UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Pedagogy of Deviance and Marginalization

2324-2-F8501R010

Course title

Unfit. Minors beyond correction and re-educational institutions

Topics and course structure

The course, as a first step, aims to provide the theoretical elements of pedagogical analysis of the phenomena of deviance, reconstructing their genealogy. The course will examine the theme of psychiatric power in the areas of educational intervention where it produces a widespread tendency to use an excess of diagnosis that distinguishes an effect of medicalization of normality.

In a second step, we will discuss the practical aspects that characterize interventions in the context of deviance and marginalization. Moreover, the course using a didactic methodology active and participatory, will allow the testing of an archeological approach of pedagogical research and consultancy for the educational and social professional quality.
A further purpose of the course is to experiment a pedagogical consultant position to analyze and penetrate the problems that concern aspects of deviance in educational contexts.
The main argument of the second part (monographic) will be concerned to the so-called "unfit", an expression by which we refer to the diagnostic implications in which subjects irregular in behaviour and social relations are "caught" and which are "taken care of" by the institutions and services carrying out re-educational activitiess; the aim of the course will be to highlight the importance of the pedagogical perspective for the analysis and interpretation of professional writings (clinical reports, educational reports, social-assistance reports, dossiers) through which to thematise the emergence of the "incorrigible" as a pedagogical issue, from which to delineate the consultancy posture.

Objectives

Acquire the knowledge of the main theoretical models of deviance.

Provide the students with the methodological tools of the pedagogical consulting in contexts of deviance and marginalization.

Acquire the specific knowledge of the main methodological tools for research in contexts of the pedagogy of deviance.

Methodologies

The course, using a didactic methodology active and participatory, will allow the testing of some approaches of Educational Research and Consulting for the educational and social professional quality.

The course is provided in Italian

Online and offline teaching materials

All the didactic work contents will be available in e-learning

Programme and references

The examination bibliography is for all and remains valid for a two-year period starting from the academic year in which the course is given

Institutional frame

1) **Pierangelo Barone** (2011), *Pedagogia della marginalità e della devianza. Modelli teorici, questione minorile, criteri di consulenza e intervento*, Guerini e Associati, Milano;

also in e-book

2) **Michel Foucault** (2000), *Gli anormali. Corso al Collége de France 1974-75*, Feltrinelli, Milano.

Methodologic frame

3) **Pierangelo Barone**, ed. by (2019), *Fare di ogni individuo un caso. Un approccio archeologico in pedagogia*, Guerini Scientifica, Milano

also in e-book

4. **Pierangelo Barone**, ed. by (2024), *Non esiste una scrittura innocente. L'approccio clinico archeologico alle*

scritture professionali, Franco Angeli, Milano (in stampa)

Thematic frame

5. **one book of your choice from the following**:
   Piero Bertolini, Letizia Caronia (2015), *Ragazzi difficili. Pedagogia interpretativa e linee di intervento*, Nuova Edizione Aggiornata, Franco Angeli, Milano;
   Pierangelo Barone, Veronica Berni, Cristina Palmieri, Silvana Vaccaro (2022), F*are teatro in carcere minorile. L'impatto delle attività della compagnia Puntozero all'interno dell'Istituto Penale Minorile Cesare Beccaria di Milano*, Franco Angeli, Milano (Il volume è disponibile in versione open access e può liberamente essere scaricato da questo link: https://series.francoangeli.it/index.php/oa/catalog/book/785)
   Annamari Nieddu, a cura di (2021), *Piccoli delinquenti. Il trattamento della devianza minorile dal Settecento ad oggi*, Franco Angeli, Milano;
   Rossella Raimondo (2015), *Discoli incorreggibili. Indagine storico-educativa sulle origini delle case di correzione in Italia e in Inghilterra*, Franco Angeli, Milano;
   Alessandro Tolomelli (2023), *Il valore pedagogico della divergenza*, Guerini Scientifica, Milano;

Assessment methods

The examination can be conducted in two ways:

1. The examination consists of an oral interview, in which the students who have actively participated in the lessons will be able to individually present the outcome of a group work on the subject of designing a pedagogical counselling intervention in a context of marginality and deviance. The project will ask them to summarise the fundamental steps of the pathway followed and to critically express the formative gain that each one has been able to draw from it. During the interview, the work must provide for the integration of the project's elaborations with the inherent arguments present in the texts indicated in the examination bibliography.

During the oral interview, the following will be assessed

- Argumentative skills, i.e. the way in which each student uses the knowledge acquired through the study of the texts in the bibliography
- The critical capacity to elaborate a scientifically founded personal pedagogical position
- The ability to understand and orientate within the models, methodologies, tools illustrated by the texts and addressed in the lessons.
- The analytical and planning skills outlined through the realisation of the counselling intervention project.

2. The examination will consist of an oral interview and will focus on the treatment of the topics presented and theorised in each volume indicated in the bibliography, with the aim of ascertaining an effective competence in the reworking and critical traversal of the topics encountered.

During the oral interview, the following will be assessed

- the knowledge of the texts,
- the ability to elaborate an autonomous discourse on the topics transversal to the texts,
- the ability to critically argue around the conceptual cores that the texts highlight,
- the ability to connect what they have studied to their own professional or personal experience,
- the ability to use the knowledge provided by the texts to identify, deconstruct, understand the problems inherent to the field of pedagogy of deviance and marginality,
- the ability to use the acquired knowledge to set up contexts and to develop pedagogical counselling strategies in the field of deviance and marginality.

THERE ARE NO INTERMEDIATE TESTS

Office hours

Reception is by appointment only by writing to pierangelo.barone@unimib.it

Programme validity

The programme validity during two years

Course tutors and assistants

dott.ssa Veronica Berni

dott. Michele Stasi

dott.ssa Monica Facciocchi

Sustainable Development Goals

REDUCED INEQUALITIES