*, Oxford & New York 2007, pp. 1-60.

*Reading instructions:*

This is the introduction to an anthology on the reception of the city of Rome as a concept, idea,

ideal etc. There are many names of modern authors; these are not important for our purpose. Try

instead to get a general impression from your reading of how the concept of Rome has been used

in a historical perspective. The map p. 25 is important; study it with a modern map on the side.

The word *palimpsest* occurs to describe the city: find out what the word means in itself, and what

the meaning is in its metaphorical usage.

Vout, Caroline, ‘Sizing up Rome, or theorizing the overview’, in Larmour, D. H. J. and Spencer,

D. (eds.), *The Sites of Rome. Time, Space, Memory*, Oxford & New York 2007, pp. 295-322

*Reading instructions:*

This chapter describes the visitor’s reactions watching Rome from one of the surrounding hills.

Use it to get a mental picture of the topography of Rome, in combination with a modern map

and a topographical map of the 7 hills (you may e g find a lot of stuff on Wikipedia Commons).

Study the watercolours by Samuel Palmer on pp. 318-319, and try to find other artistic

representations of Rome. Try to keep your impressions in mind and compare to your own

reactions on your first overview of the city during the field work.

*General background on communication in a wide sense*

*COMPULSORY LITERATURE*

Balboni, Paolo E. 2006. Intercultural Communicative Competence: a Model. Guerra Edizioni.

Documents in Language Acquisition and Learning 2.

*Reading instructions:*

This booklet gives an insight into the intercultural competence model based on parameters which

include verbal and non-verbal codes and cultural values. These parameters can vary between

different cultural environments. Keep the model in mind while pursuing the field work. It is

applicable to all three themes.

*RECOMMENDED READING*

Gunther Kress & Theo van Leeuwen (2001), Multimodal Discourse. The modes and

media of contemporary communication. Oxford University Press. S. 1-65

Helen FitzGerald: How Different Are We? Spoken Discourse in Intercultural Communication.

ICE Languages for Intercultural Communication and Education.4, Multilingual Matters LTD,

Clevedon, Buffalo Toronto Sydney, 2003.

*Theme 1: Power*

*COMPULSORY LITERATURE*

Painter, Borden W, Jr., *Mussolini’s Rome. Rebuilding the Eternal City*, Palgrave Macmillan 2005.

*Res Gestae Divi Augusti*, *Text, Translation and Commentary* by Alison E. Cooley, Cambridge 2009

*Reading instructions:*

This is the autobiography by the first Roman emperor, Augustus. The Swedish students may

prefer to use the Swedish translation by Anders Ollfors from 1988. Read it through, especially the

part on his building activities in Rome, and compare it to the description of Mussolini’s activities.

*RECOMMENDED READING*

Boatwright, M. T., Gargola, D. J., Talbert, R. J. A., *A Brief History of the Romans*. New York &

Oxford 2006.

Partner, Peter. *Renaissance Rome 1500-1559. A Portrait of a Society.* University of California Press 1976. Chapters six and seven.

Stewart, P., *The Social History of Roman Art*, Cambridge 2008.

Zanker, Paul 1990, *The Power of Images in the Age of Augustus*, The University of Michigan Press, Ann Arbor.

*Theme 2: Aesthetics / Intertextual communication and the communication of aesthetics*

*COMPULSORY LITERATURE*

Mary Carruthers, (1998), The Craft of Thought. Meditation, Rhetoric, and the Making of Images, 400-1200. Cambridge University Press. S. 116-220.

Gunther Kress & Theo van Leeuwen (1996), Reading Images. The Grammar of Visual Design.

NewYork:Routledge.S.15-78.

*Reading instructions:*

Kress & van Leeuwen is a theoretical multimodal discussion about how visual design can be analyzed from a grammatical point of view. To understand multimodal communication, intertext in the aesthetics. During both field works in Rome and while writing the final paper, those methods are very helpful. Carruthers discusses art, architecture and literature between 400-1200 as tools for the human thought and how these medias always work together. Her point of departure is rhetorics, intertext and the architecture for thinking. Her methods can be used both for older and younger material.

*RECOMMENDED READING*

Mieke Bal, (1999), Quoting Caravaggio. Contemporary Art, Preposterous History. The University of Chigago Press. S. 1-128

Umberto Eco (2004), On Beauty. A History of a Western Idea.Secker & Warburg, London.

Umberto Eco (2006), On Ugliness. Secker & Warburg, London.

*Theme 3: Everyday life*

*COMPULSORY LITERATURE*

Müller, Cornelia & Postner Roland (eds.): The semantics and pragmatics of everyday gestures,

Body Sign Culture, Weidler Buchverlag. 2004. S. 15-57; 73-123. Especially 73-88, Isabella Poggi, the Italian gestionary. Meaning representation, ambiguity, and context.

*Reading instructions:*

The myth that Italians, and in particular Romans, use gestures more frequently than other people

is just a myth. The first part of the book (15-57) shows how the phenomenon of gestures can be

entered into a dictionary of gestures. Read this part in order to get an understanding of how

gestures are classified and how a comparison can be made between a system of gestures and a

system of verbal expressions. Isabella Poggi’s article on the Italian gestionary, is an introduction

to the semantic structure of lexical gestures, and especially the meaning of autonomous and

coverbal gestures in the Italian gestuary, which will be of help when you walk around in Rome

and when Italian and Swedish students and teachers meet. You will be able to discuss with

Isabella Poggi directly as she will be one of the teachers that you will meet in Rome. There will be

tasks to fulfil regarding gestures, within the theme of everyday life.

Levinson, Stephen, C. 2003. Space in Language and Cognition. Explorations in Cognitive

Diversity. S. 1-61. Cambridge University Press, Cambridge.

*Reading instructions*:

The chapters gives insight in the way orientation and space is perceived from a cognitive and

linguistic point of view. The notions of frames of reference (intrinsic, absolute and relative are

important, thus read carefully chapter 2.The fieldwork within everyday life will deal with spatial

orientation, route directions and itinerary directions from ancient Rome and in our time. Dr.

Simon Malmberg will guide you to the fieldwork dealing with itineraries in ancient Rome and

Eva will guide you to the theme of spatiality in modern Rome.

*RECOMMENDED READING*

Suvantola, Jakko: Tourist’s experience of place. Aldershot: Ashgate, cop 2002.

Beyond misunderstanding : linguistic analyses of intercultural communication / edited by Kristin

Bührig, Jan D. ten Thije Beyond misunderstanding : linguistic analyses of intercultural

communication / edited by Kristin Bührig, Jan D. ten Thije, Amsterdam, Benjamins 2006

Communication strategies : psycholinguistic and sociolinguistic perspectives / edited by Gabriele

Kasper and Eric Kellerman, Longman, London, 1997. Applied linguistics and language study.

Lombardi Vallauri, Edoardo 2009. “Grice elettorale” in *Lingua e Società* .

Lombardi Vallauri, Edoardo 1995. “Tratti linguistici della persuasione in pubblicità” in Lingua Nostra LVI fas. 2-3.

Mutualities in dialogue / edited by Ivana Marková, Carl F. Graumann and Klaus Foppa,

Cambridge: Cambridge University Press, 1995

Poggi I., D’Errico F., Vincze L. (2011) Discrediting moves in political debate. In F.Ricci et al. (eds) Proceedings of Second International Workshop on User Models for Motivational Systems: the affective and the rational routes to persuasion (UMMS 2011) (Girona) Springer LNCS.pp. 84-99 (ISSN 1613-0073).