UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Adult Education

2526-2-E1901R129

Course title

City in city, house to house, room in room

Topics and course structure

What image or representation do we have of the city we live in? Is it a welcoming place where we feel good, or at least sufficiently good? Are there spaces that meet the needs and desires of the adults who live there? For those who have entered the stage of old age, what resources does the city offer, and what challenges does it present? More specifically, how do we evaluate the neighborhoods?
If we then turn our attention to the houses around us, what ideas come to mind? Are these homes that facilitate the daily lives of adults and the elderly? Or, conversely, do they contribute to making life problematic, if not outright burdensome?
Are we aware of existing cohousing projects, those currently underway, or those that could be realized?
Within the course, we will therefore work on two levels of reflection and research concerning the external space of the city — its public spaces and services — and the internal, more intimate space of the home and one's own house.
The underlying question driving us is why the way each adult or elderly person experiences the city's space, and beyond, is so crucial for our personal well-being but also for developing a conscious and responsible sense of belonging to the collective and the community.
Do our cities make us feel alone, or are they, on the contrary, welcoming? Do they make us feel alive? Or not? Do they respond to the complexity of being an adult or elderly today, remembering that each person is an adult or elderly in "their own way"?
And what about the space of our home? Do we "feel at home" when we return in the evening? Is it an "autistic" space, as the city might be, or, conversely, is it a creative space, fostering a relationship with ourselves and with others?
In this vein, we will examine some research conducted by urban planners, architects, etc., from Italy and Northern Europe, specifically regarding cohousing experiences.

This will constitute the second part of the course. In the first part, we will focus on the main issues concerning adult and elderly education in our contemporary context, delving into the theme of identity and adulthood analyzed through its transformations.

Objectives

With this teaching we INTEND to promote learning, in terms of:

Knowledge and understanding: we will try to develop a greater awareness in students of the importance of knowing how to read the contexts of life - in our case, the city, the houses, their own home - in which adults and the elderly live and which can be the basis and/or contribute to forms of malaise or real discomfort, especially, but not only, for the most socially and economically deprived groups.
Each individual does not live in a vacuum and what/who surrounds him, or not, can assume particular relevance also for the purposes of planning, implementation and effectiveness of the educational intervention, if necessary.

Ability to apply knowledge and models: once the main theories on the identities of adults and the elderly today, on their fragility/vulnerability, have been examined; and the critical issues of living in cities in our contemporary world have emerged, with a focus in particular on the space of the home, inclusive or not, we will try to interface the theoretical contributions with what will emerge from the semi-structured interviews that the students will conduct on these topics, according to a connection between theory and applied knowledge. Along this direction, we will discuss possible educational interventions that may be useful for improving the quality of life: sense of belonging to the community, possibility of using spaces more congenial to oneself and one's life story, global feeling of vitality.
Ability to relate knowledge and models that are differentiated from each other:* Through reference to texts, not only pedagogical, to research carried out and documented in some Northern European countries (Norway, Sweden, etc.), but not only, and to the points of view that will emerge from the interviews conducted during the course, the ability to make different perspectives, official theories and "naive" theories, dialogue with each other will be strengenethd.

Autonomy of judgment: the variety of sources examined, the discussion in the classroom are aimed at strengthening an autonomous attitude of judgment with respect to the issues examined;

Communication skills: they will be stimulated in many ways, through subgroup work during the course, through the nature of the frontal lessons aimed at raising doubts and questions, through the conduct of interviews in the field.

Learning ability: we will try to strengthen the learning ability of a self-reflective and meta-reflective nature, therefore, the development of a pedagogical, decentralized and critical view towards the proposed themes will be central.

Methodologies

The material we will refer to is closely interconnected with the teaching methodologies that will be adopted, characterized by the speaking and the direct and active involvement and participation of the students, who will be encouraged to discuss with each other and with the teacher. Therefore, exercises in subgroups and plenary discussions of the main issues that have emerged are planned.
These moments will alternate with the parts of the frontal lesson (although always of a conversational nature).
In this direction, films and documentary films will be used aimed at a historical excursus from the 50s/60s to our contemporary times;
Photographic material created by the students during the course;
Trips and visits to some Municipalities of the city of Milan and to some neighborhoods (the choice will be shared with the students).

Visit to the Triennale di Milano;
. Exploratory research on the topics of the course (through the development of a semi-structured interview).

Teaching will be held in Italian.
Teaching hours (DE): 36
Interactive teaching hours (DI): 20

Remote lessons are planned, in asynchronous mode, especially in case of emergency situations.,

Online and offline teaching materials

Films and documentary films will be used;
Photographic material produced during the course;
Excursions and visits to some Municipalities of the city of Milan and to some neighborhoods.
Visit to the Triennale di Milano;
Development of the semi-structured interview track through which to begin to explore the themes of the course;
Slides;
Excerpts from interviews with major Italian and non-Italian urban planners and architects.

Programme and references

In the first part of the course, we will address the main epistemological issues of adult and elderly education; the most important Italian and non-Italian currents that have influenced the idea of ??adult and adulthood, as well as the educational proposals addressed to them.
Along this direction, we will examine the main drifts of adult education today.
Particular attention will be paid to the narrative and self-reflexive approach in educational practices aimed at adults with fragility
In the second part of the course, we will focus on what we have already indicated in the above part of this syllabus.

Bibliography (provisional, in the process of being defined. Not all the texts indicated will have to be prepared, but only 5, which will be indicated in September 2025

A.Amin; N.Thriff, *Vedere come una città,* Mimesis, Milano, 2020; 2012
F.L. Balma, *Domestico e antidomestico. Il progetto dell'intimità radicale*, Lettera Ventidue, Edizioni Siracusa, 2023;
D.Bruzzone; L.Zannini, *Sfidare i tabù della cura, Percorsi di formazione emotiva dei professionisti ,* FrancoAngeli; Milano, 2021
M.Castiglioni; J.Orsenigo (a cura di), *Soggettivarsi. Per una ricomposizione dell'età adculta,* Edizioni ETS, Pisa, 2024; **oppure**
M. Castiglioni (a cura di), *Per una pedagogia dei transiti nell'età adulta*, Edizioni ETS, Pisa, 2022
M. Chollet, *Lo spazio della casa,* Il Saggiatore, Milano, 2015*;
S.Devoti, *La città di supporto,* Lettera Ventidue, Edizioni Siracusa, 2022;
L.Lippolis, *Viaggio al termine della città*, Elèuthera, Roma, 2000;
E.Granata, *Il senso delle donne per la città*, Einaudi, Torino, 2023
V.Iori, *Lo spazio vissuto*, *Luoghi educativi e soggettività*, La Nuova Italia, Firenze, 1999
G.Mangiameli; A.G. Dal Borgo (a cura di), *Civis: verso la città virtuosa. Idee e pratiche per la trasformazione urbana*, Mimesis, Milano, 2023
M.Savino; L.Perini (a cura di), *Abitare contemporaneo. Un viaggio nell'housing sociale in Italia*, F.Angeli, Milano, 2023
A.Vando,** *La città autistica*, Einaudi, Torino, 2024;

Assessment methods

The exam consists of an oral exam and the creation of a project from a list of proposals that will be presented halfway through the course and indicated on e-learning.
The project can be created individually, in pairs and/or in a small group
It is a project closely linked to the course and the bibliography for the exam.

The following will be assessed:
first of all, in-depth knowledge of the texts in the bibliography (**which must be brought with you to the exam session**);
the ability to develop connections between the project, the texts and what has been covered in the course
the ability to establish connections between the texts;
the ability to interface theoretical knowledge and knowledge that has emerged through the creation of exploratory research
the use of precise and pedagogical language.

All this according to a coherence between the objectives of the course, the methodology adopted and the type of final exam

Office hours

Will be communicated after receiving the lesson schedule
Meetings are scheduled, by appointment

Programme validity

Course tutors and assistants

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | SUSTAINABLE CITIES AND COMMUNITIES