FLOR SOCY / COMM 3309
Inter-culture and Migration in Italy: Intercultural Piazza
CAPA FLORENCE PROGRAM

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Class times : 
Classroom location : 
Office Hours : By appointment

Course Description
Italy has long been a nation of emigrants, but only in the last few decades has become a nation receiving large numbers of immigrants. The fall of communism in Eastern Europe, and wars and violence in the Balkans, across Africa and the Middle East, have spurred new migrants towards the West in search of safety and economic prosperity. The unique position of the Italian peninsula in the Mediterranean has made it a key territory of arrival in these modern-day migrations, but to what advantage and to what cost?

This course will explore the complexities of cultural identity and migration, and the impact they have on intercultural conflict and cooperation. There will be a particular focus on migration in Italy and on the marginalized communities of contemporary Italy, such as migrants, their Italian-born non-citizen children, and the Roma. We will examine the fluidity of cultural boundaries across time and space, and how ingroup and outgroup dynamics contribute to the manufacturing of fear and prejudice among populations. During their semester abroad, students will reflect on the various elements that define a culture while gaining an increased understanding of how culture shapes individuals and how our cultural identities interact in shared social spaces such as the piazze of Florence.

Course Aims
• to expand the sociological imagination and deepen our empathies
• to foster development of intercultural competencies through theoretical study and practical exercises
• to increase awareness of behavioral patterns in our learned culture as well as those of others
• to support identification of implicit bias and stereotyping in discourse, media, and our own thoughts
• to expose political tactics of inciting fear of the “other” and xenophobia
• to provide a historical foundation of global migration, Italian migration and immigration to Italy
• to impart the current dangers in irregular migration and its role in human trafficking
• to increase understanding of the different types of migrants and of international, national law in receiving them
• to familiarize students with Italy’s cultural communities and the challenges they face

Requirements and Prerequisites
All students are invited to take this course.

Learning Outcomes
Students will be able to
1. recognize, describe, and interpret examples of the impact of the globalization in the urban environment. They will be able to discuss the history, trends and theories of global migration, as well as internal migration in Italy, Italian emigration and immigration to Italy. (Globalization SLD)O
2. explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments. In particular, they will be able to identify and describe the many piazzas of Florence and how various communities experience them. (Urban Environment SLD)
3. understand concepts and implications of the realities of power, privilege, and inequality in urban environments. Students will be able to better recognize their own hidden biases and prejudice acquired through cultural conditioning. They will be able to identify marginalized communities in Italy, greater empathize with these vulnerable populations and understand the circumstances that threaten their securities. Students will be able to explain why perceptions of reality are culturally and individually unique. (Social Dynamics SLDO)

4. describe, interpret, and respect the differences and similarities within their student community and between their home country and Italy. They will be able to describe various cultural taxonomies and how they relate to intercultural negotiation of meaning. Students will be able to communicate more effectively with people from different backgrounds. (Diversity SLDO)

5. gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers, including: global perspective, cultural awareness, problem solving, adaptability and career-based skills. (Personal and Professional Development SLDO)

Class Methodology
Classes will be held at the CAPA center (unless otherwise indicated) every week for three hours and will involve diverse pedagogical approaches that engage with various learning styles: open discussion, pair and group work, lectures, film screenings, presentations, role playing, socio-cultural problem sets, ethnographic visits to local intercultural settings.

We will begin our lessons with a class discussion based on journal entries that are free responses to weekly cultural and intercultural prompts. Following this discussion, we will go over the readings and reading questions assigned for homework. A lecture will follow with a break midway through the class. The second part of our lessons will begin with short individual presentations on the various piazze in Florence and the actors within them, as well as on current events that treat interculture and/or migration. Twice during the semester we will have group presentations wherein students will split up and rotate from group to group, learning from representative mini lessons before returning to their original groups to share information gathered. In the other ten lessons, we will work on practical exercises and role playing activities to focus on developing specific intercultural competencies. The remaining time of each lesson we will dedicate to viewing and discussing scenes from various documentaries and films.

Field Components
CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field components are:

1. One of the following lectures from NYU’s La Pietra Dialogues at Villa Sassetti.
   
   Atavistic Fear of the Other: Between Reality and Propaganda, 6-8.00pm, 13 September
   Writer Pap Khouma will talk about his book Io, venditore di elefanti and engage in a dialogue, along with activist Pape Diaw, about immigration in Italy. The dialogue will be moderated by NYU Florence’s Suzanne Menghraj and journalist Imma Vitelli.
   
   Racism in Italy during Fascism and Beyond? 10am-12pm, 3 October
   Arturo Marzano, University of Pisa, The Racial Laws in Italy: Short and Long-term Implications
   Annalisa Capristo, Center for American Studies in Rome, “Gather What You Can and Flee”: Mussolini’s Race Laws and the Jewish Intellectual Emigration from Fascist Italy
   Toshio Miyake, Ca’ Foscari University of Venice, The ‘Japanese Race’ in “La Difesa Della Razza” (1938-43): Whiteness and Yellowness in Fascist Italy
   Vito Zagarrio, Roma Tre University, “Harlem’s” Ghost: Racism in Fascist Cinema and the Representation of Racism in Italian Cinema
   
   Migrations and Diasporas, 2.15-4.15pm, 3 October
   Laura De Giorgi, Ca’ Foscari University of Venice, Notions of Race and Civilization in Italian Travel Literature about China from Fascism to the Cold War
   Anna Marsden, Independent Scholar, Impact of Discrimination and Ethnic Labeling on Second Generation Chinese in Italy
   Kathryn Lum, University of Nottingham, Racism and the Indian Communities in Italy
   Monica Gonzalez Correa, European University Institute, www.monitoracism.eu
   
   The Evolving Italian Context, 4.30-6.30pm, 3 October
   Eva Garau, University of Cagliari, From Strangers to Enemies: A Historical Account of Italian Legislation on Immigration and Citizenship
   Angelica Pesarini, NYU Florence, La Difesa Della Razza: The Resurgence of the Language of Race in the Italian Political Discourse
   Gaia Giuliani, University of Coimbra, Race, Gender and the Nation in Contemporary Italy

MCCORD
Debora Spini, NYU Florence, The Racialization of Religion in Italy

2. A guided visit to Anelli Mancanti, an intercultural association of volunteers in via Palazzuolo 8. Anelli Mancanti provides daily Italian language classes to migrants, as well as various language classes and courses (theater, computer, driving license preparation), debates and discussions open to the entire community. They offer weekly open appointments with lawyers, doctors and integration operators, and participate in various initiatives around the city that facilitate intercultural communication in the Florentine territory. We will participate in one of their monthly dinners, Chi C’è C’è. 27 November, 9-10.30pm

Students are also strongly encouraged to participate in co-curricular program activities; faculty will suggest those of particular interest to this class and our course content.

Mid-Term & Final Exams
The mid-term exam consists of:
A) multiple choice questions on lectures and readings covered in class to date
B) fill in the blank questions on lectures and readings covered in class to date
C) short answer questions on lectures and readings covered in class to date
D) short essay writing on an intercultural miscommunication problem (2 hours)

The final exam consists of:
A) multiple choice questions on lectures and readings covered in class to date
B) fill in the blank questions on lectures and readings covered in class to date
C) short answer questions on lectures and readings covered in class to date
D) short essay writing on an intercultural miscommunication problem (2 hours)

Assessment/Grading Policy

Assessment Task | Grade % | Learning Outcomes | Due Date
--- | --- | --- | ---
Class participation/journal | 20% | all | Weekly
Oral Presentation | 10% | all | Weekly from Week 3
1 X 5 min presentation
Group presentations | 20% | all | Week 3 and week 11
2 X 10 min presentation
Midterm exam | 25% | all | Week 6
Multiple choice (20%)
Fill in the blank (25%)
Short answer (30%)
Short essay (25%)
Final Exam | 25% | all | Week 14
Multiple choice (20%)
Fill in the blank (25%)
Assignments
Students are expected to complete all readings and assignments before coming to class. Reading questions may be found on CANVAS and will be discussed at the beginning of each lesson.

Individual presentation (1)

EITHER

Piazza of Florence
Each student will give a short presentation on a Florentine piazza of their choice. Presentations should include relevant history of the piazza and its name, location in the city (neighborhood), the buildings that comprise its perimeter and the monuments within, and personal reflections on the piazza’s role in the life of the city. Students are also asked to observe the people one finds there during at least two different times of day (morning/afternoon and evening) and report on how they experience the social space. Photographs of the piazza at different times of day are to be emailed to jmccord@pitt.edu no later than the day before the presentation. See rubric below for scoring justification.

OR

Intercultural article
Each student will present an article of his or her choosing and stimulate a brief follow-up discussion in class. Articles may come from newspapers, magazines or online news sites, and must address an intercultural issue either in Italy or in another national or international context. Presentations should last 5 minutes and should include: information on the source of the article (newspaper/magazine/news site, journalist/scholar), a synopsis with relevant historical, political background of the event or argument, a personal reflection on the article’s contents and perspective taken by the writer, and an exploration of how it relates to issues covered in our course. To ensure a response from peers, presenters will be asked to prepare open-ended questions (3) related to their presentations that they intend on posing to the class. These questions and a link to the article should be turned in via email jmccord@pitt.edu no later than the day before the presentation is due. See rubric below for scoring justification.

News sources may include but are not limited to
- Al Jazeera (English)  http://www.aljazeera.com/
- BBC News  http://www.bbc.co.uk/news/
- Der Spiegel (English)  http://www.spiegel.de/international/
- NPR News  http://www.npr.org/
- The Times of India  (English)  http://timesofindia.indiatimes.com/international-home
- China Daily  (English)  http://www.chinadaily.com.cn/
- The Guardian  http://www.guardian.co.uk/
- The International Herald Tribune  http://global.nytimes.com/
- Corriere della Sera (English)  http://www.corriere.it/english/
- Democracy Now!  http://www.democracynow.org

GROUP PRESENTATIONS (2)

Cultural taxonomies
Each group will prepare a poster for either Hall’s, Hofstede’s, Schwartz’s, or the GLOBE cultural taxonomy, synthesizing the approach to variation in cultural patterns and giving specific examples for each theoretical category. All group members should be knowledgeable of their respective taxonomy and be prepared to present the poster to small groups of peers in class. On the day of presentations, mixed groups will rotate so that everyone has a turn at presenting while the rest of the group members simultaneously take notes at other mini presentations.

Cultural communities
Each group will prepare a PowerPoint presentation for a cultural community of contemporary Italy, e.g. the Roma, the Chinese, Nigerian sex workers, Senegalese itinerant vendors, badanti carers. Histories of the communities as well as the difficulties they face may be found in readings specific to each group. Each group member should take an equal part in the presentation to the class.

Dress Code
When attending lectures at host venues or in visiting religious sites, students should dress modestly out of respect for cultural norms, in clothing that is not ripped and that covers shoulders and the majority of our legs.

**Course Materials**
There are no materials to be purchased for this course.

**Required Readings:**
All readings may be found on CANVAS. See schedule below for specific weekly assignments.

**Recommended Readings:**


**SUNY-Oswego On-line Library Resources**
Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: [http://libraryguides.oswego.edu/c.php?g=500670](http://libraryguides.oswego.edu/c.php?g=500670)
Participation rubric
Name: ____________________________   Date: _______________
Asking and answering questions voluntarily   4   3   2   1   0
Preparedness      4   3   2   1   0
Classroom behavior, digital detach     4   3   2   1   0
Punctuality        4   3   2   1   0
Contribution to pair work, small group discussion 4   3   2   1   0

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4 = excellent
3 = good
2 = average
1 = fair
0 = poor

Piazza presentation rubric
Name: ____________________________   Date: _______________
Presentation of piazza (history, neighborhood, name) 2   1   0
Presentation of buildings and monuments 2   1   0
Presentation of social element (people, activities, interculture) 2   1   0
Personal reflections on piazza’s role in life of city 2   1   0
Images of piazza scenes at different times of day 2   1   0

/ 10
2 = excellent
1 = average
0 = poor

Article presentation rubric
Name: ____________________________   Date: _______________
Presentation of source (newspaper, journalist) 2   1   0
Presentation of topic 2   1   0
Personal reflection, opinions 2   1   0
Explanation of relevance to topics studied 2   1   0
Generation, moderation of discussion 2   1   0

/ 10
2 = excellent
1 = average
0 = poor
### Weekly Course Schedule

#### WEEK 1

**Date**

**Lesson 1 / Culture and identity**

Meeting time and venue: Classroom

In-class activity: Lecture and discussion, intercultural competency exercise

- Overview of course, presentation of syllabus
- Scenes from *Quando sei nato non puoi più nasconderti* (Marco Tullio Giordana, 2005)

Assignments: Reading questions and journals

Readings: Huntington, “The clash of civilizations?” pp22-49

- Cavalli, “Reflections on political culture and the 'Italian national character,’” pp119-135
  - *optional*: Mammone and Veltri, “A ‘sick man’ in Europe,” pp1-12

#### WEEK 2

**Date**

**Lesson 2 / Interculture**

Meeting time and venue: Classroom

In-class activity: Lecture and discussion, intercultural competency exercise

- Scenes from *Quando sei nato non puoi più nasconderti* (Marco Tullio Giordana, 2005)

Assignments: Prepare cultural taxonomies for presentation


#### WEEK 3

**Date**

**Lesson 3 / Stereotypes and bias**

Meeting time and venue: Classroom

In-class activity: Lecture and discussion

- Group presentations – cultural taxonomies
- Scenes from *Io sono Li* (Andrea Segre 2011)

Assignments: Reading questions and journals

Readings: Levy, “Racism, immigration and new identities in Italy,” pp49-58


#### WEEK 4

**Date**

**Lesson 4 / Borders and fear**

Meeting time and venue: Classroom

In-class activity: Lecture and discussion, intercultural competency exercise

- Scenes from *Terraferma* (Emanuele Crialese, 2011)

Assignments: Reading questions and journals


- Castles et al. *The age of migration: international population movements in the modern world*, pp1-20

#### WEEK 5

**Date**

**Lesson 5 / History of migration**

Meeting time and venue: Classroom

In-class activity: Lecture and discussion, intercultural competency exercise

- Scenes from *Terraferma* (Emanuele Crialese, 2011)

Assignment: Study for the midterm exam

#### WEEK 6

**Date**

**Lesson 6 / Midterm exam**

Meeting time and venue: Classroom

Assignments: Reading questions and journals

Readings: Tintori and Colucci, “From manpower to brain drain? Emigration and the Italian state, between past and present,” pp37-45

#### WEEK 7

**Date**
WEEK 8  Date
Lesson 7 / Italian migrants
Meeting time and venue: Classroom
In-class activity: Lecture and discussion, intercultural competency exercise
Assignments: Reading questions and journals
Scenes from Lamerica (Gianni Amelio, 1994)
Readings: Ambrosini, "Immigration in Italy: between economic acceptance and political rejection," pp175-192
Allievi, "Immigration and cultural pluralism in Italy: multiculturalism as a missing model," pp85-101

WEEK 9  Date
Lesson 8 / Immigration to Italy
Meeting time and venue: Classroom
In-class activity: Lecture and discussion, intercultural competency exercise
Scenes from the documentary, A sud di Lampedusa (Andrea Segre, 2006)
Assignments: Reading questions and journals
Readings: Monzini, "Sea-border crossings: the organization of irregular migration to Italy," pp163-181
Coluccello & Massey, "Out of Africa: the human trade between Libya and Lampedusa," pp77-89

WEEK 10  Date
Lesson 9 / Irregular immigration
Meeting time and venue: Classroom
In-class activity: Lecture and discussion, intercultural competency exercise
Scenes from the documentary, Come un uomo sulla terra (Andrea Segre, 2008)
Assignments: Prepare presentations on cultural communities
Readings: According to presentation group
**Aghatise, "Trafficking for prostitution in Italy: possible effects of government proposals for legalization of brothels," pp1126-1153
**Bordogna and Ornaghi, “The ‘badanti’ (informal carers) phenomenon in Italy: characteristics and peculiarities of access to the health care system,” pp9-20
**Nelken, “Immigrant beach selling along the Italian Adriatic coast: de-constructing a social problem,” pp297-312
**Sigona, “Locating the ‘Gypsy Problem.’ The Roma in Italy: stereotyping, labelling and ‘nomad camps,’” pp741-753
**Chang, “20th century Chinese migration to Italy: the Chinese diaspora presence within European international migration,” pp179-187

WEEK 11  Date
Lesson 10 / Types of migrants
Meeting time and venue: Classroom
In-class activity: Lecture and discussion
Group presentations – cultural communities
Vu cumprà itinerant sellers
Badanti carers
Sex workers
Roma communities
Chinese communities
Scenes from the documentary, Il sangue verde (Andrea Segre, 2010)
Assignments: Reading questions and journals
Readings: Crisp, “Refugees and the global politics of asylum,” pp75-87
Zoysa, “Immigration: Europe and the USA – common cause or American exceptionalism?,” pp261-283

WEEK 12  Date
Lesson 11 / Integration models
Meeting time and venue: Classroom
In—class activity: Lecture and discussion
Out—of—class activity: Visit to Anelli Mancanti migrant center
Assignments: Reading questions and journals
Readings: Bianchi, “Italiani nuovi o nuova Italia? Citizenship and attitudes towards the second generation in contemporary Italy,” pp321-331

WEEK 13      Date

Lesson 12 / Second generation Italians
Meeting time and venue: Classroom
In—class activity: Lecture and small group discussion, review for final
Assignment: Study for the final exam

WEEK 14      Date

Lesson 13 / Final exam
Meeting time and venue: Classroom
Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- (92) will become an B+ (89)). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director, Dr. Guido Reverdito, at greverdito@capa.org and the Academic Coordinator, Vittoria Chesi, at vchesi@capa.org ahead of time and provide evidence (e.g. a doctor’s note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting the Academic Director, Dr. Guido Reverdito, at greverdito@capa.org and the Academic Coordinator, Vittoria Chesi, at vchesi@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Academic accommodations. Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work. All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA’s Academic Standards and Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.