



## **CIEE in Ferrara, Italy**

<b>Course name:</b>	Contemporary Italian History: from Unification to the Present
<b>Course number:</b>	HIST 3002 FERR
<b>Programs offering course:</b>	Ferrara Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2019
<b>Course meeting place:</b>	CIEE, Viale Cavour 51, Ferrara
<b>Office address:</b>	CIEE, Viale Cavour 51, Ferrara

### **Course Description**

This course provides a review of contemporary Italian social history from the Risorgimento and the movement towards national unity to the present. The impact of the First World War, Fascism, World War II, the Resistance against Nazis and Fascists and the Liberation process will be the focus of the first part of the course, while the second will concentrate on the post war republican era and the most recent three decades. The focus will be on the complexity of the contemporary Italian society, founded on (not always) solid institutional base, and constantly stressed by the activity of individuals, groups, associations, civil society operating outside of the political and institutional area.

### **Learning Objectives**

The general aim is to offer students a complete introduction to Italian history and to help them to be able to familiarize with the issues and themes of contemporary Italian history.

In particular, main historical events of contemporary Italian history will be analyzed through the experience of people who took part in them, although their participation was not always recognized and included within the grand narratives of the official History. Particularly using social history, we will consider a path made up of life stories, images, sounds, documents, memories which as a whole will aim to accompany students toward the construction of an autonomous capacity of understanding and analyze the contemporary Italian history in its deep complexity.

They will also be encouraged to develop a critical approach to the present: connections and comparisons between different historical periods will be a further objective to be pursued through exchanges and discussions during classes. Furthermore, students will also be asked to reflect about the differences and similarities between American and Italian history.



Each lecture will be introduced by a different type of source (images, videos, documents, testimonies, texts): in this way students will gain awareness of the different available methodologies for historical research and of the different possibilities of analysis and knowledge these provide historians.

Keywords will be provided and discussed as tools of analysis and knowledge of society and culture in the history of contemporary Italy.

### **Course Prerequisites**

There are no prerequisites to enroll and attend this course.

### **Methods of Instruction**

The course will use lectures, discussions, handouts, pictures, audio and video material. A reader provides the students with the necessary texts to be read for each class. The reader contains some extra readings not listed in the class schedule but which may be useful in class during the term or to the students during revision. Other additional texts on relevant issues that may come under the focus of the class during the semester will be provided by the instructor. Handouts and materials used in class will be included in the revision and in the midterm and final exams.

### **Assessment and Final Grade**

1. Participation:	25%
2. Oral presentation:	10%
3. Midterm:	25%
4. Term Paper:	15%
5. Final exam:	25%

### **Course Requirements**

#### **Class participation (25%)**

Readings must be completed before the class begins and you will be expected to be familiar with the content and able to answer questions on what you have read.

Participation includes the following:

1. Regular attendance
2. Arriving to class on time
3. Class behaviour
  - Maintain a respectful and appropriate posture and behaviour in class
  - Ask permission to leave the classroom
  - Avoid eating or drinking in class (except water)



4. Participation in class (i.e. making comments and asking questions on the assigned readings)
5. In-class quickwrites and quizzes
6. Presentation project and discussion with instructor (mandatory)
7. Paper outline and discussion with instructor (mandatory)

Using laptops in class is not allowed but for reasons of disability (let me know if this is the case). Please turn off cell phones before lecture starts, and keep them in your bag for the duration of lecture.

### **Oral Presentation (10%)**

Each student is required to give a short (10-15 min.) class presentation. Students are responsible for providing a one-page summary/outline of their presentations to be distributed to the rest of the class on the day of the presentation. The date and topic of the oral presentation must be agreed upon with the instructor before the midterm exam. The topic of your presentation can be the same as the topic of your paper. A list of topics will be provided. Students are required to discuss the outline with the instructor two weeks before the presentation, and to hand in a copy of your secondary source to the instructor the week before your presentation takes place in order for him/her to read it.

### **Midterm Exam (25%)**

The midterm exam will include both brief-answer questions and open-answer questions.

### **Paper (15%)**

In writing the paper (expected length: 1,500 words). Late papers will be marked down one grade per workday late (e.g., after one day an A will become an A-). Papers marred by plagiarism will be given an F. Computer problems will not be accepted as a legitimate excuse for late submission. Hand-written papers will not be accepted.

The topic of your paper, which will be the same as that of the oral presentation, must be agreed upon with the instructor before the midterm exam. One month before the submission date, it is mandatory for you to meet and discuss *in greater detail* the topic of your paper with the instructor during office hours. You should bring your paper outline, as well as your thesis statement (one paragraph) and at least two secondary sources.

In writing your term paper, as well as during your in-class exams, you should pay great attention to the following: logical development of your argument, structure and presentation, grammar and spelling.

### **Final Exam (25%)**

The final exam will consist of short and long answer questions. The final exam will cover all the material taught in the second half of the course.

### **A note about plagiarism**

Plagiarism is unacceptable and illegal. In all CIEE courses, academic honesty is expected and required. It is your responsibility to make sure everything is cited properly. When unsure about how to properly cite an article, book, magazine or any other source, please ask the instructor for advice.



## **Weekly Schedule**

Readings have to be completed before each lecture.

- Lesson 1** Introduction. Studying Italy: key themes and concepts.
- Lesson 2** Imagining the nation. The unification of Italy (1860)  
Reading: Nicholas Doumanis (2001), *Inventing the Nation*, Cap. 4-5, pp. 79-91
- Lesson 3** Italian society from the Unification to the Great War, 1860–1914  
Reading: Jonathan Dunnage (2002), *Twentieth Century Italy. A Social History*, Longman, Ch. 1, pp. 22-33
- Lesson 4** From mobilization for war to dictatorship: the birth of Italian Fascism  
Reading: Paul Corner (2010), *Italian fascism: organization, enthusiasm, opinion*, "Journal of Modern Italian Studies", 15:3, 378-389.
- Lesson 5** Italian society under fascism  
Reading: Luisa Passerini (1987), *Fascism in Popular Memory. The Cultural Experience of the Turin Working Class*, Cambridge University Press, pp. 150-167
- Lesson 6** II World war, civil war, Resistance and Liberation, 1939–1945  
Reading: Anna Bravo (2005), *Armed and unarmed: struggles without weapons in Europe and in Italy*, "Journal of Modern Italian Studies", 10:4, pp. 468-484.



**Lesson 7** Visit of the Resistance itinerary (<http://resistenzamappe.it/>) in Ferrara.

Reading: Paul Ginsborg (1990), *A History of Contemporary Italy*, Penguin Book, Ch. 2 “Resistance and Liberation”, pp. 54-71.

**Lezione 8** **Midterm Exam**

**Lesson 9** Effects of the war and the Resistance and on the Post-war Settlement

Reading: Paul Ginsborg (1990), *A History of Contemporary Italy*, Penguin Book, Ch. 3 “The Post-war Settlement, 1945-8”, pp. 98-110.

**Lesson 10** Social, cultural and economic transformation in post-war Italy, 50s-60s

Screening and discussion of an episode of Steno’s *Un Americano a Roma (An American in Rome)*

Reading: David Ellwood (1996), *Un americano a Roma: A 1950s’ satire of Americanization*, “Modern Italy”, 1:2, pp. 93-102.

**Lesson 11** States of Emergency or Collective Action Era? The “Sessantotto” and the students and workers movements

Reading: Stuart J. Hilwig, ‘Are You Calling Me a Fascist?’: A Contribution to the Oral History of the 1968 Italian Student Rebellion, “Journal of Contemporary History”, Vol. 36, No. 4 (2001), pp. 581-597

**Lesson 12** Social and Political Movements of Revolt in Italy, in 60s and 70s

Reading: Robert Lumley (1990), *States of emergency: cultures of revolt in Italy from 1968 to 1978*, Verso (selected pages)



Deadline for seeing instructor to discuss your paper outline and one-paragraph thesis statement

**Lesson 13**

Italian 'anni di piombo' and the 'strategy of tension'

Reading: Robert Lumley (1990), *States of emergency: cultures of revolt in Italy from 1968 to 1978*, Verso (selected pages)

**Lesson 14**

Italian Feminism movements in 70s–80s

Reading: Bianca Beccalli, *The Modern Women's Movement in Italy*. (pdf)

**Lesson 15-16**

Visit to the Women's Documentation Center, Cassero Gay Center and MIT (Italian Transgender Movement) of Bologna

Readings: Luisa Passerini (1994), *The interpretation of Democracy in Italian Women's Movement of the 1970s and 1980s*, Women's Studies International Forum, Vol. 17, n. 2/3, pp. 235-9.

**Lesson 17**

Italian society in the 80s and 90s

Reading: "The public morality crisis and the collapse of the 'First Republic'", in Jonathan Dunnage (2002), *Twentieth Century Italy. A Social History*, Longman, cap. 6, pp. 213-228

Oral presentations

**Lesson 18**

The Berlusconi's era

Reading: Daniele Albertazzi & James L. Newell (2015), *Introduction: A mountain giving birth to a mouse? On the impact and legacy of Silvio Berlusconi in Italy*, *Modern Italy*, 20:1, 3-10

**Lesson 19**

The Mafias

Screening and discussion of an episode of Giordana's *I cento Passi (One hundred steps)*



Reading: John Dickie (2012), *Falcone and Borsellino: the story of an iconic photo*, "Modern Italy", 17:2, 251-255

## Lesson 20

Italian society at the twenty-first century

Screening and discussion of an episode of Vicari's *DIAZ- Don't clean up this blood*

Readings: Gianluca Passarelli (2013), *Extreme right parties in Western Europe: the case of the Italian Northern League*, "Journal of Modern Italian Studies", 18:1, 53-71

Salvatore Palidda, *Ten years after the G8 Summit in Genoa* (pdf)

## Lesson 21

Current problems and issues in the Italian present society

Reading of the main newspapers of the day.

Reading: Giuseppe Scotto (2015), *From 'emigrants' to 'Italians': what is new in Italian migration to London?*, "Modern Italy", 20:2, 153-165

## Lesson 22

**Final exam**

### Suggested readings:

Nadia Urbinati (2012), *Mazzini and the making of the republican ideology*, "Journal of Modern Italian Studies", 17:2, 183-204

Federica Falchi (2012), *Democracy and the rights of women in the thinking of Giuseppe Mazzini*, "Modern Italy", 17:1, 15-30

Marjan Schwegman (2010), *Amazons for Garibaldi: women warriors and the making of the hero of two worlds*, "Modern Italy", 15:4, 417-432

Lucy Riall (1998), *Hero, saint or revolutionary? Nineteenth-century politics and the cult of Garibaldi*, "Modern Italy", 3:2, 191-204



Silvana Patriarca (1998), *'Gender trouble: women and the making of Italy's "active population", 1861–1936'*, "Journal of Modern Italian Studies", 3:2, 1998, 144–63

Vanda Wilcox (2012), *'Weeping tears of blood': Exploring Italian soldiers' emotions in the First World War*, "Modern Italy", 17:2, 171-184

Maura Hametz (2012), *Women and the Great War: Femininity under Fire in Italy*, "Journal of Modern Italian Studies", 17:5, 659-660

Sandro Bellassai (2005), *The masculine mystique: antimodernism and virility in fascist Italy*, "Journal of Modern Italian Studies", 10:3, 314-335

Paul Corner (2010), *Italian fascism: organization, enthusiasm, opinion*, "Journal of Modern Italian Studies", 15:3, 378-389

Alessandro Pes (2013), *Becoming imperialist: Italian colonies in Fascist textbooks for primary schools*, "Journal of Modern Italian Studies", 18:5.

Rebecca Clifford (2012), *Emotions and gender in oral history: narrating Italy's 1968*, "Modern Italy", 17:2, 209-221

Felia Allum (2001), *Becoming a camorrista: criminal culture and life choices in Naples*, "Journal of Modern Italian Studies", 6:3, 324-347

Stefania Bernini (2008), *Family politics: political rhetoric and the transformation of family life in the Italian Second Republic*, "Journal of Modern Italian Studies", 13:3, 305-324

Loredana Polezzi (2003), *Imperial reproductions: The circulation of colonial images across popular genres and media in the 1920s and 1930s*, "Modern Italy", 8:1, 31-47

Grazia De Michele (2011), *'A beautiful moment of bravery and hard work': Italian colonialism in post-1945 history high school textbooks*, "Modern Italy", 16:2, 105-120

Paul Ginsborg (2013), *Civil society in contemporary Italy: theory, history and practice*, "Journal of Modern Italian Studies", 18:3, 283-295

### **Some recommended films:**

- *Il Gattopardo/The Leopard* (Directed by Luchino Visconti): National unification in Sicily.
- *Senso/Senso* (Directed by Luchino Visconti): National unification in Venice in 1866.
- *1900* (Directed by Bernardo Bertolucci): WWI, class struggle, and advent of Fascism.
- *Il conformista/The Conformist* (Directed by Bernardo Bertolucci): Persecution of political oppositionists in exile during Fascism.
- *Amarcord* (Directed by Federico Fellini): Life under Fascism in a provincial town.
- *Un giorno speciale/A Special Day* (Directed by Ettore Scola): Life under Fascism in Rome.



- Il giardino dei Finzi Contini/Garden of the Finzi Contini (Directed by Vittorio De Sica): Persecution of Jews under Fascism in Ferrara.
- Roma città aperta/Rome open city (Directed by Roberto Rossellini): Antifascism in Rome.
- L'uomo che verrà/The man who will come (Directed by Giorgio Diritti): Nazi-fascism
- Ladri di biciclette/Bicycle Thief (Directed by Vittorio De Sica): Working-class life in post-war Rome.
- La Dolce Vita (Directed by Federico Fellini): The leisure classes in Rome.
- Un Americano a Roma/An American in Rome (Directed by Steno): A satire of Italian Americanization.
- Indagine su un cittadino al di sopra di ogni sospetto/Investigation of a Citizen above Suspicion (Directed by Elio Petri): Authoritarian police chief and student protest movement in late sixties.
- I 100 passi/One Hundred Steps (Directed by Marco Tullio Giordana): Life and Death of Giuseppe Impastato, a founder of anti-mafia movement in Sicily
- Il caimano/The caiman (Directed by Nanni Moretti): A political satire on Berlusconi.
- *Diaz - Don't Clean Up This Blood* (Directed by Daniele Vicari): On the violent police raid, which took place in the school "Diaz" in Genoa (21<sup>st</sup> July 2001) at the end of the G8 summit conference.