

**CLIA GU (W) 4022**  
**Diasporas in Italian and Transnational History**



**Instructor: Konstantina Zanou**  
**Fall 2018- Seminar**  
**Tuesday, 6:10-8 pm, Hamilton 407**

**COURSE DESCRIPTION:**

Some years ago the word Diaspora referred to Jews and was spelled with a capital D. Today, almost every ethnic group, country, or separatist movement has its diaspora. Usually, these diasporas are presented as pieces of national life scattered here and there, in places far away from the national core. In this seminar, however, we will treat diasporas not as an emblem of national unity but as an expression of diversity, of a multiplicity of loyalties and belongings. By combining history, literature, film, and cultural studies, and by approaching the topic through the lens of transnationalism, we will study topics such as Mobility and Nationalism, Diasporas in Intellectual History, The Mediterranean in Motion, Italian Migration, Mobile Italy and its Colonies, Displacements in the Eastern Mediterranean, Lost Cosmopolitanisms in the Middle East, Emigration from Eastern Europe, and Mediterranean Refugees and Memory. The aim is to turn our gaze away from the territorially defined world, towards a view in which countries are ship-like territories.

## READINGS:

- Most readings will be available on Courseworks or in Butler online. However, the few readings that will not be there, you need to find them either in Butler library, or through BorrowDirect, or to purchase them.
- Make sure to come to class with a hard or electronic copy of all the assigned readings.
- Useful links to research centers and museums:
  - Centro Altretaliaie: <http://altretaliaieita.imginternet.it/>
  - Calandra Italian-American Institute: <http://qcpages.qc.cuny.edu/calandra/>
  - Italian Migration Museum Online: <http://www.museoemigrazioneitaliana.org/the-departure>
  - Lower East Side Tenement Museum: <http://www.tenement.org/>
  - An Interactive Tour of Ellis Island: <http://teacher.scholastic.com/activities/immigration/tour/index.htm>
  - Zolberg Institute on Migration and Mobility: <https://zolberginstitute.org/>

## COURSE REQUIREMENTS:

**Attendance.** You are expected to attend every class meeting and to arrive on time. In the event that you must miss a class due to religious observance, illness, or a family emergency, please notify me in advance (whenever possible). Unexcused absences will adversely affect your grade.

\* Attendance includes your presence in the events of 'The Italian and Mediterranean Colloquium'. Look at the program here.

\* Optional: Screening of *Lamerica* by Gianni Amelio (1994, 2 hours) combined with dinner at my house OR a guided visit to the Tenement Museum.

**Class Participation.** This is a discussion-driven course. You are required to come to each session prepared to talk about and analyze the weekly readings.

**Class Conduct.** I expect that you will treat your peers and their ideas with consideration and respect. That means, among other things, that your cell phones must be turned off or silenced (no sounds or vibration) and put away for the duration of the seminar. You can use a laptop or tablet only for note-taking purposes.

**Method of Evaluation.** Aside from your attendance and participation, there are three other factors of assessment:

- I. **Class presentations:** Every week one or two students will help lead discussion by giving a short, 20-minute presentation of one or more of the assigned readings. These presentations will be evaluated on their performance, organization and concision, as well as on how well they draw out issues and themes for class discussion.

2. **Weekly written responses:** Every week all students (except those presenting in class) will be writing 1-2 page double-spaced papers, intended as informal (though always well-written!) responses to the weekly readings. These responses should reflect your comments, questions and/or thoughts about all readings of the week (you can focus on one or more subjects, but this/these should be seen through all readings). These papers are due by **10 am on Tuesday** and should be sent by email attachment to the whole class (in .doc, .docx or .pages format). You will receive a grade and feedback for your responses each week, so you can follow your progress throughout the term
3. **Final paper:** One final paper (~~14-16~~ double-spaced pages for undergraduates; ~~18-20~~ double-spaced pages for graduate students—bibliography included). This will be an assessment of a specific subject or a question among (or inspired by) those we will be treating in class. Students are expected to consult with me on the topic and scope of their essays and discuss departing points and further readings. They should present a draft of their final paper in the last class and receive comments and feedback by their instructor and classmates. The final paper is due by **December 20**. They should be sent to me by email attachment in .doc, .docx or .pages format.

### **Grading.**

Class participation (including attendance and active presence in class discussions): 30%

Class presentation & weekly written responses: 30%

Final paper (including the presentation of its draft in class): 40%

\* Be punctual in turning in your weekly responses and final paper. I do not accept late papers, except for reasons of illness or personal or family crisis.

### **DISABILITIES:**

If you are a student with a disability and have an DS-certified 'Accommodation Letter' please come to my office hours to confirm your accommodation needs. If you believe that you might have a disability that requires accommodation, you should contact Disability Services at [212-854-2388](tel:212-854-2388) and [disability@columbia.edu](mailto:disability@columbia.edu).

### **ACADEMIC INTEGRITY:**

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that

inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

For more information on academic integrity at Columbia, students may refer to the Columbia University Undergraduate Guide to Academic Integrity: <http://www.college.columbia.edu/academics/academicintegrity>

## WEEKLY SYLLABUS

### Week 1: 4 Sept—What is Diaspora?

- \* William Safran, 'Diasporas in Modern Societies: Myths of Homeland and Return', *Diaspora* 1 (1991), pp. 83-99.
- \* James Clifford, 'Diasporas', *Cultural Anthropology* 9/3 (1994), pp. 302-338.
- \* Roger Brubaker, 'The "diaspora" diaspora', *Ethnic and Racial Studies* 28/1 (Jan 2005), pp. 1-19.

### Week 2: 11 Sept—What is Transnational History?

- \* Akira Iriye, *Global and Transnational History: The Past, Present, and Future*, Basingstoke 2013.
- \* Mary Louise Pratt, 'Arts of the Contact Zone', *Profession* 91 (1991), pp. 33-40.

### Week 3: 18 Sept—Mobility and Nationalism: The Risorgimento

- \* Benedict Anderson, 'Long-Distance Nationalism', in idem, *The Spectre of Comparisons: Nationalism, Southeast Asia and the World*, London-New York 1998, pp. 59-74.
- \* Maurizio Isabella, *Risorgimento in Exile: Italian Émigrés and the Liberal International in the Post-Napoleonic Era*, Oxford 2009: Introduction & Chapter 1 (pp. 9-31).
- \* Lucy Riall, 'Travel, migration, exile: Garibaldi's global fame', *Modern Italy* 19/1 (2014), pp. 41-52.

### Week 4: 25 Sept—Diasporas in Intellectual History

- \* Maurizio Isabella and Konstantina Zanou (eds), *Mediterranean Diasporas: Politics and Ideas in the long nineteenth century*, London 2016, Introduction and Chapter 9.

- \* Ilham Khuri-Makdisi, *The Eastern Mediterranean and the Making of Global Radicalism, 1860–1914*, Berkeley 2010: Introduction (pp. 1-13). (online in Butler)
- \* Pietro Paola, *The knights Errant of Anarchy: London and the Italian Anarchist Diaspora (1880–1917)*, Liverpool 2013: Introduction & Chapter 1. (online in Butler)

#### **Week 5: 2 Oct—The Mediterranean in Motion**

- \* Julia Clancy-Smith, *Mediterraneans: North Africa and Europe in an Age of Migration, c. 1800-1900*, Berkeley 2010: Introduction, Chapter 9 & Epilogue. (online in Butler).
- \* Julia Clancy-Smith, ‘Mediterranean Historical Migrations: An Overview’, in Dirk Hoerder and Donna Gabaccia (eds), *Encyclopedia of Global Human Migration*, London 2012), pp. 1–19.

#### **Week 6: 9 Oct—Italian and Mediterranean Migrants in the Americas**

[Film screening: Excerpts from *America, America* by Elia Kazan, 1963, 3 hours]

- \* William J. Connell and Stanislao G. Pugliese (eds), *The Routledge history of Italian Americans*, New York 2018: Introduction & Chapters 2, 3, 6, 8, 9. (online in Butler)
- \* Samuel L. Baily, *Immigrants in the Land of Promise: Italians in Buenos Aires and New York City, 1870–1914*, Ithaca and London 1999: Preface & Introduction (pp. 1-21).

#### **Week 7: 16 Oct—People on the move: Italian migrants I**

- \* Donna R. Gabbaccia, *Italy’s Many Diasporas*, Seattle 2000. ([buy or borrow this book](#))

#### **Week 8: 23 Oct—People on the move: Italian migrants II**

[Screening: [video interviews](#) of Italian migrants, Italian Migration Museum Online, 45’]

- \* Mark I. Choate, *Emigrant Nation: The Making of Italy Abroad*, Cambridge, MA 2008.

#### **Week 9: 30 Oct—Displacements in the Eastern Mediterranean**

[Film screening: *Twice a Stranger* by Andreas Apostolidis and Roger Zetter, 2014, 50’]

- \* Mark Mazower, ‘Half-Infidels’, *London Review of Books* 28/15 (August 2006)
- \* Dawn Chatty, *Displacement and Dispossession in the Modern Middle East*, Cambridge 2010, Introduction, Chapters 2 and 5.
- \* Edward W. Said, ‘Intellectual Exile: Expatriates and Marginals’, *Grand Street* 47 (Autumn, 1993), pp. 112-124.

**Week 10: 13 Nov—Mobile Italy and its Colonies**

[Guest Lecturer: Teresa Fiore, Associate Professor and Inserra Chair in Italian and Italian American Studies—Montclair State University]

- \* Pamela Ballinger, 'Beyond Italies: Italy as a Mobile Subject?', in Ruth Ben-Ghiat and Stephanie Malia Hom (eds), *Italian Mobilities*, London-New York 2016, pp. 20-45.
- \* Valerie McGuire, 'Remnants of Empire: Memory, Identity and Cultural Heritage in the Southeast Aegean', in J. Bernard et al. (eds), *Continuité et rupture des échanges en Méditerranée*, Toulon 2016, pp. 95-109.
- \* Antonio M. Morone, 'L'Italianità degli altri. Le migrazioni degli ex sudditi coloniali dall'Africa all'Italia', *Altreitalie* 50 (2015), pp. 71-86.
- \* Teresa Fiore, *Pre-Occupied Spaces: Remapping Italy's Transnational Migrations and Colonial Legacies*, New York 2017, Introduction: pp. 1-20.

**Week 11: 20 Nov—Lost Cosmopolitanisms in the Middle East?**

- \* André Aciman, 'Alexandria: The Capital of Memory', in idem, *False Papers: Essays on Exile and Memory*, New York 2000, pp. 3-21.
- \* Will Hanley, 'Grieving Cosmopolitanism in Middle East Studies', *History Compass* 6/5 (2008), pp. 1346-67.
- \* Khaled Fahmy, 'For Cavafy, With Love and Squalor: Some critical notes on the history and historiography of modern Alexandria', in Anthony Hirst and Michael Silk (eds), *Alexandria, Real and Imagined*, London 2004, pp. 263-280.
- \* Annalaura Turiano and Joseph John Viscomi, 'From immigrants to emigrants: Salesian education and the failed integration of Italians in Egypt, 1937-1960', *Modern Italy* 23/1 (February 2018), pp. 1-17.
- \* Angelos Dalachanis, *The Greek exodus from Egypt: Diaspora Politics and Emigration, 1937-1962*, New York 2017, Introduction: pp. 1-7.

**Week 12: 27 Nov—Emigrating from Eastern Europe**

- \* W. G. Sebald, *The Emigrants*, trans. M. Hulse, New York 1996, 'Ambros Adelwarth': pp. 67-145.
- \* Mark Mazower, *What you Did Not Tell: A Russian Past and the Journey Home*, New York 2017, Chapters 1-4.

- \* Svetlana Boym, *The future of Nostalgia*, New York 2001: Introduction & Chapter 12 (pp. viii-xix & 251-8)
- \* Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World*, New York-London 2016: Introduction & Postscript (pp. 3-21 & 293-301)

**Week 13: 4 Dec—Mediterranean Refugees, Memory and History**

[Film screening: *Profughi a Cinecittà* (Refugees in Cinecittà) by Marco Bertozzi, 2012, 52']

- \* Noa Steimatsky, 'The Cinecittà Refugee Camp (1944-1950)', *October* 128 (2009), pp. 23-50.
- \* Emilia Salvanou, 'Migration and the Shaping of Transcultural Memory at the Margins of Europe', *Europe Now* (April 4, 2017).
- \* Peter Gatrell, 'Refugees—What's wrong with History?', *Journal of Refugee Studies* 30/2 (June 2017), pp. 170-189.
- \* Christos Tolis, 'Refugee family renews century-old ties on Crete', *UNHCR* 23 Feb 2018.

**Final Paper due: December 20**

