



General information	
Academic subject	Archaeology of the Roman provinces
Degree course	LM 01 - Archaeology
Academic Year	2022-2023
European Credit Transfer and Accumulation System (ECTS)	6
Language	Italian
Academic calendar (starting and ending date)	Second Semester (27.02.2023 – 19.05.2023)
Attendance	Attendance is governed by the Course Didactic Regulations (art. 4) which can be consulted at the following link: https://w3.uniba.it/corsi/archeologia/presentazione-del-corso/R.D.ARCHEOLOGIAA.A.20222023.pdf

Professor/ Lecturer	
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Virtual headquarters	
Tutoring (time and day)	The Teacher is available for information, clarifications and debate in preparation for the improvement of the methodological approach and for learning the topics of the course. The Teacher receives the Students at the end of the lesson or at his studio, agreeing on time for the interview by email.

Syllabus	
Learning Objectives	Historical and archaeological knowledge of themes, contexts and dynamics of the Roman conquest in the Euro-Mediterranean area in relation to both the progressive affirmation of dominion and the consolidated government of the territories, and to the irenic/inelastic confrontation with the people progressively acquired in the Imperium, guaranteeing integrated awareness and documented comparison of the processes of continuity and rupture, thus to support in particular the finalization of the following specific didactic purposes: recognition and analysis of evidence; historical-cultural framework of archaeological contexts; identification, documentation and transversal interpretation of multi-layered sites; acquisition of heuristic and diagnostic processes and refinement of comparative methodological profiles for reading the historical landscape from a long-term perspective; awareness and autonomy for the diachronic deepening of the research, also in reference to the protection and promotion of the archaeological heritage.
Course prerequisites	<ul style="list-style-type: none">• Awareness of the significant features of the historical event, the institutional profile, the geographical dimension and the articulation of the material and figurative culture of Roman civilization.

	<ul style="list-style-type: none"> • Knowledge of the main types of literary, epigraphic, archaeological, archival sources relating to the study of societies of the past, with reference to the classical world and in a horizon extended to the entire Euro-Mediterranean and micro-Asian basin. • Knowledge of the main tools and repertoires - also in electronic and telematic format - for bibliographic research.
Contents	<p>The course intends to</p> <ul style="list-style-type: none"> ➤ present and discuss the main issues related to the conquest, structure, organization and management of the Roman provinces, according to a territorial context between Europe and the Mediterranean, a chronological horizon extended from the end of fourth century B.C. to the imperial age and a critical interest calibrated on cultural, socio-economic, artistic contexts; ➤ provide the main methodological tools functional to the historical knowledge and critical interpretation of archaeological contexts (settlement methods, material culture, monumental evidence, artistic expressions, socio-economic dynamics) of the eastern and western provinces of the Roman institutional structure in relation to the peculiar institutional structures, political fields, cultural profiles; ➤ ensure a coherent framework on the themes of archeology and historical reconstruction of the Roman provinces expressed through the global study of the sources and the consideration of the basic elements of methodology and technique of archaeological investigation (heuristics and diagnostics).
Books and bibliography	<p>1. G. Bejor et alii, <i>Arte e archeologia delle Province romane</i> [Mondadori. Università], Milano 2011</p> <p>OR</p> <p>S. Rinaldi Tufi, <i>Archeologia delle province romane. Nuova edizione</i> [Carocci editore. Manuali universitari. 133 - Archeologia], Roma 2012.</p> <p>2. S. Settis, <i>Un'arte al plurale. L'impero romano, i Greci e i posteri</i>, in E. Gabba, A. Schiavone (a cura di), <i>Storia di Roma. 4. Caratteri e morfologie</i> [Einaudi], Torino 1989, 827-878, figg. 1-24.</p> <p>Non-attending Students are required to contact the Teacher to agree on the program of the course.</p>
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		108
ECTS			
6	6		
Teaching strategy			
The didactic methods are identified and articulated according to lectures, in which the main themes of the discipline are addressed, the methodological			

	foundations discussed, some exemplary case studies presented. The definition of the course includes both seminar meetings managed by the students themselves (on the model of the 'flipped classroom') and/or also held/coordinated by external experts, as well as educational visits and trips to museums and archaeological areas to be held if concrete financial resources and favourable technical-logistical conditions emerge.
Expected learning outcomes	
Knowledge and understanding to:	<ul style="list-style-type: none"> ➤ acquire a solid cultural reference framework on which to anchor specialized disciplinary knowledge; ➤ acquire the ability to identify and understand scientific literature; ➤ acquire the ability to identify and interpret the integrated system of sources on the ancient world; ➤ acquire the ability to observe, describe, analyze and interpret archaeological contexts, with reference to the themes of conservation, protection, use; ➤ acquire basic knowledge relating to the history of research; ➤ acquire theories, methods and techniques and basic instrumental skills related to heuristics and archaeological diagnostics.
Applying knowledge and understanding to:	<ul style="list-style-type: none"> ➤ acquire the ability to apply theoretical study to situations 'in the field'; ➤ acquire the ability to transfer knowledge on connoted situations and contexts; ➤ acquire the ability to critically rework contents by relating knowledge according to interdisciplinary dynamics; ➤ acquire the ability to use specialized disciplinary language; ➤ acquire the ability to correctly use the basket of sources and the most popular diagnostics; ➤ acquire the ability to modulate knowledge, methods and skills acquired according to different application contexts.
Soft skills	<ul style="list-style-type: none"> • MAKING INFORMED JUDGMENTS AND CHOICES: <ul style="list-style-type: none"> ➤ develop the ability to express a critical spirit in relation to the themes of study, conservation and use of the classical archaeological heritage; ➤ acquire the ability to manage the integrated system of sources, in order to answer historical-archaeological questions; ➤ experience heuristic and diagnostic awareness in relation to distinct study contexts. • COMMUNICATING KNOWLEDGE AND UNDERSTANDING: <ul style="list-style-type: none"> ➤ develop minimal levels of conscious familiarity with the principles of archaeological communication; ➤ ability to develop fact sheets, short texts, articulated documents of a historical-critical nature that are also prodromal to the preparation of the degree thesis. • CAPACITIES TO CONTINUE LEARNING: <ul style="list-style-type: none"> ➤ manage the main historical-archaeological issues with a critical spirit; ➤ use in an autonomous and critical way the tools of archaeological research in the classical field; ➤ propose and document personal interpretative profiles calibrated on the identified thematic contexts.

Assessment and feedback	
Methods of assessment	The course includes the final exam, which takes place as an oral test on all the topics of the program.
Evaluation criteria	<ul style="list-style-type: none"> • KNOWLEDGE AND UNDERSTANDING: <ul style="list-style-type: none"> ➤ inconsistent knowledge ➤ insignificant knowledge ➤ fragmented and insignificant knowledge ➤ superficial knowledge ➤ essential knowledge ➤ adequate knowledge ➤ complete knowledge ➤ correct, thoughtful and complete knowledge ➤ knowledge deepened and expanded in a personal way. • APPLYING KNOWLEDGE AND UNDERSTANDING <ul style="list-style-type: none"> ➤ inconsistent skills ➤ non-significant skills ➤ fragmentary and insignificant skills ➤ superficial skills ➤ essential skills ➤ adequate skills ➤ complete skills ➤ correct, thoughtful and complete skills ➤ skills deepened and broadened in a personal way. • AUTONOMY OF JUDGMENT: <ul style="list-style-type: none"> ➤ inconsistent skills ➤ insignificant skills ➤ fragmented and insignificant skills ➤ superficial skills ➤ essential skills ➤ adequate skills ➤ complete skills ➤ correct, thoughtful and complete skills ➤ skills deepened and broadened in a personal way. • COMMUNICATION SKILLS: <ul style="list-style-type: none"> ➤ inconsistent expressive-communicative competence ➤ expressive-communicative competence not significant ➤ expressive-communicative competence desultory and not very significant ➤ superficial expressive-communicative competence ➤ essential expressive-communicative competence ➤ adequate expressive-communicative competence ➤ proper and effective expressive-communicative competence ➤ correct, thoughtful and complete expressive-communicative competence ➤ aware and mature expressive-communicative competence. • CAPACITIES TO CONTINUE LEARNING: <ul style="list-style-type: none"> ➤ inconsistent critical spirit and non-autonomous use of the tools of archaeological research

	<ul style="list-style-type: none"> ➤ little significant critical spirit and inadequate use of archaeological research tools ➤ a superficial critical spirit and a poorly structured desultory use of the tools of archaeological research ➤ essential critical spirit and sufficient use of the tools of archaeological research ➤ adequate critical spirit and conscious use of the tools of archaeological research ➤ autonomous and mature critical spirit as well as effective use of the tools of archaeological research.
Criteria for assessment and attribution of the final mark	<p>For each of the 'learning outcomes' indicated above, the assessment takes into account the knowledge, skills and competences acquired according to the descriptor progressively calibrated on thresholds of correct, adequate, complete, thoughtful, in-depth, expanded in a personal way. In particular, the evaluation intends to verify:</p> <ul style="list-style-type: none"> • general theoretical and methodological awareness of the topics covered • autonomous management of the specific disciplinary language • ability to autonomously apply the methods analysed also with reference to contexts other than those indicated in class and yet complementary to these • ability to critically adopt the most effective methods based on the context studied and according to replicable and adaptable heuristic and diagnostic dynamics • aptitude to organize, share and perfect group work: <ul style="list-style-type: none"> ➤ inconsistent knowledge, skills and competences - grade: 1-6 / 30 ➤ insignificant knowledge, skills and competences - grade: 7-9 / 30 ➤ fragmented and insignificant knowledge, skills and competences - grade: 10-12 / 30 ➤ superficial knowledge, skills and competences - grade: 13-17 / 30 ➤ essential knowledge, skills and competences - grade: 18-20 / 30 ➤ adequate knowledge, skills and competences - grade: 21-23 / 30 ➤ complete knowledge, skills and competences - grade: 24-26 / 30 ➤ correct, thoughtful and complete knowledge, skills and competences - grade: 27-29 / 30 ➤ knowledge, skills and competences deepened and broadened in a personal way - grade: 30-30L / 30.
Additional information	