

Course Last Updated 3/5/2024



University of
New Haven

Interculture and Migration: Identity, Borders, and Belonging

Section I: Course Overview

Course Code: SOC375

Subject Area(s): Sociology

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Description

Migration is a profoundly human experience, as people have always moved from one place in the world to settle in another, with the same longings and aspirations for a better life for themselves and their families. In this course, we will examine the complexities of migration through the lens of *identity, borders, and belonging* and explore questions such as: Why do people migrate? What are borders, both political and psychological? Who decides who “belongs” and based on what criteria? Who is welcomed and who is not, and why? What are the parallels, intersections, and distinctions regarding migration in Italy and in the US? What are the current and historical debates about migration? How do long-standing narratives of race, culture, and national identity contribute to fear, prejudice, racism, and xenophobia? What does integration and intercultural engagement look like? And ultimately, who is “Italian”? Through lectures, readings, films, reflective assignments, and experiential exercises, we will engage together in this interactive class to expand our awareness, build our content knowledge, and develop communication skills to discuss these powerful, poignant, and pressing current issues of human rights and dignity.

Learning Objectives

Upon successful completion of this course, students are able to

- Describe a historical foundation of global migration, Italian emigration, and immigration to Italy.
- Demonstrate how ideas of identity, race, citizenship, borders, and human rights relate to migration.
- Explain the complex reasons for and the varied socio-political responses to migration.
- Identify parallels, intersections, and distinctions between Italian/EU, and US debates, laws, and policies regarding migration, citizenship, identity, borders, and belonging.
- Examine knowledgeable about Italy's diverse cultural communities: their experiences, their resilience, and their challenges.
- Apply skills for self-reflection and challenging discussions about social and political issues related to migration, identity, and belonging.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Journals - 30% (3 journals – 10% each)

Article Presentation - 20%

Final Project - 30% (20% presentation, 10% written summary)

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Journals: 30% (3 journals – 10% each): Students write and submit three (3) Journals at specified dates throughout the semester. The Journal assignment is a place for students to integrate your growing understanding of migration, identity, and belonging and explore your personal reactions and reflections on course concepts, readings, class discussions, films, personal observations and learnings from their study abroad experience, etc. Students are encouraged to take notes along the way so that they can use those impressions for Journal entries. The Journals should be written in the first person, in a personal journal style. Each Journal contains “free writing” and/or may also include a specific writing prompt provided by the instructor.

Each Journal is to be submitted on Canvas.

Due dates:

Journal #1	Due Session 4 (10%)
Journal #2	Due Session 8 (10%)
Journal #3	Due Session 13 (10%)

Article presentation (20%): Individually or in teams (depending on class size), students do a 15-minute presentation and facilitate a discussion using a current article on a topic that is relevant to the course content (i.e. - current events relative to migration, intercultural issues, discrimination, racism, etc. in Italy, the EU, or internationally). Articles may come from newspapers, magazines, or online news sources.

The presentations must include *Slides/Powerpoint* with at least the 5 *slides* listed below:

1. Source: Article title, author, date, and publication source (newspaper/magazine/news site), and a link to the article.
2. Summary of the article with relevant historical and/or political background of the event.
3. Relevance of the article to course content.
4. Personal reflection on the article and issues raised.
5. Two open - ended questions to engage the class in discussion.

Final project: 30% (Presentation 20% and Individual Summary 10%): The Final Project has two components: (1) A group Powerpoint presentation and (2) an individual written summary. This assignment addresses:

- a. the experiences of a specific migrant community in contemporary Italy *AND/OR*
- b. the work of an advocacy organization, NGO, and/or activist movement supporting specific groups or organizing for human rights relative to migrants in Italy and/or the EU (including non-migrant groups such as citizenship rights for 2nd Generation Italians, Black Italians, etc.).

Students must have four sources for the Final Project.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Migrantour Florence - Migrations of Yesterday and Today”: this takes students on a two-hour guided walking tour starting with the historic Grand Tour in Piazza Santa Maria Novella and continuing along the multicultural Via Palazzuolo, exploring various points of reference for Florence’s migrant communities.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Ambrosini, M., “Immigration in Italy. Between economic acceptance and political rejection,” in *International Migration and Integration*, 14, pp 175-194; 2013.

American Friends Service Committee, *What would fair, humane, immigration reform look like?*, Philadelphia, PA; <https://afsc.org/sites/default/files/documents/What-would-fair-humane-immigration-reform-look-like.pdf>

Bruzzone, Mario, *Understanding Migration: Why ‘Push Factors’ and ‘Pull Factors’ Do Not Explain Very Much*, www.refugees.org, at: <https://refugees.org/wp-content/uploads/2020/12/7.27.20-Policy-Brief.pdf>, pp. 1-2.

Bruzzone, Mario, *Understanding Migration: Mixed Migration*, www.refugees.org, at https://refugees.org/wp-content/uploads/2020/12/8_31_20_Brief_Migration.pdf, pp.1-3.

Castles, S., de Hass, H., and Miller, M., “Introduction” in *The Age of Migration. International Population Movements in the Modern World*, pp1-20; Palgrave-MacMillan, 2013.

Cavalli, A., “Reflections on Political Culture & the ‘Italian National Character,’” pp. 119-137 in *Daedalus*, Vol. 130, No. 3, Italy: Resilient and Vulnerable, Volume II: Politics and Society, MIT Press, Summer, 2001.

Choa, N., *You Have to Live in Somebody Else’s Country to Understand*, poem, Boston, MA, year unknown.

Choquet, Sabine, “Models of Integration in Europe”, *Foundation Robert Schuman Policy Paper, European Issues* N. 449, 30 October 2017, p.1-8.

DeRosa, P. and Johnson, U, *The 10 C’s Model of Identity Awareness and Transformational Change*, ChangeWorks Consulting, 2022/2018/2002, pp. 1-6.

DeRosa, P, *Understanding Racism: Developing a Common Language*, ChangeWorks Consulting, 2022, pp. 1-4.

Di Donfrancesco, Gabriele, EuroNews, *Italy’s LGBTQ+ community decries government’s attacks on same-sex parental rights*, 17/03/23; <https://www.euronews.com/my-europe/2023/03/17/italys-lgbtq-community-decries-governments-attacks-on-same-sex-parental-rights>

Ehrenreich, B. & Russell Hochschild, A., "Introduction", in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, Henry Holt & Company, NY, pp 1-13; 2004.

European Center for Alternatives to Detention, "Black Holes": *CILDs report reveals human rights violations in Italy's immigrant detention centers*, July 4, 2022. <https://atdnetwork.org/news/black-holes-cilds-report-reveals-human-rights-violations-in-italys-immigration-detention-centres/>, pp. 1-5.

Guglielmo, T., "No Color Barrier: Italians, Race, and Power in the United States", in eds. Guglielmo & Salerno, *Are Italians White? How Race is Made in America*, NY, Routledge, 2003, pp. 29-43

Hawthorne, C., *Contesting Race and Citizenship: Youth Politics in the Black Mediterranean*, Cornell University Press, Ithaca and London, 2022.

Hawthorne, C. & Pesarini, "Making Black Lives Matter in Italy: A Transnational Dialogue", <https://www.publicbooks.org/making-black-lives-matter-in-italy-a-transnational-dialogue/>, pp. 1-5.

Human Rights Watch (HRW), "Everyday Intolerance: Racist and Xenophobic Violence in Italy, NY, 2011; <https://www.hrw.org/report/2011/03/21/everyday-intolerance/racist-and-xenophobic-violence-italy>, pp. 1-77.

Monzini, P., "Sea-border Crossings. The Organization of Irregular Migration to Italy," in *Mediterranean Politics*, Vol. 12, No. 2, pp163-184, July 2007.

Panos Europe Institute/UNAOC (United Nations Alliance of Civilizations), *Media Friendly*

PICUM (Platform for International Cooperation on Undocumented Migrants) Words Matter Initiative, "Words Matters; Terminology", 2017, <https://picum.org/words-matter/>, pp. 1-2.

Pollack, M., "Flipping Our Scripts About Undocumented Immigration", *A Schooltalking Conversation Starter*, <https://www.schooltalking.org>, pp. 1-14.

Race: The Power of an Illusion – Ep. 3 – The House We Live In, Film Transcript, California Newsreel, 2003, pp. 1-5.

Soguel, Dominique, *They are Black. They are Italian. And they are changing their country*, The Christian Science Monitor, 26/09/22, <https://www.csmonitor.com/World/Europe/2022/0926/They-are-Black.-They-are-Italians.-And-they-are-changing-their-country>

Tatum, B.D., "The Complexities of Identity: Who Am I?" AND Kirk, G. & Okazawa-Rey, M., "Identities and Social Locations: Who Am I? What Are My People?", pp. 6-15, in Adams, M., Blumenfeld, W. et al (editors), *Readings for Diversity and Social Justice 3rd Edition*, Routledge, 2013.

Tintori, G. & Romei, V., "Emigration from Italy After the Crisis: The Shortcomings of the Brain Drain Narrative," in *South-North Migration of EU Citizens in Times of Crisis*, eds. LaFleur, J. & Stanek, M., Springer, NY, 2017, pp. 49-64.

Wise, T., *Who Belongs? Immigrant Refugees, Migrants, and Actions Toward Social Justice: A Conversation with Tim Wise*, Journal of Critical Thought and Praxis, Iowa State University Digital Press & School of Education, Vol. 7 Issue 1, pp. 187-195, 2018.

Whitney, C., "Race, Culture, and Colonial Legacy in Today's Italian Citizenship Struggles", *Kheiro Magazine*, June 20, 2017, pp.1-5.

Young, M.I., "Five Faces of Oppression" pp. 35-45, in Adams, M., Blumenfeld, W. et al. (editors), *Readings for Diversity and Social Justice 3rd Edition*, Routledge, NY & London, 2013.

List of movies/video students are (partially) shown in class:

18 ius soli: the right to be Italian, Kuwornu 2011

Gli Italiani Neri/Black Italians, Alex Didomenico, 2019

How Migrants and Refugees are being welcomed in one tiny Italian village, PBS News Hour, 2016

Italy Approves New Laws Against Migrant Rescue NGOs, DW News, 2019

Myths Human Traffickers Tell Refugees and Migrants/Fact Check, DW News, 2019, *PBS News Hour*, 2019

Race the Power of an Illusion – Episode 3: The House We Live In, California Newsreel, 2003

Riace was once a beacon for immigrants, now it's a ghost town, PBS News Hour, 2020

Taiye Selasi: Don't ask where I'm from, ask where I'm a local -TED -2015 – 16:04

<https://www.youtube.com/watch?v=LYCKzpXEW6E>

Terraferma, dir. Crialese, 2011

The Danger of a Single Story, Chimamanda Ngozi Adichie, TED, 2009 (19.16m)

<https://www.youtube.com/watch?v=D9lhs241zeg>

We Can't Welcome Them All: The Grammar of Race of Italian Political Discourse, Dr. Angelica Pesarini, University of Toronto, 2022.

What's Causing the Central American Immigration Crisis?, History Channel (6:21m)

Where and Why Do People Move? Crash Course Geography #32, 2021

Course Calendar

Session 1	
Topics	Intro and Foundations Overview of course and syllabus
Activity	Climate Setting: Introduction activities & Class Agreements Article Presentations Sign-up Video: <i>Terraferma</i> (Land), Crialese, 2011. (segment 19:20+m)
Readings & Assignments	<ul style="list-style-type: none">• Choa, poem

Session 2	
Topics	Identity & Culture Who am I? Culture Lens, Identity Circles
Activity	Lecture, Discussion, & Activities Article Presentation Sign-Up

	Video: <i>The Danger of a Single Story</i> , Chimamanda Ngozi Adichie, TED, 2009 (19.16m) https://www.youtube.com/watch?v=D9lhs241zeg
Readings & Assignments	<ul style="list-style-type: none"> • Cavalli, pp. 119-137 • DeRosa and Johnson, pp. 1-6 • Tatum, pp. 6-15
Session 3	
Topics	Developing a Common Language The 4 I's, Concentric Circles, Cultural Iceberg
Activity	Lecture, Discussion, & Activities Video: <i>Taiye Selasi: Don't ask where I'm from, ask where I'm a local</i> -TED -2015 - 16:04 https://www.youtube.com/watch?v=LYCKzpXEW6E Cultural Iceberg - graphic
Readings & Assignments	DeRosa, <i>Understanding Racism: Developing a Common Language</i> , pp.1-4 Young, pp. 35-45 and pp. 35-45. Panos Europe Institute, pp. 1-36

Session 4	
Topics	Global Migration Migration stories
Activity	Lecture, Discussion, & Activities Article Presentations begin Video: <i>Where and Why Do People Move?</i> Crash Course Geography #32, 2021 (11:15m) Film: <i>I Nostri Anni Migliori</i> (Our Best Years), Calore & Collizzolli, 2011 (44.57m)
Readings & Assignments	<ul style="list-style-type: none"> • Bruzzone, <i>Understanding Migration: Why Push Factors and Pull Factors Do Not Explain Very Much</i>, pp. 1-2 • Bruzzone, <i>Understanding Migration: Mixed Migration</i>, pp. 1-3. • Castles et al., pp. 1-20. <p>DUE: Journal #1 Article Presentations as assigned</p>

Session 5

Migrant Tour

Session 6	
Topics	Italy: Emigration
Activity	Lecture, Discussion, & Activities Article Presentations Video: <i>Race the Power of an Illusion – Episode 3: The House We Live In</i> , California Newsreel, 2003 (25m segment)
Readings & Assignments	<ul style="list-style-type: none">• Gugliemo, pp. 29-43.• Tintori, Romei, pp. 49-64.• <i>Race: The Power of An Illusion-Episode 3</i>, Video Transcript, pp. 1-5 DUE: Article Presentations as assigned

Session 7	
Topics	Borders and Immigration
Activity	Lecture & Discussion Article Presentations Video: <i>We Can't Welcome Them All: The Grammar of Race of Italian Political Discourse</i> , Dr. Angelica Pesarini, University of Toronto, 2022.
Readings & Assignments	Hawthorne, pp. 1-23 Whitney, pp. 1-5 DUE: Article Presentations as assigned

Session 8	
Topics	Irregular Immigration
Activity	Lecture, Discussion, & Activities Article Presentations Videos: <ol style="list-style-type: none">(1) Safe haven in Lampedusa, VRPO Documentary, 2021 (33.34m)(2) Myths Human Traffickers Tell Refugees and Migrants/Fact Check, DW News, 2019 (10:30m)(3) Italy Approves New Laws Against Migrant Rescue NGOs, DW News, 2019 (8:50m)

	(4) What's Causing the Central American Immigration Crisis?, History Channel (6:21m)
Readings & Assignments	<ul style="list-style-type: none"> • Monzini, pp. 163-181 • PICUM, pp. 1-2 • Pollack, pp. 1-14 <p>DUE: Journal #2</p> <p>Article Presentations as assigned</p>

Session 9	
Topics	Italian Immigration Laws & Policies
Activity	<p>Lecture, Discussion, & Activities</p> <p>Videos:</p> <ul style="list-style-type: none"> (1) How Migrants and Refugees are being welcomed in one tiny Italian village, PBS News Hour, 2016 (9:09m) (2) PBS News Hour, 2019, (6:51m) (3) Riace was once a beacon for immigrants, now it's a ghost town, PBS News Hour, 2020 (8:42m) (4) Italy's Government Targets Town Known for Taking in Immigrants,
Readings & Assignments	<ul style="list-style-type: none"> • Ambrosini, pp. 175-194 • Hawthorne, pp. 27-60

Session 10	
Topics	<p>Integration</p> <p>Models of Integration</p> <p>Black Italians</p>
Activity	<p>Lecture, Discussion, & Activities</p> <p>Video: <i>Gli Italiani Neri/Black Italians</i>, Alex Didomenico, 2019 (35:43)</p>
Readings & Assignments	<ul style="list-style-type: none"> • Choquet, p. 1-8. • Hawthorne & Pesarini, https://www.publicbooks.org/making-black-lives-matter-in-italy-a-transnational-dialogue/, pp. 1-5 • Wise, pp. 187-195

Session 11	
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Topics	Italian Identities Part 1: Belonging
Activity	Lecture, Discussion, & Activities Guest Speaker FILM: <i>18 ius soli: the right to be Italian</i> , Kuwornu 2011 Recommended Film: Crossing the Color Line
Readings & Assignments	<ul style="list-style-type: none"> • Ehrenreich, pp 1-13 • Hawthorne, pp. 61- 90

Session 12	
Topics	Italian Identities Part 2: Community
Activity	Lecture, Discussion, & Activities Final Project Presentations
Readings & Assignments	<ul style="list-style-type: none"> • Di Donfrancesco, https://www.euronews.com/my-europe/2023/03/17/italys-lgbtq-community-decries-governments-attacks-on-same-sex-parental-rights • Human Rights Watch (HRW), pp. 1-77 DUE: Final Project Presentation & Summary

Session 13	
Topics	Advocacy Action, and Agency
Activity	Lecture, Discussion, & Activities Final Project Presentations
Readings & Assignments	<ul style="list-style-type: none"> • American Friends Service Committee, pp. 1-3 • European Center for Alternatives to Detention https://atdnetwork.org/news/black-holes-cilds-report-reveals-human-rights-violations-in-italys-immigration-detention-centres/, pp. 1-5 DUE: Journal #3

Session 14	
Topics	Moving forward
Activity	Lecture, Discussion, & Activities

	Closing Activities Final project presentations
Readings & Assignments	Soguel, https://www.csmonitor.com/World/Europe/2022/0926/They-are-Black.-They-are-Italians.-And-they-are-changing-their-country DUE: Final project presentation & summary

Session 15
Final project presentations

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.

