

HIST 324: Italy in the 19th and 20th Centuries WI

John Felice Rome Center

Spring 2024

Wednesdays | 9:00AM-12:00PM

Dr. Anne Wingenter (she, her)

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Student Drop-in Hours: Wed, 12:00-2:00pm and by appointment. If you cannot make it to my regularly scheduled drop-in hours, email me to set up a different time that works for us both. You can expect a response to email within 24 hours on weekdays and within 48 on weekends and holidays.

Course Description

This course will engage with contemporary debates on the origins and development of national identities and nationalist ideologies, using modern Italy as a case study. Although Italy has been a nation state since 1861, scholars across a variety of disciplines have argued that the political unification of the peninsula did not reflect a widespread Italian identity. Indeed, many living within the borders of the newly created state remained ignorant of or actively resisted such identification so that even the architects of Italian unification recognized a need to “make Italians.” Subsequent governments undertook various social and cultural policies aimed at instilling a sense of national community. This course will trace the fluctuating fortunes of national identity in Italy, focusing on four periods when major social, political and economic transformations have brought the issue into dramatic focus. After an introduction to theories of nationalism, we will examine Italian unification and early nation-building efforts, the Fascist period, the “boom” years after WWII, and finally the rise in immigration of recent decades.

Learning Outcomes

History as a discipline consists of analysis and expository writing. Consequently, the “writing intensive” aspect of this course is designed both to improve your general writing skills and to develop your ability to “do” history.

On completion of the course students should be able to:

- “read” and map a city, recognizing the role of urban planning, architecture and public art in nation building.
- engage with controversial subjects and conflicting interpretations across primary sources and secondary texts,
- recognize and question the political implications of history.
- select and synthesize information and explain it to peers
- describe the complex interaction between institutions, individuals and environment involved in the formation of national identities
- explain the ways that such identities inform political and social attitudes.

Required Text / Materials

Anthony L Cardoza, *A History of Modern Italy: Transformation and Continuity, 1796 to the Present*, Oxford, 2018

Carlo Levi, *Christ Stopped at Eboli*. (any edition)

Amara LakHous, *Clash of Civilizations Over an Elevator in Piazza Vittorio: A Novel* Ringle 2008

Additional sources provided on Sakai

Methodology

In this class we will make use of the “flipped classroom” approach most weeks. This means that I will provide short preparatory and background lectures on Sakai which you will view before coming to class. This will allow us to use class

time for discussion, group activities and exploration of items that interest you in greater detail. It means you will be active and working during our meetings. It will also give us more time for site visits that take advantage of our location here in Rome

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to a standard absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

This course meets once a week, thus a total of 1 absence will be permitted. Absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”. The collective health of the JFRC is everyone’s responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.**

Assessment Components

Class Participation and Discussion- 10%

You are responsible for each week's material and should come to class with specific questions and comments in mind. Our conversation will depend on the participation of all of the members of the class.¹

By noon on Tuesday of each week, you must compose and post to the discussion board a question or comment based on the primary sources for the week. This will be the start of a discussion that we will then take up in person when we meet. Doing these posts will help you develop the key writing skills of summarizing, analyzing and critiquing in a succinct fashion. These should be approximately 150-250 words and should do the following

- Identify a major theme or, if you can, multiple themes of the readings
- Express any thoughts or opinions on, or reactions to, the ideas expressed
- Speculate about what the item in question tells us or does not tell us about the subject in question.

Note: Even if you are struggling to understand a given source, you can use the asynchronous discussion to help. Consider writing a post that tries to explain what is confusing or that attempts to work out what you would need to better understand.

Also Note: I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions (both online and in person) with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please do not hesitate to come and talk to me. We are all learning together.

Mid-Term Exam – 15%

The mid-term will include a map test and a choice of identification questions drawn from the first part of the course.

¹ I reserve the right to require written summaries of the readings should it become apparent that students are



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Mini-presentations – 10 % (5 points each)

During our onsite classes, you will be asked to prepare and deliver brief (5-8) minute presentations on some aspect that is relevant to site or sites we are visiting. A list of suggested topics for each on site class will be provided. You will be responsible for 2 presentations over the course of the semester, with the possibility of earning extra credit for additional ones. (More details about this assignment can be found on the “mini-presentations” page of our Sakai site)

Semester project – 45%

You are required to complete a multi-media research project using the city of Rome as a primary source. This assignment is to be completed in stages, each of which will highlight a different writing skill and account for a portion of your grade. Guidelines for this assignment and a breakdown of grading are provided at the end of the syllabus and in individual assignments on Sakai.

Final Exam – 20%

The final will include a document analysis and some short identification questions. These will be drawn from the material covered since the mid-term.

Grading

94-100: A
90-93: A-
87-89: B+
84-86: B
80-83: B-
77-79: C+

74-76: C
70-73: C-
67-69: D+
60-66: D
59 or lower: F

Academic Honesty

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

Failing to meet the following academic integrity standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize; the use of AI is considered plagiarism too and treated as such.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
3. Students may not fabricate data.
4. Students may not collude.
5. Students may not cheat.
6. Student may not facilitate academic misconduct.

Follow this link for more details about these standards, sanctions, and academic misconduct procedures:
(https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor. That said, please let me know if you are struggling to keep up or meet with unanticipated obstacles. The study abroad experience can be disorienting and challenging as you adjust. I will work with you to help you keep up with your academic obligations as you explore your temporary home.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Academic Dean at the John Felice Rome Center, the first week of classes.

How to succeed in this course

The material we will cover in this course is complex and, on occasion, controversial. Nearly every student will be challenged by course material at some point in this term. I have found that students who are most successful in this course are those who attend class consistently, complete all assignments, thoughtfully review feedback, and take advantage of the academic support resources made available by the university. Students who grow their abilities the most also monitor their own progress against weekly learning objectives, make use of my office hours, and are quick to reach out when they find themselves struggling. If you are having a hard time with course material or keeping up with the pace of the class, please do not wait until the end of the term to seek guidance. I will be in a much better position to support your learning if you seek support as soon as you are experiencing difficulty

Course Schedule

PART ONE: UNIFICATION AND EARLY NATION BUILDING

Cardoza pp. 1-153

(Christ Stopped at Eboli will be due by Week 8)

Week 1 (Jan 17): Course overview - What (and when) is Italy? Problems and definitions
Reading:^[1] Excerpt from: Lucy Riall, "The Risorgimento and Italian History" on Sakai

Week 2: (Jan 24) Italianità and Unification

Reading: Excerpts from: Alfieri; Mazzini; Gioberti

Viewing: Preparatory lectures on Sakai – complete before coming to class

Week 3: (Feb 2) Unification and limitations

Reading: Cavour, The Plombieres agreement, Denis Mack Smith "Regionalism" Sakai

Viewing: Background lecture on Sakai – complete before coming to class

Proposal for project due this week.

Week 4: (Feb 7)– On Site Class at Victor Emanuel Monument

(First opportunity for mini presentation)

Reading: Agnew "The impossible Capital" and primary sources Sakai

Viewing: Lecture on Sakai

Related sights and Neighborhoods in Rome: Museo Napoleonico, Museo del Risorgimento, Ponte Milvio, Gianicolo, Piazza Cavour and the Palazzo di Giustizia, Ministero delle Finanze, Piazza del Parlamento, Il Quirinale, Ponte Garibaldi, Il Vittoriano, San Saba, Le Case Popolare di Testaccio, Piazza Re di Roma, Prati

Week 5: (Feb 14) WWI, Crisis and the rise of Fascism

Reading: Ernest Lalongo, "Solving the Nation's Ills..." and primary sources Sakai

Viewing: Lectures on Sakai – complete before coming to class

Week 6: (Feb 21) Midterm Exam

PART TWO: IDENTITY AND FASCISM

Cardoza 154-229 Christ Stopped at Eboli complete by week 8

Week 7: (Feb 28) Nationalism and the "Aestheticization of Politics" – On Site Class Foro Italico

Reading: Fascist primary documents; Emilio Gentile, "Fascism as Political Religion"

Viewing: Background lecture on Sakai – complete before coming to class

(Second opportunity for mini-presentation)

March 1-10 (Spring Break)

Week 8: (Mar 13) Consolidation and "Consensus"

Reading: Lateran Pacts, Discussion of *Christ Stopped at Eboli*

Working bibliography/image bank for project due this week.

Related sights in Rome: Palazzo Venezia, Piazza Augusto Imperatore, Il Foro Italico (Stadio Olimpico), Le Fosse Ardeatine, Museo della Liberazione

Areas of Rome developed during the above period: Monte Sacro, Garbatella, EUR, Piazza Mazzini

Week 9: (Mar 20) Fascism at war

Reading: On Sakai

Viewing: Background lecture on Sakai – complete before coming to class

PART THREE: THE BOOM YEARS

Cardoza, 230-266

Week 10: (Mar 27) Politics and Identity after Fascism

Reading: OSS Documents and Leavitt Sakai

(Third opportunity for mini-presentation)

Related Sights: Monument to Aldo Moro (in Via Caetani),

Areas of Rome developed during the above period: Monte Mario, Monteverde (Vecchio e Nuovo)

PART FOUR: IMMIGRATION AND NATIONAL IDENTITY

Cardoza, 267-316 Lakhous, complete by week 12

Week 11: (April 3) The Italian Republic – from emigration to immigration

Reading: TBD

Viewing: Background lecture on Sakai – complete before coming to class

Week 12: (April 10) Immigration, Nationalism and Space – On Site Class

Reading: Lakhous, Clash of Civilizations....

Viewing: Background lecture on Sakai – complete before coming to class

(Final opportunity for mini presentations)

Written Introduction due on Sakai

Week 13: (April 17) Immigration and Nationalism (continued) and Course Conclusions

Reading: “Why are Mosques a problem?”

Map presentations in Class

Final project due on Sakai.

Related Sights: The Great Mosque, Piazza Vittorio, Sant’Egidio

Final exam: TBD

Semester Project: Construct a “Deep Map” of a Modern Roman Context

A “deep map” is a spatially organized way of collecting multiple interconnected stories from a particular place. It is a way of recognizing the multiple layers of space and of exploring how a location both affects and is affected by events, people and institutions. For this project you will build a “deep map” of a particular aspect of Modern Italian history using the city of Rome that is your home for the next few months. You might choose to map a particular neighborhood, plotting multiple events of the recent past that took place there, or to map the spaces related to a particular person, movement, or event.

Over the course of the semester you will gather a variety of sources: primary, secondary, literary, visual, etc. and plot the ways that these unfolded on the Roman landscape. The project will be completed in the following stages.

1. **Sep 21: Formal proposal (5 points)**

This will describe the project you want to undertake, and the approach you will use. Will your project be based on a particular person or group of people? A specific period or event? A kind of art, literature, or architecture? An issue? Will you focus on multiple of these within a particular neighborhood? Will you focus on static elements or on movement? Tell me as much as you can about what you want to do, so that I can provide adequate guidance. Also indicate if you will be working alone or with others on your project.

2. **Oct 26: Working annotated bibliography/link/image bank (10 points)**

This will be a formal list of the sources you are using in your project. Each entry (arranged according to a standard style MLA, APA, Chicago, etc.) should be followed by a brief description of what it is and how it relates to your project. A minimum of 20 sources (including images) is required.

3. **Nov 16: Written Introduction to project (10 pts)**

This will be a short (3-5 pages, not counting your works cited) paper that introduces your topic explaining how



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it is connected to the city of Rome, and what lasting traces it has left on the contemporary Roman landscape. Sources for your information must be properly credited and cited according to the style you have chosen for your project. You will submit the document via Sakai.

4. **Nov 30: Final project (20 points)**

The final form of your project will be a map linked to your individual sources, plotting the locations associated with your topic and/or demonstrating the changes that resulted to the space in question. I recommend using a digital platform such as Google Maps to host the project, but I am open to other formats. The project should include your introduction and overview of the subject and your findings, and each plotted link should have a brief descriptor (about half a page) along with captioned images and/or other media and associated notes (sources). An updated bibliography - one covering all of the sources and sites used - should also be incorporated or attached separately.
