UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Intercultural Pedagogy - A-L

2122-4-G8501R024-AL

Course title

Intercultural and different Pedagogy

Topics and course structure

The course addresses the themes and issues of intercultural pedagogy and differences:

- the fundamental concepts: multiculturalism, differences, otherness, complexity, pluralism, heterogeneity and interculture;

the cultural nature of development and learning: the concept of culture and development, cultural and gender identity, inculturation-acculturation, development agenda, ..);

- natural and fundamental rights: children's rights, equal opportunities, inequalities, social justice and new educational poverty;

- The concept of difference and the processes of self-construction; gender, culture, social class;

- The construction of the image of a foreigner and the processes of categorization; prejudice and stereotype in adults and children through research data;

- The intercultural perspective in educational services and in schools between regulations, experiences and research;

- Schools in other countries: videos and research materials in the pedagogical and anthropological field of comparison between educational systems.

Objectives

Acquire critical awareness of the vocabulary and key concepts of the field of study of intercultural pedagogy and differences;

- acquire critical analysis knowledge and critical reading to differences and possible inequities / injustices in general within educational and school contexts;

- develop a capacity for analysis and reflexion on the issues and themes connected to intercultural pedagogy: integration, inclusion, equal opportunities, equality, rights.

- assume the complexity of the educational and training process as a key to access and discuss the themes and issues that concern all those involved (child, boys / girls, parents and educators / teachers):

- to deepen knowledge and professional skills inherent to some characteristics of school systems of other European countries useful for planning and building plural and inclusive curricular experiences.

Methodologies

Lectures in the classroom, discussions and group work; case analysis, visions and discussion of films, reading and analysis of excerpts from texts; reading of national and European articles and documents.

Online and offline teaching materials

The materials used in class (articles, excerpts from texts, documents, etc.) will be placed on the e-learning course and made available to students.

Programme and references for attending students

The course is proposed as an itinerary of knowledge and reflection of the themes and issues of knowledge of intercultural pedagogy and of differences, with an interdisciplinary approach and with reference to national and international experiences, in schools and educational services for children.

The introductory part deals with the historical and current dimension of intercultural pedagogy and national and international differences, the concepts and the founding questions of intercultural discourse in pedagogy.

Afterwards, the course explores the intercultural perspective and the difference in educational services, in kindergarten and primary school between theoretical and practical references, emphasizing the educational, social and political purposes of an inclusive and multilingual curriculum.

The reading, analysis and discussion around documents and guidelines (MIUR, EU), research projects and experiences, in the third phase of the course allows you to analyze the issues dealt with from the point of view of legislation and public discourse, always paying attention to world of services and schools.

Books for everyone:

1. Rogoff B. (2004), *La natura culturale dello sviluppo*, Cortina Milano

2. Macinai E. (2020) *Pedagogia interculturale. Cornici di senso e dimensioni della riflessione pedagogica*, Mondadori, Milano

3. Felini D., Di Bari C. (2019), *Il valore delle differenze. Tra teorie e pratiche educative*, Edizioni Junior, Parma.

A book chosen from the following:

Aime M. (2004), *Eccessi di culture*, Einaudi, Torino.

Aime M., Papotti D., (2018), *Piccolo lessico della diversità*, Antiga Edizioni, Treviso.

Cavalli Sforza L.F. (1993), *Chi siamo. La storia della diversità umana*, Mondadori, Milano.

Biemmi I, Macinai E., (2020), *I diritti dell'infanzia in prospettiva pedagogica. Equità, inclusione e partecipazione a 30 anni dalla CRC*, FrancoAngeli, Milano.

Mantovani G. (2005), *L'elefante invisibile. Alla scoperta delle differenze culturali*, Giunti Editore, Roma.

Nussbaum M. (2011). *Diventare persone. Donne e universalità dei diritti,* Il Mulino, Bologna.

Poderico C., Venturi P. Marcone R. (a cura di)(2003), *Diverse culture, bambini diversi? Modalità di parenting e studi cross-culturali a confronto*, Edizioni Unicopli, Milano.

Sen A.K. (2008), *Identità e violenza,* Laterza, Roma-Bari.

Tarozzi M,. (2017), *Dall'intercultura alla giustizia sociale. Per un progetto pedagogico e politico di cittadinanza globale*, FrancoAngeli, Milano.

Programme and references for non-attending students

The course is proposed as an itinerary of knowledge and reflection of the themes and issues of knowledge of intercultural pedagogy and of differences, with an interdisciplinary approach and with reference to national and international experiences, in schools and educational services for children.

The introductory part deals with the historical and current dimension of intercultural pedagogy and national and international differences, the concepts and the founding questions of intercultural discourse in pedagogy.

Afterwards, the course explores the intercultural perspective and the difference in educational services, in kindergarten and primary school between theoretical and practical references, emphasizing the educational, social and political purposes of an inclusive and multilingual curriculum.

The reading, analysis and discussion around documents and guidelines (MIUR, EU), research projects and experiences, in the third phase of the course allows you to analyze the issues dealt with from the point of view of legislation and public discourse, always paying attention to world of services and schools.

Testi obbligatori:

1. Rogoff B. (2004), *La natura culturale dello sviluppo*, Cortina Milano

2. Macinai E. (2020) *Pedagogia interculturale. Cornici di senso e dimensioni della riflessione pedagogica*, Mondadori, Milano

3. Felini D., Di Bari C. (2019), *Il valore delle differenze. Tra teorie e pratiche educative*, Edizioni Junior, Parma.

Un testo a scelta tra i seguenti:

Aime M. (2004), *Eccessi di culture*, Einaudi, Torino.

Aime M., Papotti D., (2018), *Piccolo lessico della diversità*, Antiga Edizioni, Treviso.

Cavalli Sforza L.F. (1993), *Chi siamo. La storia della diversità umana*, Mondadori, Milano.

Biemmi I, Macinai E., (2020), *I diritti dell'infanzia in prospettiva pedagogica. Equità, inclusione e partecipazione a 30 anni dalla CRC*, FrancoAngeli, Milano.

Mantovani G. (2005), *L'elefante invisibile. Alla scoperta delle differenze culturali*, Giunti Editore, Roma.

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Assessment methods

The exam takes place with an oral exam

The evaluation criteria are as follows:

- Fairness of presentation; lexical and syntactic competence;

- Ability to argue the themes and issues present in the bibliography;

- Ability to identify relevant links with the texts of the bibliography;

- Ability to critically reflect on the experience conducted.

Office hours

The student reception will take place on Tuesdays from 10 to 11. Students must write to the teacher and set the date and time of reception.

Other indications will be given later

Programme validity

The programs are valid fro two academic years

Course tutors and assistants

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