



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

Faculty name	:	Jenny McCord
E-mail	:	jmccord@pitt.edu
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 SLDO**)
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 SLDO**)

- 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**)
- 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**)
- 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 intercultural 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:

- 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 Kouma** 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 Zagarrìo, 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.monitorracism.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*

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:

- multiple choice questions on lectures and readings covered in class to date
- fill in the blank questions on lectures and readings covered in class to date
- short answer questions on lectures and readings covered in class to date
- short essay writing on an intercultural miscommunication problem (2 hours)

The final exam consists of:

- multiple choice questions on lectures and readings covered in class to date
- fill in the blank questions on lectures and readings covered in class to date
- short answer questions on lectures and readings covered in class to date
- short essay writing on an intercultural miscommunication problem (2 hours)

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/journal	20%	all	Weekly
Oral Presentation 1 X 5 min presentation	10%	all	Weekly from Week 3
Group presentations 2 X 10 min presentation	20%	all	Week 3 and week 11
Midterm exam Multiple choice (20%) Fill in the blank (25%) Short answer (30%) Short essay (25%)	25%	all	Week 6
Final Exam Multiple choice (20%) Fill in the blank (25%)	25%	all	Week 14

Short answer (30%)			
Short essay (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

Piazzes 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/>
- The Globe and Mail <http://www.theglobeandmail.com/>
- The Wall Street Journal <http://www.wsj.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:

Benaji, Mahzarin, and Anthony Greenwald. *Blindspot: Hidden biases of good people*. Delacorte Press, 2013.

Castles, Stephen, et al. *The age of migration: international population movements in the modern world*. 5th ed., Palgrave Macmillan, 2014.

Haidt, Jonathan. *The righteous mind: why good people are divided by politics*. Penguin, 2012.

Hooper, John. *The Italians*. Penguin, 2016.

Lustig, Myron W., and Jolene Koester. *Intercultural competence: interpersonal communication across cultures*. 7th ed., Pearson, 2013.

Mammone, Andrea, and Giuseppe A. Veltri. *Italy today: the sick man of Europe*. Routledge, 2010.

Yours, Jan. *The gypsies*. 1967. Waveland Press, 1987.

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>

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

/ 20

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

Readings: Lustig and Koester, "Cultural patterns and communications: taxonomies," pp101-127

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

Avanza, "The Northern League and its 'innocuous' xenophobia," pp131-141

optional: Gang, "Economic strain, education and attitudes towards foreigners in the European Union," pp177-188

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 Crialesse, 2011)

Assignments: Reading questions and journals

Readings: Vaisse, "Muslims in Europe: a short introduction," pp1-6

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

optional: Sigona, "Everyday statelessness in Italy: status, rights, and camps," pp263-276

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 Crialesse, 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

Notes: FALL BREAK

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

optional: Flahaux and De Haas, "African migration: trends, patterns, drivers," pp1-23

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

Garau, "The Catholic Church, universal truth, and the debate on national identity and immigration: a new model of 'selective solidarity,'" pp158-167

WEEK 13 Date

Lesson 12 / Second generation Italians

Meeting time and venue: Classroom

In-class activity: Lecture and small group discussion, review for final

Scenes from the documentary *18 ius soli: the right to be Italian*

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.