

**Course:** Modern Italian politics and society  
**Semester:** Fall 2014  
**Instructor:** Dr Valentina Raparelli  
**Class Location:** St. Agostino  
**Class Meeting Time:** Tues/Thurs 9.00 – 10:30 am  
**Office Hours:** After/before class or by appointment  
**Phone:** + 39 320 0265060  
**Email:** valentina.r@libero.it

### **Course description**

This course covers political and social changes in the recent history of Italy, focusing on current political life and society. A general historical introduction is provided. The first part of the course will examine Italian politics and society under the so called First Republic, with specific attention to the legacy of the “Cold War”, the transition to the Second Republic, and the current Grand Coalition Cabinet. Emphasis will be placed on the social and political background of Berlusconi's rise and, more in general, of the populist movements of the last twenty years. The course includes also an analysis of the following topics: the position of Italy in the European Community and the role of the Catholic Church – basically its influence on the social habits and more in general on Italian Politics. The last part of the course will point out the economic and social gap between the North and the South of the country, the transformation of the patriarchal family and the impact of feminism on Italian society. The course will pay particular attention to the social and political roots of organized crime (Mafia and Camorra), focusing on its interaction with the politics both at local and at national level, and to the transformation of Italy into a country of immigration.

The class format includes lectures, discussion, presentations, and audiovisual materials.

#### ***COURSE AIMS AND OBJECTIVES***

The course aims to give you:

- A good knowledge of Italian contemporary politics and society

#### **LEARNING OUTCOMES**

Students will:

- Acquire information about Italian political party system
- Acquire familiarity with the distinction between First and Second Republic
- Acquire information about Technocrat Cabinets and Grand Coalition Cabinets

- Acquire information about the Italian economy and the gap between the North and the South of the country
- Learn to identify the Catholic Church's influence on social habits and politics
- Acquire information about the social transformation brought by the Feminist Movement
- Learn to identify the consequences of the "privatization" of politics
- Learn to identify the threat to democracy caused by the combination of mass media power and anti-political populism
- Acquire information about the consequences on Italian economy and politics of the European integration process
- Acquire information about the social and political roots of Italian crime organization
- Learn to identify the origin of xenophobic and racist behavior
- Acquire information about the transformation of Italy from a country of emigration to a country of immigration

#### TEACHING METHODS

Course will be made of classroom lectures, documentaries and films.

Key concepts:

- First Republic
- Second Republic
- Technocrat Cabinet
- Bipolarism
- Multipartitism
- Grand Coalition Cabinet
- Dual State
- *Convention ad excludendum*
- "Strategy of tension"
- Emigration
- Immigration
- Xenophobia
- "Southern Question"
- Feminism
- Secularization
- Mafia and Camorra
- Freemasonry
- European integration
- Corruption
- Populism

## TEXTBOOK

Reader Provided by the Lecturer on Pdf format

### Bibliography:

- M. Alacevich, *Postwar development in Italian the Mezzogiorno. Analysis and policies*, in *Journal of Modern Italian Studies*, 2013;
- G. E. Bianchi, *Italiani nuovi o nuova Italia? Citizenship and attitudes towards the second generation in contemporary Italy*, in *Journal of Modern Italian Studies*, 2011;
- S., Bernini, *Family politics: political rethoric and the transformation of family life in the Italian Second Republic*, in *Journal of Modern Italian Studies*, 2008;
- F. Bordignon, *Matteo Renzi: a "leftist Berlusconi" for the Italian Democratic Party*, in *South European Society and Politics*, 2014;
- Bosco A. and D. McDonnell, *Introduction: the Monti Government and the downgrade of Italian parties*, 2012;
- G. Campani, *Immigration and racism in Southern Europe: the Italian case*, in *Ethnic and Racial Studies*, 2010, pp. 507-535;
- M. Clark, *Modern Italy- 1875-1995*, Longman, 1996;
- I. Diamanti, *The Five Star Movement: a political laboratory*, in *Contemporary Italian Politics*, 2014 ;
- I. Diamanti, L. Ceccarini, *Catholics and politics after the Christian Democrats: the influential minority*, in *Journal of Modern Italian Studies*, 2007;
- J. Dickie, *Death of a "Leftist Fanatic": Peppino Impastato, A history of Sicilian Mafia*, Hodder, 2007;
- E. Di Marco, *The Tides of Vatican Influence on Italian Reproductive Matters*, *Rutgers Journal of Law and Religion*;
- S. Fabbrini, *The rise and fall of Silvio Berlusconi: Personalization of politics and its limits*, *Comparative European Politics*, 2013;
- L. Fantone, *Precarious Changes: Gender and Generational Politics in Contemporary Italy*, in *Feminist Review*, N. 87, 2007, pp. 5-20;
- F. Garelli, *The Church and Catholicism in contemporary Italy*, in *Journal of Modern Italian Studies*, 2007;
- D. Garzia, *The Personalisation of Partisan Attachments in the Second Italian Republic*, *Bulletin of Italian Politics*, Vol. 3, No. 1, 2011;
- G. Gribaudi, *Images of the South*, in D. Forgacs and R. Lumley, *Italian cultural studies*, Oxford University Press, 1996;
- P. Ginsborg, *A history of contemporary Italy*, Penguin, 1990;
- P. Ginsborg, *Italy and its discontents. Family, civil society, State*, Penguin, 2001;
- P. Ginsborg, *Silvio Berlusconi. Television, Power and Patrimony*, Verso, 2005;
- B. Giordano, *The constraing geographies of "Padania": the case of the Lega Nord in Northern Italy*, in *Area*, n. 31, 2001;
- V. Maher, *Immigration and social identities*, in *Italian cultural studies*, Oxford University

Press, 1996;

A. Melloni, *Church and State in the Italian crisis*, in *Journal of Modern Italian Studies*, n. 14, 2009;

S. Z. Koff, S., *Italy: from the First to the Second Republic*, Routledge, 2000;

L. Passerini, *Gender Relations*, in *Italian cultural studies*, Oxford University Press, 1996;

G. Pasquino, *Post-electoral politics in Italy: institutional problems and political perspectives*, *Journal of Modern Italian Studies*, Vol. 18, 2013;

J. Pine, *Icons and iconoclasm: Roberto Saviano's Gomorrah and La Denuncia*, in *Journal of Modern Italian Studies*, vol. 13, 2008;

E. Reyneri, *Immigrants in a segmented and often undeclared labour market*, in *Journal of Modern Italian Studies*, vol. 9, 2004;

C. Saraceno, *The Italian Family from the 1960s to the present*, *Modern Italy*, Vol. 9, N. 1, 2004;

U. Santino, *Mafia and Mafia-type organizations in Italy*, Centro di documentazione "Giuseppe Impastato", 2003;

D. Sassoon, *Contemporary Italy. Economy, Society and Politics since 1945*, Longman, 2006;

R. Saviano, *Gomorrah: Italy's Other Mafia*, 2007;

L. I. Shelley, *Mafia and the Italian State: the Historical Roots of the Current Crisis*, *Sociological Forum*, Vol.9, N. 4, 1994;

### **Supplementary Material**

Supplementary Material will be given during classes.

### **Nature of Assignments:**

#### **Mid-Term Exam**

Test on arguments covered to this date.

#### **Research Paper**

The purpose of writing a research paper is to clearly communicate what you have learned through your research. Your research for this course will focus on a topic among those indicated by Lecturer on a list to follow.

According to school policy you cannot present the same paper for two (or more) different courses. This will be evaluated with F grade.

The length of the paper should be between eight and twelve pages (2,500- 4,000 words), using double space, character size 12. Eight pages is the minimum for a paper to be accepted. Papers must be typed, written in decent style and include documentation of sources of information in proper footnotes.

- Handwritten papers are not accepted
- One letter grade will be deducted for the first week of delay in handing in the final paper
- Late papers may not be accepted

- Plagiarism will bring you “F” grade
- All papers should have a pertinent bibliography. Websites (accepted in a very limited number) must be cited as references

### Final Exam:

Test on arguments covered during the entire course.

### Assessment Policy

Participation	10 %
Mid-Term Test	20 %
Research Paper	20 %
Oral Presentation	10%
Final Test	40 %

To communicate student achievement, the U of A uses a letter grading system with a 4-point scale of numerical equivalents. In accordance with the University guidelines, a student's final grade will be communicated as a letter grade and will be based on absolute achievement and relative performance in class. While instructors may use percentages in calculating grades, percentages are not part of the University's grading system. While percentages vary between Faculties, the School in Cortona uses the following conversion table. For a detailed explanation of the grading system, see section 23.4 in the University Calendar ([www.registrar.ualberta.ca/calendar](http://www.registrar.ualberta.ca/calendar)).

Letter	%	Pts.	Description
A+	95-100	4	Outstanding: Superior performance showing understanding and knowledge of the subject matter far exceeding expectations
A	90-94	4	Excellent. Superior performance showing comprehensive understanding of the subject matter
A-	86-89	3.7	Very good: Clearly above average performance with complete knowledge of the subject matter
B+	82-85	3.3	Very good
B	75-81	3	Good: Average performance with knowledge of the subject matter generally complete
B-	70-74	2.7	Good
C+	66-69	2.3	Satisfactory: Basic understanding of the subject matter
C	61-65	2	Satisfactory
C-	58-60	1.7	Satisfactory
D+	55-57	1.3	Minimal Pass: marginal performance generally insufficient preparation for subsequent courses in the subject matter

D	54-50	1	Minimal pass: Marginal performance, generally insufficient preparation for subsequent courses in the subject matter
F	0-49	0	Fail: Failure to meet course requirements.

### **Attendance Policy**

Attendance to all classes is essential and mandatory. Attendance to discussions and visits during field trip is also mandatory, and will be an essential part for the individual evaluation.

In courses which meet twice per week, students may not have more than four absences.

Students are expected to treat with maturity attendance and punctuality regulations for all components of the course. No excuse for absence will exempt a student from the completion of all work in a course. The student assumes the responsibility for requesting assistance from faculty members for making up missed work.

N.B: The instructor reserves the right to modify meeting times, places and the monuments visited when and if necessary for the educational benefit of the class or due to constraints imposed by unforeseen circumstances. Communication about such changes will be effected via group email messages or verbally in class prior to the date of the affected class. It is the individual student's responsibility to stay informed of any such changes.

### **Class Participation**

Students are expected to actively participate and contribute to class discussion. Participation grade requires more preparation and contribution, and if a student is not in class he/she is not contributing or receiving the inputs of his/her classmates and teacher.

Class participation will be evaluated on the basis of:

- Questions
- Commentaries and analysis on lecturer's and others' ideas
- Reading the assignments before class
- Contribution to the class group as a community

Class participation will count for 10%.

## **COURSE SCHEDULE**

### **Class 1**

**Thurs, Oct, 9**

#### **Introduction**

General overview of the main topics of the course

## **Class 2**

**Tues – Oct, 14**

### **The First Republic**

- The party system during the First Republic : the era of proportional representation
- Italy and the Cold War
- The Christian Democrats
- The Communist Party and the so called "*conventio ad excludendum*"
- The "Strategy of tension"
- The "Dual State"

**Read Koff pp. 1-42; Cento Bull; pp. 232-245 from Sassoon; pp. 333-335, 381-387 from Ginsborg (1990); pp. 384-390 from Clark**

## **Class 3**

**Thurs– Oct, 16**

### **From the First Republic to the Second Republic**

- The crisis of the political system after the fall of the Berlin Wall and the judicial inquires of "Clean Hands"
- Berlusconi's rise
- The disappearance of long standing traditional parties
- New parties and new (pre-election) coalitions
- The Northern League
- The "new" Right
- Toward the consolidation of the bipolar pattern of competition

**Read pp. 42-55 from Koff; pp. 179-194, 285-301 from Ginsborg (2001); pp. 408-426 from Clark; pp. 27-37 from Giordano**

## **Class 4**

**Tues – Oct, 21**

**Film: *Il Divo*, by P. Sorrentino, Italy, 2008.**

## **Class 5**

**Thurs– Oct, 23**

### **Berlusconi's Italy**

Documentary: "Citizen Berlusconi"

Discussion of the following topics:

- The mixture of public and private spheres. The conflict of interests
- Populism and cult of personality
- Berlusconi's judiciary inquires

**Read pp. 28-174 from Ginsborg (2005); pp. 59-78 from Garzia**

## **Class 6**

**Tues – Oct, 28**

### **The 2013 General Elections**

- The fall of Berlusconi
- The “Technocrat Cabinet” of Mario Monti and the European economic crisis
- The 2013 General Elections: is this the end of the Second Republic?
- The end of the bipolar system
- The “Five Star Movement”
- The current Renzi’s cabinet

**Read Bosco and McDonnell; pp 466- 484 from Pasquino; pp. 1-24; pp. 153-171 from Fabbrini; pp. 4-15 from Diamanti; pp. 1-23 from Bordignon**

## **Class 7**

**Thurs - Oct, 30**

### **The power of the Catholic Church**

- Relations between the Church and the Italian State
- Secularization
- Catholic Church’s influence on Italian social habits and politics

**Read pp. 52-65 from Melloni; pp. 149-160 from Sassoon; pp. 2-7 from Garelli; pp. 37-50 from Diamanti, Ceccarini; Di Marco, pp.1-31**

## **Class 8**

**Tues - Nov, 4**

### **Review**

## **Class 9**

**Thurs – Nov, 6**

### **Midterm**

## **Class 10**

**Tues - Nov, 11**

### **The “Southern Question”**

- Dualism of Italian economy: economic and social gap between the North and the South of the country
- Italian emigration
- Southern Italy today

Read pp. 348-353, 357-360, 472-489 from Clark; pp. 3-7 from Koff; pp- 90-112 from Alacevich; pp. 72-87 from Gribaudo.

### **Class 11**

**Thurs – Nov, 13**

#### **Family, gender relations and the impact of feminism on Italian society**

- From the patriarchal family to the cultural revolution
- Italian women in the 1970s
- Combating Berlusconi's vision of women – documentary : "Women's body"  
(comment and discussion)

Read pp. 47-57 from Saraceno; pp. 117-122 from Sassoon; pp.305-324 from Bernini; pp. 144-159 from Passerini; pp- 5-20 from Fantone.

### **Class 12**

**Tues – Nov, 18**

#### **Crime organizations and their interaction with the national politics. Sicilian Mafia**

- A general overview on Italian crime organizations
- The origins of Sicilian Mafia and its transformation
- Mafia as a political subject
- Giuseppe Impastato: his actions, his murder, the investigation and the cover up

Read pp. 661-672 from L. I. Shelley; pp. 195-214 from Ginsborg (2001); pp. 97-100 from Koff ; Santino; pp. 344-355 from Dickie

### **Class 13**

**Thurs - Nov, 20**

Film

**"One hundred steps",** by M. T. Giordana. Italy, 2000

### **Class 14**

**Tues – Nov, 25**

#### **Neapolitan "Camorra"**

- The origins of Neapolitan Camorra and its organization
- Camorra and Saviano 's bestseller "Gomorra" (comment and discussion of some chapters from the book)

Read Saviano (Selection); pp. 431-436 from Pine

### **Class 15**

**Thurs – Nov, 27**

**Italy: a country of new immigration**

- From a country of emigration to a country of immigration
- Immigration and Italian economy
- Immigration and xenophobia
- The Italian Citizenship Law and the G2 Generation

Read pp. 1-14 from Bianchi; pp. 160-171 from Maher; pp. 71-93 from Reyneri

**Fri - Nov, 28**

Fieldtrip to Rome

**Class 16**

**Tues – Dec, 2**

Documentary: The green blood, by Andrea Segre, 2010.

**Class 17**

**Thur – Dec, 4**

**Review and oral presentation**

**Class 18**

**Tues – Dec, 9**

**Final exam**

**Academic Honesty**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC 29 SEP 2003)

*Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit the University Governance website at*

<http://www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfm>

**NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING,  
MISREPRESENTATION OF FACTS  
AND PARTICIPATION IN AN OFFENCE**

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the *Code* are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the *Code*.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

**30.3.2(1) Plagiarism**

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

**30.3.2(2) Cheating**

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

### 30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

### 30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T\*I\*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: <http://www.ualberta.ca/tie>

## EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM

<i>Procedures for Instructors Regarding</i>	<b>Possible Sanctions</b>
<p data-bbox="145 1003 416 1037"><i>Plagiarism, Cheating,</i></p> <p data-bbox="145 1070 767 1137"><i>Misrepresentation of Facts and Participation in an Offence</i></p> <p data-bbox="145 1178 802 1581">The following procedures are drawn from the <i>Code of Student Behaviour</i> as approved by GFC and the Board of Governors. The guidelines summarize what instructors <u>must do</u> when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean – or the Appeals Coordinator, University Governance (2-2655).</p> <p data-bbox="145 1619 799 1686"><b>30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour</b></p> <p data-bbox="145 1720 791 2056"><b>30.5.4(1)</b> When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with</p>	<p data-bbox="826 1003 1442 1133">One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts.</p> <p data-bbox="826 1171 1442 1738">30.4.3(2) a.i A mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour (GFC 24 SEP 2007); 30.4.3(2) a.ii Reduction of a grade in a course 30.4.3(2) a.iii A grade of F for a course. 30.4.3(2) a.iv A remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii, 30.4.3(2)a.iii 30.4.3(3) b Expulsion 30.4.3(3) c Suspension</p> <p data-bbox="826 1809 1426 1843">The following sanctions may be used in rare cases.</p> <p data-bbox="826 1877 1426 1944">30.4.3(3) e Suspension of a Degree already awarded 30.4.3(3) f Rescission of a Degree already awarded</p>

the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted. (CLRC 30 MAY 2002) (EXEC 7 APR 2003) (CLRC 27 NOV 2003)

**30.5.4(2)** If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction. (CLRC 27 NOV 2003).

### **30.6.1 Initiation of an Appeal**

**30.6.1(1)** When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour (Section 11.8 of the GFC Policy Manual), whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)e.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Co-ordinator in the University Secretariat within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB. (CLRC 30 MAY 2002) (CLRC 25 SEP 2003) (EXEC 01 MAY 2006) (GFC 24 SEP 2007) (BEAC 17 OCT 2007)

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DR HEIDI JULIEN  
CHAIR, GFC CAMPUS LAW REVIEW  
COMMITTEE\*

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DR CARL G. AMRHEIN  
PROVOST AND VICE-PRESIDENT  
(ACADEMIC)