### CIEE in Ferrara, Italy

<table>
<thead>
<tr>
<th>Course name:</th>
<th>Gender, Race, and the Representation in Italy</th>
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<tbody>
<tr>
<td>Course number:</td>
<td>ITST 3007 FERR / SOCI 3002 FERR</td>
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<tr>
<td>Programs offering course:</td>
<td>Ferrara Language and Culture</td>
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<tr>
<td>Language of instruction:</td>
<td>English</td>
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<tr>
<td>U.S. Semester Credits:</td>
<td>3</td>
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<tr>
<td>Contact Hours:</td>
<td>45</td>
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<td>Term:</td>
<td>Spring 2019</td>
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<tr>
<td>Course meeting times:</td>
<td>CIEE Study Center</td>
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<tr>
<td>Office address:</td>
<td>CIEE, Palazzo Spisani, Via Aldighieri 10</td>
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<td>Office hours:</td>
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### 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

<table>
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<tr>
<th>Week 1</th>
<th>Readings marked by a * can be found in the course reader</th>
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<tr>
<td>Lesson 1</td>
<td>Introduction and course description. What is ‘identity’, What is ‘race’?</td>
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<tr>
<td>Lesson 2</td>
<td>Setting the scene. The creation of Italy and the issue of national identity.</td>
</tr>
<tr>
<td>Readings:</td>
<td>DICKIE, J. (1996), ‘Imagined Italies. The historical problem of nationality in Italy’, in Italian Cultural Studies (pp. 19-33)*</td>
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Week 2

Lesson 3  
**Italian women’s movements in the early 20th century.**

Readings:

Lesson 4  
**Women under fascism. The role of women and Mussolini’s ‘New Woman’**

Reading:
PICKERING-IAZZI, R., ‘Introduction’, *Unspeakable Women. Selected Short Stories Written by Italian Women During Fascism* (pp. 1-22)*.

Week 3

Lesson 5  
**Women’s resistance under fascism: women writers from the 1920s/’30s**

Readings:
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)*

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:

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:

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:
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*

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)*


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**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)

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Lesson 16  
**Italian feminism – intersections of theory and practice + presentations**

Readings:
PASSERINI, L., ‘Gender Relations’, in Forgacs and Lumley (eds.), *Italian Cultural Studies* (pp. 144-59)*


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

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**Week 9**

Lesson 17  
**Between emigration and immigration: different voices. A changing country**

Readings:
Lesson 18

**Immigration and social identities: new voices**

**Readings:**
- 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:**
- 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:**

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 multiculture 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:

— JONES, T., The Dark Heart of Italy, Faber and Faber, London 2003.