



SCHEDA DELL'INSEGNAMENTO (SI) STORIA COMPARATA DELLE SOCIETÀ CONTEMPORANEE

SSD: Storia contemporanea (HIST-03/A)

DENOMINAZIONE DEL CORSO DI STUDIO: SCIENZE STORICHE (DL9)
ANNO ACCADEMICO 2026/2027

INFORMAZIONI GENERALI - DOCENTE

DOCENTE: D'ONOFRIO ANDREA
TELEFONO: 081-2536417
EMAIL: andrea.donofrio@unina.it

INFORMAZIONI GENERALI - ATTIVITÀ

INSEGNAMENTO INTEGRATO: NON PERTINENTE
MODULO: NON PERTINENTE
LINGUA DI EROGAZIONE DELL'INSEGNAMENTO: ITALIANO
CANALE:
ANNO DI CORSO: I
PERIODO DI SVOLGIMENTO: SEMESTRE II
CFU: 12

INSEGNAMENTI PROPEDEUTICI

Non previsti

EVENTUALI PREREQUISITI

The exam presupposes a good knowledge of contemporary history, in particular from the first post-war period, therefore from 1918 to the present day.

If there is not already such preparation, which for example the student should have taken through a contemporary history exam in the Bachelor's degree, it is advisable that the texts indicated for the exam should be integrated with the study of a good textbook of contemporary history, in particular for the part from 1918 onwards and in any case for any historical reference made by the texts indicated in the program; in this sense, manuals could be useful, for example, such as: G. Sabbatucci, V. Vidotto, *Il mondo contemporaneo. Dal 1848 ad oggi*, Laterza, Roma-Bari, 2008, or T. Detti, G. Gozzini, *Storia contemporanea*, vol. 2: *Il Novecento*, Pearson, Torino, 2021, or, for the history of the second post-war period, Tony Judt, *Postwar. La nostra storia 1945-2005*, Laterza,

OBIETTIVI FORMATIVI

The teaching has the training objective of strengthening a solid historical knowledge of the coordinates of the contemporary history of Europe.

Against the backdrop of the main dynamics of European history from the 20th to the 21st century, students will be led to recognize the difference between memories of the past and historiographic reworking by identifying the specific traits of both and recognizing different levels of reading and reconstruction of an historical phenomenon in the light of different historiographic cultures and interpretative approaches.

At the end of the course the student

- will have deepened the knowledge of some main dynamics and complexity of the processes of contemporary European history;
- will be able to understand the vocabulary of contemporary historiography and the main characters of the historiographic methodology.

The student will be able to read historical texts by identifying the interpretative complexity, to recognize and analyze different types of sources and to grasp the intertwining of historiographic perspectives at the basis of the historical narrative.

RISULTATI DI APPRENDIMENTO ATTESI (DESCRITTORI DI DUBLINO)

Conoscenza e capacità di comprensione

Knowledge and understanding

At the end of the course, the student will have to:

1. understand and interpret important aspects of contemporary history in their articulation and through their historiographic reconstruction, based on a knowledge of the main facts and developments in European and Western history from the 19th to the 21st century, in particular after the Second World War and after the 1989/1990 events;
2. know the processes of formation and transformation of national and transnational cultures of the European historical memory of the second post-war period following the collapse of the communist governments in central-eastern Europe which took place in and after 1989, also through the comparison with paths, often divergent, a scientific historiographic reconstruction;
3. grasp the specificities and often non-coincident characters of historical memories, of national and transnational policies for a collective historical memory, of historical science reconstructions and interpretations.

Capacità di applicare conoscenza e comprensione

At the end of the course, the student will have taken:

- autonomy of judgment, developing critical skills, ability to evaluate historical texts and the ability to formulate personal judgments for a correct assessment and explanation of historical processes, identifying and appropriately avoiding improper interpretative approaches that do not conform to the practices of scientific historiography;

- communication skills, developing the skills of an appropriate use of the historiographic lexicon, ability to communicate in clear, and at the same time elaborate, oral form the acquired knowledge;
- learning skills, acquiring the necessary skills to independently reflect on the reconstruction-interpretation processes of contemporary history, developing those learning skills that allow them to continue studying mostly in a self-directed or autonomous way.

PROGRAMMA-SYLLABUS

EUROPA - CLIO - MNEMOSYNE: European history and its memories at the end of the 20th century

The lessons will address the relationship between history and memory in Europe from the post-war period in the light of different paths of definition and redefinition of cultures and policies of historical memory at national and transnational level. It will be reflected on the complex and ambiguous nature of development of collective historical memories, on the one hand, and processes of historical-scientific elaboration, on the other, also related to historical turning points such as 1989/90. The course will focus on the following topics:

- 1. The relationship between historiographic research, historical memory and memorial politics***
- 2. The definition of recollection, collective memory, public memory with reference to history***
- 3. Memories, memorial policies, and historical elaboration of the events of World War II in Western Europe, in particular:***

- ***Fascism, Resistance and "civil war" in republican Italy***
 - ***Nazi-past and Vergangenheitsbewältigung*** in post-war Germany
 - Vichy and post-colonial wars in post-war France
 - Civil war and Franco-dictatorship in contemporary Spain
 - Short circuits of historical memory in Central and Eastern Europe
 - ***Fascism and National Socialism: scientific reconstruction and media representation. A comparison between Italy and Germany.***
- 4. Shoah between historiographic reconstruction and memorial policies in contemporary Europe***
 - 5. History and violence: ethnic cleansing and forced migration in the twentieth-century Europe between memory and historiography***
 - 6. Communism collapse in Central and Eastern Europe and consequences on the European historical memory***
 - 7. German reunification and the relationship between history and memory in the reconstruction of the GDR's past***
 - 8. European Union and characteristics and limits of a common historical identity of Europe between the twentieth and twenty-first century.***

MATERIALE DIDATTICO

- 1. Tony Judt, Dalla casa dei morti. Un saggio sulla memoria dell'Europa moderna, in Id., Postwar. La nostra storia 1945-2005, Laterza, Roma-Bari, 2017, pp. 989-1023;***

2. Enzo Traverso, *Il passato: istruzioni per l'uso. Storia, memoria, politica*, Ombre corte, Verona, 2006;
3. Filippo Focardi, Bruno Groppo (a cura di), *L'Europa e le sue memorie. Politiche e culture del ricordo dopo il 1989*, Viella, Roma, 2013;
4. Andrea D'Onofrio, Filippo Focardi, Lutz Klinkhammer, Christiane Liermann-Traniello (a cura di), *Quale storia per il grande pubblico? Fascismo e nazismo fra storiografia e mass media*, Viella, Roma, 2025 (Introduction - 2 essays of your choice and the essay by Antonio Caroti, *Due passati che non passano*)
5. Markus J. Prutsch, *European Historical Memory: Policies, Challenges And Perspectives*, European Parliament - Policy Department B: Structural and Cohesion Policies, Bruxelles, 2013
URL<[http://www.europarl.europa.eu/RegData/etudes/note/join/2013/513977/IPOL-CULT_NT\(2013\)513977_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/note/join/2013/513977/IPOL-CULT_NT(2013)513977_EN.pdf)>;
6. Diego Guzzi, *Per una definizione di memoria pubblica. Halbwachs, Ricoeur, Assmann, Margalit*, in «Scienza e Politica», 44, 2011, p. 27-39.

- Non-attending students must also study the entire volume indicated in point 2.

For those who have already taken the exam in History of Western and Eastern Europe or Contemporary History of Europe, prior to the 2025-2026 academic year, the program includes the entire volume indicated in point 2 and the following texts:

Andrea D'Onofrio, *L'Europa nel secondo dopoguerra tra storia e memoria. Percorsi storiografici tra identità nazionali, approcci comparativi e prospettive transnazionali*, in «Ricerche Storiche», XLVII, 2, maggio-agosto, 2017, pp. 175-197

Aline Sierp, *Le politiche della memoria dell'Unione europea*, in "Quale storia. Rivista di storia contemporanea", a. XLIX, n. 2, 2021, pp. 19-33

Two additional essays chosen from the section "Studi e ricerche" of the collective text: Filippo Focardi, Pieter Lagrou (a cura di), *Culture del ricordo e uso politico della storia nell'Europa contemporanea*, fascicolo monografico, "Quale storia. Rivista di storia contemporanea", a. XLIX, n. 2, 2021.

Please note: for any additions or changes to the above texts, check for any notices on the teacher's institutional website.

MODALITÀ DI SVOLGIMENTO DELL'INSEGNAMENTO-MODULO

Teaching methods of the course

The module is divided into 30 lessons of 2 hours each.

Lectures will make use of multimedia technology and will be based on the discussion of texts considered particularly significant.

Students will present and discuss written papers on specific topics of the program based on the course texts and also on any appropriate supplementary readings.

VERIFICA DI APPRENDIMENTO E CRITERI DI VALUTAZIONE

a) Modalità di esame

☐ Scritto

☒ Orale

☐ Discussione di elaborato progettuale

☐ Altro

In caso di prova scritta i quesiti sono

☐ A risposta multipla

☐ A risposta libera

☐ Esercizi numerici

b) Modalità di valutazione

The examination takes place through an oral interview and will be aimed at ascertaining the student's knowledge of the concepts and methods of contemporary history.

The assessment will take into account the level of skills in analyzing and interpreting historical dynamics, as well as communication skills in presenting and discussing the topics studied.

Students with disabilities and neurodiversity will be guaranteed compensatory tools and dispensatory measures agreed upon by teachers with the University center SInAPSi - Services for the Active and Participatory Inclusion of Students.