



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze della Terra e del Mare
ACADEMIC YEAR	2022/2023
MASTER'S DEGREE (MSC)	NATURAL SCIENCES
SUBJECT	NATURAL HISTORY OF MAN AND ATHROPOCENE
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50512-Discipline biologiche
CODE	22408
SCIENTIFIC SECTOR(S)	BIO/08
HEAD PROFESSOR(S)	SINEO LUCA Professore Ordinario Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	94
COURSE ACTIVITY (Hrs)	56
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	2
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	SINEO LUCA Thursday 12:00 - 14:00 Studio - Via Archirafi 18 - Dip. STEBICEF - Biologia animale e Antropologia

<p>PREREQUISITES</p>	<p>This course will examine the Didactics of the Evolutionary History of Genus Homo and the current concept of Anthropocene, the era of modern man, with its contradictions and risks connected to the increase of the world population, to pollution, to the phenomenon of the extinction of species, and the climate change. The Anthropocene pushes historical time in two opposite directions, both of which are outside the customary area of history as a discipline. The geological dimension of the concept pushes towards the ancient history of humanity and the "longue durée" of climate and natural changes. The specific beginning of the Anthropocene, however, pushes towards contemporary history and begins with industry, or even more with the great acceleration after 1945. This does not mean that the whole of history must be inserted into a too generalized genealogical model, but rather to underline that Nature, migration and cultural encounters must be the crucial point around which the narratives of the Anthropocene matter propagate. Multi-perspective is key to understanding conflicting perspectives, but it is not a rationale for selecting and organizing what needs to be studied. Since the Anthropocene is not mysterious, we need to define systematic methods to think beyond common sense. However, there must also be mutual influence. Since the Anthropocene is unprecedented, it follows that many past and present ways of thinking about history are unlikely to be useful and need to change. This crisis concerns the relevance of historical learning; we must see to explore the potential. As an epochal term, the Anthropocene builds a matrix for a new didactic.</p>
<p>LEARNING OUTCOMES</p>	<p>Knowledge and understanding Knowledge of basic evolutionary phenomena; knowledge of basic paleoecological phenomena; knowledge of the biological mechanisms underlying the evolution of species. Ability to apply knowledge and understanding Ability to carry out analyzes for the analysis and modeling and evolution of the Homo genus with particular regard to H. sapiens. Autonomy of judgment Ability to understand the scientific importance of the analysis of endogenous and exogenous processes and the evolution of forms and their environmental and social impact. Communication skills The student will acquire the ability to compare and transmit their knowledge and skills in the analysis of the processes that have affected and will affect the Homo genus and the environment he has modified. Learning skills By attending lectures and exercises, the student will develop their learning and process analysis skills with a view to comparing them with the other disciplines of the course of study.</p>
<p>ASSESSMENT METHODS</p>	<p>The exam is oral. The test evaluates the ability to correct the expression and processing of basic concepts of the discipline and of the learner's capacity for critical analysis. The score will be the result of the critical evaluation of the specific preparation and the ability to exhibit a reasoned synthesis of the arguments. The 18/30 vote will be attributed to the least sufficient evidence. From 19 to 22 the vote will be indicative of poor preparation; a vote from 23 to 25 will be an index of discrete evidence; The votes from 27 to 29 will be a good test; the excellent test will be evaluated with the highest marks and, if the learner has demonstrated great ability to synthesize and criticize it, it will be commended with the attribution of the laudem.</p>
<p>EDUCATIONAL OBJECTIVES</p>	<p>The course provides the input for a critical evaluation of the biological and cultural evolution mechanisms of Homo sapiens, up to the current situation, which some authors recognize in a new "geological" epoch called Anthropocene. The student studies the evolution of man and the biological basis of his cultural evolution. Origins of modern humans; multidisciplinary evidence Uniqueness and Non-uniqueness of Sapiens. The species in search of Happiness Didactics of Natural History of Man: from the hunting and gathering economy to the production economy The complexity of societies and the foundations of modern economic thought Anthropocene, definition, and time limits. The markers of the Anthropocene (Demography; Extinction; Pollution; Climate; Poverty) The great mass extinctions and the scientific debate starting with Martin and Leakey Geographical distribution of human diversity and geographical distribution of "happiness"</p>
<p>TEACHING METHODS</p>	<p>The course is organized into 48 hours of lessons.</p>
<p>SUGGESTED BIBLIOGRAPHY</p>	<p>Chakrabarty, Dipesh, and Bruno Latour. The Climate of History in a Planetary Age. Chicago, IL: Chicago University Press, forthcoming, 2021. McNeill, John Robert, and Peter Engelke. The Great Acceleration: An</p>

	<p>environmental history of the Anthropocene since 1945. Cambridge, MA: Harvard University Press, 2016.</p> <p>Nordgren, Kenneth. "Powerful knowledge for what? History education and 45-degree discourse". In, <i>Knowing History in Schools: Powerful knowledge and the powers of knowledge</i>, edited by Arthur Chapman, 177-201. London: UCL Press, 2021.</p> <p>Web Resources</p> <p>The Anthropocene Curriculum (Germany) https://www.anthropocene-curriculum.org/ (last accessed 31 January 2021).</p> <p>Haus der Kulturen der Welt (HKW, Berlin) https://www.youtube.com/user/HKWanthropocene/videos (last accessed 31 January 2021).</p> <p>Material and tools will be provided as an integration to the information given during the lectures</p> <p>Scientific articles, references, and tools will be provided weekly during the course.</p>
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SYLLABUS

Hrs	Frontal teaching
4	Evolution, Biogeography and hints of ethnography of the populations of Homo sapiens
6	Brief history and didactic models for an evolutionary history of the species. Human behavior and human society Anthropocentrism and justification
20	Anthropocene: definition and schools of thought. The markers of the Anthropocene.
10	Natural history of man and his social and individual needs. From the pursuit of energy happiness to the concept of ownership. The ecological non-equilibrium of the species.
8	The Earth system is a physically finite whole. Models for studying the near future. Models to explain the Anthropocene. Since the Anthropocene is unprecedented, it follows that many past and present ways of thinking about history are unlikely to be useful and need to change. This crisis concerns the relevance of historical learning; we have to see it to explore its potential.