



## HIST 331: Italy since 1800

**Instructor:** Dr. Joshua Arthurs

**Location:** Brooks G25, TR 10:00-11:15

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**Office Hours:** Woodburn Hall 302D, TR 2:30-3:30

### **Course Description:**

This course examines the political, cultural, and social history of modern Italy, from the roots of the Risorgimento to the rise of Berlusconi. Topics covered include the challenges of national unification; Fascism and the World Wars; postwar reconstruction and the crises of the first Republic in the 1990s. In addition to studying historical developments, we will be analyzing representations in literature and film.

### **Readings:**

The following required readings are available at the WVU Book Exchange:

- Anthony Cardoza, *A History of Modern Italy: Transformation and Continuity, 1796 to the Present*
- Giovanni di Lampedusa, *The Leopard*
- Marla Stone, *The Fascist Revolution in Italy: A Brief History with Documents*

### **Learning Outcomes:**

At the end of this History course, students will be able to

- demonstrate general knowledge of the facts, concepts, and approaches of history;
- critically analyze and assess primary sources;
- critically analyze and assess secondary sources;
- produce historical essays that are coherent, grammatically correct, and use proper historical documentation.

### **Undergraduate Assignments:**

**Tests (45%):** There will be four exams over the course of the semester. The first is worth 7.5%; the second 10%; the third 12.5%; and the fourth, 15%. The exams will include short-answer questions as well as longer responses, based on the readings, lectures and discussions. The exams also include a take-home essay (worth half of your exam grade) that will be due the following class day. If you are aware that you will have a university-approved scheduling conflict, you may provide documentation and arrange to take the exam in advance; other make-ups will be judged on case-by-case basis and require official documentation.

**Workshop assignments (40%):** As indicated on the syllabus, some classes are designated as workshops in which students will discuss longer readings or other materials. These include written

responses that must be posted on the eCampus Discussion Board by **NOON on Mondays**. There are four workshop assignments. The first is worth 7.5%; the second and third are worth 10% each; and the fourth is worth 15%.

Each response will be graded, with the results posted online. Students will be divided into discussion groups to facilitate conversation. Please check your group's page regularly, as you can earn additional points by commenting on your peers' posts.

**Participation and Attendance (15%):** This class comprises both lecture and discussion, and students are expected to participate actively and constructively. This holds especially true for workshops, in which we will discuss a longer reading or film in relation to the themes we have covered in recent weeks. You will be graded on your contributions to these workshops as well as to our regular class meetings.

Attendance also counts towards your participation grade. You are expected to attend all class meetings, with a notebook and the readings in hand. Read the day's assigned readings ahead of time, so that you are prepared to discuss the texts and ask questions. I do not distinguish between excused and unexcused absences; however, I understand that illness and problems can arise, so you will be allowed **TWO** "free" misses over the course of the semester. Be judicious about how you use these absences. If you use up your absences early in the semester, I will not be sympathetic when you need to miss class later in the term. Perfect attendance will raise your participation grade, while multiple absences will lower it.

Your final grade for attendance and participation is calculated as follows: **grade for in-class participation X percentage of classes attended** (with the two free absences factored in). So, for example, if you have a B (85/100) for participation and have attended 95% of classes, your final participation grade would be 80.75.

**Extra Credit:** Students may earn up to 3% extra credit by writing an analysis of a film that is relevant to the themes of the course; see eCampus for a list of approved films. The paper should be approximately **four pages** double-spaced. Students are encouraged to consult with me ahead of time. You may only hand in one extra credit assignment per semester.

**Grading Scale:**

Grade	Percentage range
A	93+
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

**Course Expectations:**

**eCampus:** The course eCampus page (which you can reach by logging on with your MIX user name and password at **ecampus.wvu.edu**) contains important materials including PowerPoint slides from

past lectures, discussion questions and assignments, the syllabus, grading schemes, a writing style guide, a list of extra credit films, and useful links.

**Assignments:** Assignments should be uploaded as Word (.docx) files to eCampus. They should be double-spaced, with 1-inch margins and in 12-point font. Late papers will be deducted 3 points for every day that they are late, beginning at the time at which they are due, and will be accepted until the workshop in which they are discussed. No extensions will be given.

**Communication:** I will often communicate with the class via your WVU email account (MIX). Please be sure to check it regularly. Email is also the best way to contact me. When emailing, please ensure that you are polite and professional; an unpunctuated message with no salutation and emojis will not be answered. I will work hard to get back to you in a timely manner.

**Courtesy during Class:** It is disruptive to others to arrive late to class or leave early. Please don't do it. If you know that you will have to leave class early, explain the situation to me beforehand and sit near the door so that you can exit as quietly as possible. Please turn off all cell phones or any other wireless device that may make noise during class. I will confiscate your device if it rings in class. You may use laptops in class for taking notes, but if you are using it for email, instant-messaging, or any other activity I will ask you to stop using your computer.

**Feedback:** On the exams, I will provide feedback to the class (both individually and to the class as a whole) to note strengths to maintain and trouble spots to avoid as you continue to improve your abilities to explain and apply key course concepts. Knowledge is cumulative. Understanding your strengths and challenges on early assignments and exams will help you do better as you continue to articulate what you know. You are also welcome to meet during office hours or by appointment for additional feedback.

**Academic Integrity:** Plagiarism and other forms of academic dishonesty will be dealt with severely. At a minimum, **first-time offenders will receive a zero for the assignment. Repeat offenders will receive an automatic F for the course.** Plagiarism means “submitting, without appropriate acknowledgement, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual’s academic composition, compilation, or other product, or commercially prepared paper” (WVU Undergraduate Catalog, 2003-2005, p. 47). 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. The History Department Style Guide, posted on eCampus, provides citation formats for History papers.

**Inclusivity Statement:** The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services (<https://accessibilityservices.wvu.edu/>). More information is available at the Division of Diversity, Equity, and Inclusion (<https://diversity.wvu.edu/>) as well.



**SpeakWrite:** HIST 331 has been designated as a SpeakWrite course by the Eberly College of Arts and Sciences. As part of the Eberly College's commitment to fostering effective communication skills, this course will:

- Emphasize informal and formal modes of communication;
- Teach discipline-specific communication techniques;
- Use a process-based approach to learning that provides opportunities for feedback and revision;
- Base a substantial portion of the final grade on successful spoken and/or written performance.

## Schedule

DATE	TOPICS	READINGS	ASSIGNMENTS & REMINDERS
8/22	Introduction		
8/27-29	Pre-Revolutionary and Revolutionary-Era Italy	<ul style="list-style-type: none"> <li>• Cardoza, 1-30</li> <li>• Selected documents on the Risorgimento</li> </ul>	
9/3-5	The Risorgimento	<ul style="list-style-type: none"> <li>• Cardoza, 30-68</li> <li>• Selected documents on the Risorgimento</li> </ul>	
9/10-12	Liberal Italy	<ul style="list-style-type: none"> <li>• Cardoza, 69-110</li> </ul>	
9/17-19	<b>Workshop/Test #1</b>	<ul style="list-style-type: none"> <li>• Lampedusa, <i>The Leopard</i></li> </ul>	<ul style="list-style-type: none"> <li>• Responses due by noon on 9/16</li> <li>• Test #1 on 9/19</li> </ul>
9/24-26	Giolittian Italy and the Road to War	<ul style="list-style-type: none"> <li>• Cardoza, 111-133</li> <li>• F.T. Marinetti, the Futurist Manifesto</li> </ul>	
10/1-3	WW1 and the Rise of Fascism	<ul style="list-style-type: none"> <li>• Cardoza, 134-153</li> <li>• Selected documents on Fascism</li> </ul>	
10/8	Building the Fascist Regime	<ul style="list-style-type: none"> <li>• Cardoza, 154-174</li> <li>• Selected documents on Fascism</li> </ul>	<ul style="list-style-type: none"> <li>• No class on 10/10 – fall break.</li> </ul>
10/15-17	Culture and Society under Fascism	<ul style="list-style-type: none"> <li>• Cardoza, 175-197</li> <li>• Selected documents on Fascism</li> </ul>	
10/22-24	<b>Workshop/Test #2</b>	<ul style="list-style-type: none"> <li>• Stone, <i>The Fascist Revolution in Italy</i> (selected documents TBA)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses due by noon on 10/21</li> <li>• Test #2 on 10/24</li> </ul>
10/29-31	Fascist Empire, Race, and War	<ul style="list-style-type: none"> <li>• Cardoza, 198-216</li> <li>• Selected documents on Fascism</li> </ul>	
11/5-11/7	War, Resistance and the Birth of the Republic	<ul style="list-style-type: none"> <li>• Cardoza, 217-240</li> </ul>	
11/12-11/14	From the Economic Miracle to the Years of Lead	<ul style="list-style-type: none"> <li>• Cardoza, 241-266</li> </ul>	
11/19-21	<b>Workshop/Test #3</b>	<ul style="list-style-type: none"> <li>• <i>Rome, Open City</i> (film)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses due by noon on 11/19</li> <li>• Test #3 on 11/21</li> </ul>
11/26-29	Thanksgiving Break		
12/3-5	Transformations and Crises of the First Republic	<ul style="list-style-type: none"> <li>• Cardoza, 266-290</li> <li>• Selected newspaper articles</li> </ul>	
12/10-12	Italy Today/ <b>Workshop #4</b>	<ul style="list-style-type: none"> <li>• Cardoza, 291-316</li> <li>• <i>Fire at Sea</i> (documentary)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses due by noon on 12/11</li> </ul>
TBA	<b>Test #4</b>		<ul style="list-style-type: none"> <li>• Held in our regular classroom</li> </ul>