



COURSE OF STUDY HISTORY OF ART, LM-89

ACADEMIC YEAR 2023-2024

ACADEMIC SUBJECT Archaeology of the modern and contemporary ages

General information	
Year of the course	II year
Academic calendar (starting and ending date)	II semester (26-02-2024/15-05-2024)
Credits (CFU/ETCS):	6
SSD	L-ANT/10, Methods of archaeological research
Language	Italian
Mode of attendance	Attendance is governed by the Didactic Regulations of the CdS (art. 4.2)

Professor/ Lecturer	
Name and Surname	Giuliano De Felice
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Department and address	Santa Teresa dei Maschi Complex, Strada Torretta (old town)
Virtual room	Teams platform (code 8pu1jke)
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Mondays through Thursdays, by appointment to be arranged by email

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
150	42		108
CFU/ETCS			
6	6		

Learning Objectives	The objective of the course is to provide an overview of the archaeology of recent centuries and its emergence as a discipline; to acquire tools for knowledge of issues and problems in the study of the materiality of the contemporary world and its relationship to history.
Course prerequisites	No prior knowledge is required.

Teaching strategie	Teaching will be delivered as face-to-face teaching about the acquisition of knowledge and historical and methodological understanding of the discipline, including by means of seminars by specialists on national and international projects and case studies. The teaching will also be delivered by means of group exercises, both in the laboratory (analysis of documentation of archaeological contexts and identification of traces of potential new contexts) and in the field (visits to contexts of contemporary archaeology), about knowledge and applied
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	<p>understanding skills.</p> <p>An integral part of the course is the writing of a paper, either individual or group (short paper or presentation) and its discussion at the end of class with all students in the course. Drafting and discussion of the report will allow the development of skills in applying knowledge and acquiring transversal skills in terms of judgment, communication and autonomy, expendable in the various functions envisaged by the occupational and professional outlets provided for graduates.</p>
<p>Expected learning outcomes in terms of</p>	<p>Learning the history and methodological foundations of the discipline, as well as acquiring the tools, skills, and abilities useful in approaching the analysis of contexts of modern and contemporary age archaeology in a scientific and professional manner.</p>
<p>Knowledge and understanding on:</p>	<ul style="list-style-type: none"> ○ Know the history and evolution of modern and contemporary age archaeology: historical archaeology, post-medieval archaeology, archaeology of the Contemporary. ○ Frame the discipline within the context of archaeology and material culture studies from technical, scientific, ethical and heritage perspectives. ○ Recognize the main disciplinary experiences carried out in America, Africa, Asia, Australia, and Europe. ○ Be aware of the Italian regulatory framework and the prospects for transformation.
<p>Applying knowledge and understanding on:</p>	<ul style="list-style-type: none"> ○ Orient themselves among the different approaches that have developed over time to the recognition, research, protection, and enhancement of the materiality of recent centuries. ○ Apply archaeological research techniques and methodologies to contemporary contexts and landscapes from both scientific and professional perspectives. ○ Know how to use new categories of data and sources, both tangible and intangible (satellite photos, oral and video sources, digital sources, chronicles, and extemporaneous written sources). ○ Deal with the recognition, study, protection and enhancement of contexts and landscapes from a diachronic material perspective that includes not only traces of prehistoric, ancient, and medieval times but also those of more recent centuries;
<p>Soft skills</p>	<ul style="list-style-type: none"> ● <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> ○ know how to identify analyze and document archaeological traces of the modern and contemporary ages. ○ know how to interpret a report, account, or study of modern and contemporary age archaeology. ○ be able to recognize the quality of a report or study of archaeology of the modern and contemporary ages. ● <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ discuss the quality of a project or case study of modern and contemporary age archaeology. ○ make a presentation of a case study report on modern and contemporary age archaeology or a project on research, protection and enhancement of a context or landscape.



	<ul style="list-style-type: none">• <i>Capacities to continue learning</i><ul style="list-style-type: none">○ interface with disciplinary update tools such as events, journals, and other publications.○ interface with websites and other web resources and with channels and social profiles of public and private stakeholders in the disciplinary world to update their skills in a rapidly and constantly changing scenario.
Syllabus	
Content knowledge	<p>Beyond the Pillars of Hercules: archaeology and modernity</p> <p>The course will be organized into two different units, the organization of which will be discussed at the beginning of class.</p> <p>The first module, aimed primarily at the acquisition of knowledge and comprehension skills, will touch on the main themes and salient aspects of the archaeology of the modern and contemporary ages. Through lectures and seminars by specialists, specific case studies illustrating the main disciplinary themes will be analyzed:</p> <ul style="list-style-type: none">○ chronology: postclassical archaeology, postmedieval archaeology, historic archaeology, industrial archaeology, archaeology of the contemporary past and the Anthropocene.○ topics: archaeology of conflict; archaeology of industrial production; archaeology of marginality and migration in industrialized societies; archaeology of cinema and mass culture; archaeology of the atomic age.○ Ethical and heritage aspects: value and significance of contemporary archaeological heritage; contested and difficult pasts; what public archaeology for the contemporary? <p>The second unit will be aimed primarily at the acquisition of knowledge and applied understanding and soft skills that will flow into the writing of a paper (short paper or presentation), either individual or group. The unit will consist of group laboratory and field exercises on specific themes and contexts that will allow for practical experimentation with methods and techniques for the recognition, study, protection, and enhancement of objects, contexts, and landscapes of archaeology of the modern and contemporary ages.</p>
Texts and readings	<p>First unit</p> <ul style="list-style-type: none">○ Augenti A. 2021, <i>Scavare nel passato. La grande avventura dell'archeologia</i>, Roma, pp. 355-373.○ Brogiolo G. P., Chavarría Arnau A. 2020, <i>Archeologia postclassica. Temi, strumenti, prospettive</i>, Roma, pp. 11-26.○ De Felice G. 2022, <i>Archeologie del contemporaneo. Paesaggi, contesti, oggetti</i>, Roma.○ Manacorda D. 2008, <i>Lezioni di archeologia</i>, Roma-Bari, pp. 21-34.○ Milanese M. 1997, <i>Archeologia postmedievale: questioni generali per una definizione disciplinare</i>, <i>Archeologia Postmedievale</i> 1, pp. 13-17.○ Milanese M. 2014, <i>Dall'archeologia postclassica all'archeologia postmedievale. Temi e problemi, vecchie e nuove tendenze</i>,



	<p>Archeologia Medievale, numero speciale, pp. 41-49.</p> <p>Second unit</p> <ul style="list-style-type: none">○ Anichini F. 2021, <i>Sul confine: archeologia delle migrazioni contemporanee non documentate a Lampedusa (AG)</i>, in <i>Archeologia Postmedievale</i> 25, pp. 41-53.○ De Felice G. 2020, <i>Ai margini della modernità. Archeologia dei 'ghetti' nel Tavoliere contemporaneo</i>, in <i>Archeologia Postmedievale</i> 24, pp. 153-169.○ De Felice G. 2021, <i>Nel campo dell'archeologia. Indagini del passato contemporaneo al campo PG 65 di Altamura (BA): storie di prigionieri, partigiani e profughi</i>, in <i>Archeologia Postmedievale</i> 25, pp. 27-40.○ Milanese M., Cherchi M., Fois P., Patta I., Uргу A. 2018, <i>I dannati dell'Asinara. Prime indagini archeologiche sui campi di prigionia austro-ungarici della I Guerra Mondiale dell'Isola dell'Asinara (Sardegna nord-occidentale)</i>, in <i>Archeologia postmedievale</i> 22, pp. 81-105.○ Nicolis F. 2018, <i>Ecce homo. Umanità in guerra</i>, in <i>Archeologia delle Alpi. Studi in onore di Gianni Ciurletti</i>, pp. 345-352.
Notes, additional materials	<p>Optional follow-up readings (other bibliography will be indicated during the lectures).</p> <ul style="list-style-type: none">○ González-Ruibal A. 2014, <i>Contemporary Past, Archaeology of the</i>, in Smith C. (ed.), <i>Encyclopedia of Global Archaeology</i>, New York, pp. 1683-1694.○ Graves-Brown P., Harrison R., Piccini A. 2013, <i>Introduction</i>, in Graves-Brown P., Harrison R., Piccini A. (eds.), <i>The Oxford Handbook of the Archaeology of the Contemporary World</i>, Oxford, pp. 1-23.○ Buchli V., Lucas G. (eds.) 2001, <i>Archaeologies of the Contemporary Past</i>, London and New York.○ González-Ruibal A. 2019, <i>An Archaeology of the Contemporary Era</i>, London and New York. <p>Non-attending students are required to contact the lecturer directly who will provide additional bibliography to integrate the institutional program.</p>
Repository	Materials will be made available by the instructor and will be found on the course's Teams class.

Assessment	
Assessment methods	<p>Assessment, aimed at verifying the expected learning outcomes in terms of knowledge, knowledge and applied understanding, critical and judgmental skills, and ability to communicate what has been learned, will take place through:</p> <ul style="list-style-type: none">○ Midterm examination: evaluation of the paper (short paper or presentation) in a workshop session with all students in the



	<p>course (approximately 15-20 minutes); in the case of a group paper, the individual student's contribution to the outcome will be evaluated.</p> <ul style="list-style-type: none">○ Final exam: oral examination on the content that constitutes examination program. <p>The midterm exam, which is strongly recommended, may be replaced by an in-depth study of the examination program, to be agreed with the lecturer, which will be assessed during the oral examination.</p>
Assessment criteria	<ul style="list-style-type: none">● <i>Knowledge and understanding</i><ul style="list-style-type: none">○ ability to organize and articulate speech effectively in the report.○ knowledge of the content that constitutes examination program.● <i>Applying knowledge and understanding</i><ul style="list-style-type: none">○ Critical use of sources and documents as well as techniques and methodologies in report writing.○ Ability to navigate among different approaches to the recognition, research, protection and enhancement of the materiality of recent centuries.● <i>Autonomy of judgment</i><ul style="list-style-type: none">○ Originality of reasoning in the presentation of the paper○ Originality in the articulation of content that constitutes examination program.● <i>Communicating knowledge and understanding</i><ul style="list-style-type: none">○ Ability to organize and articulate discourse effectively, as well as to present in a critical and reasoned manner the results achieved the issues raised in the study and report writing.● <i>Communication skills</i><ul style="list-style-type: none">○ Ability to critically present the contents of the examination program.● <i>Capacities to continue learning</i><ul style="list-style-type: none">○ Ability to reason and critically analyze the issues addressed in the paper.○ Ability to create original relationships and interpretations from the themes that emerged during the study of exam content.
Final exam and grading criteria	<p>The final grade is given in thirtieths and takes into equivalent account both moments of evaluation (paper report and oral examination), and is based on the quality of learning and the ability to develop a context analysis independently, based on the following grading scheme:</p> <p><18: insufficient assessment. 18-21: sufficient assessment. 22-24: fair assessment. 25-27: good assessment. 28-30: excellent evaluation.</p> <p>'Lode' (praise) will be awarded only in cases where the results of both tests, related to all expected learning outcomes and especially</p>



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	transversal skills (judgment, communication, and autonomy) will be rated as excellent.
Further information	