

General information	
Academic subject	Early Modern History
Degree course	Sciences of Education and Formation
Academic Year	2023-2024
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	Semester II, academic year 2023-2024, march-may 2024
Attendance	NO

Professor/ Lecturer	
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Tutoring (time and day)	Thursday 10.00 – 12.00 a.m.

Syllabus	
<b>Learning Objectives</b>	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.
<b>Course prerequisites</b>	Basic knowledge of the history of the Early Modern Age (1450-1800 approx)
<b>Contents</b>	<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”</p>

	<p>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 <a href="#">heresy</a> as <a href="#">sorcery</a>, <a href="#">immorality</a>, <a href="#">blasphemy</a>, <a href="#">Judaizing</a>, <a href="#">censorship</a> of printed literature and simulated sanctity.</p>
<b>Books and bibliography</b>	<p><b>General Part:</b></p> <ol style="list-style-type: none"> <li>1. Of your choice: F. Benigno, <i>Dalla scoperta dell’America alla Restaurazione</i>, Roma-Bari, Laterza 2005; or G. Dall’Olio, <i>Storia Moderna: i temi e le fonti</i>, Carocci 2017 (2° ed.)</li> <li>2. Giovanni Romeo, <i>L’inquisizione nell’Italia moderna</i>, Roma-Bari, Laterza 2002, pp. 3-119</li> </ol> <p><b>Special Part:</b></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>
<b>Additional materials</b>	<p>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</p>

<b>Work schedule</b>			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
<b>Hours</b>			
225	60		165
<b>ECTS</b>			
9			
<b>Teaching strategy</b>		Frontal lectures : Conventional teaching mode	
<b>Expected learning outcomes</b>			
<b>Knowledge and understanding on:</b>		<p>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,</p>	

	subjects, issues and historical problems.
<b>Applying knowledge and understanding on:</b>	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 historical data.
<b>Soft skills</b>	<i>Making informed judgments and choices</i> 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.

	<p><i>Communicating knowledge and understanding</i>  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.</p> <p><i>Capacities to continue learning</i>  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.</p>
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<b>Assessment and feedback</b>	
Methods of assessment	Oral Test
Evaluation criteria	<p>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.</p> <p>The teacher will evaluate the student's knowledge and understanding of the specific subject; Knowledge and understanding skills applied through the verification of notions; Its autonomy of judgment with respect to the problems that emerged in the course; His communication skills in the presentation of a specific subject; His ability to learn the subject of study.</p>
Criteria for assessment and attribution of the final mark	By applying a numerical evaluation scale, the teacher will evaluate the final grade out of thirty, with a minimum to pass the exam of 18/30 and a maximum of 30/30 and dignity of praise.
<b>Additional information</b>	