**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: Fiat commercial “Backseat Italians”(2014)

**2.** Where was source media acquired: YouTube

**3.** Duration of clip taken from source media: 3 minutes, 7 seconds

**4.** Pedagogical purpose of clip: We will use this commercial to discuss Italian and American stereotypes. We will also review the use of the *si impersonal* construction (how one behaves, what one does) and the use of adjectives and their agreements to describe people and objects.

**5.** Have you acquired permission from creator to use clip? Yes  No  Pending

If “YES” please include copy of permission in your form submission and proceed to PART C: AFFIDAVIT at bottom of form. If “NO” please proceed to PART B: FAIR USE JUSTIFICATION questions below.

**PART B: FAIR USE JUSTIFICATION**

**6.** What is the intended purpose for using this clip? Our reason for using this clip is to show students some cultural stereotypes about Italians and Americans through a commercial made by Fiat in 2014. We will also review what students see/hear in the advertisement, like adjective use and the *si impersonal* construction.

**a.** Would you consider this purpose transformative? (Does the purpose for using this clip add something new to or different from its initially intended use?) Yes  No

**b.** Explain: Yes. This is a commercial produced by Fiat for a largely American audience that presents cultural differences and stereotypes between Italians and Americans. This is an authentic source that engages students in its display of culture and (a)typical behavior of certain groups of people. It was not intended for students, but for a general, American public. Students will be able to dissect the stereotypes presented in the video vs other stereotypes they might hold or know of in reference to Italian or American people.

**7.** What is the nature of the copyrighted work? Factual  Creative

**8.** What amount/portion of the source copyrighted work is being used? We are using the entire clip (3 minutes, 7 seconds) because students need to see the progression of the American couple’s “Italianization” and to be able to follow along with the storyline through various but specific examples (eating food, drinking coffee, dressing well, etc.).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) By watching the entire clip, students will be able to see the full range of transformations that the American family makes as well as stereotypes about Italian people (elegant, well-dressed, animated when speaking, coffee-drinking). Without the full clip, students might not understand the progression or the effect of the Italian family on the American couple.

**b.** Could less of the source material be used to achieve the same end? Yes  No

**9.** What is the effect of this use of the copyrighted work upon the market potential of the original work? (Does this affect sales or distribution of original work or act as competition to original source material?) The use of this clip in class does not affect the original source material. Its use does not affect sales or distribution, nor does it compete with the original source material. The purpose is educational, and the clip will be used primarily to discuss cultural differences and to help concretize grammar and vocabulary that students have already learned.

**PART C: AFFIDAVIT**

I Samantha Gillen swear that the information written above is correct to the best of my knowledge. I submit this media clip for inclusion into PRIMA with full belief that it has been acquired by lawful means and either should be considered acceptable for use under the Fair Use act, or permission has been acquired to use source material from the original author(s) of the media used.

Samantha Gillen

Email address where I can be reached: [gillens@sas.upenn.edu](mailto:gillens@sas.upenn.edu)

I would like my name associated with the pedagogical materials I am submitting YES  NO