

Matthew Vester	Office: 302A Woodburn
History 331	Hours: TR 9:45-10:45 and 2:00-2:30; also by appointment
Spring 2008	
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History 331: History of Italy, 1800-2000

Description

This course aims to impart to students a broad understanding of the key changes that occurred in the Italian economy, culture, political structure, and social organization from the Enlightenment until the present. How did the Enlightenment and the Napoleonic experience lead to the Risorgimento? How did different sectors of Italian society and different regions of the peninsula react to unification? What were the weaknesses and accomplishments of Italy's liberal experiment during the late nineteenth and early twentieth century? How did Italy's experience in the first world war lead to fascism? What challenges did Italy face after the second world war? How successful has Italy been in overcoming these challenges? These are some of the broad questions to be addressed in this course.

The course will also train students in the critical reading of historical sources, and in using historical evidence to develop analytical arguments. Students will practice this training by writing a book review and two papers.

Readings

Italo Calvino, *Marcovaldo* (1963, Harcourt Brace ed.)

Roy Palmer Domenico, *Remaking Italy in the Twentieth Century* (Rowman & Littlefield, 2002)

Natalia Ginzburg, *Family Sayings* (1963, Arcade ed.)

Ignazio Silone, *Bread and Wine* (1936, Signet ed.)

Denis Mack Smith, *Mazzini* (Yale University Press, 1994)

Giovanni Verga, *Cavalleria rusticana* (1884, Penguin ed.)

Requirements and grading

Writing assignments (6)	15%
Book review and critique	10%
Papers (2) and critique	20%
Pop quizzes	10%
Midterm	15%
Final	20%
Participation	10%

- Attendance will be taken at the start of each class; participation grades (which will be based not only on attendance but also on engagement in class discussions) will begin to suffer after more than three absences or tardies. Beginning with the fourth absence, students' final course grades will drop one percentage point for each absence or instance of tardiness
- The writing assignments are designed to train students in the different steps of writing analytical papers. Descriptions of the assignments will be given ahead of time, based on the reading assigned for the due date. Responses should be typed and printed ahead of time and submitted in class. Most of these will take the form of an outline of 1 page or less.
- The book review will be based on Smith, *Mazzini*, and should be 2-3 pages in length (typed, double-spaced, 12-point font). A specific question will be assigned. For your grade to count, you must also write an acceptable critique of a colleague's review.
- The papers will be based on Ginzburg, *Family Sayings* and on Calvino, *Marcovaldo*. Each one should be 3-5 pages in length, as above. Students must also write an acceptable critique of a

colleague's paper #1, for their grade for that assignment to count. Specific paper topics will be assigned.

5. Pop quizzes will consist of a small number of short-answer questions, based on the day's reading assignment, and will be given at the beginning of class. There will be no make-ups for pop quizzes, but your lowest quiz grade will be dropped. There will be approximately 5-6 pop quizzes over the course of the semester.
6. The midterm and the final will be based on short answer, identification, and timeline questions. The final will also have a cumulative essay: "What are the benefits and limitations of thinking about Italian history as 'national' history? Are there some things that the category of 'the nation' helps us to understand better? Are there other phenomena that this category obscures?"

Plagiarism

Plagiarism and other forms of academic dishonesty will be dealt with severely. At a minimum, offenders will fail the course. Plagiarism means "submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper ... or other written, visual, oral or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished" (WVU Student Handbook, section III.B.1.a, <http://www.arc.wvu.edu/rightsa.html#Anchor-1.-13137>). Plagiarism includes not only lifting passages word for word without using quotation marks (even if you cite the author!), but also the substantial use of anyone else's ideas without citing them. Using material from the World Wide Web without citing it is plagiarism. Your work is made stronger, not weaker, by showing that you are able to refer to the work of others and comment upon it critically. Whenever you use material word for word, you must use quotation marks and cite the proper author.

CLASS SCHEDULE

Week 1: Enlightenment and revolutionary Italy

15 Jan – Lecture

17 Jan – Primary source texts (Melchiorre Gioia, 1796; French edict of 1805; Murat proclamation, 1815); **writing assignment #1 (identifying bias)**

Week 2: Restoration Italy, 1815-1831

22 Jan – Lecture

24 Jan – Smith, *Mazzini*, chap. 1; primary source texts (Metternich letter, 1817; Strassoldo memorandum, 1820; Austrian police orders, c. 1820; Mazzini recollection, 1864); **writing assignment #2 (identifying themes)**

Week 3: The Risorgimento, part I, 1831-1849

29 Jan – Lecture

31 Jan – Smith, *Mazzini*, chaps. 2-3; primary source texts (Gioberti, 1843; Balbo, 1844; Piedmontese Statuto, 1848; Dawkins letter, 1848; Radetzky letter, 1848; Pisacane memoir, 1850-51); **writing assignment #3 (identifying evidence)**

Week 4: The Risorgimento, part II, 1849-1860

5 Feb – Smith, *Mazzini*, chaps. 4-7; primary source texts (Moncalieri proclamation, 1849; assessment of Victor Emanuel II, 1862; VE II letter, 1855; Cavour letter, 1856; Cavour letter, 1858; Franco-Piedmont treaty, 1859; memoirs of Sicilian campaign); **writing assignment #4 (make an argument that takes bias into account)**

7 Feb – View "Il Gattopardo," pt. 1

Week 5: The liberal state, 1860s-1890s

12 Feb – View "Il Gattopardo," pt. 2

14 Feb – Smith, *Mazzini*, chaps. 8-10 and epilogue; **book review due**

Week 6: The age of Giolitti, 1890s-1914

19 Feb – Lecture; **book review critique**

21 Feb – Verga, *Cavalleria rusticana*, pp. xxi-xxv, 1-38, 46-109

Week 7: Turn-of-the-century culture

26 Feb – Lecture

28 Feb – Verga, *Cavalleria rusticana*, pp. 137-58, 167-214, 227-32; **writing assignment #5 (analytical argument and supporting evidence)**

Week 8: Midterm / World War I

4 Mar – **Midterm**

6 Mar – Domenico, *Remaking Italy*, chap. 1

Week 9: The rise of fascism, to 1922

11 Mar – Lecture

13 Mar – Silone, *Bread and Wine*, pp. x-xvi, 1-147; Domenico, *Remaking Italy*, pp. 31-45

Week 10: Mussolini's Italy

18 Mar – Lecture

20 Mar – Silone, *Bread and Wine*, pp. 148-272; Domenico, *Remaking Italy*, pp. 45-59; **writing assignment #6 (organizing themes and subthemes)**

Week 11: World War II

1 Apr – Domenico, *Remaking Italy*, chap. 3

****1 Apr, evening session** – View “Roma città aperta”

3 Apr – No class

Week 12: The war's aftermath

8 Apr – Ginzburg, *Family Sayings*

****8 Apr, evening session** – View “Il giardino dei Finzi-Contini”

10 Apr – No class; **paper #1**

Week 13: Postwar politics

15 Apr – Lecture; **paper #1 critique**

17 Apr – Calvino, *Marcovaldo*, pp. 1-59; Domenico, *Remaking Italy*, pp. 95-113

Week 14: The postwar economic boom

22 Apr – Lecture

24 Apr – Calvino, *Marcovaldo*, pp. 60-121; Domenico, *Remaking Italy*, pp. 113-22; **paper #2**

Week 15: Tangentopoli and its legacy

29 Apr – Lecture

1 May – Domenico, *Remaking Italy*, chap. 5

Final exam: Friday, 9 May, 8:00 AM

COURSE SCHEDULE

15 Jan Enlightenment and revolutionary Italy 17 Jan Discuss DS, xix-xxvii, ch.1-3	19 Feb The age of Giolitti, 1890s-1914 21 Feb Discuss DS, ch. 12; Verga, 78-172	1 Apr World War II 3 Apr No class
22 Jan Restoration Italy, 1815-1831 24 Jan Discuss DS, ch. 4-5	26 Feb Turn-of-the-century culture 28 Feb Discuss DS, ch. 13; Verga, 173-234	8 Apr Discuss DS, ch. 17; Silone 184-272 10 Apr Postwar Italy / Discuss DS, ch. 18-19
29 Jan The Risorgimento, 1831-49 31 Jan Discuss DS, ch. 6-7	4 Mar Midterm 6 Mar World War I / Discuss DS, ch. 14	15 Apr TBA 17 Apr Discuss Ginzburg, 1-181
5 Feb The Risorgimento, 1849-60 7 Feb Discuss DS, ch. 8-9	11 Mar The rise of fascism, to 1922 13 Mar Discuss DS, ch. 15; Silone v-xvi, 1-88	22 Apr Economics and Italian style 23 Apr Discuss DS, ch. 20-21; Calvino, 1-121
12 Feb The liberal state, 1860s-1890s 14 Feb Discuss DS, ch. 10-11; Verga, 1-77	18 Mar Mussolini's Italy 20 Mar Discuss DS, ch. 16; Silone 89-183	29 Apr Tangentopoli and its aftermath 1 May Discuss DS, ch. 22-23

Final exam: Friday, 9 May, 8:00 AM

Smith

Chap 1: 1828-34 **wk 2**

Chap 2: England, 1837-45 **wk3**

Chap 3: Revolution, 1846-49 **wk3**

Chaps 4-5: 1850-58 **wk4**

Chap 6: making of Italy, 1859-61 **wk4**

Chaps 7-8: 1860s **wk 5**

Chaps 9-10, epilogue: final polemics, achievements, failures **wk 5**

Primary sources

Week 1 – 3 texts, pp. 13-18

Week 2a - 3 texts, dates 1817-1820, pp. 30-37

Week 2b – 2 texts, dates ca. 1831, pp. 42-51

Week 3a – 2 texts, dates 1843-44, pp. 74-93

Week 3b - # of texts from 1848, about 20 pp.

Week 4 - # of texts, 1849-60 – *find originals – I think that I need to re-scan*

Here work in a screening of Il Gattopardo – maybe Thurs wk 4 and Tues wk 5?

Week 5 – Verga

Week 6 – Verga

Week 7 – Verga; also Marinetti's manifesto (NB add stuff about Fiat and Liberty from week 6 to the culture lecture in week 7 notes)

Week 8 – Domenico, chap 1

Week 9 - Silone

Week 10 – Silone – used *Mussolini film clips*; have Annastella do a guest lecture again?, Domenico, chap 2

Week 11 – Ginzburg, WWII, *Open City* pt 1?, Domenico, chap 3

Week 12 – Ginzburg, *Open City* pt 2

Week 13 – postwar politics (DS, chaps 18-19) – *assign a Marcovaldo story or ??*, Domenico, pp. 95-113

Week 14 – econ and Italian style – *assign more Marcovaldo*, Domenico, pp. 113-22

Week 15 – Domenico, chap 5

2 exams, focused on empirical info (short answer, IDs, timeline)

For final exam, also have essay portion (give xtion at beginning of class: advantages, limitations of thinking about Italian history as “national” history).

Writing assignments

- Identify bias

- Find evidence around a theme

- Find a theme around evidence

- Use evidence to make a point, taking bias into account

- Respond to a question, list supporting evidence

- Given topic, identify main theme, subthemes, and evidence for each subtheme

Papers (2)

Book review of Smith

Pop quizzes (5 or 6)