



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2018/2019		
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
	BASSI MARCO	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	<p><b>BASSI MARCO</b>  Wednesday 11:30 12:30 Studio 413 (quarto piano) dell'edificio 15  Thursday 10:00 12:00 Piattaforma Teams; Team: 'Ricevimento prof Bassi'; Codice unico: 08w4e25</p> <p><b>BELLANTONIO LOREDANA</b>  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).</p>		

<b>PREREQUISITES</b>	Specific ethno-anthropological previous training isn't required. Generic knowledge of major socio-anthropological and historical issues in the contemporary world is enough.
<b>LEARNING OUTCOMES</b>	<p>1) Knowledge and understanding Students must be able to recognize the main subjects of the discipline and to know its theoretical basis, themes and the most relevant research objects; They will also 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.</p> <p>3) Making judgements Student's commitment is aimed at facilitating the growth of an autonomous evaluation skills on cultural fact and events.</p> <p>4) Communicating skills The student must be able to develop and support reasoning based on concrete ethnographic examples. He can report on topics of personal interest 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.</p>
<b>ASSESSMENT METHODS</b>	<p>Learning is assessed through written quiz, at the end of the course, with a confirmatory oral interview if required by the teacher. Alternative modalities for the final exam can be agreed with the teacher. The exam is focused on the subjects discussed during the lessons. Examination marks are awarded out of 30, eventually with laude.</p> <p>The written quiz consist in 32 multiple choice questions, on the Elearning Platform of the University of Palermo. Each correct answer gives 1 point. Wrong answers or no answer are not evaluated. Total scores higher than 30 are converted into laude.</p> <p>The teacher can give additional 4 points on top of the marks achieved with the written quiz to students that have actively engaged in class discussion and/or have contributed with group work.</p> <p>The evaluation takes into account the growing abilities of the student's critical and reflective thoughts of the and of his participation in class through questions, interventions , synthetic exposures and recapitulate, short insights on agreed themes and group activities.</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>
<b>EDUCATIONAL OBJECTIVES</b>	<p>The course aims at providing 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:</p> <ul style="list-style-type: none"> <li>- The clarification of the concept of "culture" in the anthropological sciences;</li> <li>- The identification of the "hegemonic" sources and the so-called "subordinate" for a complete reconstruction of the history / culture of a community / territory;</li> <li>- The relationship between history and anthropology, Oral History and Ethno-history;</li> <li>- The method of Ethno- history research and its fields of application in the educational context.</li> </ul> <p>Through the presentation of case studies (by reading and commenting on passages or by viewing ethnographic documentaries) such as support, exemplification and / or deepening of the theoretical issues addressed, the</p>

	student starts to perceive the complexity of real situations in order to develop the analytical skills necessary to deal with complex situations and grasp their significant links through the specific analysis and interpretation tools of anthropological discourse.
<b>TEACHING METHODS</b>	<p>Teaching mainly takes place through formal lectures, as much as possible integrated with the participatory method that allows the continuous and progressive involvement of students. who can also suggest thematic integrations and specific pathways of study.</p> <p>In order to facilitate the understanding of the topics the teacher will make use of various didactic material and ethnographic documents. By presenting complex real situations the students will be encouraged to develop analytical skills using the interpretative tools of the anthropological discourse.</p> <p>Students will be encouraged to form working groups to elaborate on reading material selected by teacher, or for methodical training. The result of this work will be presented in class by the students during the final part of the course. The subjects of such further reading and training will be communicated in class by the teacher at beginning of the course. The teacher will also indicate the modalities of group formation.</p> <p>Support documents used during the lessons, in-depth studies, further readings, guidelines will be made available to students on the E-learning platform of the University of Palermo.</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>P.P. Viazzo, Introduzione all'antropologia storica, Laterza, Bari, 2010.</p> <p>Solo gli articoli di seguito indicati tratti dal Vol. 12, No. 35 (2) della rivista Quaderni storici, maggio/agosto 1977, "Oral History: fra antropologia e storia (maggio/agosto 1977), disponibile online sulla piattaforma JSTOR accessibile dagli utenti di UNIPA:</p> <ul style="list-style-type: none"> <li>•Bernardi, Bernardo. "LA STORIA NELLA STORIA DELL'ANTROPOLOGIA."Quaderni Storici", vol. 12, no. 35 (2), 1977, pp. 325–339. JSTOR, <a href="http://www.jstor.org/stable/43900487">www.jstor.org/stable/43900487</a></li> <li>•Vansina, Jan, and Stefania Sinigaglia. "TRADIZIONE ORALE E STORIA ORALE : RISULTATI E PROSPETTIVE."Quaderni Storici", vol. 12, no. 35 (2), 1977, pp. 340–358. JSTOR, <a href="http://www.jstor.org/stable/43900488">www.jstor.org/stable/43900488</a></li> <li>•Triulzi, Alessandro. "STORIA DELL'AFRICA E FONTI ORALI."Quaderni Storici", vol. 12, no. 35 (2), 1977, pp. 470–480. JSTOR, <a href="http://www.jstor.org/stable/43900494">www.jstor.org/stable/43900494</a></li> </ul>

## SYLLABUS

Hrs	Frontal teaching
2	Course presentation
3	Introduction to anthropology and ethno-history
4	Introduction to culture
2	Cultural diffusionism
4	Boas' historical particularism and cultural relativism
3	British functionalism and participant observation
2	Introduction to History and anthropology
3	History and Anthropology: distancing
4	History and Anthropology: intersections
3	Historical and anthropological themes on magic and sorcery
4	Other Histories,ethno-history and history of the others
4	Methodology in ethno-history: oral traditions and oral sources
3	Others' conceptions of time and history: the case of the Oromo-Borana (Ethiopia)
4	Case study: ethno-historical research in the Omo Valley (Ethiopia).
8	Students' contributions on agreed themes

<b>PREREQUISITES</b>	<p>General knowledge of the most significant topics of pedagogical, philosophical, sociological and psychological assumptions, acquired in the previous years of study.</p> <p>On specific demo-ethno- anthropology contents, prior knowledge isn't required.</p>
<b>LEARNING OUTCOMES</b>	<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>
<b>ASSESSMENT METHODS</b>	<p>Learning is assessed through written quiz, at the end of the course, with a confirmatory oral interview if required by the teacher. Alternative modalities for the final exam can be agreed with the teacher. The exam is focused on the subjects discussed during the lessons. Examination marks are awarded out of 30, eventually with laude.</p> <p>The written quiz consist in 32 multiple choice questions, on the Elearning Platform of the University of Palermo. Each correct answer gives 1 point. Wrong answers or no answer are not evaluated. Total scores higher than 30 are converted into laude.</p> <p>The teacher can give additional 4 points on top of the marks achieved with the written quiz to students that have actively engaged in class discussion and/or have contributed with group work.</p> <p>The evaluation takes into account the growing abilities of the student's critical and reflective thoughts of the and of his participation in class through questions, interventions , synthetic exposures and recapitulate, short insights on agreed themes and group activities.</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>
<b>EDUCATIONAL OBJECTIVES</b>	

	<p>The course aims at providing 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:</p> <ul style="list-style-type: none"> <li>- The clarification of the concept of "culture" in the anthropological sciences;</li> <li>- The identification of the "hegemonic" sources and the so-called "subordinate" for a complete reconstruction of the history / culture of a community / territory;</li> <li>- The relationship between history and anthropology, Oral History and Ethno-history;</li> <li>- The method of Ethno- history research and its fields of application in the educational context;</li> <li>- Ethnohistorical studies in Italy, with particular regard to Sicily-</li> </ul> <p>Through the presentation of case studies (by reading and commenting on passages or by viewing ethnographic documentaries) such as support, exemplification and / or deepening of the theoretical issues addressed, the student starts to perceive the complexity of real situations in order to develop the analytical skills necessary to deal with complex situations and grasp their significant links through the specific analysis and interpretation tools of anthropological discourse.</p>
<b>TEACHING METHODS</b>	<p>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.</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<ul style="list-style-type: none"> <li>- L. Bellantonio (a cura di), Valori e comportamenti: aspetti antropologici, Palermo University Press, 2017.</li> <li>- P.P. Viazzo, Introduzione all'antropologia storica, Laterza, Bari, 2010.</li> </ul> <p>Solo gli articoli di seguito indicati tratti dal Vol. 12, No. 35 (2) della rivista Quaderni storici, maggio/agosto 1977, "Oral History: fra antropologia e storia (maggio/agosto 1977), disponibile online sulla piattaforma JSTOR accessibile dagli utenti di UNIPA:</p> <ul style="list-style-type: none"> <li>•Bernardi, Bernardo, La storia nella storia dell'antropologia, in Quaderni Storici, vol. 12, no. 35 (2), 1977, pp. 325–339. JSTOR, <a href="http://www.jstor.org/stable/43900487">www.jstor.org/stable/43900487</a></li> <li>•Vansina, Jan. Tradizione orale e storia orale. Risultati e prospettive, in Quaderni Storici, vol. 12, no. 35 (2), 1977, pp. 340–358. JSTOR, <a href="http://www.jstor.org/stable/43900488">www.jstor.org/stable/43900488</a></li> <li>•Triulzi, Alessandro. Storia dell'Africa e fonti orali, in Quaderni Storici, vol. 12, no. 35 (2), 1977, pp. 470–480. JSTOR, <a href="http://www.jstor.org/stable/43900494">www.jstor.org/stable/43900494</a></li> </ul>

## 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.
6	The precursors of ethnohistorian method and anthropological research in Sicily.
9	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.
2	The variety of the sources for the ethnohistorical research and their use.
2	The historical anthropology and the oral history; Franz Boas and "historical particularism".