



**UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA**

SYLLABUS DEL CORSO

Pedagogia Sociale ed Interculturale

2324-2-E1901R127

Course title

PEDAGOGIA SOCIALE E INTERCULTURALE

Dott.ssa Lisa Brambilla

Topics and course structure

Course topics and articulation

The teaching aims to pedagogically analyze social education, with special attention to informal, unintentional and extra-institutional experiences.

The privileged field of research is the links between education and contemporaneity, with specific interest in the changing life courses of individual and collective subjects, the increased complexity and problematic nature of educational environments, and the consequent broadening of the design scope of action of professional educators. The educational implications related to these transformations will be analyzed from a pedagogical-social perspective, through specific attention to intercultural, multicultural and gender dimensions.

Course Topic 2023-24:

Growing Up in the Shadow of Poverty. Educational implications.

Accompanied by the succession of the 2008 financial crisis and the pandemic crisis, poverty has once again taken on the contours of a widespread and visible experience, within a "new social polarization" between the poor and the rich, increasingly less mediated by the presence and intervention of the state and increasingly a source of inequality.

The outcome of complex social processes and the forms of regulation historically assumed in their regard the experiences related to the risk of impoverishment and the condition of poverty influence constraints and possibilities of growth and self-determination of individual and collective subjects, with today's most disruptive

effects on and on young people and women.

Such a scenario invites reflection on today's educational implications of poverty, investigating how and what the experience of poverty (one's own and others') educates within the cultural coordinates drawn by neoliberalism.

This reflection becomes urgent today for the training of socio-pedagogical educators, who need to have cognizance of the mechanisms of production and reproduction of conditions of poverty and their educational bearing, and how representations of poverty and the poor influence the interpretation of problems, needs and educational demands and the design of educational interventions.

For the purposes of the pedagogical analysis of poverty-related experiences, the texts in the program provide useful elements to investigate the causes of the phenomenon (from the precarization of the labor market to the weakness of the welfare system), origins and consequences of the exacerbation of inequalities, along with some of the forms that poverty and inequality concretely take in the territories. In-depth cinematic and literary proposals aim to offer a reading of the experience of poverty over time, allowing the exploration of dimensions of resignation, disillusionment and resistance.

Objectives

The educational intent is to stimulate the acquisition of cognitive tools and analysis and intervention skills to operate in the complexity of territorial contexts characterized by potential and/or ongoing forms of social distress.

Methodologies

The course will consist of participatory lectures, talks by experts, participation in conferences and study days, in-depth study and group work, etc.

Online and offline teaching materials

Programme and references

Program

Institutional part

- Definition and areas of intervention of social pedagogy.
- Widespread social education
- Gender as a (predominantly) social educational experience.
- Pedagogical knowledge and analysis of the territory.
- The territorial educational design
- The pedagogical-educational implications of contemporary transformations.

Monographic Part

- Poverty as a social construction and its representations.
- Pedagogical analysis of the dimensions that make up the Italian poverty regime.
- The gendered profile of poverty and the dimension of care.
- The relationship between poverty, work and education

- The educational bearing of the experience of poverty in territories where an institutional and educational garrison is absent or insufficient
- Mechanisms of blaming and marginalization of the poor.
- Sense and directions of educational actions to counter inequality.

Bibliography

Parte A) istituzionale

- Tramma Sergio, *Pedagogia sociale*. Terza edizione, Guerini, Milano, 2018, pp.192, € 18,00.
- Tramma Sergio, *Pedagogia della contemporaneità. Educare al tempo della crisi*, Carocci, 2015, Roma, pp. 166, € 15,00.

Parte B) monografica

- Saraceno Chiara, Benassi David, Morlicchio Enrica, *La povertà in Italia*, Il Mulino, Bologna, 2022, pp. 250, € 24,00.
- Volpato Chiara, *Le radici psicologiche della diseguaglianza*, Laterza, Roma-Bari, 2019, pp. 249, € 18,00.
- Riina Martina, *L'erba tinta. Dentro le crepe di Borgo Vecchio a Palermo: un racconto antropologico*, Editpress, Firenze, 2021, pp. 200, € 18,00.

Parte c) approfondimenti

- Levi Carlo (1945), *Cristo si è fermato a Eboli*, Einaudi, Torino, 2014, pp. 280, € 13,00.
- *Visione, analisi e commento critico del film Sorry We Missed You*, regia di Ken Loach, Regno Unito, Belgio, Francia, 2019.
- *Visione, analisi e commento critico del film Diamante nero*, regia di Céline Sciamma, Francia, 2014.

Assessment methods

The students have to prove to know the issues analysed during the course and to have made a rielaborative work on them. They are also required to know and to have critically understood the contents of bibliography, demonstrating their ability in connecting the main thematic units treated both in the lectures and in the texts.

Office hours

By appointment, that can be arranged by writing to lisa.brambilla@unimib.it

Programme validity

Two academic years.

Course tutors and assistants

Collaboratrici e collaboratori

Barbara Barbato, Sonia Bella, Simone Romeo, Silvia Tognetti

Sustainable Development Goals
