



University of  
New Haven

## *Sexual Identities in Modern Italy*

### SECTION I: Course Overview

**Course Code:** GEN340FLR

**Subject Area(s):** Queer and Gender Studies

**Prerequisites:** None

**Required Supplies:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This course traces the historical development of sexual categories, norms, and behaviors in Europe from the 18th century to the present. We will examine how understandings of sexuality have changed from the emergence of Western notions of sexual identity in the 19th century, through the politics of sexuality in the early 20th century and the sexual revolution of the 1960s and 1970s, to contemporary debates about LGBTQ rights in a multicultural Europe.

The construction of normativity, such as heteronormativity, will be discussed, as well as the intersections of gender and sexuality with other fields of power, including race and class. The course also traces the evolution of the term "queer" from its early contestation to its current use as a broad framework for non-normative forms of knowledge, cultural practices, and political activism.

This course provides students with insight into the social and cultural dimensions of human sexuality and offers opportunities to trace the historical roots of current attitudes toward gender and sexuality.

### LEARNING OBJECTIVES

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

- Trace the historical roots of current attitudes toward gender and sexuality
- Evaluate how sexual categories have been constituted, contested, and experienced
- Describe the ways in which sexuality has been theorized in different theoretical frameworks
- Apply key concepts and terminology from queer, gender, and sexuality studies

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

Name:

Contact Information:

Term:

### INSTRUCTIONAL FORMAT

Classes will meet twice a week for 80 minutes each time. The basic feature of the methods used in class is to relate the topics we will work on to the personal experience of every participant, therefore the methodology used will be highly interactive.

### ATTENDANCE POLICY

This class will meet twice weekly for approximately 90 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> Absence
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A+	A	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the 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>Class Participation</b>	<b>15%</b>
<b>4 Fishbowl discussion</b>	<b>20% (5% each)</b>
<b>Midterm</b>	<b>20%</b>
<b>Historical Root of Contemporary Issue- Final Project</b>	<b>25% (15%+10%)</b>
<b>Final Exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## 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.

**4 Fishbowl discussion (5% each - 20% total):** (group task) This activity tests students' ability to present and critically discuss course material in public. Description: Students form two circles: inner and outer. Students sitting in the inner circle (Group A) discuss their assigned reading and present key points and observations, while students sitting outside the circle (group B) listen carefully to the ideas presented and respond. Groups A and B take turns in these roles to practice contributing (discussing different readings) and listening in a group discussion. Detailed guidelines and grading criteria will be provided in class.

**Midterm Exam (20%):** The midterm exam will consist of open-ended questions designed to test how much information students have mastered, how well they can apply the concepts and terms they have learned, and how well they can analyze the forces that shape both individual experiences and social structures and institutions.

**Historical Root of Contemporary Issue- Final Project (15%-paper+ 10% -presentation):** Each student is expected to choose one issue (found in a newspaper, magazines, social media platform, movie etc..) that addresses some aspect of sexuality and discuss how the history learned during the semester informs that issue. The goal of this assignment is to make an argument about how history helps explain current attitudes toward sexuality. Students are expected to write a 3000 words paper and present their findings during the HRCI presentation session.

**Final Exam (20%):** The final exam consists of open-ended questions to test the ability to explain and critically evaluate how sexual categories are constituted, contested, and experienced, and to apply key concepts and terminology from queer, gender, and sexuality studies.

**Class Participation (15%):** Class participation is mandatory for all courses taken at a CEA study center. The instructor will use the rubric below when determining a participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

Virtual class participation will be measured by (a) how often students log in the course, (b) their performance and attitude in mandatory live sessions, and (c) how significant their contributions to the virtual discussions are; students should be ready to offer critical comments clearly based on readings, research, & theoretical course topics.

## REQUIRED READINGS

The reading assignments for this course are listed below. All required readings must be completed according to the due date assigned by the course instructor. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format) and/or through CEA's online Moodle classroom.

**SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

- Azara, L. (2022). The new face of Italian prostitution in the aftermath of the Merlin Law: forms, debate, and repression. *European Review of History: Revue européenne d'histoire*, 29(2), pp.268–289.
- Beccalossi, C. (2015). The 'Italian Vice': Male Homosexuality and British Tourism in Southern Italy. In: *Italian Sexualities Uncovered, 1789–1914*. London, Palgrave Macmillan, pp. 185-206.
- Dalla Torre, E. (2013), The clitoris diaries: La donna clitoridea, feminine authenticity, and the phallic allegory of Carla Lonzi's radical feminism, *European Journal of Women's Studies*, 21(3), pp. 219 – 232.
- Ebner, R.M. (2004). The cult of virility and the persecution of Homosexual Men under Fascism. In: Willson, P.R. *Gender, family, and sexuality: the private sphere in Italy 1860-1945*. Basingstoke; New York: Palgrave Macmillan, pp. 139-156.
- Foucault, M. (1990). *The history of sexuality*. Vol. 1. Harmondsworth, Penguin, pp. 3-13, and pp. 17-35, pp. 83-84, and pp. 136-150.
- Gibson, M. (2004). Labelling Women Deviant: Heterosexual Women, Prostitutes and Lesbians in Early Criminological Discourse, In: Willson, P.R. *Gender, family, and sexuality: the private sphere in Italy 1860-1945*. Basingstoke; New York: Palgrave Macmillan, pp 89-102.
- Herzog, D. (2011) *Sexuality in Europe: A Twentieth-Century History*. Cambridge: Cambridge University Press, selected pages.
- Jackson, S. (2010). *Theorizing Sexuality*. Maidenhead McGraw-Hill Education, pp. 5-23.
- Laqueur, T. W. (1990). *Making sex: Body and gender from the Greeks to Freud*. Cambridge, Mass: Harvard University Press, pp. 1-24.
- Malagrecia, M. (2007). *Queer Italy: contexts, antecedents, and representation*. New York: Peter Lang., pp. 118-147.
- Mieli M. & Fernbach D. (1980). *Homosexuality and liberation: elements of a gay critique*. Gay Men's Press, Introduction.
- Morris, P. The Harem Exposed: Gabriella Parca's *Le Italiane si Confessano*. In: Morris, P. (2016). *Women in Italy 1945-1960: an interdisciplinary study*. Palgrave Macmillan, pp. 109-131.
- Peterson, A., Mattias Wahlström and Magnus Wennerhag (2018). *Pride Parades and LGBT Movements*. Routledge. pp. 18-24; pp 49-53.
- Phillips, K.M. and Reay, B. (2013). *Sex Before Sexuality*. John Wiley & Sons, ch. 2

- Reeder, L. (2012). Unattached and Unhinged: The Spinster and the Psychiatrist in Liberal Italy, 1860-1922. *Gender & History*, 24(1), pp.187–204.
- Rigoletto, S. (2014). *Masculinity and Italian cinema: sexual politics, social conflict and male crisis in the 1970s*, ch 4.
- Roche M. (1996), *Forbidden Friendships. Homosexuality and Male Culture in Renaissance Florence*, New York/Oxford: Oxford University Press, 1996, pp. 85-111.
- Ross, C. (2015). Italian Medical and Literary Discourses around Female Same-Sex Desire, 1877–1906. In: *Italian Sexualities Uncovered, 1789–1914*. London, Palgrave Macmillan, pp. 228-249.
- Weeks, J. and Weeks, J. (1989). *Sex, Politics, and Society*. Longman Publishing Group, Introduction.
- Wittig, M. (1992). *The Straight Mind and Other Essays*. Boston, Ma.: Beacon Press, pp. 21-32

## FURTHER RESOURCES

### RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

### ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA’s School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with [UNH Policies](#) regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, CEA academic staff and/or faculty will provide you with your Moodle credentials. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

<http://www.ourbodiesourselves.org/health-info/u-s-abortion-history/>

**COURSE CALENDAR**  
*Sexual Identity*

WEEK	SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	1	Theorizing Gender, Sex, and Sexuality	Overview, expectations, and requirements Lecture	
	2	Thinking Historically about Gender, Sex, and Sexuality	Lecture & Discussion	Jackson, pp. 5-23
2	3	Before Sex	Lecture & Discussion	Weeks, J. and Weeks, J., <i>Introduction</i>
	4	Before Sex: Lacquer	Lecture & Discussion	Laqueur, pp. 1-24
3	5	Before heterosexuality	Lecture & Discussion	Phillips and Reay, ch 2
	6	Before sex: Homosexuality and Male Culture in Renaissance Florence	Guest lecture	Rocke, pp. 85-111
4	7	Love, Sex and Science, 19th Century Italy	Lecture & Discussion	Reeder, pp.187–204
	8	Love, Sex and Science, 19th Century Italy	<b>1<sup>st</sup> fishbowl discussion</b>	Gibson, pp. 89-102 Ross, pp. 228-249.
5	9	Sex as an object of discourse: Foucault	Lecture & Discussion	Foucault, Vol 1, pp. 3-13, and pp. 17-35.
	10	Sex as an object of discourse: Foucault	Lecture & Discussion	Foucault, Vol 1, pp. 83-84, and pp. 136-150.
6	11	European sexualities, at the turn of the 20th century	Lecture & Discussion	Herzog, pp. 6-28



	12	European sexualities, at the turn of the 20th century: Male Homosexuality and British Tourism in Southern Italy.	<b>2<sup>nd</sup> fishbowl discussion</b>	Beccalossi, pp. 185-206
7	13	<b>Review</b>		
	14	<b>Midterm Exam</b>		
	<b>Break</b>			
8	15	Love, Sex and Gender in times of War	Lecture & Discussion	Herzog, pp. 45-94
	16	Totalitarian Regimes: Italian Fascism: masculinism and reproduction	Guest lecture	Ebner, pp. 139-156
9	17	Totalitarian Regimes: Italian Fascism: masculinism and reproduction	<b>3<sup>rd</sup> fishbowl discussion</b>	Rigoletto, ch. 4 Watch the movie A Special Day by Ettore Scola before class
	18	Gender, love, and sexuality in post-war Europe: The Harem Exposed: Gabriella Parca's <i>Le Italiane si Confessano</i>	Lecture & Discussion	Herzog, pp 96-117 Morris, pp. 109-131
10	19	The personal is political: second-wave feminism and sexuality	Lecture & Discussion	Herzog, pp. 133-161
	20	The personal is political: second-wave feminism and sexuality: Carla Lonzi's radical feminism	Lecture & Discussion	Dalla Torre, pp. 219 – 232.
11	21	Gay Liberation	Lecture & Discussion	Herzog, pp. 161-174 Mario Mieli, Introduction

	22	Gay Liberation	Lecture + <b>Final Project Lab</b>	Monique Wittig, pp. 21-32
12	23	HIV/AIDS Activism	Lecture & Discussion	Herzog, pp. 177-183
	24	Sex as Work: Italian prostitution LAW	<b>4<sup>th</sup> fishbowl discussion</b>	Azara, pp.268–289.
13	25	LGBTQ+ activism in Italy	Site visit to an NGO	Malagreca, pp. 118-147
	26	The rights of LGBTQ+ people in EU today	Lecture & Discussion	Peterson, Wahlström, & Wennerhag, pp. 18-24; pp 49-53
14	27	<b>Historical Root of Contemporary Issue- Final Project- presentation</b>		
	28	<b>Final Exam</b>		

## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)