<table>
<thead>
<tr>
<th>Class code</th>
<th>SCA-UA 9280 001 Black Italia</th>
</tr>
</thead>
</table>
| Instructor Details | **Name:** Dr Angelica Pesarini  
**NYU Home Email Address:** angelica.pesarini@nyu.edu  
**Office Hours:** tbc  
**Villa Ulivi Office Location:** tbc  
**Villa Ulivi Office Extension:** tbc  

*For fieldtrips refer to the email with trip instructions and trip assistant’s cell phone number*
| Class Details | **Semester:** Spring  
**Full Title of Course:** Black Italia  
**Meeting Days and Times:** Mondays, 3:00pm- 5.45pm  
**Classroom Location:** tbc |
| Prerequisites | None |
| Class Description | This cross-disciplinary course explores issues of “race”, identity and citizenship in colonial and postcolonial Italy drawing from Sociology, History, Critical Race Theory, Gender Studies and Media and Cultural Studies.  
There are two sections to this course. The first part focuses on the colonial period and it will provide students with conceptualisations of “race” in Italy, going from the Liberal Period to the end of the Fascist regime (1861-1941) passing through the colonial mission in East Africa and the proclamation of the Empire of *Africa Orientale Italiana* in 1936.  
The second part of the course analyses the “postcolonial” phase, going from the end of WWII to 2017. This section will explore, amongst other things, post-war issues of *métissage*, the immigration phase in the 90s, which marked a historical turning point in the country, and the persistence of what can be defined as a specific “colour line divide” ruling in Italy today. The analysis of blackness in Italy highlights internal tensions at the core of national identity, clearly based on racializing practices. Through the use of sociological research and cultural analysis, this course will offer an extensive overview on the construction and representation of “race” in Italy and its effects on the everyday life of racialized subjects. |
| Desired Outcomes | On completion of this course, students should:  
| | ● Have mastered a basic understanding of issues of “race”, identity and citizenship in Italy  
| | ● Have developed an understanding of key issues pertinent to the intersectional analysis of “race”, identity, gender, citizenship and Nation  
| | ● Have improved their ability to think critically and use a range of theories from Sociology, Gender studies, Critical Race Theory and Media and Cultural Studies introduced during the course  
| | ● Have further developed their oral skills through class participation  
| | ● Have gained experience in working effectively in groups and individually on set tasks |

| Assessment Components | Attendance and Participation: 10%  
| | Weekly work Assignment: 25%  
| | Midterm Exam: 20%  
| | Final Exam: 20%  
| | End of term 3000 words Essay: 25%  
| | Failure to submit or fulfil any required course component results in failure of the class. |

| Assessment Expectations | Grade A: The student’s work demonstrates an understanding of the subject that goes beyond assigned course readings. The student writes essays/exam questions that are an original synthesis of source materials, demonstrating the ability to evaluate source material critically. Written arguments are clear, well-organized and well-presented; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student has distinguished himself/herself throughout the course of the semester for his/her contributions to class discussion.  
| | Grade B: The student’s work shows a clear understanding of assigned readings and materials covered in class. The student writes clear, well-organized and well-presented essays/exam questions; oral presentations are concise, incisive and supplemented by appropriate visual materials. The student is prepared in class and asks relevant questions.  
| | Grade C: The student’s work shows a basic understanding of the subject treated in assigned readings and covered in class. However, written and/or oral work is deficient in one or more of the following areas: clarity, organization or content. The student’s work is generally in need of improvement  
<p>| | Grade D: The student’s work shows occasional understanding of the subject treated in assigned readings and covered in class. Written and/or oral work is deficient in one of more of the following areas: clarity, organization or content. The student does not participate in class discussion and has not frequented the instructor’s office hours. |</p>
<table>
<thead>
<tr>
<th><strong>Grade F:</strong> The student’s work does not demonstrate understanding of the subject treated in assigned readings and covered in class. Written and/or oral work are either insufficient or are not submitted. The student appears unprepared in class and has not frequented the instructor’s office hours.</th>
</tr>
</thead>
</table>
| **Grade conversion** | A=94-100  
A-=90-93  
B+=87-89  
B=84-86  
B-=80-83  
C+=77-79  
C=74-76  
C-=70-73  
D+=67-69  
D=65-66  
F=below 65 |
| **Grading Policy** | Please refer to Assessment Expectations and the policy on late submission of work |
| **Academic Accommodations** | Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website [http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html](http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.  
Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability. |
| **Attendance Policy** | **Attendance:**  
Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. |
For courses that meet once a week, one unexcused absence will be penalized by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences.

**Excused Absences:**
In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student.

The only excused absences are those approved by the Office of Academic Support; they are as follows:

**Absence Due to Illness**
- If you are sick, please see a doctor (contact the Office of Student Life for information).
- Absences can ONLY be excused if they are reported WITHIN 24 HRS of your return to class via the online NYU Florence Absence Form: [http://goo.gl/forms/Piid8BM8DN](http://goo.gl/forms/Piid8BM8DN)
- We will not accept a student email or telephone call regarding an absence due to illness. We will not notify your faculty about these absences.
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences.

**Due to Religious Observance**
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.
- Information regarding absences due to religious observance must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form: [http://goo.gl/forms/Piid8BM8DN](http://goo.gl/forms/Piid8BM8DN). Please note that no excused absences for reasons other than illness can be applied retroactively.

**Due to a class conflict with a program sponsored lecture, event, or activity**
- All students are entitled to miss one class period without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by La Pietra Dialogues, Acton Miscellany or the Graduate Lecture series.
- Information regarding absences due to a class conflict must be provided at least SEVEN DAYS PRIOR to the date(s) in question using the online NYU Florence Absence Form: [http://goo.gl/forms/Piid8BM8DN](http://goo.gl/forms/Piid8BM8DN). Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to...
| Late Submission of Work | All course work must be submitted on time, in class on the date specified on the syllabus.  
To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date  
To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework. |
|---|
| Plagiarism Policy | **PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM:** The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.  
In the event of suspected or confirmed cases of plagiarism, The faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school. Please consult the “Academic Guidelines for Success” distributed on your USB key at Check-in and on the NYU Florence Global Wiki.  
For a detailed description of some possible forms of plagiarism and cheating please consult the Community Compact that you signed at Orientation, a copy of which is on the above mentioned Wiki and USB key. |
| The Writing Center | The Writing Center, located in Aula Belvedere in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting. Sign up for a consultation at wp.nyu.edu/florencewriting/ and submit your working draft or ideas a day in advance to florence.writingcenter@nyu.edu. Drop in for a consultation M-Th, but remember that appointments are given priority. Be assured that very rough drafts are welcome. Please note that we do not correct or “fix” your writing; instead we prompt you to think and work. Our aim is to create stronger writers in the long term, not necessarily perfect papers in the short term. |
| Required Text(s) | All assigned readings are to be found online, through links available on our NYU Classes course website.  


- Giulia Barrera, “Patrilinearity, race and Identity. The upbringing of Italo-Eritrean during Italian colonialism” in Italian Colonialism, (eds.) Ruth Ben-Ghiat, Mia Fuller, chapter 8 pp.97-107

- Angelica Pesarini, (forthcoming) “You were the Shame of Race. Dynamics of Pain, Shame and Violence in Shape Shifting Processes.” In (eds.) Paul Spickard, Lily Anne Y. Welty-Tamai and Matt Kester (eds.), Shape Shifter. Journeys Across Terrains of Race and Identity. Lincoln: University of Nebraska Press


http://www.tandfonline.com/doi/abs/10.1080/1354571042000179209

http://www.tandfonline.com/doi/abs/10.1080/01402389408425013?src=recsys

Claiming Rights and Transforming Identities”, in National Belongings. Hybridity in Italian Colonial and Postcolonial Cultures, Peter Lang Oxford


- “Sausages” a short story by Igiaba Scego
  http://www.warscapes.com/retrospectives/food/sausages


- Elizabeth Buettner. 2016, Europe after the Empire. Decolonisation Society and Culture, Cambridge University Press, pp.1-21

- Krystyna Von Henneberg. 2004, Memory, the Public Space and the Memory of Empire in Modern Italy, History & Memory 16.1 (2004) 37-85
| | - Federico Oliveri (2012): Migrants as activist citizens in Italy: understanding the new cycle of struggles, *Citizenship Studies*, 16:5-6, 793-806  

| Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library or available online) | - David Theo Goldberg, Racial Europeanization, *Ethnic and Racial Studies*, Vol. 29 No.2 March 2006 pp.331-364  

| Internet Research Guidelines | The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism. |
### Additional Required Equipment

| N/A |

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
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<tbody>
<tr>
<td><strong>02/05/18</strong></td>
<td><strong>02/12/18</strong></td>
<td><strong>02/19/18</strong></td>
</tr>
<tr>
<td><strong>Black Italia</strong>&lt;br&gt;Discussion of title, content, readings, assessments and other practical issues.</td>
<td><strong>Race and Racialisation in Europe</strong>&lt;br&gt;What is Black Europe? And who is Black Europe?</td>
<td><strong>The Darker Italian “Other”</strong>.&lt;br&gt;Introduction to issues of “race” and identity in the Liberal and Early fascist Period (1861-1935).</td>
</tr>
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</table>
  **Further Reading (non compulsory but recommended)**  
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<table>
<thead>
<tr>
<th>Session 4</th>
<th>02/26/18</th>
<th>“A Place in the Sun”. The Making of <em>Africa Orientale Italiana</em> Analysis of Fascism and visual and textual representations of the “Other”.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Jaqueline Andall, Derek Duncan, “Memories and Legacies of Italian Colonialism” in <em>Italian Colonialism. Legacy and Memory</em>, Peter Lang Oxford, (pp. 9-29)</td>
</tr>
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<thead>
<tr>
<th>Session 5</th>
<th>03/05/18</th>
<th>Race and “Mixed race”. Racial laws period (1937-1941) and lived experiences of “mixed race” Italians. Research led class in which the Professor will share the findings of her research focusing on “mixed race” Italian children born during the fascist period.</th>
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<td></td>
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<tr>
<th>Session 6</th>
<th>03/12/18</th>
<th>Postcolonial Italy? What is “postcolonial” Italy and when did it start? In-class film screening: “Videocracy”</th>
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<td>Pick one between:</td>
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<td><a href="http://www.tandfonline.com/doi/abs/10.1080/1354571042000179209">http://www.tandfonline.com/doi/abs/10.1080/1354571042000179209</a></td>
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<td><a href="http://www.tandfonline.com/doi/abs/10.1080/01402389408425013?src=recesys">http://www.tandfonline.com/doi/abs/10.1080/01402389408425013?src=recesys</a></td>
</tr>
</tbody>
</table>
### Session 7
03/19/18

Citizenship and Identity: Does Blood Matter?

Today in Italy there is an estimation of 900,000 children who have been born and are being raised by “foreigner” or non-Italian parents and who are not legally recognised as Italians. Discussion of political discourse on citizenship law, activism and the so called “second generations”.

**Guests speakers (tbc)**


### Session 8
03/26/18

Mid-Term Exam

### Session 9
04/09/18

From Black Lives Matter to Black Italia. An intersectional analysis

Analysis of some case-studies showing the (deadly) implications of racializing practices and racism in contemporary Italy.


### Session 10
04/16/18

Representations of Blackness

Illustration of several representations of Blackness in Italy today ranging from sport, literature, music and art.


<table>
<thead>
<tr>
<th>Session 11</th>
<th>04/23/18</th>
<th>“Yes we can” or... No we can’t? Intersections of race, gender and identity in the current Italian political discourse. Case study: Cécile Kyenge.</th>
</tr>
</thead>
</table>

Further Readings (Recommended but not compulsory)


Some media coverage about Cécile Kyenge:

"Italy's first black minister: I had bananas thrown at me but I’m here to stay.”
https://www.theguardian.com/world/2013/sep/08/cecile-kyenge-quest-for-tolerance

“Mario Borghezio ordered to pay Cecile Kyenge for racism”

<table>
<thead>
<tr>
<th>Session 12</th>
<th>Date TBC</th>
<th>Fieldtrip to Rome</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>- Elizabeth Buettner, 2016, Europe after the Empire. Decolonisation Society and Culture, Cambridge University Press, pp.1-21</td>
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<td>- Krystyna Von Henneberg, Memory, the Public Space and the Memory of Empire in Modern Italy, History &amp; Memory 16.1 (2004) 37-85</td>
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</tbody>
</table>
### Further readings (not compulsory but recommended)

### Session 13
**04/30/18**

**The Black Mediterranean**  
Different representations: African migrants and the figure of the “clandestine”.

*In-class film screening: “Come un uomo sulla terra”*

- Donald Carter & Heather Merrill (2007)  
  Bordering Humanism: Life and Death on the Margins of Europe, *Geopolitics*, 12:2, 248-264
- Federico Oliveri (2012): Migrants as activist citizens in Italy: understanding the new cycle of struggles, *Citizenship Studies*, 16:5-6, 793-806

**Recommended (Website page):**  
- Ida Danewid, “White Innocence and the Black Mediterranean”  
  https://thedisorderofthings.com/2017/06/07/white-innocence-in-the-black-mediterranean/

### Session 14
**05/07/18**

**Migration and the “Refugee Crisis”**  
Analysis of the role the so called “refugee crisis” is playing in racializing political discourse across Italy.  
*VISIT TO an NGO * (tbc)


**Media coverage**
<table>
<thead>
<tr>
<th>Session 15</th>
<th>Final Exam</th>
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<tr>
<td>05/14/18</td>
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<tr>
<th>Classroom Etiquette</th>
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<tr>
<td>● Eating is not permitted in the classrooms. Bottled water is permitted.</td>
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<tr>
<td>● Cell phones should be turned off during class time.</td>
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<tr>
<td>● The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.</td>
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<tr>
<td>● We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings.</td>
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<thead>
<tr>
<th>Required Co-curricular Activities</th>
<th>- Field trip to Rome (description under Session 11 above).</th>
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<thead>
<tr>
<th>Suggested Co-curricular Activities</th>
<th>Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Your Instructor</th>
<th>Dr Angelica Pesarini was awarded a PhD in Sociology and Gender Studies at the University of Leeds (UK) and she received a Master’s Degree in Gender, Development and Globalisation at the London School of Economics, London, UK. She previously worked as a Lecturer in Race, Gender and Sexuality at Lancaster University, UK. Angelica conducted research on gender, identity and the development of economic activities within some Roma communities in Italy and she has analysed strategies of survival, risks and opportunities associated with male prostitution in Rome. Her current work investigates visual racialising practices located at the intersection of “race”, gender and identity in colonial and postcolonial Italy.</th>
</tr>
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</table>