UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2018/2019
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE
SUBJECT	ETHNOHISTORY
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	10677-Attività formative affini o integrative
CODE	14451
SCIENTIFIC SECTOR(S)	M-DEA/01
HEAD PROFESSOR(S)	DI GIOVANNI ELISABETTA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**DI GIOVANNI ELISABETTA** Monday 09:00 11:00 Edificio 15, piano 7°, studio P015; e' possibile concordare un appuntamento scrivendo a elisabetta.digiovanni@unipa.it

PREREQUISITES	It's required a minimal knowledge of the most significant topics of pedgogical, philosophical and sociological thought in its fundamental features as result of the first year issues. Students must also have adequate argumentative and language skills to actively participate in lectures and tutorials. Specific contents of ethnoanthropology are not required.
LEARNING OUTCOMES	Dublin descriptors: Knowledge and understanding: the student will acquire the epistemological perspective, the issues, the problems and the method of Ethnohistory. The student will acquire the specific terminology that is essential to the analysis of systems, forms and meanings of the demo-ethno-anthropological thought. Applying knowledge and understanding: The student will be able to understand issues related to the contemporary contact between cultures, to apply the ethnographic methodology, to read the Weltanschauung of Roma communities and the phenomenon of Anti-Gypsyism. Making judgements: Ability to formulate a critical - reflective judgment independently. Ability to interpret and reflect critically. Communication skills: Presentation skills, through of a correct language, a medium-high register and the control of voice and emotions. Ability to develop and expose in oral and written form in front of specialist and non-specialist audience. Learning skills: Ability to listen and to select concepts and main contents. Ability to take notes, to consult bibliographic, filmographic and other sources and to produce conceptual maps, schemes and summary texts.
ASSESSMENT METHODS	The oral test consists of an interview, aiming at ascertaining the student's disciplinary and knowledge skills as provided by the course; the evaluation is expressed out of 30. Questions are open and specifically designed to test the learning outcomes and to verify: a)the acquired knowledge; b) the critical reasoning ability, c) adequate presentation skills. a)With regard to the assessment of knowledge, the ability to establish connections between the course contents (theories, models, tools, etc.) is requested. b)With regard to the assessment of the critical reasoning skills, it will focus on at least one of the following three objectives: to provide independent judgments about the subject content (anthropological study, methodology of ethnographical research, otherness and cultural pluralism, negotiation of meaning, antigypsism and Roma communities); to understand the applications or implications of the topics; to place the subject contents within the professional, technological or socio-cultural reference context. The maximum score is achieved if the test ensures the full command of the following three aspects: judgment skills enabling to represent emerging and/or less explored issues of the subject; a strong ability to represent the impact the course contents within the sector/discipline to which they belong. Finally, a mastery in representing innovative ideas and/or solutions within the professional, technological or socio-cultural reference context. c)The assessment of presentation skills brings to a minimum mark if the examinee shows adequate but not sufficiently articulated language skills with respect to the relevant professional context reference, while the maximum can be achieved by those who show full command of the technical language. Assessment Scale Excellent (30-30 cum laude): excellent knowledge of the topics, excellent language skills, good analytical ability, the student is able to apply knowledge to solve the problems proposed. Very good (26-29): good mastery of the subjects, full command of language, the student is able to apply knowledge to solve the problems proposed. Good (24-25): basic knowledge of the main topics, discrete language skills, with limited ability to independently apply the knowledge to the solution of the proposed problems. Satisfactory (21-23): The student has not fully mastery, but he/she has knowledge, satisfactory language skills, poor ability to independently apply the knowledge gained.

	Poor (18-20): minimum basic knowledge of the main teaching and technical language issues, very little or no ability to independently apply the knowledge gained.

Failure: the student does not have an acceptable knowledge of the contents of the topics covered in the teaching. |
| **EDUCATIONAL OBJECTIVES** | According to the training objctives of the course, students must be aware that a good educator is able to observe, understand and compare communities, representation models and cultures. They should be able to understand the epistemological connection between anthropology and ethnography to understand the dynamics of the transmission of traditional culture, the dynamics of contemporary culture and the methodologies of participative observation applied to Romani studies. |
| **TEACHING METHODS** | Frontal and circular lectures (with audio-visual materials), group discussions, fieldwork, seminars with invited experts. |
| **SUGGESTED BIBLIOGRAPHY** | Fabietti U., Malighetti R., Matera V. (2002). Dal tribale al globale. Introduzione all'antropologia, Mondadori, Milano.
Di Giovanni E. (2015). Fenomenologia zingara, FrancoAngeli, Milano. |

SYLLABUS

Hrs	Frontal teaching
3	Presentation of the programme.
3	Methodology of higher education. Coaching and tutoring.
3	How to consult scientific literature, e-journals, online catalogues and anthropological sources.
6	Introduction to demo-ethno-anthropological issues. Origins of Ethnohistory.
6	Anthropological study: contact between cultures, symbols and cultural practices in contemporary era.
9	The ethnographic method: participant observation and writing. Processuality of anthropological knowledge.
6	Ziganology: Roma communities between social mimicry and survival practices. Anti-Gypsysm: case-studies.

Hrs	Practice
9	Reading, translation and critical analysis of the suggested scientific papers . guided tours on urban context, interviews with invited experts in the classroom.