COURSE INFORMATION

Language of Instruction: English
UC Quarter/Semester Credits: 4.5 quarter units/3 semester units
UCEAP Course Subject(s): Political Science, History
Course Duration (weeks): 5 weeks

COURSE DESCRIPTION

As immigrants, asylum seekers, and refugees move within and across Italian urban borders, they impact the familiar and the “rigid orders of the self”—to borrow the words of the German novelist Günter Grass—where critical concepts like “home,” “identity,” and “otherness” get shape. Students in this course will discuss and analyze together contemporary Italian policies of migration control and the present-day discussion to reform the Italian citizenship regulation from the perspective of history, policy analysis and political theory.

The course’s methodology is based on the assumption that in order to grapple with current Italian politics of migration control, it is necessary to understand Italy’s colonial past and the past emigrations of Italians elsewhere. This historical background will prepare students to be able to comprehend contemporary European and Italian policies of migration control in Africa at the opposite shores of the Mediterranean. Along these lines of inquiry, students will mainly investigate qualitative material but there will be attention to quantitative data and assessment of debates about the accuracy of data on migration and its impact on society.

By the end of the course, students will have a good understanding of major debates in Europe and Italy related to immigration, and demonstrate a critical awareness of different agendas and actors involved in shaping European and Italian policies and practices related to immigration, integration and citizenship.

COURSE MATERIALS

Required Materials
Scotto, Angelo. From Emigration to Asylum Destination, Italy Navigates Shifting Migration Tides. MPI 2017. Available at https://www.migrationpolicy.org/article/emigration-asylum-destination-italy-navigates-shifting-migration-tides

Recommended Materials
4. COURSE LEARNING OUTCOMES

Cognitive / Knowledge Skills
- Examine changes in migration trends and flows in Italy with particular attention to the urban dimension of Rome
- Attain a holistic understanding of the complexity of migration policies in Italy and Europe with regards to Northern Africa and Eastern Europe
- Relate current immigration waves with the Italian colonial past
- Compare contemporary immigration issues with those faced by past and present Italian immigrants
- Gain an awareness of the intricacies of discourses and policies on immigration, by considering issues of security, terrorism and disease.

Analytical / Critical Thinking Skills
- Develop an awareness of techniques of analysis and methodologies of interpretation (e.g. post-colonial theory, sociology, legal studies, etc.)
- Learn to use critical concepts such as ‘borders’ and ‘camps’ to explore specific social, political, and economic aspects of migration
- Learn how to describe and analyze the structure of Italian immigration past and present

Affective & Behavioral / Attitudinal Skills
- Gain an awareness of the problems / challenges faced by immigrants and acquire empathy towards immigrant lives and realities in global cities
- Learn to apply the theoretical concepts of migration studies to the socio-cultural reality outside the classroom
- Learn to identify & describe the social/cultural interactions in Italy of different immigration groups

5. PREREQUISITES

There are no prerequisites for this course, but some knowledge of 20th- and 21st-century European history is recommended.

6. METHODS OF INSTRUCTION

A wide variety of instructional tools and techniques, drawn from a multi-disciplinary background, will be used to help you achieve the goals of the course. Among these are in-class lectures and discussions, group exercises, student presentations, films viewings (in Italian with English subtitles), readings outside the classroom, and a number of instructor-led study excursions to relevant sites in the city. Some onsite experiences will be integrated into class-time, while others will be assigned as out-of-class independent learning. In general, your work will involve using the methods, tools, and theories of several distinct academic disciplines in order to better identify and appreciate the cross-cultural realities of community life in Rome.

You are expected to complete readings as assigned for each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. Students are advised to request the reader for this course.

7. COURSE REQUIREMENTS

Class Preparation & Participation
Your preparation & participation grade will be calculated to reflect your engagement in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation. When assessing this component of your grade, traditional criteria such as material preparation, completing readings before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade.
In addition, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, no sleeping or being distracted, etc. Early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class.

Midterm and Final Exams
The midterm and final exams aim at evaluating the students’ understanding of the readings and class discussions as well as the development of their own critical thinking. The midterm exam will cover the material read and discussed in class up to the date of the exam, but the final exam will be cumulative and will cover all course contents. The midterm will include essay questions in which students will be asked to clarify, interpret, and elaborate on the material presented, to give reasons for differences of opinion or results, and to try to analyze causes. The final comprehensive exam will take place in class. The final exam will consists of short and long answer essay questions, key word clarifications, and quote identifications, that is giving the name of the text from which the quote is taken, the year of composition or publication, and a comment on it and on its relation to the themes that we have discussed in class.

Op-ed
Critical thought and analytical writing are fundamental components of the course and the final grade. Students will be asked to write two responses to news related to the topic of the course, a sort of op-ed, making use of at least three texts we have been using in class. The length of your article should be 4-5 pages (about 1000-1250 words). Although you must bring a hard copy of your paper to class, but an electronic copy of your paper must be uploaded on the Moodle before class. Essays must be typed, double-spaced in Times New Roman (12pt), and 2.5cm/1-inch margins on all four sides.

Late policy
For each day a term project/final paper etc. is late (weekends included) one point will be taken from the total earned. Extensions must be approved before the assigned deadline: there are no exceptions to this policy.

8. ASSESSMENT AND GRADING CRITERIA
The instructor will use numerous and differentiated forms of assessment to calculate the final grade you will receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Coursework
- Op-Ed 40%
- Preparation & Participation 10%
- Midterm Exam 20%
- Final Exam 30%

9. ATTENDANCE POLICY
UCEAP considers attendance and punctuality at all classes mandatory. This attendance policy has been approved by the UC Faculty Senate Committee responsible for the oversight of UCEAP. The attendance policy stipulates that:

➢ The class register is the official record of student attendance. It is the student’s responsibility to sign the attendance register personally at the beginning of class with her/his full name (no initials). Students are forbidden from signing in for anyone else or altering the register in any way.
➢ If a student misses any portion of a class, she or he may be marked as absent or late, upon the faculty member’s discretion. Three tardies automatically convert to an absence.
➢ Students are allowed a total of two absences during the program. Each absence beyond the limit will result in a deduction of 3% points from the student’s raw total.
➢ An absence occurring on a day a quiz or exam is scheduled or an assignment is due will result in a zero for that quiz/exam or assignment. Make-ups are permitted on a case-by-case basis for medical reasons and/or unavoidable emergencies. Pertinent documentation must be provided.
➢ No guests are allowed in any UCEAP courses or site visits.

10. CLASS ETIQUETTE
Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As a participant on a UCEAP program in Rome, you are subject to student conduct policies of UCEAP and ACCENT.
11. ACADEMIC INTEGRITY
UCEAP students are expected to follow University of California rules and regulations on academic conduct. As enrolled UC students abroad, UCEAP participants should understand and subscribe to the principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad.

- Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work.
- Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf

12. STUDENT ACCOMMODATIONS
Students who require special arrangements because of a disability should present appropriate verification from their campus Disability Student Office to UCEAP advisors during the application process. Once on site, they should contact the Academic Director to confirm the approved accommodations. Disability status is confidential.

For more information, please consult UCEAP Official website at http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx.

13. COURSE SCHEDULE

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<th>Topic</th>
<th>Activity</th>
<th>Student Assignments</th>
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<td>1</td>
<td>Introduction to the course</td>
<td>Review Syllabus &amp; Course Requirements</td>
<td><a href="http://tariqality.com/portfolio/so-immigration-hysteria/">http://tariqality.com/portfolio/so-immigration-hysteria/</a> Tariq Ali and Bridget Anderson</td>
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<td>2</td>
<td>Intro</td>
<td>Lecture &amp; Discussion in classroom</td>
<td>K. Koser 2007 Why migration matters? Who is a migrant? Who is a refugee?</td>
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<td>3</td>
<td>The phraseology of migration</td>
<td>Lecture &amp; Discussion in classroom</td>
<td>From Emigration to Asylum Destination, Italy Navigates Shifting Migration Tides by Angelo Scotto, MPI 2017</td>
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<td>4</td>
<td>The phraseology of migration</td>
<td>Video &amp; Discussion in classroom</td>
<td>Clash of Civilizations over an elevator in Piazza Vittorio, 2008.</td>
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<td>5</td>
<td>People &amp; people</td>
<td>Lecture &amp; Discussion in classroom</td>
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<td>The center and its periphery</td>
<td>On-Site class</td>
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<td>7</td>
<td>Once we were Migrants</td>
<td>Video &amp; Discussion</td>
<td>Watch: <em>The Golden Door</em> by E. Crialese</td>
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<td>Drawing a nation from its colonies</td>
<td>Lecture &amp; Discussion</td>
<td>Forgacs, David 2014 “Colonies” in Italy’s Margins. Cambridge Press, pp. 93-139</td>
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<tr>
<td>9</td>
<td>Drawing a nation from its colonies</td>
<td>Lecture &amp; Discussion</td>
<td>Forgacs, David 2014 “Colonies” in Italy’s Margins. Cambridge Press, pp. 93-139</td>
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<td>11</td>
<td>Midterm exam</td>
<td>In-class exam</td>
<td>Review all course readings, handouts and notes.</td>
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<td>12</td>
<td>Basic services</td>
<td>Lecture &amp; Discussion</td>
<td><a href="https://vimeo.com/231508205">https://vimeo.com/231508205</a> Irregular migrants in vulnerable situations and access to basic services Nando Sigona</td>
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<td>13</td>
<td>Housing and Homelessness in Rome</td>
<td>Lecture &amp; Discussion</td>
<td>Muddu, Pierpaolo “Housing and Homelessness in Contemporary Rome.”</td>
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<td>14</td>
<td>Policies of Migration Control</td>
<td>Lecture &amp; Discussion</td>
<td>Policy Document: Migration Compact and Minniti Plan</td>
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<td>15</td>
<td>The Journey to Italy</td>
<td>Lecture &amp; Discussion</td>
<td>Andrea Segre, Dagmawi Yimer, Riccardo Biadene, 2008 “Like a man on Earth” <a href="https://www.youtube.com/watch?v=icV7wzHwhNQ">https://www.youtube.com/watch?v=icV7wzHwhNQ</a></td>
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