History of Immigration in Europe and the US since World War II

Course Number
HIST-UA 9186 F01

Brightspace course site https://brightspace.nyu.edu/d2l/home/207174

Fall 2022

Please contact florence.academicsupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: Aug 16, 2022

Lecturer Contact Information
Daniele Valisena

Office Hours: Thursday 10-12 AM

Units earned
4

Course Details
- 3PM-5:45PM
  - All times are Central European Time (CET). Please note that in Europe, Daylight Saving Time ends Sunday, October 30th 2022 and clocks will be set one hour earlier.
  - Location: Rooms will be posted in Albert before your first class.
  - COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC and local guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top priority.

Course Description
This four-credit course explores the interplay between migration history and the environment. By adopting a theme-based approach, the course will tackle some of the most compelling issues pertaining to the various ways in which migrants transform nature and, conversely, are influenced by the environment. Identity and belonging, gender and race, healthy and
disposable bodies, landscapes and cultures: all these themes, examined in their interplay with nation-states’ and supernational entities’ politics and policies regulating human mobility are at the center of migration processes. By adopting a transdisciplinary approach, such as the one offered by the environmental humanities, the course will offer an overview of the latest research on modern and contemporary Environmental History of Migration (EHM).

**Course Objectives**
By completing the course requirements, students will learn:

1) The history of Italian and European migration in relation to the immigration histories, cultures, and policies regulating European, American, and EU mobility;

2) To think ecologically about the relation between human societies and their environments;

3) To analyze various types of primary and secondary sources;

4) The role of migrants in contemporary ecological regimes;

5) To adopt transdisciplinary approaches typical of environmental humanities in analyzing contemporary key ecological and societal questions;

6) To improve their ability to think critically, engage in complex reasoning and express their thoughts clearly through their written work.

**Assessment Components**
Written final assignment 40% (6-8 pages essay)
Oral presentation of the final essay 30% (10-15 minutes presentation and discussion)
Attendance and participation to classes 30%

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

**Attendance Policy**
Studying 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. 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 expected promptly when class begins. Attendance will be checked at each class meeting.

Unexcused absences may be penalized with a two percent deduction on the participation component of the final grade for every week's worth of classes missed. Four unexcused absences in one course may lead to a Fail in that course.
As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail florence.academicsupport@nyu.edu immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. For two or more consecutive days of absences due to health reasons, a doctor's note must be submitted in person or by e-mail to the Academics team.

*Please note that remote attendance will only be considered by the Office of Academic Support if for health reasons you are unable to attend class in person after two consecutive days of absence.*

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed by getting notes from a classmate or meeting with your faculty member during office hours.

Exams, tests and quizzes, oral presentations, and/or important deadlines that are missed due to illness always require a doctor's note as documentation.

For a detailed explanation of the global attendance policy, see the NYU Florence Attendance Policy Flowchart.

The Global Attendance Policy is posted in the Academic Policies tab in Brightspace, on the NYU Florence Student Portal website, and is posted around campus. After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicsupport@nyu.edu.

**Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

**Late Submission of Work**

Please refer to Academic Policies in Brightspace.

**Required Text(s)**


Other sources


Del Grande, Gabriele. 2014. Io sto con la sposa/On the bride’s side, movie.
Mariani, Andrea Paco. 2017. The Harvest, movie.


This is not an Atlas project by Kollektiv orangotango, https://library.oapen.org/handle/20.500.12657/27378.

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the Villa Ulivi Library. Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the Ulivi Library Book Scan Form.

Supplemental Text(s) (not required to purchase)
Roberta Biasillo, Claudio de Majo, and Daniele Valisena (eds.), Environment and Italianess: Socio-natures on the Move, Modern Italy 26.2, May 2021

Additional Required Equipment

Session 1 – What is Environmental History of Migration? Discussion of title, content, readings, assessments and other practical issues, September 7, 2022, 3PM


Introduction to the course, classes structure, readings, tasks, exams, and grading. In the second part of the class, we will discuss sources and narratives in EHM.

NB: Professor Marco Armiero (Director of the Environmental Humanities Laboratory at KTH Stockholm and president of the European Society for Environmental History), the author of Environmental History of Modern Migration, will discuss with the students about his work on EHM in the US and Italy.

Session 2 – Italian migration in the US during the grande migrazione (1870-1924): Race, health, nature, and medical science, Sep 14, 2022 (via Zoom)


In this class we will discuss the interplay between race, ethnicity, racialization, and health and how racial and ethnic prejudices have informed sanitary regulations and politics.

NB: Gilberto Mazzoli, Ph.D. in History and Civilization at the EUI, will be the guest lecturer for this class.

Session 3 – Nature and Fascism: the imperial landscape of Italy and the concept of Italianness, Sep 21, 2022


In this class we will reflect upon the ways in which Fascism imperial and racist politics understood, mobilized, and informed natures, bodies, everyday life practices and ideas in Italy and its colonies.

Session 4 – Los gringos. Native peoples, European settlers and immigrants in South America before the First World War, Sep 28, 2022


In this class we will analyze the ways in which Italianness structured landscapes, culture, memory and belonging of Italian emigrant communities in Argentina and Brazil throughout the twentieth century.


In this class we will focus on California and the making of its material and cultural landscape and the often neglected role played by subaltern immigrant workers’ communities in this process. We will also reflect on theories and methodologies that might help us unearth the layered and silenced histories of migrant labor in the landscape.

Session 6 – Migrants and the city: Unruly urban ecologies, Oct 12, 2022


In this class we are to analyze the unruly urban ecologies of mid-Nineteenth Century New York and the contested politics of sanitization and zoning that characterized the eradication of improper citizens and livelihoods from modern urban cities.

Session 7 – Race, ethnicity, and nature: Black and immigrant communities’ everyday life practices in Chicago during the Great Migration, Oct 19, 2022


In this class we will focus on the interplay between race, class, and leisure practices in defining the relationship between black and european immigrant communities in defining the right to the city in Chicago during the first half of the twentieth century.

Session 8 – Environmental migrants? Stories and debates between the past and the present, Oct 26, 2022


In this class we will analyze the discourses informing the practices, policies, and politics of climate migration. Discussing different takes and stories in which migration and environmental degradation intermix, we will reflect on the different modalities in which climate and environmental transformation is entangled with migration processes.

Session 9 – Colonial legacies and heritage in Italy (FRIDAY CLASS, Oct 28, 2022)


TBC: Postcolonial researcher Mackda Ghebremariam Tesfau’ will join the class during the tour.

The class will consist of a de-colonial tour of the city center of Florence.

**Session 10 – Labor, mobility, health, and nature. The Italian-Belgian agreement and the origin of the EU labor mobility policy after the Second World War. (Nov. 2)**


In this class we will focus on the role of labor, health, workers' bodies, and mobility in relation to the migration story of the 300.000 Italians who moved to Belgium to work mostly as miners following the so-called "men-in-exchange-of-coal" agreement between Belgium and Italy in 1945.

**Session 11 – Transnational dairy plains: the Sikhs in the Northern and Southern Italian dairy districts. (Nov. 9)**


Part of the class will involve the screening and the discussion of the movie: “The Harvest” (2017), by Andrea Paco Mariani.

In the class we will analyze the oral histories of migration and labor concerning the Sikh workers who moved to Italian dairy plains in the North and the South of the Peninsula. During the class, we will explore the ways in which culture, religion, ideas of nature, and foreign bodies and habits are understood, mobilized, exploited and narrated by various subjects in different contexts between the Po Plain and the Agro Pontino fields. The class will mostly be focused on the analysis of two documentaries as oral and visual documents environmental history of migration.

**Session 12 – “Strangers I know”: Between autobiography and storytelling. A discussion with the Italian-American writer Claudia Durastanti. (Nov. 16)**

The novelist and translator Claudia Durastanti will discuss her last autobiographical book “Strangers I know”, which explores hers and her family’s stories between Southern Italy and the US.

**Session 13 – Ruderal ecologies and more-than-human mobilities in Berlin: Towards an environmental humanities approach to environmental history of migration (Nov. 23)**

**Further suggested readings (non-mandatory, but recommended)**
https://www.humansandnature.org/the-feldlerchen-of-tempelhofer-feld;

This class will explore the concept of ruderal ecologies and reflect upon the possible implications of such a theoretical tool in environmental history of migration and urban political ecology.

**Session 14 – Mare Nostrum? The Mediterranean Sea as a space of encounter and a frontier. (Nov. 30)**


Part of the class will be focused around the vision and the discussion of the movie: *Io sto con la sposa/On the bride’s side*, 2014, by Antonio Augugliaro, Gabriele Del Grande e Khaled Soliman Al Nassiry.

**Session 15 – Final Exam – Discussion of the final assignments and presentations by the students, Dic 14, 3PM (via Zoom)**

**Assignments:** Students are required to present to the class their papers based on (at least) one of the topics discussed during the course (6-8 pages).

**Suggested Co-Curricular Activities**
Non-mandatory assignment: The students are invited to visit the Museo di Antropologia ed Entologia of Florence — or a similar institute in Florence, Italy, or elsewhere — and to write a short comment (2-4 pages) on the collections and their colonial legacy. Alternatively, students may produce a mapping of the colonial legacy of present-day Florence following the examples discussed during classes or the project “This is not an Atlas”.

**Your Lecturer**
Dr. Daniele Valisena, Post-Doctoral Researcher at the University of Liège, Belgium, within the ERC-funded project BoS — The Body Societal.
I hold a Ph.D. in History of Science, Technology, and the Environment from KTH – Royal Institute of Technology, Stockholm, Sweden. My doctoral program part of the Marie Sklodowska-Curie ITN in Environmental Humanities ENHANCE and the KTH – Environmental Humanities Laboratory. I am also a member of the Laboratorio di storia delle migrazioni of the Università di Modena and Reggio Emilia.
I have authored several papers and book chapters on the topics of environmental history and migration, urban political ecology, oral history, ruderal ecologies, and walking methodologies. He has recently co-edited a special issue on the environmental history of Italian migrations on Modern Italy and he is part of the political ecology collective Ecologie Politiche del Presente based in Naples, Italy.
Selected publications:

Academic Honesty & Plagiarism
As the University’s policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

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. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:
NYU Academic Integrity Policies and Guidelines

NYU Library Guides

Inclusivity Policies and Priorities

NYU’s Office of Global Programs and NYU’s global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays.

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsdc@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Florence.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.
Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University’s existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form](https://example.com)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277