UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Contemporary History

2526-1-E1902R013

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
The main objectives of the teaching concern the promotion of the ability to reflect, critically analyze, understand the historical and socio-cultural processes of the contemporary age.

With this teaching we intend in particular to support the following learning:

1. Knowledge and understanding skills
   – Develop a critical and articulated knowledge of the historical dynamics of the contemporary age.
2. Applied knowledge and understanding skills
   – Apply knowledge and skills to look at reality from the point of view of DEVELOPMENT OVER TIME.
3. Autonomy of judgment
   – Acquire and consolidate analytical and critical thinking skills when observing the world around, assuming reflective ethical and epistemological positions.
4. Communication skills
   – Development of the ability to effectively communicate contents ordered according to the category of TIME.
5. Learning skills
   – Ability to re-elaborate and organize knowledge;
   – Ability to identify methods and tools to support one's own and others' personal and professional growth
   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. IF PARTICULAR CIRCUMSTANCES OCCUR (FOR EXAMPLE PUBLIC TRANSPORT STRIKE) UP TO A MAXIMUM OF 30% OR 8 (EIGHT) LESSONS WILL BE DELIVERED REMOTELY IN ASYNCHRONOUS MODE (OR THE LESSONS WILL BE RECORDED AND UPLOADED IN THE SPECIFIC E-LEARNING SPACE FOR COURSE VIDEO RECORDINGS)

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.
   OF THIS BOOK STUDENTS WILL HAVE TO STUDY THE FOLLOWING PARTS:
   CHAPTER 1 LA MEZZANOTTE TEDESCA (pp. 23-54)
   CHAPTER 2 COSTRUIRE GERUSALEMME: IL GOVERNO LABURISTA IN GRAN BRETAGNA, 1945-1951 (pp. 55-91)
   CHAPTER 3 ONLY PARAGRAPH TITLED "DA BERLINO A BONN: IL BLOCCO DI BERLINO E LE ORIGINI DELLA GERMANIA OVEST" (pp. 122-128)

CHAPTER 6 I VENTI DEL CAMBIAMENTO: LA FINE DEGLI IMPERI EUROPEI (pp. 205-242)
CHAPTER 7 LA SPERANZA TRADITA: GLI ANNI DI CHRUSCEV, 1953-1954 (pp. 243-276)
CHAPTER 11 LE CREPE NEL MURO: L'EUROPA DELL'EST DAL 1968 AL 1981 (pp. 361-388)
CHAPTER 12 RULE BRITANNI! L'ERA THATCHER (pp. 389-427)
CHAPTER 13 LE RIVOLUZIONI EUROPEE: 1989-91 (pp. 434-472)
CHAPTER 14 LE SPOGLIE DELLA BOSNIA (pp. 473-507)

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

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.

ERASMUS STUDENTS
Students from foreign universities are requested to contact the teacher to agree on
program and bibliography

Assessment methods

Oral exam.
The choice of the oral interview as an examination method is consistent with the objectives of the teaching, as it allows, thanks to a dialogic communicative situation, to interact with the student to evaluate his/her ability to critically understand the topics of the course, historical analysis and connection between theory and practice.

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

The evaluation will be divided into thirtieths, based on the following evaluation scale:

1. Not sufficient (0-17)

Insufficient preparation on the main topics in the program and in the course bibliography; very limited and poorly autonomous ability to argue, analyze and critically elaborate; insufficient ability to identify relevant connections between the texts and the topics of the course; incorrect expository ability and specific vocabulary of the discipline

2. Sufficient – More than sufficient (18-23)
   General preparation and in some respects uncertain or lacking on various topics present in the program and in the bibliography of the course; argumentation, analysis and critical elaboration skills at times limited and not very autonomous; difficulty in identifying pertinent connections between the texts and the topics of the course; expository skills and specific vocabulary of the discipline partially correct.
3. Fair (24-27)
   Adequate preparation on the main topics in the program and in the course bibliography, but not very in-depth on more specific topics; ability to argue, analyze and critically elaborate present, but not always punctual and autonomous; fair ability to identify pertinent connections between the texts and the topics of the course; expository ability and specific vocabulary of the discipline mostly correct.
4. Good - Excellent (28-30/30L)
   Exhaustive and in-depth preparation on the topics in the program and in the course bibliography; ability to argue, analyze and elaborate and autonomous critical elaboration; good/excellent ability to identify pertinent connections between the texts and the topics of the course; good/excellent expository ability and mastery of the vocabulary specific to the discipline

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