

COURSE OF STUDY: L-39 -L-40 – SOCIAL SERVICE SCIENCES AND SOCIOLOGY. –

SOCIAL SERVICE SCIENCES (L-39)

ACADEMIC YEAR : 2023-2024

ACADEMIC SUBJECT : CONTEMPORARY SOCIAL HISTORY (M-Z)

| General information | |
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| Year of the course | First year |
| Academic calendar (starting and ending date) | Second semester (12 February 2024 – 17 May 2024) |
| Credits (CFU/ETCS): | 7 |
| SSD | M-STO/04 - Contemporary history |
| Language | Italian |
| Mode of attendance | Attendance is optional and strongly recommended. |

| Professor/ Lecturer | |
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| Name and Surname | Michele Donno |
| E-mail | michele.donno@uniba.it |
| Telephone | Contact the teacher via email or Microsoft Teams platform. |
| Department and address | “Pasquale Del Prete” building, piazza Cesare Battisti, 2 (sixth floor). |
| Virtual room | Virtual classroom on the Microsoft Teams platform. |
| Office Hours (and modalities: e.g., by appointment, on-line, etc.) | Wednesday, 10.00 - 12.00. The teacher is always available on the Microsoft Teams platform. Consult the web page: www.uniba.it/it/ricerca/dipartimenti/scienze-politiche/docenti |

| 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 |
| 175 | 56 | | 119 |
| CFU/ETCS | | | |
| 7 | 7 | | |

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| Learning Objectives | In-depth study of contemporary history from 1848 to the present day. |
| Course prerequisites | Knowledge of the main historical events from the 19th to the 21st century and possession of an adequate study method. |

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| Teaching strategie | Lectures with projection of historical films and analysis of historiographical sources. Debate and confrontation in the classroom. |
| Expected learning outcomes in terms of | |
| Knowledge and understanding on: | During the lessons, the projection of historical films, the analysis of historiographical sources (documents) and the debate in the classroom, students will be able to form a critical awareness of historical events and decide which historiographical interpretations are more original and provide a convincing reconstruction of the historical events. |
| Applying knowledge and | Through classroom debate and individual study but, above all, with any research |

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| understanding on: | activity carried out by study groups, students will be able to develop autonomous research projects, potentially original and innovative, by identifying, recovering and studying the historiographical sources first-hand and submitting the results of their work to the teacher's judgement. |
| Soft skills | <ul style="list-style-type: none"> • <i>Making informed judgments and choices:</i> By reading newspapers and weeklies of information, specialized magazines and recently published monographic texts, proposed by attending students and also suggested by the teacher, students will be able to enrich the classroom debate around the historical topics covered. • <i>Communicating knowledge and understanding:</i> During the debate with the teacher, the students will resume the contents of the lessons by exposing their reflections orally or by practicing to formulate any questions in a clear and concise form. • <i>Capacities to continue learning</i> Through the debate in the classroom, submitting doubts or formulating questions, students will exchange the information in their possession and mutually enrich their baggage of knowledge, for example by suggesting the reading of certain texts or parts of them. |
| Syllabus | |
| Content knowledge | Starting from the second half of the 19th century, the teaching aims to retrace the events that led to the progressive bipolar order of Europe and the emergence of new non-European powers, the unification of Italy and the crisis of the liberal state, the birth of the dictatorial regimes of the twentieth century. From the first to the second world war; from Soviet communism to European Nazi-fascist regimes; from the return to democracy to the construction of a united Europe; from the Cold War to the collapse of the Berlin Wall; from globalization to the fight against religious fundamentalism; from the emergence of the new Asian powers to the more general identity crisis of the West. These transition processes, which have also marked Italian historical events, will be examined in their essential historical, economic and socio-political characteristics. |
| Texts and readings | <ul style="list-style-type: none"> - F. Cammarano, G. Guazzaloca, M. S. Piretti, Contemporary history. From the 19th to the 21st century, (Le Monnier University) Mondadori Education, 2015. - E. Di Nolfo, From military empires to technological empires. International politics from the twentieth century to today, Laterza, 2014. - E. Gentile, M. Isnenghi, G. Sabbatucci, C. Pavone, V. Castronovo, M. Revelli, V. Vidotto, S. Lupo, I. Diamanti, Italian twentieth century, Laterza, 2012. |
| Notes, additional materials | The first recommended text is the reference manual. The second and third are useful texts for any thematic insights. |
| Repository | Teaching materials provided through publication on the teacher's web page and through the Microsoft Teams platform. |

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| Assessment | |
| Assessment methods | Oral interview. |
| Assessment criteria | <ul style="list-style-type: none"> • <i>Knowledge and understanding:</i> students will be able to read and understand historical events, also through the analysis of historiographical sources. • <i>Applying knowledge and understanding:</i> students will apply the acquired knowledge to reading newspapers and weeklies, specialist magazines and monographs. This historical knowledge will be useful for facing bankruptcy tests. |

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| | <ul style="list-style-type: none"> • <i>Autonomy of judgment:</i> students will develop their own critical knowledge of historical events, also in relation to the main historiographical reconstructions referred to during the lessons. • <i>Communicating knowledge and understanding:</i> Through classroom debate and individual study but, above all, with any research activity carried out by study groups, students will be able to develop autonomous research projects, potentially original and innovative, by identifying, recovering and studying the historiographical sources first-hand and submitting the results of their work to the teacher's judgement. • <i>Communication skills:</i> students will acquire confidence in the exposition and discussion of historical topics, presenting their reflections and formulating any questions in a clear and concise manner. • <i>Capacities to continue learning:</i> students will be able to understand the current historical context thanks to an in-depth and conscious study of historical events. |
| Final exam and grading criteria | During the oral exam, the candidate is required to demonstrate knowledge of contemporary history, by answering at least three questions. The final grade is awarded by evaluating, in addition to the specific preparation on the contents of the subject, also the ability to understand them, the ability to think critically about the topics covered, as well as the ability to explain the concepts. |
| Further information | |