UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Social Inclusion - M-Z

2122-3-E1901R113-MZ

Course title

The social stigma and education

Topics and course structure

The course explores the categories, the instruments and the methodologies of a pedagogy of social inclusion. Briefly speaking, pedagogy of social inclusion is an educational reflection that questions the concept of “social inclusion” and “inclusive practices”. The course critically deals also with the design, the implementation and the evaluation of inclusive contexts aimed at developing educational processes.

Subject of 2021-2022 course: The social stigma and education

What is a stigma? How do stigmatization practices work? How do they contribute to social exclusion? What is the relationship between stigma and educational experience? What does it mean to observe the stigmatization phenomena from a pedagogical point of view?

This academic year course intends to critically reflect on educational issues related to social stigma, problematizing them in the context of the pedagogy of social inclusion.

Objectives

- To develop a critical knowledge of cultural, social and educational dynamics that produce social inclusion and/or exclusion;

- To be able to analyze, plan, evaluate educational contexts and processes utilizing an inclusive logic;

- To be able to connect pedagogical theory and educational practice

Methodologies

Experiential learning, peer education, explanation and theoretical analysis of various theories about social and educational inclusion.

Online and offline teaching materials

Programme and references for attending students

REFERENCES

1. Ferrante A., Palmieri C., Gambacorti-Passerini M.B. (a cura di) (2020), *L'educazione e i margini. Temi, esperienze e prospettive per una pedagogia dell'inclusione sociale*, Guerini e Associati, Milano.

2. Barone P. (a cura di) (2019), *Fare di ogni individuo un caso. Un approccio archeologico in pedagogia*, Guerini e Associati, Milano.

3. Sottocorno M., *Il fenomeno della povertà educativa. Criticità e sfide per la pedagogia contemporanea*, Guerini e Associati (in corso di pubblicazione).

4. Goffman E. (2018), *Stigma. Note sulla gestione dell'identità degradata*, Ombre Corte, Verona.

ERASMUS STUDENTS

Erasmus students should contact the teacher in order to arrange the program and the references.

Programme and references for non-attending students

The program and the references are the same for attending and non attending students.

Assessment methods

The exam is different for attending and non-attending students.

Students who regularly attended the course are expected to summarize the key aspects of it, producing a speech in which they have to pointed out the most important aspects of the course they attended and to go in deep about them thanks to the study of the books. Students are also expected to critically engage with the contents of the course and with the texts.

Non-attending students: oral exam, aimed to evaluate:

- student’s knowledge of the books;

- student’s capability of discussing and critically engaging with the key notions of the texts;

- student’s capability of connecting theory with his/her own professional and personal practice.

Office hours

On date. Writing to: alessandro.ferrante@unimib.it

Programme validity

The program lasts two academic years.

Course tutors and assistants

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