



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Storia e Didattica della Storia 1 - M-Z

2627-1-G8501R049-MZ

Course title

Prehistory and Ancient History for Primary School Teaching: General Outlines, Research Problems, Sources

Topics and course structure

Outlines of prehistory, protohistory, and the history of the ancient world

Historical knowledge as a practice of research, use of sources, argumentation, and critical exercise

The writing of history as a practice of memory, politics, and fact-finding

Perspectives on history teaching in pre- and primary school

Institutions and politics, cultural phenomena and intercultural relations, socio-economic relationships, human/environmental context relations

Objectives

Fundamental knowledge of the established institutional curriculum regarding the historical periods taught in primary school.

Awareness of the historical process as an exercise of critical thinking and a key to understanding general and current cultural problems.

Methodological awareness of the construction of historical knowledge as exegesis of sources.

Ability to read historical writing, with its specific forms of argumentation and scientific language.

Methods of teaching history to children.

Understanding of the phenomena that characterize the historical relationship between humans and their territory.

Knowledge and education for the conservation of cultural heritage.

Development of the aptitude to design and renew teaching practices through openness to the results and contents of historical research.

Methodologies

Expository teaching (frontal lecture): approximately 60%

Immersive/interactive teaching: aimed at involving students interactively with group exercises and through dialogue with guest speakers who bring specific experiences and perspectives on teaching history in primary school: approximately 40%

The course is planned to be held in person, subject to the organizational needs of the degree course or the University, especially in relation to classroom availability.

Language: Italian

Online and offline teaching materials

To support all students in their study and exam preparation, the professor will provide:

- Full recordings of in-person lessons and slides.
- In-depth texts and videos examined in class.*
- Any diagrams developed during the lessons.*
- Presentations or any other material used by guests during the lessons (particularly concerning educational projects, teaching methods, textbooks, etc.).

Programme and references

Required Manual:

Preistoria e storia antica. Fondamenti per l'insegnamento nella scuola primaria, edited by M. Della Misericordia, C. Fredella, Pearson, 2025: the study of this text for the exam must comprehensively cover the printed volume and the digital extension, according to the detailed instructions that will be provided in class.

Required Text on History Didactics:

Fare storia alla Scuola primaria, edited by M. Della Misericordia, C. Fredella, Sanoma, 2024.

Reading of your choice:

The completion of the exam requires the choice of ONE BOOK (with any supplementary readings indicated or, conversely, in the indicated selection) from the following list:

- J. Assmann, La memoria culturale. Scrittura, ricordo e identità politica nelle grandi civiltà antiche, Torino, Einaudi, 1997
- J. Assmann, Dio e gli dei. Egitto, Israele e la nascita del monoteismo, Bologna, Il Mulino, 2009

J. Diamond, Armi, acciaio e malattie. Breve storia del mondo negli ultimi tredicimila anni, Torino, Einaudi, 2006 (limitatamente alle pp. VII-XII, 3-231)

- A. Barbero, Barbari. Immigrati, profughi, deportati nell'impero romano, Roma-Bari, Laterza, 2007
- G. P. Brogiolo, Le origini della città medievale, Mantova, SAP, 2011
- Peter Brown, Il mondo tardo antico. Da Marco Aurelio a Maometto, Torino, Einaudi, 2017 (sono accettate allo stesso modo anche edizioni precedenti del medesimo libro)
- Con i romani. Un'antropologia della cultura antica, a cura di M. Bettini, W. M. Short, Bologna, Il Mulino, 2014 (limitatamente alle pp. 7-286)
- M. I. Finley, L'economia degli antichi e dei moderni, Roma-Bari, Laterza, 2008 (o precedenti edizioni)
- Patrick J. Geary, Il mito delle nazioni. Le origini medievali dell'Europa, Roma, Carocci, 2016
- S. Giorcelli Bersani, L'impero in quota. I Romani e le Alpi, Torino, Einaudi, 2019, da preparare unitamente ai contenuti del video disponibile all'indirizzo <https://www.youtube.com/watch?v=cepbjKXMyW4>
- M. T. Grassi, Palmira. Storie straordinarie dell'antica metropoli d'Oriente, Milano, Edizioni Terra Santa, 2017, da preparare unitamente a Paul Veyne, Palmira. Storia di un tesoro in pericolo, Milano, Garzanti, 2016
- A. Leroi Gourhan, Le religioni della preistoria. Paleolitico, Milano, Adelphi, 1993. La preparazione di quest'opera deve essere integrata dallo studio del libro Silvana Condemi, François Savatier, Noi siamo Sapiens. Alla ricerca delle nostre origini, Torino, Bollati Boringhieri, 2019.
- M. Gimbutas, Le dee viventi, Milano, Medusa, 2005
- M. Liverani, Oriente e occidente, Roma-Bari, Laterza, 2021
- Michael Mitterauer, Antenati e santi. L'imposizione del nome nella storia europea, Torino, Einaudi, 2001 (da studiare limitatamente alle pp. 3-194) + Fredella, C. (a cura di). Come ti chiami? Onomastica storica, didattica della storia e formazione insegnanti. Zeroseiup, 2024.
- C. Renfrew, Preistoria. L'alba della mente umana, Torino, Einaudi, 2011
- James C. Scott, Le origini della civiltà. Una controstoria, Torino, Einaudi, 2018. La lettura di questo libro deve essere necessariamente integrata con quella dei saggi di Giampiero Cama, Osvaldo Raggio, A proposito di Against the Grain. A Deep History of the Early States di James C. Scott, in "Quaderni storici", LIV, 2019, pp. 859-882, scaricabile qui, mediante accesso con credenziali universitarie.

- J.-L. Flandrin, M. Montanari (a cura di). Storia dell'alimentazione, Roma-Bari, Laterza, 1997 (limitatamente alle pp. V-XI, 5-242)
- L. Thommen, L'ambiente nel mondo antico, Bologna, Il Mulino, 2014. La preparazione di quest'opera deve essere integrata dallo studio del libro Mario Liverani, Uruk. La prima città, Roma-Bari, Laterza, 1998 (o qualsiasi edizione/ristampa successiva).
- L'uomo egiziano, a cura di Sergio Donadoni, Roma-Bari, Laterza 1996 (o qualsiasi edizione/ristampa successiva) (da studiare limitatamente alle pp. 1-268, quindi con l'esclusione degli ultimi due capitoli)
- L'uomo greco, a cura di Jean-Pierre Vernant, Roma-Bari, Laterza, 1997 (o qualsiasi edizione/ristampa successiva)
- L' uomo romano, a cura di Andrea Giardina, Roma-Bari, Laterza, 1993 (o qualsiasi edizione/ristampa successiva) (limitatamente alle pp. 143-384)
- J.-P.-Vernant, Le origini del pensiero greco, Milano, Feltrinelli, 2007, da preparare unitamente a M. Vegetti, Chi comanda nella città. I greci e il potere, Roma, Carocci, 2017
- B. Ward Perkins, La caduta di Roma e la fine della civiltà, Roma-Bari, Laterza 2008 (o edizioni/ristampe successive)
- G. Woolf, Roma. Storia di un impero, Torino, Einaudi, 2014 (da studiare fino a p. 287, dunque con l'esclusione degli ultimi due capitoli)

Assessment methods

The exam aims to verify basic knowledge of general history, corresponding to the history teaching content in primary school, the acquisition of some fundamental skills in history didactics, as well as critical awareness regarding historical evidence and scientific historical texts.

Specifically, the examination methods are designed around these precise learning objectives:

Written Exam, Closed-Ended Questions: It is considered essential that the approach to teaching history in primary school is built upon precise knowledge of key phenomena, historical figures, pivotal turning points, as well as secure geographical and chronological frameworks of general history. The various types of closed-ended questions specified below are analytically designed for this assessment.

Written Exam, Open-Ended Question: This is intended to promote and assess the ability to personally—though briefly—elaborate on a topic of particular significance at the intersection of history and didactics. It evaluates the acquisition of precise disciplinary language, awareness of the subject matter's content alongside the practical and theoretical challenges of teaching it, and confidence in text structuring.

Oral Interview on a Chosen Book: This aims to promote and assess the ability to engage with critical autonomy when facing a scientific monograph. It tests the depth of reading and the clarity of synthesizing the relevant topics—skills considered a mandatory starting point for any future professional development and expansion of knowledge as an active teacher.

Great importance is placed on the appropriateness of both written and oral expression.

For the reasons stated above, the exam is divided into a written test and an oral interview. The final grade (out of

30) is the sum of the written test score (max 24 points) and the oral interview score (max 6 points).

Each exam session consists of a written test and an oral interview scheduled a few days apart. Students may choose to take both parts of the exam during the same session: in this case, they must register for both tests and will be admitted to the oral interview provided they pass the written test. Alternatively, students can take the written test and the oral interview separately across two different, subsequent sessions (which do not need to be consecutive and can belong to different exam periods), registering each time only for the written or oral exam as appropriate. However, the institutional written part must always precede the monographic oral part.

Under no circumstances is skipping an exam session (salto d'appello) required or penalized after a failed attempt.

The course lectures are designed to prepare students for the correct approach to the texts, including in view of the written and oral components of the exam. Therefore, regular attendance or watching the recordings is highly recommended whenever possible.

1. COMPULSORY WRITTEN TEST

The first part of the exam consists of a written test covering points a) and b).

Preparation will require studying:

Preistoria e storia antica, edited by M. Della Misericordia, C. Fredella, Pearson, 2024.

Fare storia alla Scuola primaria, edited by M. Della Misericordia, C. Fredella, Sanoma, 2024.

This includes any in-depth topics covered in class, the materials for which (if necessary for preparation) will be made available on the course webpage along with the lecture recordings.

There is no distinction between attending and non-attending students.

The written exam is a test featuring a combination of:

Multiple-choice questions (four options)

Matching matrix questions

Chronological ordering exercises

One open-ended question

The study of the manual will be evaluated on its level of detail: being able to confidently place more general social, economic, and political processes into context while mastering decisive events and key figures. Precise knowledge of the geographical and chronological placement of the phenomena, characters, and events covered is required. The open-ended question will focus on historical concepts or practical experiences and perspectives in history didactics. In this section, clarity of expression, synthesis skills, and critical understanding will be evaluated.

The time allotted for the test is one hour.

The written test is graded out of 24 points:

Scores between 0 and 13 are insufficient and require retaking the written test.

Scores between 14 and 24 are passing and grant access to the oral exam.

Students who achieve a score between 18 and 24 can choose to skip the oral part and accept the written test score as their final exam grade, communicating their decision to the professor via email.

Students who achieve a score of 14 or higher but are unsatisfied with the result may retake the written test in any subsequent exam session, even multiple times. Note: Retaking the written test implies forfeiting the previously achieved grade. It is recommended to make this choice only if highly motivated and confident, to avoid obtaining a lower grade or even failing, as has sometimes occurred.

The result achieved in the written test does not expire and remains valid indefinitely until the second part of the exam is taken. It is not canceled if a student fails a subsequent oral exam, which can be retaken individually.

Further detailed information is published alongside the grading tables session by session.

Office hours

By appointment, in person or online, by writing to:

claudia.fredella@unimib.it

valeria.vismara@unimib.it

(always keeping both in copy)

Programme validity

The exam can be taken with this syllabus from the first session of June 2027 to the second session of February 2029.

Course tutors and assistants

Gianluca Battioni, Elisabetta Canobbio, Jacopo Sassera, Silvia Tarallo, Valeria Vismara

Sustainable Development Goals

QUALITY EDUCATION
