

Professor Matthew Bergman
Office Hours: W 11:30-1:30 (SSB445)
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POLI 120I: Politics of Italy – A “Different” Democracy (Elitism → Populism)
Winter 2019 – MWF 3-3:50
WLH (Warren Lecture Hall) 2111

Course Description:

This course will provide a comparative perspective on the development and functioning of the Italian political system. It includes analysis of political institutions, ideological traditions, parties and elections, political elites in the policy process, the importance of Italy within European integration, and contemporary developments.

Course Objectives

1. To introduce students to the defining characteristics of the Italian political system
2. To understand the motivations to vote for 21st century populism and the effects of such rule
3. To strive for neutrality and objectivity by placing Italian Politics in context
4. To understand recent political developments, parties, and leaders

Broad Themes

- I. Historical Development of Italy and Key Institutional Features
- II. Other Forces Guiding Italian Politics
- III. Recent Developments in Italian Politics

Attendance/Class Structure/Participation is central to this course. Recent research on academic teaching and learning (King and Sen, 2013) cites improvement in learning outcomes with (1) social motivations; (2) explaining one's opinions to others; (3) instant feedback. When engaged in conversation with others, people's minds wander only about a quarter of the time (Morse 2012). As such, class participation is essential. To this end, lecture will be accompanied with discussion and participation managed via the usage of the **iClicker** adopted by various programs throughout UCSD. The utilization of the iClicker system will help facilitate discussion. **code DD**
You must register your iClicker on TritonEd at ***i>clicker Registration***

Course Requirements/Grading:

- 10pts Reaction Questions – As an upper-division summer seminar, critical engagement with the readings is expected and required.
 - *Clarifying question* (1pt each) – via TritonED by midnight BEFORE class discussion on that week’s topic {usually Sunday night}
 - What in the readings could someone in class find confusing? Was the author unclear about something, use an unfamiliar term, or use a familiar term differently?
 - What does _____ mean in context?
 - Is this article only about the 1980s or does it apply to other times?
 - Could you rephrase what is meant by _____?
 - *Discussion question* (1pt each) – via TritonED by midnight BEFORE class discussion on that week’s topic {usually Sunday night}
 - Open-ended (not yes/no); Usually 3-4 sentences: set up, your point, question
 - A) Can cite particular passages and ask people to look at them closely and draw *connections* between these passages and the rest of the work
 - B) Can make and *challenge* connections between the text at issue and other works, and the themes and issues of the course
 - C) Can be a *controversial* questioning of the author, intent, audience, idea, or topic
 - D) Offer some *judgement* or *critique* of the work on concepts discussed therein
 - You are expected to have completed questions for 5 out of the 10 weeks (at your discretion – you have the choice to decide which weeks to participate in)
- 9pts iClicker Participation – 1.5 pts available per ‘week’; 6 highest ‘weeks’ will be totaled
- 45 pts Discussion Reaction Papers – I believe it is fair to test material in similar ways to as it has been presented. The reaction questions will be constructed from discussion questions and/or additions from clarifying questions/newspaper articles. Thus you will have had practice discussing these topics in class. You must complete 5 total reaction papers (9pts each).
 - Questions for your reaction will be posted on ‘Friday’ after each ‘week’ is covered.
 - Grading rubric will be provided; Each reaction paper is expected to be ~3 pages Two or three or more course materials should be referenced
 - You can submit as early as they are posted; please indicate which you are answering
 - **Deadlines:** 1 completed by *Feb 7*, 3 completed by *Feb 28*, 5 completed by *Mar 20*
- 20 pts Film Critique and Applications – We will be watching movie (clips) throughout the course. You are to analyze the movie in light of course material. You must complete 2 movie critiques (10pts each) - **Deadlines:** 1 completed by *Feb 28*, 2 completed by *Mar 20*
 - Each movie critique is expected to be ~3 pages referencing 2-3+ course readings
 - When available, links to movies are provided. You can complete in any order and/or if you have an alternative Italian movie you believe to be applicable, check with professor.
 - Grading rubric will be provided, but your critique should incorporate and connect 3 course themes/terms (e.g. populism, regionalism, clientelism, partitocracy, corporatism) to the movie at hand {you can bold/underline in your writing}, include some mention of whether the tone seemed neutral or biased, and whether the film achieved its purpose
- 16pts Wikipedia Research Project (detailed on final page of syllabus): key dates *Feb 12th*, *Mar 14th*, *Mar 20th*

Plagiarism: A digital copy of the final must be uploaded to TritonED and Turnitin.com, and I reserve the right to use the service in cases of suspected plagiarism. Changes in policy give instructors little choice but to report plagiarism to the Academic Integrity Coordinator. You should know the university's policies on academic misconduct by now (<http://www-senate.ucsd.edu/manual/appendices/app2.htm>). If you have any questions about the applicability of them to your particular case, consult with the instructor before you submit the paper

Final Grades will be assigned by the following formula; You are responsible for ensuring your grades are accurately reported. Grades for participation will be posted within a day of submission. I reserve the right to up-grade to account for either exceptionally high or low performance on an assignment:

<u>A+</u>	<u>100-97</u>
<u>A</u>	<u>96.9 - 93</u>
<u>A-</u>	<u>92.9 - 90</u>
<u>B+</u>	<u>89.9 - 87</u>
<u>B</u>	<u>86.9 - 83</u>
<u>B-</u>	<u>82.9 - 80</u>
<u>C+</u>	<u>79.9 - 77</u>
<u>C</u>	<u>76.9 - 73</u>
<u>C-</u>	<u>72.9 - 70</u>
<u>D+</u>	<u>69.9 - 67</u>
<u>D</u>	<u>66.9 - 63</u>
<u>D-</u>	<u>62.9 - 60</u>
<u>F</u>	<u>Below 60</u>

Grading/Regrading

If you believe that you have been graded incorrectly, there are two paths forward:

- (i) Submit for complete regrade, could result in increase or decrease
- (ii) Find a credible source that supports your claim AS IT IS WRITTEN (not what you “meant” to say); write a few sentences how what you wrote answers the question/assignment in light of your source

Do not ask me

“Will I pass this class? I want to pass this class”

::After submitted paper:: “I want an A, can I get an A?”

The points add to 100, which are translated into letter grades. To figure out what grade you will get at any time, estimate the amount of points you will get on future assignments, sum them up. You can e-mail me your calculations if you are unsure of adding correctly.

Curves

I don't believe that points earned should be taken away. Were I to average grades or assignments to any grade (an 80%, for example) this might potentially mean that some above are brought down. I also will not institute the curves that some other courses on campus offer where there is a specific number of failures, Cs, Bs, As.

Extra Credit

None. Focus your energies on the assigned work. The assigned work is geared towards meeting the course learning objectives. Effort put into your final paper will definitely pay off more than effort on extraneous activities.

Incomplete (I) Grade

The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work. An Incomplete may not be used simply to allow a bit more time for an undergraduate student who has fallen behind for no good reason. An Incomplete may be granted only to students who have a legitimate excuse currently with a **non-failing grade**. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; the desire to do well on GRE tests; and the like.

Submitting Assignments

Ensuring timely submission of assignments to TritonED is the responsibility of the student. It is recommended that you submit early and keep your confirmation e-mail in the event of a discrepancy.

Technical Support

For help with accounts, network, and technical issues:

<https://acms.ucsd.edu/contact/index.html>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

Late Work

Late assignments will NOT be accepted.



Laptops

You may take notes on laptops but please seat yourself on the exterior seats or in the rear of the classroom so as to not disturb others

Religious Accommodation

See: EPC Policies on Religious Accommodation, Final Exams, Midterm Exams

- It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.
- For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.
- For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.
- If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.

(Source: Bertram Gallant, T. (2017). Teaching for integrity. UC San Diego Academic Integrity Office.)

Course materials are available on TritonED at <https://triton.ed.ucsd.edu>. From the main TritonEd page for POLI120I, click on "**Content**" in the upper left menu. You will find the non-textbook readings organized by week. All required texts are available via TritonED.

Textbooks Utilized (Available from the UCSD library):

(PiE) Politics in Europe: Chapter 4 (Italy) 2014, 6th edition, Sage/CQ

(OX) Oxford Handbook on Italian Politics 2015

** <https://roger.ucsd.edu/record=b9665311~S9>

(PoI) The Politics of Italy 2010; James Newell, Cambridge

** <https://roger.ucsd.edu/record=b8145118~S9>

Movies Utilized:

The Berlusconi Show, BBC 2010 1hr

Il Divo: The spectacular life of Giulio Andreotti 2008 2hr

The Pope and the Mafia Millions 50mins

Silvio Forever, 1 hr

Girlfriend in A Coma: Good Italy, Bad Italy, 90 minutes

Course Calendar (These dates are not exact, but effort on my part will be made to ensure adequate progress and coverage of all course topics) – use these dates for when readings are due for clarification & discussion questions

**Students are encouraged to participate and ask questions during lecture

***Readings for the second half of the course may be updated with more contemporary information

I. Overview/ Characterizations/ “Different Democracy” – Jan 7

1. Sullivan, Andrew “Is the World Done With Liberal Democracy?” *New York Magazine* 2018
2. Mudde, Cas. "The populist zeitgeist." *Government and opposition* 39.4 (2004): 542-563.
3. Tarchi, Marco. “Italy: The Promised Land of Populism” *Contemporary Italian Politics* 7.3 (2015): 273-285
4. PiE; 4.1 (Context of Italian Politics): p.317-319
5. A Difficult Democracy 1986: p. 1-14
6. Cavalli, Alessandro. "Reflections on political culture and the" Italian national character"." *Daedalus* 130.3 (2001): 119-137

II. Unification, Fascism, and The First Republic (- 1992): Partitocracy – Jan 14

1. PiE; 4.1 (Context of Italian Politics: Historical Context thru 1992): p. 319-323
2. PoI; History-end of the First Republican Period: p 9-31
3. Three Ages of Party Politics in Postwar Italy (Ignazi): 47-60 {61 and above is optional}
4. A Difficult Democracy 1986 : Selections on DC, Communists, Socialists, Smaller Parties; p.14-28 (end of chapter 1 through early 2); 44-46 (middle of chapter 3) 60-64 (who supported the communists); 80-85 (Third aim of Socialist revival to end of chapter 4); 87-99 (skim about main ideologies and types of voters supporting the smaller parties {chapter 5})

III. Tangentopoli, Mani Pulite, 2nd Republic, Parties, and Prime Ministers– Jan 23 {no class Jan 21}

1. PiE; 4.1 (Context of Italian Politics: 1992 corruption scandals onward): p. 324-326
2. OX: 24 Tangentopoli: p.309-321
3. Martin Bull & Martin Rhodes (1997) Between crisis and transition: Italian politics in the 1990s, *West European Politics*, 20:1, 1-13
4. PiE; 4.3 (Who has the Power?: Elections of 1992-2013): p. 365- 378
5. OX: 25 Bipolarity (and After): p.325-337
6. Gianfranco Pasquino & Marco Valbruzzi (2015) The impact of the 2013 general election on the Italian political system: the end of bipolarism?, *Journal of Modern Italian Studies*, 20:4, 438-453,
7. Passarelli, Gianluca. ELECTORAL LAW(S) AND ELECTIONS IN THE ITALIAN SECOND REPUBLIC: THE 2013 LANDMARK (?)'

IV. Institutions in the Second Republic: Judiciary, President, Regions – Jan 30 {Wednesday}

1. PiE; 4.2 (Where is the Power: President, Prime Minister and Cabinet, Parliament, Bureaucracy, Judiciary, Subnational Governments): p. 337-356
2. PoI; 3. Multi-level government: p.79-95
3. Carlo Guarnieri (1997) The judiciary in the Italian political crisis, *West European Politics*, 20:1, 157-175
4. Christophe Roux (2008) Italy's path to federalism. Origins and paradoxes, *Journal of Modern Italian Studies*, 13:3, 325-339
5. Putnam, Robert D., Leonardi Robert, Nanetti Raffaella Y., and Pavoncello Franco. "Explaining Institutional Success: The Case of Italian Regional Government." *The American Political Science Review* 77.1 (1983): 55-74. {skim statistics}

V. Social Issues: Church, Mafia, Corruption – Feb 4

1. PiE; 4.1 (Context of Italian Politics: Religion, Education, Political Culture): p. 330-335
2. PoI; 6 The Church: 202-207
3. OX: 51 Mafia, Camorra, and 'Ndrangheta: 668-678
4. PoI; 5 Political Culture and Behaviour: 145-176 {skim after 168}
5. Chiara Saraceno (2004) The Italian family from the 1960s ..., *Modern Italy*, 9:1, 47-57

Feb 7: First Reaction Paper Due

VI. Political Economy – Feb 11

1. PiE; 4.1 (Context of Italian Politics: Socio-Economic Context): p. 326-330
2. PiE; 4.3 (Who has the Power?: Interest Groups, Agriculture, Labor, Business): p. 401-407
3. OX: 38 Welfare State: p. 504-516
4. PoI; 8,9 Economic Policy&Welfare: p253-304 (skip EU section p.264-269 & justice p.305-)

Feb 12: Wikipedia Training and Critique Due

VII. Italian Foreign Affairs: Overview and Current Crises – Feb 20 {no class Feb 18}

1. PoI; 10 Italian Foreign-policy objectives p. 331-351
2. OX: 53 Italy and the European Union: p.697-706
3. Vincent Della Sala (1997) Hollowing out and hardening the state: European integration and the Italian economy, *West European Politics*, 20:1, 14-33
4. Marco Siddi (2018) Italy's 'Middle Power' Approach to Russia *The International Spectator*
<https://www.tandfonline.com/doi/full/10.1080/03932729.2018.1519765>

VIII. Populism on the Right: Pole/House/People of Freedom – Feb 25

1. PiE; 4.3 (Who has the Power?: Northern League, Forza Italia, Post-Fascists): p. 386-394
2. PiE; 4.4 (How is Power Used: Labor Flexibility, Economic Policy): p. 424-430
3. Carlo Ruzza and Stefano Fella (2011) Populism and the Italian Right. *Acta Politica* 46, 158–179.
4. Stefano Fella & Carlo Ruzza (2013) Populism and the Fall of the Centre-Right in Italy: The End of the Berlusconi Model or a New Beginning?, *Journal of Contemporary European Studies*, 21:1, 38-52
5. Giuliano Bobba and Duncan MacDonald. Italy, a Strong and Enduring Market for Populism. 2015. In *European Populism in the Shadow of the Great Recession*: p. 163-179

Feb 28: 1 film critique and 3 reaction papers due

IX. Populism on the Left: Renzi in Government – Mar 4

1. Fabio Bordignon (2014) Matteo Renzi: A 'Leftist Berlusconi' for the Italian Democratic Party?, *South European Society and Politics*, 19:1, 1-23
2. Antonella Seddone & Fulvio Venturino (2015) The Partito Democratico after the 2013 elections: all change?, *Journal of Modern Italian Studies*, 20:4, 474-490
3. Gianfranco Pasquino (2016) Renzi: the government, the party, the future of Italian politics, *Journal of Modern Italian Studies*, 21:3, 389-398
4. (Adding article on Renzi retirement)

X. Populism on the Center(?): Five Star Movement – Mar 11

1. PiE; 4.3 (Who has the Power?:5 Star Movement): p. 394-393
2. Luigi Ceccarini & Fabio Bordignon (2016) The five stars continue to shine: the consolidation of Grillo's 'movement party' in Italy, *Contemporary Italian Politics*, 8:2, 131-159
3. Passarelli, Gianluca, and Dario Tuorto. (2016) "The Five Star Movement Purely a matter of protest? The rise of a new party between political discontent and reasoned voting." *Party Politics* (2016), 1-12
4. Fabio Bordignon & Luigi Ceccarini (2015) The Five-Star Movement: a hybrid actor in the net of state institutions, *Journal of Modern Italian Studies*, 20:4, 454-473
5. (Add in recent election)

Mar 13th: Assigned final WikiTopic

Mar 20: 6pm – Completed 2 movie critiques, 5 reaction papers, Wikipedia Addition

WI19: POLI120I - Politics of Italy

Professor Bergman (mebergma@ucsd.edu); W 1130-130 (SSB445)

Library/Data Resources: Annelise Sklar (Asklar@ucsd.edu)

<http://ucsd.libguides.com/poli120i>

Wikipedia Staff Support: Shalor (Wiki Ed) (Shalor Toncray / stoncray@wikiedu.org)

Wikipedia Assignment

Major Due Dates: Feb 12th, Mar 14th, Mar 20th (Note: Ignore deadlines Wikipedia has on its page)

There are 2 parts to this assignment:

Part 1: Register, trainings, critiques with wikipedia (links in Content: Logistics of TritonEd): **5% Due Feb 12th**

Complete 10 training modules

Enter which page you plan to **review** on the students tab

Critique an article on its “talk page”

Choose an article related to Italian Politics, and consider

some questions (but don't feel limited to these):

- Is each fact referenced with an appropriate, reliable reference?
- Is everything in the article relevant to the article topic? Is there anything that distracted you?
- Is the article neutral? Are there any claims, or frames, that appear heavily biased toward a particular position?
- Where does the information come from? Are these neutral sources? If biased, is that bias noted?
- Are there viewpoints that are overrepresented, or underrepresented?
- Check a few citations. Do the links work? Is there any close paraphrasing or plagiarism in the article?
- Is any information out of date? Is anything missing that could be added?

- Choose at least **2 questions** relevant to the article you're evaluating and make **3 comments**. Leave your evaluation on the article's Talk page in the relevant section. Feel free to add new sections if your critiquing question is missing.
- Be sure to sign your feedback with four tildes ~~~~Bergmanucsd ([talk](#)) 00:22, 1 October 2018 (UTC).

Student	Article	Articles	Uploads	Activity
Derek Tanizaki... (Dtanizaki)	Healthcare in Luxembourg	0	5217	4900
eric cabanis (Ericcabanis)	Health care in Cyprus	0	4990	0 0
Eunji Son (EunjiS)	Working hours in South Korea	0	10314	1175
Efren Flores (Efren16)	Pensions in Denmark	0	5387	0 0
Fredrique Hoffman (Hoffman1206)	Italian welfare state	0	0	0 0

Part 2a): Assign yourself and article to contribute to on the students tab; this could be the same page you critiqued if you have identified ways to improve it; if you are unsure if your page is relevant, please check with professor **1%** by **March 14**

Part 2b): Add content to an article related to Italian Politics: **10% Due March 20th 6pm, course final**

- Feel free to use your “sandbox” to draft your work before transferring it to main article (you can complete earlier and ask for preliminary grade)
 - Add at least **2** paragraphs-worth of text to a course-related article, cite statements to a reliable source
 - Be sure to add your article to the category of “Politics of Italy” when editing and add internal links
- You should have at least **six sources** in your addition. The librarian will visit Jan 28th to discuss finding sources
 - If appropriate, these additions could be in different parts of the article.
 - When you make a, *clearly state the fact in your own words*, and then cite the source where you found the information. **Wikipedia “bots” will find and flag you if information is plagiarized**
 - The **Citation Hunt** tool shows unreferenced statements from articles. First, evaluate whether the statement in question is true! An uncited statement could just be lacking a reference or it could be inaccurate or misleading. Reliable sources on the subject will help you choose whether to add it or correct the statement.
 - Use checklist on page 15 of “editing wikipedia”: *proofread, neutral language, clear for non expert, Wikipedia consistent formatting, reliable sources, links to other Wikipedia articles where appropriate*
 - E-mail the assigned WikiStaff **Shalor (Wiki Ed)** (Shalor Toncray / stoncray@wikiedu.org) if you are unsure of a source being appropriate or proper citation format; books should be cited as books, articles as articles, etc. (use the citation template editor to ensure complete and appropriate formatting for citations)