

**CULTURAL
IDENTITY DAYS**



**NETWORK IDENTITÀ
CULTURALI
2007/2009**

*con il Patrocinio
della Presidenza del
Consiglio dei Ministri*

**PIÙ CULTURE
UNA CIVILTÀ:
L'EUROPA**



**IL FILO DI ARIANNA:
ARTE COME IDENTITÀ
CULTURALE**



*Fondazione
Cardinale Cusano*



COMITATO NAZIONALE
MINORANZE ETNICO-LINGUISTICHE
IN ITALIA DEL MINISTERO PER I
BENI E LE ATTIVITÀ CULTURALI

Sede operativa del
Comitato Scientifico e
Organizzativo:
Comune di Salò (BS)
Lungolago Zanardelli, 55

Coordinamento:

ics

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A. PROJECT TITLE

ARIADNE'S THREAD: ART AS CULTURAL IDENTITY

B. IT IS A THREE-YEAR PROJECT 2007/2009

C. OBJECTIVE

The European Union respects the national identity of its Member States (article 6, paragraph 3 of the EU treaty). The EU should not be a fusion of states but a union of member states which preserve their national characteristics. It is this diversity of national characteristics and identities which gives the EU its moral strength put at the service of anybody. Also the Council of Europe states that in Europe cultural heritage is recognised as a vehicle of cultural identity. The knowledge of this heritage depends on both the quality of its enhancement and on the capacity of Europeans to recognise and appreciate national heritage and that of other EU countries.

In order to meet some needs of our society, the scientific association I.C.S. International Communication Society made up of teachers from schools and universities, journalists, publishers who for about ten years have been dealing with the dissemination of art, culture and science through the use of new technologies (economically supported EC Perseo project, Culture 2000 programme, Multimedia Theatre, Netdays, eSchola on art and science) proposes the project "Ariadne's Thread": Art as Cultural Identity". The title suggests the strategy on which the project is based: rebuild, through the labyrinths of memory, the past of our Country from the origins to date, thus having the identity re-emerged as a value and culture particularly through its cultural heritage and its symbols.

D. INTERVENTION AREAS

- training project promotion and raising awareness of young people to culture in all its aspects through the activation of educational itineraries which have as a starting point the artistic and cultural heritage of their region within the framework of Italian and European cultural heritage;
- collateral promotion of study, research and documentation initiatives (through paper and multimedia publications) regarding cultural heritage and activities in order to enhance history, culture and traditions of regions at a national level through experimental models which can be reproduced and adjusted to various levels of communication, information and training.

E. SHORT PROJECT DESCRIPTION

The project "Ariadne's Thread: Art as Cultural Identity" involves public and private bodies and students from schools and universities under the guide of teachers of various disciplines in order to define the concept of cultural identity, first the Italian one and later the European one and of its connected values starting from art: "The Italian contribution to building a European cultural identity is and must be first of all a reflection on our identity, cultural heritage and safeguard culture".

In order to obtain the results highlighted, the project is developed into two intervention lines:

the first line regards young people and therefore schools and universities contacted through Regional and Provincial School Offices and University rectors. Every year we invite, through a contest, schools and young people

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to submit projects aimed to define the cultural identity of their territory also with links to territories of other regions or at a national level.

The best projects, selected by a jury of experts, are presented during the Cultural Identity Days which take place in November in one or more venues. The selected works receive as a prize a participation certificate and a plaque, the best ones receive a prize consisting of multimedia material given to the school or university and the other participants receive minor prizes.

The finalists' works are put in the sites of the Ministry of Public Education, Regional and Provincial School Offices and in a website "Network of Cultural Identities" under construction.

The second intervention line regards study, research, documentation on the concept of cultural identity starting from art used as a guiding thread and is entrusted to experts who will analyse artistic, historical, geographical, scientific and literary aspects of the project. The produced material will be disseminated through methods suitable to a large number of users under the form of coloured cards, according to sectors, and divided into CD-shaped cubes so that they can be used in a puzzle reconstructing the age and its events and under the form of CD containing also documents and images. This material has art and the events' chronology as a guiding thread starting from the prehistoric age to date and is divided into periods. The project lasts many years and the first part will be made in the first year.

All will have a bibliography and a sitography to get updated on the proposed themes so that any user, according to their interests, can realise their own reconstruction of "cultural identity".

The results of this research will be announced during the Cultural Identity Days.

F. INFORMATION AND CONTACT

For any further information, please send an e-mail to:

icsociety@tin.it

or a fax to 0039 0677206257.

2007-2009 NETWORK OF CULTURAL IDENTITIES
ARIADNE'S THREAD:
ART AS CULTURAL IDENTITY

Following the events held in 2006 within the framework of Cultural Identity Days and the agreements of collaboration with public and private bodies, the Association I.C.S. International Communication Society promotes the 2007/2008 Session of Network of Cultural Identities for the research project "**Ariadne's Thread: Art as Cultural Identity**".

The title suggests the research basic lines: to rebuild, through the memory labyrinths, the past of our Country from the origins to date, thus having the identity re-emerged as a value and culture, particularly through its cultural heritage and its symbols, its history, literature and other.

It is possible to participate in the following sectors:

1-General section:

the research can be carried out through an "excursus" on a specific theme (for example architecture of houses and/or of the cities, theatre, means of transport, communication, shoes and/or fashion etc:) or highlighting the original phenomena or on a certain period (origins of Italy, Roman period, Middle Ages, Renaissance, etc).

2- Sacred Art Section:

research on cultural heritage of the Sacred Art: art for the space of liturgical celebration, art with Christian religious subject, Christian religion inspired art, in relation to time and space and to literature (for example the Bible and the classics of the Italian literature).

3- Ethnic-Linguistic Minorities Section:

research of knowledge and in-depth study on the cultural contribution of ethnic-linguistic minorities existing in Italy.

4- Local History Section:

the research can be carried out either as an excursus on a certain theme or as highlighting the original phenomena of the local reality or as study on a certain period of one's own local history. The first phase 2006/2007 suggested the period ranging from the origin of the first forms of life to the late Middle Ages; the 2007/2008 phase regards the period from the Renaissance age to the XIX century and to the unity of Italy, whereas the 2008/2009 phase will regard the contemporary age. For this reason we need to highlight the programme supported by the Italian Government aimed at the celebrations for the **150th anniversary of the National Unity** which will take place in the national territory in 2008-2010 and above all in 2011, with particular attention to the city of Rome, Turin and Florence". The participation and the events in various territories which prepared the unity of Italy and the difficulties encountered should not be ignored within this framework.

The proposed model is developed into four big **THEMATIC** coordinates:

- 1) HISTORY**
- 2) GEOGRAPHY**
- 3) ART, ARCHITECTURE AND LITERATURE**
- 4) SCIENCES AND TECHNOLOGY**

and for 2007/2008 into the following four **TEMPORAL** coordinates:

- A) From the big plague to Humanism (that is the phase corresponding to the end of the Medieval age),
- B) Renaissance and the XVII century (the development of the Italian civilisation between the XVI century apex and the CounterReformist/Baroque phase),
- C) The XVIII century (the crisis of the peninsula reality and its marginalisation till the Napoleonic age),
- D) The XIX century (from the Restoration to the development of liberal movements up to the united Italy)

It will be possible to freely choose some topics regarding the study programme which have the capacity to focus on peculiar characteristics of that cultural identity which makes the various local realities different and original even if being pieces of a more general picture from the crossing between these topics.

As a **mere indication** we give the lines of a possible work for each of the THEMATIC coordinates, highlighting their possible link with TEMPORAL coordinates (which are indicated with corresponding letters).

HISTORY

- 1-** Individuate a historical phenomenon which you think of particular importance relevant to the phase of the political cultural recovery of the peninsula after the 1348 Big Plague **-A**
- 2-** Study the cultural experience of your city or country from 1300 to the XV century **-A**
- 3-** Analyse a cultural form of the phase of contacts between the different Mediterranean cultures in the second half of the XV century which have left a mark such as economic ties or significant political and military events **-A**
- 4-** Analyse the Renaissance period in your reality **-B**
- 5-** Individuate a political military event happened in your area in the XVI century which had significant repercussions **-B**
- 6-** Try to bring a testimony of the so-called Catholic Reformation or CounterReformation phase, by analysing how it was realised on the socio-political field in your reality. **-B**
- 7-** Analyse the impact of the French Revolution on your historical and political reality. **-C**
- 8-** Individuate some testimonies of the Napoleonic political and military activity in your reality and in any case analyse its influences on your reality. **-C**
- 9-** Study the situation of your area in the phase of the liberal fights against the Restoration. **-C**
- 10-** Individuate the testimonies of the new age of the united Italy. **-D**

GEOGRAPHY

- 1-** Analyse the situation of the area where you live from a geographical point of view in the late Middle Ages: climate, situation of plains and rivers, etc. **-A**
- 2-** Individuate the first forms of interaction between man and nature towards the end of the Middle Ages in your area. **-A**
- 3-** Individuate the changes of the agricultural propriety in your reality at the end of the Middle Ages. **-A**
- 4-** Study the evolution of your city or your country in the Renaissance times. **-B**
- 5-** The Renaissance and XVII century countship: try to individuate the changes happened in the land cultivation. **-B**
- 6-** The city and its structure in the XVIII century world. **-C**
- 7-** Individuate the geographical and commercial itineraries in the XVIII century in your area. **-C**
- 8-** Individuate what geo-climatic changes happen in your area as a consequence of the development of new productive activities of industrial type or of the opening of new ways of communication, railways, etc. **-D**
- 9-** Study the geography and demography in the times of the unity of Italy, by referring to your reality. **-D**
- 10-** Analyse the new dynamic of trade after 1860 in the new reality of the united Italy. **-D**

ART

- 1-** Individuate the forms of artistic expression of the late Medieval age. **-A**
- 2-** Individuate a Renaissance monument existing in your city and analyse it. **-B**
- 3-** The Renaissance art in Italy. Analyse a single work of art which you think is of particular importance in your reality, then analyse it from an iconological point of view and describe the life of its author. **-B**
- 4-** The Baroque art in Italy. Analyse a single work of art which you think it is of particular importance in your reality, then analyse it from an iconological point of view and describe the life of its author. **-B**
- 6-** The Baroque art in Italy. Analyse a single monument which you think is of particular importance in your reality. **-B**
- 7-** Permanence of the aristocratic art and the new models in the XVIII century culture: give a significant example existing in you reality. **-C**

8- The bourgeois art in the XIX century. Analyse a significant testimony present in a museum or in a collection in your area. **-C**

9- The age of the unity of Italy and its artistic testimonies. The new forms of celebration of the homeland history. **-D**

10- The age of the unity of Italy and its artistic testimonies. Analyse an example of the new town-planning forms. **-D**

SCIENCES

1- Testimonies of the scientific development in the Humanistic age taken from the reality where you live. **-A**

2- The development of science in the XV century. Individuate testimonies regarding "scientists" (magicians, astrologists, alchemists) who operated in your area by analysing their destiny. **-A**

3- The XVII is the time of new science: individuate if any scholar who followed such an itinerary of work operated in your area and analyse his work. **-B**

4- Try to verify the relationships between political and religious institutions and the culture in your area in the XVII century. **-B**

5- Study the reality of nature and the phenomena of "anthropisation" of the area studied by you at the beginning of the modern age. **-C**

6- Try to verify the development of publishing in your area in the XVIII century by giving a particularly significant example. **-C**

7- Try to individuate the novelties introduced in the production activities, for example in the agricultural ones, in the XVIII century. **-C**

8- Study the figures of Italian scholars and scientists in the XIX century who worked in your reality, by analysing one in particular. **-D**

9- Individuate concrete testimonies of industrialisation phenomena in the Italy of the second half of the XIX century by focusing on one of them. **-D**

10- Science and technique in the united Italy, bring a significant testimony relevant to your area. **-D**

Technical suggestions:

Through the individuated coordinates, the THEMATIC and TEMPORAL, a complex of forty CARDS OF CULTURAL IDENTITY articulated for both topic and chronological dimension could be realised for each of the three years of the project. Another four regarding disciplines could be added to these forty, a sort of a THEMATIC-EPISTEMOLOGICAL JOLLY and four regarding the CHRONOLOGICAL JOLLIES for the period taken into account: Jolly the Humanism - image of the FLORENCE CHIESA DI S. MARIA NOVELLA; Jolly the Renaissance - Michelangelo's DAVID; Jolly the Baroque - BERNINI'S CANOPY OF ST. PETER; Jolly Italy in the modern age - GARIBALDI'S IMAGE; in short a sort of special card that allows the player to change card with another in the deck or skip a turn in the answer.

In total cards will be 48.

From a graphic point of view each card should have the following characteristics: quite big a size in order to contain a captivating image on the recto and a short explanation with some bibliographic/sitographic indications on the back (at most two for each card).

Cards could be 85x175 mm or 114x173 mm (like the Tarots of Giordano Bruno, Jaca Book, 1984). These measures correspond to the ideal sizes of the cards of the classical Renaissance tradition and allow to get out intellectually of the mere interpretation of the card as a tool of game, thus entering into a slightly more complex context of game as a learning/memory recovery process according to a system which should intertwine Giordano Bruno and Jan Amos Comenio in our project.

From a graphic point of view, which we think of great importance because the cards' appeal can be important for the success, we suggest to study a type which follows the traditional model of Lombard cards. In the perspective of a possible "regionalisation" of this project of ours, as in fact exist Bergamask cards rather than "Piacentine", etc., we would think of Lombard cards rather than Piedmontese ones. This obviously not to favour parochialism which we think is not worth believing in them, but to allow the formation and strengthening of a culture which in a moment when it approaches far wider horizons does not lose sight of the local reality which in its richness allows to found the real identity of an individual. In practice we intend to realise a series of REGIONAL IDENTITY CARDS which could

be "swapped" between the different regional school communities. Together with the cards we could provide a real TABLE on which to put the cards, after answering the different questions of the game so that in the end the PUZZLE OF LOCAL IDENTITY, with all its images, can be complete.

The game could begin with giving to each team 4 cards after shuffling them (we think of 4 players or teams at most) and then in turns one card should be picked up. The first who begins proposes to the other three one of his/her images and the three "enemies" can in turns, clockwise, decide to answer or not. In case they decide not to answer, they receive a penalty. Later also the other players in turns present their card and like that for all the three contestants.

After a turn a new card from the deck is picked up for each player. And like that until the end of the game. Being a game of knowledge and not speed we could foresee the presence of a "referee" who can judge the game development. In fact the answer to the question, which embodies in the presentation to the "enemy" of the image present in the card recto, can be articulated in at least three different levels:

- 1- simple indication of the answer identifying the image;
- 2- articulation of a partial explanation;
- 3- exhaustive explanation.

Obviously these levels should allow the contestants or the teams during the game to gain the KNOWLEDGE POINTS corresponding to the value of the card, which is indicated on each card according to the value of the importance given to a certain topic and to the value of the skill shown.

The individual or team, that have better answered, mark the score on their table and put the card in the exact position on the PUZZLE OF IDENTITY TABLE.

Obviously those who will have a better score are the winners.

As you can see the mechanism follows the traditional card game, a kind of RUMMY, in order to get the most advantageous aspect, the stimulus to competition and success. The only difference is that a new logical structure based on culture and information should replace the mechanical-numerical logics.

Obviously the entire project structure is based on also the use, along with traditional techniques, of the new information technology. This latter could provide a further original integration to the game which we have presented until now. In fact each card should be the result of an in-depth analysis by one or more schools and published online. Therefore those students, who would want to enrich their knowledge, could access the website at the end of the game where these analyses have been stored, thus enriching their knowledge on a single topic. Then through the same website and sitographic indication present in the card they could continue the research and since the site should be of "quality" and tested, it should be possible in the end to access the web of the other related sites.

Such a work should, in order to have the maximum of its effect, stimulate the development of original energies and cultural productions which go beyond books. It should be coordinated at a local level so as not to leave the production for these works to the spontaneity, even if important, of single schools. The matured experience teaches us that without a constant interaction from a third organism of coordination with the reality of single schools, what can be achieved through a competition is always a small part of potential existing in schools and the result of a disorganised intertwining of opportunities and immediate stimuli.

We therefore think that such a work could be realised by a team working independently and nothing excludes the fact that some elements, whether they do not find any interest in the school research, should be realised in that way.

But what seems to us to be the fundamental project element, its reason to be, is the interaction with schools as a mine of independent cultural experiences. It seems to us that the information dissemination in our society cannot limit a teacher's function any more to the mere repeating of what is in books. We need to "stimulate questions" rather than give already prepared answers. Therefore we think the project Ariadne's Thread and the game related to it can be a valid tool for original research and a place to confirm knowledge and verify new ways of research.

Participation in the 2007/2008 contest:

Students from Middle Schools (10-14 years old), High Schools (14-18 years old) and Universities (19-24 years old) are invited to participate.

Works can be made through new communication technologies (CD-Roms, Internet, Video) as well as in paper (in this case a short summary in PowerPoint is needed).

The product should have a short summary of one page at most illustrated by a particularly significant image of the chosen itinerary and by a bibliography and sitography limited to two indications at most. No more than two works are accepted for each school.

The presentation of all the multimedia works should be accompanied by a short summary in digital and paper.

TERMS FOR 2007/2008

Entry by **30 November 2007**.

Works should be sent by **15 May 2008**.

The events for 2008 Cultural Identity Days will take place from October to November. Upon receiving the entry form attached, a participation form will be sent which needs to be filled in and sent together with the work.

Selection:

A qualified jury belonging to different sectors of the Italian culture and new technologies will select the best works in local and national events which as said before will belong to the project previously presented. In any case all the works will be put in a specific Internet site dedicated to the "Ariadne's Thread" which can be a sort of handbook for research and educational updating activities with the possibility of being a real project "in progress" open to dialectics between schools and institutions, a synergy place aimed at giving voice to the "liveliest" forces present in schools at contributing to their autonomous expression.

Information:

The Ministry of Education, Universities and Collaborating Bodies will disseminate the contest in their websites as well as the Association I.C.S. International Communication Society in its website www.icsociety.net. For any further updating information we invite to use the e-mail: icsociety@tin.it and the answers together with the questions will be in a proper space in the I.C.S. site and of those sites which intend to collaborate (a list will be provided). There will be also a space for any suggestions and communications of both the participating schools and of those Bodies interested in the project.

Prize-giving:

A qualified jury belonging to different sectors of the Italian culture and new technologies will select the best works of the various sections in which the project is articulated in local, national and European events.

The best works will receive prizes consisting of travels in "cultural identities" in European countries, multimedia products and will be in a publication on the Italian identity which is being organised.

Coordinating Body:

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SCHEMA DI ADESIONE
GIORNATE DELL'IDENTITA' CULTURALE/CULTURAL IDENTITY DAYS

IL FILO DI ARIANNA: ARTE come IDENTITA' CULTURALE

SPAZIO RISERVATO I.C.S.

DATA RICEZIONE

CODICE /□□□

DATI ADESIONE

Nome della scuola partecipante o del singolo

Indirizzo

cap / città

Telefono e Fax

e-mail

Indicare un referente a cui far pervenire le comunicazioni

1. SCUOLA MEDIA / 5^a ELEMENTARE
2. SCUOLA SUPERIORE
3. UNIVERSITA'
4. ALTRO (*SPECIFICARE*)

NAZIONALITA'

1. ITALIANA

(*SPECIFICARE LA REGIONE*)

2. EUROPEA ED EXTRAEUROPEA

Aggiungere eventuali altre informazioni

Inviare ad Associazione I.C.S. via fax oppure e-mail

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