

**COURSE OF STUDY: L-39 -L-40 – SOCIAL SERVICE SCIENCES AND SOCIOLOGY.**

*Path SOCIAL SERVICE SCIENCES (L-39)*

**ACADEMIC YEAR: 2024/2025**

**ACADEMIC SUBJECT: Migrations in world politics**

General information	
Year of the course	<i>Third year</i>
Academic calendar (starting and ending date)	<i>1 semester (September 16<sup>th</sup> 2024 – December 13<sup>th</sup> 2024)</i>
Credits (CFU/ETCS):	<i>6</i>
SSD	<i>SPS/06 Migrations in world politics</i>
Language	<i>Italian</i>
Mode of attendance	<i>No compulsory attendance</i>

Professor/ Lecturer	
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Office Hours (and modalities: e.g., by appointment, on line, etc.)	<i>By appointment at <a href="mailto:rosario.milano@uniba.it"><i>rosario.milano@uniba.it</i></a> Please consult the teacher's page for further updates: <a href="https://www.uniba.it/it/docenti/milano-rosario"><i>https://www.uniba.it/it/docenti/milano-rosario</i></a></i>

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<i>150</i>	<i>48</i>		<i>102</i>
CFU/ETCS			
<i>6</i>	<i>6</i>		

<b>Learning Objectives</b>	<i>The students will understand the main question related to the history of international migrations. Other learning objectives will be: the acquisition of the main historical knowledge in relation to the most important phases of the history of the international migrations. The students will even be able to argue on acquired content; to place the concepts and schools of thought studied in space-time contexts; to interpret and to behave in relation to others and to apply knowledge to the analysis of case studies. Some other expected skills will be the ability to document and motivate students' knowledge by collaborating and interacting with others and the ability to understand written and visual texts, to interpret situations, to compare, to argue, to dialogue.</i>
<b>Course prerequisites</b>	<i>The student must possess basic scholastic knowledge both in terms of "general knowledge" and relating to historical periods prior to the 20th century (particularly with reference to modern history and the 19th century).</i>

<b>Teaching strategies</b>	<i>Lectures; Mentoring; Public discussions; Seminars and lectures with invited speakers.</i>
<b>Expected learning outcomes in</b>	

<b>terms of</b>	
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Acquisition of the main historical knowledge in relation to global migrations.</li> <li>○ Understanding of the migration's policies.</li> </ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>○ Ability to argue on acquired content.</li> <li>○ Ability to place the concepts and schools of thought studied in space-time contexts.</li> <li>○ Ability to interpret.</li> <li>○ Ability to behave in relation to others.</li> </ul>
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>● <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> <li>○ Ability to apply knowledge to the analysis of case studies.</li> </ul> </li> <li>● <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Ability to document and motivate one's knowledge by collaborating and interacting with others.</li> </ul> </li> <li>● <i>Capacities to continue learning</i></li> <li>● Ability to understand written and visual texts, to interpret situations, to compare, to argue, to dialogue.</li> </ul>
<b>Syllabus</b>	
<b>Content knowledge</b>	<p>The course will be divided into three modules. The first part of the course focuses on the analysis of the evolution of migratory movements in the history of the modern and contemporary age. To this end, the structural features of international mobility, the nature of migrations, the most relevant historical caesuras, the intertwining of politics, economics and migrations will be investigated. The second part is dedicated to the study of migrations that have seen the Italian population as protagonists, with particular attention to the period between the Unification of Italy and the years of the economic boom. Finally, the course includes a reflection on the current dynamics of migratory flows affecting the European continent, and which constitute one of the long-term effects of the 2011 Arab Spring.</p>
<b>Texts and readings</b>	<p>M. Colucci, M. Sanfilippo, <i>Le migrazioni. Un'introduzione storica</i>, Carocci, Roma 2009</p> <p>E. Sori, <i>L'emigrazione italiana dall'Unità alla Seconda guerra mondiale</i>, Il Mulino, Bologna 1984, pp. 119-216</p> <p>V.A. Leuzzi, G. Esposito, <i>Puglia-Europa. Percorsi migratori 1946-1973</i>, Edizioni dal Sud, Bari 2011</p> <p>"Le strade della liberazione. Bari centro profughi di diverse nazionalità (1943-1951)", in AA.VV. <i>Bari. Rifugio dei profughi dell'Italia libera</i>, Edizioni dal Sud, Bari 2018, p. 11-68.</p> <p>R. J. Vecoli, "Negli Stati Uniti", in P. Bevilacqua, A. Clemente, P. Franzina, a cura di, <i>Storia dell'emigrazione italiana. Vol. II: Arrivi</i>, Carocci, Roma 2001, pp. 55-88.</p> <p>S. Lupo, "Cose nostre: mafia siciliana e mafia americana", in P. Bevilacqua, A. Clemente, P. Franzina, a cura di, <i>Storia dell'emigrazione italiana. Vol. II: Arrivi</i>, Carocci, Roma 2001</p> <p>G. Cascione, A. Kushi, <i>La transizione albanese tra mito dell'occidente e realtà migrante. Il caso della nave Vlora</i>, «Euro-Balkan Review Law and Economic Review», N. 2 (2021), Fascicolo 2, pp. 110-141</p> <p>L. Monzali, F. Imperato, R. Milano, Gi. Spagnulo, <i>Storia delle relazioni internazionali (1919-2021). Tra Stati nazionali, potenze continentali e organizzazioni sovranazionali</i>, Mondadori Università, Firenze 2022, pp. 753-771; 785-792</p>
<b>Notes, additional materials</b>	<p>The list and parts of the reference texts may undergo variations during the course, so we recommend contacting the teacher to define the program</p>

<b>Repository</b>	
<b>Assessment</b>	
Assessment methods	<i>The method of carrying out the verification is oral. There are no different verification methods for attending and non-attending students.</i>
Assessment criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Clarity of exposition</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Use of the acquired vocabulary of the matter</li> </ul> </li> <li>• <i>Autonomy of judgment</i> <ul style="list-style-type: none"> <li>○ Ability to analyze questions and provide adequate answers.</li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Knowledge of the basic historical notions and of the correct terminology</li> </ul> </li> <li>• <i>Communication skills</i> <ul style="list-style-type: none"> <li>○ Exhaustiveness of the acquired knowledge</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ Deepening of the knowledge of concepts and of previous courses</li> </ul> </li> </ul>
Final exam and grading criteria	<p>The assessment of learning involves the attribution of a final mark expressed out of thirty obtained in the final oral exam.</p> <p>The criteria followed for the evaluation of learning outcomes, expressed in thirtieths, are:</p> <ul style="list-style-type: none"> <li>- Insufficient: 0-17 Lack of, incomplete and inadequate knowledge of the topics contained in the program and poor conceptualization ability.</li> <li>- Sufficient: 18-20 Sufficient knowledge of the topics contained in the program and sufficient conceptualization ability.</li> <li>- Fair: 21-23 Fair knowledge of the topics contained in the program; reasonable ability to argue and connect the various topics covered; appropriate use of philosophical-political concepts.</li> <li>- Good: 24-26 Good knowledge of the topics contained in the program and good in-depth skills; appropriate use of philosophical-political concepts and presence of critical skills.</li> <li>- Distinct: 27-28 More than good knowledge of all the topics contained in the program; more than good ability for in-depth analysis and connection between different topics; mastery of philosophical-political concepts and propensity for critical reasoning.</li> <li>- Excellent: 29-30 Excellent knowledge of all the topics contained in the program; excellent ability to delve deeper and connect different topics; strong critical skills and excellent command of philosophical-political concepts.</li> <li>- Excellent: 30L Excellent knowledge of all topics contained in the program; excellent ability to delve deeper and connect different topics; strong critical skills and excellent command of philosophical-political concepts.</li> </ul>
<b>Further information</b>	