



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia della Devianza e della Marginalità

2526-2-F8501R010

Course title

Educational counselling and diagnosis. Education between the normal and the pathological.

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 the historical and material role of the pathological paradigm and its effects on sociopedagogical professions, with a focus on emerging issues in contemporary neurodiversity debates; the aim of the course will then be to highlight the importance of the pedagogical perspective in the analysis and interpretation of professional writing practices (clinical reports, educational reports, social welfare reports, dossiers), this is achieved through the application of a clinical-archaeological method to deconstruct the processes of labelling and diagnostic classification found in case records.

Objectives

The following general skills are intended to be promoted through constant and participatory class attendance:

1. Knowledge and understanding:

- Provide knowledge of the main interpretative models of deviance.
- Provide knowledge of the basic methodological tools of pedagogical counselling in contexts involving deviance and marginality intervention.
- Provide specific knowledge of the main methodological tools of research in the field of deviance pedagogy.

2. Applied knowledge and understanding skills: specifically intended to develop the following learning outcomes in terms of knowledge and skills:

- Understanding of the genealogical processes of deviance in relation to the human sciences in the West.
- Understanding of the relationship between the normal and the pathological in scientific theorisation of deviance.
- Knowledge of the role of pedagogical knowledge in the re-educational treatment of 'irregular' subjects.

3. Autonomy of judgment:

Acquiring and consolidating analytical and critical thinking skills in educational situations while taking reflexive ethical and epistemological positions characterised by professional responsibility.

4. Communication skills:

Development of the ability to communicate the logic and criteria of educational interventions in situations of deviance and social marginalisation to professional partners in the educational and organisational sphere, such as educators, magistrates, psychiatrists, social workers, justice workers, coordinators of social and educational services, counsellors, supervisors, psychologists and social and health workers. This communication should also extend to non-professional partners, such as service beneficiaries, families and the general public.

Knowledge and use of the specific languages and vocabulary of the pedagogy of deviance and marginality as tools for training, relationships and communication in different contexts.

5. Learning skills:

Know how to design pedagogical counselling interventions in the field of deviance, with a particular focus on juvenile issues.

- Skills, tools and criteria for pedagogical counselling interventions in the field of deviance and social marginality.
- Know how to deconstruct and critically analyse documentation of observations and diagnoses in the educational field.
- Understand the role of the pedagogical consultant in the field of deviance and marginality.

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. The course will be held entirely in person.

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 Collège 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. Additional texts will be indicated by 2025 September 30:

Assessment methods

The choice of the oral interview as an examination method is consistent with the objectives of the teaching, as it allows, thanks to a dialogic communicative situation, to interact with the student to evaluate his/her ability to critically understand the topics of the course, to analyse pedagogically and to connect theory and practice.

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

dott.ssa Chiara Cattarin

Sustainable Development Goals

REDUCED INEQUALITIES
