

#### Italian Sub-Faculty Diversity Audit 4.7.24

Since MT 2022, the Italian Sub-Faculty has undertaken an annual diversity audit, both through information solicited via email and via discussion in the S-F meeting. Past audits have identified that the S-F has strengths in teaching and researching literature and culture reflecting the experiences of colonialism, of marginalized groups and minorities, and of transnational histories and identities. The active review of its curriculum in 2020-21 led to the introduction in the Prelims curriculum of Igiaba Scego's memoir *La mia casa è dove sono* (2010): it is notable that a substantial number of students chose to write on her, often with a strong appreciation of issues relating to migration and colonialism, in the 2021 exams. We continue to note, as in previous years, that the study of women (Natalia Ginzburg; Igiaba Scego) and Jewish writers (Primo Levi; Natalia Ginzburg) also has an important place in the Prelims curriculum. Following discussions in this current year, we would like to consider carefully and collectively further revision of our Prelims curriculum, with due attention to diversity and inclusion with regard to what we offer students as objects and modes of study.

At Final Honours School, Italian colonialism continues to be explored in papers that deal with fascism and its legacies in modern Italian society and literature (particularly in Paper VIII). Other papers, including those on Dante (IX), medieval Italian literature (VI), and Renaissance Italian literature (VII), continue to cover material on Islamic culture, race, and the cultural hybridity of the Mediterranean, as well as gender and sexuality. In recent years, colleagues have supervised Paper XIVs on writers of migration and heritage writing in twenty-first century Italy, such as Ramzanali Fazel, Scego and Ali Farah, and on representations of Italian colonial violence in Libya as represented in contemporary visual arts.

The S-F has now expanded its commitment to increasing diversity via a suite of revisions to FHS Papers VIII, XI, and expanding the options available for Papers XII. The structure of Paper VIII has changed to allow more flexibility in the choice of authors and texts studies, moving away from a canonical "great authors" approach. The 21c is now covered, and cinema fully embedded into the 20c and 21c period sections. Paper XI has seen the addition of Elena Ferrante to replace Gabriele D'Annunzio in an initial attempt to improve the gender balance of authors on offer. Two students enrolled to take the Paper XII special subject on "Modern Italian Women Writers and Poets" in 2023-24, and a new Paper XII special subject on "Literatures of Migration" is now on offer. The S-F has also recently proposed a new special subject for the MSt course, on "Contemporary Archival Imaginings in Italy", which will introduce students to new creative ways of engaging with archival materials that shed light on transnational histories of Italian travel, migration, race, empire and colonialism on various scales.

Our language teaching continues to be equally attentive to diverse material, and the current audit showed a variety of new initiatives and teaching resources had been utilized. Our former *lettrice di ruolo* produced in-depth linguistic study pack related to Scego's language to accompany lectures and tutorials. Colleagues involved in language teaching, including graduate tutors, have built on earlier work by including in their teaching materials Italian texts by writers such as Jhumpa Lahiri, Igiaba Scego and Amara Lakhous, alongside authors such as Gabriella Kuruvilla (an Italian-Indian writer), Pap Khouma (Senegalese-Italian writer and journalist), Hamid Barole Abdu (an Eritrean writer), and Shirin Ramzanali Fazel (an Italian-Somali-Pakistani writer). Attempts have been made to introduce excerpts written in English by authors from underrepresented backgrounds into prose classes including, in the current year, Chinua Achebe, Chimamanda Ngozi Adichie, Jhumpa Lahiri, Azar Nafisi, Toni

Morrison, Claudia Rankine, Salma Rushdie, and Elif Shafak. These changes have opened up fruitful discussions in both translation and prose classes for both second-year students and finalists. Discussion of topics related to diversity, equality and inclusion has also featured in finalist essay classes (building on work begun in 2020), including discussions on: the use of genders in Italian (with reference to the work of Carla Balzanella and Vera Gheno); the Italian colonial legacy (with reference to materials including Scego); Italian identity and citizenship (with reference to Nadeesha Uyangoda). In FHS oral classes and skills classes colleagues have also covered the following discussion topics: the use of genders; Italian women writers and the canon; the use of racist language in literature and how to deal with its translation; the 'glass ceiling', Italian women and disability; emigration and immigration; women in politics. In Prelims, too, language teaching has incorporated materials from Scego, as well as discussion of the topics of gender equality in Italy and the Fascist-era racial laws.

The S-F also recognizes that offering a diverse and inclusive curriculum cannot be enacted by modifications or additions to content alone. Members of the S-F are interested in exploring potential changes to the modes of delivery and assessment in teaching Italian – both in literature and language classes. As part of future S-F events and Away Days, we would like to explore the possibility of inviting experts in creating inclusive learning environments to share their knowledge and experience with us in order to optimize the learning experience for all our students, though this may be something that might be done conveniently at Faculty level.