

History of Immigration in the US and in Europe.
Perspectives on Environmental History of Migration.

Course Design and Goals

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 supranational 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).

The positioning of Italy in the middle of the Mediterranean Sea, as well as the central import of both emigration and immigration in the history of the *Bel Paese* — especially from its unification in the 1860s onwards — constitute a privileged standpoint from where to globally scrutinize the role of migration and its interplay with environmental change and socio-cultural transformation up until the present-day. Through the lenses of EHM, the course will touch upon settler and colonial environments, ruderal natures, urban political ecology, scientific and medical discourses pertaining to labor and political migrants, processes of racialization, and gender discrimination. Furthermore, the course will discuss the complex links between climate change, environmental depletion and migration processes and the role of globalization in agricultural and ecological crises, as well as policies and political discourses regulating cultural heritage and memory in the context of the Anthropocene.

Desired Outcomes:

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) Have improved their ability to think critically, engage in complex reasoning and express their thoughts clearly through their written work.

Assessment Components

Students will need to read several scientific and newspaper articles, as well as extracts from books, novels, and web posts for a total of 470 pages. Students will also analyze and discuss documentaries and short videos and they will write short essays on the topics discussed during the course.

- Attendance** 10%
- Participation 20%
- Written assignments (2x 4 page reflection papers): 30%
- Final Exam: 20% (6 to 8 page reflection paper)
- Oral Presentation of 10/15 minutes length: 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

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 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 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

New Text from revised Template

Excused Absences

Revised text from new Syllabus Template

Late Submission of Work

New text from Revised Template

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 Readings

Armiero, Marco & Richard, Tucker. 2017. *Environmental History of Modern Migration*. Routledge.

Armiero, Marco (ed.). 2014. "Fascist Natures", special issue on *Modern Italy* 19.3.

Biasillo, Roberta, Claudio, De Majo, and Daniele, Valisena (eds.). 2021. "Environment and Italianness: Socio-natures on the move", special issue on *Modern Italy* 26.3.

Boas et al., 2019. "Climate migration myths", in *Nature – Climate Change*, pp. 901-903.

Chambers, Iain. 2008. *The Mediterranean Crossings: The Politics of an Interrupted Modernity*, Duke University Press.

Choate, Mark. *The Emigrant Nation. The Making of Italy Abroad*. Harvard UP, 2008, pp. 2-20.

Copley, Clare. 2017. "Curating Tempelhof: negotiating the multiple histories of Berlin's 'symbol of freedom'", *Urban History* 44 (4), pp. 698-717

Dal Sito, Moira. 2021. *Quando qui sarà tornato il Mare. Storie dal clima che ci attende*, Alegre

Fisher, Colin. 2015. *Urban Green: Nature, Recreation, and the Working Class in Industrial Chicago*, UNC Press.

- Garelli, Glenda, Alessandra, Scieurpa, and Martina, Tazzioli. 2018. “Introduction: Mediterranean Movements and the Reconfiguration of the Military- Humanitarian Border in 2015”, *Antipode* 50 (3), pp. 662-672
- Gemenne, François. 2015. “One good reason to speak of ‘climate refugees’”, *Forced Migration Review* 49.
- Guglielmo, Jennifer, & Salvatore, Salerno (eds.). 2003. *Are Italians White? How race is made in America*, Routledge, pp. 29-44.
- Kraut, Allan. 1995. *Silent Travelers. germs, genes, and the “immigrant menace*, Johns Hopkins Press.
- McCammack, Brian. 2017. *Landscape of Hope: Nature and the Great Migration in Chicago*, Harvard UP.
- McNeur, Catherine. 2014. *Taming Manhattan: Environmental Battles in the Antebellum City*. Harvard UP.
- Mitchell, Don. 1996. *The Lie of the Land. Migrants and the Making of the California Landscape*, University of Minnesota Press.
- Stoetzer, Bettina, 2018. “Ruderal City: Rethinking Nature, Migration, and the Urban Landscape in Berlin”, *Cultural Anthropology* 33, II, p. 295-323
- Swyngedouw, Erik. 2006. “Circulations and metabolisms: (Hybrid) Natures and (Cyborg) cities”, *Science as Culture* 15 (2): pp. 105-121
- Tanghetti, Satya. 2020. “Alla base di uno stereotipo: il successo dei mungitori punjabi in Emilia-Romagna”, *Antropologia E Teatro. Rivista Di Studi*, 11(12): pp. 105–132. <https://doi.org/10.6092/issn.2039-2281/11350> (English translation).
- Tazzioli, Martina. 2020. “Towards a History of Mountain Runaways “Migrants” and the Genealogies of Mountain Rescue and Struggles”, *Journal of Alpine Research* 108 (2): pp.1-18
- Valisena, Daniele. 2020. *Coal Lives. Italians and the Metabolism of Coal in Wallonia, Belgium 1945-1980*, Ph.D. dissertation, KTH – Royal Institute of Technology, Stockholm.

Other sources

- Marchetti, Silvia. 2021. “The exploited Sikh labourers babysitting Italy's buffalos”, *Euobserver*, <https://euobserver.com/migration/152333>.
- “The Sikh immigrants behind ‘Italian’ cheese”, *Journeyman Pictures*, <https://www.youtube.com/watch?v=EyRLuuYWT-Y> (20 minutes video).
- Gabriele Del Grande, *Io sto con la sposa/On the bride’s side*, movie.
- Scego, Igiaba. 2021. *The Color Line*, Other Press, LLC, 2021.

Struggles in Italy Blog, <https://strugglesinitaly.wordpress.com/2020/07/01/about-the-statue-of-indro-montanelli-a-racist-and-a-rapist/>.

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

<https://www.humansandnature.org/the-felderchen-of-tempelhofer-feld>.

<https://www.dw.com/en/berlin-to-build-on-tempelhof-despite-drop-in-refugees/a-19143212>.

Class Schedule

Course readings are posted online in the Resources folder of the NYU BrightSpace 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.

To access classes remotely and to participate in blended classes, please access the following Zoom Link:

<https://nyu.zoom.us/j/95140377171?pwd=RHdCcVdWTG5aVG1YenR1bmJuT25lZz09>

Week 1 – What is Environmental History of Migration? Discussion of title, content, readings, assessments and other practical issues

Readings: Marco Armiero, Richard Tucker, “Introduction. Migrants in Environmental History”, in Armiero, Tucker, *Environmental History of Modern Migrations*, Routledge, New York-London, 2017, pp. 1-13.

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

TBC: 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.

Week 2 – Italian migration in the US during the *grande migrazione* (1870-1924): Race, health, nature, and medical science

Readings: Thomas A. Guglielmo, “No color barrier: Italians, race, and power in the United States”, in Jennifer Guglielmo, Salvatore Salerno (eds.), *Are Italians White? How race is made*

in America, Routledge, New York-London, 2003, pp. 29-44; Alan Kraut, “That is the American Way, and in America you Should do as Americans Do: Italian Customs, American Standards”, in Alan Kraut, *Silent Travelers*, Johns Hopkins, Press, Baltimore, 1994, pp. 105-135

Suggested reading (non-mandatory, but recommended): Mark Choate, *The Emigrant Nation*, Harvard UP, 2008, pp. 2-20.

Week 3 – Nature and Fascism: the imperial landscape of Italy and the concept of Italianness

Readings: Marco Armiero, “Introduction to Fascism and Nature”, *Modern Italy* 19.3, 2014, pp. 241-245; Roberta Biasillo, “Socio-ecological colonial transfers: trajectories of the Fascist agricultural enterprise in Libya (1922–43)”, in Roberta Biasillo, Claudio De Majo, and Daniele Valisena (eds.), “Environment and Italianness: Socio-natures on the move”, special issue on *Modern Italy* 26.3, 2021, pp. 181-198; Diana Garvin, “The Italian coffee triangle: From Brazilian colonos to Ethiopian colonialist”, *Modern Italy* 26.3, 2021, pp. 291-312.

TBC: Prof. Roberta Biasillo (Utrecht University) will present its research and discuss about EHM methodological and theoretical challenges and possibilities with the students.

Suggested further reading (non-mandatory): Mark Choate, “Ch. 2. From Africa to the Americas”, in *The Emigrant Nation*, Harvard UP, 2008, pp. 21-56.

Assigments: Students must prepare at least one question for Dr. Biasillo.

Week 4 – *Los gringos*. Native peoples, European settlers and immigrants in South America before the First World War

Readings: Daniele Valisena, Antonio Canovi, “A tale of two plains: migrating landscapes between Italy and Argentina 1870–1955”, in *Modern Italy* 26.3, 2021, pp. 125-140; Claudio De Majo, Samira Peruchi Moretto, “From slash and burn to winemaking: the historical trajectory of Italian colonos in the uplands of Rio Grande do Sul, Brazil”, in *Modern Italy* 26.3, pp. 141-158.

Week 5 – Whose land? Whose landscape? Whose stories? Migrants and the making of the California landscape

Readings: Extracts from Don Mitchell, *The Lie of the Land. Migrants and the Making of the California Landscape*, University of Minnesota Press, Minneapolis, 1996, pp. 1-35; Linda

Ivey, “Riotous environments: Filipino immigrants in the fields of California”, in Armiero, Tucker (eds.), *Environmental History of Modern Migration*, pp. 111-124.

Week 6 – Migrants and the city: Unruly urban ecologies

Readings: Catherine McNeur, “Mad dogs and loose hogs”, in *Taming Manhattan*, Harvard UP, 2014, pp. 6-44.

Assignments: After the class, students are required to prepare a short paper (2-4 pages) on unruly urban practices and migrants documenting a site/story of their own choice.

Week 7 – Race, ethnicity, and nature: Black and immigrant communities’ everyday life practices in Chicago during the Great Migration.

Readings: Colin Fisher, *Urban Green: Nature, Recreation, and the Working Class in Industrial Chicago*, UNC Press, 2015, Ch. 1, p. 1-37; Brian McCammack, *Landscape of Hope: Nature and the Great Migration in Chicago*, Harvard UP, 2017, p. 107-127.

Week 8 – Environmental migrants? Stories and debates between the past and the present.

Readings: Angus Wright, “Environmental degradation as a cause of migration: cautionary tales from Brazil”, in Armiero, Tucker, *Environmental History of Modern Migration*, pp. 159-176; François Gemenne, “One good reason to speak of ‘climate refugees’”, *Forced Migration Review* 49, 2015, <https://www.fmreview.org/climatechange-disasters/gemenne>; Boas et al., “Climate migration myths”, in *Nature – Climate Change* 2019, pp. 901-903.

Week 9 — Future Environmental History, Migration, and Climate Change

Readings: Wu Ming 1, “Le ‘terre nuove’ destinate a scomparire “raccontate prima che arrivi il mare”, in Moira Dal Sito, *Quando qui sarà tornato il Mare. Storie dal clima che ci attende*, Alegre, 2021, pp. 7-40. (English translation)

TBC: Wu Ming 1 will present the Moira Dal Sito writers’ collective and the project “Blues dalle terre nuove”.

Week 10 – Labor, mobility, health, and nature. The Italian-Belgian agreement and the origin of the EU labor mobility policy after the Second World War.

Readings: Extracts from Daniele Valisena, *Coal Lives. Italians and the Metabolism of Coal in Wallonia, Belgium 1945-1980*, Ph.D. dissertation, KTH – Royal Institute of Technology, Stockholm, 2020 (ca 30 pages).

Suggested readings (non-mandatory but recommended): Erik Swyngedouw, “Circulations and metabolisms: (Hybrid) Natures and (Cyborg) cities”, *Science as Culture* 15 (2): pp. 105-121.

Week 11 – Transnational dairy plains: the Sikhs in the Northern and Southern Italian dairy districts

Readings: “The Sikh immigrants behind ‘Italian’ cheese”, *Journeyman Pictures*, <https://www.youtube.com/watch?v=EyRLuuYWT-Y> (20 minutes video); Satya Tanghetti, “Alla base di uno stereotipo: il successo dei mungitori punjabi in Emilia-Romagna”, *Antropologia E Teatro. Rivista Di Studi*, 11(12): pp. 105–132. <https://doi.org/10.6092/issn.2039-2281/11350> (English translation); Silvia Marchetti, 2021, “The exploited Sikh labourers babysitting Italy's buffalos”, *Euobserver*, <https://euobserver.com/migration/152333>.

Week 12 – Mare Nostrum? The Mediterranean Sea as a space of encounter and a frontier

Readings: Martina Tazzioli, “Towards a History of Mountain Runaways “Migrants” and the Genealogies of Mountain Rescue and Struggles”, *Journal of Alpine Research* 108 (2), 2020: pp.1-18; Glenda Garelli, Alessandra Scurpa, Martina Tazzioli, “Introduction: Mediterranean Movements and the Reconfiguration of the Military- Humanitarian Border in 2015”, *Antipode* 50 (3), pp. 662-672; Iain Chambers, *The Mediterranean Crossings: The Politics of an Interrupted Modernity*, Duke University Press, 2008, pp. 23-49.

Suggested readings: Students might read the novel *Altai*, by Wu Ming.

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.

Week 13 – Colonial legacies and heritage in Italy

Readings: Black Paint on the Statue of Indro Montanelli in Milan: <https://strugglesinitaly.wordpress.com/2020/07/01/about-the-statue-of-indro-montanelli-a-racist-and-a-rapist/>.

Firenze imperiale: <https://postcolonialitaly.com/firenze-imperiale/>

Suggested readings (non-mandatory)

Extracts from Scego, Igiaba. 2021. *The Color Line*, Other Press, LLC, 2021; Extracts from *This is not an Atlas* project by Kollektiv orangotango, <https://library.oapen.org/handle/20.500.12657/27378>.

Colonial walk of Florence.

TBC: Postcolonial researcher Daphné Budasz (PhD at EUI) will join the class during the tour.

Assignments: After class, students are required to produce a counter-mapping of a part of the tour or, alternatively, of a decolonial tour of their own choice (written essay 2 to 4 pages; maps, GIS, soundscape records, creative and artistic representations, and any other alike mapping technique and tool are also welcomed).

Week 14 – Ruderal ecologies and more-than-human mobilities in Berlin: Towards an environmental humanities approach to environmental history of migration

Readings: Bettina Stoetzer, “Ruderal City: Rethinking Nature, Migration, and the Urban Landscape in Berlin”, *Cultural Anthropology* 33, II, p. 295-323; Clare Copley, “Curating Tempelhof: negotiating the multiple histories of Berlin’s ‘symbol of freedom’”, *Urban History* 44 (4), 2017, pp. 698-717.

Further suggested readings (non-mandatory, but recommended)

<https://www.humansandnature.org/the-felderchen-of-tempelhofer-feld> ;

<https://www.dw.com/en/berlin-to-build-on-tempelhof-despite-drop-in-refugees/a-19143212>;

Week 15 — Discussion of the final assignments and presentations by the students

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).

N.B. No classes or review sessions can be held on May 1 and April 25 (National Holidays in Italy).

Class Time Expectations and Remote Teaching Guidelines

In light of the possibility of remote teaching due to unpredictable nature of the COVID-19 pandemic, 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.academicssupport@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

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