UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Legal Aspects of Sign Languages and Interpreting

2627-2-E2007P014

Learning area

II. Learning area: Acquisition of practical and theoretical knowledge and functional techniques for the profession of interpreter and translator between spoken and signed languages, also in an international context

III. Learning area: Acquisition of contextual sociocultural knowledge and skills aimed at interlingual and intercultural communication and mediation in the context of deafness

Learning objectives

1. Acquisition of the knowledge necessary to interpret and translate between LIS, LIST and Italian, with particular regard to the general legal profiles of sign languages, interpreting and the profession of LIS and LIST interpreter: knowing and understanding the principles general, the objectives and the most important rules that regulate the legal status of deaf and deafblind people in Italy, the LIS and LIST interpreting activity

2. Ability to apply knowledge and understanding, referring to the condition of deafness and the communities of signers, in order to place them in the relevant realities for the training of interpreters in LIS and LIST, referring to case studies, and highlighting the implications applications of the general knowledge transmitted: being able to find, interpret and apply the main Italian and European legal rules that regulate the legal status of deaf and deafblind people and the activity of interpreters of the LIS and LIST languages.

3. Autonomy of judgment: the legal skills will be those necessary to carry out the profession with due awareness even in contexts in which deaf and deafblind people are involved: acquire autonomy of judgment regarding the finding, evaluation and planning of solutions compliant with the condition legal framework for deaf and deafblind people and regarding the planning and carrying out of LIS and LIST interpreting activities, especially in the legal, administrative, educational and social-health fields.

4. Communication skills
   Knowing how to communicate their rights to deaf and deafblind people and knowing how to interpret legal content from and to deaf and deafblind people, public officials, judges and subjects who develop or implement educational and socio-health interventions or who interact with deaf people or deafblind.
   Know how to communicate the legal problems and the main regulatory elements of the fundamental rights involved and the various public policies and judicial actions envisaged in favor of deaf or deafblind people.

5. Ability to learn
   Be able to find and independently interpret the texts of regulatory provisions, judicial documents and state, regional and local administrative documents concerning deaf and deafblind people

Contents

Legal status of deaf or deafblind people and legal aspects related to the interpretation activity and the status of sign languages, both at a theoretical level and through the discussion of relevant case studies, so that students are fully aware of the legal issues that they will encounter in their future interpreting activity, also with regard to the needs of translation in the legal field and the possibilities of carrying out the profession of interpreter and translator in legal fields

Detailed program

1. Preliminary overview of the condition of the deaf or deaf-mute person in the legal system, between disability and linguistic minority. Law and languages (introductory lesson to the course held by both teachers to immediately think about the probably integrated approach that can/should be had to the topic).

2. The sources of the law of deaf, deaf-mute or deaf-blind people, at a constitutional, international and European level, as well as at the level of ordinary state and regional legislation

3. In general: the right to use language and the right to understand

4. Law and language: the status of languages ??in the Italian and European legal system

5. The right to an interpreter

6. The right to use the language and freedom of expression

7. Language communication obligations

8. Use of language and bilingualism in the protection of linguistic and minority groups

9. The legal condition, considered as a whole, of the deaf, deaf-mute or deaf-blind person: disability and people who communicate with LIS between disability and linguistic minority

10. Some fundamental rights in relation to deafness and deafblindness and LIS and LIST language
    • right to education. Deafness and education. Ordinary or special education, plans for the training offer in LIS and LIST, the individualized educational plan, scholastic support
    • right to work
    • right to use the language

• right to social assistance
• right to health and the inclusion among the essential levels of health services of the early diagnosis of congenital deafness and congenital cataracts, with extension to all newborns and of the prescription of digital technology hearing aids and home automation equipment and control sensors and control for environments (the right to accessibility).
• protection of minors
• protection of families

11. state and regional legislation on disabilities and deafness
    • access to education
    • access to work and employment and social security treatment
    • recognition of disability
    • access to care
    • social care
    • prosthetic assistance

12. Forms of protection against discrimination

13. Recognition, promotion and protection of Italian Sign Language (LIS) and Italian Tactile Sign Language (LIST) in state legislation and regional legislation

14. Legal translation studies

15. Legal translation studies compared to LIS and LIST

16. Use of LIS and LIST in areas with legal relevance
    • schools and universities,
    • social and healthcare assistance,
    • justice,
    • public administrations,
    • penitentiary institutions
    • Linguistic-cultural mediation and LIS interpreting

17. legal aspects of the work of translator and interpreter
    • AITI recommendations for legal translators and interpreters

18. Provisions regarding the professions of interpreter in Italian sign language and Italian tactile sign language (Decree of the Ministry for Disabilities in agreement with the Ministry of University and Research)

Prerequisites

None.

For the academic year 2026/2027 it will not be possible to select this course as a single-course entry.
Exam not selectable from the study plan by students not enrolled in Interpretariato e Traduzione in Lingua dei Segni Italiana (LIS) e Lingua dei Segni Italiana Tattile (LIST) *(Italian Sign Language (LIS) and Tactile Italian Sign Language (LIST) Interpretation)*.

Teaching methods

The lessons are held in Italian alternatively by one of the two course teachers. Some lessons will be held together.

Each of the teachers gives many lessons in which they begin with a first part in which concepts are exposed (delivery mode) and then an interaction opens with the students which defines the next part of the lesson (interactive mode).

- 18 2-hour lessons held in presence mode;
- 3 lessons of 2 hours carried out in delivery mode in the initial part which is aimed at involving students in an interactive way in the subsequent part. All activities are carried out in person.

Assessment methods

There is no intermediate test.
The exam is an oral test consisting of an interview carried out with both teachers on the topics covered in class and on the exam texts.
The purpose of the test is to check preparation on the exam programme, on actual knowledge and mastery of the fundamental aspects of the legal condition of deaf or deafblind people and the various rules that regulate it, on the legal aspects linked to the interpretation and to the status of sign languages, covered during the lessons.

Evaluation grid:
-18: Barely passing knowledge, minimal application and interpretation skills.
-19–22: Satisfactory knowledge of core content, with some inconsistencies in application.
-23–26: Fair knowledge, good application skills with occasional inaccuracies.
-27–30: Solid knowledge, strong command of content, and critical thinking skills.
-30 with honors (30 e lode): Comprehensive knowledge, full mastery of the subject, and excellent command of academic language.

Textbooks and Reading Materials

Lessons slides and

- B. Marziale, Sordità: una disabilità in diverse prospettive. La lingua dei segni come strumento di cittadinanza, in Questione giustizia, n. 3/2018.
- V. Jacometti, B. Pozzo, *Traduttologia e linguaggio giuridico*, Wolters Kluwer CEDAM, 2018 , pp. 1-124.
    - *L'interprete giuridico. Profilo professionale e metodologie di lavoro*, a cura di Mette Rudvin, Cinzia Spinzi, Carocci editore, 2015, pp. 21-28, 171-184.
- G. Arconzo,* *I diritti delle persone con disabilità. Profili costituzionali*, Franco Angeli, 2020 or later, pp. 59-62, 105-291.

Highly recommended readings:
-* Lingua dei segni, società, diritti*, a cura di V. Volterra, B. Marziale, Carocci, 2016 o edizione successiva, specialmente pp. 145- 186

- S. Maragna, B. Marziale, I diritti dei sordi. Uno strumento di orientamento per la famiglia e gli operatori: educazione, integrazione e servizi, Franco Angeli ed. 2012 o edizione successiva, pp. 70-127.

Further detailed information about the teaching material will be published on the e-learning page associated with the course.

In any case, students must know and be able to illustrate the following regulatory texts:

• the provisions of the Constitution (articles 2, 3, 6, 21, 31, 32, 33, 34, 38, 111),
• the articles. 21 and 26 of the EU Charter of Fundamental Rights
• the rules of the European Convention on Human Rights
• the Convention on the Rights of Persons with Disabilities, adopted by the United Nations General Assembly on 13 December 2006 and ratified and enforced with law 3 March 2009, n. 18
• law 5 February 1992, n. 104 (Framework law for assistance, social integration and rights of people with disabilities)
• the European Charter for Regional or Minority Languages ??adopted by the Council of Europe on 5 November 1992
• the European Parliament resolutions of 17 June 1988 on sign languages ??for the deaf and of 18 November 1998
• the 2010 Brussels Declaration on sign languages ??in the European Union
• the European Parliament Resolution of 23 November 2016 on sign languages ??and professional sign language interpreters
• the legislative decree of 13 December 2023, n. 222, containing "Provisions regarding the redevelopment of public services for inclusion and accessibility".
• Legislative Decree 5 February 2024, n. 20 Establishment of the National Guarantor Authority for the rights of people with disabilities
• the legislative decree of 3 May 2024, n. 62 Definition of the condition of disability, of the basic assessment, of reasonable accommodation, of the multidimensional assessment for the development and implementation of the personalized and participatory individual life project
• the art. 323 of Legislative Decree 297/1994 (consolidated law on education)
• Law 26 May 1970, n. 381 (Increase in the ordinary contribution of the State in favor of the National Body for the Protection and Assistance of the Deaf-Mute and the measures of the Assistance Allowance for the Deaf-Mute), as amended by law 20 February 2006, n. 95 (New regulations in favor of hearing impaired people).
• Law 24 June 2010, n. 107 (Measures for the recognition of the rights of deafblind people)
• Art. 34 - ter (Measures for the recognition of Italian sign language and the inclusion of people with hearing disabilities) of the legislative decree of 22 March 2021, n. 41, conv. with law 21 May 2021, n. 69
• Law 1 March 2006, n. 67 Measures for the judicial protection of people with disabilities who are victims of discrimination.
• regional legislation
a) Abruzzo region law 17 April 2014 n. 17
b) Lombardy Region Law 5 August 2016, n. 20
c) Lazio region law of 28 May 2015, n. 6
d) art. 17 law of the Puglia region 30 December 2021, n. 51
e) Basilicata Regional Law of 20 November 2017, n.30
f) Campania Regional Law 2 August 2018, n. 27
g) Veneto region law 23 February 2018, n. 11
h) Emilia-Romagna region law 2 July 2019, n. 9

Sustainable Development Goals

NO POVERTY | GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | DECENT WORK AND ECONOMIC GROWTH | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS