



University of
New Haven

Immigration, Race & Identity in Contemporary Italy

SECTION I: Course Overview

Course Code: CUL360FLR / SOC360FLR

Subject Area(s): Cultural Studies, Sociology

Prerequisites: See Below

Language of Instruction: English

Additional Course Fee: See Below

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

In the last years, immigrant and refugee movements have increasingly come to the fore in Italy and Europe changing the human and racial landscape of Italian cities. The recent terrorist attacks in Europe and the thousands of migrants that have landed or drowned off the shores of Sicily have sharpened public awareness and intensively questioned the idea of acceptance and openness of Italian society. In the last years, as politicians have been unable to regulate the incoming flow and have used the idea of “uncontrolled immigration” to capitalize on their side, verbal and physical attacks against refugees and immigrant workers have escalated in the streets of main Italian cities. Immigrants are blamed for robberies, rapes, and other crimes.

As immigrants, asylum seekers, and refugees move within and across Italian borders, they impact the familiar and the ‘rigid orders of the self’ (in the words of the German novelist Günter Grass), and solicit an array of responses in different contexts and forms. Thus, just as in the U.S., discussions on migration to and from the country are confronted with new challenges and henceforth need to meet in that discursive space where critical concepts like ‘home,’ ‘identity,’ ‘subjectivity,’ and ‘otherness’ eschew stereotyping.

In order to talk about contemporary Italian society, it is necessary to understand Italy’s colonial past and the emigrations of Italians elsewhere. This is crucial when discussing contemporary politics of migration control, in particular with regards to Northern Africa and the international relations between Italy and Libya at the opposite shores of the Mediterranean. Moreover, current changes in laws regulating citizenship have influenced immigration as well as definitions of Italian nationality and European belonging.

In this course students will use cross-cultural and multidisciplinary approaches to discuss how identity is formed, challenged and defended in an ever more globalized world. They will also investigate and compare the pressing issues of immigration, race and ethnicity in contemporary Italy, Europe and the U.S.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Examine changes in migration trends and flows in Italy with particular attention to the urban dimension of Rome.
- Demonstrate a holistic understanding of the complexity of migration policies in Italy with regards to Northern Africa and Eastern Europe.
- Compare contemporary immigration issues with those faced by past Italian emigrants.
- Critically discuss the intricacies of discourses and policies on immigration, by considering issues of security, terrorism and disease.
- Demonstrate awareness of the problems/challenges faced by immigrants and acquire empathy towards immigrant lives and realities in global cities.

PREREQUISITES

Prior to enrollment, this course requires you to have completed introductory coursework in any of the following subject areas: Cultural Studies, Sociology, Political Science, or History.

CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Cultural Studies (CUL360FLR) as well as Sociology (SOC360FLR). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

ADDITIONAL COURSE FEES

This course requires payment of an additional fee to cover active learning components that are above and beyond typical course costs, such as site visits, entrance fees and other expenses. Please see the Course Overview online for further information.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 min each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

The instructor reserves the right to make changes or modifications to this syllabus as needed

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	20%
Press review	10%
Text Presentation	20%
Midterm Exam	25%
Final Paper	25%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (20%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)

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You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Press Review (10%): The day of your presentation you are expected to do one brief weekly press review of immigrant issues related to identity and race.

Text Presentation (20%): Each class is assigned a text on the issue of immigration, identity, and race. Your task is to present briefly the main thesis of the text and the arguments that support it. Even if you are not leading yourself, be prepared to answer questions on the articles that have been assigned.

Midterm Exam (25%): The midterm exam will consist of questions on the main concepts discussed in the course up to the midterm.

Final Paper (25%): In the final paper, which is due in week 13 and should count about 3,000 words, you are supposed to provide an answer to the question ‘Open or Closed Borders?’. You should do this exclusively on the basis of our class readings, site visits and class discussions. In the final week, you are going to briefly present the main points of your paper.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

I. REQUIRED TEXT(S): Required selections from the following texts will be provided in electronic format:

Amnesty International (2018), *Between the Devil and the Deep Blue Sea*,
<https://www.amnesty.org/download/Documents/EUR3089062018ENGLISH.pdf>.

Chambers, Iain (2008), *Mediterranean Crossings. The Politics of an Interrupted Modernity*, Durham (NC): Duke University Press.

Clough Marinaro Isabella and Bjørn Thomassen (eds.) (2014), *Global Rome*, Bloomington (In.): Indiana University Press.

Garau, Eva (2015), *Politics of National Identity in Italy. Immigration and 'Italianità'*, New York: Routledge.

Giuliani, Gaia (2018), *Race, Gender and Nation in Modern Italy. Intersectional Representations in Visual Culture*, London: Palgrave Macmillan.

Haslanger, Sally (2012), *Resisting Reality. Social Construction and Social Critique*, Oxford, Oxford University Press.

Hermanin, Costanza (2017), *Immigration Policy in Italy: Problems and Perspectives*. IAI Working Papers 17 (35).

Lakhous, Amara (2008), *Clash of Civilizations Over an Elevator in Piazza Vittorio*, Ney York (NY): Europa Editions.

Lombardi-Diop, Cristina & Cristina Romeo (2013), *Postcolonial Italy: Challenging National Homogeneity*, New York: Palgrave Macmillan.

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- Miller, David (1995), *On Nationality*, Oxford, Oxford University Press.
- Miller, David (2016), 'Is there a Human Right to Migrate?' in Susan Fine & Lea Ypi (2016), *Migration in Political Theory. The Ethics of Movement and Membership*, Oxford University Press, pp. 11-31.
- Modood, Tariq (1998), "Anti-Essentialism, Multiculturalism, and the 'Recognition' of Religious Groups," *Journal of Political Philosophy*, 6(4), pp. 378–399.
- Scego, Igiaba (2005), 'Sausages,' in *Metamorphoses* 13 (2), pp. 214-225.
- UNHCR, *Figures at a Glance*, <https://www.unhcr.org/figures-at-a-glance.html>
- United Nations (2018), *Global Compact for Safe, Orderly and Regular Migration*, <https://undocs.org/en/A/CONF.231/3>

Required Media:

Films:

- Akepgi Boyz*, directed by Andrew Vincent Omoigui & Simone Sandretti, Italy (2009)
- Fire at Sea*, directed by Gianfranco Rosi, Italy (2016)

Radio:

- Arseneault, Michel (2015), 'A Day in the Life of the Baobab Refugee Centre in Rome,' *Radio France International* (RFI), <http://www.english.rfi.fr/africa/20150915-day-life-baobab-refugee-centre-rome>

RECOMMENDED READINGS

The recommended readings and/or texts for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

- Allievi, Stefano (2010), 'Multiculturalism in Italy: The Missing Model', in A. Silj (ed.), *European Multiculturalism Revisited*, London-New York, Zed Books, pp. 147-180.
- Benhabib, Seyla (2004), *The Rights of Others. Aliens, Residents, and Citizens*, Cambridge: Cambridge University Press.
- Bhabha, Jacqueline (2018), *Can We Solve the Migration Crisis?*, Cambridge: Polity Press.
- Carens, Joseph (2015), *The Ethics of Immigration*, Oxford: Oxford University Press.
- Farah, Uba Cristina Ali (2006), 'Punt Rap' in *Metamorphoses* 14 (1-2), pp. 276-280.
- Göle, Nilüfer (2017), *The Daily Lives of Muslims, Islam and Public Confrontation in Contemporary Europe*, London/New York: Zed Books.
- Gualtieri, Claudia (2018), *Migration and the Contemporary Mediterranean: Shifting Cultures in Twenty-First-Century Italy and Beyond*, New York (NY): Peter Lang.
- Koser, Khalid (2007), *International Migration: A very Short Introduction*, Oxford University Press.
- Miller, David (2016), *Strangers in Our Midst. The Political Philosophy of Immigration*, Harvard University Press.
- Ritivoi, Andreea Deciu (2002), *Yesterday's Self: Nostalgia and the Immigrant Identity*, Lanham (MD): Rowman & Littlefield.
- Patriarca, Silvana (2010), *Italian Vices: Nation and Character from the Risorgimento to the Republic*, Cambridge: Cambridge University Press.

Scheffler, Samuel (2007), 'Immigration and the Significance of Culture' in *Philosophy & Public Affairs* 35 (2), pp. 93–125.

Taylor, Charles, 'Multiculturalism or Interculturalism' in *Philosophy & Social Criticism* 38 (4-5), pp. 413-423

Wadia, Laila (2006), 'Chicken Curry' in *Metamorphoses* 14 (1-2), pp. 150-157.

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

<p style="text-align: center;">COURSE CALENDAR <i>Immigration, Race & Identity in Contemporary Italy</i></p>			
SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;">Course Introduction: Review Syllabus, Classroom Policies</p> <p style="text-align: center;">The Refugee Crisis – Course Focus: Open or Closed Borders?</p>	<p style="text-align: center;">Syllabus Review & Course Requirements</p> <p style="text-align: center;">Lecture & Discussion</p>	<p><u>Reading:</u> UNHCR, <i>Figures at a Glance</i>, https://www.unhcr.org/figures-at-a-glance.html</p>
2	<p style="text-align: center;">Refugee & Immigration Policies in Italy & the EU</p>	<p style="text-align: center;">Lecture, Readings & Discussion</p>	<p><u>Reading:</u> Amnesty International (2018), <i>Between the Devil and the Deep Blue Sea</i>.</p> <p><u>Further Material:</u> <u>Reading:</u> Hermanin, Costanza (2017), <i>Immigration Policy in Italy: Problems and Perspectives</i></p> <p><u>Film:</u> <i>Fire at Sea</i>, (2016)</p>
3	<p style="text-align: center;">Open vs. Closed Borders</p>	<p style="text-align: center;">Lecture, Student Presentation & Discussion</p>	<p><u>Reading:</u> Miller, David (2016), ‘Is there a Human Right to Migrate?’.</p> <p><u>Further Reading:</u> United Nations (2018), <i>Global Compact for Safe, Orderly and Regular Migration</i>, https://undocs.org/en/A/CONF.231/3</p>
4	<p style="text-align: center;">Baobab: Visit of a Transit Camp for Refugees run by Volunteers</p>	<p style="text-align: center;">On-Site Field Study</p>	<p><u>Radio:</u> Arseneault, Michel (2015), ‘A Day in the Life of the Baobab Refugee Centre in Rome,’ http://www.english.rfi.fr/africa/20150915-day-life-baobab-refugee-centre-rome</p>

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5	Nationhood & the Italian Nation	Lecture, Student Presentation & Discussion	<u>Reading:</u> Garau, Eva (2015), <i>Politics of National Identity in Italy. Immigration and 'Italianita'</i> , pp. 181-206. <u>Further Reading:</u> Miller, David (1995), 'National Identity,' pp. 17-48.
6	Italy: A Postcolonial Nation	Lecture, Student Presentation & Discussion	<u>Readings:</u> (1) Lombardi-Diop, Cristina & Cristina Romeo (2013), 'Introduction: Paradigms of Postcoloniality in Contemporary Italy,' pp. 1-11. (2) Chambers, Iain (2008), 'Postcolonial Sea,' pp. 23-49.
7	Multicultural Italy: Roma Communities	Lecture, Student Presentation & Discussion	<u>Reading:</u> Clough & Thomassen <i>Global Rome</i> – Solimene, Marco (2014), 'The Rootedness of a Community of Xoraxané Roma in Rome,' <u>Further Reading:</u> Tariq Modood (1998), 'Anti-Essentialism, Multiculturalism, and the 'Recognition' of Religious Groups,' pp. 378–399.
8	MIDTERM EXAM		
	Borderlands Between Italy & Nigeria	Film & Discussion	<u>Film:</u> <i>Akepgi Boyz</i> , (2009).
9	Multiple Identities in Muslim Communities in Rome	Lecture, Student Presentation & Discussion	<u>Reading:</u> Clough & Thomassen <i>Global Rome</i> . – Broccoloni, Alessandra (2014), 'Torpignatarra/Banglatown: Processes of Reurbanization and Rhetorics of Locality in a Suburb of Rome,' <u>Further Reading:</u> Scego, Igiaba (2005), 'Sausages.' pp. 214-225
10	El Fath Mosque: Discussion on Islam in Europe with the Imam of the Mosque	On-Site Field Study	No assigned readings

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11	Racial Constructions and Racism in the Italian Public Sphere	Lecture, Student Presentation & Discussion	<u>Reading:</u> Giuliani, Gaia (2018), <i>Race, Gender and Nation in Modern Italy</i> , pp. 179-208. <u>Further Reading:</u> Haslanger, Sally (2012), 'Social Constructionism: The 'Debunking' Project,' in Haslanger, <i>Resisting Reality</i> , pp. 113-138.
12	New Italians: Pathways Towards a New Hybridity & Fluidity	Lecture, Student Presentation & Discussion	<u>Reading:</u> Lakhous, Amara (2008), <i>Clash of Civilizations Over an Elevator in Piazza Vittorio</i> (a novel).
13	Torpignattara & Piazza Vittorio A Neighborhood Walk & Discussion with a Cultural Mediator	On-Site Field Study	No Assigned Readings
14	Open or Closed Borders? Nationalism Revisited	Discussion & Conclusions	No Assigned Readings
15	PRESENTATIONS OF FINAL PAPER		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)