



Topics: The Italian South

Course Number
HIST-UA 9538 F01

Instruction Mode:
In-person

Brightspace course site
<https://brightspace.nyu.edu/d2l/home/161619>

Spring 2022

If you are enrolled in this course 100% remotely and are not a Study Away student for NYU Florence, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact florence.academicssupport@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on: 13 January 2022

Lecturer Contact Information
TBA

Prerequisites
None

Units earned
4

Course Details

- Wednesday from 3:30pm to 6:15pm
- All times are Central European Time (CET) Please note that there is a gap in when Daylight Savings Time (DST) begins in Europe and the U.S. In the U.S., DST begins on Sunday, 13 March 2022 when clocks will be set 1 hour forward. In Europe, DST begins Sunday, 27 March 2022.
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU Florence community, we are closely following CDC guidance around COVID-19 and adjusting our



recommendations and policies accordingly. Your health and well-being is our top priority.

Course Description

[The course is a voyage through the fascinating and complex history and culture of the Italian South, from the first half of the Nineteenth Century to the present day. Adopting an interdisciplinary approach we will explore the rich patrimony of southern history and culture, as well as the violence of a society with neither rules nor justice. In Italy and in Italian Studies, the 'Southern Question' evokes the powerful image of two profoundly different Italies. We will investigate the disparities between the North and the South, devoting special consideration to the origins and consequences of this divide as well as to the economic and political interests of the elite who ruled (and rules) the country as well as the responsibilities of the southern elite. Controversial issues will be emphasized and discussed.

Course Objectives

On completion of this course, students should:

- Have improved their ability to think critically, engage in complex reasoning and express their thoughts clearly through their written work;
- Have improved their understanding of Italian history;
- Demonstrate familiarity with the key factors which lead to the North-South divide;
- Demonstrate a sound understanding of topics such as: the debate on the South, the attitude of the Italian elite towards the South and the interests they tried to preserve, the (supposed) lack of "civiness" of southerners, the challenges southerners had to face from the Nineteenth Century to the present day.

Assessment Components

Participation 20%

Written Assignment 25%

Midterm Exam 30%

Final Exam 25%

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Attendance Policy

In order to keep each other safe, if you are not feeling well, we encourage you to remain in your residence and, if possible, attend class remotely.

Please make sure to inform your professor in advance so that they can turn on Zoom. Remote attendance is counted as regular attendance. You will not be marked absent.

For a detailed explanation of the global attendance policy, see the NYU Florence [Present vs. Absent Flowchart](#).

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation.



The Global Attendance Policy is posted in the Academic Policies tab in [Brightspace](#), on the [NYU Florence Student Portal](#) website, and is posted around campus.

After you have read and reviewed the policies, if there is anything that still needs further clarification or raises a question, please reach out to florence.academicssupport@nyu.edu.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

Please refer to Academic Policies in [Brightspace](#).

Required Text(s)

All readings are available online on the NYU Brightspace course site. Hard copies of some textbooks are available for consultation and semester-long loans in the [Villa Ulivi Library](#). Please email florence.library@nyu.edu to reserve a copy. To request scans from books on reserve please fill out the [Ulivi Library Book Scan Form](#).

Supplemental Text(s) (not required to purchase)

Bevilacqua, P., 'New and Old in the Southern Question', in *Modern Italy*, vol.1, Issue 2, 1996, pp. 81-92

Bouchard, N. and Ferme, V., *Italy and the Mediterranean: Words, Sounds, and Images of the Post-Cold War Era*, Basingstoke: Palgrave MacMillan, 2013

Cassano, F., *Southern Thought and Other Essays on the Mediterranean*, edited by N. Bouchard and V. Ferme, Fordham UP, 2012

Cazzato, L., 'Questione Meridionale and Global South: If the Italian South Meets Its Global Brother', in *Italian Studies in Southern Africa/Studi d'Italianistica nell'Africa Australe*, vol.21, n.1-2, 2008

Davis, J.A., 'A Tale of Two Italys? The "Southern Question" Past and Present', in Jones, E., and G. Pasquino, G., eds, *The Oxford Handbook of Italian Politics*, Oxford, Oxford University Press, 2015

De Donno, F., '[Routes to modernity: Orientalism and Mediterraneanism in Italian culture](#), 1810–1910', *California Italian Studies Journal*, 1(1), 2010, : 1–23

Derobertis, R., 'Southerners, Migrants, Colonized. A Postcolonial Perspective on Carlo Levi's *Cristo si è fermato a Eboli* and Southern Italy Today', in Lombardi-Diop, C., and Romeo, C., eds., *Postcolonial Italy. Challenging National Homogeneity*, New York: Palgrave Macmillan, 2012, pp. 157-171

Dickie, J., *Darkest Italy*, New York: St. Martin's Press, 1999

Dickie, J., 'Stereotipi di Sicilia', in F. Benigno e G. Giarrizzo, *Storia della Sicilia*, Roma-Bari: Editori Laterza, 1999, 5, *Il Novecento*, pp. 1-18



Galasso, G., 'The nation and Sicily, modernity and the Mezzogiorno', *Modern Italy*, vol. 7, Issue 1, 2002, pp. 75-84

Gramsci, A., 'Some Aspects of the Southern Question'

<https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/f/6855/files/2014/03/gramsci-southern-question1926-2jf8c5x.pdf>

Gribaudo, G., 'Images of the South', in Forgacs, D. and Lumley, R., eds, *Italian cultural studies*, Oxford, New York, Oxford University Press, 1996

Gundle, S., 'Sophia Loren, Italian Icon', in *Historical Journal of Film Radio and Television*, 15, 3, 1995, pp. 367-86

Hudson, A., 'Rocco e i suoi fratelli Rocco and his brothers', in G. Bertellini, ed, *The Cinema of Italy*, London, Wallflower, 2004, pp. 93-121

Lumley, R. and Morris, J., eds., *The New History of the Italian South. The Mezzogiorno Revisited*, Exeter, University of Exeter Press, 1997

Lupo, S., 'Recent British and American Studies on the Nineteenth Century Italian South', in *South European Society and Politics*, vol.9, Issue 3, 2004

Lupo, S., 'The Allies and the Mafia', in *Journal of Modern Italian Studies*, vol.2, Issue 1, March 1997, pp. 21-33

Moe, N., *The View from Vesuvius: Italian Culture and the Southern Question*, Berkeley, University of California Press, 2002

Orsitto, F. 'Imagining the Mezzogiorno', in Burke, F., ed, *Companion to Italian Cinema*, Hoboken, Wiley-Blackwell, 2016, pp.447-466

Patriarca, S., *Italianità. La costruzione del carattere nazionale*, Roma-Bari, Laterza, 2010

Patriarca, S., *Italian Vices: Nation and Character from the Risorgimento to the Republic*, Cambridge, Cambridge University Press, 2010

Petrusewicz, M., *Latifundium: Moral Economy and Material Life in a European Periphery*, Ann Arbor, University of Michigan Press, 1996

Putnam, R. D., Leonardi, R. and Nanetti, R., *Making democracy work : civic traditions in modern Italy*, Princeton, N.J., Princeton University Press, 1993

Riall, L., 'Which road to the south? Revisionists revisit the Mezzogiorno', *Journal of Modern Italian Studies*, vol.5, Issue 1, 2000, pp. 89-100

Said, E., W., *Orientalism*, New York, Vintage Books, 1979

Schneider, J., ed, *Italy's "Southern Question": Orientalism in one country*, Oxford, Berg, 1998

Wong, A., *Race and the Nation in Liberal Italy, 1861–1911. Meridionalism, Empire, and Diaspora*, New York, Palgrave Macmillan, 2006



Session 1 – January 28

Introduction to the course. The South before the birth of Italy. The cultural and economic exchanges with the peninsula and the European countries during the Nineteenth Century; the Grand Tour

Reading: D. Mack Smith, *Modern Sicily*, pp.300-306; J. Pemble, *Mediterranean Passion*, pp.128-149, chaps. 1 and 8; H. Acton, *The Last Bourbons of Naples*, pp.336-352; J.Black, *Italy and the Grand Tour*, pp.46-67 and pp.203-222; T. Astarita, *Between Salt Water and Holy Water*, pp. 220-283.

Optional Reading: M. Calaresu, 'Looking for Virgil's Tomb: The End of the Grand Tour and the Cosmopolitan Ideal in Europe', pp. 138-161; J.Black, *Italy and the Grand Tour*, pp.104-117.

Session 2 – February 2

The South in the newly born Kingdom of Italy: southerners and the idea of Italianness.The birth of the 'Southern Question'

Reading: N.Moe, 'The Emergence of the Southern Question in Pasquale Villari and Leopoldo Franchetti',pp. 224-249; D.Mack Smith, *Modern Sicily*, pp. 469-489; T.Astarita, *Between Salt Water and Holy Water*, pp. 284-317.

Optional Reading: J. Dickie, *Darkest Italy*, pp. 53-82.

Session 3 – February 9

Brigandage and the racialization of the Southern Question

Reading: C. Duggan, *The Force of Destiny*, pp. 259- 273; J. Dickie, 'A Word at War: the Italian Army and Brigandage', pp. 25-51; A. Dal Lago, 'Italian National Unification and the *Mezzogiorno*: Colonialism in One Country?', pp.57-72; N.Moe, 'This is Not Italy! Ruling and Representing the South, 1860-1861', pp. 156-183.

Optional Reading: A.Grab, 'State Power, Brigandage and Rural Resistance in Napoleonic Italy', pp. 39-70; A.S. Wong, 'Science and the Codification of Race: Physiognomy and the Politics of Southern Identity', pp. 47-77; D. Mack Smith, *Modern Sicily*, pp. 4

Session 4 – February 16

Southerners seek a new life. The southern migration to the US during the Liberal period

Reading: N. Moe, 'The Mediterranean Comes to Ellis Island:The Southern Question in the New World', pp.1-5; P. D'Agostino, 'Craniums, Criminals, and the 'Cursed Race': Italian Anthropology In American Racial Thought, 1861-1924', pp. 319-43; D. Gabaccia, *Italy's Many Diasporas*, pp.58-80.

Session 5 – February 23

Fascism and the South. (Second part of class:Mock exam)

Reading: D.Mack Smith, *Modern Sicily*, pp.505-523; F. De Donno, 'La Razza Ario-Mediterranea: Ideas of Race and Citizenship in Colonial and Fascist Italy, 1885-1941',pp.394-412; A.S. Wong, 'Civilizing the Southerner, Taming the African: Imperial Endeavor and Discourses of Race', ppp. 79-112; C.Duggan, *Fascism and the Mafia*, pp. 95-146.

Optional Reading: P.Allum, *Politics and Society in postwar Naples*, pp.71-76.

**Session 6 – March 2****The South as the quintessence of the nation****The shift from a conservative to a radical South (1943-1950). REVIEW**

Reading: P.Ginsborg, *A History of Contemporary Italy*, pp. 28-38, 59-63, 122-140; C. Levi, *Christ stopped at Eboli*, pp. 3-4, 120-132; Roberto Derobertis, 'Southerners, Migrants, Colonized.

A Postcolonial Perspective on Carlo Levi's *Cristo si è fermato a Eboli* and Southern Italy Today'.

Optional Reading: [A.Gramsci, Some aspects of the Southern Question](#)

Session 7 – March 9**Midterm Exam****March 11-March 20 SPRING BREAK****Session 8 – March 23****Spiders, magic, songs, dances and suffering in Salento:the South as the site of the primitive and pagan**

Reading: E. De Martino, *The Land of Remorse*, pp.xxi-xxiii, 1-18, 87-90, 124-133, 237-249; D. Forgacs, *Italy's Margins Social Exclusion and Nation Formation since 1861*, chap. 3 - Souths pp. 139-196.

Optional reading:

M. Pandolfi, 'Boundaries inside the body: Women's sufferings in Southern Peasant Italy', pp.255-273.

Session 9 – March 30**State power and criminal organizations in the southern regions**

Reading: A.Blok, *The Mafia of a Sicilian Village*, pp.89-102; C.Duggan, *Fascism and the Mafia*, pp. 20-68.

Optional reading: T. Behan, *See Naples & Die*, pp.17-46, 192-228; R.Saviano, *Gomorra*, pp.3-59 and 282-301.

Session 10 – April 6**'Familism' and social capital in the South. The modernization of the country and the reframing of southerners.**

Reading: P.Ginsborg, *A History of Contemporary Italy*, pp.216-233; E. Banfield, *The moral basis of a backward society*, pp. 83-101 and 155-166.

Session 11 – April 13**The "southern thought" and the rediscovery of the Mediterranean**



Reading: N.Bouchard and V. Ferme, *Italy and the Mediterranean*, chaps. 1,2,3; N.Bouchard and V.Ferme, *Southern Thought and Other Essays on the Mediterranean*, pp.IX-XXVI, chaps.1,4,5.

Session 12 – April 20

The Italian South and the Souths of the World

Reading: L. Cazzato, 'Questione meridionale and Global South: If the Italian South Meets Its Global Brother', pp. 102–33; B. Kamal, '[To be a Nigerian Migrant in Italy](#)'

B. Taub, '[The desperate Journey of a Trafficked Girl](#)'

B. Latza Nadeau, '[Migrants are more profitable than drugs: How the Mafia infiltrated Italy's Asylum system](#)'.

Session 13 – April 27

Immigration, civil society and social activism today in Southern Italy

Current issues: Palermo Open City: "It's beautiful to be invaded by migrants".

Reading: J. C. Schneider and P.T Schneider, *Reversible Destiny*, pp. 160-234, 260-303; H.Partridge,

'The determinants of and barriers to critical consumption: a study of Addiopizzo', pp. 343-363; S. S. Booth and J. E. Cole, 'An unsettling integration: Immigrant lives and work in Palermo', pp. 191-205; J.C. Schneider and P.T. Schneider, 'Sicily: reflections on forty years of change', pp. 61-83; A. Jamieson, *The Antimafia*, pp. 143-158.

Optional reading: J.and P. Schneider, "Educating for legality": Citizenship and the antimafia movement in Sicily'.

Collective discussion and review.

Session 14 – May 4

Final Exam

Your Lecturer

After graduating in Italy, Natalia did an MA at UCL London and then earned her PhD from Royal Holloway, U. of London. She has been teaching at various American Universities for about 20 years.

Academic Honesty & Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.



The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer and Office of Academic Support in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the



semester for assistance. Accommodations for this course are managed through NYU Florence.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- Local Telephone: 055 5007277