



SO/PP 240 VALUING DIVERSITY? ITALIAN CONTEMPORARY IMMIGRATION AND INTEGRATION POLICIES

IES Abroad Rome

DESCRIPTION:

This course offers students insight on the creation of a globalized world and how different cultures, languages and ways of life progressively came together as a result of the contribution of migrants. Students are exposed to the evolution of Italy from an emigration to an immigration country. After drawing a profile of contemporary Italian immigration, with its economic, political and sociological aspects, the course focuses on the integration process of immigrants in Rome. Through the analysis of integration policies and experiences in different fields, students will gain awareness of the complexity of the issues at stake and will be able to fully understand opportunities and constraints brought about by multiculturalism in a large metropolis.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Lectures and class discussion
- Guest lectures
- Film viewings
- Course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation (20%)
 - Midterm exam (30%)
 - Assignments (20%)
 - Final project (30%)
- Class participation: students will have to participate actively in the class discussions, demonstrating the ability to make connections with the readings assigned for each session.
 - Mid-term exam: students will take a test consisting of 10 open questions on the readings and topics analysed in class.
 - Assignments: class assignments are described in weeks 9 and 10. In addition to those, the instructor may plan pop quizzes in order to verify that students have read the material assigned for the day.
 - Final assignment - Field visit to Piazza Vittorio: following the instructor's guidelines, students will plan their own visit to Piazza Vittorio, a multicultural neighbourhood where they can observe how the various ethnic groups have settled and integrated in the Roman urban environment. As a final project, each student, alone or in a group, after discussing with the instructor, will prepare one of the following:
 - A photography report of the field visit, with personal comments and reference to the readings (5 pages);
 - A short video (5 minutes);
 - The "history" of an object bought from a shop in the Piazza (5 pages);
 - An analysis of migrants' writings or other art works (5 pages; as an example, students who have an advanced level of Italian could read works from the online review El Ghibli - www.el-ghibli.provincia.bologna.it).

*Details of required work:

Grading Rubric for student participation:

A	Excellent participation
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	The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Observe Italy's multicultural and multi-ethnic identity;
- Analyse the main issues concerning Italian immigration;
- Examine such issues within the framework set by the EU;
- Explain the multifaceted concept of "integration";
- Describe the role of immigrants in the Italian labour market;
- Discuss the impact of some integration policies/experiences in Rome;
- Appreciate arts/media as a "means" to give voice to and value diversity;
- Create their own representation of Rome as a multicultural metropolis.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than two classes in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy.

CONTENT:

Week	Content	Assignments
Week 1	Introduction to the EU migration crisis	<i>Required readings:</i>
Session 1	The EU migration crisis: what is happening and why	<ul style="list-style-type: none"> • University of Oxford (2016), <i>Forced migration review: Destination Europe</i> (download from http://www.fmreview.org/destination-europe.html). Selected extracts: 1. Foreword: banking in mobility over a generation; 2. Migrants, refugees, history and precedents, pg. 5; 3. The Mediterranean
Session 2	The refugee crisis and the call for a common EU refugee policy.	

		<p>challenge within a world of humanitarian crisis, pg.14; 4.Search and rescue in the central Mediterranean, pg.25.</p> <ul style="list-style-type: none"> • The Global Initiative against Transnational Organized Crime (2014), <i>Smuggled Futures: The dangerous path of the migrant from Africa to Europe</i> (download from http://globalinitiative.net/smuggled-futures). • Albahari, M. (2015), <i>Fatal distractions: Mediterranean migrations and the war on human smuggling</i> (download from http://councilforeuropeanstudies.org).
<p>Week 2</p> <p>Session 1</p>	<p>Refugees and asylum policies</p> <ol style="list-style-type: none"> 1. The UN 1951 Geneva Refugee Convention and the definition of "asylum seeker" and "refugee"; 2. The principle of <i>non-refoulement</i> stated in Article 33 of the Geneva Convention 3. The rights of a refugee. 4. The Italian asylum system; 5. The Dublin system and the need for a EU asylum system. 	<p><i>Required readings:</i></p> <ul style="list-style-type: none"> • University of Oxford (2016), <i>Forced migration review: Destination Europe</i> (download from http://www.fmreview.org/destination-europe.html). Selected extracts: 1. <i>Refugee protection in Europe: time for a major overhaul?</i> pg.7; 2. <i>It need not be like this</i>, pg.12; 3. <i>The road more travelled? Onward movement of asylum seekers and refugees</i>, pg.42
<p>Session 2</p>	<p>Guest lecture A refugee will come to class to tell his/her story and experience in Italy.</p>	
<p>Week 3</p> <p>Session 1</p>	<p>Italy's migration experiences</p> <ol style="list-style-type: none"> 1. "Transformed" Italy: from an emigration to an immigration country; 2. The turning point: phases and characteristics of Italy as a host country. 	<p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Silvia Rusconi (2010), <i>Italy's migration experiences</i> (download from: http://www.migrationeducation.org) <p><i>Film viewings:</i></p> <ul style="list-style-type: none"> • <i>A sud di Lampedusa</i>, by Segre (2006) • <i>Come un uomo sulla terra</i>, by Segre (2008)
<p>Session 2</p>	<ol style="list-style-type: none"> 1. The 1990s: collapse of the Soviet Block and immigration flows from eastern European countries; 2. The Arab Spring: outcomes in terms of migration flows and policy issues. 	
<p>Week 4</p> <p>Session 1</p>	<p>Italy's immigration profile</p> <ol style="list-style-type: none"> 1. Facts and figures about contemporary immigration in Italy. 	<p><i>Required reading:</i></p> <ul style="list-style-type: none"> • Maurizio Ambrosini (2013), <i>A functional offence. Irregular immigration, elderly care recipients, and invisible Welfare</i> (download from: www.eui.eu). • IDOS(2016), <i>Immigration in Italy in 2015. Key facts</i>. <p><i>Film viewings:</i></p>
<p>Session 2</p>	<ol style="list-style-type: none"> 1. Main steps of Italian legislation on immigration: Law 943/1986; Law 39/1990 ("Martelli Law"); Legislative Decree 286/98 	

	<p>("Napolitano-Turco" Law); Law 189/2002 ("Bossi-Fini Law");</p>	<ul style="list-style-type: none"> • <i>EU013 L'ultima frontiera</i>, by Genovese & Cosentino (2013) • <i>Fuocoammare</i>, by Rosi (2016)
<p>Week 5</p> <p>Session 1</p> <p>Session 2</p>	<p>Multicultural and multiethnic Rome</p> <p>Religious diversity in Italy and in Rome.</p> <p>Course-related trip: the Sikh Gurduwara The class, accompanied by the instructor, will visit a Sikh temple, participate in the religious service, have a vegetarian lunch with the community and a talk with their leader. The visit will be a chance to learn about religious diversity in Italy.</p>	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> • Students will write a 2-page field journal including personal reflections on the field study and, when applicable, a comparison with similar realities known in their own city/state.
<p>Week 6</p> <p>Session 1</p> <p>Session 2</p>	<p>Mid-term exam</p> <p>Mid-term review</p> <p>Mid-term exam</p>	
<p>Week 7</p> <p>Session 1</p> <p>Session 2</p>	<p>Multicultural and multiethnic Rome, 2</p> <ol style="list-style-type: none"> 1. Immigration in Rome: main ethnic groups and specific issues related to their integration; 2. Residential patterns of the immigrant population in Rome; 3. Main sectors of employment. <p>Course-related trip: Esquilino and Piazza Vittorio The class, accompanied by the instructor, will guided walk through the Esquilino neighborhood and Piazza Vittorio, to discover multicultural and multiethnic Rome.</p>	
<p>Week 8</p> <p>Session 1</p> <p>Session 2</p>	<p>The role of immigrants in the Italian labour market</p> <ol style="list-style-type: none"> 1. Immigrants in the Italian labour market at a glance; 2. Immigrants' educational attainment and socio-professional status. 3. The Italian labour migration policy and its contradictions. <p>Guest lecture An immigrant will come to class to tell his/her story about living and working in Italy</p>	<p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Maurizio Ambrosini, <i>Immigration in Italy: between economic acceptance and political rejection, International migration and integration</i> (download from here) (18 pages) • Giuseppe Sciortino (2009), <i>Fortunes and miseries of Italian labour migration policy</i>, CESPI Country Papers (download from: http://www.cespi.it/WPMIG/Country%20miq-Italia-Sciortino.pdf) (16 pages) <p><i>Film viewing:</i></p> <ul style="list-style-type: none"> • <i>Il Sangue Verde</i>, by Andrea Segre (2010)
<p>Week 9</p>	<p>Experiences of integration</p>	

Session 1	Group work and class discussion on the concept of integration	
Session 2	Meet the refugees from InMigrazione reception center A group of refugees, accompanied by their language instructors, will visit IES and engage in activities with the class.	
Week 10	Experiences of integration, 2	<i>Assignment:</i>
Session 1	The same group of refugees from InMigrazione reception center and the class will meet in a chosen location in the city center and share their experience in Rome.	<ul style="list-style-type: none"> Students will write a 2-page field journal including personal reflections on the experience with InMigrazione refugees.
Week 11	Comprehensive review of Italian integration policies	<i>Required readings:</i>
Session 1	The "second generation" immigrants and issues concerning Italian citizenship law. The proposal for a new citizenship law.	<ul style="list-style-type: none"> Caneva (2015), <i>The integration of migrants in Italy: an overview of policy instruments and actors</i> (download from: http://cadmus.eui.eu/).
Session 2	<ol style="list-style-type: none"> Health care for migrants and refugees: policies and realities Education for migrants: policies and realities A comprehensive overview of Italian integration policies 	<ul style="list-style-type: none"> Meltingpot News (2015), <i>New bill makes it easier for immigrant children to become Italians</i> (download from: http://www.meltingpotnews.com/).
Week 12	Final presentations and class discussion Students will present their final projects to the class.	

REQUIRED READINGS:

- Maurizio Albahari (2015), *Fatal distractions: Mediterranean migrations and the war on human smuggling* (download from <http://councilforeuropeanstudies.org>).
- University of Oxford (2016), *Forced migration review: Destination Europe* (download from <http://www.fmreview.org/destination-europe.html>). Selected extracts.
- Maurizio Ambrosini (2013), *A functional offence. Irregular immigration, elderly care recipients, and invisible Welfare*. (download from: www.eui.eu) (16 pages)
- Maurizio Ambrosini (2011), *Immigration in Italy: between economic acceptance and political rejection*, International migration and integration (download from: www.studisocialiepolitici.unimi.it/docenti/ambrosini/documenti/File/JIMI.art.mio.pdf) (18 pages)
- Silvia Rusconi (2010), *Italy's migration experiences* (download from: <http://www.migrationeducation.org/38.1.html?&rid=178&cHash=b18ff335ad74f6e52754cfcb43318922>) (11 pages)
- The Global Initiative against Transnational Organized Crime (2014), *Smuggled Futures: The dangerous path of the migrant from Africa to Europe* (download from: www.globalinitiative.net) (27 pages)
- Giuseppe Sciortino (2009), *Fortunes and miseries of Italian labour migration policy*, CESPI Country Papers (download from: <http://www.cespi.it/WPMIG/Country%20mig-Italia-Sciortino.pdf>) (16 pages)
- Meltingpot News (2015), *New bill makes it easier for immigrant children to become Italians* (download from: <http://www.meltingpotnews.com/>).
- Elena Caneva (2015), *The integration of migrants in Italy: an overview of policy instruments and actors* (download from: <http://cadmus.eui.eu/>).



- IDOS(2016), Dossier statistico immigrazione 2016. Selected extract: *Immigration in Italy in 2015. Key facts.*

SUGGESTED FILM VIEWINGS:

- Nuovomondo, by Emanuele Crialese (2006)
- Terraferma, by Emanuele Crialese (2011)
- Soltanto il mare, by Dagmawi Yimer, Giulio Cederna and Fabrizio Barraco (2011)
- L'Orchestra di Piazza Vittorio, by Agostino Ferrente (2006)
- Scontro di civiltà per un ascensore in Piazza Vittorio, by Isotta Toso (2010)