UNIVERSITÀ DEGLI STUDI DI BARI ALDO MORO

DIPARTIMENTO DI
RICERCA E INNOVAZIONE
UMANISTICA

General information	
Academic subject	Christian and Medieval Epigraphy
Degree course	Archaeology
Academic Year	2022-2023
European Credit Transfer and Accumulation System (ECTS)	6
Language	Italian
Academic calendar (starting and ending date)	First Semester (26.09.2022 – 9.12.2022)
Attendance	Attendance is governed by the Course Didactic Regulations (art.4): https://w3.uniba.it/corsi/archeologia/presentazione-del-corso/R.D.ARCHEOLOGIAA.A.20222023.pdf

Professor/ Lecturer	
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Department and address	Santa Teresa dei Maschi (Old Town) – First floor
Virtual headquarters	
Tutoring (time and day)	The office hours are published in the teacher page in the Department website: https://www.uniba.it/ricerca/dipartimenti/disum/dipartimento/personale/personale-docente

Syllabus	
Learning Objectives	Comprehension of the deep transformations in using epigraphic medium between Late Antiquity and Early Middle Ages.
Course prerequisites	Knowledge of History and Archaeology of Late Antiquity, Byzantium and Early Middle Ages. Knowledge of Latin (middle-high level) and Greek (basic level) Ability to understand written texts in English and in French.
Contents	The goal of the course is to offer a general view about the epigraphic habit in the Early Christianity and its development towards the epigraphy of Byzantium and Western Middle Ages. According to this view, the various topics will be presented and discussed on the base of a dossier of inscriptions, with particular attention to the use of epigraphic *medium* in Italy and Apulia between Late Antiquity and Early Middle Ages.
Books and bibliography	Basic texts. 1. S. Panciera, *What is an Inscription? Problems of definition and identity of an historical source*, "Zeitschrift für Papyrologie und Epigraphik" 183, 2012, 1-10. 2. C. Carletti, *Epigrafia cristiana*, in *Nuovo Dizionario Patristico e di Antichità Cristiane*, I, Genova 2006, 1675-1694.

	3. R. Favreau, *Épigraphie médiévale*, Brepols, Turnhout 1997, pp. 5-27; 57-89; 113-139. Detailed topic **Dynamics of transformation in using epigraphic medium between Late Antiquity and Early Middle Ages (3rd-9th cents. CE).** I. Tantillo, *Defining Late Antiquity through Epigraphy?*, in: R. Lizzi Testa (ed.), *Late Antiquity in Contemporary Debate*, Cambridge Scholars Publishing, Newcastle upon Tyne, 2017, 56-77. C. Carletti, *Produzione epigrafica tra Tarda Antichità e Alto Medioevo. Discontinuità e tradizione*, in *L'archeologia della produzione a Roma (secoli V-XV). Atti del Convegno Internazionale di Studi (Roma, 27-29 marzo 2014)*, Roma - Bari 2016, 355-368. Ch. Roueché - Cl. Sotinel, *Christian and Late Antique Epigraphies*, in K. Bolle, C. Machado, Chr. Witschel (eds.), *The Epigraphic Cultures of Late Antiquity*, Franz Steiner Verlag, Stuttgart 2017, 503-514. C. Carletti – D. Nuzzo, *La terza età dell'epigrafia nella* provincia Apulia et Calabria*: prolegomena*, in *Vetera Christianorum* 44, 2007, 189-224. A.E. Felle, *La documentazione epigrafica latina nella Puglia altomedievale: stato dell'arte, metodi, prospettive*, in *Bizantini, Longobardi e Arabi in Puglia nell'Alto Medioevo. Atti del XX Congresso Internazionale di Studio del Centro Italiano di Studi sull'Alto Medioevo di Spoleto (Savelletri di Fasano (BR), 3-6 novembre 2011),* Spoleto 2012, pp. 605-630, tavv. I-XXIII.
Additional materials	

Work schedule	

Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
150	*42*	*0*	*108*
ECTS			
	6		
Teaching strategy	During the lessons, some inscriptions will be presented in order to be read, translated and commented by the students with a constant interaction with the teacher.		
Expected learning outcomes			
Knowledge and understanding on:	Increasement of the knowledge of Late Antiquity and Early Middle Ages by using direct historical sources, as the "written monuments" are; they will be considered by updated methods and views of the epigraphic domain.		
Applying knowledge and understanding on:	Capacity of learning and active use of epigraphic tools, including the ones recently developed by the IT domain experts in the web.		
Soft skills	*Making informed judgments and choices* The students will be able to *establish relations* between the presented inscriptions and their respective historical and archaeological contexts. *Communicating knowledge and understanding*		

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	A written document, as an inscription, is intrinsecally closed to an immediate understanding. The student, by contextualization, reading, translation and comment of the inscriptions will obtain a capacity to communicate them to audience of different cultural levels. *Capacities to continue learning* To read, to translate, to understand and to comment the inscriptions, are the main tools to give to the students a direct knowledge of these sources. It is a real occasion for the students to use actively their historical and archaeological notions, in order to interpretate the written monuments as complex documents, where contexts, objects and texts are strictly and reciprocally connected.

Assessment and feedback	
Methods of assessment	
Evaluation criteria	The student must show its own capacities to read, to translate, to understand and to interpret the inscriptions (*Knowledge and understanding*), in order to use them critically (*Applying knowledge and understanding*), as useful elements to build "historical landscapes". The ability to establish relationships between the different documents (*Autonomy of judgment*) and their archaeological and historical contexts will be considered as a positive element for the evaluation. Also the communicative ability will be evaluated, in the sense of the correctness in the use of the language and the effectiveness in the adhesion to the proposed questions (*Communicating knowledge and understanding, Communication skills*)
Criteria for assessment and attribution of the final mark	The final grade is awarded on the basis of the assessment and comparison of the above elements.
Additional information	