



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia Sociale ed Interculturale

1920-2-E1901R127

Course title

SOCIAL AND INTERCULTURAL PEDAGOGY

prof. Sergio Tramma

Topics and course structure

informal, not intentional and extra-institutional experiences. Nowadays, the privileged research field regards the connections between education and transformations of contemporaneity, with a specific interest on changes in individual and collective subjects' life courses, on increasing complexity and problematical aspects of educational environments, besides on the consequent enlargement of professional educator's field of intervention.

Moreover, the course aims to offer a pedagogical and social interpretation of intercultural and multicultural contemporary issues, with special reference to present and past migration processes.

Subject matter for the course 2019-20: Education without "general ideas"

In different times and contexts, education has always been oriented by "general ideas", that is (philosophical, political, religious) world visions, more or less explicit and consolidated, which offered to education general aims, specific objectives, frames of meaning and methodological directions. In contemporary times, some important economic, political and cultural processes led to a change of the outline of balances, principles, strength, circulation and credibility of such general ideas. Democratic, progressive, egalitarian, solidarity-oriented ideas seem to have

been downgraded, while stronger seem the ideas characterized by intolerance, nationalism, neoliberalism. What are the implications of these changes on education and educational work?

What are the consequences in territorial contexts characterized by marginality issues and problems connected to relations among different "cultures"?

Aim of the course is to analyze this scenery from a pedagogical perspective, so offering elements and knowledge to investigate it and methodological directions to face it in educational professional practices.

Objectives

The educational intent consists in stimulating the acquisition of cognitive tools and abilities to operate analysis and interventions in territorial contexts characterized by different forms of potential and/or actual social deprivation.

Methodologies

Lectures, individual and collective exercises, workshops. Moreover, as parallel and separated activity, we will continue the cooperation with the II prison house of Milano-Bollate and the correctional facility of Monza, focusing on the theme "educational work in prison".

Online and offline teaching materials

Programme and references for attending students

Institutional part:

Definition and areas of interest of social pedagogy; pedagogical and educational implications of the transformations in the contemporary times; informal social education; knowledge and pedagogical analysis of the territory; the territorial educational planning.

1. Tramma S., *Pedagogia sociale. Terza edizione*, Guerini, Milano, 2018, pp.192, € 18.
2. Tramma S., *Pedagogia della contemporaneità. Educare al tempo della crisi*, Carocci, Roma, 2015; pp.166, € 15

Monographic course contents

Links between "general ideas" and educational practices; the social situation and the cultural environment of

contemporary times; the crisis of progressive and democratic great narratives; informal education to intolerance, exclusion, extreme defensiveness. Education to critical thought.

3. Boarelli M., *Contro l'ideologia del merito*, Laterza, Roma-Bari, 2019, pp. 147, €14.
4. Beck U., *Costruire la propria vita*, Il Mulino, Bologna, pp. 155, € 9.
5. Brambilla L., Galimberti L., Tramma S., (a cura di), *Educazione e terrorismo*, FrancoAngeli, Milano, in corso di pubblicazione.
6. Khosravi S., *Io sono confine*, Eléuthera, Milano, 2019, pp.237, €18.
7. Zoletto D., *Dall'interculturalità ai contesti eterogenei*, FrancoAngeli, Milano, 2018, pp. 160, € 23.
8. Visione, analisi e commento critico del film *Santiago. Italia*, N. Moretti, Italia, 2018

Programme and references for non-attending students

Institutional part:

Definition and areas of interest of social pedagogy; pedagogical and educational implications of the transformations in the contemporary times; informal social education; knowledge and pedagogical analysis of the territory; the territorial educational planning.

1. Tramma S., *Pedagogia sociale. Terza edizione*, Guerini, Milano, 2018, pp.192, € 18.
2. Tramma S., *Pedagogia della contemporaneità. Educare al tempo della crisi*, Carocci, Roma, 2015; pp.166, € 15

Monographic course contents

Links between “general ideas” and educational practices; the social situation and the cultural environment of contemporary times; the crisis of progressive and democratic great narratives; informal education to intolerance, exclusion, extreme defensiveness. Education to critical thought.

3. Boarelli M., *Contro l'ideologia del merito*, Laterza, Roma-Bari, 2019, pp. 147, €14.
5. Beck U., *Costruire la propria vita*, Il Mulino, Bologna, pp. 155, € 9.
5. Brambilla L., Galimberti L., Tramma S., (a cura di), *Educazione e terrorismo*, FrancoAngeli, Milano, in corso di pubblicazione.
6. Khosravi S., *Io sono confine*, Eléuthera, Milano, 2019, pp.237, €18.
7. Zoletto D., *Dall'interculturalità ai contesti eterogenei*, FrancoAngeli, Milano, 2018, pp. 160, € 23.

8. Visione, analisi e commento critico del film *Santiago. Italia*, N. Moretti, Italia, 2018

Assessment methods

The exam will consist in an oral interview on themes analysed during the lessons and in the texts

Office hours

Programme validity

Two academic years

Course tutors and assistants

Carla Acerbi, Barbara Barbato, Sonia Bella, Lisa Brambilla, Giulia Pozzebon, Matilde Pozzo, Simone Romeo, Marialisa Rizzo, Silvia Tognetti.
