UNIVERSITY OF L'AQUILA

Department of Human Studies

1st Cycle Degree in HUMANITIES

Laurea in LETTERE

Course Catalogue

Academic year starts in the second half of September and ends the first week of June.
1st Semester - *Starting date:* September 21, 2015 *End date*: January 20, 2016
2nd Semester - *Starting date:* February 15, 2016 *End date:* 1st week of June
Exams Sessions: I) from January 21 to February 12, and from April 7 to April 13, II) from 1st week of June to 2nd week of July, III) from September 8 to September 16, 2016

Comprehensive Scheme of the 1st Cycle Degree in HUMANITIES (Class L10)				
Curriculum 1 – Classical Studies				
YEAR	**CODE**	**COURSE**	**Credits (ECTS)**	**Semester**
I	DQ0030	General Linguistics T/C3D and C3F (12 ECTS)	12	1
	DQ0245	Greek Literature T (12 ECTS)	12	1
	DQ0003	Latin Language T/B (6 ECTS)	6	2
	DQ0128	Greek History (6 ECTS)	6	1
	DQ0289	Human Geography T (12 ECTS)	12	2
		One module (6 ECTS) chosen from between the following is compulsory:	6	
	DQ0114	Introduction to Ancient Philosophy T (6 ECTS)		2
	DQ0102	History of Religions T (6 ECTS)		1
	DQ0176	Language skills (B1 in a language chosen among English, French, German and Spanish)	6	1/2
Curriculum 2 – Modern Literature and History				
YEAR	**CODE**	**COURSE**	**Credits (ECTS)**	**Semester**
I	DQ0031	Italian Literature T (12 ECTS)	12	1
	DQ0030	General Linguistics T/C3D and C3F (12 ECTS)	12	1
	DQ0289	Human Geography T (12 ECTS)	12	2
	DQ0050	Medieval History T (12 ECTS)	12	2
		One Module chosen from between the following is compulsory:	6	
	DQ0085	Latin Language T/A (6 ECTS)		1
	DQ0003	Latin Language T/B (6 ECTS)		2
	DQ0176	Language skills (B1 in a language chosen among English, French, German and Spanish)	6	1/2
Curriculum 3 – Art History				
YEAR	**CODE**	**COURSE**	**Credits (ECTS)**	**Semester**

	DQ0031	Italian Literature T (12 ECTS)	12	1
	DQ0030	General Linguistics T/C3D and C3F (12 ECTS)	12	1
I		*2/3 Modules, for a total of 18 ECTS, chosen from among the following are compulsory:*	18	
	DQ0289	Human Geography T (12 ECTS)		2
	DQ0050	Medieval History T (12 ECTS)		2
	DQ0128	Greek History T (6 ECTS)		1
	DQ 0040	Roman History T (6 ECTS)		2
	DQ0102	History of Religions T (6 ECTS)		1
		One Module chosen from between the following is compulsory:	6	
	DQ0085	Latin Language T/A (6 ECTS)		1
	DQ0003	Latin Language T/B (6 ECTS)		2
	DQ0124	History of Medieval Art (6 ECTS)	6	2
	DQ0176	Language skills (B1 in a language chosen among English, French, German and Spanish)	6	1/2

Curriculum 4 – Territory, cultures and societies

YEAR	CODE	COURSE	Credits (ECTS)	Semester
I	DQ0030	General Linguistics T/C3D and C3F (12 ECTS)	12	1
	DQ0291	Contemporary Italian Literature T (12 ECTS)	12	2
	DQ0110	History of Cultural Anthropology T (6 ECTS)	6	1
	DQ0289	Human Geography T (12 ECTS)	12	2
	DQ0109	Cartography T (6 ECTS)	6	2
	DQ0085	Latin Language T/A (6 ECTS)	6	1
	DQ0176	Language skills: B1 or B1+ in French	6	1/2

The new format of the 1st cycle Degree in Humanities, comprising 4 curricula, started in 2015-16. Only the first year of this format is offered in 2015-16. Students enrolled in the 2nd and 3rd year follow the previous format, which did not offer separate curricula. A list of the courses offered to 2nd and 3rd year students in Humanities is the following:

YEAR	CODE	COURSE	Credits (ECTS)	Semester
II		*2-Modules, for a total of 18 ECTS credits, chosen from among the following are compulsory:*	18	1/2
	DQ0130	Contemporary Italian Literature T (6 ECTS)		
	DQ0023	Comparative Literature T (12 ECTS)		
	DQ0024	Comparative LiteratureT/A (6 ECTS)		
	DQ0025	Comparative Literature T/B (6 ECTS)		
	DQ0105	Literary Criticism T (12 ECTS)		
	DQ0106	Literary CriticismT/A (6 ECTS)		
	DQ0107	Literary Criticism T/B (6 ECTS)		
	DQ0122	French Literature I/A (6 ECTS)		
	DQ0155	Spanish Literature I (12 ECTS)		
	DQ0156	Spanish Literature I/A (6 ECTS)		
	DQ0057	English Literature I (12 ECTS)		
	DQ0058	English Literature I/A (6 ECTS)		
	DQ0096	American Literature T (6 ECTS)		
	DQ0135	German Literature I (12 ECTS)		
	DQ0136	German Literature I/A (6 ECTS)		
		2/3 Modules, for a total of 18 ECTS credits, chosen from among the following are compulsory:	18	1/2
	DQ0245	Greek Literature T (12 ECTS)		
	DQ0247	Greek LiteratureT/A (6 ECTS)		
	DQ0248	Greek Literature T/B (6 ECTS)		
	DQ0205	Latin Language T/B (6 ECTS)		
	DQ0009	Latin Literature T (12 ECTS)		
	DO0207	Latin LiteratureT/A (6 ECTS)		
	DQ0208	Latin Literature T/B (6 ECTS)		
	DQ0019	Romance Philology T (12 ECTS)		
	DQ0020	Romance PhilologyT/A (6 ECTS)		
	DQ0021	Romance Philology T/B (6 ECTS)		

	DQ0047 DQ0157	History of the Italian Language T (6 ECTS) Archival and Library Studies T (6 ECTS)		
		2 Modules, for a total of 18 ECTS credits, chosen from among the following are compulsory:	18	1/2
	DQ0158	Classical Archeology T (12 ECTS)		
	DQ0159	Classical ArcheologyT/A (6 ECTS)		
	DQ0160	Classical Archeology T/B (6 ECTS)		
	DQ0036	Christian and Medieval Archeology T (6 ECTS)		
	DQ0124	History of Medieval Art T (6 ECTS)		
	DO0070	History of Modern Art T (12 ECTS)		
	DQ0071	History of Modern Art T/A (6 ECTS)		
	DQ0072	History of Modern Art T/B (6 ECTS)		
	DQ0006	History of Contemporary Art T(6 ECTS)		
	DQ0161	History of Theatre T (6 ECTS)		
	DQ0162	History of Cinema T (6 ECTS)		
	DQ0087	History of Music T (12 ECTS)		
	DQ0088	History of Music T/A (6 ECTS)		
	DQ0238	Modern History T (12 ECTS)		
	DQ0239	Modern History T/A (6 ECTS)		
	DQ0082	Modern History T/B (6 ECTS)		
	DQ0043	Contemporary History T (12 ECTS)		
		Free choice activities for a total of 6 credits:	6	1/2
	DQ0262	*Work Placement* (6 ECTS)		
	DQ0143	*Work Placement* (3 ECTS)		
	DQ0144	Other activities for enhancing working skills (3 ECTS)		
	DQ0145	Further language skills (3 ECTS)		
	DQ0146	Computer skills (3 ECTS)		
III		*1/2 Modules, for a total of 12 ECTS credits, chosen from among the following are compulsory:*	12	1/2
	DQ0158	Classical Archeology T (12 ECTS)		
	DQ0159	Classical Archeology T/A (6 ECTS)		
	DQ0160	Classical Archeology T/B (6 ECTS)		
	DQ0036	Christian and Medieval Archeology T (6 ECTS)		
	DQ0124	History of Medieval Art T (6 ECTS)		
	DO0070	History of Modern Art T (12 ECTS)		
	DQ0071	History of Modern Art T/A (6 ECTS)		
	DQ0072	History of Modern Art T/B (6 ECTS)		
	DQ0006	History of Contemporary Art T (6 ECTS)		
	DQ0161	History of Theatre T (6 ECTS)		
	DQ0162	History of Cinema T (6 ECTS)		
	DQ0087	History of Music T (12 ECTS)		
	DQ0088	History of Music T/A (6 ECTS)		
	DQ0043	Contemporary History T(12 ECTS)		
		1/2 Modules, for a total of 12 ECTS credits, chosen from among the following are compulsory:	12	1/2
	DQ0245	Greek Literature T (12 ECTS)		
	DQ0247	Greek Literature T/A (6 ECTS)		
	DQ0248	Greek Literature T/B (6 ECTS)		
	DQ0205	Latin Language T/B (6 ECTS)		
	DQ0009	Latin Literature T (12 ECTS)		
	DO0207	Latin Literature T/A (6 ECTS)		
	DQ0208	Latin Literature T/B (6 ECTS)		
	DQ0019	Romance Philology T (12 ECTS)		
	DQ0020	Romance Philology T/A (6 ECTS)		
	DQ0021	Romance Philology T/B (6 ECTS)		
	DQ0047	History of the Italian Language T (6 ECTS)		
	DQ0157	Archival and Library Studies T (6 ECTS)		
		2 Modules, for a total of 18 ECTS credits, chosen from among the following are compulsory:	18	1/2
	DQ0163	Data Processing Systems T (6 ECTS)		
	DQ0230	Greek History T (6 ECTS)		

	DQ0212	Roman History T (6 ECTS)		
	DQ0233	Classical Archeology T (12 ECTS)		
	DQ0234	Classical Archeology T/A (6 ECTS)		
	DQ0235	Classical Archeology T/B (6 ECTS)		
	DQ0229	History of Medieval Art T (6 ECTS)		
	DQ0220	History of Modern Art T (12 ECTS)		
	DQ0221	History of Modern Art T/A (6 ECTS)		
	DQ0222	History of Modern Art T/B (6 ECTS)		
	DQ0206	History of Contemporary Art T (6 ECTS)		
	DQ0236	History of Theatre T (6 ECTS)		
	DQ0237	History of Cinema T (6 ECTS)		
	DQ0226	History of Music T (12 ECTS)		
	DQ0227	History of Music T/A (6 ECTS)		
	DQ0084	Classical Philology T (6 ECTS)		
	DQ0209	Romance Philology T (12 ECTS)		
	DQ0210	Romance PhilologyT/A (6 ECTS)		
	DQ0211	Romance Philology T/B (6 ECTS)		
	DQ0165	Italian Philology T (6 ECTS)		
	DQ0104	Spanish Language and Linguistics I (12 ECTS)		
	DQ0116	English Language and Linguistics I (12 ECTS)		
	DQ0112	German Language and Linguistics I (12 ECTS)		
	DQ0166	Portuguese Literature T (6 ECTS)		
	DQ0140	Aesthetics T (6 ECTS)		
	DQ0216	Geography T(12 ECTS)		
	DQ0218	Human Geography T (6 ECTS)		
	DQ0219	Geography of Africa T (6 ECTS)		
	DQ0217	Geography of Power T (6 ECTS)		
	DQ0214	Medieval History T (12 ECTS)		
	DQ0215	Medieval History T/A (6 ECTS)		
	DQ0223	Modern History T (12 ECTS)		
	DQ0224	Modern History T/A (6 ECTS)		
	DQ0225	Modern History T/B (6 ECTS)		
	DQ0213	Contemporary History T (12 ECTS)		
	DQ0044	Contemporary History T/A (6 ECTS)		
	DQ0033	History of Scientific Thought T (6 ECTS)		
	DQ0228	History of Religions T (6 ECTS)		
	DQ0167	History of Christianity T (6 ECTS)		
	DQ0232	Archival and Library Studies T (6 ECTS)		
	DQ0168	Economic History T (6 ECTS)		
		Free choice for a total of 12 ECTS credits	12	1/2
	DQ0148	*Thesis*	6	2

Programme of "LETTERATURA ITALIANA T"
"ITALIAN LITERATURE T"

DQ0031, COMPULSORY for C1, C2 and C3
First Cycle Degree in HUMANITIES, 1st year for C2 and C3 / 2nd year for C1, 1st semester

Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)

Teacher: Raffaele MORABITO

1	Course objectives	The course aims to provide basic knowledge of the historical evolution of Italian literature, from the 13th century to the end of the 19th century. The course will be complemented by reading representative texts, including excerpts from the *Canzoniere*.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Reading of some selected representative texts of Italian literature, mainly of the Romantic Age. - Analysis of language and styles. On successful completion of this module, the student should o know and understand some relevant texts;

		o know poetic and literary Italian traditions; o know and understand prose and poetic styles; o understand literary language, both ancient and modern; o be able to analyse literary texts; o be able to explain the general evolution of Italian Literature; o be able to make a report about topics related to the subject of his study; o be able to formulate critical judgments about literary texts.
3	Prerequisites and learning activities	No prerequisites are required.
4	Teaching methods and language	Lectures, homework, oral and written reports. Language: Italian Ref. Text books: -R. Morabito, *Dimensioni della letteratura italiana*, Carocci, Roma 2011. -R. Morabito, *L'evo e il tempo del* Canzoniere, Olschki, Firenze 2015. -E. Fenzi, *Petrarca*, Il Mulino, Bologna 2008. Further readings will be suggested during the lessons. To study the history of Italian literature students will use a good handbook. A possible reference is: M. Santagata, A. Casadei, *Manuale di letteratura italiana medievale e moderna*, Laterza, Bari 2007.
5	Assessment methods and criteria	Formative assessment: Students are encouraged to actively participate in lectures, asking questions and giving oral reports to the class audience. Summative assessment*:* Oral exam. Students are required to expose a relevant topic of the program and to be able to read Italian literary texts, paraphrasing them and giving interpretations, and to comment upon them in a historical perspective and to explain their role in the development of Italian literature. Students have to demonstrate a substantive knowledge of Italian literary language and to explain the position of major writers and texts of Italian literature. All exam interviews start from comparable questions, and then develop along lines determined by how the single student reacts, and answers the questions. Therefore, the number and depth of questions asked to each single student may vary.

Programme of "LETTERATURA ITALIANA CONTEMPORANEA T" ***"CONTEMPORARY ITALIAN LITERATURE T"***		
DQ0291, COMPULSORY for C4 **First Cycle Degree in HUMANITIES, 1st year, 2nd semester**		
Number of ECTS credits: 12 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Gianluigi SIMONETTI		
1	Course objectives	The course intends to introduce students to the History of Italian narratives in the second half of the 20th Century, with a special emphasis on the main features and authors in the late 70's and 80's. After a short historical and theoretical discussion of the concept of "Novel Renaissance" in late '70's , the course will focus on a few selected narratives and essays in order to analyze the cultural metamorphosis of the genre from post-1968 to the '90's.
2	Course content and Learning outcomes (Dublin descriptors)	Course content and Class discussion will: - provide a critical and cultural awareness in *Contemporary Italian literature* and civilization; - introduce students to the central questions, problems and debates in Contemporary Italian narrative landscape, with a special interest for the Eighties scene; - focus on texts (novels, short stories and essays) written by Pier Paolo Pasolini, Leonardo Sciascia, Italo Calvino, Goffredo Parise, Umberto Eco and Elsa Morante. In particular: • Pasolini, Pier Paolo, *Scritti corsari* (1975); • Sciascia, Leonardi, *L'affaire Moro* (1978); • Calvino, Italo, *Se una notte d'inverno un viaggiatore*; • Eco, Umberto, *Il nome della rosa* (1980); • Parise, Goffredo, *Sillabari* (*Sillabario n. 1,* 1972, and *Sillabario n. 2,* 1982); • Morante, Elsa, *Aracoeli* (1982). • Lombardo Radice, Marco e Ravera, Lidia, *Porci con le ali,* Bompiani, Milano 2013.

		• Tondelli, Pier Vittorio, *Altri libertini* (1980); • De Carlo, Andrea, *Treno di panna* (1981); • Busi, Aldo, *Seminario sulla gioventù* (1984); Language, style, contents and topics will be critically examined and linked to literary tradition and critical theory as well as to their own historical context. On successful completion of this Module, the student should: o understand literary texts by analyzing and comparing language and style; o identify, describe and interpret post-modern narratives; o identify, describe, and interpret the historical and social context of a contemporary Italian novel; o be aware of modern and postmodern novel as a literary genre; o be able to read and critically understand modern and contemporary narratives; o be able to analyse, periodize and critically evaluate contemporary Italian narratives; o be able to discuss authors, texts and issues addressed by the module in a clear and concise manner; o be able to define and illustrate the formal and thematic characteristics of writing from across the period; o be able to place the work of authors in relation to significant historical, social, cultural and literary developments between 1970 and 1990; o be able to compare literature from across the period, describing and accounting for continuities and differences, particularly the transition from Neo-Avantgarde to the so-called "Young Cannibals", and more recent currents; o be able to communicate an appreciation of the imaginative, linguistic and thematic richness of literature of the period.
3	Prerequisites and learning activities	Full mastery of written and oral expression in mother tongue; basic knowledge of modern Italian literary tradition; basic knowledge of narratology and rhetorical analysis instruments
4	Teaching methods and language	Lectures, class discussion, home work, presentations on specific topics. The module's outline structure is delivered through a series of lectures on individual authors and major critical and cultural topics. These provide direction and contexts for students' private study of the literary texts, the important body of literary criticism on the period, and background historical and theoretical sources. Language: Italian Ref. Text books: - Eco, Umberto, *Postille a Il nome della rosa*, Bompiani, Milano 1983; - Simonetti, Gianluigi, *Il romanzo giovanile (1976-1984). Nascita di una scrittura di "categoria",* in «Allegoria», XXV, 68, 2013, pp. 189-202.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Summative assessment: Oral exam The oral exam starts from the discussion and analysis of one text read during the course and commented in class, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the Italian authors of late '900 literature and the capacity to define and illustrate the formal and thematic characteristics of writing from across the period (30%), the capacity to compare literature from across the period, describing and accounting for continuities and differences, particularly the transition from Neo-Avantgarde to the so-called "Young Cannibals" (30%), the ability to explain and critically apply the learned techniques and tools to the interpretation of the work of one Author (30%), the capacity to work independently and at higher level of difficulty (10%).

Programme of "LINGUISTICA GENERALE T/C3DeC3F" ***"GENERAL LINGUISTICS T/C3DeC3F"***
DQ0030, COMPULSORY for all curricula **First Cycle Degree in HUMANITIES, 1st year, 1st semester**
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)
Teacher: Prof. Dr. Maria GROSSMANN

1	Course objectives	The goal of this course is to provide students with an introduction to theories and methods of linguistics. On successful completion of this course, the student should demonstrate knowledge of main topics in linguistics.
2	Course content and Learning outcomes (Dublin descriptors)	The course provides an overview of linguistics. Course topics include: - Universal properties of human language - Methods of classifying languages into families and types - Relations of language, culture, politics, and society - Variation in the language and multilingualism - Phonetic, phonological, morphological, syntactic, and semantic structures and analysis - Linguistic change - Aspects of history of linguistics On successful completion of this course, the student should: o Demonstrate knowledge and understanding of linguistic issues o Understand and explain linguistic problems o Identify linguistic units and levels of analysis, the relations among them and processes affecting them o Be able to formulate linguistic generalisations on the basis of language data o Be able to use linguistic data in the construction of linguistic argumentation o Demonstrate capacity for reading and understand other texts on linguistic topics
3	Prerequisites and learning activities	None. The course is designed for students with no previous study of linguistics.
4	Teaching methods and language	Lectures Language: Italian Ref. Textbooks: Gaetano Berruto – Massimo Cerruti, *La linguistica. Un corso introduttivo*, Torino, UTET, 2011; Silvia Luraghi – Anna M. Thornton, *Linguistica generale: esercitazioni ed autoverifica*, Roma, Carocci, 2004.
5	Assessment methods and criteria	Formative assessment: Informal questioning and discussion techniques are used to deepen student understanding. Questions are framed in such a way that they encourage students to form hypotheses, make connections among concepts previously believed to be unrelated, challenge previously held views, and arrive at new understandings of complex topics. Summative assessment: Written exam. Students are provided with data sets designed by the teacher to illustrate a particular linguistic generalisation. The task for the student is then to employ the relevant categories and units of linguistics to formulate the particular linguistic generalisation.

Programme of "STORIA GRECA T" ***"GREEK HISTORY T"***		
DQ0128, COMPULSORY for C1, ELECTIVE within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 1st or 3rd Year, 1st Semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Maria Barbara SAVO		
1	Course objectives	The course aims to provide a solid grounding on the main themes of Greek history, from the Mycenaean kingdoms to the Hellenistic period, with particular attention to social and political fundamental stages of the experience of the ancient Greeks
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Political history of Greece from Bronze Age to Hellenistic Kingdoms - history of Athenian and Spartan Constitution - social history of the Greek world On successful completion of this module, the students should o Have a thorough knowledge of the historical development of the Greek world, the main events from the Bronze Age to the Hellenistic period in the broader context of the history of the Mediterranean world o Have methodological skills for the critical analysis of literary and epigraphic documents and archaeological testimonies o Master an appropriate technical vocabulary

		o Be able to identify the most important elements of political, economic and social developments through the analysis of the surviving documentation o Have a good knowledge of the main research tools, both traditional and computerized
3	Prerequisites and learning activities	No prerequisites required
4	Teaching methods and language	Lectures, in-class training and exercises, homework, text reading and work in small groups for assigned tasks. Language: Italian Ref. Text books: -D. MUSTI, *Storia greca*, Roma-Bari, Laterza, 1989 M.H. HANSEN, *La democrazia ateniese nel IV secolo a.C.* (Italian translation by A. Maffi), ed. LED, Milano 2003 Materials provided by the teacher: articles, maps, pictures and diagrams
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Discussions on assigned homeworks provide an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam. The oral examination begins with the exposition of an argument chosen by the student; at least three more questions regarding political, economic and social structures of an analyzed period will follow, in order to assess the level of knowledge of the historical development of the Greek world (40%), the ability to master the appropriate terminology in a organic and essential speech (40%), as well as the degree of independence in formulating comments and judgments about examples not analyzed during the course (20%).

Programme of "STORIA MEDIEVALE T" ***"MEDIEVAL HISTORY T"***		
DQ0050 / DQ0214, COMPULSORY for C2; ELECTIVE within a set of selected courses for C3 and for 3rd year students First Cycle Degree in HUMANITIES, 1st year, 2nd semester; 3rd year, 2nd semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT: To be determined STUDENTS SHOULD BE ABLE TO: o have profound knowledge of the periods and of the problems of the Middle Ages; o have knowledge and understanding of the major themes in Middle Ages, identifying the relationship between present and past and vice versa; o understand and explain the political process connected to the passage from the Roman Age to the Middle Ages, and its political, economical and social changing; o understand the development of the Medieval cultures and the multiplicity of the non-European civilizations; o demonstrate skill in analyzing historical periods and ability to use appropriate terminology according to the principal historiographical trends; o demonstrate capacity for reading and understanding other texts on related topics; o be able to apply the acquired knowledge and understanding for building a track of research; o be able to analyze historical documents and maps; o be able to evaluate the importance of the historical changes in the Middle Ages.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for

		students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "STORIA ROMANA T" *"ROMAN HISTORY T"*		
DQ0212, OPTIONAL within a set of selected courses First Cycle Degree in HUMANITIES, 3rd year, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Angelo B. RUSSI		
1	Course objectives	Provide students with adequate tools to understand and appreciate the fundamental contribution of Rome to modern day civilization.
2	Course content and Learning outcomes (Dublin descriptors)	This discipline aims at providing students with - basic elements of knowledge of Roman history to explain its value for past, present and future civilizations; - ability to connect different aspects of Roman life in ancient texts. Students must acquire abilities to understand the original texts in order to place them in the course of History and improve studying methods in order to adequately use texts, critical literature and historiography.
3	Prerequisites and learning activities	Students will have to be able to understand texts in their original language
4	Teaching methods and language	Lectures, exercises Language:Italian Ref. Text books : -Arnaldo Momigliano, *Manuale di storia romana*, a cura di Attilio Mastrocinque. Torino, U.T.E.T, 2011, pp. XIV-272; or: -Silvio Accame -Giovanni Vitucci, *L'uomo nell'evo antico*, 2. Roma-Brescia, "La Scuola" Editrice, 1962 (o altra edizione), pp. 320; or: -Adam Ziolkowski, *Storia di Roma*, Milano, Bruno Mondadori, 2000, pp. 50. It is also necessary to use the atlas: -M. Baratta -P. Fraccaro -L. Visintin, *Atlante storico*, Istituto Geografico De Agostini -Novara.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with the tutor in order to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam. The oral examination begins with the exposition of an argument chosen by the student; at least three more questions regarding political, economic and social structures of an analyzed period will follow, in order to assess the level of knowledge of the historical development of the Roman world (40%), the ability to master the appropriate terminology in an organic and essential speech (40%), as well as the degree of independence in formulating comments and judgments about examples not analyzed during the course (20%).

Programme of "GEOGRAFIA UMANA T" *"HUMAN GEOGRAPHY T"*
DQ0289, COMPULSORY for C1, C3 and C4 First Cycle Degree in HUMANITIES, 1st year, 2nd semester This course is composed of two Modules: 1) DQ0290 Social Geography T, 2) DQ0067 Geography of Africa T
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)
SOCIAL GEOGRAPHY T (DQ0290, 6 ECTS)
Teacher: Luigi GAFFURI

1	Course objectives	The course introduces to the geographical and historical knowledge of the African continent and focuses the attention on society and cultures of Sub-Saharan Africa, showing the territorial bases of the different symbolisms that structure the collective reproduction
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT In this module the anthropic characters of the African continent are connected with the natural environment and with the history of the population. STUDENTS SHOULD BE ABLE TO: o understand the relationships between the human societies and the natural environments for great geographical areas of Africa; o recognize the principal phases concerning the genesis and the evolution of the population in the African continent; o reconstruct the fundamental stages of the African history, from the pre-colonial empires to the European mercantilism, from the Atlantic slave trade to the colonialism; o analyze the era of independence and place Africa in the international economic and geopolitical system; o acquire methods and theoretical tools to understand the complex symbolisms of African societies
3	Prerequisites and learning activities	The student is supposed to know the basic notions of Geography.
4	Teaching methods and language	Lectures; class discussions; personal consultation with students. Language: Italian Ref. Text books: Manlio Dinucci, *Geostoria dell'Africa*, Bologna, Zanichelli, 2004. Giovanni Carbone, *L'Africa. Gli stati, la politica, i conflitti*, Bologna, Il Mulino, 2005. Other possible readings: Antonino Melis, *I Masa. Tradizioni orali della savana in Ciad*, Pisa, Edizioni Plus-Università di Pisa, 2002. Mario Ghiretti, *L'uomo che cerca parole*, Bologna, EMI, 2009. Valerio Petrarca, *I pazzi di Grégoire*, Palermo, Sellerio, 2008.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics, the data, the images and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: Oral exam. The oral exam consists in questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).
GEOGRAPHY OF AFRICA T (DQ0067, 6 ECTS)		
Teacher: Luigi GAFFURI		
1	Course objectives	The course introduces to the geographical and historical knowledge of the African continent and focuses the attention on society and cultures of Sub-Saharan Africa, showing the territorial bases of the different symbolisms that structure the collective reproduction
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT This module has monographic character, it is based on the actuality and introduces a case of study on the Gizey, a population that lives between the northeast of Cameroon and the southwest of Chad. STUDENTS SHOULD BE ABLE TO: o understand the relationships between the human societies and the natural environments for great geographical areas of Africa; o recognize the principal phases concerning the genesis and the evolution of the population in the African continent; o reconstruct the fundamental stages of the African history, from the pre-colonial empires to the European mercantilism, from the Atlantic slave trade to the colonialism; o analyze the era of independence and place Africa in the international economic and geopolitical system; o acquire methods and theoretical tools to understand the complex symbolisms of African societies; o apply to a case study, focused on a small community of 15,000 people located between Cameroon and Chad, the historical and geographical methodology illustrated during the course.

3	Prerequisites and learning activities	The student is supposed to know the basic notions of Geography.
4	Teaching methods and language	Lectures; class discussions; personal consultation with students. Language: Italian Ref. Text books: Luigi Gaffuri, Antonino Melis, Valerio Petrarca, *Dinanismi dell'identità. Lingua, culture e territorio dei Gizey tra Camerun e Ciad*, Napoli, Liguori, in press. Andrea Pase, *Linee sulla terra. Confini politici e limiti fondiari in Africa subsahariana*, Roma Carocci, 2011. Other possible readings: Antonino Melis, *I Masa. Tradizioni orali della savana in Ciad*, Pisa, Edizioni Plus-Università di Pisa, 2002. Mario Ghiretti, *L'uomo che cerca parole*, Bologna, EMI, 2009. Valerio Petrarca, *I pazzi di Grégoire*, Palermo, Sellerio, 2008.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate to the lectures, by making questions and discussing the topics, the data, the images and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: Oral exam. The oral exam consists in questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).

Programme of "INTRODUZIONE ALLA FILOSOFIA ANTICA T" ***"INTRODUCTION TO ANCIENT PHILOSOPHY T"***		
DQ0114, ELECTIVE within a set of two courses for C1 **First Cycle Degree in HUMANITIES, 1st year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Angela LONGO		
1	Course objectives	The goal of this course is to provide an outline of the history of Ancient Philosophy, with a special focus on the history of metaphysics, physics and ethics. The analysis of argumentations and philosophical strategies of ancient authors is associated with the study of the historical debate between each philosopher and his/her forerunners. Students will acquire capacity for 1) reading ancient philosophical texts , 2) interpreting them and 3) relating them to the historical context in which they were written.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - the history of metaphysics, physics and ethics during the Classical, Hellenistic, Imperial and Late Periods of Ancient Philosophy; - the main philosophical positions developed by the main ancient philosophers. On successful completion of this module, the students should o acquire a good knowledge of Ancient Philosophy, o demonstrate knowledge and understanding of the main areas and periods of Greek and Latin Philosophy; o understand and explain the main philosophical positions developed during the studied periods; o demonstrate skill in interpreting ancient philosophical texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The students must know elementary logic, formal semantics, and have some notions of Ancient Greek and Roman History. The module also includes study skills sessions that introduce students to conventions of academic research, reading and writing.
4	Teaching methods and language	Lectures, in-class training and exercises, homework, philosophical texts' reading and work in small groups for assigned tasks. Language: Italian Ref. Text books: -*Stanford Encyclopedia of Philosophy (on line); The Cambridge History of Hellenistic Philosophy (2005),*

		-*The Cambridge History of Philosophy in Late Antiquity,* Ed. L. Gerson (2011), -Some relevant monographs published by Carocci (Rome) are provided by the teacher.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Discussions on assigned homeworks provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam. The oral exam consists in answering 3 series of questions aiming to evaluate the level of knowledge of the history of Ancient Philosophy (25%), the capacity to report the philosophical thinking of some philosophers especially illustrated during the course (25%), the ability to read, understand and explain a section of one of the philosophical texts studied (40%), the speaking skills appropriate for their level and the use of appropriate terminology (10%).

Programme of "STORIA DELLE RELIGIONI T" ***"HISTORY OF RELIGIONS T"***		
DQ0102 / DQ0228, ELECTIVE within a set of selected courses for C1 and C3 and for 3rd year students First Cycle Degree in HUMANITIES, 1st or 3rd year , 1st semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Paolo TAVIANI		
1	Course objectives	The aim of the course is to supply the student with an introduction to the comparative history of religions and to promote understanding of the main features of ancient religious beliefs from Egyptian to Roman culture and the way in which those beliefs originated and developed. This module aims to foster understanding and acceptance of religious and cultural diversity.
2	Course content and Learning outcomes (Dublin descriptors)	The topics of the course include the historical roots of concepts such as civic/religious, sacred/profane, magic, myth, rite, mythical being, god, hero, with specific references to the ancient cultures (Sumer, Egypt, Greece, Rome). On successful completion of this module the student should: o understand the phenomenon of religion against the backdrop of ancient religious beliefs, o be able to identify the historical roots of the main concepts of the History of religions and to locate a 'religious phenomenon' in its historical, political and social context, o acquire analytical skills in interpreting how the experience of the divine in the Primal Religions is symbolized with reference to the features and rhythms of nature, o demonstrate a knowledge and understanding of interreligious dialogue, o be able to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed.
3	Prerequisites and learning activities	No prerequisites are required
4	Teaching methods and language	Lectures, team work, report. Language: Italian and English Ref. Text books: R. Pettazzoni, *Essays on the History of Religions*, Leiden: Brill; M. Massenzio, "The Italian school of history of religions", in *Religion*, 35 (2005), pp. 209-222.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing in class the interpretation and approaches presented. Assigned homework and short reports prepared by students individually or in small groups are presented and discussed too. Summative assessment: Oral exam. The oral exam starts from the illustration and discussion of a cultural context (from Sumer to Roman times), and consists in answering 4 questions aiming to verify the achieved level of knowledge and awareness of the historical roots of beliefs (30%), the capacity to identify the historical roots of the main concepts of the History of religions and to locate a 'religious phenomenon' in its historical, political and social context (30%), the ability to interpret how the effectiveness of a 'religious experience' depends on the social and cultural context (30%) the ability to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed (10%).

Programme of "STORIA DELL'ANTROPOLOGIA CULTURALE T"
"HISTORY OF CULTURAL ANTHROPOLOGY T"

DQ0110, COMPULSORY for C4
First Cycle Degree in HUMANITIES, 1st year, 1st semester

Number of ECTS credits: 36 hours, 6 CFU (workload is 150 hours; 1 credit = 25 hours)

Teacher: Antonello CICCOZZI

1	Course objectives	The goal of this course is to provide a basic framework of cultural anthropology from a historical point of view, orienting the description of the milestones of the evolution of anthropological knowledge highlighted the main aspects of the thought of the most important anthropologists, and then the main thematic nodes produced by the discipline in the course of its history.
2	Course content and Learning outcomes (Dublin descriptors)	As expected results, the student should: o Have knowledge of the main stages of the history of cultural anthropological thought (embryonic stage of Cultural Anthropology, Evolutionism, Diffusionism, French Ethnography, British Functionalism, Historical Particularism, Culture and Personality School, Lévi-Strauss Structuralism, Marxist Anthropology, Cultural Materialism). o be aware that also the history of a discipline underpins an historiographical strategy, where importance, selection and interpretation lead to a particular form of historicity. o be able to understand that the history of a discipline is marked by a stepped path to overcoming errors and approximations, in reflexive co-evolution with the broader socio-political context within schools of thought which are born and fade away. o have ability to judiciously apply the designed theoretical apparatus as a key to thinking and understanding contemporary social and cultural phenomena
3	Prerequisites and learning activities	The module does not require any prerequisites.
4	Teaching methods and language	Lectures, mainly anthology of texts and synthesis of theories prepared by the teacher. Language: Italian Ref. Text books: -Ugo Fabietti, *Storia dell'Antropologia*, Bologna, Zanichelli, 2011. -Antonello Ciccozzi, *Parola di scienza*, Roma, DeriveApprodi, 2013.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the in class the interpretation of the course topics. Summative assessment: The oral exam starts with an exhaustive exposition of one of the main topics chosen by the student from the course content. Then the teacher will ask some questions in depth about the student's selected argument and some general questions from the rest of the course themes. The students must demonstrate, rather than a simple mnemonic awareness, a critical-comparative comprehension of the historical process of development of the cultural anthropological knowledge.

Programme of "CARTOGRAFIA T"
"CARTOGRAPHY T"

DQ0109, COMPULSORY for C4
First Cycle Degree in HUMANITIES, 1st year, 1st semester

Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)

Teacher: Lina CALANDRA

1	Course objectives	The goal of this course is to provide the most important elements of the cartographic production and communication process. Within a critical perspective and with reference to geographical theory of territorialisation, the course focuses on the principal methods for representing spatial information in map form, and on the basic principles of cartographic design. Moreover, the course gives an overview of the history of cartography. On successful completion of this module, the student should understand the most important steps in the cartographic production and communication process and should be able to critically reflect on the role of cartography in society, in the past as well as today.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Introduction ✓ The map within the geographical theory of complexity

		✓ What is cartography? What is a map? - The cartographic communication process ✓ How does cartographic language work? ✓ The different types of codification of geographical information in a map - Overview of the history of cartography On successful completion of this module, the student should o have profound knowledge of cartography and maps, o have knowledge and understanding of cartography as a complex language able to visually codify geographical information, o understand and explain the most important cartographic production and communication process, o understand the role of cartography in society, in the past as well as today, o demonstrate skill in reading different kinds of maps and ability to decode cartographic representation from the social, political and ideological point of view, o demonstrate capacity for reading and understand other visual representations of territory.
3	Prerequisites and learning activities	The student must know the basic notions of Geography of Italy, Europe and the world.
4	Teaching methods and language	Lectures and team work. Language: Italian Ref. Text books: 1) L.M. Calandra, *Progetto Geografia. Percorsi di didattica e riflessione*, Erickson, Trento, 2007, Vol. 1 – Territorio. 2) L.M. Calandra, *Progetto Geografia. Percorsi di didattica e riflessione*, Erickson, Trento, 2009, Vol. 2 – Uomo e Ambiente. 3*) one book from the following list:* - A. Turco, *Africa subsahariana. Cultura, società, territorio,* Unicopli, Milano, 2002 (except the last part). - P. Faggi, A. Turco (a cura), *Conflitti ambientali: genesi, sviluppo, gestione*, Milano, Unicopli, u.e. (Introduzione and Parts I and II) - L.M. Calandra (ed.), *Territorio e democrazia. Un laboratorio di geografia sociale nel doposisma aquilano,* L'Una, L'Aquila, 2012. *Students not attending the course add the following book:* -A. Turco, *Configurazioni della territorialità*, FrancoAngeli, Milano, 2010.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the documents presented in class and by practical presentations. Summative assessment: Written exam. The written exam consists of the answer to 3 open questions or a paper of about 1500 words (1 hour) aiming to evaluate the achieved level of knowledge and understanding of the cartographic language (40%), the skill in reading different kinds of maps (30%), the ability to decode the role of cartography in society (20%), the capacity to make independent critical evaluations of cartographic representation from the social, political and ideological point of view (10%).

Programme of "LETTERATURA GRECA T" ***"GREEK LITERATURE T"*** **From symposium to theater: educating young people in Archaic and Classical Greece**		
DQ0245, COMPULSORY for C1, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 1st, 2nd or 3rd year, 1st semester** **This course is composed of two Modules: 1) DQ0247 Greek Literature T/A, 2) DQ0248 Greek Literature T/B**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
GREEK LITERATURE T/A (DQ0247, 6 ECTS)		
Teacher: Livio SBARDELLA		
1	Course objectives	The course introduces students to the main features and authors of Greek literature of the archaic and classical ages, in order to illustrate cultural relationships between literature, politics and systems of education. On completion of this course, students should have

		improved their literary knowledge and be able to rightly understand and translate into good Italian the texts object of the course, correctly analyzing them from a linguistic and stylistic point of view, and to discuss the general matter of the course.
2	Course content and Learning outcomes (Dublin descriptors)	Course content: Classes will focus on texts of the outmost relevance to be read in Greek, translated into Italian and commented upon. Their language and style will be examined, while their contents and topics will be related to the literary tradition as well as to the historical, cultural and anthropological context. Reference will be made to commentaries and existing or possible translations of those text(s). Authors and texts: a selection of fragments of elegiac poetry (Mimnermus, Theognis, Solon Simonides), Aristophanes' *Wasps* and Plato's *Symposium*. On successful completion of this Module, the student should: o have increased their knowledge of Greek language and literature; o be able to read and translate into correct Italian the text(s) object of the course; o be able to trace an outline of the historical evolution of the relationships, in ancient Greek culture, between literature, politics and education; o be able to apply knowledge and understanding to enhance their competence of Greek language, literary texts and genres, Greek culture; o be able to make informed judgments and exegetic choices while translating and commenting texts; o be able to communicate their knowledge and understanding both to non expert audience in a clear didactic way and to competent audience in an adequate scientific language.
3	Prerequisites and learning activities	Prerequisites: basic knowledge of Ancient Greek grammar and language, full mastery of written and oral Italian; understanding of English literary essays and/or commentaries on Greek texts.
4	Teaching methods and language	Lectures; class discussions; seminars. During the lectures and seminars students are expected to discuss with the teacher some issues and aspects of the translation and exegetic approach to the texts. Language: Italian Texts: - A selection of texts from the archaic elegy for symposium supplied by the teacher during the lectures; - Aristophanes, *Wasps*, Greek text with Italian translation, edited by E. Fabbro, with an introduction by G. Paduano, Milano, Rizzoli, 2012 - Plato, *Simposium*, Greek text with Italian translation, edited by F. Ferrari, with an introduction by V. Di Benedetto, Milano, Rizzoli, 1986 Other texts (to be read fully, in Italian translation): -Aristophanes, *Clouds*, Greek text with Italian translation, edited by A. Grilli, Milano, Rizzoli, 2009. Ref. Text books M. Vetta (ed.), *Poesia e simposio nella Grecia antica*, Roma - Bari, Laterza, 1995. G. Mastromarco, *Introduzione ad Aristofane*, Roma-Bari, Laterza, 1994. L. E. Rossi et alii, *Letteratura greca*, Firenze, Le Monnier, Parte prima: età arcaica, pp. 21-225, Parte seconda: età classica, pp. 227-560.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts read and translated in class. Summative assessment: Oral exam The oral exam starts from the discussion and analysis of the texts read during the course and commented in class, and consists in answering some questions aiming to evaluate: a) the achieved level of knowledge and understanding of the Greek language's morphological and syntactic structures and the capacity to translate into Italian with good interpretation and use of appropriate vocabulary (30%); b) the degree of awareness of the general matter of the course dealing with the relationships between literature, politics and education (20%); c) the ability to explain and critically apply the learned competences to the interpretation of the texts (30%); d) the general knowledge of the historical development of Greek literature (20%).
GREEK LITERATURE T/B (DQ0248, 6 ECTS)		
Teacher: To be appointed		

1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined STUDENTS SHOULD BE ABLE TO: o have increased their knowledge of Greek language and literature; o be able to read and translate into correct Italian the text(s) object of the course; o be able to trace an outline of the historical evolution of the relationships, in ancient greek culture, between literature, politics and education; o be able to apply knowledge and understanding to enhance their competence of Greek language, literary texts and genres, Greek culture; o be able to make informed judgments and exegetic choices while translating and commenting texts; o be able to communicate their knowledge and understanding both to non expert audience in a clear didactic way and to competent audience in an adequate scientific language.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "LINGUA LATINA T/A" ***"LATIN LANGUAGE T/A"***		
DQ0085, ELECTIVE within a set of selected courses for C2 and C3, COMPULSORY for C4 **First Cycle Degree in HUMANITIES, 1st year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Elena MERLI		
1	Course objectives	The course's target consists in providing an introduction to the classical Latin language. It will cover the elementary morphology and syntax, using as a primary textbook the Latin grammar by M. Fucecchi and L. Graverini (Le Monnier, Florence). On completion of this course, students should be able to understand, to analyze and to translate into correct Italian some Latin texts of low difficulty.
2	Course content and Learning outcomes (Dublin descriptors)	Course content: - Latin accent; - the five declensions; - adjectives and adverbs; - regular verbs (active conjugation): indicative, infinitive, participle; - personal and demonstrative pronouns; demonstrative adjectives - subordinate clauses in indicative and infinitive mood - participial constructions: active periphrastic; ablativus absolutus. On successful completion of this Module, the student should: o have a basic knowledge of Latin language and grammar; o be able to read and translate into correct Italian simple sentences and texts and to analyze their grammatical construction; o be able to apply knowledge and understanding to simple Latin texts o be able to make informed judgments and choices in translation and grammatical analysis of verbal and nominal forms and of simple Latin texts o be able to communicate their knowledge and understanding in written and oral form
3	Prerequisites and learning activities	A good knowledge of Italian grammar and syntax is assumed.
4	Teaching methods	Lectures; exercises of grammar and translation of short sentences and simple texts by Latin

	and language	authors; individual homework Language: Italian Ref. Text books - M. Fucecchi and L. Graverini, *La lingua latina*, Le Monnier, Florence, 2009.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by solving exercises, asking questions and analyzing the texts translated in class. Homework and 12 hours of supplemental exercises with the teacher provide a continuous assessment of learning process and skills development. Summative assessment: Written exam (100%). The exam is a grammar test lasting two hours (usage of a dictionary is not allowed). The test is divided into three parts: nouns, adjectives, pronouns; verbs; short phrases to translate and analyze. The students must demonstrate that they have assimilated the basic grammatical rules and vocabulary presented in the classes.

Programme of "LINGUA LATINA T/B" ***"LATIN LANGUAGE T/B"***		
DQ0003; COMPULSORY for C1; ELECTIVE within a set of two courses for C2 and C3; ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 1st year, 2nd semester; 2nd year and 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Lucio CECCARELLI		
1	Course objectives	The goal of this module is to integrate morphological and syntactic knowledge of the Latin language as introduced in the Latin Language I Module, enabling the students to consolidate and deepen their knowledge and extend their awareness of the language beyond beginners level.
2	Course content and Learning outcomes (Dublin descriptors)	Course content: - relative pronouns; indefinite and interrogative pronouns and adjectives - comparative and superlative - gerund - gerundive - supine - passive conjugation - deponent verbs - irregular verbs - defective verbs - impersonal verbs - subjunctive in independent clauses - basic rules of the *consecutio temporum* - subjunctive in subordinate clauses - infinitive clauses On successful completion of this Module, the student should: o have an intermediate knowledge of Latin syntax and grammar; o be able to translate into correct Italian sentences and texts of some complexity and to analyze their grammatical construction; o be able to understand and comment from a linguistic point of view prose and poetic texts of intermediate difficulty; o demonstrate a knowledge of a large proportion of the major grammatical and syntactical constructions of the Latin language, and of a range of vocabulary commensurate with the level; o demonstrate an ability to read, understand and translate longer prepared passages of adapted Latin, and to translate unprepared passages with some vocabulary and grammatical assistance and the use of a dictionary; o be able to understand and comment from a linguistic point of view prose and poetic texts of intermediate difficulty; o be able to translate and demonstrate understanding of more difficult adapted Latin texts independently, with the use of a reference grammar and a dictionary.
3	Prerequisites and learning activities	The knowledge of Latin grammar and syntax obtained after successful completion of the module "Latin Language I" is assumed.

4	Teaching methods and language	Lectures; translation exercises; individual homework. The texts proposed are especially graded to allow new pieces of grammar and syntax to be introduced at regular intervals, whilst at the same time consolidating the knowledge of more familiar elements. Students will be expected to translate these texts with the aid of a vocabulary list and with tutor support where necessary. Language: Italian Ref. Text books -M Fucecchi and L. Graverini, *La lingua latina. Fondamenti di morfologia e sintassi*, Le Monnier, Firenze 2009 -Alfonso Traina and Giorgio Bernardi Perini, *Propedeutica al latino universitario*, Firenze, Bologna 19986 , chapters 2-5
5	Assessment methods and criteria	Written exam Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts translated in class. Homework and class discussions on translations made individually or in small groups, independently or with the support of the teacher, provide a continuous assessment of learning process and skills development. Summative assessment: Written exam. The written exam consists of a translation Latine to Italian, in two hours, and is meant to ascertain the achieved level of knowledge and understanding of the Latin language and the capacity to translate in Italian with good interpretation and use of syntax and grammar and to assess the degree of clarity of the translation and the capacity to choose the Italian words that best fit with the original meaning of the Latin text.

Programme of "STORIA DELL'ARTE MEDIEVALE T" ***"HISTORY OF MEDIEVAL ART T"*** **Introduction to the History of Art and Architecture in Italy and Western Europe (4th-15th centuries)**		
DQ0124, COMPULSORY for C3, OPTIONAL within a set of selected courses for 2nd and 3rd year students First Cycle Degree in HUMANITIES, 1st year for C3, 2nd or 3rd year for 2nd and 3rd year students, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Cristiana PASQUALETTI		
1	Course objectives	The goal of this course is to provide an introduction to the history of art and architecture in Italy and Western Europe from 4th century B.C. to the first decades of 15th century. On successful completion of this module, the student will be able to: - understand Medieval works of art by analyzing and comparing forms and styles; - identify, describe, and interpret the content of images; - identify, describe, and interpret the historical and social context of a Medieval work of art.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Late Antique and Early Christian Art: the Dissolution of Classical Form. - Art and Architecture in Ravenna (5-6th cent.). Constantinople in the age of Justinian. - Longobards in Italy: Art and Architecture. The Carolingian Renaissance. - Art and Architecture in Europe over the Year 1000. - Romanesque Art in Europe. - Romanesque Art in Northern Italy and Tuscany. - Rome, Montecassino and the Gregorian Reform. Art and Architecture in Southern Italy and Sicily at the Time of the Norman Conquest. - Gothic art in Europe. - Benedetto Antelami. Art and architecture in Northern Italy in the first half of 13th century. - Art and Architecture in Southern Italy and Sicily in the Age of Emperor Frederick II. Nicola Pisano. - Giovanni Pisano and Arnolfo di Cambio - Florence, Rome and Assisi: Cimabue at the dawn of the renewal of painting in Italy - Giotto's revolution. - The Gothic in Siena. Duccio di Buoninsegna. - Simone Martini in Siena and Avignon. Pietro and Ambrogio Lorenzetti. - Giotto's legacy. Trecento Painting and Sculpture in Neaples. - The Court Cities of Northern Italy. - The International Gothic Style

		As expected results, the student should: o Have in-depth knowledge of the major art historical periods and artists in Medieval Western art. o Have in-depth knowledge of the terminology of art history. o Have knowledge of materials and techniques. o Understand the art historian's importance to society as a keeper of the cultural heritage, as an expert in understanding and estimating the historical and geopolitical grid regarding the role and essence of the art within this context and as a connoisseur of the value of the physical remains of the past as a means of defining, signifying and reconstructing cultural identity. o Understand the role of the Medieval artworks as carriers of meaning and value. o Have ability to describe Medieval artworks with clarity and precision, using ordinary and specific language as appropriate to the topic. o Have a basic ability to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources. o Have a basic ability to analyse and catalogue Medieval artworks. o Have a basic ability to compare artworks from different chronological and geographical production areas as well as to convey verbally the artwork of a specific spatial and time based framework, taking into consideration the European art history. o Have a basic ability to produce logical and structured narratives and arguments supported by relevant evidence and specialist literature. o Have knowledge and skills in the specialty necessary to pursue further studies at master level and to begin work in the field.
3	Prerequisites and learning activities	Adequate knowledge of geography and history of Medieval Europe is required.
4	Teaching methods and language	Lectures, workshops and outdoor visits to museums and monuments Language: Italian Ref. Text books - De Vecchi, Pierluigi and Cerchiari, Elda. "Arte nel tempo", vol. I/1, *Dalla Preistoria alla Tarda Antichità*, pp. 249-299; vol. I/2, *Il Medioevo*, pp. 302-651; vol. II/1, *Dal Gotico Internazionale alla Maniera Moderna*, pp. 2-45. Milan: Bompiani, 1991 (and further reprints). - Bellosi, Luciano. "La rappresentazione dello spazio." In *Storia dell'arte italiana*, vol. IV, *Ricerche spaziali e tecnologiche*, edited by G. Previtali, pp. 3-39. Turin: Einaudi, 1980, N.B. *Students who wish to use another handbook instead of De Vecchi-Cerchiari must contact the professor*.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, workshops and visits to Museums and historical buildings by asking questions and discussing the solutions adopted by artists and architects, the existing theories and the specialist literature. Summative assessment: Oral exam. The oral exam consists of the answer to 3-4 questions (each starting from the image of an artwork) aiming to verify the achieved level of knowledge of the major art historical periods and artists in Medieval Western art, of terminology of art history and of materials and techniques in the main monuments studied during the course (30%); the ability to understand the art historian's importance to society as a keeper of the cultural heritage of the past as a means of defining, signifying and reconstructing cultural identity and to identify the role of the Medieval artworks as carriers of meaning and value (10%); the ability to describe medieval artworks with clarity and precision, using ordinary and specific language as appropriate to the topic, to explain the development and interrelation between functions, forms, and styles of different art and architecture and the capacity to select and apply relevant evidence used in the subject area to the examination of the architectural and art-historical issues and problems (25%); the capacity to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources, to analyse and catalogue medieval artworks and to compare artworks from different chronological and geographical production areas as well as to convey verbally the artwork of a specific spatial and time based framework, taking into consideration the European art history (25%); and the degree of independence to formulate judgments and comments on examples not discussed during the course, showing the knowledge and skills necessary to pursue further studies at master level and to begin work in the field (10%).

Programme of "LETTERATURA ITALIANA CONTEMPORANEA T"
"CONTEMPORARY ITALIAN LITERATURE T"

DQ0130, ELECTIVE within a set of selected courses
First Cycle Degree in HUMANITIES, 2nd year, 1st semester

Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)

Teacher: Anna Maria IORIO

1	Course objectives	The course intends to give a brief outline of the rich and varied production of the 20th Century Italian novel, from the innovative Svevo's *Coscienza di Zeno* to the most significant narrative works published in the second half of the century.
2	Course content and Learning outcomes (Dublin descriptors)	Course content: After a historical and theoretical introduction, the course will deal with some specific aspects of novels by Svevo, Tozzi, Gadda, Moravia, Morante, Pavese, Fenoglio, P.Levi, Pasolini, and Calvino. Topics of the module will include both the reading of selected texts by these authors and the analysis of their language, styles and themes. Authors and novels will be placed in their historical and cultural contexts. On successful completion of this module, the students should: o know the historical, social and cultural contexts of the contemporary novels analyzed and o their authors; o be able to identify rhetoric and narrative strategies; o be able to describe and interpret the Italian contemporary novel; o be able to identify and discuss themes, language and style used by novelists; o be able to present critically authors, texts and issues addressed by the module in a clear and concise manner; o be able to give an independent opinion.
3	Prerequisites and learning activities	Basic knowledge of the Italian novel of the 19th and early 20th Century, from Manzoni to Pirandello.
4	Teaching methods and language	Lectures, class discussion, homework. The students will be encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in the classroom. Language: Italian Ref. Text books: - Casadei, A. (2007) *Stile e tradizione nel romanzo italiano contemporaneo*, Il Mulino: Bologna (only *Introduzione* and *Parte prima*, pp.7- 138) 4 novels selected from: -Svevo, I. *La coscienza di Zeno*; Tozzi, F. *Il podere*; Moravia, A. *Gli indifferenti*; Gadda, C.E. *La cognizione del dolore ;* Pavese, C. *La luna e i falò;* Pasolini P,.P. *Una vita violenta ;* -Fenoglio, B. *Il partigiano Johnny;* Tomasi di Lampedusa, *Il Gattopardo;* Morante, E. *La Storia;* -Calvino, I. *Se una notte d'inverno un viaggiatore.*
5	Assessment methods and criteria	Formative assessment: Students are encouraged to actively participate in lectures, asking questions and giving oral reports to the class audience. Summative assessment : Oral exam. The exam will start with the discussion and analysis of one text read and commented upon during the course. Then it will require answers to some questions aiming to evaluate: (a) the achieved level of knowledge and understanding of the twentieth-century Italian authors and novels; (b) the capacity to define and illustrate the formal and thematic characteristics of some novels; (c) the ability to express their acquired knowledge and competence in a clear and concise manner; (d) the ability to critically apply the learned tools and analytical methodologies to the interpretation of a single novel; (e) the capacity to work independently and express a personal critical viewpoint. Therefore, the number and depth of the questions may vary according to each single student's answers.

Programme of "LETTERATURE COMPARATE T"
"COMPARATIVE LITERATURE T"

DQ0023, ELECTIVE within a set of selected courses

First Cycle Degree in HUMANITIES, 2nd year, 2nd semester **This course is composed of two Modules: 1) DQ0024 Comparative literature T/A T, 2) DQ0025 Comparative literature T/B**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
COMPARATIVE LITERATURE T/A (DQ0024, 6 ECTS)		
Teacher: Massimo FUSILLO		
1	Course objectives	The course will introduce students to the history and methodologies of comparative literature as critical approach, with a special emphasis on the categories of reception and adaptation. It aims to have them actively read and compare texts belonging to different ages, cultures and genres, and their adaptations in different media (performance, cinema, visual arts).
2	Course content and Learning outcomes (Dublin descriptors)	Course content: After a historical and theoretical introduction, the course will deal each year with a different literary theme or genre, analyzing its cultural metamorphosis from ancient archetypes to contemporary age, its different versions and its adaptations in cinema and other arts. This year the theme is: *The tree of possibilities: fantasies, dreams, virtual worlds.* It will deal with the following texts: ✓ Wachovski, Lana e Andy (1999), *Matrix,* USA ✓ Cervantes, M. de (2015), *Don Chisciotte della Mancia,* Torino, Einaudi. ✓ Massenet, J. (2006), *Don Quichotte,* regia Federico Tiezzi, DVD Bongiovanni ✓ Nerval, G. de (1966), *Aurelia,* in *I racconti,* Torino, Einaudi ✓ James, H. (2005), *L'angolo allegro,* in *Racconti di fantasmi,* Torino, Einaudi ✓ Borges, J.L. (2005), *Il giardino dei sentieri che si biforcano,* in *Finzioni,* Torino, Einaudi ✓ Bioy Casares, A. (2000), *L'invenzione di Morel,* Milano, Bompiani. On successful completion of this Module, the student should: o be aware of comparative literature as methodology; o be able to read and critically understand the primary texts; o be aware of the interplay between transcultural constants and historical variations; o be able to identify rhetoric and narrative strategies in literary texts; o be able to make comparisons between different literary traditions and different artistic languages; o be able to identify and discuss some of the critical issues raised by literary texts; o understand the changing status of authorship, literary text, readership, fiction in different contexts; o understand issues of empathy, perception, visuality in different media.
3	Prerequisites and learning activities	Full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be also required as a course prerequisite. As far as possible, students will be asked to actively express themselves in the classroom.
4	Teaching methods and language	The module's outline structure is delivered through a series of lectures on the literary texts and the movies of the programme, and on major related critical and cultural topics. These provide directions and contexts for students' assigned books reading and individual study of the literary texts. Language: Italian Ref. Text books -Erich Auerbach (2002), *Mimesis.Il realismo nella letteratura occidentale* (6 chapters for each volume), Turin, Einaudi -F. Brioschi, C. Di Girolamo, M. Fusillo, *Introduzione alla letteratura*, revised edition, 2013.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Summative assessment: Oral exam. The oral exam moves from one of the texts of the syllabus to assess the student's knowledge and understanding of the assigned readings, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the authors presented in the course and the capacity to define and illustrate the formal and thematic characteristics of their writing (30%), the capacity to understand and explain the interplay between transcultural constants and historical variations and the ability to identify rhetoric and narrative strategies in literary texts (30%), the ability to explain and critically explain the changing status of authorship, literary text, readership, fiction in different contexts (20%) as well as issues of empathy, perception, visuality in different media (20%).

COMPARATIVE LITERATURE T/B (DQ0025, 6 ECTS)		
Teacher: Massimo FUSILLO		
1	Course objectives	The course will introduce students to the history and methodologies of comparative literature as critical approach, with a special emphasis on the categories of reception and adaptation. It aims to have them actively read and compare texts belonging to different ages, cultures and genres, and their adaptations in different media (performance, cinema, visual arts).
2	Course content and Learning outcomes (Dublin descriptors)	Course content: After a historical and theoretical introduction, the course will deal each year with a different literary theme or genre, analyzing its cultural metamorphosis from ancient archetypes to contemporary age, its different versions and its adaptations in cinema and other arts. This year the theme is: *The tree of possibilities: fantasies, dreams, virtual worlds.* It will deal with the following texts: Paladino, M. (2008), *Quijote,* con DVD, Milano, Feltrinelli Bigelow, K. (1998), *Strange Days,* USA Weir, P. (1998), *Truman Show,* USA Nolan, C (2010), *Inception,* USA Jonze, S (2013), *Her,* USA Miller, R. e R. (1993), *Myst*, videogame Gondry, M. (1997), *Bachelorette,* videoclip per Björk On successful completion of this Module, the student should: o be aware of comparative literature as methodology; o be able to read and critically understand the primary texts; o be aware of the interplay between transcultural constants and historical variations; o be able to identify rhetoric and narrative strategies in literary texts; o be able to make comparisons between different literary traditions and different artistic languages; o be able to identify and discuss some of the critical issues raised by literary texts; o understand the changing status of authorship, literary text, readership, fiction in different contexts; o understand issues of empathy, perception, visuality in different media.
3	Prerequisites and learning activities	Full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be also required as a course prerequisite. As far as possible, students will be asked to actively express themselves in the classroom.
4	Teaching methods and language	The module's outline structure is delivered through a series of lectures on the movies of the programme, and on major related critical and cultural topics. These provide directions and contexts for students' assigned books reading and individual study. Language: Italian Ref. Text books - Mazzarella, A. (2008), *La grande rete della scrittura. La letteratura dopo la rivoluzione digitale,* Milano, Bollati Boringhieri - Costa A. (2012), *Saper vedere il cinema,* Milano, Bompiani.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Summative assessment: Oral exam. The oral exam moves from one of the texts of the syllabus to assess the student's knowledge and understanding of the assigned readings, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the authors presented in the course and the capacity to define and illustrate the formal and thematic characteristics of their writing (30%), the capacity to understand and explain the interplay between transcultural constants and historical variations and the ability to identify rhetoric and narrative strategies in literary texts (30%), the ability to explain and critically explain the changing status of authorship, literary text, readership, fiction in different contexts (20%) as well as issues of empathy, perception, visuality in different media (20%).

Programme of "CRITICA LETTERARIA T" *"LITERARY CRITICISM T"*		
DQ105, ELECTIVE within a set of selected courses for 2nd year students **First Cycle Degree in HUMANITIES, 2nd year, 2nd semester** **This course is composed of two Modules: 1) DQ0106 Literary criticism T/A, 2) DQ0107 Literary Criticism T/B**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
LITERARY CRITICISM T/A (DQ0106, 6 ECTS)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined STUDENTS SHOULD BE ABLE TO: o have profound knowledge of the history of literary criticism and of the ways in which different theories compete with and complement each other; o understand the ways in which different theoretical perspectives can contribute to a reader's interpretation of fiction, poetry, plays, and culture; o have knowledge and understanding of methods in literary criticism; o understand central issues in modern literary theory and criticism and put them into a wider theoretical and historical context; o understand and explain modern literary criticism; o understand some recent trends of literary theory and their associated reading practices; o demonstrate ability to read and analyse critical essays and arguments and express a critical judgment; o be able to research, design and write a well-structured essay; o be able to explore such key concepts as deconstruction, critique, rhetoric, language, discourse, ideology, the subject, gender, and identity; o acquire an understanding of, and competence in handling, the analytic tools and vocabularies which are the substance of modern literary-theoretical thought.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined
LITERARY CRITICISM T/B (DQ0107, 6 ECTS)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined STUDENTS SHOULD BE ABLE TO: o have profound knowledge of the history of literary criticism and of of the ways in which different theories compete with and complement each other; o understand the ways in which different theoretical perspectives can contribute to a reader's interpretation of fiction, poetry, plays, and culture; o have knowledge and understanding of methods in literary criticism; o understand central issues in modern literary theory and criticism and put them into a wider theoretical and historical context; o understand and explain modern literary criticism;

		o understand some recent trends of literary theory and their associated reading practices; o demonstrate ability to read and analyse critical essays and arguments and express a critical judgment; o be able to research, design and write a well-structured essay; o be able to explore such key concepts as deconstruction, critique, rhetoric, language, discourse, ideology, the subject, gender, and identity; o acquire an understanding of, and competence in handling, the analytic tools and vocabularies which are the substance of modern literary-theoretical thought.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "LETTERATURA FRANCESE I/A" ***"FRENCH LITERATURE I/A"***		
DQ0122, OPTIONAL within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 36 teaching hours; 1 credit = 25 hours).		
Teacher: Prof. Giovanna PARISSE		
1	Course objectives	The course introduces the students to French Literature, as a process and production of literary works. A reflection on the origins and the dynamics of French literature is accompanied by an introduction and a critical reading of texts and documents from the 20th century to our days, with a special focus on the "Other" and the "Elsewhere" and to the influence of migration on contemporary French literature.
2	Course content and Learning outcomes (Dublin descriptors)	The student will: - Acquire knowledge and understanding of French Literature and the issues raised by the course; - Read and understand literary texts in the original language; - Place the literary works in their historical and sociocultural context. After this course, the student should be able to: o know and discuss the origins of literature; o understand and explain the literary works analyzed in class; o recognize the sociocultural aspects involved in literary works; o observe the interrelations among literary works and the historical sources, and recognize the specificity of the literary text; o understand the critical issues raised by the literary works.
3	Prerequisites and learning activities	Knowledge of French: CEFR Level B1.
4	Teaching methods and language	Lectures with introduction, reading, commentary and discussion of the literary works. Languages: Italian and French. Ref. Text books: -Berton, J. Cl. (1992) *Histoire de la littérature et des idées en France au XXe siècle*, Hatier/Profil: Paris. -Camus, A., *L'étranger*, Gallimard/Folio: Paris o Camus, A., *Noces*, Gallimard/Folio: Paris. -Memmi, A., *La Statue de sel*, Gallimard/Folio: Paris o Memmi, A., *Il bevitore e l'innamorato*, Edizioni Lavoro: Roma. -Izzo J. Cl., *Chormo*, Gallimard: Paris. -Ben Jelloun, Tahar, *Partir*, Gallimard/Folio: Paris. -Le Clézio, J.-M. G., *Poisson d'or*, Gallimard: Paris.

5	Assessment methods and criteria	Formative assessment: Students are encouraged to actively participate in lectures, asking questions and contributing to classroom discussion. Summative assessment*:* Oral exam. Students are required to expose a relevant topic of the program and to be able to read French literary texts, paraphrasing them and giving interpretations, and to comment upon them in a historical perspective, explaining their role in the development of French literature. Students have to demonstrate a substantive knowledge of French literary language and to explain the position of major writers and texts of French literature. Students will be evaluated on the basis of their answers to the questions by the professor, and their ability in discussing the main themes and the main authors of French literature.

Programme of "LETTERATURA SPAGNOLA IA" ***"SPANISH LITERATURE IA"***		
DQ0156, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: to be appointed		
1	Course objectives	The course (*Las épocas de la literatura española*) is an introduction to Spanish Literature. It presents an overview of major literary trends and cultural productions from the Middle Ages to the present day in Spanish context through a short description of the main artistic and cultural phenomena and a summary of historical and political circumstances.
2	Course content and Learning outcomes (Dublin descriptors)	This course will focus on the study of the significant historical periods and cultural movements of the Hispanic world. It is organized according to chronological eras that are marked by distinct cultural and literary movements. The course is organized around one or more basic genres like poetry, drama, novel, and essay. On successful completion of the course content, students will: o be aware of Spanish literary history from its origins to the present day o read and understand the primary texts in the original language o be provided with such analytical tools as are necessary to produce informed interpretations and readings of the primary texts o be provided with the appropriate critical vocabulary to understand the specificity of the genre or sub-genre examined in the course o be provided with fundamental notions of rhetoric and poetics and will be able to: o Identify ethical issues in literary texts o understand the interrelationships and differences between works of literature and historical sources o identify and tackle at least some of the critical issues raised by literary texts o demonstrate capacity for reading, understanding and interpreting other texts on related topics o criticize and compare different texts of the same period o understand issues of canonicity and problems associated with the construction of literary canons.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures, class discussion. As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination. Language: Italian and Spanish Ref. textbooks: To be determined
5	Assessment methods and criteria	Formative assessment: The students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. This is an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts. Summative assessment: To be determined

Programme of "LETTERATURA INGLESE I" *"ENGLISH LITERATURE I"*		
DQ0057, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd year, 1st semester**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Roberta FALCONE		
1	Course objectives	The course will introduce students to the English novel. Its aim is to present the development of this genre in the English Literature. The course is divided into two parts: the first goes diachronically from the Eighteenth Century to the first half of the Twentieth Century, while the second covers the contemporary production.
2	Course content and Learning outcomes (Dublin descriptors)	Course Content *Bibliography of the first part:* D. Defoe, *Robinson Crusoe* J. Austen, *Pride and Prejudice* C. Brontë , *Jane Eyre* J. Conrad, *Heart of Darkness* V. Woolf, *Mrs Dalloway* *Bibliography of the second part:* J. Fowles, *The French Lieutenant's Woman* (1969) E. Figes, *Nelly's Version* (1977) S. Rushdie, *Midnight's Children* (1981)M. Ali, *Brick Lane* (2003) I. McEwan, *Saturday* (2005) On successful completion of the course content, students will: o know the English novel history together with the English history; o read and understand the primary texts in the original language; o know the analytical tools to analyze the primary texts; o identify the main issues in literary texts; o understand issues of canonicity, and problems associated with the construction of the literary canons.
3	Prerequisites and learning activities	Prerequisites: B2 level in English (upper intermediate) As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.
4	Teaching methods and language	Lectures, class discussion Language: Italian and Englishh Ref. textbooks: - P. Bertinetti, (ed.), *Storia della letteratura inglese*, Torino, Einaudi 2003, vol 1 & 2. -T. Eagleton, *The English Novel: An Introduction*, Oxford, Blackwell, 2005. - R. Bertinetti, *Dai Beatles a Blair: la cultura inglese contemporanea,* Roma, Carrocci, 2001. - P. Tew, *The Contemporary British Novel,* London, Continuum International Publishing Company, 2007.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Seminars, assigned homework and presentations provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam. The student will be able to move from one text to the others, underlining their similarities and differences. The oral exam starts from the discussion and analysis of one text read during the course and commented in class, and consists in answering 3 questions aiming to evaluate the achieved level of knowledge and understanding of the relevant authors of English literature from 18th century to nowadays considered in the course, and the capacity to define and illustrate the formal and thematic characteristics of writing from across the period (30%), the capacity to compare literature from across the period, describing and accounting for continuities and differences, particularly the interrelations among literary works and the historical sources, and recognize the specificity of the literary text (30%), the ability to explain and critically apply the learned techniques and tools to the interpretation of the work of one relevant Author (30%), the capacity to work independently and at a higher level of difficulty (10%).

Programme of "LETTERATURA INGLESE I/A"
"ENGLISH LITERATURE I/A"

DQ0058, ELECTIVE within a set of selected courses
First Cycle Degree in HUMANITIES, 2nd year, 1st semester

Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)

Teacher: Roberta FALCONE

1	Course objectives	The course will introduce students to the English novel. Its aim is to present the development of this genre in English Literature, from the Eighteenth Century to the first half of the Twentieth Century.
2	Course content and Learning outcomes (Dublin descriptors)	Course Content D. Defoe, *Robinson Crusoe* J. Austen, *Pride and Prejudice* C. Brontë , *Jane Eyre* J. Conrad, *Heart of Darkness* V. Woolf, *Mrs Dalloway* On successful completion of the course content, students will: o know the English novel history together with the English history; o read and understand the primary texts in the original language; o know the analytical tools to analyze the primary texts; o identify the main issues in literary texts; o understand issues of canonicity, and problems associated with the construction of literary canons.
3	Prerequisites and learning activities	Prerequisites: B2 level in English (upper intermediate) As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.
4	Teaching methods and language	Lectures, class discussion Language: Italian and English Ref. textbooks: -P. Bertinetti, (ed.), *Storia della letteratura inglese*, Torino, Einaudi 2003, vol 1 & 2. -T. Eagleton, *The English Novel: An Introduction*, Oxford, Blackwell, 2005.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Seminars, assigned homework and presentations provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam. The student will be able to move from one text to the others, underlining their similarities and differences. The oral exam starts from the discussion and analysis of one text read during the course and commented in class, and consists in answering 3 questions aiming to evaluate the achieved level of knowledge and understanding of the relevant authors of English literature from 18th century to nowadays considered in the course, and the capacity to define and illustrate the formal and thematic characteristics of writing from across the period (30%), the capacity to compare literature from across the period, describing and accounting for continuities and differences, particularly the interrelations among literary works and the historical sources, and recognize the specificity of the literary text (30%), the ability to explain and critically apply the learned techniques and tools to the interpretation of the work of one relevant Author (30%), the capacity to work independently and at a higher level of difficulty (10%).

Programme of "LETTERATURE ANGLOAMERICANE T"
"AMERICAN LITERATURE T"
"Introduction to the Indian Novel: the Early Republic"

DQ0096, ELECTIVE within a set of selected courses
First Cycle Degree in HUMANITIES, 2nd year, 1st semester

Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)

Teacher: Anna SCANNAVINI

1	Course objectives	The course will introduce students to the US literature as production and product. It will be centered on the Indian novels produced at the time of the Early Republic (1789 to 1830).
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the Module: Working on the "Indian novels" published in the US at the time of the Early Republic (1789 to 1830) the course will investigate the paradigms that govern narrations of cultural and linguistic contact between Europeans and Indian populations of the Northeast. Attention will be given to trans-national and trans-cultural communication and to cross-cultural passages. Special attention will be given also to issues of authorial positioning in the context of race and trans-cultural contact. Required readings: Primary sources: - Lydia Maria Child, *Hobomok* (1824) - Catharine Maria Sedgwick, *Hope Leslie* (1827) - James Fenimore Cooper, *The Last of the Mohicans* (1826) Any edition is fine, provided it is integral. Upon successful completion of the course, students should be provided with such analytical tools as are necessary to produce informed readings and interpretations of the intercultural "encounter" as represented in the Early Republic, and most particularly in the "Indian novels" sub-genre. They will be able to read and interpret the primary texts in the original language, and will have a good understanding of Early America contact between European and Indian agents. They should be able to: o identify ethical issues in the assigned primary sources (literary texts) o understand the interrelationships and differences between works of literature and historical sources o identify and tackle at least some of the critical issues raised by literary texts o be aware that authoriality and canons are historically determined o understand the cultural issues connected to contact (contact zones).
3	Prerequisites and learning activities	Prerequisites: B1 level in English (intermediate); full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be also required as a course prerequisite. Students will be asked to actively express themselves in the classroom, reading in advance the texts under examination.
4	Teaching methods and language	Lectures, class discussion Language: Italian and/or English Ref. Text books : - Lora Romero (1997), *Home Fronts*, Duke UP, Durham and London (chs. 1, 2) - Eric Sundquist, "The Frontier and American Indians", in *The Cambridge History of American Literature*, Vol. Two pp. 175-238 - Daniel Peck (1992), *New Essays on the Last of the Mohicans*, CUP, Cambridge. Other sources and readings will be presented in class. Texts must be studied in English. The secondary sources are inherently part of the syullabus and must be studied.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate to the class, by asking questions and discussing the presented text. Assigned homework and presentations will provide an opportunity for students to work with the teacher and their colleagues developing their ability to produce critical analysis and interpretation of particular texts. Summative assessment: Oral examination. The oral examination will start from the analysis of one of the texts that integrate the course syllabus. It will consists of questions aimed at evaluating the achieved level of knowledge and understanding of the authors considered in the course (30%); the ability to identify and discuss the major ethical and critical issues raised by the texts (30%); c. the ability to compare the texts, describing and accounting for continuities and differences (30%); the ability to explain and critically apply the learned techniques to the explanation of problems associated with the construction of inter-cultural encounters (10%). The number of questions is somewhat difficult to determine, but the students will be given space to express their knowledge. In any case, the questions will not be less than two.

Programme of "LETTERATURA TEDESCA I" "*GERMAN LITERATURE I*"		
DQ0135, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd year, 1st semester**		
Number of ECTS credits: 12 (workload is 300 hours, 1 credit = 25 hours)		
Teacher: Luca ZENOBI		
1	Course objectives	The module will introduce students to the German literature through the analysis of the main theme of the course: "Fragment and Totality". The interrelations between fragments and totality will be studied as a literary genre and as a theme in the literature and in the culture of Germany from the 18th to the 20th century. The search for an organic and harmonic representation of reality through unfinished, aphoristic, rhapsodic writing will be considered a main character of modernity.
2	Course content and Learning outcomes (Dublin descriptors)	On successful completion of the course content, students will be aware of the literary history of Germany in the 18th-20th century, and be provided with such analytical tools as are necessary to produce informed interpretations and readings of the primary texts. Upon successful completion of the course, students should be able to: - identify ethical issues in literary texts - understand the interrelationships and differences between works of literature and historical sources - identify and tackle at least some of the critical issues raised by literary texts - understand the meaning of fragmentary writing, its relevance in the Western culture and as a literary genre - understand issues of genres and problems associated with the classification of literary productions.
3	Prerequisites and learning activities	Prerequisites: full mastery of written and oral expression in mother tongue (Italian). The ability to differentiate between primary and secondary sources will be also required as a course prerequisite.
4	Teaching methods and language	Lectures, class discussion about literary texts, music, images and movies. As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination. Language: Italian and German Ref. Text books: - Goethe, J. W. *Prometheus. Fragment; Urfaust* (1999), a cura di M. Cometa, Novecento: Milano. - Schiller, F. (1969) *Demetrius*, in *Teatro*, a cura di H. Mayer, Einaudi: Torino. - Schlegel, F. (1998) *Frammenti critici e poetici*, a cura di M. Cometa, Einaudi: Torino (parti scelte indicate dal docente durante il corso). - Kleist, H. v. (2011) *Robert Guiskard*, in *Opere*, Mondadori (Meridiani): Milano. - G. Büchner (2003) *Woyzeck*, a cura di H. Dorowin, Marsilio: Milano. - F. Nietzsche (1967) *Considerazioni inattuali*, in *Opere complete*, vol. 4, a cura di G. Colli e M. Montinari, Adelphi: Milano. - Novalis (1997) *Enrico di Ofterdingen*, Adelphi: Milano; (2009) *I discepoli di Sais*, Tranchida: Milano. - Musil, R., (1986) *Romanzi brevi, novelle e aforismi*, Einaudi: Torino (excerpts to be suggested by the teacher). - Rilke, R. M. (2014) *I quaderni di Malte Laurids Brigge*, a cura di F. Jesi, Garzanti: Milano. - Hofmannsthal, H. v., (2007) *Lettera di Lord Chandos*, Mimesis: Milano - Kafka, F. (2014) *Il castello*, Einaudi: Torino Bibliography: • G. Baioni (1976), *Kafka. Romanzo e parabola*, Feltrinelli: Milano (excerpts to be suggested by the teacher). • Cometa, M. (1998) *Introduzione* in: *Frammenti critici e poetici di F. Schlegel*; (2006) *L'età di Goethe*, Carocci: Roma. • D. Nelva (2011) *Percorsi critici nei saggi di Robert Musil*, Edizioni dell'Orso: Alessandria. • Zagari, L. (1976) *Segni apocalittici e critica delle ideologie nel Woyzeck di Büchner*, Istituto orientale: Napoli.

		• Zagari, L. (1985) *Mitologia del segno vivente. Una lettura del romanticismo tedesco*, Il Mulino: Bologna. • Zenobi, L. (2010), "'Non ho fiducia nelle lettere'. Traduzione e scrittura epistolare in Kafka", in G. Sampaolo (a cura di) *Kafka. Ibridismi, multilinguismo, trasposizioni, trasgressioni*, Quodlibet: Macerata. Further teaching material is handed out during the lessons and on the e-learning platform.
5	Assessment methods and criteria	Formative assessment: The students are encouraged to actively participate in the lectures, by asking questions and offering remarks about the literary texts and themes of the course. Possibility of group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. Summative assessment: Oral exam. The exam will move from one of the texts of the program to assess the student's knowledge and understanding of the assigned readings, his/her critical sensibility: students must not only use their knowledge of the subject but must be able to analyse it and give their own interpretation, presenting it in correct and coherent terms.

Programme of "LETTERATURA TEDESCA IA" ***"GERMAN LITERATURE I/A"***		
DQ0136, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)		
Teacher: Luca ZENOBI		
1	Course objectives	The module will introduce students to the German literature through the analysis of the main theme of the course: "Fragment and Totality". The interrelations between fragments and totality will be studied as a literary genre and as a theme in the literature and in the culture of Germany from the 18th to the 20th century. The search for an organic and harmonic representation of reality through unfinished, aphoristic, rhapsodic writing will be considered a main character of modernity.
2	Course content and Learning outcomes (Dublin descriptors)	On successful completion of the course content, students will be aware of the literary history of Germany 18th-20th century and be provided with such analytical tools as are necessary to produce informed interpretations and readings of the primary texts. Upon successful completion of the course, students should be able to: o identify ethical issues in literary texts o understand the interrelationships and differences between works of literature and historical sources o identify and tackle at least some of the critical issues raised by literary texts o understand the meaning of fragmentary writing, its relevance in the Western culture and as a literary genre o understand issues of genres and problems associated with the classification of literary productions.
3	Prerequisites and learning activities	Prerequisites: full mastery of written and oral expression in mother tongue (Italian). The ability to differentiate between primary and secondary sources will be also required as a course prerequisite.
4	Teaching methods and language	Lectures, class discussion about literary texts, music, images and movies. As far as possible, students will be asked to actively express themselves in the classroom, reading in advance the texts under examination. Language: Italian and German Ref. Text books: - Goethe, J. W. *Prometheus. Fragment; Urfaust* (1999), a cura di M. Cometa, Novecento: Milano. - Schiller, F. (1969) *Demetrius*, in *Teatro*, a cura di H. Mayer, Einaudi: Torino. - Schlegel, F. (1998) *Frammenti critici e poetici*, a cura di M. Cometa, Einaudi: Torino (parti scelte indicate dal docente durante il corso). - Kleist, H. v. (2011) *Robert Guiskard*, in *Opere*, Mondadori (Meridiani): Milano. - G. Büchner (2003) *Woyzeck*, a cura di H. Dorowin, Marsilio: Milano. - F. Nietzsche (1967) *Considerazioni inattuali*, in *Opere complete*, vol. 4, a cura di G. Colli e

		M. Montinari, Adelphi: Milano. Bibliography: • Cometa, M. (1998) *Introduzione* in: *Frammenti critici e poetici di F. Schlegel*; (2006) *L'età di Goethe*, Carocci: Roma. • Zagari, L. (1976) *Segni apocalittici e critica delle ideologie nel Woyzeck di Büchner*, Istituto orientale: Napoli. • Zagari, L. (1985) *Mitologia del segno vivente. Una lettura del romanticismo tedesco*, Il Mulino: Bologna. Further teaching material is handed out during the lessons and on the e-learning platform.
5	Assessment methods and criteria	Formative assessment: The students are encouraged to actively participate in the lectures, by asking questions and offering remarks about the literary texts and themes of the course. Possibility of group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. Summative assessment: Oral exam. The exam will move from one of the texts of the program to assess the student's knowledge and understanding of the assigned readings, his/her critical sensibility: students must not only use their knowledge of the subject but must be able to analyse it and give their own interpretation, presenting it in correct and coherent terms.

Programme of "LETTERATURA LATINA T" ***"LATIN LITERATURE T"***		
DQ0009, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd or 3rd year, 2nd semester** **This course is composed of two Modules: 1) Latin Literature T/A 2) Latin Literature T/B**		
Number of ECTS credits: 12 (6+6: total workload is 300 hours; 1 credit = 25 hours)		
LATIN LITERATURE T/A (DQ0207, 6 ECTS)		
Teacher: Franca Ela CONSOLINO		
1	Course objectives	The course introduces students to the main features and authors of Latin literature, with special attention to the central period of Latin literary production (I century BC to II century AD). The reading of texts written by one or more authors of that period is intended to show and illustrate the development of both Latin literature and language (with attention to both grammar and style) and if necessary to supply the basic elements of metrics. On completion of this course, students should have improved their literary knowledge and be able to rightly understand and translate into good Italian the texts object of the course, correctly analyzing them from a linguistic and stylistic point-of-view.
2	Course content and Learning outcomes (Dublin descriptors)	Course content: Classes will focus on one or more authors from I century BC to II century AD to be read in Latin, translated into Italian and commented upon. Their language and style will be examined, while their contents and topics will be related to the literary tradition as well as to the historical context. Reference will be made to commentaries and existing or possible translations of those text(s). As the course is on the IV book of Lucan's *Bellum civile*, information will be also given on Latin hexameter, while Lucan's poem and his epic narrative will be compared with those of Vergil. On successful completion of this Module, the student should: o have increased their knowledge of Latin language; o be able to read and translate into correct Italian the text(s) object of the course and to analyze their grammatical construction and style; o be able to scan hexameters; o be able to trace an outline of Latin literature with special reference to the most important authors, and relate them to the history and society of their time; o be able to apply knowledge and understanding to further enhance their level of knowledge of the Latin poetic language; o be able to make informed judgments and choices;

		o acquire greater translation and analysis skills and the ability to communicate their knowledge and understanding with clear and correct language.
3	Prerequisites and learning activities	Prerequisites: basic knowledge of Latin grammar and language, full mastery of written and oral Italian; understanding of English literary essays and/or commentaries on Latin texts.
4	Teaching methods and language	Lectures; Seminars; individual homework Language: Italian Ref. Text books: - A handbook of Latin literature - Marco Anneo Lucano, *Farsaglia o la guerra civile*, introduzione e traduzione di L. Canali, premessa e note di F. Brena, BUR classici greci e latini, Milano 2002 - Marco Anneo Lucano, *Bellum civile (Pharsalia)* Libro IV a cura di P. Esposito, Loffredo Editore, Napoli 2009 G.B. Conte, *La 'Guerra civile' di Lucano*, Quattroventi, Urbino 1988
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts translated in class. Homework and class discussions provide a continuous assessment of learning process and skills development. Summative assessment: (Formal Oral exam 100%). The oral exam aims to evaluate: - the achieved level of knowledge of the Latin language; - the ability to understand, translate and analyse the texts that have been the object of the course; - the capacity to trace an outline of Latin literature ; - the candidate's ability to communicate his/her knowledge and understanding with clear and correct language; - The student's capacity to react critically to the content of the course and to reach and formulate his/her own independent opinions.
LATIN LITERATURE T/B (DQ0208, 6 ECTS)		
Teacher: Franca Ela CONSOLINO		
1	Course objectives	The course introduces students to the main features and authors of Latin literature, with special attention to the central period of Latin literary production (I century BC to II century AD). The reading of texts written by one or more authors of that period is intended to show and illustrate the development of both Latin literature and language (with attention to both grammar and style) and if necessary to supply the basic elements of metrics. On completion of this course, students should have improved their literary knowledge and be able to rightly understand and translate into good Italian the texts object of the course, correctly analyzing them from a linguistic and stylistic point-of-view.
2	Course content and Learning outcomes (Dublin descriptors)	Course content: Classes will focus on one or more authors from I century BC to II century AD to be read in Latin, translated into Italian and commented upon. Their language and style will be examined, while their contents and topics will be related to the literary tradition as well as to the historical context. Reference will be made to commentaries and existing or possible translations of those text(s). As the course is on the first book of Statius' Thebais, Statius' poem will be compared whith the epic poems of Lucan and Vergil. On successful completion of this Module, the student should: o have increased their knowledge of Latin language; o be able to read and translate into correct Italian the text(s) object of the course and to analyze their grammatical construction and style; o be able to scan hexameters o be able to trace an outline of Latin literature with special reference to the most important authors, and to relate them to the history and society of their time; o be able to apply knowledge and understanding to further enhance their level of knowledge of the Latin poetic language; o be able to make informed judgments and choices o acquire greater translation and analysis skills and the ability to communicate their knowledge and understanding with clear and correct language.
3	Prerequisites and learning activities	Prerequisites: basic knowledge of Latin grammar and language, full mastery of written and oral Italian; understanding of English literary essays and/or commentaries on Latin texts.

4	Teaching methods and language	Lectures; Seminars; individual homework Language: Italian Ref. Text books: - A handbook of Latin literature - Stazio, *Tebaide*, a cura di L. Micozzi, Oscar Mondadori, Milano 2010 - P. Papinio Stazio, *La Tebaide*: libro 1., introduzione, testo, traduzione e note a cura di Franco Caviglia, Edizioni dell'Ateneo, Roma 1973 - L. Micozzi, *Il catalogo degli eroi: saggio di commento a Stazio, Tebaide 4, 1-344*, Edizioni della Normale, Pisa 2007 Those who are interested in this topic, can also read F. Bessone, *La Tebaide di Stazio : epica e potere*, F. Serra, Pisa-Roma 2011.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts translated in class. Homework and class discussions provide a continuous assessment of learning process and skills development. Summative assessment: (Formal Oral exam 100%). The oral exam aims to evaluate: - the achieved level of knowledge of the Latin language; - the ability to understand, translate and analyse the texts that have been the object of the course; - the capacity to trace an outline of Latin literature ; - the candidate's ability to communicate his/her knowledge and understanding with clear and correct language; - the student's capacity to react critically to the content of the course and to reach and formulate his/her own independent opinions.

Programme of "FILOLOGIA ROMANZA T" ***"ROMANCE PHILOLOGY T"*** **"Romance Philology as a problematic discipline"**		
DQ0019/DQ0209, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in Humanities, 2nd or 3rd year, 1st semester** **The course is composed of two modules: 1) DQ0020/DQ0210 Romance philology T/A; 2) DQ0021/DQ0211 Romance philology T/B**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
ROMANCE PHILOLOGY T/A (DQ0020/DQ0210, 6 ECTS) ***"Latin, the vernacular languages, the Church"***		
Teacher: Lucilla SPETIA		
1	Course objectives	The course introduces students to Romance philology as a problematic discipline that faces and poses different issues (the transition from Latin to the Romance languages; the establishment of the vernacular literatures; the methods of composition and reception of linguistic documents and literary monuments; the development of the comparative method in linguistics and of the philological method of textual restoration); its centrality for the examination not only of cultural productions, but also of important historical phenomena is recognized. The objectives of the module are: 1) Awareness of the historical, linguistic, cultural connections between the present and the past. 2) Awareness of the historical, linguistic and cultural connections between ancient and Medieval Latin and the Romance literatures. 3) Basic linguistic knowledge about Latin and Romance languages in the fields of phonology, morphology, syntax and lexicon. 4) Reflection on the role played by the Church in the recognition and enhancement or rather disregard of vernacular languages for the production of literary and / or religious texts. The course will not have notional character, but a problematic and methodological character.
2	Course content and Learning outcomes (Dublin descriptors)	The course aims to provide elements for reflections on the birth of the nineteenth-century discipline; on the crucial problem of Romance linguistic, i.e. the linguistic and cultural process that sees the formation of the Romance languages as the historical and cultural

		development of the unity of the Latin world; on the role played by Christianity and the Church in their constitution and in the recognition or denial of them rather as a medium to convey ideological content, even controversial ones; finally on the constitution of the comparative method in linguistics and the philological methodology of textual analysis. Linguistic topics of the module include: - Phonemes, graphemes and phonological vs orthographic rules - Morphemes - Syntax - Lexicon - Aspects of the history of linguistics - Relations of language, culture, politics and society - Variation in the language and multilingualism Historical topics of the module include: - To use primary and secondary sources of popular Latin - To know the oldest documents of the Romance languages Philological topics of the module include: - To know the principles of Philology On successful completion of this module, the students should: o Have a profound knowledge of the periods and of the problems of the Middle Ages, identifying the relationship between the present and the past and vice versa o Be able to understand and explain linguistic problems and to use data in the construction of linguistic argumentation o Be able to understand and to evaluate the importance of political, linguistic and cultural processes connected to the passage from Roman to Medieval ages o Analyze the principal phenomena that distinguish Latin and Romance languages o Describe and apply the comparative method o Examine and compare different issues in Romance languages o Master an appropriate technical vocabulary o Have a good knowledge of the most ancient documents in Romance languages o Know the history of philology o Know how to read a critical apparatus o Be able to understand textual problems o Demonstrate ability to read and analyze critical essays and arguments and express a critical judgment o Acquire intellectual curiosity toward the issues of sociolinguistics and of philological methodology
3	Prerequisites and learning activities	The students must have: - full mastery of written and oral expression in mother tongue - language awareness, meta-linguistic thinking, basic grammatical knowledge - awareness of the relationship and differences between literary texts and historical source.
4	Teaching methods and language	Lectures, in-class training and exercises, homework, text reading and work in small groups for assigned tasks. Language: Italian Ref. Text books: -Charmaine Lee, *Linguistica Romanza*, Roma, Carocci, 2000 (and reprints) -Guy Serbat, *Le strutture del latino*, translation by L. Ceccarelli, L'Aquila, Berardino Marinacci, 1997 -Maria Luisa Meneghetti, *Le origini*, Bari, Laterza, 2007 - Gigliola Fragnito, *Proibito capire. La Chiesa e il volgare nella prima età moderna*, Bologna, Il Mulino, 2005 Alberto Varvaro, *Adulteri, delitti e filologia. Il caso della baronessa di Carini*, Bologna, Il Mulino, 2010 - Materials provided by teacher: articles, maps, etc. *Non-attending students are required to contact the teacher for an individual program.*
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the interpretation of linguistic examples. Seminars, assigned homework and exercises presented and commented in class provide a continuous assessment of learning process and represent an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular documents or texts. Summative assessment: oral exam.

		The oral exam starts from the illustration and discussion of one of the issues examined in class or in the textbooks, and consists in answering at least 3 questions aiming to evaluate the achieved level of knowledge and understanding of the phonetic, morphological, syntactic and lexical changes that distinguish Latin and Romance languages (30%); the capacity to understand the reasons of different kinds of linguistic variations, putting them into relationship with the history and society of the time of their evolution (30%); the ability to explain and critically apply the learned technique and tools to the interpretation of some documents or texts (30%); and the degree of independence in formulating judgments and comments on examples not discussed during the course (10%).
ROMANCE PHILOLOGY T/B (DQ0021/DQ0211, 6 ECTS) ***"Epics: ideological content, structural elements and dynamics of genre"***		
Teacher: Lucilla SPETIA		
1	Course objectives	The course introduces students to the origins of Medieval Romance literatures and to the philological method of textual restoration, as well as to the centrality of Romance philology for the examination not only of cultural productions, but also of important historical phenomena. The objectives of the module are: 1) Awareness of the historical, linguistic, cultural connections between the present and the past. 2) Awareness of the historical, linguistic and cultural conditions of the Medieval age 3) Awareness of the historical, linguistic and cultural connections between ancient and Medieval Latin and the Romance literatures. 4) Knowledge of the epic literary genre in its content and structure, as one of the most important cultural phenomena of Medieval society, and its transformation in time and space in contact with hagiography and the other Romance genre, i.e. the novel. 5) Reflection on the role played by the Church and the centers of power in the use of the epic genre to convey complex and/or contradictory ideologies. The course will not have notional character, but a problematic and methodological character.
2	Course content and Learning outcomes (Dublin descriptors)	The course aims to provide elements for reflections on problems of oral and written literary production in the period of the origins of Romance literatures, especially those that are particularly relevant in the constitution of the epic genre; to investigate the origin of the genre and its relation to the contemporary hagiographic production; to analyze the achievements of epics in the North and South of France; to discuss the definition of the canon, as well as the kind of interference with the novel; to reflect on the exceptional vitality of the epic genre; to recognize its ideological content proper to the clash between the Christian West and the Muslim East, still latent; finally, to arouse curiosity and interest in questions of literary history. Historical topics of the module include: - To know the oldest documents of the Romance languages - To read and to comment the most important epic texts of the Middle Ages - To know the origin of Medieval French literature Philological topics of the module include: - To know the principles of philology On successful completion of this module, the students should: o Have a profound knowledge of the periods and of the problems of the Middle Ages, identifying the relationship between the present and the past and vice versa o Reflect on the problems of orality and writing o Master an appropriate technical vocabulary to understand the specificity of the literary genres examined in the course o Be able to discuss authors, texts and issues addressed by the module in a clear and concise manner o Be able to define and illustrate the formal (rhetoric, poetic and narrative strategies) and thematic characteristics of writing from across the period o Be able to identify and discuss some of the critical issues raised by literary texts o Understand issues of canonicity and problems associated with the construction of literary canons o Know the history of philology o Know how to read a critical apparatus

		o Be able to understand textual problems o Demonstrate ability to read and analyze critical essays and arguments and express a critical judgment o Acquire good studying methods to start autonomous research o Acquire intellectual curiosity toward the issues of Medieval culture and of philological methodology
3	Prerequisites and learning activities	The students must have: - full mastery of written and oral expression in mother tongue - awareness of Medieval history - awareness of the relationship and differences between literary texts and historical sources.
4	Teaching methods and language	Lectures, in-class training and exercises, homework, text reading and work in small groups for assigned tasks. Language: Italian Ref. Text books: -Furio Brugnolo-Roberta Capelli, *Profilo delle letterature romanze medievali*, Roma, Carocci, 2011 -Alberto Limentani e Marco Infurna (editors), *L'epica*, Bologna, Il Mulino, 1986 - *La canzone di Orlando*, edited by Mario Bensi; *Introduzione* by Cesare Segre, Milano, Rizzoli, 1985 (and reprints) - *La canzone di Guglielmo*, edited by Andrea Fassò, Roma, Carocci, 2000 (and reprints) - *Ronsasvals*, in *Le Roland occitan*, Édition et traduction de Gérard Gouiran et Robert Lafont, Paris, Bourgois, 1991, pp. 129-254 - Materials provided by teacher: articles, maps, etc. *Non-attending students are required to contact the teacher for an individual program.*
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing in class the interpretation of literary examples. Seminars, assigned homework and exercises presented and commented in class provide a continuous assessment of learning process and represent an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular documents or texts. Summative assessment: oral exam. The oral exam starts from the illustration and discussion of one of the issues examined in class or in the text books, and consists in answering at least 3 questions aiming to evaluate the capacity to compare literature from across the period, describing and accounting for the continuities and differences, particularly the interrelations among literary works and the historical sources, and to recognize the specificity of the literary texts (30%); the knowledge and understanding of the principles of philological method and the capacity to analyze a text and explain how its philological importance can be evaluated (30%); the ability to explain and critically apply the learned technique and tools to the interpretation of some documents or texts (30%); and the degree of independence in formulating judgments and comments on examples not discussed during the course (10%).

Programme of "STORIA DELLA LINGUA ITALIANA T" ***"HISTORY OF ITALIAN LANGUAGE T"***		
DQ0047, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 1st year, 1st semester; 3rd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Francesco AVOLIO		
1	Course objectives	The purpose of this Module is to sketch a picture of the history of the Italian language and its diffusion in the country over the centuries, dwelling upon main aspects and problems. The course provides the basic analytical tools for linguistic analysis, according to the methods and the conceptual frame of historical linguistics. The course aims at making students able to utilize the introduced analytical tools for the analysis of specific empirical phenomena.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the Module include: - languages in ancient Italy; - phonetic, morphological, syntactic and lexical changes in late Latin, that originated Romance languages and Italian (historical grammar); - the "birth" and the codification of Italian after the 9th century (the first documents, the "language question" from Dante to Manzoni, vocabularies, grammars, the new spoken Italian in the 20th century etc.);

		- instruments for search and consultation (journals, on line corpora etc.); - relationships between historical linguistics and areal linguistics (linguistic geography). On successful completion of this Module, the student should: o have a good knowledge of the first written Italian documents; o be able to understand and analyze the principal phenomena that distinguish Latin and Italian; o have a good knowledge of the "language question" in the 14th, 16th and 19th century, with a critical approach to it; o understand the reasons of the different kinds of linguistic variations and code switching in contemporary Italy; o demonstrate skill in relating the linguistic history to the general one.
3	Prerequisites and learning activities	At the beginning of the unit a good knowledge of Italian grammar and of ancient and medieval history of Europe is required.
4	Teaching methods and language	Lectures; collective exercises in class; individual homework. Assigned reading and interpretation of different linguistic phenomena or short texts commented in class provide an opportunity for students to work individually or in small groups with their tutors to develop their critical analysis and interpretation of particular problems. Language: Italian Ref. Text books -Morgana, S. (2009), *Breve storia della lingua italiana*, Carocci: Roma, or Cella, R. (2015), *Storia dell'italiano*, Il Mulino: Bologna; Grassi, C. (1976) "Parole e strumenti del mondo contadino" (1976), in *Storia d'Italia*, vol. 6, *Atlante*, Einaudi: Torino, pp. 429-455; The students who can't attend the lectures will study also: - Sabatini, F. (1996), "Origini linguistiche e letterarie d'Italia", in Id., *Italia linguistica delle origini. Saggi editi dal 1956 al 1996*, Argo: Lecce, vol. II, pp. 283-321, and two essays chosen from among: - Manni, P. (1994), "Dal toscano all'italiano letterario", in L. Serianni, P. Trifone (a cura di), *Storia della lingua italiana*, vol. II, *Scritto e parlato*, Einaudi: Torino, pp. 321-342; - Sobrero, A. A. (1988), "Italiano regionale", in G. Holtus, M. Metzeltin, C. Schmitt (edd.), *Lexikon der Romanistischen Linguistik* (LRL), vol. IV, Niemeyer: Tübingen, pp. 732-748; - Vignuzzi, U. (1994), "Il volgare nell'Italia mediana", in L. Serianni, P. Trifone (a cura di), *Storia della lingua italiana*, vol. III, *Le altre lingue*, Einaudi: Torino, pp. 329-372.
5	Assessment methods and criteria	Formative assessment: students are encouraged in participating in lectures, by asking questions and discussing the subjects and the texts presented by the teacher. Summative assessment: Oral exam. The exam consists in answering 4 questions concerning the different parts of the programme, including the more technical section (historical grammar). The teacher will take in consideration: a) the general knowledge of the subject, with the capacity to review it with a personal approach (50%); b) the ability to read, understand and explain examples from the texts used during the lectures (30%); c) the speaking skills, and particularly the level of language and terminology (20%).

Programme of "ARCHIVISTICA" ***"ARCHIVAL AND LIBRARY STUDIES T"***		
DQ0157 / DQ0232, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd and 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to course content
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined On successful completion of the course students should be able to: o Have a profound knowledge of what is a documentary heritage (archives and archival funds); o Have knowledge and understanding of the principles and methods of studying, organizing, storing and describing documents; o Make informed judgements and choices, as well as communicate knowledge,

		about the issues linked to the preservation of documents and to the use of archival sources; o Demonstrate the skill of availing themselves of research tools (guides, inventories, directories); o Demonstrate the capacity to read and comprehend other texts on related topics.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "ARCHEOLOGIA CLASSICA T" ***"CLASSICAL ARCHEOLOGY T"***		
DQ0158, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 1st year, 2nd semester; 2nd and 3rd year, 2nd semester** **This course is composed of two Modules: 1) DQ0159 Classical archeology T/A , 2) DQ0160 Classical archeology T/B**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
CLASSICAL ARCHEOLOGY T/A (DQ0159, 6 ECTS)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT This module is concerned with the art and archaeology of Greece, from the Early Iron Age through the end of the Archaic period (c. 1150–480 BC) till the Hellenistic Age. STUDENTS SHOULD BE ABLE TO: o know and understand the cultural phenomena of the Greek world in the light of archaeological records; o know the literary sources relevant to monuments and works of art ; o know the relevant terms and concepts used in the study of each period object of the course; o understand the historical, archaeological and art-historical issues and questions that have directed research into the archaic and classic Greek period (e.g. state formation; naturalism in art); o be able to evaluate critically the relevance of archaeological and artistic evidence with reference to these debates; o be aware of the kinds of problems encountered when trying to interpret archaeological evidence and ancient art; o be able to apply visual and spatial skills to the analysis of artifacts, architectural plans and other archaeological diagrams; o have a good knowledge of the primary sources (archaeological, artistic, textual) relevant to the module topics; o have familiarity with, and ability to evaluate, the major theoretical approaches, debates and scientific achievements relevant to the module topic; o be able to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed; o demonstrate ability in critically making use of sources and bibliographic tools; o be able to discuss the above, both orally and in writing, in a clear and scholarly manner, and to work effectively in teams.
3	Prerequisites and learning	To be determined

	activities	
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined
CLASSICAL ARCHEOLOGY T/B (DQ0160, 6 ECTS)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT This module is concerned with the art and archaeology of Rome in its historical development, from its origins to the Late Imperial Age. STUDENTS SHOULD BE ABLE TO: o know and understand the cultural phenomena of the Roman world in the light of archaeological records; o have a sound geographical knowledge of the Roman world; o know the literary sources relevant to monuments and works of art ; o know the relevant terms and concepts used in the study of each period object of the course; o be able to evaluate critically the relevance of archaeological and artistic evidence; o be aware of the kinds of problems encountered when trying to interpret archaeological evidence and ancient art; o be able to apply visual and spatial skills to the analysis of artifacts, architectural plans and other archaeological diagrams; o have a good knowledge of the primary sources (archaeological, artistic, textual) relevant to the module topics; o have familiarity with, and ability to evaluate, the major theoretical approaches, debates and scientific achievements relevant to the module topic; o be able to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed; o demonstrate ability in critically making use of sources and bibliographic tools; o be able to discuss the above, both orally and in writing, in a clear and scholarly manner, and to work effectively in teams.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "ARCHEOLOGIA CRISTIANA E MEDIEVALE T" ***"CHRISTIAN AND MEDIEVAL ARCHEOLOGY T"***
DQ0036, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd or 3rd year, 1st semester**
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)
Teacher: Fabio REDI

1	Course objectives	The course aims to provide students with theoretical and practical skills through direct experiences of excavation, building high stratigraphic analysis and interpretation, and with tools for the interpretation of different phenomena, so that they can develop their own informed judgments on the results of archaeological research and the historiographical debate and assess applications appropriate to the advancement of knowledge and the development of the area.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Outlines of the history of Medieval archeology, - Critical exposition of the joints issues of discipline, - Specific research methodologies, different timelines, - Multidisciplinary methods and applications of new technology research. As expected results, the student should: o Have a thorough theoretical and practical knowledge of the stratigraphic method, excavation techniques and high stratigraphic interpretation, analysis and dating of the finds; o Have sufficient knowledge of the latest and most innovative search technologies; o Understand and explain the complexity of archaeological excavations; o Understand the historical and cultural dynamics of settlements and handicraft production; o Demonstrate technical skills of stratigraphic excavation, of archaeological survey, inventorying, consolidation, filing and graphic and photographic documentation of findings; o Demonstrate skills in reading and understanding other texts on related subjects; o Be able to apply the scientific method to acquire evidence of the past; o Be able to analyze archaeological contexts, stratigraphy, landscapes; o Be able to critically evaluate the contexts and interrelationships between the various phenomena of reality.
3	Prerequisites and learning activities	The student should known enough about Medieval History and History of Medieval Art
4	Teaching methods and language	Lectures, laboratory exercises, experience of archaeological excavation. Language: Italian Ref. Text books - Gelichi S. 1997, *Introduzione all'archeologia medievale*, Carocci, Roma. - Chavarria Arnau A. 2011, *Archeologia delle chiese dalle origini all'anno Mille*, Carocci, Roma. - Redi F. 2015, *Da Equizio alle grance del XII secolo. I monaci benedettini e la pastorizia nel territorio aquilano*, in *Teoria e pratica del lavoro nel monachesimo altomedievale*, a cura di L. Ermini Pani, Atti del Convegno Internazionale di Studi (Roma-Subiaco, 7-9 giugno 2013), CISAM, Spoleto pp. 293-320. - Two essays from within: *Dal fuoco all'aria. Tecniche, significati e prassi nell'uso delle campane dal Medioevo all'Età Moderna*, a cura di Redi F. e Petrella G. (a cura di) 1997, Pacini, Pisa,. - Two essays from within: *La viabilità medievale in Italia. Contributo alla Carta Archeologica*, S. Patitucci Uggeri (a cura di) 2002, All'Insegna del Giglio, Firenze (Quaderni di Archeologia Medievale, IV). - Two essays from within: *La ceramica altomedievale*, Patitucci Uggeri S. (a cura di) 2004, All'Insegna del Giglio, Firenze (Quaderni di Archeologia Medievale, VI). - Four essays from within: *Atti del VI Congresso Nazionale di Archeologia Medievale (L'Aquila, 12-15 settembre 2012)*, Redi F. e Forgione A. (a cura di) 2012, All'Insegna del Giglio, Firenze. - Beltramo S. 2009, *Stratigrafia dell'architettura e ricerca storica*, Carocci, Roma. One volume chosen from among the following ones: - Carandini A. 1999, *Storie della Terra*, Einaudi, Torino. - Barker P. 1981, *Tecniche dello scavo archeologico*, Longanesi, Milano. - Harris E.C. 1983, *Principi di stratigrafia archeologica*, Carocci, Roma.
5	Assessment methods and criteria	The examination would be exclusively oral and as prerequirement the student should gain an excavation experience of at least 3 weeks Formative assessment: the students actively participate to the archeological excavations for at least 3 weeks and during this period their attitudes and learning are continuously assessed and monitored. Discussion on the findings, techniques of excavation and identification of materials, provide the right environment for enhancing the theoretical knowledge presented by

		the lectures and for arising awareness and autonomy in making judgments and critical reviews. Summative assessment: Oral exam. The oral exam starts from the practical experience in excavation, and consists of the answer to 4 questions aiming to verify the achieved level of knowledge of stratigraphic method, excavation techniques and stratigraphic interpretation of the high, analysis and dating of the finds and of latest and most innovative search technologies studied during the course (30%), the ability to understand historical and cultural dynamics of settlements and handicraft production and to apply scientific method to acquire any evidence of the past and analyze interrelation between various phenomena (30%), the capacity describe archaeological contexts, stratigraphy, landscapes by producing logical and structured narratives and arguments supported by relevant evidence and specialist literature (30%) and the degree of independence to formulate judgments and comments on examples not discussed during the course (10%).

Programme of "STORIA DELL'ARTE MODERNA T" ***"HISTORY OF MODERN ART T"***		
DQ0070, COMPULSORY **First Cycle Degree in HUMANITIES, 2nd or 3rd Year, 1st Semester** **This course is composed of 2 Modules: 1) DQ0071 History of Modern Art T/A, 2) DQ0072 History of Modern Art T/B**		
Number of ECTS credits: 12 (workload is 150 hours; 1 credit = 25 hours)		
HISTORY OF MODERN ART T/A (DQ0071, 6 ECTS)		
Teacher: To be appointed		
1	Course objectives	The course aims to provide an overview of art from the early 15th to the 16th century. In addition to the major artistic events in Italy (taking into account pre-unification Italy as a geographical and cultural entity), certain themes and characters in European art will also be considered. Some notes on art literature of the period will also be provided.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Foundation in the historical concepts and categories employed in the analysis of works of art: the meaning of style; artistic 'schools'; iconography and symbolism; the distinction between 'fine' and 'applied' art; the figure of the artist. - Introduction to the various contemporary approaches and methods used in the interpretation of works of art, with a particular focus on the questions and debates that are prompted by their use in art history: formal analysis; the social history of art; studies of patronage and the art market; biography; theories of visual culture. - Knowledge of the materials and techniques used to make paintings, sculpture and architecture. It will focus throughout on European art c.1400-1600 but will also look at art from other cultures and periods and consider the various functions of art objects. - Renaissance: Examining a range of works of art as well as textual sources, it explores the role that the Renaissance plays in the history of art and how this came to be, by looking at texts by Vasari and Burckhardt. As such, it explores ideas such as 'medieval' versus 'Renaissance', and 'the North' versus 'Italy'. It also examines artistic practice and the rise of the artist, and the Renaissance, and hierarchies of art forms. These themes presented in the course are explored in relation to individual artworks that are studied both in reproduction and in situ (e.g., in museums and galleries). Having completed the course, the student will o Know Italian art from the 15th to the 16th century; o Know some episodes of European art from the 15th century to the 16th century; o Be able to analyze and critically evaluate ancient source material; o Be able to analyze and critically evaluate works of art; o Understand and be able to evaluate different methods of interpreting objects; o Understand the periodization of European art; o Be able to recognize the different styles of art; o Be able to appreciate the many different techniques of works of art in museums and galleries; o Be able to recognise many of the materials used in painting, drawing sculpture, printmaking and other arts, by inspecting works of art of many different periods in the

		original; o Understand how different materials allow the creation of different effects and how the form of a work of art can relate to its function; o Be able to understand some of the criteria of building design, and appreciate the various approaches to displaying works of art that are found in different galleries.
3	Prerequisites and learning activities	Adequate knowledge of geography and history of medieval Europe is required. The module also includes study skills sessions that introduce students to conventions of academic research, reading and writing.
4	Teaching methods and language	Lectures, workshops and outdoor visits to museums and monuments. The module will also provide some insight into the city of L'Aquila. Language: Italian Ref. Text books - De Vecchi, Pierluigi ,Cerchiari, Elda. *Arte nel tempo*, vol. II, Bompiani, 1991 (or later reprints), pp.1-582. The student may arrange with the teacher to use a different manual. The slides of the course are distributed through the e-learning platform of the University (http://didattica.univaq.it/moodle/)).
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, workshops and visits to Museums and historical buildings by asking questions and discussing the solutions adopted by architects, the existing theories and the specialist literature. Summative assessment: Oral exam. The oral examination verifies the ability to navigate safely in the major artistic phenomena addressed and the ability to perform a stylistic, historical and iconographic analysis of the works of art from the period covered. The oral exam starts from the discussion of specialist literature related to one subject topic, and consists in answering 4 questions aiming to verify the achieved level of knowledge of the major artists in Modern art, of historical concepts and categories employed in the analysis of works of art as the meaning of style, artistic 'schools', iconography and symbolism, the meaning of 'genre' and different artistic genres, the distinction between 'fine' and 'applied' art as illustrated in the works studied during the course (40%), the ability to describe various types and uses of paintings, the function of drawings in the creative process in Europe1400-1500 (30%), the capacity to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources, to analyse and catalogue artworks and to compare artworks from different chronological and geographical production areas as well as to convey verbally the artwork of a specific spatial and time based framework, taking into consideration the global art history (30%).
HISTORY OF MODERN ART T/B (DQ0072, 6 ECTS)		
Teacher: Andrew James HOPKINS		
1	Course objectives	The course aims to provide an overview of art from the 17th to the 18th century. In addition to the major artistic events in Italy (taking into account pre-unification Italy as a geographical and cultural entity), certain themes and characters in European art will also be considered. Some notes on art literature of the period will also be provided.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Foundation in the historical concepts and categories employed in the analysis of works of art: the meaning of style; artistic 'schools'; iconography and symbolism; the meaning of 'genre' and different artistic genres; the distinction between 'fine' and 'applied' art; the figure of the artist. - Introduction to the various contemporary approaches and methods used in the interpretation of works of art, with a particular focus on the questions and debates that are prompted by their use in art history: formal analysis; semiology; the social history of art; gender studies; studies of patronage and the art market; biography; theories of visual culture. - Knowledge of the materials and techniques used to make paintings, sculpture and architecture. It will focus throughout on European art c.1600-1700 but will also look at art from other cultures and periods and consider the various functions of art objects. These themes presented in the course are explored in relation to individual artworks that are studied both in reproduction and also in situ (e.g. in museums and galleries). Having completed the course, the student will o Know Italian art from the 17th to the 18th century; o Know some episodes of European art from the 17th century to the 18th century;

		o Be able to analyze and critically evaluate ancient source material; o Be able to analyze and critically evaluate works of art; o Understand and be able to evaluate different methods of interpreting objects; o Understand the periodization of European art; o Be able to recognize the different styles of art; o Be able to appreciate the many different techniques of works of art in museums and galleries; o Be able to recognise many of the materials used in painting, drawing sculpture, printmaking and other arts, by inspecting works of art of many different periods in the original; o Understand how different materials allow the creation of different effects and how the form of a work of art can relate to its function; o Be able to understand some of the criteria of building design, and appreciate the various approaches to displaying works of art that are found in different galleries.
3	Prerequisites and learning activities	Adequate knowledge of geography and history of medieval Europe is required. The module also includes study skills sessions that introduce students to conventions of academic research, reading and writing.
4	Teaching methods and language	Lectures, workshops and outdoor visits to museums and monuments. The module will also provide some insight into architectural design by looking in particular at some of the public buildings of the city of L'Aquila. Language: Italian Ref. Text books - De Vecchi, Pierluigi ,Cerchiari, Elda. *Arte nel tempo*, vol. II, Bompiani, 1991 (or later reprints), pp. 583-787. The student may arrange with the teacher to use a different manual. The slides of the course are distributed through the e-learning platform of the University (http://didattica.univaq.it/moodle/)).
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, workshops and visits to Museums and historical buildings by asking questions and discussing the solutions adopted by architects, the existing theories and the specialist literature. Summative assessment: Oral exam. The oral examination verifies the ability to navigate safely in the major artistic phenomena addressed and the ability to perform a stylistic, historical and iconographic analysis of the works of art from the period covered. The oral exam starts from the discussion of specialist literature related to one subject topic, and consists of the answer to 4 questions aiming to verify the achieved level of knowledge of the major artists in Modern art, of historical concepts and categories employed in the analysis of works of art as the meaning of style, artistic 'schools', iconography and symbolism, the meaning of 'genre' and different artistic genres, the distinction between 'fine' and 'applied' art as illustrated in the works studied during the course (25%), the ability to describe various types and uses of paintings, the function of drawings in the creative process in Europe1600-1700 and the capacity to select and apply relevant evidence used in the subject area to the examination of the architectural-historical issues and problems in particular in relation to Renaissance (25%), the capacity to use appropriate methodologies for locating, dating, attributing and interpreting primary material sources, to analyse and catalogue artworks and to compare artworks from different chronological and geographical production areas as well as to convey verbally the artwork of a specific spatial and time based framework, taking into consideration the global art history (25%) and the degree of independence to formulate judgments and comments on examples not discussed during the course showing knowledge and skills necessary to pursue further studies at master level and to begin work in the field (25%)

Programme of "STORIA DELL'ARTE CONTEMPORANEA T" ***"HISTORY OF CONTEMPORARY ART T"***
DQ0006 / DQ0206 R, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 2nd and 3rd year, 1st semester**
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)
Teacher: Ester COEN

1	Course objectives	The goal of this course is to provide an in-depth knowledge of the history of Modern and Contemporary Art. On successful completion of this module, the student will be able to: - Understand works of art related to the subject programme by analyzing and comparing form and style; - identify, describe and interpret the significance of works of art and of architecture related to the subject programme Students will acquire capacity for 1) analizing works of art 2) interpreting them and 3) relating them to the historical context in which they were created.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Historiography related to the subject programme; - Methodology and semantics in modern and contemporary art As expected results, the student should: o Have an in-depth knowledge of artists and styles of the period. o Have an in-depth knowledge of materials and techniques related to the subject topics. o Have an in-depth knowledge of the specialist literature related to the subject topics. o Have awareness of art historiography, museology and conservation. o Have knowledge of the variety of methodologies and tools in the extraction of the results available for analysis and interpretation. o Have ability to identify and analyze the development of and interrelation between functions, forms, and styles of different works of art. o Have ability to select relevant evidence from the wide range of types of evidence used in the subject area, and to apply it to the examination of the historical issues and problems. o Have ability to convey verbally or in written form the notions of a specific spatial and time based framework. o Have ability to produce logical and structured narratives and arguments supported by relevant evidence and specialist literature. o Have knowledge and skills in the speciality necessary to pursue further studies in a manner that may be largely self-directed or autonomous and to begin work.
3	Prerequisites and learning activities	Basic knowledge of Art History is required.
4	Teaching methods and language	Lectures, workshops and visits to museums and monuments. Language: Italian Ref. Text books: - Giulio Carlo Argan, *L'arte moderna 1770-1970*; Achille Bonito Oliva, *L'arte oltre il Duemila*, Sansoni, Firenze 2003 - Linda Nochlin, *Il realismo nella pittura europea del XIX secolo*, Einaudi, Torino 2003 - Werner Hofmann, *I fondamenti dell'arte moderna*, Donzelli, Roma 2003 - Meyer Schapiro, *Tra Einstein e Picasso: spazio-tempo, cubismo, futurismo*, Marinotti, Milano 2003 - Pierre Francastel, *Lo spazio figurativo dal Rinascimento al Cubismo*, Mimesis, Milano 2005 - Georges Roque, *Che cos'è l'arte astratta? Una storia dell'astrazione in pittura (1860-1960)*, Donzelli, Roma 2004 - Rosalind Krauss, *Passaggi: storia della scultura da Rodin alla Land Art*, Bruno Mondadori, Milano 1998
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures by asking questions and discussing the topics presented in class. Discussions on assigned homeworks provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam The oral exam consists in the demonstration of comprehension of course and ability to formulate sophisticated answers to questions posed aiming to evaluate the level of knowledge of the History of Modern and Contemporary Art (25%), the capacity to report understanding of theory and methodology (25%), the ability to read, understand and explain art historical periods and tendencies (40%), the speaking skills appropriate for their level and the use of appropriate terminology (10%).

Programme of "STORIA DEL TEATRO T" *"HISTORY OF THEATRE T"*		
DQ0161, ELECTIVE within a set of selected courses for 2nd and 3rd year students First Cycle Degree in HUMANITIES, 2nd and 3rd year, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined STUDENTS SHOULD BE ABLE TO: o acquire a knowledge of theatre in history; o understand the different notions and forms of theatre culture; o be able to analyze the birth and the progression of historical and cultural processes; o know and understand the many different ways how to study a historical document; o be able to analyze the different levels of composition of a performance; o be able to identify the problems and the contradictions that characterize each theatrical culture.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures, class discussions, audiovisual screenings. Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: The students actively participate in class discussion, and watch audiovisual theatrical documents; their attitudes and learning are continuously assessed and monitored during these activities. Discussions, reading of surveys and research on specific samples and guided comments provide the right environment for enhancing the theoretical knowledge presented by the lectures and for raising awareness and autonomy in making judgments and critical reviews. Summative assessment: To be determined

Programme of "STORIA DEL CINEMA T" *"HISTORY OF CINEMA T"*		
DQ0162 / DQ0237, ELECTIVE within a set of selected courses First Cycle Degree in HUMANITIES, 2nd and 3rd year, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to course content
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined On successful completion of the course students should have an analytical understanding of the history of cinema. In addition, they should be able to: o interpret and understand the basics of film language; o analyse the progression of film production from inception to the final product; o reflect on film-making as an integrated industrial process; o apply their knowledge to cinematic texts; o analyze the different levels of composition of a film; o apply their knowledge to film criticism and film theory;

		o appreciate the impact of films on culture o identify the problems that characterize cinematic culture.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: The students actively participate in class discussion, and watch films; their attitudes and learning are continuously assessed and monitored during these activities. Discussions, reading of reviews and guided comments provide the right environment for enhancing the theoretical knowledge presented by the lectures and for raising awareness and autonomy in making judgments and critical reviews. Summative assessment: To be determined

Programme of "STORIA DELLA MUSICA T" ***"HISTORY OF MUSIC T"***		
DQ0087, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd or 3rd year, 1st semester**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Arnaldo MORELLI		
1	Course objectives	The purpose of this course is to offer a survey of the history of music in the European tradition from 13th to 19th century, in order to familiarize students with the most important concepts, practices, styles, terms and composers of music history. Students are expected to be able to connect aspects of music history with social and political aspects of performing arts and literature.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Outline theatre history of Music, - Medieval Music, - Renaissance Music, - Baroque Music, - Classical Music, - Romantic Music. On completion of the module the student should: o know and understand the most common performance practices, genres and forms of music from 13th to 19th century; o be able to recognise and describe characteristics of the principal historical styles; o be able to explain the relationship of music to specific contexts in Western history; o be able to describe change and evolution of concepts of musical expression; o be able to define key terms relating to musical styles and contexts within the Western tradition; o be able to relate key dates, events and figures to developments in music history within the given time frame; o be able to discuss key concepts concerning the broader intellectual and artistic culture of the period;
3	Prerequisites and learning activities	The student must know the basic notions of history and literature
4	Teaching methods and language	Lectures, class discussions, audiovisual screenings. Language: Italian Ref. Text books -E. Surian, *Manuale di storia della musica*, vol. I-II-III, Milan, 2006 -M. Carrozzo - C. Cimagalli, *Storia della musica occidentale*, vol. I-II-III, Rome, 2001 - P. Fabbri et al., *Musica e società*, vol. I-II, Milan, 2013-2014.
5	Assessment methods and criteria	Formative assessment: the students actively participate to class discussion of texts, and listen to recorded performances. Discussions, reading of surveys and research on specific samples and guided comments provide the right environment for enhancing the theoretical knowledge

		presented by the lectures and for raising awareness and autonomy in making judgments and critical reviews. Summative assessment: Oral exam. The oral exam consists in answering 4 questions aiming to verify the achieved level of knowledge and understanding of the history of music and the development of its relationshipwith social and economic situations (30%), the ability to understand and explain the different genres and forms of music (30%), the capacity to study and analyse a musical text (20%) and the degree of independence in formulating judgments and critical comments on a topic not discussed during the course by using appropriate terminology and logical arguments (20%).

Programme of "STORIA DELLA MUSIC T/A" ***"HISTORY OF MUSIC T/A"***		
DQ0088, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 2nd or 3rd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Arnaldo MORELLI		
1	Course objectives	The purpose of this course is to offer a survey of the history of music in the European tradition from 13th to 17th century, in order to familiarize students with the most important concepts, practices, styles, terms and composers of music history. Students are expected to be able to connect aspects of music history with social and political aspects of performing arts and literature.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - Outline theatre history of Music, - Medieval Music, - Renaissance Music, - Baroque Music. On completion of the module the student should: o know and understand the most common performance practices, genres and forms of music from 13th to 17th century; o be able to recognise and describe characteristics of the principal historical styles; o be able to explain the relationship of music to specific contexts in western history; o be able to describe change and evolution of concepts of musical expression; o be able to define key terms relating to musical styles and contexts within the western tradition; o be able to relate key dates, events and figures to developments in music history within the given time frame; o be able to discuss key concepts concerning the broader intellectual and artistic culture of the period;
3	Prerequisites and learning activities	The student must know the basic notions of history and literature
4	Teaching methods and language	Lectures, class discussions, audiovisual screenings. Language: Italian Ref. Text books -E. Surian, *Manuale di storia della musica*, vol. I-II-III, Milan, 2006 -M. Carrozzo - C. Cimagalli, *Storia della musica occidentale*, vol. I-II-III, Rome, 2001 - P. Fabbri et al., *Musica e società*, vol. I-II, Milan, 2013-2014.
5	Assessment methods and criteria	Formative assessment: the students actively participate to class discussion of texts, and listen to recorded performances. Discussions, reading of surveys and research on specific samples and guided comments provide the right environment for enhancing the theoretical knowledge presented by the lectures and for raising awareness and autonomy in making judgments and critical reviews. Summative assessment: Oral exam. The oral exam consists in answering 2 questions aiming to verify the achieved level of knowledge and understanding of the history of music and the development of its relationshipwith social and economic situation (30%), the ability to understand and explain the different genres and forms of music (30%), the capacity to study and analyse a musical texts (20%) and the degree of independence in formulating judgments and critical comments on a

		topic not discussed during the course by using appropriate terminology and logical arguments (20%).

Programme of "STORIA MODERNA T" ***"MODERN HISTORY T"***		
DQ0238 / DQ0223, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 2nd and 3rd year, 2nd semester** **This course is composed of two Modules: 1) DQ0239 / DQ0224 Modern History T/A, 2) DQ0082 / DQ0225 Modern History T/B**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
MODERN HISTORY T/A (DQ0239 / DQ0224, 6 ECTS) ***"The modern age: pathways, concepts, questions"***		
Teacher: Silvia Maria MANTINI		
1	Course objectives	The goal of this course is to provide a comprehensive examination of the Modern Era. On successful completion of this module, students should develop a good knowledge of the relationship between State and Society and other main themes that characterize the period. They should be able to present simple written texts and to give short oral presentations on the main topics of the course, using an appropriate terminology and the tools of other human sciences (such as sociology, anthropology, psychology ...) presented in the lectures. The student will also be able to understand how to access historical sources both through modern databases and though traditional basic research methods in libraries and archives.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: – The discovery of the new world – Renaissance Society – The breakdown of religious unity in Europe; the Protestant reformation – The Council of Trent and counter-reform – The birth of the Nation State – Absolutism and absolutisms – Society and court, social classes and their representation – The Baroque era – The Spanish Monarchy and Universalism – The French Monarchy and Absolutism. – The English Parliamentary Monarchy – The Holy Roman Empire and Eastern Europe – The French and American Revolutions – The Napoleonic Empire and the beginning of Nineteenth century On successful completion of this module, students should be able to: o have a good knowledge of the periods of the modern era and of the main historical questions with a focus on the concept of fracture and continuity in history, o have knowledge and understanding of the main themes of the modern era, identifying the relationship between past and present and present and past o understand and explain the political processes connected to change and the passage from the medieval to the contemporary age in a framework of economic and social evolution o understand the development of modern civilization with relations of European poly-centrism and the many European civilizations o demonstrate skill building interpretive frameworks, research hypotheses and capability of using the specific lexicon and language of history in relation to the main historiographic currents of thought o demonstrate capacity for reading and understanding other texts on related topics o apply the capabilities acquired to the building of a research path o analyze historical documents and papers in light of the notions acquired
3	Prerequisites and learning activities	The student is expected to already know the basic notions of Modern History from their secondary school education in order to place the course's subject matter in the right temporal and geographical context in order to develop more in-depth knowledge and capabilities
4	Teaching methods	Lectures, written exercises, seminars on historical sources and historiographical texts with

	and language	some multimedia tools and guest lecturers. Language: Italian Ref. Text books -F. Benigno, *L'età moderna. Dalla scoperta dell'America alla Restaurazione,* Roma-Bari, Laterza, 2005 -G.P. Romagnani, *La società di antico regime (XVI-XVIII secolo), Temi e problemi storiografici*. Roma, Carocci, 2010
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: Oral exam. The oral exam is based on the discussion of specialist literature related to the subject topics and of the texts read and commented in class, and consists in 3 questions aiming to verify the achieved level of knowledge and understanding of the principal historical questions of the modern age (30%), the ability to analyze and apply knowledge and understanding to conduct comparative analysis between historical models, and identify instances of continuity or schism and to design a path of research (30%), the capacity to communicate knowledge and understanding through e acquisition of a specific lexicon of historical terminology with an awareness of historiographic development (30%) and the capacity to critically analyze and historically evaluate societies and institutions (10%).
MODERN HISTORY T/B (DQ0082 / DQ0225, 6 ECTS)		
Teacher: Silvia Maria MANTINI		
1	Course objectives	The goal of this course is to provide a comprehensive examination of the Modern Era. On successful completion of this module, students should develop a good knowledge of the relationship between State and Society and other main themes that characterize the period. They should be able to present simple written texts and to give short oral presentations on the main topics of the course, using an appropriate terminology and the tools of other human sciences (such as sociology, anthropology, psychology ...) presented in the lectures. The student will also be able to understand how to access historical sources both through modern databases and though traditional basic research methods in libraries and archives.
2	Course content and Learning outcomes (Dublin descriptors)	Restarting from what was already covered in the first module, the lessons will examine the aspects of the relationship between institutions and society in the *Ancien Régime*, underlying their influence on the birth of cultural and religious institutions in Italy in the Seventeenth century. Particular attention will be given to the period of Spanish primacy and to the history of the city of L'Aquila in the wider context of the Kingdom of Naples, as a piece of a wider reality examined through the building of new identities and political dialectics that resulted in tensions and cohabitations. Guest lecturers, audiovisuals, direct contact with historical sources and a visit to the State Archives in L'Aquila may be part of the course. Topics of the module include: - The Spanish monarchy - The relationship between institutions and society in Old Regime - relationships and background in the birth and interaction of cultural and religious institutions in seventeenth century Italy - the Spanish presence in Italy - the history of the city of L'Aquila and its role within the Kingdom of Naples - the city of L'Aquila as an example of how institutions, identity and political interaction occurred within the Kingdom of Naples under Spanish rule On successful completion of this module, students should be able to: o have a good knowledge of the periods of the modern era and of the main historical questions with a focus on the concept of fracture and continuity in history, o have knowledge and understanding of the main themes of the modern era, identifying the relationship between past and present and present and past o understand and explain the political processes connected to change and the passage from the medieval to the contemporary age in a framework of economic and social evolution o understand the development of modern civilization with relations of European poly-centrism and the many European civilizations o demonstrate skill building interpretive frameworks, research hypotheses and capability of using the specific lexicon and language of history in relation to the main

		historiographic currents of thought o demonstrate capacity for reading and understanding other texts on related topics o apply the capabilities acquired to the building of a research path o analyze historical documents and papers in light of the notions acquired
3	Prerequisites and learning activities	The student is expected to already know the basic notions of Modern History from their secondary school education in order to place the course's subject matter in the right temporal and geographical context in order to develop more in-depth knowledge and capabilities
4	Teaching methods and language	Lectures, written exercises, seminars on historical sources and historiographical texts with some multimedia tools and guest lecturers. A visit to the State Archives in L'Aquila is also planned. Language: Italian Ref. Text books: -S.Mantini, *L'Aquila spagnola. Percorsi di identità, conflitti, convivenze, (secc. XVI e XVII),* Roma, Aracne, 2009.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: Oral exam. The oral exam is based on the discussion of specialist literature related to the subject topics and of the texts read and commented in class, and consists in 3 questions aiming to verify the achieved level of knowledge and understanding of the principal historical questions of the modern age (30%), the ability to analyze and apply knowledge and understanding to conduct comparative analysis between historical models, and identify instances of continuity or schism and to design a path of research (30%), the capacity to communicate knowledge and understanding through the acquisition of a specific lexicon of historical terminology with an awareness of historiographic development (30%) and the capacity to critically analyze and historically evaluate societies and institutions (10%).

Programme of "STORIA CONTEMPORANEA T" ***"CONTEMPORARY HISTORY T"***		
DQ0043 / DQ0213, ELECTIVE within a set of selected courses for 2nd and 3rd year students **First Cycle Degree in HUMANITIES, 2nd and 3rd year, 1st semester**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Prof. Alfio SIGNORELLI		
1	Course objectives	The Contemporary History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history, including interaction with the environment, cultures, state-building, economic systems and social structures, from the end of the18th century to the present. Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability and importance — and to weigh the evidence and interpretations presented in historical scholarship.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: – The Long 19th Century – The Age of Revolutions, 1776-1848 – The First Industrial Revolution – The Napoleonic Era – Political systems in Europa and America – The Second Industrial Revolution – The "New" Imperialism – The World War I – The US between the two World Wars – The World War II and the second post-war Period – The Golden Age of economic growth – The crisis of Communism and the end of the Cold War As expected results, the student should: o possess solid knowledge of Italian and European history in comparative perspective as a foundation from which to explore world and global history patterns; o have knowledge and understanding of the methodologies, tools and issues of all of the broad

		diachronic, thematic, and spatial perspectives with which world history of the19th and 20th centuries is explored; o understand and explain historical problems; o demonstrate ability to reflect in a critical way on historical central terms and concepts; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	None: the course is designed for students with no previous study of history.
4	Teaching methods and language	Lectures Language: Italian Ref. Text books 1) Banti, A.M. (2009) *L'età contemporanea. Dalle rivoluzioni settecentesche all'imperialismo*, Laterza: Roma-Bari; 2) a text to be chosen from among the following: – Betts, R. F. (1986 or subsequent editions) *L'alba illusoria. L'imperialismo europeo nell'Ottocento*, Il Mulino: Bologna; – Dickie, J. (2008*) Una catastrofe patriottica. 1908: il terremoto di Messina*, Laterza: Roma; – Sorba, C. (2015) *Il melodramma della nazione. Politica e sentimenti nell'età de Risorgimento*, Laterza: Roma; 3) Banti, A.M. (2009) *L'età contemporanea. Dalla Grande Guerra a oggi*, Laterza: Roma-Bari; 4) a text to be chosen from among the following: – Focardi, F. (2005) *La guerra della memoria. La Resistenza nel dibattito politico italiano dal 1945 a oggi*, Laterza: Roma; – Leed, E. J. (1985 or subsequent editions) *Terra di nessuno. Esperienza bellica e identità personale nella prima guerra mondiale*, Il Mulino: Bologna; – Romero, F. (2009) *Storia della guerra fredda*, Einaudi: Torino,
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts and documents read in class. Summative assessment: Oral exam. The oral exam starts from the discussion and analysis of one period illustrated during the course and commented in class, and consists in answering 3 or 4 questions aiming to evaluate the achieved level of knowledge and understanding of the history of the Western World, and of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th and 20th centuries is explored and to evaluate the capacity to communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development.

Programme of "STORIA CONTEMPORANEA T/A" ***"CONTEMPORARY HISTORY T/A"***		
DQ0044, ELECTIVE within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 3rd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Prof. Alfio SIGNORELLI		
1	Course objectives	The Contemporary History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history, including interaction with the environment, cultures, state-building, economic systems and social structures, from the end of the18th century to World War I. Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability and importance — and to weigh the evidence and interpretations presented in historical scholarship.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: – The Long 19th Century – The Age of Revolutions, 1776-1848 – The First Industrial Revolution – The Napoleonic Era – Political systems in Europa and America – The Second Industrial Revolution – The "New" Imperialism

		As expected results, the student should: o possess solid knowledge of Italian and European history in comparative perspective as a foundation from which to explore world and global history patterns; o have knowledge and understanding of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th century is explored; o understand and explain historical problems; o demonstrate ability to reflect in a critical way on historical central terms and concepts; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	None: the course is designed for students with no previous study of history.
4	Teaching methods and language	Lectures Language: Italian Ref. Text books 1) Banti, A.M. (2009) *L'età contemporanea. Dalle rivoluzioni settecentesche all'imperialismo*, Laterza: Roma-Bari; 2) a text to be chosen from among the following: – Betts, R. F. (1986 or subsequent editions) *L'alba illusoria. L'imperialismo europeo nell'Ottocento*, Il Mulino: Bologna; – Dickie, J. (2008*) Una catastrofe patriottica. 1908: il terremoto di Messina*, Laterza: Roma; – Sorba, C. (2015) *Il melodramma della nazione. Politica e sentimenti nell'età de Risorgimento*, Laterza: Roma.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts and documents read in class. Summative assessment: Oral exam. The oral exam starts from the discussion and analysis of one period illustrated during the course and commented in class, and consists in answering 2 or 3 questions aiming to evaluate the achieved level of knowledge and understanding of the history of the Western World, and of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th century is explored, and to evaluate the capacity to communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development.

Programme of "SISTEMI DI ELABORAZIONE DELLE INFORMAZIONI T" ***"DATA PROCESSING SYSTEMS T"***		
DQ0163, OPTIONAL within a set of selected courses **First Cycle Degree in HUMANITIES, 3rd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Giovanni DE GASPERIS		
1	Course objectives	The course will introduce students to the foundations of computer science, computer architectures and information representation. The students will be able to understand and use the main tools and software useful for their studies and future research.
2	Course content and Learning outcomes (Dublin descriptors)	The topics of the course are: - Definitions of information and data. - Representation of information: numerical codes (binary, exadecimal). Information processing: logic operators, logic gates, logic circuits. - Combinatorial boolean function calculator. - Digital memory. Sequential Boolean function calculator. - Programmed computer architecture. - Central Processing Unit, central and secondary digital memory, input/output peripherals. Machine language concept. - High level programming language concept. Software life cycle. - Computer abstraction levels. - Operative System basic functions. - Markup languages. eBook production cycle. On successful completion of the course, the students should: o understand the behind-the-curtain reality of a computer system in order to increase their awareness as proficient computer users.

		o acquire analytical tools as are necessary to produce informed readings and interpretations of computer science related texts; o understand a computer architecture o be able to code and decode information in computer codes o be able to edit a hypertext in a markup language o be able to produce an eBook
3	Prerequisites and learning activities	Prerequisites: ECDL Start certification Learning activities: Hands-on learning with computer sessions, online material
4	Teaching methods and language	Lectures, class discussion, online learning tools Language: Italian. Ref. Text books: -M. Lazzari, A. Bianchi, M. Cadei, C. Chesi, S. Maffei, *Informatica umanistica*, McGraw-Hill -F. Tomasi, D. Buzzetti, *Metodologie informatiche e discipline umanistiche*, Carocci Editore
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures in class and discussions online; continuous assessment through online testing Summative assessment: practical and oral exam. The practical test exercises (2 hours) aim to asses the level of knowledge of the basic tools and methods (50% of the total mark). The oral exam starts from the discussion and analysis of the produced electronic documents, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the foundations of computer science, the available software and tools for coding and uncoding information (20%), the capacity to edit a hypertext (20%) and the ability to produce an e-book (10%).

Programme of "FILOLOGIA CLASSICA T" ***"CLASSIC PHILOLOGY T"***		
DQ0084, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES 3rd year, 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours, 1 credit = 25 hours)		
Teacher: Elena MERLI		
1	Course objectives	The goal of this module is to show and illustrate: (a) the transmission of the classical texts (from papyri to the first printed editions), (b) the origin and developement of the philological method (Antiquity, Middle Age, Humanism), (c) the main features of a modern critical edition. On completion of this course, the student should know the basics of the history of philology from its origins to today and be able to understand a critical apparatus correctly and to evaluate its textual choices.
2	Course content and Learning outcomes (Dublin descriptors)	Topics of the module include: - mode of transmission of classical texts from antiquity; - the structure of modern critical editions; - the philological method; - exemples and exercises in reading of a critical apparatus; - philological analysis of some classical texts (this year, for example, some of Martial's epigrams and the Juvenal's first satire). On successful completion of this module, the student should o know the history of philology and classical tradition, the fundamentals of the philological method, o know how to read a critical apparatus of a classic text, o be able to understand textual problems and to use the main tools needed for philological research, o be able to apply knowledge and understanding for analyzing historical documents and literary texts, o be able to make informed judgments and choices when interpreting and contextualizing documents correctly.
3	Prerequisites and learning activities	Good knowledge of Latin grammar and language, full mastery of written and oral Italian; understanding of English literary essays and/or commentaries on Latin texts.
4	Teaching methods and language	Lectures, team work, reports. Language: Italian Ref. Text books: 1. some texts in photocopy that will be distributed in class. 2. the last chapter of: L.D. Reynolds e N.G. Wilson, *Copisti e filologi. La tradizione dei*

		classici dall'antichità ai tempi moderni, Padova (Antenore) 1987. 3. M.L. West, *Critica del testo e tecnica dell'edizione*, trad. it., Palermo (L'Epos) 1991. 4. L.D. Reynolds (ed.), *Texts and Transmission. A Survey of the Latin Classics*, Oxford (Clarendon Press) 1983. chapters about: Catullo, Lucrezio, Marziale, Giovenale. 5. *Editions of Juvenal*: W.V. Clausen (Oxford 1959); J. Willis (Stuttgart/Leipzig 1997). Commentaries: A. Stramaglia, *Giovenale, Satire 1, 7, 12, 16. Storia di un poeta*, Bologna (Pàtron) 2008; S. Braund, Juvenal, satire Book I, Cambridge 1997; B. Santorelli, Giovenale, Satira V, Berlin 2013.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by reading and translating the texts, asking questions and discussing the texts presented in class. Summative assessment: Oral exam (100%). The oral exam consists in some questions about historical and theoretical aspects illustrated in the class; reading, translation and commentary of at least two philological texts considerated in the course, one of which is chosen by the student. Aim is to evaluate the achieved level of knowledge and understanding of the texts considered in the course and the capacity to read a critical apparatus; the capacity to identify textual problems and to use the main tools needed for philological research.

Programme of "FILOLOGIA ITALIANA T" ***"ITALIAN PHILOLOGY T"***		
DQ0165, ELECTIVE within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	The goal of this course is to provide a basic knowledge in Philology, specifically in relation to Italian Literature. On successful completion of this module, the student should understand the fundamental concepts of Philology and should be aware of potential applications of the philological methodology in the study of the Italian Literary Tradition.
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined STUDENTS SHOULD BE ABLE TO: o have profound knowledge of the principles of Philology, o have knowledge and understanding of the Lachmann Philological methodology, o understand, explain and analyse the procedure of the critical edition, o demonstrate skill in describing of Manuscripts, Old Editions, Autographes, Minutes and ability in evaluating their philological importance, o demonstrate capacity for reading and understanding texts transmitted from Manuscripts, Old Editions, Autographes, Minutes, o be able to apply the philological methodology when the tradition has only one witness.
3	Prerequisites and learning activities	Good knowledge of Latin grammar and language, full mastery of written and oral Italian; understanding of English literary essays and/or commentaries on Latin texts.
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "LINGUA E LINGUISTICA SPAGNOLA I" ***"SPANISH LANGUAGE AND LINGUISTICS I"***
DQ0104, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 3rd year, 1st and 2nd semester**

Number of ECTS credits: 12 (workload is 300 hours, half of which individual work; 1 credit = 25 hours)		
Teacher: Juan Carlos BARBERO BERNAL		
1	Course objectives	The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold: 1) active Spanish language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening); 2) basic meta-linguistic knowledge about Spanish language in the fields of phonology, morphology and syntax.
2	Course content and Learning outcomes (Dublin descriptors)	According to the European Framework of Reference, on successful completion of this module students "can understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. They can deal with mostsituations likely to arise whilst travelling in an area where the language isspoken. Can produce simple connected text on topics which are familiar or ofpersonal interest. Can describe experiences and events, dreams, hopes andambitions and briefly give reasons and explanations for opinions and plans". Linguistics topics of the module include: - phonemes, graphemes and phonological vs. orthographic rules; - morphemes, their characteristics and behaviour; - topological model of Spanish syntax: parenthesis structure and prominence of finite verb. Students should o acquire a good knowledge about the structure of Contemporary Standard Spanish and important cultural aspects of interlinguistic communication; o be able to apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level; o be able to analyze and evaluate language structures and describe them using the appropriate terminology; o be able to identify basic language structures and compare them cross-linguistically between different languages they know.
3	Prerequisites and learning activities	Students must be basic users of Spanish (CEFR level A1), otherwise he/she can attend an extra teaching unit to catch up. Students must have an adequate competence in general language skills in his/her mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.
4	Teaching methods and language	Lectures, in-class training and exercises, homework, narrative text reading and work with other linguistic input Language: Spanish (and Italian) Ref. Text books: - Barbero, Juan Carlos; Bermejo, Felisa; San Vicente, Félix (2012): *Contrastiva. Grammatica della lingua spagnola*. Bologna: Clueb. - Barbero, Juan Carlos; San Vicente, Félix (2005): *Actual. Cuaderno de ejercicios para comunicar en español*. Bologna: Clueb. - Carrera Díaz, Manuel (1997): *Grammatica spagnola*. Bari: Laterza.
5	Assessment methods and criteria	Formative assessment: The students are encouraged to actively participate in the lectures and the training classes, by asking questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing dictations, comprehension and production tasks of growing complexity. Summative assessment: Written and Oral exam. The written exam is a three hours test divided in three parts: 1) reading comprehension, 2) listening comprehension, and 3) a short writing (e.g. answering a letter from a friend). Only students who passed each single part (parts 1 to 3) are eligible to sit for the oral exam. The oral exam has two parts: 4) a short speaking task about familiar topics (e.g. presenting oneself and one's family, hobbies, opinions etc.); and 5) a part on grammar and linguistics focusing on the student's capacity to describe, analyse and compare language structures, using the appropriate terminology.

		The theoretical part of the exam (5) contributes for 1/3 to the total mark, whereas the four language usage tasks (parts 1 to 4) contribute for 2/3 to the total mark.

Programme of "LINGUA E LINGUISTICA INGLESE I" ***"ENGLISH LANGUAGE AND LINGUISTICS I"***		
DQ0116, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 3rd year, 1st and 2nd semester**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold: 1) active English language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening); 2) basic meta-linguistic knowledge about English language.
2	Course content and Learning outcomes (Dublin descriptors)	According to the European Framework of Reference, on successful completion of this module students can understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst traveling in an area where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. Linguistics topics of the module include: - sounds and graphemes; phonological vs. orthographic rules; - morpho-syntax and conversational discourse markers. Upon successful completion of the course, students acquire a good knowledge about the structure of Contemporary Standard English and important cultural aspects of interlinguistics communication. They apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level. They can analyze and evaluate language structures.
3	Prerequisites and learning activities	Students must be basic users of English (level A1), otherwise they can attend an extra teaching unit to catch up. Students must have an adequate competence in general language skills in their mother tongue.
4	Teaching methods and language	Lectures, in-class training and exercises, homework, narrative text reading and work with other linguistic input. Language: Italian and English Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "LINGUA E LINGUISTICA TEDESCA I" ***"GERMAN LANGUAGE AND LINGUISTICS I"***		
DQ0112, OPTIONAL within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 1st year, 1st and 2nd semester**		
Number of ECTS credits: 12 (workload is 300 hours, 1 credit= 25 hours)		
Teacher: Barbara HANS BIANCHI		
1	Course objectives	The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold: 1) active German language skills on level A2 of CEFR in productive abilities (speaking and writing) and on level B1 in receptive abilities (reading and listening); 2) basic meta-linguistic and grammar knowledge about German language.

2	Course content and Learning outcomes (Dublin descriptors)	The module focuses on the acquisition of contemporary Standard German through general and common topics which may occur in the cultural context of the German speaking countries. Students acquire the basic German vocabulary together with the main rules of German phonology, orthography, morphology and syntax. Linguistics topics of the module include: - phonology and orthography; - morphology and word formation. Students should o acquire a good knowledge about the structure of Contemporary Standard German and important cultural aspects of the German speaking countries; o be able to apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level; o be able to analyse and evaluate language structures and describe them using the appropriate terminology; o demonstrate capacity to identify relevant language structures and compare them cross-linguistically between different languages they know.
3	Prerequisites and learning activities	Students are supposed to be basic users of German (CEFR level A1), otherwise they can attend an extra teaching unit to catch up. Students should possess a positive attitude to communication and attentive reflection and they should have an adequate competence in general language skills in their mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.
4	Teaching methods and language	Lectures, in-class training and exercise, homework, text reading and work with different kinds of oral and written input Language: German (and Italian or English, if requested) Ref. Text books: - Sander, I. et alii (2011) *DaF kompakt A1 – B1. Kursbuch und Übungsbuch* (mit CD), Ernst Klett:Stuttgart. Fandrych, C. & Tallowitz, U. (2008): *Klipp und Klar. Übungsgrammatik Grundstufe Deutsch*,Ernst Klett: Stuttgart. Reimann, M. (2000): *Grundstufen-Grammatik für Deutsch als Fremdsprache*, Hueber: Ismaning. - Claudio Di Meola, *La linguistica tedesca. Un'introduzione con esercizi e bibliografia ragionata.* Bulzoni 2007 (second edition). Further teaching material is handed out during the lessons and on the e-learning platform.
5	Assessment methods and criteria	Formative assessment: The students are encouraged to actively participate in the lectures and the training classes, by asking questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing dictations, comprehension and production tasks of growing complexity. Summative assessment: Written and Oral exam. The written exam is a three hours test divided in three parts: 1) reading comprehension (multiple choice questions), 2) listening comprehension (multiple choice questions), and 3) a short writing (e.g. answering a letter from a friend). Only students who passed each single part (parts 1 to 3) are eligible to sit for the oral exam. The oral exam has two parts: 4) a short speaking task about familiar topics (e.g. presenting oneself and one's family, hobbies, opinions etc.); and 5) a part on grammar and linguistics focusing on the student's capacity to describe, analyse and compare language structures, using the appropriate terminology. This part (5) can be presented in Italian or English, if requested. The theoretical part of the exam (5) contributes for 1/3 to the total mark, whereas the four language usage tasks (parts 1 to 4) contribute for 2/3 to the total mark.

Programme of "LETTERATURA PORTOGHESE T" *"PORTUGUESE LITERATURE T"*		
DQ0166, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to course content
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined On successful completion of the course students should be able to: o have an understanding of intertextuality throughout modern and contemporary Portuguese Literature o have knowledge and understanding of some of the most important poetic works in Portuguese Literature; o demonstrate skill in reading classical Portuguese texts and ability to highlight connections with modern and contemporary ones; o demonstrate the capacity of reading and understanding other texts on related topics; o be able to process and generate complex new knowledge and interpretations.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "ESTETICA T" "*AESTHETICS T*"		
DQ0140, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	The course aims to provide an introductory framework for theoretical and historical analysis of aesthetic experience, paying particular attention to the contemporary debate on the relationship of art and science. Some texts of philosophical aesthetics from the 19th and 20th centuries, which brilliantly represent the contemporary debate, will be examined. Themes include the role of emotion in art, the nature of expression and the problems of intuition as a source of knowledge.
2	Course content and Learning outcomes (Dublin descriptors)	Problems in philosophical aesthetics, both historical and contemporary, are treated in this course. They may be approached as purely philosophical questions or as questions that arise in the meeting of philosophy with the arts. Upon completion of the course students should: o have a good understanding of the most important concepts and questions within central aesthetical theories; o be able to account for selected views within aesthetics in a way that clearly brings out connections with other philosophical disciplines (such as epistemology, ethics, and metaphysics); o understand and assess central aesthetical theories in their historical context and development, as well as be familiar with contemporary debates about these theories; o be able to give an independent presentation of a selected aesthetical theory and critically discuss it in light of other views on aesthetics.

3	Prerequisites and learning activities	None.
4	Teaching methods and language	Lectures, in-class training and exercises, philosophical texts reading. Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: The students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "GEOGRAFIA T" ***"GEOGRAPHY T"***		
DQ0216, ELECTIVE within a set of selected courses for C3 and for 3rd year students **First Cycle Degree in HUMANITIES, 3rd year, 2nd semester** **This course is composed of two Modules: 1) DQ0218 Human Geography T, 2) DQ0219 Geography of Africa T**		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
HUMAN GEOGRAPHY T (DQ0218, 6 ECTS)		
Teacher: Luigi GAFFURI		
1	Course objectives	The course introduces to the geographical and historical knowledge of the African continent and focuses the attention on society and cultures of Sub-Saharan Africa, showing the territorial bases of the different symbolisms that structure the collective reproduction
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT In this module the anthropic characters of the African continent are connected with the natural environment and with the history of the population. STUDENTS SHOULD BE ABLE TO: o understand the relationships between the human societies and the natural environments for great geographical areas of Africa; o recognize the principal phases concerning the genesis and the evolution of the population in the African continent; o reconstruct the fundamental stages of the African history, from the pre-colonial empires to the European mercantilism, from the Atlantic slave trade to the colonialism; o analyze the era of independence and place Africa in the international economic and geopolitical system; o acquire methods and theoretical tools to understand the complex symbolisms of African societies
3	Prerequisites and learning activities	The student is supposed to know the basic notions of Geography.
4	Teaching methods and language	Lectures; class discussions; personal consultation with students. Language: Italian Ref. Text books: Manlio Dinucci, *Geostoria dell'Africa*, Bologna, Zanichelli, 2004. Giovanni Carbone, *L'Africa. Gli stati, la politica, i conflitti*, Bologna, Il Mulino, 2005. Other possible readings: Antonino Melis, *I Masa. Tradizioni orali della savana in Ciad*, Pisa, Edizioni Plus-Università di Pisa, 2002. Mario Ghiretti, *L'uomo che cerca parole*, Bologna, EMI, 2009. Valerio Petrarca, *I pazzi di Grégoire*, Palermo, Sellerio, 2008.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics, the data, the images and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: Oral exam. The oral exam consists in questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).

GEOGRAPHY OF AFRICA T (DQ0219, 6 ECTS)		
Teacher: Luigi GAFFURI		
1	Course objectives	The course introduces to the geographical and historical knowledge of the African continent and focuses the attention on society and cultures of Sub-Saharan Africa, showing the territorial bases of the different symbolisms that structure the collective reproduction
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT This module has monographic character, it is based on the actuality and introduces a case of study on the Gizey, a population that lives between the northeast of Cameroon and the southwest of Chad. STUDENTS SHOULD BE ABLE TO: o understand the relationships between the human societies and the natural environments for great geographical areas of Africa; o recognize the principal phases concerning the genesis and the evolution of the population in the African continent; o reconstruct the fundamental stages of the African history, from the pre-colonial empires to the European mercantilism, from the Atlantic slave trade to the colonialism; o analyze the era of independence and place Africa in the international economic and geopolitical system; o acquire methods and theoretical tools to understand the complex symbolisms of African societies; o apply to a case study, focused on a small community of 15,000 people located between Cameroon and Chad, the historical and geographical methodology illustrated during the course.
3	Prerequisites and learning activities	The student is supposed to know the basic notions of Geography.
4	Teaching methods and language	Lectures; class discussions; personal consultation with students. Language: Italian Ref. Text books: Luigi Gaffuri, Antonino Melis, Valerio Petrarca, *Dinanismi dell'identità. Lingua, culture e territorio dei Gizey tra Camerun e Ciad*, Napoli, Liguori, in press. Andrea Pase, *Linee sulla terra. Confini politici e limiti fondiari in Africa subsahariana*, Roma Carocci, 2011. Other possible readings: Antonino Melis, *I Masa. Tradizioni orali della savana in Ciad*, Pisa, Edizioni Plus-Università di Pisa, 2002. Mario Ghiretti, *L'uomo che cerca parole*, Bologna, EMI, 2009. Valerio Petrarca, *I pazzi di Grégoire*, Palermo, Sellerio, 2008.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate to the lectures, by making questions and discussing the topics, the data, the images and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: Oral exam. The oral exam consists in questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).

Programme of "STORIA MEDIEVALE T/A" ***"MEDIEVAL HISTORY T/A"***		
DQ0215, ELECTIVE within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to the course content
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined

		STUDENTS SHOULD BE ABLE TO: o have profound knowledge of the periods and of the problems of the Middle Ages; o have knowledge and understanding of the major themes in Middle Ages, identifying the relationship between present and past and vice versa; o understand and explain the political process connected to the passage from the Roman Age to the Middle Ages, and its political, economical and social changing; o understand the development of the Medieval cultures and the multiplicity of the non-European civilizations; o demonstrate skill in analyzing historical periods and ability to use appropriate terminology according to the principal historiographical trends; o demonstrate capacity for reading and understanding other texts on related topics; o be able to apply the acquired knowledge and understanding for building a track of research; o be able to analyze historical documents and maps; o be able to evaluate the importance of the historical changes in the Middle Ages.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined

Programme of "STORIA DEL PENSIERO SCIENTIFICO T" ***"HISTORY OF SCIENTIFIC THOUGHT T"***		
DQ0033, ELECTIVE within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 3rd year, 1st and 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Mario DI GREGORIO		
1	Course objectives	The goal of this course is to provide an outline of Charles Darwin's theories in modern and contemporary philosophy. The analysis of argumentations and philosophical strategies of Charles Darwin's theories is associated with the study of the historical debate between the philosopher and his/her forerunners. Students will acquire capacity for 1) understanding of Charles Darwin's theories, 2) interpreting the texts on related topics.
2	Course content and Learning outcomes (Dublin descriptors)	The main topics include: - Natural History before Darwin. Linnaeus; - science in the Enlightenment; - Cuvier, Geoffroy and Comparative Anatomy; - Lamarck; - Erasmus Darwin; - Charles Darwin, Edinburgh, Cambridge; - the voyage of the Beagle; - Darein, evolution, and natural selection; - The Origin of Species; - the reception of the Origin; - T.H. Huxley and Richard Owen; - the Descent of Man and the Expression of the Emotions in Man and the Animals; - Social Darwinism; Ernst Haeckel, science and religion. On successful completion of this module, the students should o acquire a good knowledge of Charles Darwin's theories, o demonstrate knowledge and understanding of the major authors considered, such as those mentioned above,

		o understand and explain the main philosophical positions developed during the studied period; o demonstrate skill in interpreting texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	none
4	Teaching methods and language	Lectures discussions, essays. Language: Italian Ref. Text books: Charles Darwin "On the Origin of Species"; "The Descent of Man"; "The Expression of the Emotions in Man and Animals".
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing the texts presented in class. Discussions on assigned home works provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular subjects and texts. Summative assessment: Oral exam/essay. The exam consists in answering questions aiming to evaluate the level of knowledge of the history of Charles Darwin's theories, the capacity to report the philosophical thinking of some philosophers especially illustrated during the course, the speaking skills appropriate for the students' level and the use of appropriate terminology.

Programme of "STORIA DEL CRISTIANESIMO T" ***"HISTORY OF CHRISTIANITY T"***		
DQ0167, OPTIONAL within a set of selected courses for 3rd year students **First Cycle Degree in HUMANITIES, 3rd year , 1st semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Paolo TAVIANI		
1	Course objectives	Purpose of the course is to supply the student with an introduction to the origins of Christianity and its developments up to the Middle Ages. It aims to examine, in particular, the original characters of Christianity in the cultural context of the ancient Mediterranean and its early developments in the confrontation with the 'barbarians'.
2	Course content and Learning outcomes (Dublin descriptors)	The topics of the course include: - A comparative analysis of Christian monotheism, eschatological promise and conceptions of the afterlife. - The adaptation of beliefs and practices to changing historical contexts and the relationship between Christianity and ruling powers, particularly the Roman Empire. On successful completion of this module the student should: o understand human behavior and ideas in greater depth by critically analyzing theoretical and ideological positions adopted by Christian communities; o be able to explain the mutation of the relationship between Christianity and the Roman Empire in the fourth century; o be able to identify the cultural roots of the main Christian beliefs and to analyze the links between the development of Christianity and the historical, political and social contexts; o be able to describe major events and individuals associated with the development of Christianity; o be able to appreciate the diverse documentation upon which the history of Christianity is based; o demonstrate a knowledge of the spread of Christianity among the 'barbarians'; o be able to organize and communicate through a written assignment the sources of the history of the Christian Churches and show the relevance of this history for understanding the place of the Church in a pluralist society.
3	Prerequisites and learning activities	No prerequisites are required
4	Teaching methods and language	Lectures, team work, report. Language: Italian and English Ref. Text books:

		-P. Brown, *Religion and Society in the Age of Saint Augustine*, London: Faber and Faber; -P. Brown, *The Rise of Western Christendom*, Oxford: Basil Blackwell
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate in the lectures, by asking questions and discussing in class the interpretation and approaches presented. Assigned homework and short reports prepared by students individually or in small groups are presented and discussed too. Summative assessment: Oral exam. The oral exam starts from the illustration and discussion of major events and individuals associated with the development of Christianity and consists in answering 4 questions aiming to verify the achieved level of knowledge and awareness of the cultural roots of the main Christian beliefs and the capacity to analyze the links between the development of Christianity and the historical, political and social contexts (30%), the capacity to recognize common features and themes in Christian communities of the Late Antiquity and Middle Age (30%), the ability to critically reflect upon different ways (classic and Christian) to conceive apparently similar concepts, such as *spes* and *fides* (30%), the ability to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed (10%).

Programme of "STORIA ECONOMICA T" ***"ECONOMIC HISTORY T"***		
DQ0168, ELECTIVE within a set of selected courses **First Cycle Degree in HUMANITIES, 3rd year, 2nd semester**		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: To be appointed		
1	Course objectives	To be determined according to course content
2	Course content and Learning outcomes (Dublin descriptors)	COURSE CONTENT To be determined On successful completion of the course students should be able to: o acquire knowledge and understanding of the development of industrial revolution in the Western World, o understand where modern economics came from and the forces governing the development of economic theory and policy o be able to explain new methods of production in each industrial field, o be able to make informed judgments about the outcomes of industrialization on Western society, o discuss the course and demonstrate the ability to continue learning through further analysis of recent historiography.
3	Prerequisites and learning activities	To be determined
4	Teaching methods and language	Lectures Language: Italian Ref. Text books: To be determined
5	Assessment methods and criteria	Formative assessment: the students are encouraged to participate in the lectures, by asking questions and discussing the topics presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation. Summative assessment: To be determined