



University of  
New Haven

## *Immigration, Race & Identity in Contemporary Italy*

### SECTION I: Course Overview

**Course Code:** CUL360FCO/SOC360FCO

**Subject Area(s):** Sociology, Cultural Studies

**Prerequisites:** See Below

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

Immigration has rapidly changed the landscape of the Italian population and culture. Instability in the surrounding region has transformed Italy into a haven for those fleeing war, economic hardship, and corrupt governments. The influx of immigrant communities into Italy has shifted a predominantly ethnically homogeneous country into a melting pot.

Through lectures, media, scholarly writing, and in class discussion, this course will explore the sociological and cultural framework this shift has caused in Italy. This course will cover the nuances and policies of things such as border security and economic impact, but also topics such as immigrant identity and the prejudice that immigrant communities face. Along with students comparing the current state of immigration in Italy, other Europe, and the United States, this course will also explore the historical significance colonialism, and European emigration have on the current attitudes of modern Italy. Historical and contemporary context will give students the information necessary to explore the complexities of immigration in the 21<sup>st</sup> century.

### LEARNING OBJECTIVES

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

- Explain migration trends and flows in Italy, Europe, the United States and Northern Africa
- Compare contemporary immigration issues with those faced by past Italian emigrants
- Discuss the intricacies of discourses and policies on immigration, by considering issues of security, economics, and human rights
- Explain the problems/challenges faced by immigrants and ethnic minorities

## 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 (CUL360FCO) as well as Sociology (SOC360FCO). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBD
<b>Contact Information:</b>	TBD
<b>Class Meeting:</b>	TBD
<b>Term:</b>	TBD

### ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and be 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.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> Absence
Courses meeting 1 day(s) per week	1 Absences	4 <sup>th</sup> 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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

<b>Penalty</b>	<b>No Penalty</b>	<b>0.5 Grade Docked</b>	<b>1 Grade Docked</b>	<b>Automatic Failure</b>
<b>HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES</b>				
<b>Grade</b>	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>F</b>

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.

<b>FORM OF ASSESSMENT</b>	<b>VALUE</b>
CLASS PARTICIPATION	15%
PRESS REVIEW	10%
FIRST TEST	25%
SECOND TEST	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.

<b>CEA GRADING SCALE</b>			
<b>Letter Grade</b>	<b>Numerical Grade</b>	<b>Percentage Range</b>	<b>Quality Points</b>
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 (15%):** 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. Participation is also asking questions (no question is ever silly or unimportant), having read the required texts for the class and offering contributions to the class.

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.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (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+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (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.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (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.	<b>F</b> (5.99 – 0.00)

**Press Review (10%):** Each student will have the opportunity during the course to present to the class one or more newspaper articles about immigration from the US press. You are free to select any topic or publication, you are free to choose the subject matter (for instance: it may be about immigration to the US or to any part of the American continent, or it may be an op-ed on the European migrants' crisis, or about migrants in Africa, etc) and you are welcome to offer your reflections. The aim is to compare the European and the American views on the issues we discuss.

**First test (25%):** This will consist of short answer questions and a multiple-choice quiz on the main concepts discussed in the first part of the course (weeks 1-4). The test will take place in the first hour of class in week 5.

**Second test (25%):** This will consist of questions/a multiple choice quiz on the main concepts discussed in the second part of the course (weeks 7-10). The test will take place in the first hour of class in week 11.

**Final Paper (25%):** In the final paper, which should count about 2,500 words, you will offer an answer to the question ‘Open or Closed Borders?’. You should do this on the basis of our class readings, site visits and class discussions, plus any other personal experience and/or reading. Quote your sources. The paper is due on week 14, when we will have a final discussion, and results will be emailed to each student within a week.

## REQUIRED READINGS

Reading assignments for each class come from essays, official documents, NGO’s reports, and newspaper articles. All texts will be available in electronic form on Moodle week by week. They are chosen to help you understand the issues and form a critical conscience, and they **must** be completed according to the due date assigned.

### I. READINGS – Many of these will be indicated as required readings on Moodle; they are all useful to understand each lesson.

#### General information

IDOS 2020: *Statistical Dossier on Immigration in Italy*

#### The Legal Framework in the EU

Amnesty International: *Refugees, Asylum-seekers and Migrants* <https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/>

International Rescue Committee (March 2022): *What is the EU-Turkey deal?* <https://eu.rescue.org/article/what-eu-turkey-deal#:~:text=The%20'EU%2D'Turkey%20deal'%20is%20the%20term%20often%20used,Turkey%20to%20the%20Greek%20islands.>

#### The Mediterranean Route

Missing Migrants Project (September 2016): *Missing Migrants in the Mediterranean: Addressing the Humanitarian Crisis*

<https://missingmigrants.iom.int/sitreps/missing-migrants-mediterranean-addressing-humanitarian-crisis>

Also consult general data until 2022 at <https://missingmigrants.iom.int/region/mediterranean>

Amnesty International (2018), *Between the Devil and the Deep Blue Sea*

<https://www.amnesty.org/en/documents/eur30/8906/2018/en/>

Lorenzo Tondo, The Guardian (June 2021): “A question of dignity”: the pathologist identifying migrants drowned in the Mediterranean <https://www.theguardian.com/global-development/2021/jun/03/a-question-of-dignity-the-pathologist-identifying-migrants-drowned-in-the-med>

The Libya Observer, February 2022: *Amnesty International calls on Italy to stop returning migrants to the “hell of Libya”* <https://www.libyaobserver.ly/news/amnesty-international-calls-italy-stop-returning-migrants-hell-libya>

Doctors Without Borders (February 2022): Italy-Libya agreement: *Five years of EU-sponsored abuse in Libya and the central Mediterranean* <https://www.msf.org/italy-libya-agreement-five-years-eu-sponsored-abuse-libya-and-central-mediterranean>

### **Coping with Arrivals**

Laurie Johnson and David Sulewski, America- The Jesuit Review (April 2021): *When Italy struggled to settle refugees, privately-funded faith groups stepped up with a solution* <https://www.americamagazine.org/politics-society/2021/04/19/refugee-resettlement-us-italy-private-faith-groups-240154>

Encyclopaedia Britannica: *Caritas Internationalis* <https://www.britannica.com/print/article/1710008>

### **A Bit of History: Colonialism and Colonial Italy**

Giorgio Ghiglione, Foreign Affairs (July 2020): *As Europe Reckons With Racism, Italy Still Won't Confront Its Colonial Past* <https://foreignpolicy.com/2020/07/30/as-europe-reckons-with-racism-italy-still-wont-confront-its-colonial-past/>

### **A Bit of History: when Italians used to migrate**

Ben Iariccia and Joe Tucciarone, La Voce di New York (October 2021): *At the Dawn of Mass Italian Immigration: Lies, False Promises and Scams in 1872* <https://lavocedineewyork.com/en/arts/2021/10/02/at-the-dawn-of-mass-italian-immigration-lies-false-promises-and-scams-in-1872/>

Daniela Del Boca, Alessandra Venturini IZA DP No. 938 (November 2003): *Italian Migration* [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=475021](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=475021)

ISTAT (December 2019): *The Italians moving abroad increase while immigration decreases* [https://www.istat.it/it/files//2020/05/Migrazioni\\_EN.pdf](https://www.istat.it/it/files//2020/05/Migrazioni_EN.pdf)

Library of Congress: *Italian migrants to the US* <https://www.loc.gov/classroom-materials/immigration/italian>

### **What do migrants do in Italy**

William Chiaromonte, Veronica Federico, 'The Labour Market Needs Them, But We Don't Want Them To Stay For Good: The Conundrum of Migrants, Refugees and Asylum Seekers' Integration in Italy' (April 2021), in *Migrants, Refugees and Asylum Seekers' Integration in European Labour Market*, pp 193-2012

[https://www.researchgate.net/publication/351039577\\_The\\_Labour\\_Market\\_Needs\\_Them\\_But\\_We\\_Don't\\_Want\\_Them\\_to\\_Stay\\_for\\_Good\\_The\\_Conundrum\\_of\\_Migrants\\_Refugees\\_and\\_Asylum\\_Seekers'\\_Integration\\_in\\_Italy](https://www.researchgate.net/publication/351039577_The_Labour_Market_Needs_Them_But_We_Don't_Want_Them_to_Stay_for_Good_The_Conundrum_of_Migrants_Refugees_and_Asylum_Seekers'_Integration_in_Italy)

Ruggero Scaturro, Journal of Illicit Economies and Development (November 2021): *Modern Slavery Made in Italy – Causes and Consequences of Labour Exploitation in the Italian Agricultural Sector*

<https://jied.lse.ac.uk/articles/10.31389/jied.95/>

Rosa Maria Paniccia, Fiammetta Giovagnoli, Andrea Caputo: *In-home elder care. The case of Italy: The badante in* Rivista di Psicologia Clinica n. 2-2014

<http://www.rivistadipsicologiaclinica.it/ojs/index.php/rpc/article/view/506/607>

## **Clash of identities: Romani people, Muslims, Blacks...**

Sofia Bettiza, BBC Rome (June 2018) *Treated like dogs: Italy's Roma minority on society's fringe*  
<https://www.bbc.com/news/world-europe-44632472>

Emma Graham-Harrison, The Guardian (June 2018): *Italy's Treatment of Roma people rooted in centuries-old prejudice*  
<https://www.theguardian.com/world/2018/jun/20/italys-treatment-of-roma-people-reflects-a-centuries-old-prejudice>

Lorenzo Vidini, Francesco Marone, Analysis No. 318, ISPI (November 2017), *The Jihadist Threat in Italy: a Primer*  
[https://www.ispionline.it/sites/default/files/pubblicazioni/analisi318\\_vidino-marone.pdf](https://www.ispionline.it/sites/default/files/pubblicazioni/analisi318_vidino-marone.pdf)

Anna Momigliano, The Atlantic (April 2017), *What Does It Mean to Be a 'Secular Muslim'?*  
<https://www.theatlantic.com/international/archive/2017/04/italy-secular-muslims/523644/>

Giovanni de Ghantuz Cubbe, London School of Economics EUROPP website (September 2021): *How the Italian radical right has framed immigration during the pandemic*  
<https://blogs.lse.ac.uk/europpblog/2021/09/06/how-the-italian-radical-right-has-framed-immigration-during-the-pandemic/>

UNHR Office of the High Commissioner, *Report of mission to Italy on racial discrimination, with a focus on incitement to racial hatred and discrimination – 28 January-1 February 2019*  
<https://www.ohchr.org/sites/default/files/Documents/Countries/IT/ItalyMissionReport.pdf>

Nadeesha Uyangoda (translated extract from the memoir *L'unica persona nera nella stanza*) *'The only Black person in the room': The truth about racism in Italy*  
<https://www.opendemocracy.net/en/5050/truth-racism-italy-book/>

Nicole Phillip, The New York Times (October 2018): *My Very Personal Taste of Racism Abroad*  
<https://www.nytimes.com/2018/10/23/travel/racism-travel-italy-study-abroad.html>

## **Second generation, identity and denied citizenship**

Mehdi Aissaoui (January 2021): *Italian Nationality Law and Second-generation immigrants' radicalization*, in *Second Generation Immigrants' Citizenship, Relative Deprivation and Radicalization*, Figshare  
[https://www.researchgate.net/publication/349663572\\_Italian\\_Nationality\\_Law\\_and\\_Second-generation\\_immigrants'\\_Radicalization](https://www.researchgate.net/publication/349663572_Italian_Nationality_Law_and_Second-generation_immigrants'_Radicalization)

The Local (August 2020), *We're Italians too: Second-generation migrants renews calls for citizenship*  
<https://www.thelocal.it/20200825/were-italian-too-second-generaton-immigrants-renew-calls-for-citizenship/>

## **II - RECOMMENDED READINGS AND VIEWINGS**

These are fictional, but may help you in understanding better the topics we are studying.

Hamid, Mohsin, *The Reluctant Fundamentalist*, Hamish Hamilton (2007, a novel)

Lakhous, Amara, *Clash of Civilizations Over an Elevator in Piazza Vittorio* (2008, a novel)

Scego, Igiaba, *The Color Line* (2022, a novel)

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

*The swimmers*, a 2022 film by Sally El Hosaini, available on Netflix

*Fuocammare (Fire at sea)*, a 2016 documentary by Gianfranco Rosi, available on Netflix

Michel Arseneault (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>

## 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.

**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 "Academics" tab. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.



**COURSE CALENDAR**  
*Immigration, Race & Identity*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>Introduction to the course and basic data on immigration in Italy</b>	Syllabus Review & Course Requirements Lecture & Discussion	IDOS 2020: <i>Statistical Dossier on Immigration in Italy</i>  (will be also used later on)
2	<b>The legal framework: Refugee and Immigration Policies in Italy and the EU. Fortress Europe, borders and walls</b>	Lecture & Discussion.	Amnesty International: <i>Refugees, Asylum-seekers and Migrants</i>  International Rescue Committee (March 2022): <i>What is the EU-Turkey deal?</i>
3	<b>A visit to Esquilino: the New Italians</b> A visit to Rome's most multicultural neighborhood	On-site class	Scego, Igiaba, <i>Sausages</i>
4	<b>The Mediterranean Route and the Italian legal framework</b>	Lecture & Discussion	Missing Migrants Project (September 2016): <i>Missing Migrants in the Mediterranean: Addressing the Humanitarian Crisis</i> (Also consult general data until 2022 at <a href="https://missingmigrants.iom.int/region/mediterranean">https://missingmigrants.iom.int/region/mediterranean</a> )  Amnesty International (2018), <i>Between the Devil and the Deep Blue Sea</i>  Lorenzo Tondo, The Guardian (June 2021): " <i>A question of dignity</i> ": <i>the pathologist identifying migrants drowned in the Mediterranean</i>

*This updated syllabus is pending UNH approval.*

5	<b>Baobab</b> Visit of a Transit Camp for Refugees run by Volunteers	On-site class	<u>Radio:</u> Michel Arseneault (2015), 'A Day in the Life of the Baobab Refugee Centre in Rome,' <i>Radio France International (RFI)</i> , <a href="http://www.english.rfi.fr/africa/20150915-day-life-baobab-refugee-centre-rome">http://www.english.rfi.fr/africa/20150915-day-life-baobab-refugee-centre-rome</a>
6	<b>FIRST CLASS TEST</b>	Test in class + Film Screening <i>WELCOME</i> by Philippe Lioret	Review all readings & contents studied thus far
7	<b>A Bit of History: Colonialism and Colonial Italy</b>	Press Review Lecture & Discussion	Giorgio Ghiglione, <i>Foreign Affairs</i> (July 2020): <i>As Europe Reckons With Racism, Italy Still Won't Confront Its Colonial Past</i>  The Libya Observer, February 2022: <i>Amnesty International calls on Italy to stop returning migrants to the "hell of Libya"</i>  Doctors Without Borders (February 2022): <i>Italy-Libya agreement: Five years of EU-sponsored abuse in Libya and the central Mediterranean</i>
8	<b>A Bit of History: when Italians used to migrate</b>	Press Review Lecture & Discussion	Ben Iariccia and Joe Tucciarone, <i>La Voce di New York</i> (October 2021): <i>At the Dawn of Mass Italian Immigration: Lies, False Promises and Scams in 1872</i>  Daniela Del Boca, Alessandra Venturini IZA DP No. 938 (November 2003): <i>Italian Migration</i>  ISTAT (December 2019): <i>The Italians moving abroad increase while immigration decreases</i>

9	<b>What do migrants do in Italy? Slavery in the fields, workers and sex workers, “badanti”</b>	Press Review Lecture & Discussion	<p>William Chiaromonte, Veronica Federico, <i>The Labour Market Needs Them, But We Don't Want Them To Stay For Good: The Conundrum of Migrants, Refugees and Asylum Seekers' Integration in Italy</i> (April 2021), in <i>Migrants, Refugees and Asylum Seekers' Integration in European Labour Market</i> pp 193-2012</p> <p>Ruggero Scaturro, <i>Journal of Illicit Economies and Development</i> (November 2021): <i>Modern Slavery Made in Italy – Causes and Consequences of Labour Exploitation in the Italian Agricultural Sector</i></p> <p>Rosa Maria Paniccia, Fiammetta Giovagnoli, Andrea Caputo: <i>In-home elder care. The case of Italy: The badante</i> in <i>Rivista di Psicologia Clinica</i> n. 2-2014</p>
10	<b>Caritas: the Catholic Church model</b>	On-site class	<p>Encyclopaedia Britannica: <i>Caritas Internationalis</i></p> <p>Laurie Johnson and David Sulewski, <i>America- The Jesuit Review</i> (April 2021): <i>When Italy struggled to settle refugees, privately-funded faith groups stepped up with a solution</i></p>
11	<b>SECOND CLASS TEST</b>	Test in class + Film Screening Documentary <i>L'ORDINE DELLE COSE (The Order of Things)</i> by Andrea Segre	Review all readings & contents of the second part of the semester
12	<b>Clash of identities: Migrants, Roma, Muslims, Jews, Black, White: racial profiling in Italy</b>	Press Review Lecture & Discussion	<p>Sofia Bettiza, BBC Rome (June 2018) <i>Treated like dogs: Italy's Roma minority on society's fringe</i></p> <p>Emma Graham-Harrison, <i>The Guardian</i> (June 2018): <i>Italy's Treatment of Roma people rooted in centuries-old prejudice</i></p> <p>Lorenzo Vidini, Francesco Marone, <i>Analysis</i> No. 318, ISPI (November 2017), <i>The Jihadist Threat in Italy: a Primer</i></p> <p>Anna Momigliano, <i>The Atlantic</i> (April 2017), <i>What Does It Mean to Be a 'Secular Muslim'?</i></p> <p>Giovanni de Ghantuz Cubbe, London School of Economics</p>

			<p>EUROPP website (September 2021): <i>How the Italian radical right has framed immigration during the pandemic</i></p> <p>UNHR Office of the High Commissioner, <i>Report of mission to Italy on racial discrimination, with a focus on incitement to racial hatred and discrimination – 28 January-1 February 2019</i></p> <p>Nadeesha Uyangoda (translated extract from the memoir <i>L'unica persona nera nella stanza</i>) <i>'The only Black person in the room': The truth about racism in Italy</i></p> <p>Nicole Phillip, The New York Times (October 2018): <i>My Very Personal Taste of Racism Abroad</i></p>
13	<b>New Italians: Second generation, citizenship and integration</b>	<p>Press Review</p> <p>Class meeting with representatives from Italians Without Citizenship</p>	<p>Mehdi Aissaoui (January 2021): <i>Italian Nationality Law and Second-generation immigrants' radicalization</i>, in <i>Second Generation Immigrants' Citizenship, Relative Deprivation and Radicalization</i>, Figshare</p> <p>The Local (August 2020), <i>We're Italians too: Second-generation migrants renew calls for citizenship</i></p>
14	<b>Open or Closed Borders?</b>	<b>Lecture and Discussion</b>	<b>Prepare to turn in final paper</b>
15	<b>Final Paper due and class conclusion</b>		

### **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](#)