



COURSE OF STUDY: Archaeology (LM2)

ACADEMIC YEAR: 2023-2024

ACADEMIC SUBJECT: 'Ginosa Project': archaeology and landscapes

General information	
Year of the course	1 year
Academic calendar (starting and ending date)	Second semester
Credits (CFU/ETCS):	3 (three)
SSD	Classical Archaeology (L-ANT/07) – Methodology of archaeological research (L-ANT/10)
Language	Italian
Mode of attendance	The on-site curricular commitment requires field and/or laboratory work for three consecutive weeks. Attendance is governed by the Course Regulations (Art. 4.2)

Professor/ Lecturer	
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Department and address	Palazzo Ateneo - Piazza Umberto I, 1 (second floor - room 30.3) – 70121 BARI
Virtual room	
Office Hours (and modalities: e.g., by appointment, on line, etc.)	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.

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
75		21	54
CFU/ETCS			
3			

Learning Objectives	Aware ability to activate knowledge, skills and abilities, experienced during the training course, and to apply them, critically and maturely, to the practical experience of 'in situ' research.
Course prerequisites	<ul style="list-style-type: none">• Awareness of the significant traits of the historical events, the institutional profile, the geographical dimension and the articulation of the material and figurative culture of the Ginosa area, between the Ancient and Middle Ages, with particular reference to the Madonna Dattoli site (see below).• Knowledge, at least basic, of sources, methods and tools applied to landscape archaeology, to the type-chronological study of material



	culture, to the stratigraphic examination of multi-layered sites, to public archaeology (from excavation to reconnaissance, from geo-inspection to environmental analysis, from research to valorisation, from documentation to analysis).
Teaching strategies	Teaching methods based on the direct involvement of students in all heuristic and diagnostic activities expressed in situ are identified.
Expected learning outcomes in terms of	
Knowledge and understanding on:	DD1 – Knowledge and understanding on: <ul style="list-style-type: none">➤ Acquire, document, reconstruct and interpret the stratigraphic sequence underlying the historical contexts illuminated by the archaeological excavation in Ginosa-Madonna Dattoli;➤ Implement procedures for the preliminary type-chronological classification and conservation management of evidence and finds;➤ refine the ability to <i>intus legere</i> the results of field and laboratory investigations, to acquire them within the plausible historical-contextual framework and to transfer them through narrative forms, pleasant and rigorous, capable of involving the public.
Applying knowledge and understanding on:	DD2 – Applying knowledge and understanding on: <ul style="list-style-type: none">➤ acquire the ability to apply theoretical study to situations '<i>in situ</i>';➤ 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 (DD 3/5)	DD3 – Making informed judgments and choices <p>The student is expected to be able, through the realisation of individual assignments, also defined with the aid of ICT, to:</p> <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. DD4 – Communicating knowledge and understanding <ul style="list-style-type: none">➤ Develop minimal levels of conscious familiarity with the principles of the research and the communication of archaeological data;➤ set up targeted forms of transmission of learned data to specialist and non-specialist interlocutors. DD5 – Capacities to continue learning <p>The student is expected to be able, through the realisation of individual assignments, also defined with the aid of ICT, to:</p> <ul style="list-style-type: none">➤ manage the main historical-archaeological issues with a critical spirit;➤ make conscious and critical use of the tools of archaeological



	research; ➤ propose and document personal interpretative profiles calibrated on the identified thematic contexts.
Syllabus	
Content knowledge	The didactic path aims to provide the main methodological tools functional to both the historical knowledge of the archaeological contexts of the Gino area, with a specific focus on the multi-layered site of Madonna Dattoli, and the direct participation in research initiatives and communication of results, involving students in the activities of the local 'Community Library'.
Texts and readings	<ul style="list-style-type: none">• G. Sassi, <i>La chiesa di Santa Maria Dattoli. Archeologia, Architettura e Storia</i>. Con un contributo di D. Giacobelli. Laboratorio di ricerca storica 'Mneme', Matera 2004• G. Sassi, T. Schojer, <i>Ginosa</i>, in A. Biffino, A. Cocchiario, L. Masiello, T. Schojer (a cura di), <i>Soprintendenza Archeologica della Puglia. Notiziario delle attività di tutela 2006-2010</i>, n.s. II, 2005, Taranto 2015, 386-400, qui 395-398• G. Sassi, <i>Storia della ricerca e della scoperta della città romana di Genusia</i>, in <i>Il delfino e la Mezzaluna. Periodico della Fondazione Terra d'Otranto</i> V.6-7, 2018, 85-97
Notes, additional materials	<ul style="list-style-type: none">• C.S. Fioriello, A. Mangiatordi, <i>Regio II Apulia et Calabria. Genusia</i>, in <i>Supplementa Italica</i> (n. s. diretta da S. Panciera⁺). 29, Roma 2017, 11-36• C.S. Fioriello, 'Poedicolorum oppida'. <i>Spazi urbani della Puglia centrale in età romana</i>. Archaeopress Roman Archaeology. 23, Oxford 2017, 178-193• C.S. Fioriello, A. Moro, <i>Archeologia dei paesaggi nella Murgia meridionale: contesti di studio</i>, in G. Fioretti (a cura di), <i>Dialoghi multidisciplinari per la ricerca, la tutela e la valorizzazione</i>. Atti del I Congresso 'Beni Culturali in Puglia' (Bari, Fiera del Levante, Sala Conferenze-Padiglione 152 'Casa della Partecipazione della Regione Puglia', 16-17 settembre 2020), Milano 2021, 29-36.
Repository	Teaching material not acquired from the University's library holdings will be made available by the teacher on the site.
Assessment	
Assessment methods	The follow-up interview, at the end of the on-site activity, is intended to validate the suitability gained from the 'field experience'. The schedule of aptitude tests is published on the institutional website and on the 'Esse3' page.
Assessment 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



	<ul style="list-style-type: none">➤ superficial skills➤ essential skills➤ adequate skills➤ complete skills➤ correct, thoughtful and complete skills➤ skills deepened and broadened in a personal way. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• Capacities to continue learning:<ul style="list-style-type: none">➤ inconsistent critical spirit and non-autonomous use of the tools of archaeological research➤ 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.
Final exam and grading criteria	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: • general theoretical and methodological awareness of the topics covered • autonomous management of the specific disciplinary language • ability



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	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.
Further information	