UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Contemporary History

2425-1-E1901R118

Course title

A first approach to Contemporary History and to the History of the Italian Republic

Topics and course structure

Here follow some (only some) of the topics dealt with in the course
Communism
Basic notions about political institutions: how democracy works, electoral systems, political parties
The cold war until the dissolution of the Ussr
The Vietnam War
Political transformations in Italy
The economic boom
Students' protest, the workers' protest "Autunno caldo", the extraparliamentary left
The Piazza Fontana slaughter, Giuseppe Pinelli's death, "commissario" Luigi Calabresi's murder
Italian terrorism and the so called "lead years"
The Red Brigades, the kidnapping and murder of Aldo Moro
N.B. Various topics may change in depth and order due to circumstances and needs of the course

Objectives

This course, with a steady and active participation to lessons, tries to promote the following learnigs, in terms of:
Knowledge and understanding of historical events
Relate knowledges and models far form us in time and space
Implement knowledges and models centering around the basic category of TIME

If the educator is a social operator then some knowledge of the world in which he/she lives should help he/she to reach a more mature awareness of him/her in relation to that world and of that world in relation with him/her.

Methodologies

The professor will try to explain topics most useful for a better understanding of the books in the syllabus and to give basic conceptual means to better prepare for the exam.
THE IS NO GOOD WAY TO TRANSLATE INTO ENGLISH THE MEANING OF "DIDATTICA EROGATIVA".
THE LESSONS WILL BE IN THE FORM OF LECTURES AS THEY HAVE ALWAYS BEEN SINCE THE INCEPTION OF UNIVERSITIES IN THE MIDDLE AGES.
100% LECTURES
Lessons LANGUAGE: ITALIAN.

Online and offline teaching materials

If the case they will be conveyed during the lessons

Programme and references

1. William I. Hitchcock, *Il continente diviso. Storia dell'Europa dal 1945 a oggi*, Carocci editore.

Chapters 3 "La democrazia contrastata: Francia, Italia e Germania Ovest", 8 "La tentazione gollista: l'Europa occidentale negli anni sessanta", 9 "L'Europa e i suoi malcontenti: il 1968 e gli anni successivi" and 10: "La rinascita del Sud: la transizione verso la democrazia in Spagna, Portogallo e Grecia" could be "skipped" altogether, there is no need to learn them. PAY ATTENTION! EXEPTION: CHAPTER 3, paragraph "Da Berlino a Bonn: il Blocco di Berlino e le origini della Germania Ovest" (pp. 122-128) ; needs to be studied very well.

2. Andrea Saccoman, Storie dagli anni Settanta. Dedicate a chi non c'era, Milano Unicopli, 2022

3. A book (only one) among the following titles (the chosen one must be studied in its entirety):

Raymond F. Betts, *La decolonizzazione*, il Mulino

Giovanni Bianconi,*Eseguendo la sentenza. Roma, 1978. Dietro le quinte del sequestro Moro*, Einaudi

Giorgio Boatti, *Piazza Fontana. 12 dicembre 1969: il giorno dell'innocenza perduta*, Einaudi

Thomas G. Fraser, *Il conflitto arabo-israeliano*, il Mulino

Agostino Giovagnoli,*Il caso Moro. Una tragedia repubblicana*, il Mulino

Mitchell K. Hall, *La guerra del Vietnam*, Bologna, il Mulino

Fiamma Lussana,*Il movimento femminista in Italia. Esperienze, storie, memorie*, Carocci

Giuseppe Mammarella, *L'Italia di oggi. Storia e cronaca di un ventennio, 1992-2012*, il Mulino

Andrea Saccoman, *Le Brigate rosse a Milano. Dalle origini della lotta armata alla fine della colonna «Walter Alasia»*, Unicopli

Claudio Signorile, Simona Colarizi, *Il caso Moro. Tra politica e storia*, Baldini+Castoldi

Joseph Smith, *La guerra fredda*, il Mulino

Other titles, differing from the above mentioned, can be agreed upon speaking personally with the teacher, including books in English.

Assessment methods

Oral exam.

Effective speech, knowledge of contents and interpretation lines will be taken into account in the final evaluation.

More precisely: students will be asked to expose at least one basic theme FOR EACH AND EVERY BOOK OF THE PROGRAMME, to assess the real understanding of the books themselves.

STUDENTS WILL HAVE TO PRESENT THE TOPICS ASKED AS IF THE PERSON IN FRONT KNEW NOTHING OF THE SUBJECT MATTERS THEMSELVES AND SHOULD BE TAUGHT ABOUT ESSENTIAL, BASIC, MOST IMPORTANT THINGS.

The exam will be managed as far as possible as a dialogue between the teacher and the student, trying to build a flowing conversation with full sense, related also to across-the-board themes. Good use of the italian language in its oral form will be taken into account for the final assessment.
Previous knowledge understood in studies before University level will be taken as established.
Students can use programme texts during the exam. The one who studied and understood those texts will be able in a few second to find any name, date or other information he/she does not remember at the moment. The one who did not study enough and/or understand will not solve the problem browsing like a madman at the moment. A clever use of the texts as instruments shows the student learnt a method. Even professional historians work repeatedly consulting books, references, documents. Learning by heart all and everything is simply unattainable.
The whole range of marks will be used from 18 to 30 cum laude. Establishing universal and unambigous criteria about the way you define the final mark is impossible with an oral exam. Anyway you can say what determines the failure of the exam: all questions, even the simplest and easiest, unanswered; continued unacceptable blunders.
Here are some examples: "Cuba lays North of the Usa"; "The Piazza Fontana slaughter was made by the Red Brigades"; "The Movimento Sociale Italiano was an extreme left political party". Only one blunder will not spoil the exam, but more than one will.

Office hours

BY APPOINTMENT TO BE ARRANGED VIA EMAIL

Programme validity

Two academic years starting from first introduction.

Course tutors and assistants

Prof. Raffaele Moncada

Sustainable Development Goals

NO POVERTY | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS