OFFICE HOURS: By appointment
SCHEDULE: Wednesday 3:35 – 6:30 pm

PREREQUISITES: None

COURSE DESCRIPTION
This course bears on the current Italian political system and on how it has changed from the First Republic started in 1948 to the Second Republic launched in the early 1990s. We do it through two main approaches. The first one approaches the change as being one from one type of democracy to another, namely a consensual democracy to an adversarial or competitive democracy. To that extent, we use articles from the last issue of the journal Contemporary Italian Politics (2015, 7, 1) edited by special guests Elisabetta De Giorgi & Selena Grimaldi under the title “The Italian political system in the last twenty years: change, adaptation or unfinished transition?” The second approach considers how Silvio Berlusconi, four times Prime Minister during the Second Republic has effected the Italian political system; we use articles from the last issue of the journal Modern Italy (2015, 20, 1) edited by Daniele Albertazzi & James L. Newell under the title “Berlusconi’s Impact and Legacy.” The course focuses on actors and institutions (the Italian parliament, the party-system, the electoral law, the President of the Republic, the judicial system, and role of Catholicism in Italian politics); we also consider some challenges that current Italian politics are confronted with (such as the South question, immigration to Italy, and the Europeanization of Italian politics).

COURSE OBJECTIVES
The aim of this course is to develop the students’ capacity to think politics critically by providing them through academic journals with a basic knowledge of the main institutions, actors and ongoing processes of change of contemporary Italian politics.

LEARNING OBJECTIVES
At the end of the semester the students are expected to show evidence that they can understand, restate and comment the argument of learned journal articles on Italian politics such as the Contemporary Italian Politics, Italian Politics and Society, Modern Italy, The Journal of Modern Italian Studies, or like journals with the help of empirical research.

TEACHING METHOD
Sessions consist in two parts. The first consists in a presentation and discussion by the students of one journal article bearing on the topic that has been introduced by the instructor at the preceding class. The discussion is nourished by answers to questions the instructor will have raised about the article. Answers may be found within the article of may consist in empirical data found through the net which support or infirm the article’s argument. The second part consists in an introduction by the instructor to the next issues and questions with the support (possibly) of news footage on the topic and along with the introduction to the contents and arguments of the following week’s article.

TEACHING COMMITMENT
I aim at obtaining serious and joyous interactive discussions in class on the basis of everybody’s actual knowledge of the reading of the same material. In my experience, such readings and discussions are an effective pedagogical tool for learning about a discipline, namely that of political science, its methods, its concepts, and about Italian politics in particular. Not the least, when successful, each class becomes an agreeable time and nice record for everybody.

DECORUM
Cell-phones, e-mail boxes, and web browsers must be off as we are in class for encountering and exchanging with “real” people.

ATTENDANCE POLICY
Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Gonzaga University’s standard policy on absences stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. The course being a three credit course and being scheduled to meet for 3 hours each class the maximum allowable absence is two classes in the semester. The grade given for exceeding absences is a “V”, which has the same effect as “F” (Fail) and is counted in the GPA. This outcome can be appealed to the Dean. Please, I need you to give me the precise reason for any of these two absences. For any absence that is not due to illness or extraordinary event the participation grade for the missed class will be 0.

COURSE GRADING
The answers to questions for discussing the articles count for 25% of the total grade.
Oral participation counts for 25% of the total grade.
Mid-term exam and final exam each consist in a review paper (find details below) and an essay and contribute each to 25% of the total grade.

ORAL PARTICIPATION
Oral participation consists in participating to the discussion. It basically consists in “voicing” your responses to the questions on the reading of the day.

Participation grading
The point on participation (FP) is granted if you have expressed your opinion on any point of the argument (HP) and engaged somebody else’s argument (HP).

MID-TERM AND FINAL EXAM
They consist in two parts. One is a take-home review-paper of an assigned journal article on Italian politics and the second is an in-class essay that elaborates upon the argument provided in the assigned journal in question. Basically the essay is the extension of the point 4 of a review paper, i.e. an extended assessment of the article’s argument.

The Review Paper
The review paper is a 4/5-page long thoughtful account of the assigned piece of writing you have read. The point of the review is to analytically restate the argument(s) and the contents of the reading, to discuss it, and to propose a research issue and question and bibliographical sources for launching it. Your review paper should have the following structure:
1) Report the complete bibliographical reference of the piece you are reviewing: author(s), year of publication, title of the article, name of the journal, volume number, issue number, page numbers, and the author(s)’s professional position.
2) The issue and main argument(s): a. What is the issue discussed in the writing? b. Formulate the argument into a few sentences –the argument is what the author is trying to convince us of.
3) How does the author lead the argument --or what the demonstration consists in? a. Describe in one paragraph the structure of the article; (the article includes n sections: an introduction (pp.);
section 1 entitled (pp.); section 2 entitled (pp.); etc… b. Restate the content of the article section by section (and sub-section by sub-section). If necessary, identify by yourself sections in the article. The scope of this exercise is to follow and restate the author’s reasoning step by step.

4) We aim to make an assessment of the argument in two parts that are strengths and weaknesses. Indicative questions toward such assessment are: Does the argument convince us? Is only part of it convincing? Why? Is it cogent/logical? Do we think it helps us understanding something fundamental about the issue at stake? Is there any particular assumption that is important for the argument that we think should be strengthened? Are the empirical facts reported by the author relevant, accurate? Are they any alternative or counter-arguments mentioned by the author her/himself? Does the author use particular words or concepts that are particularly important for his/her argument/demonstration? What does s/he mean by these words or concepts? Is s/he consistent in her/his use of them?

5) Further research: Write down a research question that you are genuinely curious about. A research question should reflect an underlying tension and should force to weigh evidence and compare different opinions. State your thesis that is what kind of argument you hope to make. Identify and indicate at least two bibliographical sources that are likely to address your question. Say why you think the sources in question are apposite. Fully report their references.

NB: Specific questions for writing the assessment and/or the research question may also be assigned by the instructor.

A template of a review paper is available for you on Blackboard.

The Essay Paper
The essay should be structured like the review paper but with your argument, that is: a title of yours; the issue and argument of your essay; an outline of it; the unfolding of your argument along entitled sections; a conclusion that reassesses your point and that provides bibliographical clues for further reflection. It should include a bibliography.

NB: A specific question for writing your essay may also be assigned by the instructor.

Essay grading
The essay will be evaluated along the clarity of its argument, the clarity of its structure, the consistency of its follow-up, its engagement with the literature of the field, and the perspectives it opens for further reflection.

Final Grades Conversion

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.5 – 100</td>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>90.0 - 92.4</td>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>87.5 – 89.9</td>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
</tr>
<tr>
<td>82.5 – 87.4</td>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>80.0 – 82.4</td>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>75.5 – 79.9</td>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>72.5 – 77.4</td>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>70.0 – 72.4</td>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>67.5 – 69.9</td>
<td>D+</td>
<td>Poor</td>
<td>1.3</td>
</tr>
<tr>
<td>60.0 – 67.4</td>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>0.00 – 59.9</td>
<td>F</td>
<td>Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>Exceeding absences</td>
<td>V</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Academic Honesty
Academic honesty is essential to education and represents the bond of trust between the university, the instructor and the student.

Academic dishonesty is any action by which a student seeks to claim credit for the intellectual effort of another person or uses unauthorized materials or fabricated information in any academic exercise.
It includes unauthorized assistance in tests and examinations; intentionally impeding or damaging the academic work of others; submitting another person’s work as your own, or providing work for this purpose; submitting work of your own that has been substantially edited and revised by another person, or providing such an editing and revision service for others; submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference; paraphrasing material from a source without appropriate reference and citation; submitting substantially the same piece of work in more than one course without the explicit consent of all the instructors concerned; assisting other students in any of the above acts; plagiarism, defined as claiming intellectual property on somebody else's work, in other words as cultural theft. Written assignments will be submitted to the plagiarism detection procedures of TurnItIn.com., activated on Blackboard.

Students who are academically dishonest will receive “0”, zero on the work in question or a failing grade for the course as a whole, depending on the importance of the work to the overall course grade and the judgment of the instructor. A plagiarized assignment/paper, research project, etc will be graded 0 (zero) and sent to the Main Campus accompanied by a report.

SPECIAL ACCOMMODATION FOR STUDENTS WITH LEARNING DISABILITIES
Documented learning disabilities or other medically certified problems that need special accommodation for any of the student's expected academic performances will be treated with the due attention.

REQUIRED READINGS
The required readings are available on Blackboard and listed here below in the Course Outline and schedule section.

RECOMMENDED ADDITIONAL RESOURCES
- A number of textbooks is available at GiF library (No need to purchase any)
  Maurizio Cotta and Luca Verzichelli, 2007, Political Institutions in Italy, Oxford, OUP
  Andrea Mammone & Giuseppe Veltri, eds., 2010, Italy Today. The Sick Man of Europe, London & New York, Routledge

- Journals: Contemporary Italian Politics; The Journal of Modern Italian Studies; Modern Italy; Italian Politics and Society. Others: South European Society & Politics; West European Politics; Government and Opposition; Electoral Studies; Party Politics; Political Studies

- On line newspapers:
The National Italian News Agency (Agenzia Nazionale Stampa Associata): http://www.ansa.it/ section English News (at the top menu of the home page);
http://www.agi.it/english-version/italy AGI - Agenzia Giornalistica Italia, set up in 1950, is one of the Italian leading press agencies.
The international section of the Corriere della Sera (main centre-right oriented national Italian newspaper): http://www.corriere.it/ (see menu at the bottom of the page)
Presseurope (a European Commission financed news website publishing a daily selection of articles chosen from more than 200 international news titles, then translated into ten languages among which English) http://www.presseurop.eu
The International Herald Tribune often publishes important news articles on Italian politics http://www.iht.com/pages/europe/index.php

- Bibliographic Databases
Academic Search Complete - JSTOR
COURSE OUTLINE AND SCHEDULE
NB: Some readings may change

September 23, 2015
➢ Introduction to the course
➢ Lecture on *Italian politics, the interpretative framework, the issues, the challenges*

September 30, 2015
➢ Students’ presentation and class discussion on
  - Elisabetta De Giorgi & Selena Grimaldi, 2015, The Italian political system in the last twenty years: change, adaptation or unfinished transition?, *Contemporary Italian Politics*, 7, 1, 3-9
  - Daniele Albertazzi & James L. Newell, 2015, Introduction: A mountain giving birth to a mouse? On the impact and legacy of Silvio Berlusconi in Italy, *Modern Italy*, 20, 1, 3-10
➢ Lecture on *The historical Background and the transition from 1st to the 2nd Republic*

October 07, 2015
➢ Students’ presentation and class discussion on
  - Sergio Fabbrini, 2013, Political and institutional constraints on structural reforms: interpreting the Italian experience, *Modern Italy*, 18, 4, 423-436
➢ Lecture on *The Second Republic*

October 14, 2015
➢ Students’ presentation and class discussion on
➢ Lecture on *The political parties, the electoral system and the last general elections (February 2013)*

October 21, 2015
➢ Students’ presentation and class discussion on
  - Alessandro Chiaramonte, 2015, The unfinished story of electoral reforms in Italy, *Contemporary Italian Politics*, 7:1, 10-26
➢ Lecture on *The constitutional framework and a focus on the President of the Republic*

October 28, 2015
➢ *Mid-term*

November 04, 2015
➢ Correction and class discussion
➢ Lecture *The Italian Judiciary*

**November 11, 2015**
➢ Students’ presentation and class discussion on
  o Cristina Dallara, 2015, Powerful resistance against a long-running personal crusade: the impact of Silvio Berlusconi on the Italian judicial system, *Modern Italy*, 20, 1, 59-76

➢ Lecture on *Italy’s North-South Gap*

**November 18, 2015**
➢ Students’ presentation and class discussion on

➢ Lecture on *Catholic political commitment in Italy*

**December 02, 2015**
➢ Students’ presentation and class discussion on
  o Alberta Giorgi, 2013, Ahab and the white whale: the contemporary debate around the forms of Catholic political commitment in Italy, *Democratization*, 20, 5, 895-916

➢ Lecture on *Immigrants in Italy*

**December 09, 2015**
➢ Students’ presentation and class discussion on

➢ Discussion and presentation of final

**December 16, 2015**
➢ Final exam
  o Renaud Dehousse, 2013, Negative Europeanisation: European issues in the Italian elections, *Contemporary Italian Politics*, 5, 2, 166-178