



University of  
New Haven

## *Gender, Culture & Society in Italy*

### SECTION I: Course Overview

**Course Code:** SOC350

**Subject Area(s):** Sociology

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

### COURSE DESCRIPTION

This course explores Italian history, society and culture through the notion of gender in its enmeshment with categories such as sex, race, ethnicity, class, nation, and sexuality. Through scholarly essays, artworks, theoretical texts, films, documentaries, literary works, and newspaper articles, students will be exposed to a wide array of ideas, debates, and discourses that have shaped and still shape both the construction and the perception of gender in the Italian context. Some of the issues this course will address are: the representation of gendered identity in Renaissance artworks; imposed and perceived gender roles in the fascist era; theories and practices of Italian feminism; the uneasy emergence of LGBTQ+ issues on the public arena; and the role gender plays in the construction of postcolonial subjectivity.

### LEARNING OBJECTIVES

Upon successful completion of this course, you'll be able to:

- Demonstrate a comprehension of key concepts and theories of the social and cultural construction of gender
- Construct a critical understanding of the social, political, and cultural specificities that have affected the development of gender discourses in Italy from the early modern period to today.
- Gain awareness of gender's intersection with categories such as sex, race, ethnicity, class, nation, and sexuality in the Italian context

### SECTION II: Instructor & Course Details

#### INSTRUCTOR DETAILS

**Name:**

**Contact Information:  
Term:**

## **GRADING & ASSESSMENT**

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Engagement</b>	<b>20%</b>
<b>Oral Presentation</b>	<b>15%</b>
<b>Mid-term Exam</b>	<b>20%</b>
<b>Research Paper</b>	<b>15%</b>
<b>Final Exam</b>	<b>30%</b>

## **ASSESSMENT OVERVIEW**

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Engagement (20%):** Students are expected to be engaged in class, and to have read the [CEA CAPA Engagement Policy](#) and the [Class Engagement Rubric](#) that outlines how engagement will be graded.

**Oral Presentation (15%):** Students will decide a relevant topic for the course and give a 10–15-minute presentation based on this topic. All topics will be approved by the professor before.

**Mid-Term Exam (20%) Final Exam (30%):** Short questions with open answers on topics covered in class to date. Essay questions aimed at assessing students' ability to relate the examined texts and issues to the broader cultural and social background as well as to theoretical concepts that are specific to the area of inquiry.

**Research Paper (15%):** Students will write a 2000-word research paper that accompanies their oral presentation. This paper will be turned on the same day that students present. All papers must be written in APA with at least 3 scholarly sources.

## **ACTIVE LEARNING**

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the city in which you are studying using a variety of tools. This provides the opportunity to gain nuance and context on your context and the subject you are studying, as well as to collect information and resources for assigned papers, projects, and presentations.

- Visit to IREOS, the LGBTQ+ community center for Florence and Tuscany, to understand the current state of LGBTQ+ issues in Florence and Italy at large
- Visit to NOSOTRAS, Florence's intercultural association of women from different countries, aimed at supporting immigrant women in Italy
- Visit to The Feminist Library, that has replaced the Women's Library founded in 1980, where we will know about the current situation of women in Italy

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- Bertelli, Daniela. *Femicide, Gender and Violence. Discourses and Counterdiscourses in Italy*, 2017
- Buscemi, Francesco. “Television as a *trattoria*: Constructing the woman in the kitchen on Italian food shows”, *Euro-pean Journal of Communication* 29:3, 304-318
- Cavarero, Adriana. “Towards a Theory of Sexual Difference”, *The Lonely Mirror: Italian Perspectives on Feminist Theory*, 1993
- Champagne, John. *Italian Masculinity and Melodrama: Caravaggio, Puccini, Contemporary Cinema*, 2015
- Chang, Natasha V. *The Crisis-Woman: Body Politics and the Modern Woman in Fascist Italy*, 2014
- Fazel, Shirin Ramzanali. “Far away from Mogadishu”, *Mediterranean Crossroads: Migration Literature in Italy, 1999*
- Foucault, Michel. *The History of Sexuality*, any edition
- Gibson, Mary. “Labelling Women Deviant: Heterosexual Women, Prostitutes and Lesbians in Early Criminological Dis- course”, *Gender, Family and Sexuality: The Private Sphere in Italy 1860-1945*, 2004
- Giuffrida, Angela. *Italy accused of restoring honour killing defence after lenient femicide rulings*, *The Guardian*, 18 mar 2019
- Lombardi-Diop, Cristina and Caterina Romeo. *Postcolonial Italy. Challenging National Homogeneity*, 2012
- Lonzi, Carla. “Let’s spit on Hegel”, *Italian Feminist Thought: A Reader*, 1993
- Malagrecia, Miguel Andres. *Queer Italy: Contexts, Antecedents and Representation*, 2006
- Mihala, Lorelei and Romina Vinci, *Why Romanian migrant women suffer from 'Italy syndrome'*, *Al Jazeera*, 12 feb 2019
- Och, Marjorie. “Vittoria Colonna and the commission for a *Mary Magdalen* by Titian”, *Beyond Isabella: Secular Women Patrons in Renaissance Italy*, 2002
- Patriarca, Silvana. “Mammismo/Momism: On the History and Uses of a Stereotype, c.1940s to the Present”, *La mamma. Interrogating a National Stereotype*, 2018
- Paulicelli, Eugenia. *Fashion under Fascism*, 2004
- Pojmann, Wendy. “Mother across Boundaries. Immigrant domestic workers and gender roles in Italy”, *Intimacy and Italian Migration: Gender and Domestic Lives in a Mobile World*, 2011
- Roche, Michael. “Gender and sexual culture in Renaissance Italy”, *Gender and Society in Renaissance Italy*, 2014, *New York Times*, Oct 27, 2017
- Sarti, Raffaella. “Open houses versus closed borders: Migrant domestic workers in Italy. A gendered perspective (1950s-2010s)”, *Gender and Migration in Italy: A Multilayered Perspective*, 2017
- Soncini, Guia. *The failure of Italian feminism* Patriarca, Silvana. “Mammismo/Momism: On the History and Uses of a Stereotype, c.1940s to the Present”, *La Mamma: Interrogating a National Stereotype*, 2018
- Tondelli, Vittorio. “Leo’s World”, *Italian Tales: An Anthology of Contemporary Italian Fiction*, 2007

- Viarengo, Maria. “Shirshir N’demna?” *Mediterranean Crossroads: Migration Literature in Italy*, 1999

## Key Resources

In order to ensure you success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Online Classroom – Canvas:** Canvas is the official LMS of CEA CAPA. Students should check Canvas regularly for updates and deadlines about course material. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

**COURSE CALENDAR**  
*Gender, Culture & Society in Italy*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	What is gender?	Introduction to the course Exploration of the notion of gender in global and local contexts	Review Syllabus Brainstorm presentation topics
2	Gender and the Renaissance	Analysis of Renaissance artworks and their representation of gender	Michael Roche, Gender and sexual culture in Renaissance Italy, 150-170 Marjorie Och, Vittoria Colonna and the commission for a <i>Mary Magdalen</i> by Titian, 192-206
3	The birth of (homo)sexuality in 19th-century Italy	Discussion of Michel Foucault's theory of the emergence of the discourse on sexuality and its application to the lesbian subject in 19th century Italy Student Presentation	Mary Gibson, Labelling Women Deviant: Heterosexual Women, Prostitutes and Les- bians in Early Criminological Discourse, 89-104 Michel Foucault, <i>The History of Sexuality</i> , excerpts
4	Fascist femininity	Discussion of gender roles in the fascist era through the analysis of fashion Student Presentation	Natasha V. Chang, <i>The Crisis-Woman: Body Politics and the Modern Woman in Fascist Italy</i> , introduction, 1-17 Eugenia Paulicelli, <i>Fashion and fascism</i> , excerpts
5	Italian feminism	Analysis of the history and achievements of Italian feminism from post-WWII era to today through prominent organizations, authors, and theories Student Presentation	Carla Lonzi, Let's spit on Hegel, 40-59 Adriana Cavarero, Toward a theory of sexual difference, 189-221 Guia Soncini, The failure of Italian feminism, New York Times, Oct 27, 2017

6	Women in postcolonial Italy	<p>Discussion of Italy's colonial past and postcolonial present through literary texts from women writers</p> <p>Student Presentation</p>	<p>Shirin Ramzanali Fazel, Far away from Mogadishu, 146-158</p> <p>Maria Viarengo, "Shirshir N'demna?", 67-79</p> <p>Cristina Lombardi-Diop and Caterina Romeo, Paradigms of Postcoloniality in Contemporary Italy, 1-13</p>
7	Mid-Term Review		
8	<b>MID-TERM EXAM</b>		
9	LGBTQ+ activism and experience	<p>Discussion of the development of LGBTQ+ movements in Italy and the representation of the gay subject in Vittorio Tondelli's literary work</p> <p>Student Presentation</p>	<p>Miguel Andres Malagrecia, From fragmentation to unification, 118-147</p> <p>Vittorio Tondelli, Leo's World</p>
10	Gender and migration	<p>Discussion of Italy's recent status as a destination country and of the roles that women immigrants play in the national life and imaginary</p> <p>Student Presentation</p>	<p>Raffaella Sarti, Open houses versus closed borders: Migrant domestic workers in Italy. A gendered perspective (1950s-2010s), 39-59</p> <p>Wendy Pojmann, Mother across Boundaries. Immigrant domestic workers and gender roles in Italy, 127-139</p> <p>Lorelei Mihala &amp; Romina Vinci, Why Romanian migrant women suffer from 'Italy syndrome', Al Jazeera, 12 feb 2019</p>

11	Italian queer masculinity?	Discussion of the notion of Italian masculinity as queer melodrama  Student Presentation	John Champagne, Italian Masculinity and Melodrama, Introduction, 1-26  FILM: Ferzan Ozpetek, Saturn in Opposition, 2007
12	Women and the media	Discussion of the presence and status of women in Italian media (in particular television)  Student Presentation	DOCUMENTARY: Lorella Zanardo, Women's body  Francesco Buscemi, Television as a trattoria: Constructing the woman in the kitchen on Italian food shows, 304-318
13	Femicide	Discussion of the issue of violence on women and of the notion of 'femicide' as it has developed in 2010s Italy  Student Presentation	Daniela Bertelli, Gender: Hegemonic Lens for Making Sense of Violence Against Women and Partner Violence, 35-59  Angela Giuffrida, Italy accused of restoring honour killing defence after lenient femicide rulings, The Guardian, 18 mar 2019
14	Mammismo & motherhood	Analysis of contemporary Italian idea of motherhood between the stereotypical image of traditional mamma and a more up-to-date version of maternal roles  Student Presentation	Silvana Patriarca, "Mammismo/Momism: On the History and Uses of a Stereotype, c.1940s to the Present", 29-50  FILM: Cristina Comencini, When the Night
15	<b>FINAL EXAM</b>		

## **SECTION III: CEA CAPA Academic Policies and Standards**

### **ACADEMIC POLICIES**

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### **STUDENT LEARNING & DEVELOPMENT OBJECTIVES**

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery. beyond specifics of course offerings, that address student learning holistically and frame a larger learning context.