Italy in the 19th and 20th Centuries
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 immigration waves of recent decades.

Required Texts:
1. Christopher Duggan, The Force of Destiny: A History of Italy Since 1796
3. Amara Lakhous, Clash of civilizations over an elevator in Piazza Vittorio. Complete by week 11
4. Sakai Readings

Expected Learning Outcomes:
Skills:
This class is taught in Rome, a city that has been shaped and marked by the events we will cover. You will learn how to “read” and map a city, recognizing the role of urban planning, architecture and public art in nation building. 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.

Knowledge:
In addition to learning about key people, events and problems in Modern Italian history, you will gain insight into why nationalism is such a prominent principle of political legitimacy today. By the end of the course you will become familiar with the complex interaction between institutions, individuals and environment involved in the formation of national identities and recognize the ways that such identities inform political and social attitudes. Furthermore you will be able to apply that knowledge to other cases, both historical and contemporary.
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. 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 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 – 25%
The final will include a document analysis and some short identification questions. These will be drawn from the material covered since the mid-term.

Academic Honesty
Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.

Grading
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>60-66</td>
<td>D</td>
</tr>
<tr>
<td>59 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

Late work will be accepted but penalized at a rate of 3% per day.
**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.*

Note: You are strongly encouraged to take advantage of the vast “primary source” where you currently live. We will visit some sites together, and this syllabus lists a number of additional places in Rome that correspond to the periods covered in the course.

**Schedule of Classes**

**PART ONE: UNIFICATION AND EARLY NATION BUILDING**

*Duggan pp. 1-319 (Christ Stopped at Eboli will be due by Week 7)*

**Week 1 (Jan 16): Course overview - What (and when) is Italy? Problems and definitions**
Reading: Excerpt from: Lucy Riall, “The Risorgimento and Italian History” on Sakai

**Week 2: (Jan 23) Italianità and Unification**
Reading: Excerpts from: Alfieri; Mazzini; Gioberti

**Week 3: (Jan 30) Unification and limitations – On Site Class at Victor Emanuel Monument**
Reading: Denis Mack Smith “Regionalism” and John Agnew “The Impossible Capital” Sakai

**Week 4: (Feb 6) WWI and the Crisis of the State**
Reading: Ernest Ialongo, “Solving the Nation’s Ills…” and F.T. Marinetti, “Futurist Manifesto” Sakai

**Proposal for project due this week.**

*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 Popolari di Testaccio, Piazza Re di Roma, Prati*
PART TWO:  IDENTITIY AND FASCISM
Duggan 323-526 Christ Stopped at Eboli complete by week 7

Week 5: (Feb 13) Nationalism and the “Aestheticization of Politics”
Reading: Emilio Gentile, “Fascism as Political Religion”

Week 6: (Feb 20) Identity and Urbanization – On Site Class
Reading: Agnew, “Ghosts of Rome”

Week 7: (Feb 27) Limits of Fascist Nation building (Discussion of Christ Stopped at Eboli)
Reading:

Semester Break – Mar 2-11

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

Week 8: (Mar 13) Midterm Exam

PART THREE: THE BOOM YEARS
Duggan, 529-567

Week 9: (Mar 20)

Working bibliography/image bank for project due this week.

Week 10: (Mar 27) Politics and Identity after Fascism
Reading: John Foot, “Mass Cultures, Popular Cultures and the Working Class in Milan, 1950-70” Sakai

PART FOUR: IMMIGRATION AND NATIONAL IDENTITY
Duggan, 568-587

Week 11: (Apr 3) The Italian Republic – from emigration to immigration
Reading: Amara Lakhous, Clash of civilizations over an elevator in Piazza Vittorio.

Week 12: (Apr 10) Immigration, Nationalism and Space – On Site Class
Reading: Final project due in class.
Week 13: (Apr 17) Immigration and Nationalism (continued) and Course Conclusions
Reading: “Why are Mosques a problem?”

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. Feb 6: 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? 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.

   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. Apr 10: Final project (25 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 an introduction and overview of the subject and your findings (1-2 pages, duly referenced), and each plotted link should have a brief descriptor and/or caption associated.