



## FLOR SOCY/COMM 3309 Intercultural Piazza. Interculture and migration in Italy

### CAPA FLORENCE PROGRAM

#### 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 at 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.

#### CAPA Students Learning & Developmental Outcomes (SLDOs)

1. **Globalization.** Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. **Urban Environment.** Students are able to explore and analyze the spaces they inhabit, and reflect on differences and similarities between their home and host environments.
3. **Social Dynamics.** Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. **Diversity.** Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.
5. **Personal and Professional Development:** CAPA students will 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. The development of skills relative to personal and professional development and career preparedness includes for this class the following:
  - 🗨️ **Networking:** The ability to intentionally and purposefully connect and interact with others in order to develop professional and social relationships;

- 🔊 **Communications:** The ability to receive, interpret, and articulate information and ideas effectively;
- 🔊 **Global Perspective:** The skills required to live and work in an interdependent world through forming an understanding of connections between one's own life and those of people across the globe;
- 🔊 **Cultural Awareness:** The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs;
- 🔊 **Problem Solving:** The ability to find solutions to difficult or complex issues and to manage moments of uncertainty or ambiguity;
- 🔊 **Adaptability:** The ability to adjust oneself readily to different conditions and environments;
- 🔊 **Career-based or Vocational Skills:** The development of specific knowledge or abilities related to an occupation.

## Class Methodology

Classes will be held at the CAPA center twice a week for 90 minutes each and will build on diverse pedagogical approaches that engage with various learning styles: group discussions, lectures, film screenings, pair and small group work, presentations, an ethnographic visit to a local intercultural setting, journal reflections, exams.

We will begin our Tuesday afternoon lessons with an open conversation regarding the previous week's intercultural study abroad experience, followed by our unit lecture and short individual student presentations. Our Wednesday morning lessons will involve discussion of the reading questions and journal engagement exercises. Twice during the semester, students will present in pairs or groups on cultural dimensions and on marginalized communities in Italy. We will dedicate the final part of Wednesday lessons to viewing and reflecting on scenes from various subtitled Italian documentaries and films.

## Field Component

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in a field activity 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 writings and projects assigned in this course.

### The assigned field component for this course is:

A guided visit to the multicultural via Palazzuolo and to Anelli Mancanti, a local intercultural association run by volunteers.

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 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.

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 material covered in class during the first half of the semester
- B) fill in the blank questions on material covered in class during the first half of the semester
- C) short answer questions on material covered in class during the first half of the semester (2 hours)

### The final exam consists of:

- A) multiple choice questions on material covered in class during the second half of the semester
- B) fill in the blank questions on material covered in class during the second half of the semester
- C) short answer questions on material covered in class during the second half of the semester (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
Engagement/journal	20%	all	Weekly
Individual presentation 1 X 5 min presentation	10%	all	Weekly from Week 4
Group presentations 2 X 10 min presentation	20%	all	Week 3 and week 12
Midterm exam Fill in the blank (40%) Multiple choice (33%) Short answer (27%)	25%	all	Week 6
Final exam Fill in the blank (40%) Multiple choice (33%) Short answer (27%)	25%	all	Week 14

## 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 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), important 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 and evening) and report on how they experience the social space. Photographs of the piazza taken by you at different times of day are to be emailed to [jmccord@capafaculty.com](mailto:jmccord@capafaculty.com) no later than the day before the presentation. See rubric below for scoring justification.

OR

#### Intercultural article

Each student will present an article of their 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@capafaculty.com](mailto:jmccord@capafaculty.com)) 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/>

 <b>NPR News</b>	<a href="http://www.npr.org/">http://www.npr.org/</a>
 <b>The Times of India</b> (English)	<a href="http://timesofindia.indiatimes.com/international-home">http://timesofindia.indiatimes.com/international-home</a>
 <b>China Daily</b> (English)	<a href="http://www.chinadaily.com.cn/">http://www.chinadaily.com.cn/</a>
 <b>The Guardian</b>	<a href="http://www.guardian.co.uk/">http://www.guardian.co.uk/</a>
 <b>The International Herald Tribune</b>	<a href="http://global.nytimes.com/">http://global.nytimes.com/</a>
 <b>The Globe and Mail</b>	<a href="http://www.theglobeandmail.com/">http://www.theglobeandmail.com/</a>
 <b>The Wall Street Journal</b>	<a href="http://www.wsj.com">http://www.wsj.com</a>
 <b>Corriere della Sera</b> (English)	<a href="http://www.corriere.it/english/">http://www.corriere.it/english/</a>
 <b>Democracy Now!</b>	<a href="http://www.democracynow.org">http://www.democracynow.org</a>

## GROUP PRESENTATIONS (2)

### Cultural dimensions

Each group will prepare a PowerPoint presentation of at least 5 slides for either Hall's, Hofstede's, Kluckhohn & Strodtbeck's, Schwartz's or Meyer's cultural dimensions, synthesizing their theorist's approach to variation in cultural patterns and giving specific cultural examples for each theoretical category. All group members should be knowledgeable of their respective dimensions and be prepared to present an equal share of the slides in class. See rubric below for scoring justification.

### Marginalized communities

Each group will prepare a PowerPoint presentation of at least 5 slides for a marginalized community of contemporary Italy, e.g. the Roma, the Chinese, (Nigerian) sex workers, (Senegalese) itinerant vendors, *badanti* carers. Histories of the communities, the roles they assume in Italy 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. See rubric below for scoring justification.

## Grading rubrics

### Piazza presentation rubric

Name \_\_\_\_\_

Presentation of piazza (history, neighborhood, name)	2	1	0
Presentation of buildings and monuments	2	1	0
Presentation of social element (people, activities, interaction)	2	1	0
Personal reflections on piazza's role in life of city	2	1	0
Photos of piazza scenes in morning and in evening	2	1	0

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2 = fully present  
1 = partially present  
0 = absent

### Article presentation rubric

Name \_\_\_\_\_

Presentation of source (newspaper, journalist)	2	1	0
Presentation of topic	2	1	0
Personal reflections, opinions	2	1	0
Explanation of relevance to topics studied	2	1	0
Generation, moderation of discussion	2	1	0

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2 = fully present  
1 = partially present  
0 = absent

### Dimensions of culture rubric

Name \_\_\_\_\_

Presentation of source and theorist	2	1	0
Presentation of cultural dimension set 1	2	1	0
Presentation of cultural dimension set 2	2	1	0
Example cultures set 1	2	1	0
Example cultures set 2	2	1	0

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2 = fully present  
1 = partially present  
0 = absent

### Marginalized community rubric

Name \_\_\_\_\_

Presentation of source (journal, scholar)	2	1	0
Presentation of history of community	2	1	0
Presentation of common roles in Italian society	2	1	0
Presentation of challenges this community faces	2	1	0
Personal reflection, experience with marginalized communities	2	1	0

/10

2 = fully present  
1 = partially present  
0 = absent

### **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 under Modules. See schedule below for specific weekly assignments.

### **Recommended Readings:**

- 📖 Benaji, Mahzarin, and Anthony Greenwald. Blindspot: Hidden biases of good people. Delacorte Press, 2013.
- 📖 Bennett, Milton J. Basic concepts of intercultural communication. Intercultural 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.
- 📖 Hinton, Perry R. Stereotypes and the construction of the social world. Routledge, 2020.
- 📖 Hooper, John. The Italians. Penguin, 2016.
- 📖 Mammone, Andrea, and Giuseppe A. Veltri. Italy today: the sick man of Europe. Routledge, 2010.
- 📖 Meyer, Erin. The culture map. Decoding how people think, lead, and get things done across cultures. Public Affairs, 2014.
- 📖 Yoors, Jan. The gypsies. 1967. Waveland Press, 1987.

## Weekly Course Schedule

Week 1	
Lessons 1 & 2	Culture
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>Lecture and discussion</li> <li>Overview of course and syllabus</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>Engagement journals</li> <li>Scenes from <i>Terraferma (Land)</i>, Crialesi 2011</li> </ol>
Optional readings	<ul style="list-style-type: none"> <li>📖 Mills, "The Promise of Sociology," pp1-3</li> <li>📖 Huntington, "The Clash of Civilizations?" pp22-49</li> <li>📖 Mammone and Veltri, "A 'sick man' in Europe," pp1-12</li> </ul>
Week 2	
Lessons 3 & 4	Interculture
Readings due	<ul style="list-style-type: none"> <li>📖 Meyer, "The Needle, Not the Knife. Disagreeing Productively," pp195-218</li> <li>📖 Bennett, "The Developmental Model of Intercultural Sensitivity," pp1-7</li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>Lecture and discussion</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>Discussion of reading questions</li> <li>Engagement journals</li> <li>Scenes from <i>Quando sei nato non puoi più nasconderti (Once You're Born, You Can No Longer Hide)</i>, Giordana 2005</li> </ol>
Week 3	
Lessons 5 & 6	Dimensions of culture
Reading due (according to group)	<ul style="list-style-type: none"> <li>📖 ** Hall in Lustig and Koester, pp102-105</li> <li>📖 ** Hofstede in Lustig and Koester, pp105-112</li> <li>📖 ** Schwartz in Lustig and Koester, pp113-115</li> <li>📖 ** Kluckhohn &amp; Stodtbeck in Lustig and Koester, pp85-95</li> <li>📖 ** Meyer pp14-27 +additional resource: Armchair Expert podcast Dax Shepard <a href="https://armchairexpertpod.com/pods/erin-meyer">https://armchairexpertpod.com/pods/erin-meyer</a></li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>Lecture and discussion</li> <li>Group presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>Discussion of reading questions</li> <li>Engagement journals</li> <li>Screening of <i>Gli Italiani neri (The Black Italians)</i>, Didomenico 2019</li> </ol>
Week 4	
Lessons 7 & 8	Borders
Readings due	<ul style="list-style-type: none"> <li>📖 Avanza, "The Northern League and its 'innocuous' xenophobia," pp131-141</li> <li>📖 Cavalli, "Reflections on Political Culture &amp; the 'Italian National Character,'" 119-135</li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>Lecture and discussion</li> <li>Individual presentations</li> </ol>

	<p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Screening of <i>Come un uomo sulla terra (Like a Man on Earth)</i>, Segre, Yimer &amp; Biadene 2009</li> </ol>
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	<b>Week 5</b>
<b>Lessons 9 &amp; 10</b>	Migration
<b>Readings due</b>	<ul style="list-style-type: none"> <li>☞ Castles et al, "The Age of Migration. International Population Movements in the Modern World," pp1-20</li> <li>☞ Vaisse, "Muslims in Europe: A short introduction," pp1-6</li> </ul>
<b>In-class activities</b>	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Individual presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Screening of <i>I nostri anni migliori (Our Best Years)</i>, Calore &amp; Collizzolli 2011</li> </ol>

	<b>Week 6</b>
<b>Lessons 11 &amp; 12</b>	Midterm exam
<b>In-class activities</b>	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Midterm exam</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Engagement journals</li> <li>2. Scenes from <i>Nuovomondo (New World)</i>, Crialesse 2008</li> </ol>

	<b>Week 8</b>
<b>Lessons 13 &amp; 14</b>	Italian migration
<b>Readings due</b>	<ul style="list-style-type: none"> <li>☞ Tintori &amp; Colucci, "Man power to brain drain. Emigration and the Italian state, between past and present," pp37-46</li> </ul>
<b>In-class activities</b>	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Individual presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Scenes from <i>Italy: Love It or Leave It</i>, Hofer &amp; Ragazzi 2011</li> </ol>

	<b>Week 9</b>
<b>Lessons 15 &amp; 16</b>	Immigration to Italy
<b>Readings due</b>	<ul style="list-style-type: none"> <li>☞ Ambrosini, "Immigration in Italy. Between economic acceptance and political rejection," pp175-192</li> </ul>
<b>In-class activities</b>	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Individual presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Screening of <i>Mare chiuso (Closed Sea)</i>, Liberti &amp; Segre 2012</li> </ol>

Week 10	
Lessons 17 & 18	Irregular migration
Readings due	<ul style="list-style-type: none"> <li>☞ Monzini, "Sea-border Crossings. The Organization of Irregular Migration to Italy," pp163-181</li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Individual presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Screening of <i>Limbo</i>, Calore &amp; Hofer 2014</li> </ol>

Week 11	
Lessons 19 & 20	Integration
Readings due	<ul style="list-style-type: none"> <li>☞ De Zoysa, "Immigration: Europe and the USA—common cause or American exceptionalism?" pp261-283</li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Individual presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Screening of <i>Il sangue verde (Green Blood)</i>, Segre 2010</li> </ol>

Week 12	
Lessons 21 & 22	Marginalized communities
Reading due (according to group)	<ul style="list-style-type: none"> <li>☞ ** Aghatise, "Trafficking for prostitution in Italy: Possible effects of government proposals for legalization of brothels," pp1126-1153</li> <li>☞ ** Bordogna &amp; Ornaghi, "The 'badanti' (informal carers) phenomenon in Italy: Characteristics and peculiarities of access to the health care system," pp9-20</li> <li>☞ ** Nelken, "Immigrant beach selling along the Italian Adriatic coast: De-constructing a social problem," pp297-312</li> <li>☞ ** Sigona, "Locating the 'Gypsy Problem.' The Roma in Italy: Stereotyping, labelling and 'nomad camps,'" pp741-753</li> <li>☞ ** Chang, "20th century Chinese migration to Italy: The Chinese diaspora presence within European international migration," pp179-187</li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Group presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Group presentations</li> <li>2. Engagement journals</li> <li>3. Screening of <i>A Ciambra</i>, Carpignano 2017</li> </ol>



	Week 13
Lessons 23 & 24	Second generation Italians
Readings due	<ul style="list-style-type: none"> <li>☞ Levy, "Racism, immigration and new identities in Italy," pp49-58</li> <li>☞ Bianchi, "Italiani nuovi o nuova Italia? Citizenship and attitudes towards the second generation in contemporary Italy," pp321-331</li> </ul>
In-class activities	<p>Tuesday</p> <ol style="list-style-type: none"> <li>1. Lecture and discussion</li> <li>2. Individual presentations</li> </ol> <p>Wednesday</p> <ol style="list-style-type: none"> <li>1. Discussion of reading questions</li> <li>2. Engagement journals</li> <li>3. Screening of <i>18 ius soli: the right to be Italian</i>, Kuwornu 2011</li> </ol>

	Week 13
Lesson 25	Final exam 2pm

	TBA
Lesson 26	Evening visit to Anelli Mancanti