



# SAMPLE SYLLABUS

## Fall 2019–Black Italia

### SCA-UA 9280 001

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#### **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. 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 10%
- Weekly seminar sessions: 20%
- Mid-term Exam: 20%
- Research Project: 30%

- Final Exam: 20%

Failure to submit or fulfill any required course component results in failure of the class.

### **Assessment Expectations:**

- **Grade A:** The student makes excellent use of empirical and theoretical material and offers structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her 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:**

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 the number of class times over a single week

## **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 assistance.
- For absences that last for **two or more consecutive days, a doctor's certificate, "certificato medico" is required.** The doctor will indicate in writing the number of days of bed rest required. Please note **these certificates can only be obtained on the day you see the doctor** and cannot be written for you afterwards.
- Absences can **ONLY** be excused if they are reported **WITHIN 48 HRS** of your return to class via the online [NYU Florence Absence Form](#)
- OAS will not accept a student email or telephone call regarding an absence due to illness
- OAS will only notify faculty of absences **REPORTED** on the **ABSENCE FORM**
- 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](#)
- 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](#)
- 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](mailto: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 Writing Center, located in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting; very rough drafts are welcome. Sign up for a 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](#). You can drop in for a consultation M-Th, but remember that appointments are given priority. 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)

### All available on NYU Classes

Steve Garner, 2010. "The idea of Race and Practices of Racism", in *Racisms an Introduction*, London, Sage, (pp.1-18)

John Dickie, 1999. *Darkest Italy. The Nation and Stereotypes of the Mezzogiorno, 1860-1900*, Palgrave Macmillan, 1999. Introduction (pp.1-23)

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

Martin Clark, 2013. *The Italian Risorgimento*, Seminar Studies in History, Routledge, New York.

Barbara Sorgoni. 2002. Racist Discourses and Practices in the Italian Empire under Fascism. In: GRILLO, R. and PRATT, J. (eds.) *The Politics of Recognizing Difference. Multiculturalism Italian-Style*. Aldershot: Ashgate. (pp.41-57)

Stuart Hall, 1997. *Representation: Cultural Representations and Signifying Practices*, London, Sage. Chapter 3 (pp.239-259)

Karen Pinkus, 1995. "Selling Black Bodies. Advertising and the Africa Campaigns" in: *Bodily Regimes: Italian Advertising Under Fascism*, University of Minnesota Press, Chapter 2 (pp.21-81)

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, 2019) "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

Cristina Lombardi-Diop, 2012. "Postracial/PostcolonialItaly." in Lombardi-Diop, Cristina, and Caterina Romeo (Eds.). 2012. *Postcolonial Italy: Challenging National Homogeneity*: Palgrave MacMillan, pp. 175-190

Robert Young, 2003, *Postcolonialism. A very short Introduction*, OUP, Oxford, pp. 1-8

Giuseppe Sciortino, Asher Colombo, "The flows and the flood: the public discourse on immigration in Italy, 1969–2001, *Journal of Modern Italian Studies*, Volume 9, 2004 - Issue 1, pp.94-113

John W.P. Veugelers, "Recent Immigration Politics in Italy: A Short Story", *Journal of Modern Italian Studies*, Volume 17, 1994 - Issue 2, pp.33-49

Jacqueline Andall, 2010. "The G2 Network and Other Second-Generation Voices: Claiming Rights and Transforming Identities", in *National Belongings. Hybridity in Italian Colonial and Postcolonial Cultures*, Peter Lang Oxford

Annalisa Frisina, Camilla Hawthorne. "Italians with veils and Afros: gender, beauty, and the everyday anti-racism of the daughters of immigrants in Italy", in *Journal of Ethnic and Migration Studies*, pp. 1-18, 2017

IgiabaScego "Sausages"

Kate Hepworth, 2016. "Insecurity and Irregularity at the Edges of Citizenship" in: *At the Edges of Citizenship. Security and Constitution for Non-Citizen Subjects*, Routledge, New York, Chapter One, pp. 11-27

Camilla Hawthorne, 2017. "In Search of Black Italia." *Transition* 123 (2017): 152-174

Zhang, Gaoheng, 2013. "The Protest in Milan's Chinatown and the Chinese Immigrants in Italy in the Media (2007-9)." *Journal of Italian Cinema and Media Studies* 1(1): 21-37.

Kimberle Crenshaw, 2003. Demarginalizing the intersection of race and sex: the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. In: *Critical Race Feminism. A Reader* (ed.) Adrien Katherine Wing, New York University Press, pp. 23-33

Heather Merrill, 2015. "In Other Wor(L)ds. Situated Intersectionalities in Italy" in: *Spaces of Danger. Culture and Power in the everyday* (eds.) Heather Merrill, Lisa M. Hoffman, The University of Georgia Press, Athens, London Chapter Five pp. 77-100

Mark Doidge, 2015. 'If you jump up and down, Balotelli dies': Racism and player abuse in Italian football. *International Review for the Sociology of Sport*. Vol. 50, Issue 3

Stephen Gundle, 2005. "Miss Italia in Black and White: Feminine Beauty and Ethnic Identity in Modern Italy", in *Migrant Cartographies: New Cultural and Literary Spaces in Post-colonial Europe* (eds) Sandra Ponzanesi and Daniela Merolla, Lexington Books, Chapter 20, pp.253-266.

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

Copies of each textbook are available for consultation and short term loans in the [Villa Ulivi Library](#). Extra copies of some textbooks are also available for semester long loans. More information on [Books and Course Materials](#).

### **Supplemental Texts(s):**

Texts that students are not required to are in NYU-FL Library or available on line

### **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

### **Class Assignments and Topics:**

#### **Session 1- February 3**

##### **Discussion of title, content, readings, assessments and other practical issues**

No readings assigned

#### **Session 2- February 10**

##### **Special lecture BHMF: Colonial and Postcolonial Italy. Herstory and Counter Narratives**

The study of history has often been conceived as an institutionalised knowledge, focusing on certain groups as players and writers of history. The aim of this panel is to trace so called "subjugated knowledges" hidden within mainstream historiography of Italian colonialism. These are forms of knowledge deemed as inadequate and positioned at the bottom of the processes of knowledge production. Nonetheless these are also the "small voices of history" able to counter the weight of official discourse and to challenge crystallised versions of historical knowledge.

#### **Session 3- February 17**

##### **The Origins of Race. Scientific Racism and the Representation of the "Other"**

- Neil MacMaster, 2001. "Blackness without Blacks" in *Racism in Europe 1870-2000* Palgrave, New York, (pp. 58-85)
- Steve Garner, 2010. "The idea of Race and Practices of Racism", in *Racisms an Introduction*, London, Sage, (pp.1-18)

Further Reading (non-compulsory but recommended):

- David Theo Goldberg, Racial Europeanization, *Ethnic and Racial Studies*, Vol. 29 No.2 March 2006 pp.331-364

## Session 4-February 24

### The Social Meaning of Whiteness. Who is “white”? And what does count as “white”? What about “white privilege”?

- Richard Dyer, 1997. “The Matter of Whiteness”, in *White*, London Routledge pp. 1-25

Then choose one between:

- Abby Ferber, “The construction of Black Masculinity. White Supremacy Now and Then”, *The Journal of Sport and Social Issues*, 2007, (p. 11-24)  
OR:
- A chapter of your choice from the book: “White Women Race Matters. The Social Construction of Whiteness” by Ruth Frankenberg, 1997

## Session 5: March 2

### Race and Mixed Race

- George Fredrickson. Mulattoes and metis. Attitudes toward miscegenation in the United States and France since the seventeenth century, *International Social Sciences Journal*, March, 2005, pp.103-111
- Angelica Pesarini, (forthcoming, 2019) “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

## Session 6: March 9 “Why Are So Many Fascist Monuments Still Standing in Italy?”

On October 5<sup>th</sup>2017, NYU Historian Professor Ruth Ben-Ghiat published an article on *The New Yorker* asking Italians a question of particular importance: “Why is it that, as the United States has engaged in a contentious process of dismantling monuments to its Confederate past, and France has rid itself of all streets named after the Nazi collaborationist leader Marshall Pétain, Italy has allowed its Fascist monuments to survive unquestioned?” The reception of Ben-Ghiat’s article in Italy has been particularly negative and it has triggered a fiery debate. The extent of the criticism received by Ben-Ghiat clearly shows the presence of ambivalent and contrasting feelings in relation to the legacy of Fascism within Italian society and the difficult relationship Italy holds with a certain historical memory.

- 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
- Students’ case- study analysis

**Session 7: Trip to Rome, FRIDAY March 13**

**Session 8: March 16, Mid-Term**

**Session 9: March 30**

**Race and Representation**

- Stuart Hall, 1997. *Representation: Cultural Representations and Signifying Practices*, London, Sage. Chapter 3 (pp.239-259)
- Karen Pinkus, 1995, Selected parts of Chapter 2: "Selling Black Bodies. Advertising and the Africa Campaigns" (pp.21-32 **AND** pp.41-81). In: *Bodily Regimes: Italian Advertising Under Fascism*, University of Minnesota Pressinsert assigned readings for class with page numbers indicated
- Site Analysis of Villa La Pietra collections of "Blackamoors"

Session 10: April 6

**Citizenship and Identity: Does Blood Matter?**

- Jacqueline Andall, 2010. "The G2 Network and Other Second-Generation Voices: Claiming Rights and Transforming Identities", in *National Belongings. Hybridity in Italian Colonial and Postcolonial Cultures*, Peter Lang Oxford.
- "Sausages" a short story by IgiabaScego

\*\* In- class screening "The Black Italians"

**Session 11: April 13**

**Race, Beauty and Migration**

- Mark Doidge, 2015. 'If you jump up and down, Balotelli dies': Racism and player abuse in Italian football. *International Review for the Sociology of Sport*. Vol. 50, Issue 3
- Stephen Gundle, 2005. "Miss Italia in Black and White: Feminine Beauty and Ethnic Identity in Modern Italy", in *Migrant Cartographies: New Cultural and Literary Spaces in*

Post-colonial Europe (eds.) Sandra Ponzanesi and Daniela Merolla, Lexington Books, Chapter 20, pp.253-266.

### **Session 12: April 20 Theorizing Intersectionality in Italy**

- Gaia Giuliani, 2016. "Gender, Race and the Colonial Archive. Sexualized Exoticism and Gendered Racism in Contemporary Italy", *Italian Studies*, Vol. 17, pp.1-18
- Chiara Bonfiglioli, 2010 "Intersections of racism and sexism in contemporary Italy. A critical cartography of recent feminist debates", *Dark Matter in the Ruins of Imperial culture*.
- Kimberle Crenshaw, 2003. Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. In: *Critical Race Feminism. A Reader* (ed.) Adrienne Katherine Wing, New York University Press, pp. 23-33

\*\* In-class screening: *Videocracy*\*\*

### **Session 13: April 27**

#### **From Black Lives Matter to Black Italia.**

- Camilla Hawthorne, "In Search of Black Italia." *Transition* 123 (2017): 152-174
- Kate Hepworth, 2016. "Insecurity and Irregularity at the Edges of Citizenship" in: *At the Edges of Citizenship. Security and Constitution for Non-Citizen Subjects*, Routledge, New York, Chapter One, pp. 11-27

(Not mandatory but recommended)

- Zhang, Gaoheng. 2013. "The Protest in Milan's Chinatown and the Chinese Immigrants in Italy in the Media (2007-9)." *Journal of Italian Cinema and Media Studies* 1(1): 21-37.

### **Session 14- May 4**

#### **Research Project: Sharing and Analysis of Your Work**

### **Session 15- May 11**

Final exam

## **Classroom Etiquette**

- Eating is not permitted in the classrooms. Bottled water is permitted.
- Cell phones should be turned off during class time.
- The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.
- We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings

## **Required Co-curricular Activities**

[Field trip and site visit dates may be consolidated here as well as listed under the appropriate class session above. These must be requested in advance via the Office of Academic Support and pre-approved before appearing on the syllabus]

## **Suggested Co-curricular Activities**

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.