

COURSE OF STUDY: Three-year degree course in Political Science L 36
(common course with the first year of Political, Economic and Administrative Sciences L-16)

ACADEMIC YEAR: 2024-2025

ACADEMIC SUBJECT: Contemporary history

Main information on teaching	
Year of study	I year
Disbursement period	II semester (10.02.2025 - 16.05.2025)
University training credits (CFU/ETCS):	8
SSD	M-STO/04 Contemporary history
Delivery language	Italian
Frequency mode	Although it is not mandatory, attendance is highly recommended.

Professor	
Name and surname	Michele Donno
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Site	Department of Political Sciences – Piazza C. Battisti n. 1, 6th floor
Virtual headquarters	The teacher is always available on the Microsoft Teams platform – Access code: 05atvyt
Receipt	In presence, on Thursdays from 10 to 12. For any other communications, interested students can contact the teacher via e-mail. We invite you to consult the teacher page for further updates: https://www.uniba.it/it/docenti/donno-michele/michele-donno

Organization of teaching			
Hours			
Totals	Classroom teaching	Practice (laboratory, field, tutorial, other)	Individual study
200	64		136
CFU/ETCS			
8	8		

Training objectives	As part of the educational objectives of the Course, the course aims to direct students towards an in-depth study of contemporary history from 1848 to the present day.
Prerequisites	No particular prerequisites are necessary other than the basic knowledge (general contemporary history) acquired during secondary school studies.

Teaching methods	Classroom teaching
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Expected learning outcomes:	
DD1 Knowledge and understanding	During the lessons, through the analysis of historiographical sources (documents) and classroom debate, students will be able to form a critical awareness of historical events and decide which historiographical interpretations are most original and provide a convincing reconstruction of historical events. Thanks to study and historical knowledge, students will perfect their ability to understand the present.
DD2 Applied knowledge and understanding	Through classroom debate and individual study but, above all, with the possible research activity carried out by study groups, students will be able to develop

<p>DD3-5 Soft skills</p>	<p>independent research projects, identifying, recovering and studying first-hand historiographical sources and submitting them to judgment of the teacher the results of his work.</p> <ul style="list-style-type: none"> - <i>Autonomy of judgement.</i> Through the reading of daily and weekly information newspapers, specialist magazines and recently published monographic texts, proposed by those attending and also suggested by the teacher, students will be able to enrich the classroom debate around the historical themes covered. - <i>Communication skills.</i> During the debate with the teacher, the students will review the contents of the lessons by orally explaining their reflections or practicing formulating any questions in a clear and concise form. - <i>Ability to learn.</i> Through debate in the classroom, by submitting doubts or asking questions, students will exchange the information in their possession and mutually enrich their knowledge, for example suggesting the reading of certain texts or parts of them.
<p>Teaching contents (Program)</p>	<p>Starting from the second half of the nineteenth century, the course aims to retrace the events that led to the progressive bipolar structure of Europe and the emergence of new extra-European powers, the unification of Italy and the crisis of the liberal state, the birth of the dictatorial regimes of the twentieth century. From the First to the Second World War; from Soviet communism to European Nazi-fascist regimes; from the return to democracy to the construction of a united Europe; from the Cold War to the collapse of the Berlin Wall; from globalization to the fight against religious fundamentalism; from the emergence of the new Asian powers to the more general identity crisis of the West. These transition processes, which have also marked Italian historical events, will be examined in their essential historical, economic and socio-political characteristics:</p> <ul style="list-style-type: none"> - Europe and the liberal revolutions of 1848. The Albertine Statute. - The revolutionary failure and the birth of Napoleon III's empire. - Italy towards unification and the Risorgimento battles. - Economic development: bourgeois society and workers' movement. - The Europe of the great powers. - Bismarck's empire and the new European balances. - The new world: the United States of America. - United Italy: the historic Right in government. - The Kingdom of Italy and the historical Left. - The new Italy and European diplomacy. The Triple Alliance. - Authoritarian turn and crisis at the end of the century. - The new world: China and Japan. The second industrial revolution. - Europe between the two centuries. Imperialism and colonialism. - Liberal turning point and Giolittian age. - Society and economy in Italy at the beginning of the twentieth century. - World War I. - Lenin's "revolutionary war" and Wilson's "democratic war". - The legacy of the Great War and the advent of mass society. - Europe and the new international structures. The Weimar Republic. - The post-war period in Italy and the end of the liberal state. - The advent of fascism and the economic crisis of 1929. - The age of totalitarianism: Europe between Nazi-fascism and communism. - Fascist regime and authoritarian state. - Italy in the European context: between democracy and dictatorship. - The Second World War. - End of greater Europe. - The divided world and the "Middle Eastern question".

	<ul style="list-style-type: none"> – The Cold War and the new international balances. – Italy after fascism. The Italians' choice of field. – The Republic and the “miracle” of Reconstruction. The new frontiers of the sixties. – International détente and confrontation. The oil shock and the new economic crisis. – Italy and the end of the first Republic. The collapse of the Soviet Union. – From the Second Republic to the present day.
Reference texts	<ul style="list-style-type: none"> - F. Cammarano, G. Guazzaloca, M. S. Piretti, <i>Storia contemporanea. Dal XIX al XXI secolo</i>, (Le Monnier Università) Mondadori Education, 2015. - E. Di Nolfo, <i>Dagli imperi militari agli imperi tecnologici. La politica internazionale dal XX secolo a oggi</i>, Laterza, 2014. - E. Gentile, M. Isnenghi, G. Sabbatucci, C. Pavone, V. Castronovo, M. Revelli, V. Vidotto, S. Lupo, I. Diamanti, <i>Novecento italiano</i>, Laterza, 2012.
Notes to reference texts	The first recommended text is the reference manual. The second and third are optional texts, useful for any thematic insights.
Teaching materials	<p>Reference texts are available in the department library. For information, please consult the following link: https://www.uniba.it/it/ricerca/dipartimenti/scienze-politiche/biblioteca/biblioteche-1/servizi-offerti</p> <p>Further teaching materials are provided through publication on the teacher's web page and via the Microsoft Teams platform.</p>

Assessment	
Learning assessment methods	The methods of verifying the expected learning outcomes are represented by an oral interview, which consists of a suitable number of questions relating to the teaching program.
Evaluation criteria	<p><u>Knowledge and understanding</u>: students will be able to read and understand historical events, also through the analysis of historiographical sources.</p> <p><u>Analyze and synthesize information</u>: students will apply the knowledge acquired to reading newspapers and weeklies, specialist magazines and monographic texts. This historical knowledge will be useful for dealing with competitive tests.</p> <p><u>Formulate independent judgments</u>: students will develop their own critical knowledge of historical events, also in relation to the main historiographical reconstructions recalled during the lessons.</p> <p><u>Communicate effectively</u>: students will gain confidence in expounding and discussing historical topics, presenting their reflections and formulating any questions clearly and concisely.</p> <p><u>Ability to learn</u> students will be able to understand the current historical context thanks to an in-depth and conscious study of historical events.</p>
Measurement criteria of learning and attribution of the final grade	<p>The vote is expressed in thirtieths (from 18/30 to 30/30).</p> <p>The exam is considered passed when the grade is greater than or equal to 18.</p> <p>The criteria followed for the evaluation of learning outcomes, expressed in thirtieths, are:</p> <ul style="list-style-type: none"> - Insufficient: 0-17 <p>Lack of, incomplete and inadequate knowledge of the topics contained in the program and poor conceptualization ability.</p> <ul style="list-style-type: none"> - Sufficient: 18-20 <p>Sufficient knowledge of the topics contained in the program and sufficient conceptualization ability.</p> <ul style="list-style-type: none"> - Fair: 21-23

	<p>Fair knowledge of the topics contained in the program; reasonable ability to argue and connect the various topics covered; appropriate use of philosophical-political concepts. - Good: 24-26</p> <p>Good knowledge of the topics contained in the program and good in-depth skills; appropriate use of philosophical-political concepts and presence of critical skills. - Distinct: 27-28</p> <p>More than good knowledge of all the topics contained in the program; more than good ability for in-depth analysis and connection between different topics; mastery of philosophical-political concepts and propensity for critical reasoning. - Excellent: 29-30</p> <p>Excellent knowledge of all the topics contained in the program; excellent ability to delve deeper and connect different topics; strong critical skills and excellent command of philosophical-political concepts. - Excellent: 30L</p> <p>Excellent knowledge of all topics contained in the program; excellent ability to delve deeper and connect different topics; strong critical skills and excellent command of philosophical-political concepts.</p>
Other	