

## COURSE OF STUDY: Social work and Sociology (SSSS L-39/40)

### Path Social Work L-39

**ACADEMIC YEAR: 2024-2025**

### ACADEMIC SUBJECT: Social Contemporary History

General information	
Year of the course	First year
Academic calendar (starting and ending date)	February 2025 May 2025
Credits (CFU/ETCS):	7
SSD	M-STO/04 - Social Contemporary History
Language	Italian
Mode of attendance	Although it is not mandatory, attendance is highly recommended

Professor/ Lecturer	
Name and Surname	Fabrizio Fiume
E-mail	<a href="mailto:Fabrizio.fiume@uniba.it">Fabrizio.fiume@uniba.it</a>
Telephone	
Department and address	Scienze Politiche, P.zza Cesare Battisti, Palazzo Del Prete, staircase D, 6 <sup>th</sup> floor
Virtual room	<i>Teams</i>
Office Hours (and modalities: e.g., by appointment, on line, etc.)	<p>The first and third Tuesday of each month from 3 p.m. to 7 p.m. It is recommended that you contact the professor in advance by email or chat message on Teams as the timetable may be subject to change ( due to the class calendar or other commitments). By prior appointment, it is also possible to access the meeting via Teams on any day of the week. Please consult the professor's page for further updates: <a href="https://www.uniba.it/it/docenti/fiume-fabrizio/fabrizio-fiume">https://www.uniba.it/it/docenti/fiume-fabrizio/fabrizio-fiume</a></p>

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
175	56		119
CFU/ETCS			
7	7		

<b>Learning Objectives</b>	The prefixed objective is the study of contemporary history, in a framework that takes into account the main events of world history and international relations, and the in-depth study of the methodologies of analysis of historical phenomena, through the creation of a monographic course that deals with Italian history of the second half of the 20th century, with particular attention to the processes of social change.
<b>Course prerequisites</b>	No particular prerequisites are necessary other than the basic knowledge (general contemporary history) acquired during secondary school studies.

<b>Teaching strategie</b>	Classroom teaching
<b>Expected learning outcomes in terms of</b>	

<b>Knowledge and understanding on:</b>	<i>Objectives of the course involved skills in the analysis and synthesis of information: that is to acquire, organize and reformulate data and knowledge from different sources: attending students will be required to organize themselves into groups to approach topics emerging from the course with the support of different sources (paper and / or audiovisual).</i>
<b>Applying knowledge and understanding on:</b>	<i>Objectives of the course involve skills like solving problems: that is to apply what has been studied in a real situation, identifying the areas of knowledge that best allow it to be addressed. In addition to the particular ways in which the oral exam will take place, this ability will also be estimated in relation to the selection and approach revealed by the attending students in identifying personalized in-depth studies: the attending students, in fact, will apply the methods and techniques studied to the study of particular agreed historiographic nodes, agreed with the teacher. The final exam itself will focus, in the case of attending students, on verifying what has been learned during the course, focusing on critical skills and methodological tools acquired.</i>
<b>Soft skills</b>	<p>a. The ability to formulate judgments independently: that is, to interpret information with a critical sense and make consequent decisions: students will experience this activity within the aforementioned groups and in the relationship between them and the teacher.</p> <p>b. The ability to communicate effectively: i.e. transmitting information and ideas in both oral and written form in a clear and formally correct way, expressing them in appropriate terms with respect to specialist or non-specialist interlocutors in the sector: attending students will present written and / or oral reports that are likely to be publicly displayed as part of the course.</p> <p>c. The ability to work in groups: that is, coordinating with other people, including those of different cultures and professional specializations, integrating their respective skills: attending students may be asked to form working groups.</p> <ul style="list-style-type: none"> <li>○ d. Resourcefulness: that is, knowing how to develop innovative ideas, design and organize their implementation, manage the necessary resources and be willing to take risks to succeed: students will have to independently identify the strategies for selecting the sources</li> </ul>
<b>Syllabus</b>	
<b>Content knowledge</b>	<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>- the main historiography issues of the twentieth century and application of the same to the "Italian case", particularly to the process of social change from the second postwar period to the twenty-first century;</li> </ul> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>- the fundamentals of historical methodology and its main approaches.</li> </ul> <p>Ability to:</p> <ul style="list-style-type: none"> <li>- independently apply the main categories created to read and interpret the political and economic dynamics of the contemporary period;</li> </ul> <p>ability to build a historical narrative.</p>
<b>Texts and readings</b>	John Foot, <i>L'Italia e le sue storie: 1945-2019</i> , Bari-Roma, Laterza 2019
<b>Notes, additional materials</b>	<p>The text will be accompanied by online supplements, made available to students on the teacher's page (see below: e-learning). <i>The contents of these supplements will also be examined.</i></p> <p>Students who prefer to do so can ask the teacher to replace the video contributions with the following printed manual:</p> <p>Guido Crainz, <i>Storia della Repubblica. L'Italia dalla Liberazione ad oggi</i>, Donzelli editore.</p>
<b>Repository</b>	

Assessment	
Assessment methods	Oral examination
Assessment criteria	<p>The final assessment is determined by the candidate's knowledge of the core elements of the programme and the relative deviation from these 'expected learning outcomes' during the examination.</p> <p>The exam, which is held orally, certifies the extent to which the preparation and knowledge acquired by the candidate reflect the effective fulfilment of the goals indicated above as distinctive of the course (acquisition of historical method, ability to set up an autonomous reasoning, to develop an effective narrative, to identify priorities and highlight causal links, etc.). The goal is pursued both by verifying the candidate's ability to elaborate on what he or she has studied in the course of preparation and by offering him or her new elements on site in order to verify their ability to use them.</p>
Final exam and grading criteria	<p>The mark is given in thirtieths. The minimum mark for passing the test is 18/30. In the case of 30/30, an additional distinction may be awarded.</p> <p>The criteria followed for the evaluation of learning outcomes, expressed in thirtieths, are:</p> <ul style="list-style-type: none"> <li>- Insufficient: 0-17 Lack of, incomplete and inadequate knowledge of the topics contained in the program and poor conceptualization ability.</li> <li>- Sufficient: 18-20 Sufficient knowledge of the topics contained in the program and sufficient conceptualization ability.</li> <li>- Fair: 21-23 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.</li> <li>- Good: 24-26 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.</li> <li>- Distinct: 27-28 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.</li> <li>- Excellent: 29-30 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.</li> <li>- Excellent: 30L 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.</li> </ul>
Further information	