

Italy, Land of Emigration and Immigration. Fully integrated service-learning course.

Case study: The Pakistani Emergency in Siena

Summer 2024

Course Description

In-class course: Friday 11.00 - 13.00

Service activities H4W: Monday, Tuesday, Wednesday and Thursday
16.00-18.00*

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Through a full integration of experiential approaches, service-learning and reflective education, this course offers the possibility to explore Italy's migration history in an active and participatory way. The course runs on two parallel tracks: the past and the present.

The departure point of the largest emigration from any country in recorded world history, seeing more than 13 million Italians leaving their homeland between 1880 and 1915, Italy represents an ideal laboratory to learn about the many facets of the migration issue.

Against this historic backdrop of emigration, newer patterns have manifested, making Italy a destination for migrants from various regions, whether for permanent settlement or as a way station. Furthermore, by accident of geography, Italy has played an outsized role in the current European migration crisis, receiving vast numbers of irregular arrivals via the Mediterranean and the Balkan route over the last 10 years which present Italy and the European Union with new challenges in curbing asylum seeker and migrant journeys across the often treacherous sea.

The 45 hours of this course will be taught by experts in the field who will analyze these historical, political, economic and social aspects related to Italy as a theater of migration. Students will have the opportunity to meet with representatives of NGOs involved in the reception of migrants, as well as other figures such as journalists & historians.

While learning all this, students are also serving in the "Home 4 the World", a project founded by "Nuova Associazione Culturale Ulisse", SIS Institutional partner with the aim of helping migrants, refugees and asylum seekers (<https://www.nuovaassociazioneulisse.com/home-4-the-world/>).

The project was born in Spring 2022 and soon developed from a service for

refugees to a service for Pakistani refugees given the really big number of Pakistani people who arrived in the area of Siena between June and December 2022 (around 600 hundred people).. SIS, Associazione Ulisse and several other organizations of the territory of Siena have joined their forces to cope with the lack of structures that could host such big numbers. In this context “Home 4 the World” has become a reference point for Italian and English Language classes, intercultural education, development of democratic competences and citizenship education.

Given the considerable growth of the Home 4 the World initiative, Nuova Associazione Ulisse is participating as leading institution (together with College University of Utrecht and University Library of Belgrade) in the European Program CERV (Citizens, Equality, Rights and Values Programme) with the project MILAGRO: Migrants and Local Communities active working together for inclusive societies.

LAST but not least starting from September the class 'Italy Land of migration' will also be' open to those Pakistani asylum seekers for whom the New Ulysses Association is developing a training course to become intercultural mediators.

The participation of Pakistani students in the course will allow International students to focus on the richness that Pakistani culture "landed and settled" in Siena can bring to the area. With the help and the guidance of the class instructors, students will be able to learn about the Sienese culture and the Pakistani one meeting together and somehow participate as social actors in the development of a harmonious society based on the solidarity of citizens with different backgrounds.

While serving the Pakistani refugees, students will have a chance to also meet with all the different stakeholders involved in the resolution of this crisis and to participate in town assemblies, meetings and activities thus contributing to solidarity and inclusive communities.

Being a fully integrated service-learning course, all students will keep a journal that will be shared with the peers and the instructors with the goal of critically evaluating the course, the service provided, the personal difficulties encountered and the development of intercultural dialogue and mutual understanding among the different parties involved.

*** STUDENTS ARE ASKED TO COMPLETE THEIR SERVICE REQUIREMENTS INSIDE THE “HOME 4 THE WORLD” PROJECT DURING THE TIME SLOTS INDICATED. AT THE BEGINNING OF THE SEMESTER INSTRUCTORS WILL PROPOSE A CALENDAR OF SHIFTS SO THAT ALL THE STUDENTS CAN PARTICIPATE IN TURNS TO “HOME 4 THE WORLD” ACTIVITIES IN THE AFTERNOON. BEING ENROLLED IN THIS COURSE DOES NOT LIMIT STUDENTS POSSIBILITY TO ALSO PARTICIPATE IN OTHER SERVICE-LEARNING ACTIVITIES.**

DURING “HOME 4 THE WORLD” TIME SLOTS, STUDENTS PARTICIPATING IN THIS COURSE WILL ALSO HAVE THE OPPORTUNITY TO MEET WITH NGOS REPRESENTATIVES AND EXPERTS IN THE FIELD.

- Please note that the syllabus of the course is flexible and will be designed throughout the semester together with the students based on the developments of the service activities at “Home for the world” and the consequent students’ interests in the subject. The syllabus represents a course that is based on a co-creational approach, therefore students and faculty work together on its creation.

Data	Argomento
prima settimana	- Historical and geographical overview of Italian emigration abroad and immigration to Italy; - Italians’ destination countries.
seconda settimana	- The American dream e la “traversata”; - Introduction to the Project “Home 4 the World”.
terza settimana	- The American dream e la “traversata”; - Asylum seekers' journeys to Italy. Stories of our Pakistani students.
quarta settimana	- The arrival: first steps on the New World; - Acceptance and integration of refugees and asylum seekers in Italy.
quinta settimana	- The arrival: first steps on the New World; - Exploring Italian culture abroad: languages, music, poetry ...
sesta settimana	Students oral presentations on the final projects

Assessment Criteria

The final grade is the result of five main tasks to be evaluated by the professor:

1. oral presentations 20%;
2. final project 20%;
3. compiti e partecipazione/ homework and participation 20%;
4. assenze /attendance 10%;
5. servizio/service 30%

Bibliografia

Didactic materials prepared by the teacher based on the following books:

AMBROSINI M. (2001), *La fatica di integrarsi. Immigrati e lavoro in Italia*, Il Mulino, Bologna.

AA.VV. (2009), *Museo Nazionale dell'Emigrazione Italiana*, Gangemi Editore, Roma.

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AA. VV. (2005), *Verso l'America. L'emigrazione italiana e gli Stati Uniti*, Donzelli, Roma.

BEVILACQUA P., DE CLEMENTI A., FRANZINA E. (2001, 2009) (a cura di), *Storia dell'emigrazione italiana*, Donzelli, Roma.

BIAGIONI P. L., OSTUNI M. R. (2008), (a cura di), *Sotto tutti i cieli. Immagini e documenti del Museo Paolo Cresci per la storia dell'emigrazione italiana*, Lucca.

CAMPANINI M. (2010), *La traversata. Racconto e rappresentazione del viaggio di emigrazione oltreoceano. Storie, memorie, voci*. Quaderni della Fondazione Paolo Cresci per la storia dell'emigrazione italiana, Lucca.

CORTI P., (2003), *Storia delle migrazioni internazionali*, Laterza, Roma-Bari.

FRANZINA E. (2008), *L'America gringa. Storie italiane di immigrazione tra Argentina e Brasile*, Diabasis, Reggio Emilia.

GABACCIA D.R., (2003), *Emigranti. Le diaspore degli italiani dal Medioevo a oggi*, Einaudi, Torino.

MOLINARI A. (1988), *Le navi di Lazzaro. Aspetti sanitari dell'emigrazione transoceanica italiana, il viaggio per mare*, Franco Angeli, Milano.

OSTUNI M. R. , STELLA G. A. (2005) , *Sogni e fagotti. Immagini, parole e canti degli emigranti italiani*, Rizzoli, Milano.

STELLA G.A. (2004), *Odissee. Italiani sulle rotte del sogno e del dolore*, Rizzoli, Milano.

STELLA G. A. (2003, 2007), *L'orda, quando gli albanesi eravamo noi*, Bur, Milano.