

BOSTON UNIVERSITY STUDY ABROAD PADUA

COURSE	CAS HI 263 MODERN ITALIAN HISTORY
COURSE LANGUAGE	English
COURSE MEETS	2 hours twice a week + on-site classes
COURSE VALUE	4 credits
LEARNING OUTCOMES	<p>Program Learning Outcomes BU Global Programs/study abroad learning outcomes for BU Padova: https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/learning-outcomes-by-program-2/global-programs-study-abroad/</p> <p>Learning Outcomes for IES Program</p> <ul style="list-style-type: none"> • Demonstrate increased proficiency in Italian language from elementary to low- intermediate level and from intermediate to advanced level. • Demonstrate knowledge of Italian culture with respect to three of the following areas: history, politics, economics, religion, literature, film and the arts. • Develop an awareness of cultural difference and an understanding of culture's role in shaping beliefs and practices. • Develop new perspectives on one's own culture and an ability to think critically about one's own values and beliefs.
COURSE DESCRIPTION	<p>The history of Italy in modern times is that of a 'young' country transformed in a short range of time from an agricultural economy to an industrial and post-industrial nation.</p> <p>Focusing on political, social, and economic developments, the course will cover 150 years of Italian history, from Italy's Unification (1861) to the beginning of the new millennium. Starting with an overview of the country's 'Liberal' period (1870-1915), we will focus on World War I (1915-1918) and the eventual collapse of Liberal Italy (1918–22). Class sessions will then be devoted to the Fascist era (from Mussolini becoming prime minister in 1922 to his removal in 1943), World War II and Liberation (1940-1945). The course will explore in-depth the post-war Republican period up to the new millennium, highlighting the dramatic political, social, and economic transformations, which took place in Italian society after 1945. The subjects discussed will range from the development of the political system in Cold War time and the 'economic miracle' (late 1950s-1960s) to social unrest and terrorism (late 1960s-1970s) to the rise of a "new, Modern Italy" in the 1980s, and to the passage from the First to the Second Republic in the 1990s. Other key aspects of modern Italy history covered in the course are parties' international relations, political cultures, popular culture and cinema, and the Impact of the Cold War system over the country.</p> <p>In addition to attaining a good knowledge of the most important aspects of the political, social and economic history of Italy and to gaining an understanding of the basic trends in Italian history over the last 150 years, the students attending this course will improve their ability to think critically and express their thoughts clearly.</p>

LEARNING STATEMENT	<p>The course will be run on a Tue/Thu schedule of two 50-minutes classes on each day. The main material in the course consists of chapters/parts of chapters from books, essays in academic journals and the instructor's powerpoint presentations. Video-documentaries and movies illustrating key moments and issues of Italian history will be screened and analyzed. Songs expressive of the political, social and cultural context of key phases of Italian history will also be played during class sessions. Assessments include 2 quizzes and two class presentations (1 individual presentation and 1 group presentation). Preparing for class discussions, quizzes and class presentations will require 6-8 hours per week of student effort outside class time.</p> <p>Students will be asked to write a final paper on a topic related to Italian history.</p>
TEACHING METHODOLOGY	<p>The course will be taught in English. Lectures, class discussions and on-site classes will alternate. The instructor's lessons will complement readings as well as present new material. The main material in the course consists of chapters/parts of chapters from books, essays in academic journals and the instructor's PowerPoint presentations. Video-documentaries and movies illustrating key moments and issues of Italian history will be screened and analyzed. Songs expressive of the political, social and cultural context of key phases of Italian history will also be played during class sessions. Students are expected to arrive in class on time having completed the assigned readings, and to actively participate in class discussions. Students will also be asked to work in pairs or small groups on a 'History & memory project'.</p>
COURSE MATERIALS	<p><u>Course Textbook:</u> Ginsborg, Paul, <i>A History of Contemporary Italy. Society and Politics 1943-1988</i>. New York, St. Martin's Griffin, 2003. (Available in the BU library: On the first day of class, make sure to borrow the book from the Student Affairs Coordinator. Make also sure it is returned at the end of the course)</p> <p><u>All material is available on the Blackboard site of the course (access with your Kerberos password)</u></p>

<p>BIBLIOGRAPHY</p>	<p><u>Readings uploaded on blackboard:</u></p> <p>Brustein, "The Red Menace and the Rise of Italian Fascism", in "American Sociological Review", 1991, vol. 56, pp. 652-664; Bull, Anna; Cook, Peter, <i>Ending Terrorism in Italy</i>, London, Routledge, 2013; Ceci, G.M., The Explosion of Italian Terrorism and the Piazza Fontana Massacre Seen by the United States, in "Historia Actual On-Line" (31), 2013, pp. 29-40;</p> <p>Del Pero, Mario, <i>The United States and "Psychological Warfare" in Italy 1948-1955</i>, "The Journal of American History", March 2001, pp. 1304-1334;</p> <p>Del Pero, Mario, "Containing containment: rethinking Italy's experience during the Cold War", in "Journal of Modern Italian Studies", 8:4, 2003, 532-555;</p> <p>Corner, Paul, <i>State and Society, 1901-1922</i>, in <i>Liberal and Fascist Italy 1900-1945</i>, edited by Adrian Lyttelton, Oxford-New York, Oxford University Press, 2002, pp. 17-43; Davis, John A., <i>Economy, Society, and the State, in Italy in the Nineteenth Century 1796-1900</i>, edited by John A. Davis, Oxford-New York, Oxford University Press, 2000, pp. 235-263; Di Scala, Spencer M., <i>Italy From Revolution to Republic, 1700 to the Present</i>, Boulder, CO: Westview Press, 2009; Gentiloni Silveri, Umberto, "Italy 1990–2014: the transition that never happened", in "Journal of Modern Italian Studies", 20:2, 171-175; Lomellini, Valentine, "When Hopes Come to Naught. The Question of Italian Communists' Participation in Government and the Failure of a Particular Strategy, 1974-1978", In "Journal of European Integration History", <i>European Communist Parties in the Cold War</i>, 20:2, 2014, pp. 233-244; Luconi, Stefano, <i>Recent trends in the study of Italian antisemitism under the Fascist regime</i>, "Patterns of Prejudice", Vol. 38, No. 1, 2004, pp. 1-17; Rigano, Gabriele, (2018) <i>Italian Jews and their 'political' reactions to the fascist regime's anti-Semitic campaign</i>, "Journal of Modern Italian Studies", 23:5, 573-602; Row, Thomas, Italy in the International System, 1900-1922, in <i>Liberal and Fascist Italy 1900-1945</i>, edited by Adrian Lyttelton, Oxford-New York, Oxford University Press, 2002, pp. 83-104, Varsori, Antonio, "Italian Reaction to the Bolshevik Revolution (1917–1918)", in <i>The Rise of Bolshevism and its Impact on the Interwar International Order</i>, edited by Valentine Lomellini, London-Palgrave, pp. 15-38;</p> <p><i>Organized Crime and Terrorism</i>, Gregory F. Treverton, Carl Matthies, Karla J. Cunningham, Jeremiah Goulka, Greg Ridgeway and Anny Wong, in <i>Film Piracy, Organized Crime, and Terrorism</i>, RAND Corporation, 11-24;</p> <p><i>On Tap Europe</i>, Aurora Ganz and Cathy Haenlein, <i>Organised Crime and Illicit Trade in Italy: Country Report</i>, Royal United Services Institute, 2017, 3-7.</p> <p><u>Readings uploaded on blackboard (Oral presentation n. 1 - individual)</u> <u>STUDENTS WILL CHOOSE AMONG THE ARTICLES INDICATED (1 ARTICLE PER STUDENT):</u></p> <p><u>Readings uploaded on blackboard (Oral presentation n. 2 – group presentation)</u> <u>STUDENTS WILL CHOOSE AMONG (1 ARTICLE PER GROUP):</u></p> <p>Ceci, G.M., "The Explosion of Italian Terrorism and the Piazza Fontana Massacre", pp. 29-40; Drake, R., "Italy in the 1960s: A Legacy of Terrorism and Liberation", in "South Central Review", vol. 16, no. 4, pp. 62-76; Hof, T., "The Moro Affair – Left-Wing Terrorism and Conspiracy in Italy in the Late 1970s", in "Historical Research" 38 (2013), no. 1, pp. 232-256; Marone, F., "The Italian Way of Counterterrorism: From a Consolidated Experience to an Integrated Approach", S.N. Romaniuk et al. (eds.), <i>The Palgrave Handbook of Global Counterterrorism Policy</i>, 2017, pp. 479-494.</p> <p><u>Documentaries and movies:</u> the subjects covered include the Fascist regime, the post-war period, the late 1950s-early 1960s social developments, terrorism and political cultures in the 1970s, Italy in the 1980s.</p> <p>Movies: <i>Achtung! Banditi</i> (1951), <i>Roma città aperta</i> (1945); <i>Un americano a Roma</i> (1954); <i>C'eravamo tanto amanti</i> (1974); <i>Yuppies. I giovani di successo</i> (1986).</p>
----------------------------	--

	<p><u>Songs</u>: Fascist songs: <i>Giovinezza</i> (1925), <i>Faccetta nera</i> (1935); Resistance songs: <i>Bella ciao</i>; Political songs: <i>Contessa</i> (1966), <i>Borghesia</i> (1972).</p>
AIMS OF THE COURSE	<p>a) Develop a knowledge of Italian history and culture from the country's unification to the present day.</p> <p>b) Develop the ability to critically compare the history and culture of one's own country of birth with that of a different country.</p> <p>c) Develop the ability to historically contextualize political and social events as well as values and beliefs.</p>
GRADING CRITERIA	<p>Attendance and class participation: 15 %</p> <p>Quiz 1: 20%</p> <p>Quiz 2: 20%</p> <p>Oral presentation 1 (individual): 10%</p> <p>Oral presentation 2 (group presentation): 10%</p> <p>Final paper 25%</p> <p><u>Attendance and participation</u>: see BU policy</p> <p><u>1st quiz</u>: 20 multiple choice questions plus 3 short answers to open-ended questions.</p> <p><u>2nd Quiz</u>: 20 multiple choice questions plus 3 short answers to open-ended questions.</p> <p><u>Oral Presentation 1</u>: Individual</p> <p>Each student is assigned a reading and will present in class using a PowerPoint presentation, according to a schedule which will be provided during the first class. The student is expected to present a reading among those suggested in the Assignments' session. The presentation should last 10-15 minutes and focus on the main aspects of the assigned reading.</p> <p><u>Oral Presentation 2</u>: Group presentation March 27</p> <p>Each group is assigned a reading and will present in class using a PowerPoint presentation, according to a schedule which will be provided during the first class. The group is expected to present a reading among those suggested in the Assignments' session. The group presentation should last 20 minutes (5 min for each student) and focus on the main aspects of the assigned reading. Students can also use other academic sources for the group presentation.</p> <p><u>Final written paper</u>: students will produce a 10-page paper (Times New Roman 12, double spaced. Bibliography included). The paper should deal with a significant aspect of Italian modern political, economic or social history. Students will agree on the topic with the Professor and will send the research design by email no later than April 1; The professor will send detailed feedback to each student. The paper will be based on a literature review. The use of archive documents and interviews to several informants will be highly appreciated. Detailed footnotes and a written bibliography will be required. Due on tbd.</p>

<p>BU POLICIES</p>	<p>Examinations All academic commitments must be completed before you leave the site; no incompletes are permitted. Students who do not complete a course on time will be given an F. Students are required to sit their examinations on the dates, at the times, and in the same classroom as the other students in their class. If a student is ill or has another extenuating circumstance which causes the student to be absent from a scheduled examination, he/she must provide appropriate documentation and receive approval from the Director.</p> <p>Attendance Students should note that attendance will be taken into account by faculty. Boston University Padua students are expected to attend each and every class session, tutorial, on-site class, internship work appointment, and activity required for the class as indicated in the syllabus. Any student with irregular class attendance may have his/her final grade penalized.</p> <p>Absences Unjustified absences from class, and any class related activity, will affect the students' participation grade, which will be lowered by one letter grade for each absence.</p> <p>Absence for Religious Reasons <p>According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examinations or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section. Students who have questions about practicing their religion while abroad should contact Boston University Study Abroad.</p> </p> <p>Lateness Students arriving more than 10 minutes after the posted class start time will be marked as late. Being late three times is equivalent to missing one class.</p> <p>Late Assignments Students are expected to turn in all course assignments on time as stated in each course syllabus. Late assignments will not be accepted and missed assignments will automatically be awarded an F. Please note that all coursework must be completed by the end of the program.</p> <p>Plagiarism Simply stated, plagiarism is taking another's work and presenting it as your own. Definitions of plagiarism frequently include terms such as 'theft' or 'steal'. Plagiarism is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. For more details see Boston University's Code of Student Responsibilities: http://www.bu.edu/lifebook/universitypolicies/policies-code.html</p> <p>Disability accommodations If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office</p>
---------------------------	--

	<p>for Disability and Access Services office (DAS) at 617-353- 3658 to coordinate any reasonable accommodation requests. For more information, please visit: http://www.bu.edu/disability</p> <p>Interruption of program or early departure Only in serious cases – mostly related to medical emergencies – the Director will allow a student to take a significant break during the program or to leave before its official conclusion. Official written approval must be received by the Director.</p> <p>Academic Advice The Director serves as the head of the faculty and as academic advisor. The Director is available on an appointment basis to assist students with academic issues. For academic advice regarding students’ home institutions’ policies and transfer credit information, non-Boston students should also contact their school’s academic advisors.</p> <p>Tutorials BU faculty are available by appointment for students who may need support in the learning process. We strongly encourage you to take advantage of this resource. Students in the past found it very useful to succeed. Students who receive a C on a test must seek support from faculty.</p>
--	--

CALENDAR

DATE	CONTENT OF LESSON
WEEK 1	<p>- Introduction to the course - Italy’s Unification and Liberal Italy + World War I (1915-1918) - (Powerpoint 1-2)</p> <p>Screening of a part of a documentary on the WWI and class discussion</p>
	<p>The advent of Fascism (1918-1922) (Powerpoint 3)</p> <p>The lesson will focus on the rise of the Fascist movement in the context of the First World War Aftermath and its social-economic unrest.</p> <p>Fascist songs (second part of the class): <i>Giovinezza</i> (1925), <i>Faccetta nera</i> (1935)</p>
WEEK 2	<p>How did Italy become Fascist? The Fascist Era (Powerpoint 4) The lesson will deal with the following questions: what were the most important features of the Fascist regime? Concretely, how was living under Fascism?</p>
	<p>Fascism and Resistance (Powerpoint 5)</p> <p>The lesson will focus on the Fascist regime and the rise of a domestic multi-party opposition between the 1930s and the 1940s.</p> <p>Resistance songs: <i>Bella ciao</i> Screening of a documentary on the Fascist regime and class discussion</p>

WEEK 3	On-site class: Museo della Terza Armata, Padova During the on-site class, we will understand why and how Italy joined the First World War.
	World War I – from neutrality to the conquest of “Fiume” (Powerpoint 6, A) The lesson will focus on Italy’s reasons for joining the I World War and the outcomes for Italy
WEEK 4	World War II up to liberation and the Post-war settlement (Powerpoint 6, B) We will consider the development of World War II dealing with the Italian geopolitical scenario and the settlement of new political parties. Screening of a part of the movie <i>Roma città aperta</i> and class discussion
	Quiz 1
WEEK 5	On-site class: Museo della Padova ebraica (Padua Jewish Heritage Museum) How was being a Jew under the Fascist regime? The visit will explore this sensitive issue, paying attention to the fascist regime’s anti-Semitic campaign.
	The Cold War and Political changes in Italy in the 1950s and 1960s (Powerpoint 7+8) Screening of a part of the movie <i>Un americano a Roma</i> and class discussion
WEEK 6	Guest speaker – Italy and international terrorism Students will be asked to actively participate in class discussion.
	International Terrorism in Italy (PPT 9-A) We will investigate the most significant phenomena of international political violence in the country, that from Arab-Palestinians in the 1960s-1980s.
WEEK 7	The “Lead Years” in Italy and in Padua Padua Visiting sites of Political Violence (Palazzo Bo, via Zabarella, via del Santo, via Stampa)
	The Italian 1968 in comparative perspective: new political cultures (Powerpoint 9)The course will focus on the changes in Italy and in other European states
WEEK 8	Political cultures in the Italian 1970s (Powerpoint 10) What were the most important political cultures in Italy? How did they contribute to shaping Italian domestic and foreign policies? These topics will be explained during the class. Screening of a part of the movie <i>C'eravamo tanto amanti</i> and class discussion
	Political Violence in Italian History Oral presentation (2): Students’ presentation of assigned readings.

WEEK 9	Italy and East European States The Italian role in the elaboration of a policy of pragmatic convergence towards the Eastern European countries of the Soviet Bloc during the last decade of the Cold War.
	<u>The beginning of the Italian political transition. From the end of the “repubblica dei partiti” to contemporary populism</u> <u>The course focuses on the major transformations in the Italian political system.</u>
WEEK 10	Security Threats to Italy: the rise of “Mafia” and organized crime We will discuss Political Parties’ crisis and the mafia-State struggle between the 1980s and 1990s.
	On-site class: Visit to the Archivio storico dell’Università di Padova We will explore archive documents on the rise of 1968 movements in Padua and its ancient roots.
WEEK 11	Quiz 2
	Italy in the 1980s and the 1990s: the rise of a "Modern" Society (Powerpoint 13) The 1980s and the 1990s were the years in which Italy relaunched its international image but had to cope with different new phenomena. Screening of a part of the movie <i>Yuppies</i> and class discussion.
WEEK 12	Italy and the New World Order The role of Italy at global level in the late 90’s and 2000 Class discussion
	Final paper due by TBD Please upload your paper on the course blackboard site.