

General information	
Academic subject	Methodology of Historical Research
Degree course	Pedagogical Sciences
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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Virtual headquarters	Microsoft Teams
Tutoring (time and day)	Thursday 10.00-12.00 a.m.

Syllabus	
<b>Learning Objectives</b>	Knowledge of the major European Historiographical Currents of the Twentieth Century, their Methodology, Text Philology and Historical Sources Criticism.
<b>Course prerequisites</b>	Basic knowledge of the history of the Early Modern Age (1450-1800 approx)
<b>Contents</b>	<p>The course is part of the program of studies in Pedagogical Sciences. It aims at providing students with an in-depth understanding of the methodologies - both historical and philological – that are needed to develop capacities of critical analysis and autonomy of thought and interpretation in human sciences, with special attention to interdisciplinary approaches to the thematic area.</p> <p>The course is composed of two Parts:</p> <p>Part I (General): This course will give an insight into the typology of early modern historical sources, the method of source's criticism and also highlighting the main research problems in contemporary historiography. The course deals with the methodological questions of early-modern history, both in terms of ambiguous theoretical implications of the category of "early-modern" as well as the specific research questions related to the historiography dealing with 15-18th century phenomena.</p> <p>Part II (Monographical): Prof. Scaramella will give some examples of the critical reading of works of art, the meaning in the visual art and</p>

	the sacred iconography in 15-18th century. Prof. Scaramella will give same questions, like the Power of sacred images, Church and production of sacred images in the Age of Counter-Reformation, Iconoclasm and the visual culture in Europe in Early Modern Age.
<b>Books and bibliography</b>	M. BLOCH, <i>Apologia della storia o mestiere dello storico</i> , Torino, Einaudi, 1998 R. BIZZOCCHI, <i>Guida allo studio della storia moderna</i> , Roma-Bari, Laterza, 2006 Monographic Part: O. Niccoli, <i>Vedere con gli occhi del cuore. Alle origini del potere delle immagini</i> , Roma-Bari, Laterza 2011
<b>Additional materials</b>	

<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>Through the study of philological disciplines and of the contemporary historiographical debate, students will be able to develop specific abilities in the critique and interpretation of historical texts and documents, including manuscripts and printed editions, also focusing on visual art.</p> <p>Knowledge of modern history will be an essential prerequisite to refine techniques and approaches to the documentation, and to validate the results of the process of historical examination and synthesis.</p>	
<b>Applying knowledge and understanding on:</b>		<p>The philological examination of the text – both written and visual – will enable students to deepen their knowledge and capacities, as well as to concretely learn a method of examination and critical analysis of historical documentation.</p> <p>Practical exercises of “decomposition” and “re-composition” of a text, focused on the identification of elements of dependency and/or innovation, will enable students take ownership of applied techniques that can be used across a broad spectrum of studies in the field of humanities.</p>	
<b>Soft skills</b>		<p><i>Making informed judgments and choices</i></p> <p>Building on the capacities and techniques developed during the course, students will be able to strengthen their autonomy of thought and judgment when proposing a historical synthesis, offering possible alternatives to classical doctrine, and/or identifying new aspects and emerging themes through the proposition of new and original interpretations. Requires critical thinking, problem solving, creativity and the ability to communicate and collaborate with others across cultures and across disciplines: history, anthropology, sociology, psychology.</p>	

	<p><i>Communicating knowledge and understanding</i></p> <p>Empowered in their autonomy of judgement and through clarity of the historical discourse, students will increasingly master their abilities of exposition and argumentation, by clearly identifying the broad underlying subject issues, the methodologies being applied, the epistemology, as well as by proposing a personal synthesis.</p> <p><i>Capacities to continue learning</i></p> <p>Through the course of Methodology of Historical Research, students will therefore be able to increasingly master an independent, critical reading of nearly any kind of historical text, and of affirming an original and personal interpretation of such text building on the acquired philological techniques and also based on a knowledge of the related bibliographic and archivist instruments.</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>	