



Course unit English denomination	Workshop of your choice: Digital Humanities
SS	HIST-02/A HIST-03/A
Teacher in charge (if defined)	Federico Mazzini (University of Padua) Stefano Dall'Aglio (Ca' Foscari University of Venice)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	Secondo Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The Digital Humanities seminar will include two distinct parts. One part will provide a general introduction to Digital Humanities, starting with a theoretical and methodological framework and then offering an overview of the different areas of work and related tools. It will discuss, among others, optical character recognition and handwritten text recognition, digital native archives, digital scholarly editions, linked data, network analysis, mapping, virtual exhibitions, and digital public humanities. Another part will offer an introduction to Artificial Intelligence (AI), with a focus on its relationship to the humanities.</p> <p>– Introduction to Digital Humanities By S. Dall'Aglio (Ca' Foscari University of Venice)</p> <p>The lecture aims to offer a general introduction to the Digital Humanities, with a focus on the approach and tools related to history, geography, and anthropology. It will start with a theoretical and methodological framework and then will offer an overview of the different areas into which the Digital Humanities and related tools are</p>



divided. Optical character recognition and handwritten text recognition, digital native archives, digital scholarly editions, linked data, network analysis, mapping, virtual exhibitions, and digital public humanities, among others, will be discussed.

– Artificial intelligence and humanities research: an introduction and some tools

By F. Mazzini

More than a year after the release of ChatGPT and the proliferation of generative AI services, it is still unclear what the advantages and disadvantages of the “new” technology will be for academic research. This critical introduction will briefly reconstruct the history of Artificial Intelligence and Large Language Models. It will highlight some of the issues that have emerged in the public debate following the release of ChatGPT and in relation to the academy, proposing a shift in focus from the problem of “plagiarism” to that of information management and critique. Finally, it will review some of the tools, still experimental, that can be of help to research for information and data retrieval.

Learning goals

- To provide a methodological framework and some basic elements on digital humanities, so as to make the students aware, albeit at a general level, of the tools that new technologies can offer to the humanists of the present and future.
- To introduce a reflection on Artificial Intelligence (AI).

Teaching methods

Workshop

Course on transversal, interdisciplinary, transdisciplinary skills

☒ Yes
☐ No

Available for PhD students from other courses

☐ Yes
☒ No

Prerequisites (not mandatory)

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Examination methods (in applicable)

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Suggested readings

For Digital Humanities:

Johanna Drucker, "Humanistic Theory and Digital Scholarship", in
Debates in the Digital Humanities, ed. by Matthew K. Gold,
Minneapolis, University of Minnesota Press, 2012, pp. 85-95
(available at: <https://dottoratogesta.it/didattica-syllabus-e-materiali/>)

For Artificial Intelligence and humanities research:

Bender, Emily M., Timnit Gebru, Angelina McMillan-Major, and
Shmargaret Shmitchell. 2021. "On the Dangers of Stochastic Parrots:
Can Language Models Be Too Big?" Proceedings of the 2021 ACM
Conference on Fairness, Accountability, and Transparency, FAccT
'21, March, 610–23. (<https://doi.org/10.1145/3442188.3445922>)

Additional information

2nd year: 1 seminar to be chosen among the workshops proposed.

PhD students are required to communicate their choice to GESTA
Programme Office by December 14, 2025, sending an email to:
segreteria@dottoratogesta.it



Course unit English denomination	Advanced seminar in medieval history: Citizenships, powers, economies. Themes and research in recent Medieval Studies
SS	HIST-01/A
Teacher in charge (if defined)	<ul style="list-style-type: none">▪ Anna Maria Rapetti (Ca' Foscari University of Venice)▪ Gianmarco De Angelis (University of Padua)▪ Flavia De Rubeis (Ca' Foscari University of Venice)▪ Alessio Fiore (University of Turin); Dario Internullo (University of Roma Tre); Alma Poloni (University of Pisa); Massimo Vallerani (University of Turin)
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	04/12/2025 h 15.00 - 18.00 14/01/2026 h 15.00 - 18.00 04/02/2026 h 15.00 - 18.00 04/03/2026 h 15.00 - 18.00
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>04/12/2025. Belonging, participation, exclusion. Discussion about Massimo Vallerani's book, <i>Regimi di cittadinanza nell'Italia comunale</i>, Rome, Viella, 2024.</p> <p>Chair G. De Angelis. Speaker M. Vallerani</p> <p>14/01/2026 – Large landed estates between late antiquity and the early Middle Ages. Discussion on Ian Wood's book, <i>The Christian Economy in the Early Medieval West. Towards a Temple Society</i>, Punctum Books, Binghamton (NY) 2022</p> <p>Chair G. De Angelis. Speaker D. Internullo</p>



02/04/2026 – Telling the story of medieval economies.

**Discussion about the book by Alessio Fiore – Alma Poloni,
L'economia medievale. Un profilo storico, Rome, Carocci, 2024.**

Chair A. Rapetti. Speakers: A. Fiore, A. Poloni

**04/03/2026 - Documentary epigraphs. Testaments or
testimonies?**

C. Carbonetti Vendittelli, "Sicut inveni in thomo carticineo iam ex magna parte vetustate consumpto exemplavi et scripsi atque a tenebris ad lucem perduxī". *Condizionamenti materiali e trasmissione documentaria a Roma nell'alto medioevo*, in *Oú πάν ἐφήμερον. Scritti in memoria di Roberto Pretagostini offerti da Colleghi, Dottori e Dottorandi di ricerca della Facoltà di Lettere e Filosofia*, a cura di C. Braidotti - E. Dettori - E. Lanzillotta, I, Roma, 2009, pp. 47-69.

Chair F. De Rubeis

<http://www.rmoa.unina.it/290/>

Learning goals

Starting with the presentation of some recent books, the seminar aims to introduce doctoral students to complex topics in medieval studies, encouraging the development of high methodological skills both in the analysis of primary sources and in the critical approach to historiography. In terms of content, doctoral students will be confronted with some of the main transformations that characterised Italy and Europe in the medieval centuries and will learn to grasp the deep connections that link the political, economic, legal and cultural developments of the period.

Teaching methods

Lectures, discussion

Course on transversal,
interdisciplinary,
transdisciplinary skills

☐ Yes
☒ No

Available for PhD
students from other
courses

☒ Yes
☐ No

The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation

Prerequisites

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(not mandatory)

Examination methods
(in applicable)

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Suggested readings

Belonging, participation, exclusion

M. Vallerani, *Regimi di cittadinanza nell'Italia comunale*, Roma, Viella, 2024.

Large landed estates between late antiquity and the early Middle Ages

- I. Wood, *Creating a 'temple society' in the early medieval West*, in «Early Medieval Europe», 29/4 (2021), pp. 462-486;
<https://doi.org/10.1111/emed.12498>
- D. Internullo, *Logiche religiose dell'economia nell'Europa altomedievale*, in «Storica», n. 88, XXX (2024), pp. 141-155.

Telling the story of medieval economies

Alessio Fiore – Alma Poloni, *L'economia medievale. Un profilo storico*, Roma, Carocci, 2024.

Documentary epigraphs. Testaments or testimonies?

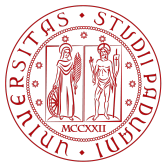
C. Carbonetti Vendittelli, "Sicut inveni in thomo carticineo iam ex magna parte vetustate consumpto exemplavi et scripsi atque a tenebris ad lucem perduxī". *Condizionamenti materiali e trasmissione documentaria a Roma nell'alto medioevo*, in *Oú πάν ἐφήμερον. Scritti in memoria di Roberto Pretagostini offerti da Colleghi, Dottori e Dottorandi di ricerca della Facoltà di Lettere e Filosofia*, a cura di C. Braidotti - E. Dettori - E. Lanzillotta, I, Roma, 2009, pp. 47-69.
<http://www.rmoa.unina.it/290/>

Additional information

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Course unit English denomination	Tools for scientific work: Bibliographical tools, the use of Zotero
SS	/
Teacher in charge (if defined)	Curated by Centro Bibliotecario di Ateneo
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	First Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	The course will introduce PhD students to the bibliographic and digital tools of the two affiliated universities and how to use a bibliographic software such as Zotero.
Learning goals	<ul style="list-style-type: none">▪ To introduce PhD students to the use of the digital resources available for scholarly research.▪ To develop skills for using a bibliographic software such as Zotero.
Teaching methods	Lectures during which PhD students can explore some provided links on their PCs.
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.



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STUDI STORICI, GEOGRAFICI E
ANTROPOLOGICI

Prerequisites (not mandatory)	/
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Examination methods (if applicable)	/
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Suggested readings	/
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Additional information	/
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Course unit English denomination	Thematic seminar: Cultural memory. Definitions, methodologies, and case-studies
SS	HIST-01/A
Teacher in charge (if defined)	Francesco Veronese (University of Padua) Alessandro Arcangeli (University of Verona)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	January-February 2026.
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>Investigations over the practices and narratives connected to the cultural construction of memory, both individual and – even more so – collective, have always played a key role in the development of cultural history and in the definition its fields of inquiry. Since the 1960s and 1970s new approaches to written and material evidence, inspired by the increasing influence of post-structuralist and deconstructionist perspectives on the fields of literature and linguistics, contributed to a reshaping of the ways in which texts and their authors were to be tackled and understood. Their meanings and purposes, techniques of composition, and patterns of circulation were all the object of closer consideration. These new perspectives were fundamental in the development of what was called the linguistic turn. In the field of historical studies the teachings of the linguistic turn were embraced first and foremost by cultural history, together with (and roughly at the same time as) gender history. The body of texts and other evidence traditionally used for purposes of historical reconstruction were approached from a totally new perspective, focusing precisely on the cultural processes activated or in any case involved in their composition and circulation. At the same time other</p>



categories of sources, both written and material, that had only seldom and superficially been exploited before were now effectively taken into account. The assessment of historical narratives as, precisely, narratives allowed to highlight their artificial and discursive nature, as well as the contingent purposes driving each one of their textual shapes, be they written, or not. The production of memories was understood as the production of usually competing interpretations of the events, episodes, people, and processes of the past. These narratives were thus seen as resulting from always different combinations of practices of selection, accumulation, reworking, inclusion and exclusion, involving texts and traditions that were themselves the product of sometimes centuries-long processes of composition and adaptation. The production of historical narratives and all their material expressions always respond to certain needs and involve usually considerable amounts of material and intellectual resources, that require to be investigated case by case.

The purpose of the workshop is that of providing a general framework for and introduction to the development of these approaches and their application in the fields of history and anthropology, with a specific attention for the last decades of the 20th century and the beginning of the 21st. The focus will then move to individual case studies concerning different geographical, social, and chronological contexts.

Learning goals	<ul style="list-style-type: none">▪ In-depth comprehension of the theoretical grounds of cultural history and memory;▪ Acquisition of methodological tools for critically approaching the processes of memory building;▪ Investigation of specific cases concerning different geographical areas, chronologies and fields of research.
Teaching methods	Highly interactive and dialogical classes; presentations by PhD students and collective discussion.
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites
(not mandatory)

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Examination methods
(in applicable)

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Suggested readings

Mandatory:

- Arcangeli – M. Tamm, 'Introduction: Early Modern Memory Cultures', in iid (ed.), A Cultural History of Memory in the Modern Age, London et al. 2020, pp. 1-18.
- F. Dei, 'Antropologia e memoria. Prospettive di un nuovo rapporto con la storia', Novecento, 10 (2004/2005), pp. 27-46.
- P.J. Geary, Phantoms of Remembrance. Memory and Oblivion at the End of the First Millennium, Princeton (NJ) 1994, ch. 2 ('Men, Women, and Family Memory', pp. 48-80).
- Green, Cultural Memory, Basingstoke-New York 2008, ch. 5 ('Remembering', pp. 82-98) and 6 ('Collective Memory', pp. 99-116).

Suggested:

- F. Dei, 'Il quarto principio della memoria culturale. Per un'antropologia delle rievocazioni storiche', Etnografie del contemporaneo, 5/5 (2022), pp. 19-30.
 - Jones, Memory and Material Culture, Cambridge 2007.
 - D. Nardini, 'Il Calcio Storico Fiorentino e un posto nella storia. Una risposta al monopolio egemonico e commerciale sul patrimonio della città', in D. Di Pasquale – F. Dei (a cura di), Le rievocazioni storiche. Feste civiche e cultura popolare in Toscana, Roma 2023, pp. 129-153.
 - W. Pohl, 'Creating cultural resources for Carolingian rule: historians of the Christian empire', in C. Gantner – R. McKitterick – S. Meeder (ed.), The Resources of the Past in Early Medieval Europe, Cambridge 2015, pp. 15-33.
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Additional information

1st year: PhD students are required to choose 2 seminars among the 3 thematic seminars proposed.

2nd year: PhD students are required to choose 1 seminar among the 3 thematic seminars proposed.

PhD students must communicate their choice to GESTA Programme Office by December 14th, 2025 sending an email to:
segreteria@dottoratogesta.it



Course unit English denomination	Thematic seminar: Beyond the nature-culture dichotomy: approaches, histories and places of conservation
SS	GEOG-01/B
Teacher in charge (if defined)	<ul style="list-style-type: none">▪ Margherita Cisani (University of Padua)▪ Anna Rapetti (Ca' Foscari University of Venice)▪ Dario Canzian (University of Padua)▪ Giacomo Zanolin (University of Genoa)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	March 2026 (12, 19, 26 – tbc)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70 % minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The nature-culture dichotomy is a central theme in the contemporary debate related to the awareness of the eco-climatic crisis in the context of the Anthropocene. Within this complex debate, it can be argued that the historical, anthropological and geographical sciences play a crucial, albeit often overshadowed role in relation to disciplines traditionally more central to biodiversity conservation. Already anthropology has highlighted how the Cartesian separation between human and non-human is linked to a precise historical and geographical context and is not shared by many cultures, underlining the importance of, among others, post-colonial perspectives on the topic. Environmental historians have long reconstructed the genealogy of many protected areas, highlighting how they were the result of violent processes of expulsion of indigenous peoples and artificial creation of wilderness. Geography too has finally explored the material and discursive</p>



practices and processes that lead to the continuous transformation and re-signification of so-called 'natural' places, from protected areas to post-wilderness urban interstices.

The course, structured over three meetings, aims to investigate how the nature-culture dichotomy has in particular traversed the evolution of forms of environmental conservation (parks, protected areas, reserves, etc.) and what are the current features of the debate in the light of the Anthropocene. Each seminar, starting from different perspectives and through the presentation of different case studies, will contribute to offering an overview of the forms of reaffirmation or overcoming of the nature-culture dichotomy in the context of environmental conservation practices and processes.

Nature as heritage: conservation within and beyond the nature-culture dichotomy.

Margherita Cisani - 12/03/2026 14:30 - 16:30 (tbc)

Among the multiple phases of the debate on the nature-culture dichotomy, this seminar aims to focus on the most recent one, characterised by the opposition between new conservationists and neo-conservationists, and the emergence of alternative positions that question not only the dichotomy between human and non-human but also the capitalist nature of mainstream conservation, as conceptualised by Bram Büscher and Robert Fletcher (2000). Starting from a brief reconstruction of some of the main theoretical approaches that, in the field of human and social sciences, deal with the dichotomy between nature and culture (e.g. from Marxist, ecofeminist and post-colonial perspectives), some case studies will be presented on protected areas in the Italian context that illustrate different dynamics and practices of nature patrimonialisation, both formal and informal. In particular, the case of the Biosphere Reserves, created within the framework of the Unesco 'Man and Biosphere' programme, will be analysed. The 21 Italian Biosphere Reserves well represent the different ways in which the overcoming of the nature-culture dichotomy takes shape, with its relative contradictions.



Man and nature in the late Middle Ages: the environmental and ideological consequences of the development of the 11th-14th centuries

Dario Canzian - 19/03/2026 14:30 - 16:30 (tbc)

Abstract

The nature-culture dichotomy for the medieval age obviously cannot be declined in the same terms in which it is proposed for the modern and especially contemporary world. As is well known, the Middle Ages are much less familiar with the consequences of the ecological impact and the cultural and anthropological consequences of human actions on the environment. In addition, it must be said that if there was a time when the circular economy found timely application, this was precisely the Middle Ages. However, it must be said also that the anthropic impact on the ecological balance in the 11th-14th centuries was not nil: the development of cities, population growth, and the spread of certain manufacturing activities that had a strong impact on the environment led as much to the adoption of protective measures (for example, in relation to the forest heritage, or water supply systems) as to theological and religious reflections in a broader sense on man's place in creation and his relationship with his surroundings. One thinks of the debate determined in the aftermath of the great Florentine flood of 1333, reported by Giovanni Villani; or, of the spread of heresies that denied the goodness of creation, and conversely, of the exaltation of the natural world as a reflection of God's love in Francis of Assisi's "Cantico di Frate Sole".

The medieval urban laboratory is the context in which nature and culture meet and intertwine with more obvious effects: the medieval city is also populated with animals, gardens, vegetable gardens, and vineyards. The 'rural' and we might say biological dimension in the literal sense of the city did not seem to make an issue until the late thirteenth century, when public authorities began to pose the problem of urban decorum. In the fourteenth century, Francesco Petrarca stigmatized the custom of letting pigs graze in the city, in Padua, with the argument that this turned the noble city into a rough countryside. We can consider this Petrarchan reflection an endpoint.



National parks, nationalisms and the construction of the idea of nature

Giacomo Zanolin - 26/03/2026 14:30 - 16:30 (tbc)

The geography of Italy's Protected Areas (PAs) is extremely heterogeneous, however, it is possible to highlight a fundamental normative reference: Law 394/1991, which marked a turning point by introducing the idea that PAs are actors that aim to foster the protection of ecosystems and, at the same time, to stimulate the link between social, cultural, political, economic and ecological dynamics. Starting with a focus on the Abruzzo, Lazio and Molise National Park, this seminar aims to discuss the narratives about Italian national parks and how these have contributed to shaping the conception of nature in the so-called Bel Paese. In particular, it investigates the ambiguous connection between the ambition to preserve ecosystems and the use of nature as a political tool in the process of constructing national identity in Italy.

Learning goals	Learn the conceptual tools proper to the historical and geographical sciences in interpreting the processes of creation, transformation, management and patrimonialisation of nature, with particular attention to the transcalibrational dynamics manifested in the Italian context. Dealing with case studies and specific research methods, learning their outlines and characteristics, also in order to readapt them to one's own research path.
Teaching methods	Lecture, case studies, debate
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Open to all UniPD PhD students of the School of Human and Social Sciences
Prerequisites (not mandatory)	/
Examination methods (if applicable)	/



Suggested readings

Nature as heritage: conservation within and beyond the nature-culture dichotomy.

Margherita Cisani – 12/03/2026 14:30 – 16:30 (tbc)

- Aschenbrand E., Michler T. (2021), "Why Do UNESCO Biosphere Reserves Get Less Recognition than National Parks? A Landscape Research Perspective on Protected Area Narratives in Germany", *Sustainability*, Vol. 13, n. 24, 13647.
- Castree N. (2005), *Nature*. London, Routledge.
- Bonati, S., M. Tononi, e G. Zanolin. 2021. "Le geografie e l'approccio sociale alla natura". *Rivista Geografica Italiana* 2: 5-20.
- Bonati s., Cisani M., Tononi M., Zanolin G. (Eds.) (2025), *Critical Perspectives on Social Constructions of Nature Italy and the Bel Paese*. London, Routledge.
- Büscher B., Fletcher R. (2019), "Towards Convivial Conservation", *Conservation and Society*, Vol. 17, n. 3, pp. 283-296.
- Castree, N. (2014a), *Making Sense of Nature*. London, Routledge.
- Cisani, M. (2024). Remembering Yellowstone: Nature Conservation, Popular Culture and Belonging. *Geography Notebooks*, 6(2), 15-32.
- Cronon, W. 1996. "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature". *Environmental History* 1 (1): 7-28
- Descola P. (2021), *Oltre natura e cultura*. Milano, Raffaello Cortina Editore.
- Neumann, R.P. 1998. *Imposing Wilderness: Struggles over Livelihood and Nature Preservation in Africa*. Berkeley: University of California Press.

Man and nature in the late Middle Ages: the environmental and ideological consequences of the development of the 11th-14th centuries

Dario Canzian – 19/03/2026 14:30 – 16:30 (tbc)

- Le Goff J. (1959), *Gli intellettuali nel Medioevo*, Milano, Mondadori (in particolare pp. 51 e segg.).
 - Ortalli, G. (1997), *Lupi, genti, culture. Uomo e ambiente nel medioevo*, Torino, Einaudi; e in particolare "Corso di natura" o
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“giudizio di Dio”. Sensibilità collettiva ed eventi naturali, a proposito del diluvio fiorentino del 1333, pp. 154-188.

- Di Febo M. (2015), *Mirabilia e Merveille: le trasformazioni del meraviglioso nei secoli XII-XV*, Macerata, EUM edizioni università di Macerata, in particolare pp. 19-57.
- Nanni P. (2015), *Spazi verdi urbani e campagne periurbane nell'Italia settentrionale e in Toscana*, in *I paesaggi agrari d'Europa (secoli XIII-XV)*, Pistoia, Centro italiano di studi di storia e d'arte, pp. 537-585.
- Labbé T. (2017), *Les catastrophes naturelle au Moyen Âge. XII^e-XV^e siècle*, Paris, CNRS Éditions.
- Rao R. (2018), *Il tempo dei lupi. Storia e luoghi di un animale favoloso*, Torino, Utet.
- (2019) *Rappresentazioni della natura nel Medioevo*, a cura di G. Catapano e O. Grassi, Firenze, Sismel. Edizioni del Galluzzo.
- Arnoux M. (2023), *Un monde sans ressources. Besoin et société en Europe (Xie-XIVe siècles)*, Paris, Albin Michel.
- (2024) *Sacra Silva. Bosco e religione tra tarda antichità e medioevo*, a cura di F. Carta, R. Michetti, C. Noce, Roma, Viella.
- Campopiano M. (2025), *Storia dell'ambiente nel Medioevo. Natura, società, cultura*, Roma, Carocci.

National parks, nationalisms and the construction of the idea of nature

Giacomo Zanolin - 26/03/2026 14:30 - 16:30 (tbc)

- Armiero, M. (2022), *La natura del duce. Una storia ambientale del fascismo*, Einaudi, Torino
 - Castree N., Braun B. (2001), *Social Nature: Theory, Practices, and politics*, Wiley-Blackwell, Oxford.
 - Demeritt D. (2002), *What is the 'social construction of nature'? A typology and sympathetic critique*, *Progress in Human Geography*, 26, 6, pp. 767-790.
 - Zanolin G. Paül V. (2022), *Exploring the Sustainability of Wilderness Narratives in Europe: Reflections from Val Grande National park (Italy)*, in *“Geographical Review”*, 112, 3, pp. 444-465,
 - Zimmerer K.S. (2000), *The Reworking of Conservation Geographies: Nonequilibrium Landscapes and Nature-Society Hybrids*, *Annals of*
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the Association of American Geographers, Vol. 90, No. 2,
pp.356-369.

Additional information /



Denominazione	Seminario tematico Questioni coloniali: approcci storici e antropologici
SSD	SDEA-01/A HIST-03/A
Docente (se già definito)	Valentina Bonifacio (Università Ca' Foscari di Venezia) Simon Levis Sullam (Università Ca' Foscari di Venezia)
Ore	6
CFU	1
Periodo di svolgimento	Il semestre
Modalità di erogazione	<input checked="" type="checkbox"/> In presenza <input type="checkbox"/> A distanza <input type="checkbox"/> Duale
Lingua di erogazione	Italiano
Obbligo presenza	<input checked="" type="checkbox"/> Sì (75% minima di presenza) <input type="checkbox"/> No
Contenuti del corso	Il corso esamina sul piano storico le esperienze del colonialismo francese in Algeria (dal 1830) e di quello italiano in Libia (dal 1911), presenta inoltre alcune riflessioni classiche sulla relazione coloniale da Franz Fanon a Edward Said. Sul piano antropologico, il corso analizza come i poteri coloniali hanno trasformato, in diversi momenti storici, i territori indigeni sudamericani. Concentrandosi sul caso del Chaco Paraguayano, analizza in che modo l'articolazione tra chiesa cattolica e impresa privata ha prodotto forme peculiari di organizzazione sociale
Obiettivi di apprendimento	Familiarizzazione con aspetti storici e antropologici del colonialismo europeo tra diciannovesimo e ventesimo secolo, tra storiografia, letteratura critica e problemi di metodo



Metodologie didattiche	Lezioni frontali e discussioni seminariali
Corso su competenze trasversali, interdisciplinari, transdisciplinari	<input checked="" type="checkbox"/> Sì <input type="checkbox"/> No
Possibile partecipazione di dottorandi di altri corsi	<input checked="" type="checkbox"/> Sì <input type="checkbox"/> No L'insegnamento è aperto a tutti, con priorità ai dottorandi del corso di dottorato erogante. Il numero di posti potrà essere definito solo dopo l'attribuzione delle aule.
Prerequisiti (non obbligatorio)	/
Modalità d'esame (se previsto)	/
Materiale studio	Sezione storica: <ul style="list-style-type: none">▪ G. P. Calchi Novati, C. Roggero, Storia dell'Algeria indipendente, Bompiani 2018;▪ V. Deplano, A. Pes, Storia del colonialismo italiano. Politica, cultura e memoria dall'età liberale ai nostri giorni, Carocci 2024;▪ F. Fanon, I dannati della terra (1961), Einaudi 2007;▪ E. Said, Orientalismo (1978), Feltrinelli 1999. Sezione antropologica: <ul style="list-style-type: none">▪ V. Bonifacio, "Mecánica de un engranaje: los misioneros salesianos y la empresa Carlos Casado SA en el enclave industrial de Puerto Casado, Paraguay". In: Richard, Nicolas; Franceschi, Zelda; Córdoba, Lorena, La misión de la máquina. Técnica, extractivismo y conversión en las tierras bajas sudamericanas. Bononia University Press 2021, pp.169-184.▪ Id., "An Indigenous Leader and his Missionaries: A Biographical Account of the Salesian Mission of Puerto Casado, Paraguay, in the Twentieth



Century". Estudios Interdisciplinarios de América Latina y el Caribe, 29 (2), 2018, pp. 40-60.

- Cadado's Legacy. Documentary. 50 min. Approx. Director: V. Bonifacio (https://www.youtube.com/watch?v=qLt_K5OakRc&t=1922s)

Informazioni
aggiuntive

Per il primo anno: 2 seminari a scelta tra i 3 seminari tematici proposti

Per il secondo anno: 1 seminario a scelta tra i 3 seminari tematici proposti

I dottorandi e le dottorande sono tenuti/e a comunicare alla segreteria il/i seminario scelto/i entro il 14 dicembre 2025 inviando un'e-mail a:

segreteria@dottoratogesta.it



Course unit English denomination	Methodological Seminar: Situare Situarsi
SS	HIST-02/A GEOG-01/A SDEA-01/A
Teacher in charge (if defined)	<ul style="list-style-type: none">▪ Paola Molino (University of Padua)▪ Valerio Bini (University of Milan)▪ Matteo Benussi (Ca' Foscari University of Venice)
Teaching Hours	18
Number of ECTS credits allocated	3
Course period	November-December 2025
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The course is conceived as an intensive phase of dialogue and knowledge between first-year PhD students/s and teachers around basic methodological issues of the humanistic research.</p> <p>The title SITUARE/SITUARSI alludes to the fundamental dimension of self-reflexivity: "situare" means to choose, select, delimit a fragment of reality transforming it into an object of research; "situarsi" recalls the fact that this operation is never neutral or self-evident, because the person who performs it is part of a context, a time, conditioning, cultural heritage.</p> <p>The reflection on the method aims to strengthen awareness that the concepts and categories used have their own history and historicity, are constantly subjected to revisions, criticisms, adjustments and hybridizations; to make PhD students more attentive to theoretical reflection and its influence on empirical research; to enrich writing and the expressive effectiveness in the presentation of working hypotheses.</p> <p>The course is structured around three macro-themes specific to geographical, historical and anthropological research - periodicity, spatialization and relation - around which the different disciplines have produced and settled traditions of study and specialized</p>



	<p>lexicons. The first two themes define the "Cartesian plan" or "preliminary operations" of each research, while the third describes how space-time linking interweave with the social, environmental and ethical dimension of the context studied and with the researchers' positioning.</p> <p>PhD students are required to read the texts indicated by each speaker (available in the reserved area of the following website: www.dottoratogesta.it)</p>
Learning goals	To train PhD students from a methodological perspective, in terms of content and scientific debate, through seminars with scholars from within and/or outside the Academic Board.
Teaching methods	The structure of the meetings is seminar-based, with ample time for discussion among participants, and interdisciplinary, through the involvement in each session of lecturers and specialists from the three disciplines characterising the PhD course.
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Prerequisites (not mandatory)	/
Examination methods (in applicable)	/
Suggested readings	/
Additional information	/



Course unit English denomination	Workshop of your choice: Quantitative Methods in Research
SS	STAT-03/A
Teacher in charge (if defined)	Irene Barbiera (University of Padua)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	06/02/2026 h 10 am - 12 pm. 13/02/2026 h 10 am - 12 pm. 20/02/2026 h 10 am - 12 pm. (to be confirmed)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The course proposes a theoretical introduction that offers a reflection on the process of rationalising sources in a quantitative key and its significance. Then, a group activity will consist in the elaboration of a possible quantitative analysis project: the PhD students will have to formulate the analysis purposes of a chosen source; then, they have to decide which variables to take into consideration and design the structure of a hypothetical database. Participants will discuss the different projects presented.</p> <p>Then, starting from the direct experiences of those who have already used a database for their research in the past, the class will examine various commercially available programmes for constructing a database, discussing which are the most appropriate for different types of analysis.</p> <p>Finally, the course will offer an in-depth look at the potential use of spreadsheets for statistical analysis, what kind of analyses can be conducted and how to interpret and present the results.</p>
Learning goals	<ul style="list-style-type: none">▪ To be aware of the limits and potential of the quantitative research.



	<ul style="list-style-type: none">▪ To know the different strategies and tools for creating a database.▪ To become familiar with the basic tools of statistical analysis.
Teaching methods	The activities will be laboratory-based, in groups and individually, with the aim of stimulating discussion and debate.
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (not mandatory)	/
Examination methods (in applicable)	/
Suggested readings	/
Additional information	<p>1st year: 1 seminar to be chosen among the workshops proposed</p> <p>2nd year: 1 seminar to be chosen among the workshops proposed</p> <p>PhD students are required to communicate their choice to GESTA Programme Office by December 14th, 2025 sending an email to: segreteria@dottoratogesta.it</p>



Course unit English denomination	Presentation of the classics
SS	HIST-01/A GEOG-01/A SDEA-01/A
Teacher in charge (if defined)	Ref. for HISTORY: Gianmarco De Angelis (University of Padua) Ref. for GEOGRAPHY: Mauro Varotto (University of Padua) Ref. for ANTHROPOLOGY: Francesco Vacchiano (University Ca' Foscari of Venice)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	First and Second Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70 % minimum of presence) <input type="checkbox"/> No
Course unit contents	The course on the presentation of the classics stimulates an in-depth reading - divided by group and guided by an expert - of a classic of historical, geographical or anthropological thought and its contextualisation at the time of its writing and publication and its impact over time.
Learning goals	<ul style="list-style-type: none">▪ To know specific texts that are landmarks in the construction of the historical, anthropological and geographical thought.▪ To develop the ability to situate the text and the author in the context in which the classic was produced, to see and read its impact over time, and to assess how this impact has changed in the changing scientific context.▪ Stimulate PhD students to critically read and discuss a relevant text from different perspectives.
Teaching methods	A group of doctoral students will organize and curate the presentation of each of the three classics under the supervision of a lecturer. The



	approach for dividing in groups and for presenting must be interdisciplinary.
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Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Available for PhD students from other courses	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Prerequisites (not mandatory)	/
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Examination methods (in applicable)	/
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Suggested readings	<p>HISTORY: Patrick J. Geary, <i>Phantoms of Remembrance: Memory and Oblivion at the End of the First Millennium</i>, Princeton, Princeton University Press, 1994.</p> <p>GEOGRAPHY: Yi-fu Tuan, <i>La natura forzata (Dominance and Affection: the Making of Pets)</i> Red Edizioni, 1993.</p> <p>ANTHROPOLOGY: Victor Turner, <i>The forest of symbols: aspects of Ndembu ritual</i>, Cornell University Press, 1970.</p>
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Additional information	<p>1st year: PhD students are required to read the classics, divide into groups, and present the text during the seminar.</p> <p>2nd year: PhD students are required to read the classics, actively participate in and contribute to the debate in the class.</p> <p>The groups composition must be notified to GESTA Programme Office by November, 16 2024 sending an email to segreteria@dottoratogesta.it</p>
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Course unit English denomination	Thematic seminar Colonial Questions: Historical and Anthropological Approaches
SS	SDEA-01/A HIST-03/A
Teacher in charge (if defined)	Valentina Bonifacio (Ca' Foscari University of Venice) Simon Levis Sullam (Ca' Foscari University of Venice)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	Second Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (75% minimum of presence) <input type="checkbox"/> No
Course unit contents	The course examines, on the historical level, the experiences of French colonialism in Algeria (from 1830) and of Italian colonialism in Libya (from 1911). It also discusses classic theoretical works on colonial relationships from Franz Fanon to Edward Said. On an anthropological level, the course analyzes how colonial powers have transformed South American indigenous territories at different historical moments. Focusing on the case of the Paraguayan Chaco, it shows how the articulation between the Catholic Church and private enterprise has shaped locally social organizations in peculiar forms.
Learning goals	A first approach to historical and anthropological aspects of European colonialism between the 19th and the 20th centuries, through historiography, critical readings and questions of method.
Teaching methods	Lectures and seminar discussions
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



Available for PhD
students from other
courses

☒ Yes
☐ No

The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites
(not mandatory)

/

Examination methods
(if applicable)

/

Suggested readings

Historical Section:

- G. P. Calchi Novati, C. Roggero, Storia dell'Algeria indipendente, Bompiani 2018;
- V. Deplano, A. Pes, Storia del colonialismo italiano. Politica, cultura e memoria dall'età liberale ai nostri giorni, Carocci 2024;
- F. Fanon, I dannati della terra (1961), Einaudi 2007;
- E. Said, Orientalismo (1978), Feltrinelli 1999.

Anthropological Section:

- V. Bonifacio, "Mecánica de un engranaje: los misioneros salesianos y la empresa Carlos Casado SA en el enclave industrial de Puerto Casado, Paraguay". In: Richard, Nicolas; Franceschi, Zelda; Córdoba, Lorena, La misión de la máquina. Técnica, extractivismo y conversión en las tierras bajas sudamericanas. Bononia University Press 2021, pp.169-184.
- Id., "An Indigenous Leader and his Missionaries: A Biographical Account of the Salesian Mission of Puerto Casado, Paraguay, in the Twentieth Century". Estudios Interdisciplinarios de América Latina y el Caribe, 29 (2), 2018, pp. 40-60.
- Cadado's Legacy. Documentary. 50 min. Approx. Director: V. Bonifacio
(https://www.youtube.com/watch?v=qLt_K5OakRc&t=1922s)

Additional information

1st year: PhD students are required to choose 2 seminars among the 3 thematic seminars proposed.
2nd year: PhD students are required to choose 1 seminar among the 3 thematic seminars proposed.



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STUDI STORICI, GEOGRAFICI E
ANTROPOLOGICI

PhD students must communicate their choice to GESTA Programme
Office by December 14th 2025, sending an email to:
segreteria@dottoratogesta.it



Course unit English denomination	Tools for scientific work: How to write a book review
SS	HIST-02/A
Teacher in charge (if defined)	Vittoria Feola (University of Padua)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	One lesson in the 1 st semester; one lesson in the 2 nd semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	The professor will give a presentation on how to write a book review. She will be highlighting critical reading techniques and editorial style guidelines in order for the PhD students to learn that good and effective academic book reviews rest on sound, criticisms, which must always be evidence-based, as well as on positive appreciation of the work's worth.
Learning goals	<ul style="list-style-type: none">▪ Teaching how to write an academic book review for an international journal and how to analyse an academic text under review.▪ Fine-tuning PhD students' critical abilities in both writing and effective reviewing.▪ Reviewing in the right conventional language and in full harmony with stringent academic codes of conduct.
Teaching methods	The seminar relies on a hands-on approach and is divided into two parts. In the first part, PhD students will be assigned to two different groups. Each group will receive a book review to read within a set time. One will get a positive book review while the other group will get



a negative one. After brainstorming, a spokesperson for each group will share with the other peers the characteristics inferred from the review they will have just gone through. This will trigger a discussion during which the professor will be answering questions from the PhD students. In the second part, PhD students will learn to review collections of essays.

Course on transversal,
interdisciplinary,
transdisciplinary skills

☒ Yes
☐ No

Available for PhD
students from other
courses

☒ Yes
☐ No

The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites
(not mandatory)

/

Examination methods
(in applicable)

/

Suggested readings

/

Additional information

The class will entail the assignment of two book reviews according to the criteria discussed during the course. The professor will give individual, written feedback to each PhD student's book review, to make sure that the course "How to write a book review" will have reaped its benefits.



Course unit English denomination	Workshop of your choice: Historical GIS (basic)
SS	GEOG-01/A
Teacher in charge (if defined)	To be defined
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	Second Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70 % minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>This course provides the basic knowledge in GIS for its use in the management and analysis of geospatial data with a Historical GIS perspective. Particular attention is dedicated to the geohistorical analysis of territory, environment and landscape, such as in performing a diachronical comparison of historic maps.</p> <p>More specifically, the course will cover the following topics: theoretical cartography, datum, map projection, coordinate reference systems, data models and data structures, GIS project workflow and its phases, introduction to QGIS, layers, symbology, mapping, georeferentiation and digitalization, and spatial analysis.</p> <p>In the last lesson, some applications of Historical GIS will be presented through research case studies.</p>
Learning goals	<ul style="list-style-type: none">▪ To make PhD students aware of and familiar with modern and historical cartographic documents in GIS.▪ To provide basic knowledge on how to manage a GIS project in all its main phases.



Teaching methods	Workshop, group work, simulations: PhD students will practice how to acquire and create new geospatial data, perform spatial selections, georeference historic maps, and create new maps.
Course on transversal, interdisciplinary, transdisciplinary skills	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Available for PhD students from other courses	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (not mandatory)	/
Examination methods (in applicable)	/
Suggested readings	/
Additional information	1st year: 1 seminar to be chosen among the workshops proposed 2nd year: 1 seminar to be chosen among the workshops proposed PhD students are required to communicate their choice to GESTA Programme Office by December 14, 2025 sending an email to: segreteria@dottoratogesta.it



Course unit English denomination	Advanced seminar in geography: Situated Geographies. Traces, drifts and connections to inhabit geographical research.
SS	GEOG-01/A
Teacher in charge (if defined)	<ul style="list-style-type: none">▪ Guido Borelli (IUAV University of Venice)▪ Elisa Bignante (University of Turin)▪ Margherita Brondino (University of Verona)▪ Ilenia Picardi (University of Naples Federico II)
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	20-21 November 2025 (to be confirmed)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (80% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The seminar series is configured as a space of methodological and theoretical exploration dedicated to doctoral and post-doctoral students in geography. Each seminar foresees an in-depth epistemological study followed by an applicative and laboratory activity that enables the translation of concepts, models and tools into active and situated research practices.</p> <p>In preparation for each meeting, a dossier of readings and materials will be provided to serve as a common basis for discussion. The final structure of each seminar will be co-constructed from the training needs expressed by the participants in the phase preceding the meetings.</p> <p>The title chosen for the cycle - 'Situated Geographies. Traces, drifts and connections to inhabit geographical research' - reflects the intention to propose a pathway that crosses different levels of geographical experience and investigation: from the traces left by bodies and</p>



knowledge in motion, to the methodological drifts that design non-linear and generative paths, to the connections that link people, places, objects and meanings in a more-than-human perspective.

These seminars therefore aim to inhabit geography as a space of relationships and possibilities, where research is constructed from situated positionings, conscious epistemological choices and plural methodological openings.

Details of the seminars

Seminar 1

Title: Drift Theory: Exploring Psychogeographical Effects to Develop Playful-Constructive Behaviour

Date: 20/11/2025, 10:00 a.m. - 1:00 p.m.

Lecturer: Prof. Guido Borelli (IUAV of Venice)

Contents:

- Introduction to psychogeography as a playful-constructive discipline.
- Drift theory and ambiance units in urban space.
- Exploratory practice of psychogeographic drift and final discussion.
- Analysis of the fallout of psychogeography in research practices.

Seminar 2

Title: Visual Laboratory for Research and Scientific Dissemination in Geography

Date: 20/11/2025, 14:00-17:00 hrs.

Lecturer: Prof.ssa Elisa Bignante (University of Turin)

Contents:

- Visual tools for geographical research: drawings, maps, photos, videos.
- The use of photography in geographical documentation and narration.
- Participatory and collaborative approaches to geographical visualisation.
- Application workshop based on participants' doctoral research.

Seminar 3

Title: Regenerative Environments and Well-being: Approaches from Environmental Psychology

Date: 27/11/2025, 10:00-13:00 hours

Lecturer: Prof. Margherita Brondino (University of Verona)



Contents:

- Introduction to environmental psychology and multicentre models of well-being.
- Study of regenerative environments: nature, educational spaces, parks.
- Impact on cognitive, affective and motivational functions.
- Applications in educational and urban contexts, with methodological reflections.

Seminar 4

Title: Beyond the Boundary: Narrative Approaches and Network Analysis in Socio-Spatial Research

Date: 27/11/2025, 14:00-17:00 hrs.

Lecturers: Dr. Ilenia Picardi (University of Naples Federico II)

Contents:

- Analysis of epistemic structures in crisis contexts (e.g. pandemic).
- Concept of boundary object and epistemic adhesion spaces.
- Narrative approach to network analysis in a more-than-human key.
- Discussion of case studies and methodological implications for critical geography.

Learning goals

The seminar series 'Situated Geographies. Traces, drifts and connections for inhabiting geographical research' is proposed as an advanced training course for PhD students interested in exploring and experimenting innovative theoretical and methodological approaches in the field of geographical research and spatial knowledge. The project was created with the intention of encouraging a journey through different epistemologies - from critical geography to environmental psychology, from the sociology of knowledge to visual studies - capable of enriching the multidisciplinary vision of research and multiplying the tools for observation, analysis and restitution of the territory.

Each seminar is constructed as a traversal space: epistemological frameworks are flanked by workshop practices that invite reflections to be dropped into the concreteness of the research experience. From psychogeography and the theory of drift, which open up to an affective and playful rediscovery of urban space, we move on to the use of visual tools (maps, photographs, videos, drawings) as a way of documenting and narrating the relationships between subjects, spaces and practices. It



continues with an investigation into regenerative environments and their effects on well-being, conducted from the perspectives of environmental psychology, and concludes with an exploration of the discursive and reticular structures that contribute to the construction of socio-epistemic spaces, through the narrative approach of network analysis.

The cycle therefore aims to develop in participants the ability to consciously articulate the theoretical and methodological choices underlying their research work, encouraging the integration of different tools and openness to unconventional points of view. In particular, the objectives include: the strengthening of a reflexive and situated posture in the construction of geographical knowledge; the critical exercise in the comparison between disciplines and approaches; the acquisition of skills in the use of sensorial, visual and narrative methods; the ability to read and interpret spatial dynamics from a relational and more-than-human perspective.

Finally, the proposal intends to enhance the collective dimension of doctoral training, promoting dialogue among peers and the co-construction of knowledge through open, collaborative and generative research devices. The flexible structure of the seminars will make it possible to adapt the contents and activities to the training needs expressed by the participants, making the course an authentic opportunity for situated and transformative learning.

Teaching methods

The cycle adopts active and participative teaching methodologies, in line with the latest approaches to higher education and doctoral research. Each seminar is conceived according to the flipped classroom model, which envisages the anticipation of theoretical contents through study materials distributed in preparation for the meeting (papers, extracts, videos, conceptual maps, case studies), in order to devote the time in presence to interaction, experimentation and shared reflection. The didactic activities privilege the direct involvement of PhD students in the construction of knowledge, through workshop practices, guided explorations, observation and mapping exercises, participatory analysis of sources and documents, narrative and dialogic returns. The approach adopted aims to stimulate deep, transformative and situated learning that enhances the epistemic positioning of each participant.



The training proposal also fits into the framework of the goals promoted by the 2030 Agenda for Sustainable Development, contributing in particular to Goal 4 - Quality Education, and in particular targets 4.7 and 4.c. The course, in fact, promotes critical, systemic and interdisciplinary skills, encourages lifelong learning and supports the development of educational practices capable of reading and facing contemporary challenges in a responsible, inclusive and collaborative manner.

Course on transversal, interdisciplinary, transdisciplinary skills

☐ Yes
☒ No

Available for PhD students from other courses

☒ Yes
☐ No

The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites (not mandatory)

No specific previous skills are required, but a willingness to actively participate in the training, both in the preparation phase and during the meetings, is desirable. The seminars require a reflective posture that is open to interdisciplinary confrontation, as well as a predisposition to explore unconventional research practices involving, in some cases, the direct involvement of the body, perceptions and emotions in cognitive processes.

Sharing one's own ongoing research experiences is also encouraged, in order to build a collaborative learning space based on peer dialogue and the valorisation of individual positioning.

Examination methods (if applicable)

/

Suggested readings

Will be provided in the vicinity of the seminars

Additional information

/



Course unit English denomination	Workshop of your choice: Historical GIS (advanced)
SS	GEOG-01/A
Teacher in charge (if defined)	Silvia Piovan (University of Padua)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	Second Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<ul style="list-style-type: none">▪ Adding/importing existing data.▪ Georeferencing▪ Digitising new features.▪ Digitising new features▪ Geoprocessing▪ Digital Elevation Models and 3D Analysis▪ Viewshed analysis▪ Overview of case study applications
Learning goals	<p>In this course, using the QGIS software, the knowledge acquired in the Basic GIS course will be reinforced and the following knowledge and skills will be acquired:</p> <ul style="list-style-type: none">▪ To know how to acquire data from the cloud via Web Services and how to search for data and maps online.▪ To know how to georeference a historical map and acquire data from it.▪ To know how to manage the production of a layout using multiple themes and maps.▪ To know how to perform simple 3D and viewshed analyses.



-
- To know the potential tools offered by GIS regarding the main processes of geospatial data management and analysis (e.g. network analysis, multicriteria analysis, etc...), also through examples of applications on real case studies.

Teaching methods	Workshop, exercises, case studies.
Course on transversal, interdisciplinary, transdisciplinary skills	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Available for PhD students from other courses	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (not mandatory)	Basic knowledge of GIScience (concepts of spatial coordinates, datum, data structures – raster and vector...)
Examination methods (in applicable)	/
Suggested readings	/
Additional information	2nd year: 1 seminar to be chosen among the workshops proposed. PhD students are required to communicate their choice to GESTA Programme Office by December 14, 2025 sending an email to: segreteria@dottoratogesta.it



Course unit English denomination	Tools for scientific work: How to present scientific research and how to prepare the 3Mt Competition
SS	SDEA-01/A HIST-01/A
Teacher in charge (if defined)	Anna Maria Paini (University of Verona) Marco Stoffella (University of Verona)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	02/12/2025 h 2.30 - 5.30 pm. 09/12/2025 h 2.30 - 5.30 pm. (to be confirmed)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	The lecturers will present some possible strategies to best develop the presentation of scientific research in different contexts starting from an articulated reflection on the object of the PhD students' research. Attention will be paid to communicative, methodological features and interdisciplinary aspects through practical exercises. During the seminar, a wide range of venues where one can plan to publish the research results will be presented and analyzed. In addition, we will consider how to organize an abstract and choose keywords in order to achieve greater visibility and circulation of one's work.
Learning goals	<ul style="list-style-type: none">▪ To raise awareness about the work organisation and writing practices▪ To promote a reflection on the research material of the PhD students who have started to develop their project, but have not yet written their doctoral thesis.
Teaching methods	Lectures, exercises



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STUDI STORICI, GEOGRAFICI E
ANTROPOLOGICI

Course on transversal,
interdisciplinary,
transdisciplinary skills

☒ Yes
☐ No

Available for PhD
students from other
courses

☒ Yes
☐ No

The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites
(not mandatory)

/

Examination methods
(in applicable)

/

Suggested readings

/

Additional information

/



Course unit English denomination	Tools for scientific work: How to write an article and submit it, how to apply for a cfp and how to perform a review
SS	GEOG-01/B
Teacher in charge (if defined)	Chiara Rabbiosi (University of Padua) Marco Bertilorenzi (University of Padua) Tania Rossetto (University of Padua)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	First Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	The course will allow students to reflect on the writing forms involved in titling and composing an abstract in response to a call for papers. It will also address the writing forms employed in the composition of an article to be submitted to a scientific journal. Furthermore, the course will develop an understanding of the peer review mechanisms currently used in journals and the methods for addressing revision requests. Throughout the course, students will have the opportunity to engage more generally with the mechanisms of the publication process, both in the humanities and social sciences
Learning goals	To develop awareness and methodological rigor in PhD students in writing abstracts, articles, and peer reviews
Teaching methods	Lectures, exercises
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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ANTROPOLOGICI

Available for PhD
students from other
courses

☒ Yes
☐ No

The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites
(not mandatory)

/

Examination methods
(in applicable)

/

Suggested readings

/

Additional information

In preparation for the course, participants will be required to send materials to the instructors. These materials will be useful for discussion and practical exercises in class. The submission methods will be communicated through the administrative office



Course unit English denomination	Tools for scientific work: How to write a post-doc research project
SS	HIST-03/A SDEA-01/A
Teacher in charge (if defined)	Chiara Bonfiglioli (Ca' Foscari University of Venice)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	First semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	This workshop will present the main features that a postdoctoral research project must have, including comparing different types of calls for proposals. The workshop will focus particularly on qualitative research projects (history and anthropology).
Learning goals	The objective of this workshop is to provide some practical tips for writing a postdoctoral research project.
Teaching methods	Workshop
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.
Prerequisites (not mandatory)	/
Examination methods	/



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(in applicable)

Suggested readings

- Kelsky, K., 2014, *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job* (Crow)
- Peterson, K and Olson, V., 2024, *The Ethnographer's Way. A Handbook for Multidimensional Research Design*, Duke University Press, Durham and London.

Additional information

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Course unit English denomination	Advanced seminars: Demo-Ethno-Anthropological Laboratory (DEA LAB)
SS	SDEA-01/A
Teacher in charge (if defined)	Franca Tamisari, Coord. (Ca' Foscari University of Venice)
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	First and Second Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian/English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The DEA LAB conducts intensive seminar-based teaching activities aimed at training and methodological in-depth study to enable PhD students to achieve a high level of understanding of the phenomena and contexts presented. The laboratory consists of a series of weekly seminars on a wide range of ethnographic and interdisciplinary research conducted by national and international scholars.</p> <p>The detailed program of all the events is published on the following page: DEA LAB.</p>
Learning goals	The seminar series of DEA LAB is designed as an interdisciplinary training course preparatory to the research activities, aimed at perfecting research methodologies and scientific analysis in demo-ethno-anthropological disciplines, with particular reference to field research through the implementation of ethnographic projects without any thematic or geographical limitations.
Teaching methods	Seminar activity that involves the active participation of both professors and scholars of proven experience and scientific authority,



as well as young graduates and researchers who have distinguished themselves with studies and research of particular interest.

Course on transversal,
interdisciplinary,
transdisciplinary skills

☐ Yes
☒ No

Available for PhD
students from other
courses

☒ Yes
☐ No
Open to everyone

Prerequisites
(not mandatory)

/

Examination methods
(if applicable)

/

Suggested readings

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Additional information

PhD students of the anthropological studies curriculum (1st, 2nd, and 3rd year) must choose at least 4 seminars from those scheduled in the DEA LAB and communicate their choices to GESTA Programme Office by December 14, 2025 sending an email to: segreteria@dottoratogesta.it



Course unit English denomination	Advanced Seminar in Contemporary History: The Explicit and Implicit Categories of Historical Research, and Their Use
SS	HIST-03/A
Teacher in charge (if defined)	<ul style="list-style-type: none">▪ Fernanda Alfieri (University of Bologna)▪ Luca Baldissara (University of Bologna)▪ Marco Bellabarba (University of Trento);▪ Laura Cerasi (Ca' Foscari University of Venice)▪ Paolo Sartori (Österreichische Akademie der Wissenschaften)▪ Bruno Settis (Scuola Normale Superiore, Pisa)
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	February, 2026
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (80% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The advanced seminar will consist of six events (six mandatory lectures).</p> <p><i>Fernanda Alfieri: Sexuality</i></p> <p><i>Marco Bellabarba: Nationality/Nation</i></p> <p><i>Paolo Sartori: Law/Sharia</i></p> <p><i>Bruno Settis: Fordism/Fordisms</i></p> <p><i>Luca Baldissara: Civil War</i></p> <p><i>Laura Cerasi: Passive Revolution</i></p> <p>The six lectures of the seminar will therefore focus on how a category with which the speaker has approached the sources for their research has proved useful, or on the contrary counterproductive, for the interpretation of the sources and the construction of historical analysis; and if and how the interaction between categories drawn from the cultural context or from theoretical suggestions from other disciplines have been historicized and</p>



modified by comparison with the primary sources used and with the voices of the historical actors. Or, on the contrary, how categories found in the sources have become interpretative tools useful for understanding the events studied, and could help to understand other sources that did not use them explicitly. These questions are then intertwined with the question of the translatability of categories from one language to another, and from one era to another.

Learning goals	The six lectures of the course will familiarize students with the problems related to the use of interpretative categories in historical research on the modern age, analyzing the explicit and implicit (sometimes unconscious) use of categories with which we read the sources, and their origin: from the sources themselves or from other historical periods, or from disciplines other than history, or from political discourses and/or the public sphere.
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Teaching methods	The advanced seminar will start from the sources and their interpretative problems, focusing on the emic/etic categories in historiographical work. The seminar will be a reflection on the interaction and feedback mechanisms between the interpretative categories of historians and those of the social actors who produce the sources that historians use. The six speakers participating in the seminar are scholars who use different methodologies and who study very different historical issues, and geographic & cultural areas.
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Course on transversal, interdisciplinary, transdisciplinary skills	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites (not mandatory)	/
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Examination methods (if applicable)	/
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Suggested readings

Sexuality. Readings:

- › Arnold Davidson, *L'emergenza della sessualità. Epistemologia storica e formazione dei concetti*, Macerata: Quodlibet, 2010 [ed. or. 2004].
- › Michel Foucault, *La volontà di sapere. Storia della sessualità 1*, Milano: Feltrinelli, 2013 [ed. or. 1976];

Nationality/Nation. Readings

- Pieter Judson, *Guardians of the Nation: Activists on the Language Frontiers of Imperial Austria*, Cambridge, MA: Harvard University Press, 2007.
- Andrea Komlosy, *Imperial Cohesion, Nation-Building and Regional Integration in the Habsburg Monarchy, 1804–1918*, in *Nationalizing Empires*, edited by S. Berger and A. Miller, Budapest: Central European University Press, 2015, pp. 369-427.
- Gerald Stourzh, *From Vienna to Chicago and back. Essays on Intellectual History and Political Thought in Europe and America*, Chicago: The University of Chicago Press, 2007, pp. 153-176.

Law/Sharia. Readings:

- Léon Buskens, *Sharia and the Colonial State*, in *The Ashgate Research Companion to Islamic Law*, edited by Rudolph Peters & Peri Bearman, Farnham: Asghate, 2014, pp. 209-221.
- Hussein Ali Agrama, *Ethics, Tradition, Authority: Toward an Anthropology of the Fatwa*, in «American Ethnologist», vol. 37, n. 1, 2010, pp. 2-18.
- Paolo Sartori, *A Soviet Sultanate: Islam in Socialist Uzbekistan (1943–1991)*, Vienna: Verlag der Österreichischen Akademie der Wissenschaften, 2024, Chapter 2 (*Soviet Muslim Authority Contested*), pp. 89-140.

Fordism/Fordisms. Readings:

- Alfred P. Sloan, *The Importance of Jobs*, in «Proceedings of the Academy of Political Science», vol. 21, n. 2, 1945, *Shaping the Economic and Political Future*, pp. 122-134.
 - Charles S. Maier, *The politics of productivity: foundations of American international economic policy after World War II* (1977), in *In Search of Stability. Explorations in Historical Political Economy* (Cambridge UP 1987; trad. it. *Alla ricerca della stabilità*, Bologna: il Mulino 2003)
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- Elizabeth Esch, *The Color Line and the Assembly Line. Managing Race in the Ford Empire*, Berkeley: University of California Press, 2018, Introduction & Chapter 1, pp. 1-49.

Guerra civile. Readings:

- Luca Baldissara, *La guerra civile*, in *Il fascismo. Un regime di guerra*, Roma: Viella 2025, pp. 473-498 (in corso di stampa).
- Eduardo González Calleja, *Guerre civili. Un percorso teorico*, in «Meridiana», 76, 2013, pp. 31-56.
- David Armitage, *Guerre civili. Una storia attraverso le idee*, Roma: Donzelli, 2017.

Passive Revolution. Readings:

- Ernesto Ragionieri, *Politica e amministrazione nello Stato unitario*, in «Studi Storici», n. 3, 1960, pp. 472-512.
- Luisa Mangoni, *Cesarismo, bonapartismo, fascismo*, in «Studi Storici», n. 3, 1976, pp. 41-61.
- Raffaele Romanelli, *Introduzione a Il comando impossibile. Stato e società nell'Italia liberale*, Bologna: Il Mulino, 1988.

Additional information

The lectures will be grouped in threes, on two consecutive days. One day will be held in Padua, the other in Venice, approximately between 11 and 13 February 2026. Dates and classrooms where the seminars will take place will be indicated in due course.

Organisers: Niccolò Pianciola (University of Padua); Laura Cerasi (Ca' Foscari University of Venice)



Course unit English denomination	Advanced seminar in modern history: Topics and problems of modern history
SS	HIST-02/A
Teacher in charge (if defined)	<ul style="list-style-type: none">▪ Lucio Biasiori (University of Padua)▪ Marco Cavarzere (Ca' Foscari University of Venice)▪ Giulia Delogu (Ca' Foscari University of Venice)▪ Host: Daniele Di Bartolomeo (Università di Teramo); Ulrike Ludwig (Università di Münster); second term t.b.d.
Teaching Hours	12
Number of ECTS credits allocated	2
Course period	t.b.d. 27.11.2025 t.b.d.
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian/English
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	First term: t.b.d. by Ulrike Ludwig (University of Münster) 27.11.2025 – Seminar about the book titled: Le due repubbliche. Pensare la Rivoluzione nella Francia del 1848, Roma, Viella, 2024. With the author Daniele Di Bartolomeo (Università di Teramo) Second term: programme t.b.d.
Learning goals	<ul style="list-style-type: none">▪ To critically analyse the major economic, political and cultural transformations of early modern Europe.



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- To understand the interrelationships among economic, political and cultural developments in the period.
 - To assess the long-term impact of the transformations of the modern age on the formation of contemporary Europe.
 - To develop skills in analysing primary and secondary sources related to modern European history.
 - To hone academic argumentation and writing skills on complex topics in modern history.
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Teaching methods	Lectures with presentation of key historical developments, questions and discussion.
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Course on transversal, interdisciplinary, transdisciplinary skills	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.
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Prerequisites (not mandatory)	/
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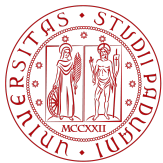
Examination methods (if applicable)	/
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Suggested readings	Daniele Di Bartolomeo, Le due repubbliche, Pensare la Rivoluzione nella Francia del 1848, Roma, Viella, 2024.
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Additional information	/
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Course unit English denomination	Tools for scientific work: How to write a PhD thesis
SS	GSPS-04/A
Teacher in charge (if defined)	Stefano Luconi (University of Padua) Mauro Varotto (University of Padua)
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	Second Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	The lecturers will present to the PhD students some of the possible strategies to best develop the doctoral writing process, also with the help of scholars who have just completed their doctoral thesis.
Learning goals	<ul style="list-style-type: none">▪ To raise awareness about the work organisation and writing practices▪ To promote a reflection on the research material of the PhD students who have started to develop their project, but have not yet written their doctoral thesis.
Teaching methods	Workshop
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The course is open to everyone, with priority given to PhD students of the offering doctoral program. The number of available spots can only be determined after classroom allocation.
Prerequisites (not mandatory)	/



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Examination methods
(in applicable)

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Suggested readings

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Additional information

/



Course unit English denomination	Tools for scientific work: Funding and opportunities post-doc
SS	HIST-03/A
Teacher in charge (if defined)	Matteo Millan, Coord. (University of Padua) Research Offices, University of Padua and Ca' Foscari University of Venice
Teaching Hours	6
Number of ECTS credits allocated	1
Course period	1 st Semester
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The meetings will be structured around a presentation of the structure of the main grants by staff from the research offices of Padua and Ca' Foscari universities, which will be followed by testimony and accounts of the experiences of some of the awardees.</p> <p>In particular, the following will be presented:</p> <p>Marie Skłodowska Curie actions</p> <p>European Research Council Grants and funding from European foundations.</p>
Learning goals	To provide PhD students with an overview of key international funding opportunities for postdoctoral fellowships and research grants in history, geography and anthropology.
Teaching methods	Workshop
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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The course is open to everyone, with priority given to PhD students of offering doctoral program. The number of available spots can only be determined after classroom allocation.

Prerequisites (not mandatory)	/
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Examination methods (in applicable)	/
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Suggested readings	/
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Additional information	/
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