

## INSTRUCTIONS FOR THE THIRD PART OF THE EXAM IN CONTEMPORARY HISTORY

- These instructions explain how to carry out the **third part of the proficiency test** of the course “Contemporary History” (LT9002).
- Please note that this part has **to be prepared before the exam** (“appello”).
- You have to prepare a homework consisting of a text **not less than 1,300 words** and **not more than 1,500 words** (titles and references included).
- Your paper summarizes and comments on **one of the nine texts listed below**, according to the rules outlined below.
- You attach a home **printed paper version** to the classroom parts 1 and 2 of the proficiency test on the day of examination

Choose one of the following tasks:

<b>A</b>	Summarize and discuss the social change in 19 <sup>th</sup> century Europe according to HEYWOOD, Colin (2000): ‘Society’, in: <i>The Nineteenth Century</i> , ed. by T.C.W. Blanning. Oxford-New York: Oxford University Press, pp. 47-77
<b>B</b>	Summarize and discuss the views on globalization proposed by BALDWIN, Richard E., MARTIN, Philippe (1999): <i>Two waves of Globalization: Superficial Similarities, Fundamental Differences</i> . Working Paper 6904. Cambridge (MA): National Bureau of Economic Research, pp. 1-33
<b>C</b>	Summarize and discuss the social change in post-1945 Europe according to KAELBLE, Hartmut (2001): ‘Social history’, in: <i>Europe since 1945</i> , ed. by Mary Fulbrook. Oxford-New York: Oxford University Press, 2001, pp. 53-94
<b>D</b>	Summarize and discuss how the conception of ‘work’ changed in the transition from ‘solid’ and ‘liquid’ modernity according to BAUMAN, Zygmunt (2006): <i>Liquid Modernity</i> . Cambridge: Polity Press, pp. 130-167
<b>E</b>	Summarize and discuss how the meaning of ‘community’ changed in the transition from ‘solid’ and ‘liquid’ modernity according to BAUMAN, Zygmunt (2006): <i>Liquid Modernity</i> . Cambridge: Polity Press, pp. 168-199
<b>F</b>	Summarize and discuss why ‘all men are born equal’ but the West, in spite of its credo, produces spatial, racial, cultural, political and gendered hierarchies, according to PETRI, Rolf (2018): <i>A Short History of Western Ideology</i> . London: Bloomsbury, pp. 101-147
<b>G</b>	Summarize and discuss whether ‘western imperialism’ must necessarily be interpreted as an expression of egoism, or can also be related to sentiments of altruism, according to PETRI, Rolf (2018): <i>A Short History of Western Ideology</i> . London: Bloomsbury, pp. 149-169
<b>H</b>	Summarize and discuss which are the contours of the crisis of multiculturalism, and what are the characteristics of ‘neoliberal racism’, according to LENTIN, Alana, TITLEY, Gavan (2011): <i>The Crisis of Multiculturalism. Racism in a Neoliberal Age</i> , London-New York: Zed Books, pp. 11-48, 160-192
<b>I</b>	Discuss the main features of Romanian migration to Italy since 1990 on the basis of your notes taken at the lecture of PRICOPIE, Valentina: <i>Romanian Migrants to Western Europe</i> , Venice, 19 Oct 2018, and the paper <i>Romanian immigrants in Italy</i> (2012), Milan: Gruppo cooperativo CGM.

## HEADLINES

- i) Contemporary History (LT9002), academic year
- ii) Your name and surname, matriculation number
- iii) *One* of the following titles (in bolded text):
  - A. Social change in 19th century Europe according to Heywood
  - B. The views on globalization proposed by Baldwin and Martin
  - C. Social change in post-1945 Europe according to Kaelble
  - D. Changing conceptions of 'work' in the transition from 'solid' and 'liquid' modernity according to Bauman
  - E. Changing conceptions of 'community' according to Bauman
  - F. Why the West establishes worldwide hierarchies although 'all men are born equal' according to Petri
  - G. Egoism and altruism in 'western imperialism' according to Petri
  - H. The crisis of multiculturalism according to Lentin and Titley
  - I. The characteristics of 'neoliberal racism' according to Lentin and Titley

## CONTENTS

- 1. Introduction
- 2. Treatise
- 3. Conclusion
- 4. References

In the **introduction** (6-12 lines) briefly expose what the text you chose is about, who is the author, what you expected to learn from reading it, and what are the main points you find problematic or worth discussing.

In the **treatise**, which may be divided into more paragraphs (2.1., 2.2., etc.), you try to expose the main points raised by the author, explain to the reader what are the author's intentions, and say why the author's argumentation does or does not convince you. If you feel it is useful, you can make reference also to texts by other authors, freely chosen from the list of the course program or among your personal readings. Your discussion should nevertheless be focused on the themes raised by the chosen text and try to corroborate or confute the author's argumentation.

The **conclusion** consists of just three or four sentences which summarize the results of your discussion, as far as they refer to the main points raised in the introduction.

At the end insert a list of **references**, which contains the full bibliographic or web reference of all quoted texts, regardless they consist of one or more texts.

<b>PAGE AND TEXT LAYOUT</b>
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- Insert page numbers
- Leave a 3 cm margin on all four text margins
- Use 12 or 11 character size for Times New Roman, Calibri, Georgia and similar style
- Use 1,15 or 1,25 line spacing
- Make use of subtitles and paragraphs to subdivide the text
- Do not exceed the maximum of 1,500 words all included

<b>READ CAREFULLY: AVOID PLAGIARISM !!</b>
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Plagiarism is the presentation in essays and papers of the words or ideas of another as one's own without acknowledgement. Direct quotations must be indicated by quotation marks and the source must be indicated, including a reference to the page(s) quoted. Use quotation marks "xxx" and after the end of quotation attribute the text to its source (reported in parentheses). The references in the text should also be supplied when information or ideas are derived from another though not quoted word for word.

- Texts copied from books or articles or the internet without being marked as quotations are scored zero points!

✓ **AVOID LOW OR ZERO SCORES BECAUSE OF TEXT SHARING:**

With the exception of direct quotations regularly put in marks and provided with the necessary source references, any other identical wording which recurs in the text of more students will be scored 0 points; it will lower the score proportionally to the share of plagiarized text; if the whole text of two or more students is identical, the entire third part of the exam it will be scored 0/10 points.

- To avoid low or zero scores do neither copy the text from others nor share your own text with others!

## REFERENCES

- Your paper contains at least one literature reference, that is the text you decide to summarize and comment on. Further references to other texts, from the course program or freely chosen, are welcome but not compelling. All text references must be treated in the way indicated below.

### REFERENCES IN THE TEXT

1. Use parentheses (...) to indicate references in the text. Example:

One author stated that “water is not humid” (Miller 1855: 236), others strongly oppose his statement (Gerome 1872: 15; Hooker 1908: 147-48).

2. All references to **monographs, articles from journals or chapters from books** should include page numbers.
3. Texts drawn from the Internet are preferably texts the authorship of which is clear. References to **texts retrieved from the internet** include page numbers in the text reference where page numbers are indicated in the original source (for example in downloadable PDF files), otherwise use author and year, or title and site. Examples:

(Benci 2008)  
(McCollum 2015: 4)  
("History" Wikipedia)

4. When a work by three authors is cited, all three authors will be named at the first mention in the text: e.g. (Fishman, Cooper, and Conrad 1977). Thereafter they will be referred to as (Fishman et al. 1977). When a work by four or more authors is cited, they will be listed in the et al. form at the first occurrence.
5. Use these “quotation marks” or ‘quotation marks’ avoiding «quotation marks» and other styles).

## REFERENCE LIST AT THE END OF THE TEXT

- At the end of a text create a section called REFERENCES. Insert *alphabetically* a complete list of all texts used in your paper.
- The alphabetical order refers to the authors *surnames*; if not available, the reference is inserted according to the initial letter of the title.

### *Books*

**Format:** Author's last name, first name (year of publication): *Book title*. City of publication: Publishing company. **Example:**

Allen, Timothy (1974). *The Conquer of Africa*. London: Duncan & Harriman.

### *Articles from books:*

**Format:** Author's last name, first name (year of publication): "Title of the article or book chapter", in: *Book title*, ed. by editor's first name and last name. City of publication: Publishing company, first and last page number. **Example:**

Smith, Robert (1995). "The conquer of Asia", in: *Colonial Conquest*, ed. by Timothy Allen. London: Harriman & Fox, pp. 234-49.

### *Journal articles:*

**Format:** Author's last name, first name (year of publication): "Title of the article", *Periodical title*, volume number (issue number if available), inclusive pages.

### **Example:**

Brown, Jeremy (2009): "The conquer of South America", *Journal of Colonial History*, 43 (7), pp. 57-69.

### *Articles from internet periodicals:*

**Format:** Author's second name, first name (date of publication): "Title of article", *Title of Periodical*, volume and issue number, full URL [retrieval information: retrieved month day, year] **Example:**

McCollum, Jonathan (2015): "Reimagining Mediterranean Spaces: Libya and the Italo-Turkish War, 1911-1912", *Diacronie* 23 n. 3, pp. if available  
[http://www.studistorici.com/wp-content/uploads/2015/10/01\\_McCOLLUM.pdf](http://www.studistorici.com/wp-content/uploads/2015/10/01_McCOLLUM.pdf)  
[retrieved on December 15th, 2015].

### *Internet site*

**Format:** Author's second name, first name (date of publication if available, otherwise n.d.): "Title of article", *Title of the blog*, full URL [retrieval information] **Example:**

Benci, Antonio (2008): "Il maggio francese come 'altrove'", *duemila ragioni*,  
<http://duemilaragioni.myblog.it/2008/02/23/antonio-benci-il-maggio-francese-come-altrove/> [retrieved on May 15th, 2015].

### *Anonymous internet texts*

It is preferable to avoid the use of, and quotation from, anonymous texts. If you need to use texts from the internet that lack univocal authorship, use the title of the text, the name of the blog or site, and the URL. Example:

“History”, Wikipedia, <https://en.wikipedia.org/wiki/History> [retrieved on December 15th, 2015].

## WRITING STYLE

### CONTRACTIONS

Avoid contractions in scholarly texts. Examples:

use "do not" rather than "don't"

use "would not" rather than "wouldn't"

use "could not" rather than "couldn't"

### CAPITALIZATION

1. The following are examples of preferred capitalization:

God, the state, the church, the court (except the U.S. Supreme Court); the war, the Civil War, the two world wars, World War II (or Second World War); the Communist Party, the party, communist ideology, the party system; southern city, the South (region), to the south (direction), Western Europe (region); Native American, African American (*but* Scotch-Irish), Caucasian, blacks, whites; President Washington, the president; Department of State, Secretary of State Henry Kissinger, the secretary of state, the U.S. Treasury, the treasury, the secretary of the treasury; Oberlin College, the college; the Hudson River, the river.

### ABBREVIATIONS

1. Generally the abbreviations i.e., e.g., etc., and vs. will be retained in quoted materials, parentheses, tables, and notes, but will be written out in

text as "that is," "for example," "and so forth," and "versus," or another suitable phrase.

2. The symbol % may be used in tabular material, notes, and displays, but will be spelled out as "percent" in text, except in statistical discussion.
3. Abbreviations spelled with capital letters will be set with no period or space between letters:

NATO, JFK, UAW, USSR, *but* U.S. (used as adjective only; otherwise spell out)

Possessive abbreviations will be set with an apostrophe and lowercase *s*; plurals with a closed-up *s*:

the UN's mandate; many APCs

4. Units of measure will generally be spelled out in the text, but may be abbreviated in notes and tables. Such abbreviations will be identical in the singular and plural.

## NUMBERS

1. In general cardinal numbers under 100 will be spelled out in the text; numbers of 100 or more will be given in numerals:

fifty-nine cents, six-month period, 265 years ago, 4,066 feet

but numerals will be used for numbers less than 100 when being compared with numbers greater than 100:

of 119 colleges, fewer than 25 were . . .

and very large approximate figures given in even hundreds, thousands, or millions will be spelled out or given in words and figures. Use of U.S. or U.K. notation will be specified for values greater than one billion:

forty thousand listeners, fifteen-hundred-word essay, 4.5 million years, \$3 billion (U.S. billion)

*Note:* Numbers (except years) will always be spelled out in dialogue, as this is the way they would be spoken. We will reword to avoid beginning a sentence with a number or, when this is not possible, we will spell out the number.

2. Ordinal numbers and fractions will be spelled out unless use of numerals makes the information easier to grasp:  
one-third of the students, *but* 8 1/2- by 11-inch paper  
the twentieth century, nineteenth-century morality
3. Commas will be used in numbers of four digits or more (except page numbers and years): 1,500 *rather than* 1500
4. When page numbers or years are given as a range of numbers, figures will be elided to one digit where possible:

1960–70, 1960–6 *rather than* 1960–1970, 1960–66  
pp. 143–4 *rather than* 143–44, 143–144

*but* to help pronunciation, the tens digit will not be elided in numbers in the teens:

314–15 *rather than* 314–315 or 314–5

**Note:** Dates in book titles, chapter titles, and other headings will not be elided: e.g., 1890–1895.

#### **Reference note:**

The indications on Bibliography partly rely on "Writing a Bibliography: APA Format", Science Buddies, [http://www.sciencebuddies.org/science-fair-projects/project\\_apa\\_format\\_examples.shtml](http://www.sciencebuddies.org/science-fair-projects/project_apa_format_examples.shtml) [retrieved on December 15th, 2015].

The paragraphs on Capitalization, Abbreviations and Numbers lean on Cambridge UniPress Notes for Authors, [http://www.cambridge.org/us/notesforauthors/cambridge\\_style.doc](http://www.cambridge.org/us/notesforauthors/cambridge_style.doc) [retrieved on December 15th, 2015].