



## CIEE Ferrara, Italy

<b>Course title:</b>	One Nation, Many Identities: Italy and Multiculturalism
<b>Course code:</b>	HIST 3004 FELA
<b>Programs offering course:</b>	Liberal Arts
<b>Language of instruction:</b>	Italian
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### **Course Description**

At a first sight, Italy shows a great cultural complexity. Linguistic and ethnic minorities live peacefully together with “ethnic Italians”, while regional diversity in dialects, customs, and popular culture constitutes a sort of lively patchwork. A deeper analysis, though, reveals that Italian social landscape is made of a relatively recent immigration from all over the world. Mass immigration to Italy has a relatively short history, that nevertheless changed dramatically over the last ten years. From the first Moroccan workers in the mid-1980s, passing through the Albanian migration of the mid-1990s, to the most recent refugee crisis, immigration laws have changed along with the management of the flows and the population’s perception of the phenomenon. Through the study and the critical analysis of documentary materials, articles and newspapers, the course aims to present a pan of the actual multicultural Italy, and to offer insights on specific issues such as: the construction of a stereotyped figure of the migrant (man and woman) and some possible alternative concepts; the rhetoric over migration flows; migrant families and the so-called second generations (G2); the construction of the identity in migrants’ sons and daughters; the evolution of the Italian reception model.

### **Learning Objectives**

By completing this course, students will:

The course aims to convey information over immigration flows in Italy by an evaluation of its dimensions and the study of how the phenomenon is managed and perceived by the Italian population. From a methodological perspective, students will be encouraged to reflect critically on the immigration phenomenon, to decentralize their opinions and points of view, and to recognize the culturally massive presence of stereotypes and prejudices.

### **Course Prerequisites**

Good knowledge of the Italian language.

### **Methods of Instruction**

Lectures supported by PowerPoint, site visits and research challenges. Students will be encouraged to participate to class discussions, express their opinions, and develop critical thinking skills.

### **Assessment and Final Grade**

1.	Oral Presentation	10%
2.	Midterm Exam	25%
3.	Final Exam	25%



4.	Term Paper	15%
5.	Participation	25%
	TOTAL	100%

## **Course Requirements**

### **Oral Presentation**

Students will interview locals in order to investigate their perception of the immigration flows, and provide an analysis of data for the other students (10 minutes), based on methods learned during the course. The oral presentation outline must include at least 2 printed sources chosen among essays, books, monographs, or magazines.

### **Midterm Exam**

In the first part of the exam, students will be given extracts from critical texts on immigration and multiculturalism already studied in class and they will comment on them; in the second part, students will be given short newspaper articles concerning immigration and multiculturalism, which they will analyze and comment at the light of what they have learned.

### **Final Exam**

Students will be given a short title from which they will write a short essay (max. 500 words) by doing reference to the literature and materials studied during the course and the data collected for the oral presentation.

### **Term Paper**

Students will carry out a case study over one of the subject studied during the course. The topic will be determined in discussion with the course instructor during office hours.

Paper outline must include at least two printed sources which could be identified with the teacher's advices during office hours.

All essays must be typed on a computer and double-spaced (c. 1.000 words, excluding footnotes and bibliography). Students are expected to send it to the instructor via email. Late submissions will be penalized one half grade for each day they are late. Extensions are granted only in special circumstances, such as serious illness or bereavement.

### **Participation**

Quick-write tests will be administered at the beginning of each class session. Students are expected to do the readings and assessments in advance, so as to be familiar with the subjects, and to participate in class discussion.

Students are reminded that plagiarism (presenting another person's work as one's own) is completely unacceptable and will result in the student receiving a FAIL for the term paper. To avoid this, always make sure that references and other people's ideas are cited correctly. If you are unsure about how to cite a reference, check with the course instructor.

Laptops, mobiles and other electronic devices are not allowed in the classroom.

### **Attendance**

Students are expected to attend regularly and participate actively in class.

*Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.*

### **Weekly Schedule**

#### **Week 1**

Class 1.1 Lesson 1

#### **Cluster I: Globalization and Multiculturalism in Italy**

Course presentation:

Multiculturalism as a key to understand cultural differences in Italy, contemporary migration movements to the country, the role of the State in the refugees' crisis management and the way migrants are perceived by Italian population

Class 1.2 Lesson 2

Italy as a migratory Crossroad

Reading:

E. Pugliese (2015) «Le nuove migrazioni italiane: il contesto e i protagonisti», pp. 25-38.

Caritas/Migrantes, *Scheda Dossier Statistico Immigrazione*, 2017, pp.1-4.

#### **Week 2**

Class 2.1 Lesson 3

People in Movement: Macro and Micro Factors

Reading:

M. Ambrosini, *Sociologia delle migrazioni*, pp. 35-43

Class 2.2 Lesson 4

Regulating Immigration and Work

Readings:

F. Perocco, P. Basso (2003), *Gli immigrati in Europa: disuguaglianze, razzismo, lotte, Introduzione*, pp. 7-22.

#### **Week 3**

Class 3.1 Lesson 5

Policies of Integration: Three Models of Inclusion

Readings:

M. Ambrosini, *Sociologia delle migrazioni*, pp. 207-213

Class 3.2 Lesson 6

The Polisemy and the Paradoxes of Multiculturalism

Readings:

E. Colombo (2008), *Le società multiculturali*, pp. 33-45.

#### **Week 4**

Class 4.1 Lesson 7

Migrants at work: The Italian Case (I)

Readings:

M.Ambrosini (2005), *Sociologia delle migrazioni*, pp. 58-71

Class 4.2 Lesson 8

Migrants at work: The Italian Case (II)

Readings:

A. Leogrande, *Uomini e caporali. Viaggio tra i nuovi schiavi nelle campagne del Sud*, pp.12-23

#### **Week 5**

Class 5.1 Lesson 9

Midterm exam

Class 5.2 Lesson 10

The Family Reunification

Guest Speaker Prof. F. Della Puppa, University of Venice.

Reading:

F. Della Puppa (2014), «Il volto nascosto del ricongiungimento familiare: voci, vissuti e aspirazioni di donne e uomini bangladesi in Italia», *Genesis, selected pages*.

**Deadline for the oral presentation outline**

**Week 6**

Class 6.1 Lesson 11

**Cluster II: Engendering Migration**

The “Global Care Chain”

Reading:

F.A. Vianello (2014), *Genere e migrazioni*, 19-31.

**Week 7**

Class 7.1 Lesson 12

**Cluster III: The “refugee crisis” in Europe**

The “refugee crisis” seen from Italy

Reading:

M. Ambrosini 2017, *Migrazioni*, pp.19-32.

**Oral presentations are scheduled at the end of the class**

Class 7.2 Lesson 13

Migratory Routes

Reading:

F. Gatti (2007), Bilal. Viaggiare, lavorare, morire da clandestini, pp. 333-345.

**Week 8**

Class 8.1 Lesson 14

The Practices of Asylum Request

Guest speakers: Giulia Storato (Ph.D) and Pamela Pasian (Ph.D), sociologists and social workers

Reading:

M. Ambrosini (2017), *Migrazioni*, pp. 15-36.

Class 8.2 Lesson 15

The Practices of Asylum Request (II): The International Protection related to Sexual and Gender Identities.

Guest Speaker: Dany Carnassale (Ph.D), anthropologist

### **Week 9**

Class 9.1 Lesson 16

#### **Cluster IV: Pluralism and Self-representations**

Second generations (G2)

Reading:

A. Granata, Di padre in figlio, di figlio in padre. Il ruolo innovativo delle seconde generazioni nelle comunità religiose di minoranza, *Mondi Migranti*, 2010, 2: 87-99.

Class 9.2 Lesson 17

New identities

Reading:

A. Frisina, Autorappresentazioni pubbliche di giovani musulmane. La ricerca di legittimità di una nuova generazione di italiane, *Mondi Migranti*, 2010, 2: 131-147.

### **Week 10**

Class 10.1 Lesson 18

#### **Cluster V: Prejudice, Discrimination and Racism**

Racism today

Reading:

M. Ambrosini (2017), *Migrazioni*, pp.137-140.

Class 10.2 Lesson 19

Mobilizing against the "Invasion"

Reading:

R. Guolo (2003), Xenofobi e xenofili, pp.58-68, pp. 76-80.

#### **Deadline for the term paper outline**

It must be sent via email by 9 pm, November 30.

### **Week 11**

Class 11.1 Lesson 20

Beyond Prejudice: Rom and Gypsies

Reading:

T. Vitale, Etnografia degli sgomberi di un insediamento rom a Milano. L'ipotesi di una politica locale eugenetica, *Mondi Migranti*, 2008, 1: 118-135.

Class 11.2 Lesson 21

Final Lesson: Culture and Multiculturalism: Open Problems and Debates

**Deadline for the term paper**

It must be sent via email by 9 pm, December 5.

**Week 12**

Class 12.1 Lesson 22

**Final Exam**

**Course Materials**

**Readings**

Students are provided with a course reader available online at Canvas which contains all the weekly reading materials. Students will be expected to do the readings prior to the lecture, in order to be familiar with the subject of study and participate actively in the classroom discussion.

The CIEE study centre contains a selection of books, essays and magazines some of which are included in the bibliography below. Students are encouraged to consult this material.

**Books and essays included in the reader**

- Ambrosini, M. (2005), *Sociologia delle migrazioni*, Bologna: Il Mulino.
- Ambrosini, M. (2017), *Migrazioni*, Milano: Egea.
- Caritas/Migrantes, (2017) *Scheda Dossier Statistico Immigrazione*, Roma: IDOS.
- Colombo, E. (2008), *Le società multiculturali*, Roma: Carocci.
- Della Puppa, F. (2014), «Il volto nascosto del ricongiungimento familiare: voci, vissuti e aspirazioni di donne e uomini bangladesi in Italia», *Genesis. Rivista della Società Italiana delle Storiche*, 13(1): 101–120.
- Frisina, A. (2010), «Autorappresentazioni pubbliche di giovani musulmane. La ricerca di legittimità di una nuova generazione di italiane», *Mondi Migranti*, 2: 131-147.
- Gatti, F. (2007), *Bilal. Viaggiare, lavorare, morire da clandestini*, Milano: Rizzoli.
- Guolo, R. (2003), *Xenofobi e xenofili. Gli italiani e l'Islam*, Bari: Laterza.
- Granata A., Di padre in figlio, di figlio in padre. Il ruolo innovativo delle seconde generazioni nelle comunità religiose di minoranza, *Mondi Migranti*, 2010, 2: 87-99.
- Leogrande, A. (2008), *Uomini e caporali. Viaggio tra i nuovi schiavi nelle campagne del Sud*, Milano: Mondadori.
- Perocco, F., Basso, P. (2003), *Gli immigrati in Europa: disuguaglianze, razzismo, lotte*, Milano: Franco Angeli.
- Pugliese, E. (2015), «Le nuove migrazioni italiane: il contesto e i protagonisti», in I. Gjergji (a cura di), *La nuova emigrazione italiana. Cause, mete e figure sociali*, Venezia: Edizioni Ca' Foscari.

- Vianello F.A. (2014), *Genere e migrazioni. Prospettive di studio e di ricerca*, Milano: Guerini Editore.
- Vitale, T. (2008), «Etnografia degli sgomberi di un insediamento rom a Milano. L'ipotesi di una politica locale eugenetica», *Mondi Migranti*, 1: 118-135.

### **Online Resources**

All required readings, slides, supplemental digital resources and additional information will be available online at Canvas.