

**MEDIA, MUSIC AND PERFORMANCE STUDIES (DAMS)  
ACADEMIC YEAR 2023-2024  
CONTEMPORARY HISTORY**

| General information                          |   |
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| Year of the course                           | I Year  |
| Academic calendar (starting and ending date) | I Semester (25/09/2023 – 13/12/2023)                                    |
| Credits (CFU/ETCS):                          | 6   |
| SSD  | M-STO/04  |
| Language                                     | Italian   |
| Mode of attendance                           | Attendance is regulated by Article 4(2) of the Study Course Regulations |

| Professor/ Lecturer  |   |
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| Name and Surname   | Antonio Bonatesta   |
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| Telephone  | 0805714372  |
| Department and address   | DIRIUM, University building, second floor   |
| Virtual room   | Teams: i0vrg66  |
| Office Hours (and modalities: e.g., by appointment, on line, etc.) | Every Tuesday and Wednesday from 9.00 to 14.00, compatibly with class times, by appointment by e-mail: antonio.bonatesta@uniba.it.<br>Reception hours may vary. Students are kindly requested to check notices and any timetable changes on the professor page. Students can consult the teacher's page on the Department website:<br><a href="https://www.uniba.it/docenti/bonatesta-antonio/attivita-didattica">https://www.uniba.it/docenti/bonatesta-antonio/attivita-didattica</a> |

| Work schedule |          |   |  |
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| Hours         |          |   |  |
| Total         | Lectures | Hands-on (laboratory, workshops, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
| 225           | 63       |   | 162  |
| CFU/ETCS      |          |   |  |
| 9             | 9        |   |  |

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| <b>Learning Objectives</b>  | The training activity aims to provide tools for understanding European and world history from the nineteenth century to the present, with particular reference to Italian history.               |
| <b>Course prerequisites</b> | Basic knowledge of global and European history in the contemporary age; periodization, caesuras and historiographical questions on the history of liberal Italy, fascism and the republican age. |

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| <b>Teaching strategie</b> | <ul style="list-style-type: none"> <li>• Frontal lesson</li> <li>• Thematic seminars with external teachers</li> <li>• Analysis of texts and documents provided by the teacher</li> <li>• Bibliographic research conducted with the teacher</li> </ul> |
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| <b>Expected learning outcomes in terms of</b>   |   |
| <b>Knowledge and understanding on:</b>          | <ul style="list-style-type: none"> <li>○ General knowledge and understanding of Italian, European and international history from the end of the 19th century to the beginning of the 21st century</li> <li>○ Knowledge and understanding of the main interpretative nodes of the contemporary age</li> </ul>  |
| <b>Applying knowledge and understanding on:</b> | <ul style="list-style-type: none"> <li>○ Ability to contextualize and place historical events and phenomena within the time frames of the contemporary age</li> <li>○ Ability to identify the diachronic and spatial relationships characterizing political, social and economic phenomena in the age of globalization</li> </ul>   |
| <b>Soft skills</b>                              | <ul style="list-style-type: none"> <li>● <i>Critical and judgment skills</i> <ul style="list-style-type: none"> <li>○ Autonomy of analysis and judgment of historical phenomena</li> <li>○ Use of interpretative categories</li> <li>○ Reasoning skills on complex topics</li> </ul> </li> <li>● <i>Communication skills</i> <ul style="list-style-type: none"> <li>○ Ability to describe historical phenomena in oral and written form</li> <li>○ Ability to synthesize the complexity of themes and issues of a historical order</li> </ul> </li> <li>● <i>Ability to learn independently</i> <ul style="list-style-type: none"> <li>○ Ability to carry out essential bibliographic research on a historical topic</li> <li>○ Ability to write a short text on a historical topic</li> </ul> </li> </ul>  |
| <b>Syllabus</b>                                 |   |
| <b>Content knowledge</b>                        | <p><b>Party crisis and musical/visual youth subcultures of the late twentieth century</b></p> <p>The course deals with issues and problems of the contemporary age from the end of the 19th century to the beginning of the 2000s, with particular reference to the international dimension and the development of the various historical forms of global capitalism within which the national story unfolds. The use of a plurality of sensitivities and different methodological approaches, such as political, economic, social, cultural and environmental history, makes it possible to circumscribe and understand forms of conflict typical of the contemporary age which, through the divisions of class and status, the national-international nexus and the successive waves of globalization, have helped to shape forms of state and government, define political regimes and generate increasingly complex societies.</p> <p>The course will be divided into two parts:</p> <ol style="list-style-type: none"> <li>1. The <b>institutional part</b> will deal with some major contemporary phenomena on a global and national scale, such as the waves of globalization, demographic transformations, technical-scientific innovation cycles, the advent of mass society, the relations between the State and market, the succession of different political regimes (liberal, democratic, totalitarian, social-democratic), cultural and generational changes, the emergence of environmental crises.</li> <li>2. The <b>monographic part</b> will be dedicated to the study of the mass party crisis from a specific perspective, that of the emergence of</li> </ol> |



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|                    | <p>forms of militancy, political apprenticeship and critical thinking conveyed by the musical and visual subcultures of young people, especially starting from the 1970s last century. This part will therefore question currents such as rock, punk, reggae, hip hop, etc., as well as urban graffiti (more properly called "writing") and other visual and urban practices, such as vectors of forms of politicization and alternative conflicts to the principle of organization typical of the mass party.</p>   |
| Texts and readings | <p><b>a) for the institutional part, one handbook chosen from the following:</b></p> <ul style="list-style-type: none"><li>• Tommaso Detti, Giovanni Gozzini, <i>Storia contemporanea</i>, Milano, Pearson, 2022, 2 voll.: vol. 1 <i>L'Ottocento</i> (solo capp. 1, 10-17 incluso); vol. 2 <i>Il Novecento</i> (tutto)</li><li>• Giovanni Sabbatucci, Vittorio Vidotto, <i>Il mondo contemporaneo</i>, Roma-Bari, Laterza, 2019 (tutto)</li></ul> <p><b>b) for the monographic part, one book chosen from the following:</b></p> <ul style="list-style-type: none"><li>• Antonio Fanelli, <i>Contro canto. Le culture della protesta dal canto sociale al rap</i>, Roma, Donzelli, 2017.</li><li>• Stefano Cristante, Angelo Di Cerbo, Giulio Spinucci, <i>La rivolta dello stile. Tendenze e segnali dalle subculture giovanili del pianeta Terra</i>, Roma, DeriveApprodi, 2021.</li><li>• Alessia Masini, <i>Siamo nati da soli. Punk, rock e politica in Italia e in Gran Bretagna (1977-1984)</i>, Pisa, Pacini, 2019.</li></ul> <p><b>c) recommended readings:</b></p> <ul style="list-style-type: none"><li>• Leonardo Paggi, <i>La strategia liberale della seconda repubblica. Dalla crisi del PCI alla formazione di una destra di governo</i>, in Francesco Malgeri, Leonardo Paggi (a cura di), <i>L'Italia repubblicana nella crisi degli anni settanta</i>, vol. III, <i>Partiti e organizzazioni di massa</i>, Soveria Mannelli, Rubbettino, 2003, pp. 59-122.</li><li>• Paolo Capuzzo, <i>I consumi tra economia e cultura nell'Italia del "dopo boom" (1973-2008)</i>, in Enrica Asquer, Emanuele Bernardi, Carlo Fumian (a cura di), <i>L'Italia contemporanea dagli anni Ottanta a oggi</i>, vol. II, <i>Il mutamento sociale</i>, Roma, Carocci, 2014, pp.179-198.</li><li>• Stefano Cavazza, <i>Consumi, società e politica in Italia (1980-2000)</i>, in Enrica Asquer, Emanuele Bernardi, Carlo Fumian (a cura di), <i>L'Italia contemporanea dagli anni Ottanta a oggi</i>, vol. II, <i>Il mutamento sociale</i>, Roma, Carocci, 2014, pp. 211-226.</li><li>• Massimo Ilardi, Massimo Canevacci, Felice Liperi, <i>Contro la politica: dalla rivolta del Settantesette ai nostri giorni. L'esplosione delle culture giovanili</i>, in <i>Ragazzi senza tempo. Immagini, musica, conflitti delle culture giovanili</i>, Genova, Costa&amp;Nolan, 1993, pp. 91-208.</li><li>• Carlo Branzaglia, Pierfrancesco Pacoda, Alba Solaro, <i>Posse italiane. Centri sociali, underground musicale e cultura giovanile degli anni '90 in Italia</i>, Firenze, Tosca, 1992.</li><li>• Antonio Bonatesta, <i>L'Italia della «Pantera» e delle «posse». Conflitto sociale e capitale subculturale nell'hip hop degli anni Ottanta-Novanta</i>, in «Ricerche di Storia Politica», n. 3, 2022, pp. 257-278.</li><li>• Alessia Masini, <i>Popular music e storia: media, consumi e politica dagli anni Cinquanta agli anni Novanta</i>, in «Diacronie», n. 53, 2023,</li></ul> |



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|                                    | pp. I-X ( <a href="#">qui</a> )   |
| <b>Notes, additional materials</b> | Both suggested manuals are excellent editorial products. However, male and female students who believe they have accumulated greater gaps in the course of higher education are invited to study The Contemporary World. The teacher reserves the right to use handouts and slides on specific topics. Students are invited to refrain from distracting "in-depth studies" on the internet, especially if they replace the study of texts. The use of the history dictionary and the historical atlas is strongly recommended.  |
| <b>Repository</b>                  | The teaching material will be available on the course Teams channel   |
| <b>Assessment</b>                  |   |
| Assessment methods                 | <ul style="list-style-type: none"> <li>• Written reports on the monographic part (on a voluntary basis)</li> <li>• Partial exemptions written on the institutional part</li> <li>• Oral interview</li> </ul>  |
| Assessment criteria                | <ul style="list-style-type: none"> <li>• <i>Knowledge and understanding:</i><br/>Ability to autonomously formulate interpretative hypotheses of a historical process on the basis of sources, the historiographical debate and accompanying information, with adequate use of periodisation.</li> <li>• <i>Applied knowledge and understanding:</i><br/>Ability to interpret general historical processes, to know how to make use of conceptualization and periodization, also making use of secondary sources, both printed and digital.</li> <li>• <i>Making judgments:</i><br/>Ability to autonomously analyse and evaluate historical phenomena and processes, and to connect them diachronically also in relation to the present.</li> <li>• <i>Communication skills:</i><br/>Knowledge and ability to correctly and punctually use the specialized language both in the oral presentation and in any written tests</li> <li>• <i>Ability to learn:</i><br/>Ability to deal with the study of the past, for different themes and periods, to know how to think critically about the sources and to carry out bibliographic research on a historical theme.</li> </ul> |
| Final exam and grading criteria    | <p>The final mark is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18. A self-assessment tool via questionnaire is provided during the course.</p> <p>The measurement criteria are as follows:</p> <ul style="list-style-type: none"> <li>• mastery of the subject and chronological developments of contemporary history;</li> <li>• property of language and conscious use of concepts;</li> <li>• basic knowledge of some lines of the historiographical debate for the aspects developed during the course;</li> <li>• ability to locate events with chronological punctuality within timeframes and general problems.</li> </ul>   |
| <b>Further information</b>         | <a href="https://www.uniba.it/it/docenti/bonatesta-antonio">https://www.uniba.it/it/docenti/bonatesta-antonio</a>   |