Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support, policies and procedures. **Please contact** [florence.academicsupport@nyu.edu](mailto:florence.academicsupport@nyu.edu)** if you have trouble accessing the NYU Classes site.**

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

**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 analyzes the “postcolonial” phase, going from the end of WWII to current days. This section will explore, amongst other things, the immigration phase in the 90s, which marked a historical turning point in the country, and the rise of new populist movements marking the persistence of a specific “colour line divide” ruling in Italy today.

**Instructor Details:**
Name: Professor Angelica Pesarini
NYU Global Home Email Address:
Office Hours: By appointment via Zoom

Villa Ulivi Phone Number:

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

• fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and

• promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local IDBE Liaisons, Mary Barbera, Lisa Cesarani and Angelica Pesarini. Students can also contact the Office of Academic Support or the Office of Student Life to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the Office of Global Inclusion, Diversity and Strategic Innovation who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU’s Bias Response Line (BRL) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.
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

Assessment Components

[This must include the number of pages of written work and length of time of oral presentations, as well as percentage value of each component as it applies to the total final grade. We have provided specific language to address blended and online teaching scenarios. This sample can be modified to suit the course criteria by the instructor]

- Attendance** 10%
- Weekly seminar sessions: 20%
- Mid-term Exam: 20%
- Research Project: 30%
- Final Exam: 20%

**NB: Commitment: A student’s commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person.

Contributions include, but are not limited to: class assignments, tasks, discussion boards, office hours, labs, online chat, and/or the viewing of asynchronous course materials and completion of relevant work. If the student is participating remotely in the courses, it is imperative that they communicate regularly with their faculty members.

Assessment Expectations:

- **Grade A:** The student makes excellent use of empirical and theoretical material and offers structured arguments in work. The student writes comprehensive essays/exam questions and their work shows strong evidence of critical thought and extensive reading.
- **Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy
- **Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement
- **Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research
- **Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible

**Grading Guidelines**

[Please use this standard grade conversion]

A = 94-100  
A minus = 90-93  
B plus = 87-89  
B = 84-86  
B minus = 80-83  
C plus = 77-79  
C = 74-76  
C minus = 70-73  
D plus = 67-69  
D = 65-66  
F = below 65

**Grading Policy:** [Please use this text]

Please refer to Assessment Expectations and the policy on late submission of work

**Academic Accommodations:** [Please use this text]

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the Moses Center 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:**

Study abroad at Global Academic Centers is an academically intensive 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. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. 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 Global Sites is expected. Unexcused absences will affect students’ semester participation grade. Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence, **If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic**
Center the remote course can be taken. Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

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. Absences should be reported to the Office of Academic Support via email and to your faculty member BEFORE your class meets for lesson.

Categories of Excused Absences

Absence Due to Illness
- If you are a Go Local student present in Florence and feel sick, please contact the Office of Student Life for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- 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
- 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 contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu

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.

**Writing Center:**
The NYU Florence Writing Center offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for an online consultation at the Writing Center’s website and submit your working draft or ideas at least six hours in advance to NYU Florence Writing Center. Please also note that the Writing Center does not correct or “fix” your writing but prompts you to think and work. The aim is to create stronger writers in the long term, not necessarily perfect papers in the short term.

**Required Text(s):**
Course readings are posted online in the Resources folder of the NYU Classes site. In the Villa Ulivi Library hard copies of some textbooks are available to loan out for the semester. For more information on the resources and services of the library, please email florence.library@nyu.edu


Jaqueline Andall, Derek Duncan, 2005.“Memories and Legacies of Italian Colonialism” in Italian Colonialism. Legacy and Memory, Peter Lang Oxford, (pp. 9-29)


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


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

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.
Class Assignments and Topics:

Session 1 – February 1  
Discussion of title, content, readings, assessments and other practical issues  
No readings assigned

Session 2- February 8, 8 PM CET/2 PM ET  
The Origins of Race. Scientific Racism and the Representation of the “Other”


Session 3- February 15, 6.30pm -8.30pm CET/ 12.30pm- 2.30pm ET  
“The Black Mediterranean: Bodies, Borders and Citizenship”  
Launch of the volume and roundtable with the authors  
Readings before the webinar:  
- Introduction  
- One Chapter of your choice from the volume

Session 4  Thursday February 18 (Makeup class for April 5)  
The Social Meaning of Whiteness.  
Who is “white”? And what does count as “white”? What about “white privilege”?  


Then choose one between:  

OR:

Session 5 – February 22 5pm-6.30pm CET/ 11am-12.30pm ET  
Race in Italian Culture and Heritage (In conjunction with the EUI and BHMF)

This event will examine representations of race in Italian culture from the colonial era to today. It will address the changing paradigms of racist heritage in Italy and its political meanings. Speakers will initiate the discussion by presenting their research questioning
the way non-White bodies have been portrayed in Italian culture notably in cinema but also in anthropological work. Registration is necessary here

Submit by Wednesday February 24 a 1/1.5-page report illustrating 1 point of interest illustrated by each speaker

Session 6- March 1 Race and Mixed Race


Suggested reading:

Session 7- March 8
Why are so many monuments still standing in Italy?

● Ruth Ben-Ghiat, “Why Are So Many Fascist Monuments Still Standing in Italy?” The New Yorker, October 5, 2017

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

Session 8- March 15 Florence Colonial Walk

Session 9 – March 22 Mid-Term

Session 10 – March 29
From Black Lives Matter to Black Italia


Suggested reading:
April 5 NO CLASS

Session 11 – April 12

Race and Representation (Visit to the UFFIZI or Site Analysis of Villa La Pietra collections of “Blackamoors”)


Session 12 – April 19

Theorizing Intersectionality in Italy

** In-class screening: Videocracy**


Session 13 – April 26

Race, Beauty and Migration

** In-class screening: BlaxploItalian**

Session 14 – May 3
Citizenship and Identity: Does Blood Matter?


Session 15 – May 10
Final Exam

Class Time Expectations
In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
**Final Exams**

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicsupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

**Required Co-curricular Activities**
TBC

**Suggested Co-curricular Activities**
TBC

**Your Instructor**
Angelica Pesarini is a scholar working on the intersections of race, citizenship and identity in Italy and she currently teaches at NYU Florence as an affiliate of the Social and Cultural Analysis Department. She was awarded a Ph.D. in Sociology from the Centre for Interdisciplinary Gender Studies at the University of Leeds and before going back to Italy in 2017, she worked at Lancaster University as a Lecturer in Gender, Race and Sexuality. She has been teaching in a number of areas including race and gender, racialisation and Italian colonialism, history of immigration between the US and Europe, Black Italia and the Black Mediterranean. Angelica’s current work investigates dynamics of race performativity with a focus on colonial and postcolonial Italy and she is also interested in the racialization of the Italian political discourse on immigration. She has previously conducted research on gender roles and the development of economic activities within some Roma communities in Italy and has analysed strategies of survival, risks and opportunities associated with male prostitution in Rome. She is the author of several publications on issues of race in Italy, both in English and Italian. Her latest co-edited volume “The Black Mediterranean. Bodies, Borders and Citizenship” is coming out of February 202