



## **CIEE in Ferrara, Italy**

<b>Course name:</b>	Gender, Race, and the Representation in Italy
<b>Course number:</b>	ITST 3007 FERR / SOCI 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 times:</b>	
<b>Course meeting place:</b>	CIEE Study Center
<b>Office address:</b>	CIEE, Palazzo Spisani, Via Aldighieri 10
<b>Office hours:</b>	

### **Course Description**

This course will explore issues of ethnicity, race and gender in Italy over the last hundred years and more, investigating how these categories have interacted with the concept of Italian national identity. We shall range from Fascist ideas of womanhood to Pasolini's ideas on homosexuality and from Italy's fraught relationship with Libya to the contemporary reporting of migration in its intersections with gender issues. The most celebrated of phrases on Italian national identity is perhaps that attributed to D'Azeglio, 'We have created Italy. Now we have to create Italians'. The ultimate aim of this course is to explore the implications of this quote over the last hundred years.

### **Learning Objectives**

Acquire the foundations for understanding and analysing racial and gender discourse.  
Develop the critical and analytical skills necessary to address the particularities of race and gender discourse in different historical periods and geographical settings.  
Recognize the particular historical aspects of the construction of race and gender discourse in Italy, the construction of the image of Italians from outside, the mutating boundaries of inclusion and privilege, as well as basic mechanisms of the inclusion and exclusion of the Other.  
Construct a familiarity with the ways in which Othering is both proposed and analysed; how biology, geography, culture and many other social aspects are employed to create shifting group boundaries in the specific context of Italy and beyond.

### **Course Prerequisites**

No prerequisite required.



## **Methods of Instruction**

A mixture of lectures, seminars (for which students are assigned weekly reading tasks), site visits, class debates, and research challenges. Use of PowerPoint, films, original audio and video material.

## **Assessment and Final Grade**

1. Oral Presentation (10%):  
Students need to prepare a 10-15 minute presentation on a topic chosen by them and the instructor.
2. Mid-Term Exam (25%):  
Students are required to answer essay questions on the material regarding the first half of the course, as well as comment on extracts from primary source documents.
3. Final Exam (25%):  
Students are required to answer essay questions on the material regarding the course, as well as comment on extracts from primary source documents.
4. Research Paper (15%):  
Students must research a case study regarding one aspect of race and gender in twentieth and/or twenty-first century Italy. Around 1500 words, excluding footnotes and bibliography.
5. Participation (25%):  
Students are expected to attend regularly and participate actively in class.

## **Course Requirements**

1. **Oral Presentation – 10 – 15 minutes (10%):** Students need to prepare a short presentation on a topic chosen by them and the instructor. Assessment criteria will be provided by the instructor the week before the presentation.
2. **Mid-Term Exam – 2 hours (25%):** Students will be required to answer essay questions on the material regarding the first half of the course, as well as comment on extracts from primary source documents.
3. **Final Exam – 2 hours (25%):** Students are required to answer essay questions on the material regarding the course, as well as comment on extracts from primary source documents.



4. **Research Paper – c. 1, 500 words, excluding footnotes and bibliography (15%):** Students have to carry out a case study of one aspect of race and gender in twentieth and twenty-first century Italy. All essays must be typed up on a computer and double-spaced. Late submissions will be penalised by 5% for every day late. Extensions are granted only in special circumstances such as serious illness or bereavement.
5. **Class Participation (25%):** Students are expected to attend and participate fully in all the classes. The instructor will keep a 'record of attendance' throughout the course, which will include the results of the 'quick-write' tests administered at the beginning of each class. Students should check with the Resident Director of the program for a copy of any program attendance policy and additional policies regarding unexcused absences.

Students are reminded that plagiarism (presenting another person's work as one's own) is completely unacceptable and if attempted will result in the student receiving a FAIL for their term paper. To avoid this, always make sure that references and other people's ideas are cited correctly. If you are unsure about how to cite a reference, check with the course instructor.

### Weekly Schedule

<b>Week 1</b>	Readings marked by a * can be found in the course reader
Lesson 1 is 'race'?	<b>Introduction and course description. What is 'identity', What is 'race'?</b>  Instructor's handouts: Gates, H. L., "Writing 'Race and the Difference it Makes", in Gates, ed., 1986, <i>'Race,' Writing, and Difference</i> , Chicago, U. of Chicago P., pp. 1-6.
Lesson 2 identity.	<b>Setting the scene.</b> The creation of Italy and the issue of national  <b>Readings:</b> DICKIE, J. (1996), 'Imagined Italies. The historical problem of nationality in Italy', in <u>Italian Cultural Studies</u> (pp. 19-33)* CLARK, M. (1996), 'Making Italians', in <u>Modern Italy 1871-1995</u> (pp. 33-34)* CLARK, M. (1996), 'An Italian people?', in <u>Modern Italy 1871-1995</u> (pp. 161-67)*



## Week 2

### Lesson 3

#### **Italian women's movements in the early 20<sup>th</sup> century.**

Readings:

ALERAMO, S. (1906), A Woman, (pp. 3-5, 54-56, 108-110, 113—122, 153-156, 192-94, 216-219)\*.

WOOD, S. (1995) 'Breaking the Chain: Sibilla Aleramo', in Italian Women's Writing 1860-1994, (pp. 74-81)\*

### Lesson 4 'New Woman'

#### **Women under fascism. The role of women and Mussolini's**

Reading:

PICKERING-IAZZI, R., 'Introduction', Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism (pp. 1-22)\*

'Una Giornata Particolare' (A Special Day), dir. Ettore Scola (1977).

## Week 3

### Lesson 5 1920s/'30s

#### **Women's resistance under fascism: women writers from the**

Readings:

DELEDDA, G., 'Grace', in Pickering-Iazzi, R. (ed.), *Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism* (pp. 23-27)\*

DELEDDA, G., 'Baptisms', in Pickering-Iazzi, R. (ed.), *Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism* (pp. 42-46)\*

NEGRI, A., 'The Movies', in Pickering-Iazzi, R. (ed.), *Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism* (pp. 58-62)\*

CRISPOLTI, M., 'A Drama in Silence', in Pickering-Iazzi, R. (ed.), *Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism*, (pp. 82-86)\*

### Lesson 6

#### **Italian imperialism and identity. Intersecting race and gender issues at home and in the colonies.**

Readings:

EBNER, M. R. (2004), 'The Persecution of Homosexual Men Under Fascism', in Gender, Family and Sexuality. The Private Sphere in Italy 1860-1945 (pp. 139-52)\*

BARRERA, G. (2004), "Sex, Citizenship and the State: The Construction of the Public and Private Spheres in Colonial Eritrea", in Gender, Family and Sexuality. The Private Sphere in Italy 1860-1945 (pp. 157-68)\*

Class activity: images from the colonies. Discussion on race and gender issues.

#### Week 4

##### Lesson 7

#### **Current perspectives on Italian imperialism.**

Class activity: images from the colonies. Discussion on race and gender issues.

Readings:

LABANCA, N. (2003) 'Studies and Research on Fascist Colonialism, 1922-1935', in A Place in the Sun. Africa in Italian Colonial Culture (pp. 37-42)\*

DEL BOCA, A., 'The Myths, Suppressions, Denials, and Defaults of Italian Colonialism', in A Place in the Sun. Africa in Italian Colonial Culture (pp. 17-36)\*

##### Lesson 8

#### **Fascism, racial laws and anti-Semitism in Italy.**

Class activity: images from the illustrated fascist magazine La Difesa della Razza 1938-1943.

Readings:

STILLE, A. (2005), 'The Double Bind of Italian Jews: Acceptance and Assimilation', in Zimmerman, ed., *Jews in Italy under fascist and nazi rule*, pp. 19-33\*

SARFATTI, M. (2005), 'Anti-Jewish Racial Laws in Italy', in Zimmerman, ed., *Jews in Italy under fascist and nazi rule*, pp. 71-78\*

**NB: This week meet instructor to discuss the topic of your paper and oral presentation**



## Week 5

Lesson 9

### Ferrara's Jewish Community

Readings:

Introduction to The Garden of the Finzi Continis (pp. v-xv)\*

BASSANI, G. (1962), Prologue to The Garden of the Finzi Continis  
(pp. 7-12)\*

Site visit around Ferrara

Lesson 10

### MIDTERM EXAM

## Week 6

Lesson 11

### Women and WWII

Reading:

ALANO, J. (2003), 'Armed with a Yellow Mimosa. Women's Defence and Assistance Groups in Italy, 1943-45', in Journal of Contemporary History, pp. 615-31\*

Roma Città Aperta (dir. Rossellini, 1945)

Lesson 12

### Race and gender in Italy: a recapitulation

Readings:

DICKIE, J. (2001), 'The Notion of Italy', in Modern Italian Culture,  
pp. 17-30\*

WOOD, J. and FARRELL (2001) 'Other Voices: Contesting the Status Quo', in The Cambridge Companion to Modern Italian Culture (pp. 141 – 45)\*

**NB: Deadline for discussing with instructor topic of oral presentation (and paper)**

## Week 7

Lesson 13

### The economic miracle: patterns of migration

Reading:

GINSBORG, P., 'The Economic Miracle', in A History of Contemporary Italy 1943-1980 (pp. 210-29)\*

Rocco and his Brothers (Visconti 1960)



Lesson 14

### **Italian Feminism**

Readings:

GINSBORG, P., 'Women, the family and sexual mores', in A History of Contemporary Italy (pp. 243-44)\*

MCCARTHY, P. (2000) 'The women's movement', in Italy since 1945 (pp. 30-36)\*

## **Week 8**

Lesson 15

### **Italian Feminism: the 1970s + presentations**

Readings:

MARAINI, D., 'The Girl with the Plait', in *New Penguin Parallel Text – Short Stories in Italian* (pp. 29-41)\*

RIVOLTA FEMMINILE, 'Female sexuality and abortion', in Italian Feminist Thought (pp. 214-18)\*

Class activity: newspaper articles on the current debate on abortion, motherhood and gender relations (instructor's handouts)

Lesson 16  
**presentations**

### **Italian feminism – intersections of theory and practice +**

Readings:

PASSERINI, L., 'Gender Relations', in , in Forgacs and Lumley (eds.), Italian Cultural Studies (pp. 144-59)\*

BONO, P. and KEMP, S., eds., 1991, 'The cultures of Italian feminism', in Italian Feminist Thought: a Reader, Blackwell, Oxford UK and Cambridge MA (pp. 2-12)\*

Class activity: discussion on feminist manifestos (instructor's handouts)

## **Week 9**

Lesson 17  
**changing country**

### **Between emigration and immigration: different voices. A**

Readings:

SCIASCIA, L., 2001 (1973), 'The Long Crossing', in Short Stories in Italian (pp. 2-13)\*

ISRAELI, J., 2003, 'Europe – The Immigrant's Tale. The Desperate Journey', Time Europe Magazine, 22 Dec. 2003 (pp. 1-7)\*

WAKKAS, Y. (1999), 'I am a Morokkan', in *Mediterranean Crossroads: Migration Literature in Italy* (pp. 187-201)\*

MAGISTRALI, L., 'The trip and entry into Italy', in West Project. Life Stories (pp. 67-72)\*

## Lesson 18

### **Immigration and social identities: new voices**

Readings:

MAHER, V. (1996), 'Immigration and Social Identity', in Forgacs and Lumley (eds.), Italian Cultural Studies (pp. 160 – 177)\*

Dossier Caritas/Migrantes: 'Immigration in Italy. Recent Findings' (pp. 1-13)\*

Class activity: newspaper articles on Italian and European immigration policies (instructor's handouts)

## Week 10

### Lesson 19

### **Life Stories: the experience of migrant women**

Readings:

PARATI, G., ed., 1999, 'Introduction', in *Mediterranean Crossroads: Migration Literature in Italy* (pp. 14-21)\*

SALEM, S. (1999), 'With Wind in My Hair', in *Mediterranean Crossroads: Migration Literature in Italy* (pp. 121-29)\*

MAGISTRALI, L., 'The meaning of research through life stories', in West Project. Life Stories (pp. 11-15)\*

MAGISTRALI, L., West Project. Life Stories (pp. 90-92; 122-24; 142-144)\*

### Lesson 20

### **Immigration and Social Identities**

Readings:

Calavita, Kitty, 2005, 'Integration in Italian Law and Policy: Beyond Benetton?' in *Immigrants at the Margins: Law, Race and Exclusion in Southern Europe* (pp. 78-93)\*

Independent documentary Viaggio a Lampedusa (A Passage to Lampedusa), with English subtitles



## Week 11

Lesson 21

### A note on Italy in the new millennium

Readings:

WEST, R. (2001), 'Italian culture or multicultural in the new millennium?', in The Cambridge Companion to Modern Italian Culture (pp. 337-49)\*

### Paper due

Lesson 22

In-class final exam

### References and further readings:

- ALANO, J., "Armed with a Yellow Mimosa. Women's Defence and Assistance Groups in Italy, 1943-45", Journal of Contemporary History 38:4, 2003, pp. 615-31.
- BASSANI, G., The Garden of the Finzi-Continis, Penguin, London 2007.
- BARAŃSKI, Z., WEST, R. J., (eds.), The Cambridge Companion to Modern Italian Culture, Cambridge and New York 2001.
- BONO, P., KEMP, S., eds., Italian Feminist Thought: a Reader, Blackwell, Oxford UK and Cambridge MA 1991.
- CLARK, M., Modern Italy 1871-1995, Longman – Pearson Education, Harlow UK 1996.
- DEL BOCA, A., 'The Myths, Suppressions, Denials, and Defaults of Italian Colonialism', in P. Palumbo, ed., 2003, A Place in the Sun. Africa in Italian Colonial Culture from Post-Unification to the Present, University of California Press, Berkeley.
- FORGACS, D., LUMLEY, R., (eds.), Italian Cultural Studies. An Introduction, Oxford University Press, Oxford and New York, 1996.
- GINSBORG, P., A History of Contemporary Italy 1943-1980, Penguin, London 1990.
- GINSBORG, P., Italy and Its Discontents 1980-2001, Penguin, London 2003.
- JONES, T., The Dark Heart of Italy, Faber and Faber, London 2003.
- MAGISTRALI, L., ed., West Project. Trafficking Women with sexual exploitation aim from Eastern Europe. Life Stories, Regione Emilia-Romagna and European Regional Development Fund, 2004.
- MCCARTHY, P., Italy Since 1945, Oxford University Press, Oxford and New York 2000.
- PALUMBO, P., ed., A Place in the Sun. Africa in Italian Colonial Culture from Post-Unification to the Present, University of California Press, Berkeley 2003.
- PARATI, G., Public History, Private Stories. Italian Women's Autobiography, University of Minnesota Press, Minneapolis, 1996.
- PARATI, G., ed., Mediterranean Crossroads. Migration Literature in Italy, Associated University Press, Cranbury NJ and London 1999.
- PARATI, G., WEST, R., eds., Italian Feminist Theory and Practice: Equality and Sexual Difference, Fairleigh Dickinson University Press, Associated University Presses, Madison; London Cranbury, NJ 2000.



- R. PICKERING-IAZZI, ed., Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism, The Feminist Press, New York 1993.
- WILLSON, P., ed., Gender, Family and Sexuality. The Private Sphere in Italy 1860-1945, Palgrave-Macmillan, Houndmills and New York, 2004.
- WOOD, S. (1995), Italian Women's Writing 1860-1994, Athlone, London and Atlantic Highlands, NJ.
- ZIMMERMAN, J. D., ed., Jews in Italy under Fascist and Nazi Rule 1922-1945, Cambridge University Press, Cambridge and New York, 2005.
- Comune di Ferrara/Assessorato alla Cultura, Comunità Ebraica di Ferrara/Sezione Cultura e Beni culturali, "Un romanzo per Ferrara – Una passeggiata letteraria nel mondo di Giorgio Bassani", Spazio Libri Editori, 1992 (*brochure* con testi, foto e itinerario nel Ghetto ebraico di Ferrara)