



General information	
Academic subject	<b>Knowledge processes for the computerized Atlas of the ancient Adriatic basin</b>
Degree course	LM 02 – Archaeology
Academic Year	2022-2023
European Credit Transfer and Accumulation System (ECTS)	3
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): <a href="https://w3.uniba.it/corsi/archeologia/presentazione-del-corso/R.D.ARCHEOLOGIAA.A.20222023.pdf">https://w3.uniba.it/corsi/archeologia/presentazione-del-corso/R.D.ARCHEOLOGIAA.A.20222023.pdf</a>

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 laboratory 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	
<b>Learning Objectives</b>	Historical knowledge, archaeological awareness and both typo-chronological and digital cataloguing skills related to themes, contexts and settlement processes in the Adriatic area in ancient times, thus to support in particular the finalization of the following specific didactic purpose: management of modern information technologies, including databases produced by increasingly refined survey techniques, capable of correlating the historical information with the digitized archaeological maps, and produce and manage the editing care and edition of archaeological data in the telematic network.
<b>Course prerequisites</b>	<ul style="list-style-type: none"><li>• 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 ancient world.</li><li>• 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 Adriatic basin.</li><li>• Knowledge of the main tools and repertoires - also in electronic and telematic format - for bibliographic research.</li></ul>

<b>Contents</b>	The workshop course aims to provide the main methodological tools functional both to the historical knowledge of the archaeological contexts of the Adriatic area, between the Bronze Age and the Early Middle Age, and to the implementation of the descriptive 'form' of individual sites within the 'webgis' portal of the 'Computerized Atlas of Ancient Adriatic' ( <a href="http://www.adriaticummare.org">www.adriaticummare.org</a> ). Moreover, each 'sheet/document', drawn up in all its fields, validated by the Teacher and entrusted to the aforementioned 'Atlas', is considered a scientific article and published in the name of the Student/author by assigning a 'doi' code.
<b>Books and bibliography</b>	<p>1.</p> <p>C. Zaccaria, Presenza dell'Adriatico nella storiografia contemporanea sul mondo antico: luci e ombre, in Y. Marion, F. Tassaux (éd.), <i>AdriAtlas et l'histoire de l'espace adriatique du VIe s. a.C. au VIIIe s. p.C.. Actes du colloque international</i> (Roma, École française de Rome - Piazza Navona, 4-6 novembre 2013). <i>Ausonius Scripta Antiqua</i>. 79, Bordeaux 2015, 13-35 [ISBN: 978-2-35613-145-4 – ISSN: 1298-1990].</p> <p>2.</p> <p>F. Tassaux, I.2.2. Il progetto AdriAtlas, Atlante informatizzato dei siti archeologici di area adriatica, in R. Perna, R. Carmenati, M. Giuliodori, J. Piccinini (a cura di), <i>Roma e il mondo adriatico. Dalla ricerca archeologica alla pianificazione del territorio. I. Carte archeologiche, gestione del patrimonio e parchi archeologici. Atti del Convegno Internazionale</i> (Macerata, 18-20 maggio 2017). Collana di studi di archeologia e storia del Mediterraneo ΠΛΕΩΝ ΕΠΙ ΟΙΝΟΠΙΑ ΠΟΝΤΟΝ. I.1, Roma 2020, 135-146 [ISBN: 978-88-5491-037-9].</p>
<b>Additional materials</b>	

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
75		21	54
<b>ECTS</b>			
3		3	
<b>Teaching strategy</b>			
	The didactic methods are identified and articulated according to seminar meetings managed by the Students themselves (on the model of the 'flipped classroom') and/or held/coordinated by both the Teacher and external experts.		
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding to:</b>	<ul style="list-style-type: none"> <li>➤ acquire a solid cultural reference framework on which to anchor specialized disciplinary knowledge;</li> <li>➤ acquire the ability to identify and understand scientific literature;</li> <li>➤ acquire the ability to identify and interpret the integrated system of sources on the ancient world;</li> <li>➤ acquire the ability to observe, describe, analyse, catalogue and interpret archaeological contexts, with reference to the themes of conservation, protection, use;</li> <li>➤ acquire basic knowledge relating to the history of research;</li> <li>➤ acquire theories, methods and techniques and basic instrumental skills</li> </ul>		

	related to heuristics and archaeological diagnostics.
<b>Applying knowledge and understanding to:</b>	<ul style="list-style-type: none"> <li>➤ acquire the ability to apply theoretical study to situations 'in the field';</li> <li>➤ acquire the ability to transfer knowledge on connoted situations and contexts;</li> <li>➤ acquire the ability to critically rework contents by relating knowledge according to interdisciplinary dynamics;</li> <li>➤ acquire the ability to use specialized disciplinary language;</li> <li>➤ acquire the ability to correctly use the basket of sources and the most popular diagnostics;</li> <li>➤ acquire the ability to modulate knowledge, methods and skills acquired according to different application contexts.</li> </ul>
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• MAKING INFORMED JUDGMENTS AND CHOICES: <ul style="list-style-type: none"> <li>➤ develop the ability to express a critical spirit in relation to the themes of study, conservation and use of the classical archaeological heritage;</li> <li>➤ acquire the ability to manage the integrated system of sources, in order to answer historical-archaeological questions;</li> <li>➤ experience heuristic and diagnostic awareness in relation to distinct study contexts.</li> </ul> </li> <li>• COMMUNICATING KNOWLEDGE AND UNDERSTANDING: <ul style="list-style-type: none"> <li>➤ develop minimal levels of conscious familiarity with the principles of archaeological communication;</li> <li>➤ 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.</li> </ul> </li> <li>• CAPACITIES TO CONTINUE LEARNING: <ul style="list-style-type: none"> <li>➤ manage the main historical-archaeological issues with a critical spirit;</li> <li>➤ use in an autonomous and critical way the tools of archaeological research in the classical field;</li> <li>➤ propose and document personal interpretative profiles calibrated on the identified thematic contexts.</li> </ul> </li> </ul>

<b>Assessment and feedback</b>	
Methods of assessment	The course includes the final oral test, which takes place as a discussion on all the topics of the program.
Evaluation criteria	<ul style="list-style-type: none"> <li>• KNOWLEDGE AND UNDERSTANDING (ELIGIBILITY = ≤ 5): <ol style="list-style-type: none"> <li>1. inconsistent knowledge</li> <li>2. insignificant knowledge</li> <li>3. fragmented and insignificant knowledge</li> <li>4. superficial knowledge</li> <li>5. essential knowledge</li> <li>6. adequate knowledge</li> <li>7. complete knowledge</li> <li>8. correct, thoughtful and complete knowledge</li> <li>9. knowledge deepened and expanded in a personal way.</li> </ol> </li> <li>• APPLYING KNOWLEDGE AND UNDERSTANDING (ELIGIBILITY = ≤ 5): <ol style="list-style-type: none"> <li>1. inconsistent skills</li> <li>2. non-significant skills</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>3. fragmentary and insignificant skills</li> <li>4. superficial skills</li> <li>5. essential skills</li> <li>6. adequate skills</li> <li>7. complete skills</li> <li>8. correct, thoughtful and complete skills</li> <li>9. skills deepened and broadened in a personal way.</li> </ol> <ul style="list-style-type: none"> <li>• AUTONOMY OF JUDGMENT (ELIGIBILITY = ≤ 5): <ol style="list-style-type: none"> <li>1. inconsistent skills</li> <li>2. insignificant skills</li> <li>3. fragmented and insignificant skills</li> <li>4. superficial skills</li> <li>5. essential skills</li> <li>6. adequate skills</li> <li>7. complete skills</li> <li>8. correct, thoughtful and complete skills</li> <li>9. skills deepened and broadened in a personal way.</li> </ol> </li> <li>• COMMUNICATION SKILLS (ELIGIBILITY = ≤ 5): <ol style="list-style-type: none"> <li>1. inconsistent expressive-communicative competence</li> <li>2. expressive-communicative competence not significant</li> <li>3. expressive-communicative competence desultory and not very significant</li> <li>4. superficial expressive-communicative competence</li> <li>5. essential expressive-communicative competence</li> <li>6. adequate expressive-communicative competence</li> <li>7. proper and effective expressive-communicative competence</li> <li>8. correct, thoughtful and complete expressive-communicative competence</li> <li>9. aware and mature expressive-communicative competence.</li> </ol> </li> <li>• CAPACITIES TO CONTINUE LEARNING (ELIGIBILITY = ≤ 5): <ol style="list-style-type: none"> <li>1. inconsistent critical spirit and non-autonomous use of the tools of archaeological research</li> <li>2. little significant critical spirit and inadequate use of archaeological research tools</li> <li>3. a superficial critical spirit and a poorly structured desultory use of the tools of archaeological research</li> <li>4. essential critical spirit and sufficient use of the tools of archaeological research</li> <li>5. adequate critical spirit and conscious use of the tools of archaeological research</li> <li>6. autonomous and mature critical spirit as well as effective use of the tools of archaeological research.</li> </ol> </li> </ul>
Criteria for assessment and attribution of the final eligibility	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: <ul style="list-style-type: none"> <li>• general theoretical and methodological awareness of the topics covered</li> <li>• autonomous management of the specific disciplinary language</li> <li>• ability to autonomously apply the methods analysed also with reference to contexts other than those indicated in class and yet</li> </ul>

	complementary to these • ability to critically adopt the most effective method (s) based on the context studied and according to replicable and adaptable heuristic and diagnostic dynamics • aptitude to organize, share and perfect group work.
<b>Additional information</b>	