



Title: How have Culture and Religion shaped Italy as a Nation?

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This curriculum unit is recommended for:
9th Grade NC World History

Keywords: Roman Empire, nationalism, nation, Italy, Risorgimento, Unification, Enlightenment, WWI, WWII, immigration,

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: The seminar “What Makes a Nation?” has really helped me develop and explore all of the characteristics of what makes a nation. While I thought there would be a clear cut explanation of what makes Italy a nation, I have come to realize that the characteristics of a nation (culture, history, religion, language, and territory) are all present during each period of Italian history. From the Roman Empire until the modern day, one or two of these factors have a stronger role in what makes Italy a nation at any given time.

I plan to teach this unit during the coming year, second half of the school year, to approximately eighty 9th grade NC World History students. This unit is broken up into various sections and will span over the entire semester.

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How have Culture and Religion shaped Italy as a Nation?

Bridget M. Robinson

Rationale:

The World History Curriculum in North Carolina contains a lot of content due to the fact the course covers World History from prehistory to present day. With the curriculum unit being broken up throughout the semester, I will be able to enhance the course and make a strong connection that can be woven throughout each unit. The first section of the Unit will go over what makes a nation. A nation is a large amount of people united by common descent, history, culture, and/or language, in a particular country or territory. By using Italy as the common location for identifying how culture and religion has had an impact on the nation, I can tie this objective to many of the North Carolina World History Essential Standards. The sections that I will be covering will answer the question of “How has Culture and Religion shaped Italy as a Nation? The sections that I will use include: the Roman Empire, the Middle Ages, the Renaissance, the Enlightenment, Italy during WWI, Italy during WWII, Unification of Italy, and present day Italy. The seminar “What Makes a Nation?” will help me to take a closer look at the concept of a nation and how culture and religion have played a major role in Italy. This school year it was the goal of our World History Professional Learning Community (PLC) to reorganize the World History curriculum. Since we have successfully completed this goal I think that adding the theme of what makes a nation will enhance the course. The sections of World History naturally complement and build upon one another, and using Italy as the focus would make the unit a very natural fit because it is one of that nations that is used most consistently throughout the course.

Background: I teach two sections of 9th grade World History each semester which are composed of 78 students. I also teach two classes of AVID I (Advancement via Individual Determination) which is composed of 36 students. Both courses are in a block schedule format: 90 minutes Monday, Tuesdays, and Fridays and are 80 minutes Wednesdays and Thursdays. The courses are 80 minutes on Wednesdays and Thursdays for an enrichment block of forty-five minutes called Husky Time. The purpose of Husky Time is to support and challenge students while building a sense of community across our school. During Husky Time Enrichment, students participate in one of the following assignments each day: tutoring, club, study hall, or an enrichment activity. In addition to the classes being in a block schedule format the World History courses are scheduled as a 4x4 for one semester, whereas the AVID classes are A day/B day (every other day) for the entire year.

William A. Hough High School is a BYOT (Bring Your Own Technology) school and is one to one with technology. The school has wifi connectivity that allows the students to use their own personal devices. In my classroom many of the students bring in and use their own technology (smart phones, tablets, laptops) for class. The freshman and sophomore core classrooms (Math, English, Science, and Social Studies) are also equipped with twenty-five to thirty Chromebooks for the students to use. The World History department has been one to one with technology the past two years, this has allowed the course to be about 90% digital.

William A. Hough High School has 2620 students in grades 9-12. Our 9th grade is the largest grade level with nearly 750 students. The school demographics are currently as follows: White: 78%, African American: 11.4%, Asian: 2.3%, Hispanic: 7.2%, Multi Racial: 2.1%, Pacific Islander: .2%, None Chosen: .4%. The school offers twenty- three AP courses as well as courses in Engineering as part of the Project Lead the Way (PLTW) program. There are over 805 students enrolled in one or more AP classes with 64% of students scoring a 3 or higher on last year's AP exams. William A. Hough High School also offers courses in visual arts, interior design, Spanish and French, and wide variety of elective courses. Last year, William A. Hough had a graduation rate of 94% with students earning over 6 million dollar's worth of scholarships.

The faculty at William A. Hough consists of 149 certified staff members including principal, four assistant principals, two deans of students, seven counselors, a media specialist, a career development coordinator, an instructional coordinator, an instructional accountability facilitator, a technology facilitator, and a psychologist. 44% of our faculty holds advanced degrees.

Content Background

Elements of a Nation (this is a section of the notes we currently use for our WH PLC)

1. Culture – Shared beliefs and a way of life create a common bond.
2. History – A shared past connects people as a group.
3. Religion – A common religion helps unite people.
4. Language – A common language is a key element of nationalism. It is much easier to communicate your common beliefs and ideas if you are speaking the same language.
5. Territory – A shared land gives people a sense of unity.

Roman Empire

The Roman Empire had a very hard time creating a shared identity among Rome's subjects. The first cause was that the Roman Empire kept expanding its empire and broadening its borders. With each area that was conquered, that area lost its independence to the city-state of Rome which then diminished local political power. This was true in spite of the Roman practice of allowing local autonomy (Moore). Within the

communities local authority was diminished, so the cities and tribes lacked leaders to foster national consciousness (Moore). With the Roman Empire's the new government imposed on the newly conquered people, the sense of community was diminished. When organizing the newly conquered land and people they were mainly absorbed into larger provinces. The area was typically determined by geographical factors and by the political interests of the individual that conquered the new land. There was little regard for the natural bonds of people that had existed. For purposes of taxation, minor divisions were created and were usually grouped around cities or based on ancient tribal divisions (Moore). Dividing up newly conquered areas was also a tactic the Roman Empire used to maintain its power; it weakened the strong provinces of Gaul, Asia Minor, Macedonia, and Achaia. Plus the right of being able to trade was forbidden by the Roman Empire during that time. Romans were allowed to trade only with other Roman citizens. Once the conquered land became a part of the Roman Empire, the people were allowed to trade with one another. With the increase in trade, Rome received more revenue due to the direct and indirect taxes associated with the goods and services sold within the empire.

Enlightenment:

The French Revolution, for a time, was the ideal example of Enlightenment ideas bringing about the overthrow of a traditional government. The French people rallied behind Napoleon and became an Empire, throwing away the need for monarchs. Italy -- or what is modern day Italy -- became part of Napoleon's empire. Following the defeat of Napoleon, European monarchs wanted to turn back the clock to 1789 and restore the Old Regime. The "big Four" monarchs (Austria, England, Prussia, and Russia) as well as France met at the Congress of Vienna. Their goal was to erase all traces of the French Revolution and Napoleon's rule. With this particular Congress of Vienna Europe was divided up among monarchs so that each could have a substantial quantity of land. Italy, which was once part of France as well as a satellite of France, now was divided with a majority of the land belonging to the Roman Catholic Church (what was known as the Papal States). Sections of northern Italy became part of the Austrian Empire, Piedmont-Sardina, and France (Corsica).

When the Big Four divided the land they made a huge mistake. They did not take into account the ordinary people of the territories that they divided. People had no say over territorial changes, language, nationality, and religion weren't taken into consideration when changing territory, and ideas of democracy and self-government were rejected by the European leadership. In 1848, over fifty different countries tried to revolt against the Old Order. The reason for the revolt was that they wanted to create a democracy. The four factors that caused this rejuvenated desire were 1) many of the countries had poor leadership, 2) the people wanted to have more participation in the government, 3) the monarchy wanted to regroup their population into strict social classes, and 4) group identities had turned into national identities.

Most of these revolts failed, and the monarchs retained power. But many found a new idea to keep the people in line: nationalism. Being divided based on territory instead of culture, besides not having a voice in the government, became the biggest complaint of the people. To maintain power, monarchs started to adopt the idea of a national unity through pride. Nationalism, which is extreme love or pride in one's country/nation, set a standard of putting one's own country first and created competition among different European countries. The leaders do everything they can to have the 'best' country. With the rise of nationalism Europe competes for more territory throughout the rest of the world (imperialism) and leads to the buildup of military and increased tensions (militarism) between competing nations. This competition led to more money. Colonialism gave Europe the opportunity to extract natural resources from the newly conquered lands and created new markets to sell their finished goods. These two factors of colonialism made trade amongst nations cheaper, allowing those that traded with one another to make a larger profit. The increase of wealth amongst nations also caused more conflict. The monarchs that were most successful were those who combined as many of the elements of nationalism (culture, history, religion, language, and territory) as possible.

Unification of Italy:

The unification of Italy is known as the Risorgimento, or resurgence, and it was the first time Italy experienced a move to unify. Prior to 1861, Italy had remained disunified since the decline of the Roman Empire fourteen centuries earlier (Killinger). Subjugated in various geographical regions by wave after wave of outside powers- Muslims, Normans, Germans, French, Spanish, and Austrians among them, Italians had repeatedly and unsuccessfully challenged foreign rule (Killinger).

The two major players in the unification of Italy were Giuseppe Mazzini, Camillo di Cavour, and later Giuseppe Garibaldi, who was a disciple of Mazzini. It wasn't until the end of the nineteenth century and beginning of the twentieth century that these activists began to make some headway in liberating Italy from the rule of Austrians and Spaniards using military force and diplomacy. Garibaldi and those that followed him, known as his redshirts, overthrew the ruler of the Kingdom of the two Sicilies. Soon after the people of Sicily decided to join Sardinia. In 1866, Prussia waged war against Austria, the Italian city states helped Prussia defeat Austria in return Italy was rewarded Venetia from Prussia. The last set of city states to join Italy were the citizens of Rome. In 1870, the citizens voted overwhelmingly to join Italy. This action completely dismissed the pope's desire for Catholics to reject the new government of Italy, causing the Roman Catholic Church to lose control of Rome and the Papal States. Unification was not complete until Venetia and Rome were included in the unification. Even though they were finally unified, Italy still had to overcome centuries of fragmentation.

On March 12, 1861, the Kingdom of Italy was proclaimed in Turin (capital of Piedmont-Sardinia) by a parliament which contained elected representatives from all parts of Italy,

except for Venetia and Rome which joined the unification of Italy at later dates. At the time of the declaration of the kingdom former Piedmont-Sardina prime minister Massimo d'Azeglio declared "We have made Italy; now we must make Italians." (Killinger) This statement captures the Italian people and its culture. Divided by geography and tradition, Italians remained loyal to family, town, and then region. They were continuously distrustful of central authority. Even though this tendency toward local identity had added a large amount of cultural variety it also impeded political unity and economic modernization. (Killinger) At the same time the emphasis on family, kinship, and the church was, and still is, deeply embedded in Italian culture. This slowed down the process of Italy building itself up to a nation state.

WWI

When World War I broke out in the summer of 1914, Italy declared itself neutral, despite its membership in the Triple Alliance with Germany and Austria-Hungary since 1882. During the beginning of the war the Italian leaders were weighing their options as to what would be best for nation. In April 1915, Italy decided to join the Allies by signing the Treaty of London. Under its terms, Italy would receive the territory that borders Austria-Hungary stretching from Trentino through the South Tyrol to Trieste (History.com). The Allies also promised land, including parts of Dalmatia, various islands along Austria-Hungary's Adriatic coast, Vlore, a central location in Albania, as well as territory from the Ottoman Empire. Fighting ended on the Italian front on November 4th, 1918. Approximately 615,000 Italians had been killed in action or died from wounds sustained during the war. In the ensuing peace negotiations in Paris, the Italian government struggled against great opposition from the other Allied leaders to see that they were given all they had been promised in the Treaty of London (History.com). The outcome of the negotiations gave Italy control of Tyrol and a position in the League of Nations (a newly formed international peace-keeping organization), but resentment towards the Allied powers from this outcome would later feed the success of Benito Mussolini and the fascist movement.

WWII

The treatment of Italy during the Treaty of Versailles negotiations created resentment towards the Allied powers of England, France, Russia, and the United States. This resentment created radical nationalist and patriotic groups in Italy which then seized power. In short, Italian pride was hurt when Italy helped win WWI but did not get much in return. As a result, Benito Mussolini came to power in 1922 and helped found the political ideology of fascism. Fascism is a totalitarian form of government which the state is glorified, there is one leader and one political party, all aspects of society are controlled by the government, and propaganda and censorship are widely practiced. Without ever clearly explaining fascism, Mussolini seized the opportunity to offer Italians a heroic alternative to the mundane and unprincipled corruption that had dominated much of the public life of the Liberal State (Killinger). Mussolini sided with the Axis powers in 1940. The glorification of war was a massive part of both the Nazi (Germany) and Fascist

(Italy) belief systems of this time. Both Hitler and Mussolini invested heavily in their militaries prior to WWII. In Fascist Italy, Mussolini kept the army in a constant state of war. Propaganda highlighted the importance of serving in the army. Mussolini and his black shirts (armed fascist squads) invoked images that recalled the grandeur of the Roman Empire while at the same time challenging Italians to move boldly toward a new Italy (Killinger). Nationalism – the belief in the superiority of one’s own nation over all others – increased during this period. Political parties like the Nazis and Fascists used nationalism to support everything they did.

If we trace Italy’s development from the Roman empire, through centuries of fragmentation, to the Risorgimento and into the modern era, we can see the evolution of the nation to a modern nation-state in action.

Activities

Unit Layout/Activities Planned throughout the Semester:

Day 1 What makes a Nation?	Day 2 Roman Empire	Day 3 Middle Ages	Day 4 Renaissance	Day 5 Unification of Italy
Day 6 WWI	Day 7 WWII	Day 8 WWII	Day 9 Modern Italy -Current Events: immigration/refugees	Day 10 Modern Italy

Activity One: What makes a Nation?

The students will rank the five components of what makes a nation (Culture, History, Religion, Language, and Territory) in descending order with the most important characteristic being on the top of the list. The students will then explain why they think their top characteristic is the most important and why the component on the bottom is the least important to them.

Activity Two: Political Cartoon Analysis with the rise of Nationalism.

The students will use the SOAPStone ([Intro to SOAPStone Google Presentation](#)) model to analyze the following political cartoons. They will also decide how nationalism could be negative and positive for a nation.

<p>S O A P S Tone</p>	<p>S O A P S Tone</p>
<p>What makes nationalism a negative thing for a country?</p>	<p>What makes nationalism a positive thing for a country?</p>

Activity Three: Unification of Italy

Using the article “How Capicola Became Gabagool: The New Italian New Jersey Accent Explained” (<http://www.atlasobscura.com/articles/how-capicola-became-gabagool-the-italian-new-jersey-accent-explained>) the students will look at how, through the Unification of Italy and the migration of Italians, the Italian language has changed over the course of time. At first the Italian language was solely based on the region, but through the Unification process as well as up until World War I the Italian language was standardized. Prior to reading this article I will have the students write down at least two sayings or words that are native to where they are from. An example that I will give would be the use of soda vs pop. I will then ask the students to come up to the board to write down the word or phrase they thought of. We will discuss the various examples that were placed on the board. I will then give the example of pecan pie and how it can be pronounced two different ways even though it is the same thing. I will show the clip from the Office, where Michael Scott tries to order Capicola but refers to the meat as Gabagool. This clip is embedded in the article. The students will then read the article

individually and complete a Metacognitive Reading Log (<https://docs.google.com/document/d/1dsUrXyEUyAfOL5576UhoTE4gtDs8DEb0h6RqKaCi2tc/edit?usp=sharing>) as they are reading. They will then create six questions regarding the article and the transformation of the Italian language. When creating the questions the students will use the three Levels of Thinking (Bloom/Costa) chart (<https://docs.google.com/document/d/19dkfDGB2t7PMFShBFzn9t2Bdg0lqzUhmOXgYq5xaoQ/edit?usp=sharing>). When the students are done, they will exchange the questions they created with their elbow partner. The elbow partner will then be able to choose which of the four questions out of the six they would like to answer.

Activity Four: Italy during WWII

I will start off by reading the speech written by Benito Mussolini together with the class. As we are reading the document we will be annotating the document in a think aloud format. The teacher will model how to annotate the document by pointing out words that need further explanation, questions that may arise, similarities between each paragraph, highlighting or underlining what is important ect. The students will also be asked to analyze the document using SOAPStone which was used in the previous section (Activity Two).

*Mussolini: Speech of the 10 June 1940, Declaration of War on France and England
Delivered 6:00 PM from his balcony in the Palazzo Venezia in Rome*

Soldiers, sailors, and aviators! Black shirts of the revolution and of the [Fascist] legions! Men and women of Italy, of the Empire, and of the kingdom of Albania! Pay heed! An hour appointed by destiny has struck in the heavens of our fatherland. (Very lively cheers).

The declaration of war has already been delivered (cheers, very loud cries of “War! War!”) to the ambassadors of Great Britain and France. We go to battle against the plutocratic and reactionary democracies of the west who, at every moment have hindered the advance and have often endangered the very existence of the Italian people.

Recent historical events can be summarized in the following phrases: promises, threats, blackmail, and finally to crown the edifice, the ignoble seige by the fifty-two states of the League of Nations. Our conscience is absolutely tranquil. (Applause). With you the entire world is witness that Fascist Italy has done all that is humanly possible to avoid the torment which is throwing Europe into turmoil; but all was in vain. It would have sufficed to revise the treaties to bring them up to date with the changing needs of the life of nations and not consider them untouchable for eternity; it would have sufficed not to have begun the stupid policy of guarantees, which has shown itself particularly lethal for those who accepted them; it would have sufficed not to reject the proposal [for peace]

that the Fuhrer made on 6 October of last year after having finished the campaign in Poland.

But now all of that belongs to the past. If now today we have decided to face the risks and the sacrifices of a war, it is because the honor, the interests, the future impose and iron necessity, since a great people is truly such if it considers sacred its own duties and does not evade the supreme trials which determine the course of history.

We take up arms to resolve, after having resolved the problem of our land frontier, the problem of our maritime frontiers; we want to break the territorial chains which suffocate us in our own sea; since a people of forty-five million souls is not truly free if it does not have free access to the ocean.

This gigantic struggle is nothing other than a phase in the logical development of our revolution; it is the struggle of peoples that are poor but rich in workers against the exploiters who hold on ferociously to the monopoly of all the riches and all the gold of the earth; it is the struggle of the fertile and young people against the sterile people moving to the sunset; it is the struggle between two centuries and two ideas.

Now that the dice are cast and our will has burned our ships at our backs, I solemnly declare that Italy does not intend to drag into the conflict other peoples bordering her on land or on sea. Switzerland, Yugoslavia, Greece, Turkey, Egypt take note of these my words and it depends on them and only on them whether or not they will be rigorously confirmed.

Italians!

In a memorable meeting, that which took place in Berlin, I said that according to the laws of Fascist morality, when one has a friend, one marches with him to the end. ("Duce! Duce! Duce!"). This we have done with Germany, with its people, with its marvelous armed forces. On this eve of an event of century wide scope, we direct our thought to the majesty of the King and Emperor (the multitudes break out in great cheers for the House of Savoy) which as always has understood the soul of the fatherland. And we salute with our voices the Fuhrer, the head of great ally Germany (The people cheer Hitler at length). Proletarian and Fascist Italy stands up a third time, strong, proud, and united as never before. (The crowd cries with one single voice: "Yes!") The single order of the day is categorical and obligatory for all. It already spreads and fires hearts from the Alps to the Indian Ocean; Victory! (The people break out into raucous cheers). And we will win, in order finally to give a long period of peace with justice to Italy, to Europe, and to the world.

People of Italy!

Rush to arms and show your tenacity, your courage, your valor!

Activity Five: Modern Italy- Socratic Seminar

The students will read the article titled **Let Refugees Settle Italy's Empty Spaces** (http://www.nytimes.com/2015/11/04/opinion/let-refugees-settle-italys-empty-spaces.html?_r=0). This article will be used for the Socratic Seminar. This opinion article starts off talking about how the ancient Romans rewarded their ancient legionnaires with plots of land which could be a method in which modern Italians can use for the influx of refugees. Using the Socratic Seminar used in our AVID (Advancement via Individual Determination) program the students will have already gone through the process of the Socratic Seminar.

Before the Seminar the students will

Read the Text

1. Read through the entire selection without stopping to think about any particular section. Pay attention to your first impression as to what the reading is about. Look for the main points and then go back and reread it.
2. The second time you read it, talk to the text.
 - a. Underline major points or forceful statements.
 - b. Put vertical lines at the margins to emphasize a statement already underlined or a passage too long to be underlined.
 - c. Put an (*) to emphasize major points. d. Put numbers in margin to indicate sequence of points.
 - e. Put numbers of other pages where point is also mentioned.
 - f. Circle key words or phrases.
 - g. Write in the margin questions that come to mind.

During the Seminar- Socratic Seminar Rules

- 1) Discuss, do not debate.
- 2) Be courteous,
- 3) NO PUTDOWNS.
- 4) The goal is the pursuit of deeper understanding.
- 5) Respect different thoughts and ideas.

Socratic Seminar Tips:

The goal is to better understand issues, concepts, the ideas, and values reflected in the text.

Protocol:

Refer to the text when needed during the discussion.

This is not a test of memory.

Do not stay confused; as for clarification of both ideas and definitions.

Discuss ideas, rather than other's opinions.

It's OK to pass when your turn comes; participate at another time instead.

Do not participate if you are not prepared.

Stick to the point currently under discussion; write down inspirational ideas so you can bring them up at a more appropriate time in the conversation. Listen carefully, especially when you are waiting to speak, as they may be moving on to another point.

Speak up so that all participants can hear you; don't speak while others are.

Remember that this is a conversation between students, not between student and teacher.

Appendix:

North Carolina Essential Standards Social Studies - World History Course

WH.H.2.4 Analyze the rise and spread of the Roman Empire in terms of influence, achievements, and lasting impact on the world today.

WH.H.2.7 Analyze the relationship between trade routes (Mediterranean Sea, Silk Road, Trans Saharan Trade Route) and the development and decline of the Roman Empire.

WH.H.2.8 Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements. (Ancient Rome)

WH.H.3.1 Explain how religion (specifically Christianity and Islam) influenced political power and cultural unity in various regions of Europe, Asia, and Africa. (Ancient Rome, Middle Ages, Crusades)

WH.H.3.2 Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa. (Roman Empire, Risorgimento/ Unification of Italy)

WH.H.4.1 Explain how interest in classical learning and religious reform contributed to increased global interaction. (Risorgimento/Unification of Italy)

WH.H.4.2 Explain the political, social, and economic reasons for the rise of powerful centralized nation-states and empires. (Risorgimento/Unification of Italy, Italy during WWI and during WWII)

WH.H.7.2 Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization. (Italy during WWI and during WWII)

WH.H.7.3 Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (Italy during WWI and during WWII)

WH.H.7.6 Explain how economic crisis contributed to the growth of various political and economic movements (WWII, Facism)

WH.H.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power. (Italy during WWI and during WWII)

WH.H.8.6 Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (UN Declaration of Human Rights, Modern Italy, Refugees/Immigration in Italy)

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