

General Information	<p>Pierroberto Scaramella, Sciences of Education and Formation, course of Early Modern History</p> <p>The course of Modern History offers students the basic knowledge skills necessary to identify in their temporal development the peculiar factors shaping the structure and processes of modern society. The course is one of the fundamental teachings that will allow acquiring knowledge, abilities and competences to design, implement, manage and evaluate educational, training and capacity development projects aimed at social interventions at the community level both in the public and private sectors.</p>		
Academic subject	Early Modern History		
Degree course	Sciences of Education and Formation		
Curriculum	<p>Pierroberto Scaramella (born in Naples 1958) is Full Professor of Modern History at the Department "Sciences of Formation, Psychology, and Communication" (University of Bari). In 1986 he specialized at the EHES (Paris, France) in Histoire et Civilisation; in 1989 he successfully completes a Doctorat Degree, and three years later a Post-Doctorat (1992). During 1994-1996 he is awarded a scholarship at the Istituto Italiano per gli Studi Filosofici of Naples, for which he is presently Scientific Adviser. In 1997 he specialized in "Documentary Sources for Religious History of Modern Europe" at the Centro Studi Vichiani (CNR), Naples. Prof. Scaramella has already conducted research on history of the Roman Inquisition. In particular, the following publications should be mentioned: <i>Le Madonne del Purgatorio. Iconografia e Religione in Campania tra Rinascimento e Controriforma</i>, Genova 1991; <i>Con la corce al core. Inquisizione ed eresia in Terra di Lavoro (1552-1564)</i>, Napoli 1995; <i>I Santolilli. Culti dell'infanzia e santità infantile</i>; Roma 1997; <i>L'Inquisizione Romana e iu Valdesi di Calabria (1554-1703)</i>", Napoli 1999; <i>Le lettere della congregazione del Sant'Ufficio ai tribunali di fede di Napoli</i>, Trieste 2003; <i>Inquisizioni, Eresie, Etnie</i>, Bari 2005.</p>		
ECTS credits	9		
Compulsory attendance	No		
Language	Italian		

Subject teacher	Name Surname	Mail address	SSD
	Pierroberto Scaramella	Pierroberto.scaramella	M-STO/02

ECTS credits details	Disciplinary	SSD	ECTS credits
Basic teaching activities	I I/A2	M-STO/02	9

Class schedule	
Period	Semester II academic year 2020-2021
Year	I
Type of class	Lecture - workshops - Conventional teaching mode – Traditional format

Time management	
Hours measured	1 h = 60'
In-class study hours	60
Out-of-class study hours	165

Academic calendar	
Class begins	March 2021
Class ends	May 2021

Syllabus	
Prerequisite requirements	Basic knowledge of the history of the Early Modern Age (approx. 1450-1800)
Expected learning outcomes (according to Dublin Descriptors)	<p><i>Knowledge and understanding</i> Students will demonstrate their general understanding and knowledge of Modern History also in light of contemporary history, of its ideological bases and of the historical method being utilised. They will be able to distinguish between primary and secondary sources and to apply a philological and critical lens to the documentation. This means approaching a field of the discipline consisting of different modules and possible itineraries of research comprising a diversified set of themes of investigation, spaces, subjects, issues and historical problems.</p> <p><i>Applying knowledge and understanding</i> Building on the good knowledge of at least one foreign language, and on the perfect mastering of Italian, students will be able to critically review historical documents, by examining their composition, aims, modalities and traditional ambit of reference. Additionally, they will be able to appreciate the variety of perspectives through which the past can be examined in terms of the theoretical aspects characterizing different historical periods, as well as through the use of advanced and rigorous methodologies for the study and interpretation of</p>

historical data.

Making informed judgements and choices

Students will demonstrate to have acquired – through theoretical, methodological and content-based knowledge - a broad skillset related to the meaning of interpretations, the conceptualizations, evaluations, judgments, problem statement hypothesis as well as resolution hypothesis. They will therefore be able to autonomously assess and appreciate the scale and impact of the “historical fact”, potentially also identifying underlying ideological factors. Autonomy of judgment will thus be the outcome of the understanding that historical production is always the result of a process of reconstruction of micro events that are related to each other in an original manner through individual and personal cognitive experiences.

Communicating knowledge and understanding

Students will be able to demonstrate to have achieved an advanced analytical and logical-argumentative competence in relation to different forms of historical knowledge, to the broad themes and challenges facing Modern History, as well as in relation to different modalities of expression and communication, both oral and written. Students will demonstrate to possess the necessary knowledge and skills to be able to put the present in historical perspective, also building on an understanding of the processes that produce such knowledge.

Capacities to continue learning

Students’ abilities will be evaluated starting with an assessment of their understanding of the instances of communication that underpin each historical text, whether narrative, quantitative or judiciary. The development of a historical culture has in fact the specific end objective of increasingly enabling an understanding of the present times and of today’s world. Students will also be tested in relation to their capacities to critically evaluate the documentation that will be made available, from general notions to micro-history.

Contents	The course of Early Modern History is composed of two Parts
Course program	<p>The course of Early Modern History is composed of two Parts:</p> <p>For Part I (General) Students can study the Social, Economic, and Political History of Europe and Italy since 1450 ca. to 1800 ca.; the History of Political Thought before and after 1700; and Global and World History since 1500 to 1800 ca.</p> <p>For Part II (Special) Students can study the Religious Persecution and Toleration in Italy between 1542 and 1750; The Roman Inquisition was a penal and judicial institution brought into being by the Catholic Church in mid-sixteenth century Italy as a response to the Protestant challenge in that country. This course will examine how “heretics” formed their identities through interaction with Roman Inquisitions in the 16th-18 centuries. The course offers a detailed analysis of inquisitorial manuals, works that explained the theoretical underpinnings of prosecution, as well as an examination of the practical realities of inquisitorial trials, as revealed by inquisitorial trials conducted in different Italian settings. The Roman inquisitions were the first to target intentionally and specifically the “heresy” of Protestantism, but the course will trace also the emergence of “crime” relating to heresy as sorcery, immorality, blasphemy, Judaizing, censorship of printed literature and simulated sanctity.</p>
Bibliography	<p>General Part:</p> <ol style="list-style-type: none"> 1. G. Dall’Olio, <i>Storia Moderna: i temi e le fonti</i>, Carocci 2017 (2° ed.) 2. Giovanni Romeo, <i>L’inquisizione nell’Italia moderna</i>, Roma-Bari, Laterza 2002, pp. 3-119 <p>Special Part:</p>

	<p>A text chosen from the following:</p> <p>M. Firpo, <i>Riforma protestante ed eresie nell'Italia del Cinquecento</i>, Bari-Roma, Laterza 1993, pp. 3-160</p> <p>M. Gotor, <i>Chiesa e santità nell'Italia moderna</i>, Roma-Bari, Laterza 2003, pp. 3-120</p> <p>S. Pavone, <i>I gesuiti dalle origini alla soppressione</i>, Roma-Bari, Laterza 2004</p> <p>B. Lewak, <i>La caccia alle streghe</i>, Bari-Roma, Laterza 1998 (capp.I-V, pp. 3-179)</p> <p>P. Scaramella, <i>I Santolilli, Culti dell'infanzia e santità infantile a Napoli alla fine del XVII secolo</i>, Roma, Edizioni di Storia e Letteratura, 1997, pp. 9-149</p> <p>P. Scaramella, <i>L'Inquisizione romana e i valdesi di Calabria (1554-1703)</i>, Napoli, Editoriale Scientifica, 1999, pp. 1-135 e 167-179</p> <p>P. Scaramella, <i>Inquisizioni, eresie, etnie</i>, Bari, Cacucci, 2005 (capp. II, III, IV, V, VI, VII)</p> <p>O. Niccoli, <i>Il seme della violenza. Putti, fanciulli e mammoli nell'Italia della Controriforma</i>, Roma-Bari, Laterza, 1998.</p>
Notes	Recommended text for non attending students: O. Niccoli, <i>Il seme della violenza. Putti, fanciulli e mammoli nell'Italia della Controriforma</i> , Roma-Bari, Laterza, 1998
Teaching methods	Actives and frontal lectures: Conventional teaching mode
Assessment methods	Oral Test: For each student, the exam will assess the appropriateness of the language, the clarity of the exposition, as well as the variety and versatility in the vocabulary being used. In addition, the exam will aim at assessing specific contents, the quantity of the elements brought up in the exposition, the utilization of specific terminology, as well as historical concepts and definitions. Finally, the exam will allow to evaluate the quality of the synthesis proposed by the student.
Further information	