



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Adolescence Education

1920-2-E1901R121

Course title

Teenagers, adulthood and rules. A pedagogical, anthropological, psychosocial and (also) political issue.

Topics and course structure

The course, starting from the question of adolescence as a historical object and of knowledge of the human and social sciences, questions the reasons and ways of education of adolescents from a not only professional point of view. How do we treat and how do we imagine teenagers today? Where do education professionals meet teenagers? What models of intervention and interpretation, i.e. what professionalism do they exercise where they work?

The aim of the course is to reopen the debate on categories that seem today completely outdated such as adulthood, rules... and political commitment, both cultural and actual, of training professionals working in Italian socio-educational services.

The structure of the course provides a first historical-anthropological framework of the theme-adolescence, to then interrogate the know-how that speaks adolescence; in particular, it will be a question of understanding what the pedagogy of originalness says and how it comes to educational professionalism with adolescents pedagogically. Finally, the relationship between identity (intimate, private dimension) and social bond (public dimension, political dimension) between adolescents, young adults and young adults in the classroom will be addressed.

The closure of the course is to clarify the relationship between knowledge/power in pedagogy and in life for future professional educators.

Objectives

The lessons want

1. To provide knowledge about adolescence as a historical object;
2. To illustrate the main models of interpretation and explanation through which adolescence was read, and read today;
3. To legitimize a pedagogical point of view on adolescence in order to base educational work with adolescents not only in a professional sense.

In addition to this information, the lessons intend to train the student to the following skills:

1. know how to recognize social and cultural representations, theoretical models of adolescence of yesterday and today;
2. pedagogically analyzing the contexts of pedagogical intervention aimed at adolescents;
3. know how to design experiences, operational tools and pedagogical intervention styles with today's teenagers.

Methodologies

In the courtroom, the following will be proposed:

1. moments of traditional lessons;
2. readings and/or commentary of significant lyrics/songs;
3. viewing significant movies or scenes of movies;
4. clinical exercises to analyze the personal and group educational experience.

Online and offline teaching materials

They will be uploaded to the virtual classroom: articles, short texts, images, music... in reference to the lessons of the course; all this material is useful for both those who attend and for those who cannot or wish not to do so, for the purpose of preparing for the examination.

Programme and references for attending students

The attending students three texts should be studied for Pedagogy course in adolescence (6 cfu):

1. Alemànn J., *Solitudine:Comune*, Mimesis, milano, 2017
2. Orsenigo J (a cura di), *J.J. Rouesseau. Emilio e Sofia o i solitari*, Mimesis, Milano, 2017
3. Orsenigo J. (2018), *Chi ha paura delle regole? Il reale dell'educazione*, FrancoAngeli, Milano.

For Pedagogy course in adolescence (8 cfu) also:

4. Bertolini P., *Educazione e politica*, Cortina, Milano, 2003.

Programme and references for non-attending students

For non-attending students 3 books should be studied for Pedagogy course in adolescence (6 cfu):

1. Alemànn J., *Solitudine:Comune*, Mimesis, milano, 2017
2. Orsenigo J (a cura di), *J.J. Rouesseau. Emilio e Sofia o i solitari*, Mimesis, Milano, 2017
3. Orsenigo J. (2018), *Chi ha paura delle regole? Il reale dell'educazione*, FrancoAngeli, Milano.

For non-attending students 4 books should be studied for Pedagogy course in adolescence (8 cfu):

4. Bertolini P., *Educazione e politica*, Cortina, Milano, 2003.

Assessment methods

The exam is oral.

Office hours

Programme validity

Course tutors and assistants
