



General information	
Academic subject	<b>LANDSCAPE ARCHAEOLOGY</b>
Degree course	LM-2 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): <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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Department and address	Department of Human Studies – University of Foggia
Virtual headquarters	
Tutoring (time and day)	On Monday, in presence or online, by appointment to be agreed with the teacher via email.

Syllabus	
<b>Learning Objectives</b>	<p>The main objective of the course is the acquisition of knowledge and skills on purposes, methodologies and techniques of the archaeological research on historical landscapes, with a global, multidisciplinary and diachronic approach.</p> <p>In particular, the course aims to introduce students to the study of the long-term dynamics of transformation of transitional environment (wetlands, lakes and coastal lagoons), with reference to diachronic evolutions of paleoenvironmental frameworks, settlement forms, use and management of local territorial resources. Starting from the analysis of some case studies, the course aims to develop theoretical and practical skills useful for identifying and studying the peculiarities that characterize the multi-layered cultural landscapes of coastal wetlands.</p>
<b>Course prerequisites</b>	Basic principles of archaeological stratigraphy.
<b>Contents</b>	<p>I. Introduction to landscape archeology. Definition of landscape; sources; survey methodologies; historical structures of landscapes.</p> <p>II. Transitional landscapes of northern Apulia: long-term paleoenvironmental evolutions.</p> <p>III. Transitional landscapes of Northern Apulia: anthropic habitat evolution</p>

	(settlement forms, infrastructures and roads, territorial organization systems) between Iron Age and Middle Ages. IV. Transitional landscapes of Northern Apulia: wetlands resources and their use between Iron Age and Middle Ages. V. Transitional landscapes of the Italian Peninsula: case studies.
<b>Books and bibliography</b>	<ul style="list-style-type: none"> <li>- F. Cambi, <i>Manuale di Archeologia dei paesaggi</i>, Firenze 2015.</li> <li>- G. Traina, <i>Paludi e bonifiche nel mondo antico</i>, Roma 1988, 49-132.</li> <li>- G. Traina, <i>Antico e moderno nella storia delle bonifiche italiane</i>, Studi Storici, 26, n. 2, <i>Economia monastica: i Cistercensi e le campagne</i>, 1985, pp. 431-436.</li> <li>- D. Susini, C. Vignola, R. Goffredo <i>et alii</i>, <i>Holocene palaeoenvironmental evolution of the southern margin of the Salpi Lagoon (Apulia, Southern Italy)</i>, in <i>Quaternary International</i>, c.s.</li> <li>- S. Russo, <i>La bonifica del Lago di Salpi in Capitanata</i>, in <i>Paludi e Bonifiche</i>, L'Ambiente Storico, 8-9, 1986, pp. 119-135.</li> <li>- G. De Venuto, R. Goffredo, D.M. Totten (a cura di), <i>Salapia-Salpi 1. Scavi e ricerche</i>, Bari 2022, pp. 19-34; 573-587; 601-701.</li> <li>- R. Goffredo, <i>Salpi tra Medioevo ed Età Moderna</i>, Mélanges de l'École française de Rome - Moyen Âge, 133-2   2021, pp. 421-465.</li> <li>- S. Russo, R. Goffredo (a cura di), <i>Saline e Sale nell'Antichità</i>, Bari 2018, pp. 7-33; 63-68; 81-90.</li> </ul>
<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>			
150	28	14	108
<b>ECTS</b>			
6	4	2	
<b>Teaching strategy</b>	The course will be carried out through: a) frontal lessons supported by images and PowerPoint presentations; b) seminars by external teachers and researchers on the topics covered by the course; c) thematic in-depth studies on selected case studies by the students who, in small groups, will discuss, analyze and report the achieved results.		
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>	The course aims to provide a theoretical and practical framework of Landscape Archaeology, with particular reference to the Italian and, more generally, European reality. Through the study of these issues and the comparison with other experiences already in place, students will be able to understand how and for what purposes different territorial contexts can be explored by archaeology.		
<b>Applying knowledge and understanding on:</b>	Through case studies, the course is aimed at focusing on which strategies, which tools, which technologies are available to achieve the proposed objectives, taking due account of the effectiveness of any already tested or testable solutions.		
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i></li> </ul> Through the analysis of a selection of case studies and experiences of		

	<p>Landscape Archaeology, which have been placed in geographically distant territorial contexts but also different for cultural, social, economic characteristics, students will be able to develop their own skill of judgment..</p> <ul style="list-style-type: none"> <li>• <i>Communicating knowledge and understanding</i></li> </ul> <p>During the course, particular attention will be devoted to the relationship between the need of a technical-specialist language and the different contexts of communication. The development of communication skills will be stimulated through class discussions, seminars.</p> <ul style="list-style-type: none"> <li>• <i>Capacities to continue learning</i></li> </ul> <p>Learning skills will be stimulated through the use of power point presentations and classroom discussions, also aimed at verifying the effective understanding of the covered topics. Learning skills will also be stimulated by participation in field activities, when students will face the need to translate into actions what they have learned.</p>
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<b>Assessment and feedback</b>	
Methods of assessment	
Evaluation criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i></li> <li>• Knowledge of the historiographical, methodological and archaeological issues related to the discipline;</li> <li>• Ability to analyze and frame historically and globally transitional environments;</li> <li>• <i>Applying knowledge and understanding</i></li> <li>• Selection, analysis and interpretation of sources (historical, cartographic, bio-archaeological, archaeological) useful for the reconstruction of historical transitional landscapes.</li> <li>• <i>Autonomy of judgment</i></li> <li>• Critical elaboration of contents;</li> <li>• Correct use of tools and methods;</li> <li>• Correct and integrated use of all types of sources.</li> <li>• <i>Communicating knowledge and understanding</i></li> <li>• Describing and communicating the learned contents in a clear and appropriate language.</li> <li>• <i>Capacities to continue learning</i></li> <li>• Independent learning of specialized texts;</li> <li>• Direct approach to geographical and archaeological data.</li> </ul>
Criteria for assessment and attribution of the final mark	Final mark will be expressed out of thirty. The criteria for assigning the final mark, according with the expected learning outcomes (Dublin Descriptors), are the following: basic level (18/21); adequate level (22/25); advanced level (26/29); excellent level (30 / 30L).
<b>Additional information</b>	

