UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Design and Coordination of Art-Based Inclusive Interventions

2526-2-F5702R017

Course title

Disability: critical looks, filmic looks

Topics and course structure

This year's course has as its theme the intersection of disability and film.
In the first part of the course, the main social, cultural, psychological and pedagogical elements defining the field of disability are addressed.
The second part of the course highlights how the human and social experience of disability has been represented by film throughout its history.
The blended part of the course involves the viewing of a number of audiovisual products (documentaries, short films) addressed and discussed later in class.
The course is conducted in Italian.

Objectives

The aim of the course is to promote a critical view of disability and its nature as a “relational object”. It is part, to varying and complex degrees, of a person's experience, actions, daily life, relationships and identity. It also consists of all the dimensions and feelings (including the most disarming ones) that are activated and constructed when we enter into a relationship: on the street, in everyday life, in the most intimate interactions and in ordinary and official ones, in all those services and devices that, in our society, have the task of addressing the very presence of disability. The very actions of care, the response to basic needs, have values, experiences and meanings that are highly complex for those who receive them, for those who provide them and for the relationship itself. Analysing the representation of disability in cinema allows us to grasp the construction of a specific, complex

imaginary around all these dimensions that define the field of disability.
In particular, it involves using audiovisual products to identify stereotypes, prejudices and metaphors surrounding disability, but also to think about and imagine further possible experiences.
Cinema proves to be a tool for extending one's perception of disability by addressing the complex dimensions, possibilities and limitations that exist in the experience of people with and without disabilities and in the relationships between them.

Through active participation in the lessons, this course aims to promote the following learning outcomes:

1. Knowledge and skills:
   – Understand and master artistic, expressive, performative and participatory languages in the field of professional training
   – Acquire knowledge about models for coordinating services, events and training courses
   – Acquire knowledge about models for enhancing cultural and environmental heritage

2. Application of knowledge and understanding:
   – Apply knowledge and skills to solve problems in both concrete contexts and unexpected situations, demonstrating an understanding of the relationship between theory and practice
   – Design and coordinate responses to needs, using and enhancing the potential of the arts
   – Apply the knowledge acquired to design, implement and evaluate training activities in cultural and artistic contexts

3. Autonomy of judgement
   – Ability to analyse, synthesise and think critically
   – Develop original ideas and plans in response to the needs of the working environment
   – Promote innovative research based on the synergy between educational and artistic skills

4. Communication skills
   – Developing the ability to relate and communicate effectively the knowledge acquired to professional partners in the educational, organisational and artistic-cultural fields (colleagues, managers, clients, administrators, etc.) and to non-professional partners (users, families, society at large).
   – Use of artistic and expressive languages not only as training tools, but also as fundamental means of communication.

5. Learning skills:
   – Ability to rework and organise knowledge
   – Ability to use personal methods of self-promotion and tools to support professional growth
   – Reflective and metacognitive skills to monitor the adequacy of one's knowledge and skills and identify areas that need further study.

Methodologies

The course will be delivered in a blended format, according to the following schedule:
• 30 hours of classroom teaching: 10 lessons of three hours each, one per week.
• 26 hours of asynchronous online teaching (videos and documentaries on specific topics)
Each classroom lesson will alternate between: moments of direct teaching (DE) focused on the presentation and illustration of content by the teacher and moments of interactive teaching (DI) based on individual and group work.

Online and offline teaching materials

The materials and tools used in class are available on the course's e-learning platform.
The blended part of the course (viewing films, documentaries, and short films on the topic) is an integral part of the course for everyone, whether attending or not.
We recommend that both attending and non-attending students enrol in order to access the additional material.
At the beginning of the course, there will be a remote meeting with non-attending students to present the course, the topics, and the bibliography.

Programme and references

Overall, the programme involves the study of three texts for all attending and non-attending students:

1. Schianchi M. (2021), Disabilità e relazioni sociali. Temi e sfide per l'azione educativa, Carocci, Roma.

2. Schianchi M. (2023), a cura di, Cinema e disabilità. Il film come strumento di analisi e partecipazione, Mimesis, Milano-Udine.

3. Robert F. Murphy (2022), Il silenzio del corpo. Antropologia e disabilità, Erickson, Trento.

Viewing the materials that make up the blended part of the course is an integral part (and mandatory for all) of the course.

Assessment methods

There will be no mid-term exams.
The exam will take the form of an oral interview, in the Italian language.
The oral interview as a form of examination is consistent with the objectives of the course: the dialogical communicative situation allows for interaction with students in order to assess their critical understanding of the course topics, their pedagogical analysis and their ability to connect theory and practice.

The assessment will be based on the Dublin Descriptors:

1. Low Level (0-17/30): Not sufficient
   Knowledge and Understanding: The student demonstrates limited and fragmented knowledge of the texts, themes and topics covered.
   Ability to apply knowledge: unable to grasp general considerations on the themes of disability and its representation in cinema from the texts.
   Autonomy of judgement: lacks critical thinking and autonomy of judgement with regard to the bibliography and video materials provided.
   Communication Skills: Oral expression is halting, approximate and stereotyped; demonstrates poor command of the specific language of the subject.
   Learning Skills: Has limited ability to rework knowledge and relate it to their own experience as a user of video materials.

2. Average level (18-24/30): Sufficient - Good
   Knowledge and understanding: The student demonstrates a general knowledge of the texts, themes and topics covered.

Ability to apply knowledge: is able, albeit with some difficulty, to grasp from the texts the general considerations on the themes of disability and its representation in cinema.
Autonomy of Judgement: shows partial autonomy in formulating critical evaluations with respect to the bibliography and video materials provided.
Communication Skills: expresses themselves clearly and with sufficient precision, demonstrating a reasonable command of the specific language of the subject.
Learning skills: has a reasonable ability to rework knowledge and link it to their own experience as a user of video materials.

3. High level (25-30/30): Distinguished - Excellent
   Knowledge and understanding: The student demonstrates in-depth and solid knowledge of the texts, themes and topics covered.
   Ability to Apply Knowledge: is able to grasp, with confidence and effective personal arguments, the general and specific themes on disability and its representation in cinema.
   Autonomy of Judgement: demonstrates excellent ability, autonomy of judgement and originality in analysis and in formulating critical evaluations with respect to the bibliography and video materials provided.
   Communication Skills: expresses themselves clearly, rigorously, fluently and appropriately and has an excellent command of the specific language of the subject.
   Learning Skills: demonstrates excellent/excellent ability to rework knowledge and link it to their own experience as a user of video materials.

Office hours

By appointment, in person or remotely, by writing to matteo.schianchi@unimib.it.

Programme validity

The programmes are valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS