



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2017/2018		
MASTER'S DEGREE (MSC)	PRIMARY EDUCATION		
SUBJECT	ETHNOHISTORY		
TYPE OF EDUCATIONAL ACTIVITY	A		
AMBIT	70005-Discipline sociologiche e antropologiche		
CODE	03119		
SCIENTIFIC SECTOR(S)	M-DEA/01		
HEAD PROFESSOR(S)	BELLANTONIO LOREDANA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	8		
INDIVIDUAL STUDY (Hrs)	147		
COURSE ACTIVITY (Hrs)	53		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	5		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	BELLANTONIO LOREDANA Tuesday 9:00 11:30 Ricevimento in presenza, previa prenotazione, Edificio 15, Piano VII, Studio 015. Gli studenti possono richiedere altri giorni di ricevimento scrivendo al docente (loredana.bellantonio@unipa.it).		

PREREQUISITES	General knowledge of the most significant topics of pedagogical, philosophical, sociological and psychological assumptions, acquired in the previous years of study. On specific demo-ethno- anthropology contents, prior knowledge isn't required.
LEARNING OUTCOMES	<p>1) Knowledge and understanding Students must be able to recognize the main subjects of the discipline and know its theoretical basis, themes and the most relevant research objects; They also will be asked to demonstrate their knowledge on cultural dynamisms and the comprehension of cultural and ethnic differences; they must acquire the proper terminology and recognize the most relevant specific literature.</p> <p>2) Applying knowledge and understanding They must be able to apply their theoretical and practical knowledge in relation to the workplace or research and apply, independently, the methodological instruments used in the research. Gathering and interpreting data.</p> <p>3) Making judgements Student's commitment is aimed at facilitating the growth of an autonomous evaluation skill on cultural fact and events.</p> <p>4) Communicating skills The student must be able to develop and support reasoning based on concrete examples from completed projects. Must relate on topics by his personal interests or under the direction of the teacher. After completing the course, students must be able to argue their views critically supporting their point of view mastering, a specific terminology and a fluent exposition .</p> <p>5) Learning skills Student must deepen the topic of the frontal lessons, including bibliography reference, database or other source material. They must produce short essay and apply the acquired knowledge to new professional contexts.</p>
ASSESSMENT METHODS	<p>Oral exam, at the end of the course, on the arguments set out during the lessons . Examination marks are awarded out of 30, with possible cum laude. The interview will check the acquired knowledge, skills and abilities developed in relation to methods of analyzed investigation , and the contexts in question. The assessment takes into account the growing abilities of critical and reflective thoughts of the student and of his participation in class through questions, interventions , synthetic exposures and recapitulate, short insights on agreed themes and group activities. The teaching method will grant to verify the achievement of the expected results, and will provide more opportunities for interaction among peers and between student and the teacher as well as designed exercises improve their independent judgment.</p> <p>The examination is passed if the student is able to answer at least three questions, demonstrating to have acquired the skills and abilities aforesaid.</p> <p>Evaluation Rating table.</p> <p>Excellent 30/30 cum laude: Excellent knowledge of the subjects, excellent use of specific terminology; Excellent analytic skills. The student is able to apply the acquired knowledge in order to find solution to the proposed problems.</p> <p>Very good 28/29: Satisfying mastering of the studied subjects : adequate use of specific terminology. . The student is able to apply the acquired knowledge in order to find solution to the proposed problems.</p> <p>Good 25/27: basic knowledge of the subjects; sufficient use of specific terminology with a limited ability to autonomously apply the acquired knowledge in order to find solution to the proposed problems.</p> <p>Satisfying 21/24 The student doesn't own a full knowledge of the studied subjects but demonstrates an acceptable knowledge of the main subjects of the discipline. The student can sufficiently use specific terminology although unable to find solution to all the proposed problems.</p> <p>Sufficient 18/20: acceptable minimal knowledge of the basic subjects and of the specific terminology. The student slightly applies the acquired knowledge to find solution to the proposed problems.</p> <p>Insufficient: The student does not own any acceptable knowledge of the discipline and its subjects.</p>
EDUCATIONAL OBJECTIVES	The course aims to provide knowledge of the discipline, its research method and the multiple fields of application in modern complex society. The educational objectives, pursued by means of the specified teaching methods, follow the program of the discipline:

	<ul style="list-style-type: none"> - The clarification of the concept of "culture" in the anthropological sciences; - The identification of the "hegemonic" sources and the so-called "subordinate" for a complete reconstruction of the history / culture of a community / territory; - The relationship between history and anthropology, Oral History and Ethno-history; - The method of Ethno- history research and its fields of application in the educational context.
TEACHING METHODS	Frontal teaching; classroom exercises, guided discussions; investigations to be carried out individually or in small groups, on agreed topics; classroom dissertation. Lectures will rely on the use of material prepared by the teacher or found on the net, such as movies, documentaries, research questionnaires etc., and of technological instrumentation support. Student's activities, to be carried out individually and / or in groups, on issues and problems from time to time proposed by the teacher or by the students themselves, will also represent a chance for the debate in the classroom of relevant literature, resulting in guided discussion, and exercises to increase knowledge already acquired and to encourage the expression of an independent and critical judgment.
SUGGESTED BIBLIOGRAPHY	<ul style="list-style-type: none"> - L. Bellantonio- E. Di Giovanni, Demologia e Cultural Heritage, Aracne, Roma, 2013. - I. Cardella, Etnostoria e Territorio. La ricerca etnostorica palermitana, Aracne, Roma, 2012. - A. Amitrano, Identita, conoscenze, devozione popolare, Ila Palma, Palermo, 2014. <p>Una scelta antologica di brani di autori di particolare rilevanza, sara' offerta gratuitamente durante le lezioni.</p>

SYLLABUS

Hrs	Frontal teaching
3	Meeting with the students, presentation of the program and the modality of examination; A glance on transparency card and the objectives to be achieved; organization of any working groups and / or research. Introduction of the discipline and its relations with other anthropological disciplines and the social sciences in general.
5	The precursors of ethnohistorian method and anthropological research in Sicily.
8	Birth of the discipline, its scope and method of research. The ethnohistory between instances of History and Anthropology.
2	The historical anthropology and the oral history
2	The social history.
2	The fieldwork
5	The Operating Plan of the discipline. Official sources and additional sources of history / culture.
5	Social origin of the term and idea of culture. The study of relations between cultures and renewal of the concept of culture. Culture and identity.
5	The "practical" ethnohistorical. Ethnohistory and contemporaneity.
5	Ethnohistory like global historiography
5	Written sources and oral sources. Formal and non- formal sources. Testimonies and life stories. Test/retest and truthfulness' of the sources.
Hrs	Practice
2	The variety of the sources for the ethnohistorical research and their use.
2	Creation of an urban context search path.
2	The importance of the informant in Field research