

HIST300: Gender and Politics in Contemporary Italy - Writing Intensive.

John Felice Rome Center

Spring 2026

Tuesdays | 9:00am -12:00

Dr. Anne Wingenter

Email: awingen@luc.edu

Office Hours: Wed., 12:00-2:00pm or by appointment

Course Description

This course will examine intersections between challenges to the political order and challenges to the gender order in Italy. Across a chronological trajectory course reading, lectures and class discussion will offer a comparative perspective on the transformation of a deeply traditional Mediterranean culture, the progressive independence and political activism of Italian women, the changing relationships between sexes, and the modification of gender roles. Students will consider the impact of modernization, fascism and war on gender before moving on to look at the social and political impact of women's suffrage, feminism and the gay liberation movement. The course will conclude with a look at some of the current gender-related issues as debated in Italian politics.

Learning Outcomes

Skills

- History as a discipline consists of analysis and expository writing. Consequently, the “writing intensive” aspect of this course is designed both to improve your general writing skills and to develop your ability to “do” history. 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 writing.

Knowledge

- Students will gain a familiarity with the changing social/political roles of Italians over the last century
- Students will conduct a gendered analysis of some key moments of modern Italian history.
- Students will sharpen their understanding of the interactions between gender and politics and learn how views of gender can change in response to specific historical and political circumstances

Required Text / Materials

- *Perry Willson, Women in Twentieth-century Italy. Palgrave, 2010.*
- *Sakai and reserve documents (primary and secondary sources)*

Title IX

The Rome Center follows Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, Retaliation](#) and will comply with those as indicated and instructed.

Attendance Policy

In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical

absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F)

Assessment Components

1. Class Participation and Forum posts- 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 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. I reserve the right to require formal 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 Gender history. By noon on Monday of each week, you must compose and post to the discussion board a reaction to the primary readings for the week. This will be the start of a discussion that we will then take up in person when we meet. Doing these posts will help you develop the key writing skills of summarizing, analyzing and critiquing in a succinct fashion. These should be approximately 150-250 words and should do the following

- Identify a major theme or, if you can, multiple themes of the readings
- Express any thoughts or opinions on, or reactions to, the ideas expressed
- Speculate about what the item in question tells us or does not tell us about the subject in question.

Note: Even if you are struggling to understand a given source, you can use the asynchronous discussion to help. Consider writing a post that tries to explain what is confusing or that attempts to work out what you would need to better understand.

Also Note: I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions (both online and in person) with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please do not hesitate to come and talk to me. We are all learning together.

2. Mid-Term Exam – 20%

The mid-term will include a variety of question types. These will be drawn from your texts, the Sakai readings and from the lectures

3. Writing project – 50%



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You are required to complete a research paper of approximately 10-12 pages in length. 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 breakdown of grading are provided at the end of the syllabus.

6. Final Exam – 20%

This will include a variety of question types and will focus on material covered since the mid-term.



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Grading

94-100: A
90-93: A-
87-89: B+
84-86: B
80-83: B-
77-79: C+
74-76: C
70-73: C-
67-69: D+
60-66: D
59 or lower: F

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 to comply with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor. ***As per the JFRC academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.***

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Course Schedule

Week One (Jan 20) Course Introduction: Italian women at the turn of the century

Readings: Excerpts, Wanrooj and Joan W. Scott Sakai

Week Two (Jan 27) Industrialization, agricultural reform and the challenge of "modernity"

Readings: Willson, Chapter 1 and Seymour, on Sakai

Week Three (Feb 3) Class on Site

Readings: TBD

YOUR PROPOSAL IS DUE TODAY

Week Four (Feb 10) Emigration and Gender Roles

Readings: : Willson, Chapters 2-3; Maddalena Tirabassi, "Bourgeois Men, Peasant Women," Linda Reeder, "Women in the Classroom" Sakai



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Week Five (Feb 17) WWI, the rise of fascism, and Italian Gender Roles

Readings: Willson 43-95, Thomas Row, "Mobilizing the Nation: Italian Propaganda in the Great War" Sakai

YOUR WORKING BIBLIOGRAPHY IS DUE TODAY

Week Six (Feb 24) The "New Men" (and Women?) of Fascism? – On site class at the Foro Italico

Readings: Sandro Bellassai, "The masculine mystique;" and Sarah Morgan, "Mussolini's Boys (and Girls)" DeGrazia, 41-76, on Sakai

Week Seven (Mar 3) Mid Term Exam

Spring Break Mar 6-15

Week Eight (Mar 17) WWII and the Resistance

Readings: Willson 96-111 Jomarie Alano, "Armed with a Yellow Mimosa," Maria Fraddosio, "The Fallen Hero" and Ruth Ben-Ghiat, "Unmaking the Fascist Man," Sakai

YOUR SENTENCE OUTLINE IS DUE BY MIDNIGHT FRIDAY

Week Nine (Mar 24) Post-War Italy – A New Order?

Readings: Willson 112-148; Kathleen Z. Young, "The Imperishable Virginity of Saint Maria Goretti," Molly Tambor, "Prostitutes and Politicians," Luisa Tasca, "The Average Housewife in Post-World War II Italy," Sakai

Week Ten (Mar 31) The Italian Feminist Movement - Site visit to the Casa delle Donne

Readings: Willson 149-189; Manifesto Rivolta Femmine. Luisa Muraro, "The Passion of Feminine Difference beyond Equality," Lea Melandri, "From Gender Difference to the Individuality of Male and Female," Sakai

DEADLINE FOR SUBMITTING DRAFTS

Week Eleven (Apr 7) Homosexual Liberation and the LGBTQ movement in Italy

Readings: Mario Mieli, Homosexual Liberation (excerpts) Moscati, Maria. "Trajectory of Reform: Catholicism, the State and the Civil Society in the Developments of LGBT Rights."

Week Twelve (Apr 14) Immigration, Religion and the Gender Order – On site class

Readings: TBD Sakai

YOUR FINAL PAPER IS DUE TODAY

Week Thirteen (Apr 21) Gender, media and politics in the 21st century

Readings: Luca Malici, "Queer TV Moments and Family Viewing in Italy." and TBD

Final Exam: Tuesday, April 28, 9:00 am

Writing Project

Your research paper accounts for fully one half of your grade in this class. It is to be completed in the following stages:

Feb 3: Question/Proposal (5 points): The first stage of academic writing is the formulation of a question to direct your inquiry. In the first weeks of the semester, you should be thinking about what aspect of Modern Italy you wish to explore and checking to see what information is available to you. On the 6th you must turn in a working question and a proposed approach to the research. The proposal should address how you plan to approach the question. It must include what types of materials you plan to consult. This is a working proposal – which means that as you research your topic, both the question and the approach are likely to undergo modifications according to the requirements/peculiarities of the topic.

Feb 17: Annotated Bibliography (10 points): This is a bibliography of sources you are gathering for your paper. You may end up citing only some of them in your actual paper, but all works consulted (even those you decide not to use) belong in your bibliography. You must provide at least 6 annotations. An annotation is a brief summary of a work placed beneath its bibliographic information. For the purposes of a research paper, this summary should focus on those parts of the work that are relevant to the topic. Your bibliography may conform to any of the standard styles. (ie. Turabian, MLA, etc. – available in the library) but must be consistent throughout.

NOTE: WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE FOR A RESEARCH PAPER

Mar 20: Sentence Outline with Thesis Statement (10 points): At this point you must transform your question into a thesis statement and organize your research into a full-sentence outline. See “Assignments” for guidelines on writing a sentence outline. Remember: the more detailed the outline, the more help I can give you with the direction of your paper. It is at this stage that you should be answering the following questions: What information have you found to support your thesis? What is still missing? Will you organize your paper chronologically or topically? What information will you include in each subsection? Note: an outline need not include the introduction and conclusion.

Mar 31: Rough Draft: There is no separate point value for your rough draft, but it is, of course, in your interest to turn one in. It is at this point that I can make suggestions to help you improve the content or structure of your argument if necessary. It is also an opportunity to have the paper proofread by “fresh” eyes (although you are encouraged to help one another with proofreading as well). As this is a writing intensive class, the grade for your research paper will derive from both content and writing style. In short: grammar, spelling, punctuation, syntax and vocabulary all count. After examining your draft, if it is complete, I will assign an “as is” grade which will later be replaced with your grade on the final version of your paper.



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Apr 14: Final Paper (25 points): The final version of your paper should include a title page, citations and bibliography. It must be turned in on Tuesday, April 14th. Late papers will be penalized at a rate of .5 point (out of the 25 available) per day starting at the beginning of class on April 14.