Italy in the 19th and 20th Centuries – Writing Intensive
This course will introduce students to the major political, cultural and social trends in Italy since the defeat of Napoleon. Within this broad overview three historical “problems” will be examined in depth. These are: 1) the place of the Risorgimento in Italian unification; 2) the rise and fall of Italian Fascism; and 3) the immigration waves of the past 3 decades and their impact on Italian identity. By analyzing these problems students should gain a command not only of the "names and dates" of modern Italian history but also come to understand the dynamics involved: the interplay of regional influences, the basic trends of continuity and change, and the role of the individual and of social forces.

Required Texts:

Expected Learning Outcomes:
Skills:
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. Through engagement with controversial subjects and conflicting interpretations across primary sources and secondary texts, you will further develop your abilities to read and write critically and to recognize and question the political implications of history writing.

Knowledge:
You will learn to define some perhaps familiar political terms (for example, Liberalism, Republicanism, Fascism, Socialism, Communism, Christian Democracy) in the context of Italian politics. By the end of the course you will have obtained a broad overview of modern Italian history and be able to place related ideas, individuals and institutions in their proper context.

Academic Integrity
Work turned in in this class is to be your own. Plagiarism is, as is stated in Loyola’s rules, grounds for failure of the assignment and possibly the class. If you have doubts about the proper use/citation of sources, there are several manuals of style available in the library. If doubts persist, consult me before turning in the assignment in question.

Note: You are strongly encouraged to take advantage of the vast “primary source” where you currently live. Although limited class time makes organized field trips difficult, this syllabus lists a number of sights in Rome that correspond to the periods covered in the course.
COURSE REQUIREMENTS:
1. Class Participation and question formulation- 10%
   You are responsible for each week's readings and should come to class with specific
   questions and comments in mind. Students will be asked at the beginning of the semester
   to volunteer to lead class discussion for each week, but our conversation will depend on
   the participation of all of the members of the class. By Wednesday of each week, you
   must compose and post to the discussion board a question or comment based on the
   primary readings for the week. I reserve the right to require written summaries of the
   readings should it become apparent that students are not keeping up with them. Lectures
   in this class deal with specific events, institutions and individuals and the historical
   debates surrounding them, the readings provide the context for these debates and the
   general narrative of Italian history.

2. Mid-Term Exam – 20%
   The mid-term will include a map test and a choice of identification questions drawn from
   the first part of the course.

3. Writing project – 50%
   You are required to complete a research paper of approximately 10-12 pages in length.
   This assignment is to be completed in stages, each of which will account for a portion of
   your grade. Guidelines for this assignment and a break down of grading are provided at
   the end of the syllabus.

4. 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.

Attendance Policy
In accordance with the JFRC mission to promote a higher level of academic rigor, all
courses adhere to the following absence policy:
   • For all classes meeting once a week, students cannot incur more than one unexcused
     absence.
   • For all classes meeting twice a week, students cannot incur more than two unexcused
     absences.
   • For all classes meeting three times a week, students cannot incur more than two
     unexcused absences.

This course meets once a week, thus a total of one unexcused absence will be permitted.
Unexcused absences beyond these will result in a lowering of your final grade.
Schedule of Classes

PART ONE: THE PROBLEM OF THE RISORGIMENTO
Reading: Duggan pp. xv-298 Christ Stopped at Eboli by Week 9

Week 1 (): General overview and French Revolution
Reading: Excerpts from: Lucy Riall, “The Risorgimento and Italian History” and Vittorio Alfieri, Il Misogallo;

Week 2: () Restoration and Failed Revolutions
Reading: Excerpts from: Stendahl; Mazzini; Gioberti

Question/Proposal for writing project due this week.

Week 3: () Unification
Reading: “The Plombières Agreement,” Excerpts from Garibaldi and Cavour

Week 4: () Class Cancelled due to papal Audience
Reading:

Working annotated bibliography of writing project due by Wednesday.

Week 5: () Liberal Italy
Reading: Vittorio Emanuele II. Denis Mack Smith “Regionalism.” Excerpts from: Sorel and Corradini

Week 6: () Midterm exam on Wednesday.
Related sights in Rome: Museo Napoleonic, Museo del Risorgimento, Ponte Milvio, Gianicolo, Piazza Cavour and the Palazzo di Giustizia, Ministero delle Finanze, Piazza del Parlamento, Il Quirinale, Ponte Garibaldi
Areas of Rome developed during the above period: Via Nazionale, Corso Vittorio Emanuele, Via del Tritone, Testaccio, San Lorenzo, San Giovanni (outside the walls), Santa Croce

Semester Break

PART 2: UNDERSTANDING FASCISM
Reading: Duggan pp. 323-506 Christ Stopped at Eboli by week 9

Week 7 () War and the Crisis of the Liberal State
Reading: Excerpts from: Le Bon; Sorel, Marinetti;

Sentence outline with thesis of writing project due in class on the 29th.

Week 8: () The Rise of Italian Fascism
Reading: Paul Corner article and documents on Fascism
Related sights in Rome: Il Vittoriano
Areas of Rome developed during the above period: San Saba, Le Case Popolare di Testaccio, Piazza Re di Roma, Prati

Week 9: () Consolidation of Power
Reading: Excerpts from: Benito Mussolini and The Lateran Pacts
Rough draft of writing project due by the.

Week 10: () Fascist Regime – Theory and practice
Reading: Excerpts from: “The Doctrine of Fascism” and Emil Ludwig Talks with Mussolini

Week 11: () WWII and the Fall of Fascism
Reading: OSS declassified documents from the Italian Campaign; and Sacmed documents on Partisan activity in Italy.

Related sights in Rome: Palazzo Venezia, Piazza Augusto Imperatore, Il Foro Italico (Stadio Olimpico), Le Fosse Ardeatine
Areas of Rome developed during the above period: Monte Sacro, Garbatella, EUR, Piazza Mazzini

PART THREE: Immigration and Identity
Duggan: 529-587

Week 12: () The Italian Republic
Reading: “Italy Stands in Front of the Iron Curtain.”
Final draft of writing project due in class on the.

Week 13: () Immigration and Nationalism
Reading: on blackboard

Week 14: () Immigration and Nationalism (continued) and Course Conclusions
Reading: “Why are Mosques a problem?”

Related Sights: Monument to Aldo Moro (in Via Caetani)
Areas of Rome developed during the above period: Monte Mario, Monteverde (Vecchio e Nuovo), Vigna Clara
Writing Project
Your research paper accounts for fully one half of your grade in this class. It is to be completed in the following stages:

Sep : Question/Proposal (5 points): The first stage of history writing is the formulation of a question to direct your inquiry. In the first weeks of the semester, you should be thinking about what aspect of Modern Italy you wish to explore and checking to see what information is available to you. On the 7th you must turn in a working question and a proposed approach to the research. The proposal should address how you plan to approach the question. It must include what types of materials you plan to consult. This is a working proposal – which means that as you research your topic, both the question and the approach are likely to undergo modifications according to the requirements/peculiarities of the topic.

Sep: Annotated Bibliography (10 points): This is a bibliography of sources you are gathering for your paper. You may end up citing only some of them in your actual paper, but all works consulted (even those you decide not to use) belong in your bibliography. You must provide at least 6 annotations. An annotation is a brief summary of a work placed beneath its bibliographic information. For the purposes of a research paper, this summary should focus on those parts of the work that are relevant to the topic. Your bibliography may conform to any of the standard styles. (i.e. Turabian, MLA, etc. – available in the library) but must be consistent throughout.

NOTE: WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE FOR A RESEARCH PAPER

Oct: Sentence Outline with Thesis Statement (10 points): At this point you must transform your question into a thesis statement and organize your research into a full-sentence outline. See “Assignments” for guidelines on writing a sentence outline. Remember: the more detailed the outline, the more help I can give you with the direction of your paper. It is at this stage that you should be answering the following questions: What information have you found to support your thesis? What is still missing? Will you organize your paper chronologically or topically? What information will you include in each subsection? Note: an outline does not include the introduction and conclusion.

Nov: Rough Draft: There is no separate point value for your rough draft, but it is, of course, in your interest to turn one in. It is at this point that I can make suggestions to help you improve the content or structure of your argument if necessary. It is also an opportunity to have the paper proofread by “fresh” eyes (although you are encouraged to help one another with proofreading as well). As this is a writing intensive class, the grade for your research paper will derive from both content and writing style. In short: grammar, spelling, punctuation, syntax and vocabulary all count. After examining your draft, I will assign an “as is” grade which will later be replaced with your grade on the final version of your paper.

Dec: Final Paper (25 points): The final version of your paper should include a title page, citations and bibliography. It must be turned in on Wednesday, April. Late papers will be penalized at a rate of .5 point (out of the 25 available) per day starting at the beginning of class on Dec.