



General information	
Academic subject	Migrations in World Politics
Degree course	Social Service Sciences
Academic Year	2022/2023
European Credit Transfer and Accumulation System (ECTS)	6
Language	Italian
Academic calendar (starting and ending date)	First semester
Attendance	no compulsory attendance

Professor/ Lecturer	
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Virtual headquarters	Teams
Tutoring (time and day)	Tuesday, from 12.00 am to 1.30 pm

Syllabus	
<b>Learning Objectives</b>	The study of the twentieth century in all its complexity implies, especially if one does not want to lose its meaning and that is the understanding of the present, the overcoming of the ancient fractures between political history and social history, between past and present (in the different thresholds set by many chronologies of change), between center and periphery, etc.
<b>Course prerequisites</b>	The student must have basic scholastic knowledge both in terms of "general culture" and to historical periods prior to the twentieth century (especially with reference to modern history and the nineteenth century).
<b>Contents</b>	The course titled "Migrations in World Politics" will be divided into three modules. The first part of the course is focuses on the analysis of the evolution of migratory movements in the history of the modern and contemporary age. Indeed, it will be investigated the structural characteristics of international mobility, the nature of migrations, the most important historical caesuras, the intertwining of politics, economics and migrations. The second part of the course is dedicated to the study of migrations involving the Italian population, 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 so called Arab Spring in 2011.
<b>Books and bibliography</b>	M. Colucci, M. Sanfilippo, <i>Le migrazioni. Un'introduzione storica</i> , Carocci, Roma 2009 E. Sori, <i>L'emigrazione italiana dall'Unità alla seconda guerra mondiale</i> , Il Mulino, Bologna 1984, pp. 119-216 V.A. Leuzzi, G. Esposito, <i>Puglia-Europa. Percorsi migratori 1946-1973</i> , Edizioni dal Sud, Bari 2011



	<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>Additional materials</b>	

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
150	48		102
<b>ECTS</b>			
<b>Teaching strategy</b>		Frontal lessons	
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>		the main historiography issues of the twentieth century and application of the same to the "Italian case", particularly to the process of social change from the second postwar period to the twenty-first century	
<b>Applying knowledge and understanding on:</b>		the fundamentals of historical methodology and its main approaches	
<b>Soft skills</b>		independently apply the main categories created to read and interpret the political and economic dynamics of the contemporary period and ability to build a historical narrative	

<b>Assessment and feedback</b>	
<b>Methods of assessment</b>	The ability to solve problems: that is to apply what has been studied in a real situation, identifying the areas of knowledge that best allow it to be addressed. In addition to the particular ways in which the oral exam will take place, this ability will also be estimated in relation to the selection and approach revealed by the attending students in identifying personalized in-depth studies: the attending students, in fact, will apply to the study of particular agreed historiographic nodes with the teacher the methods and techniques studied. The



	final exam itself will focus, in the case of attending students, on verifying what has been learned during the course, focusing on critical skills and methodological tools acquired.
Evaluation criteria	a. The ability to make judgments independently: that is, to interpret information with a critical sense and make consequent decisions. b. The ability to communicate effectively: that is, to transmit information and ideas in both oral and written form in a clear and formally correct way, expressing them in appropriate terms with respect to specialist or non-specialist interlocutors in the sector
Criteria for assessment and attribution of the final mark	The assessment of learning involves the attribution of a final mark expressed out of thirty obtained in the final oral exam
<b>Additional information</b>	