UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Pedagogia della Relazione Educativa

2627-3-E1901R133

Course title

"Thinking" about the educational and emotional relationship to counteract educational abuse, the residues of black pedagogy and gender violence: towards a trauma-informed pedagogy.

Topics and course structure

The course is composed of two parts, conducted by Maria Grazia Riva and Paola Eginardo.
A general overview of the origins, contexts, forms of construction of the educational relationship, emotions from the birth of the subject and in the relationship with his environment (formal, informal, non-formal education) both contemporary and inherited through the transgenerational chain will be carried out - mainly by Maria Grazia Riva; with attention to the typologies of educational abuse, the models and practices of 'black pedagogy' and its intertwining with gender violence and the logic of patriarchy.
We still live immersed in dynamics of educational, social, emotional violence at all latitudes. The aim is to show the connection between abuse, educational violence and generalized destructiveness in societies.
The multiple socio-cultural-educational-affective conditionings, the internalized stratifications - even intersectional - and the latencies of common sense, their transformation into stereotypes and prejudices, the formative, emotional and affective dynamics of the persecutor-victim bond and of identification with the aggressor will be shown and analyzed. The aim is to show how a pedagogy aware of the effects of trauma in the lives of individuals and the community can create spaces of authentic repair and establish trauma-informed and healthy boundaries (borders).
Paola Eginardo will focus more on the analysis of the practices that characterize the life of socio-educational services: in its attempt to distance itself from the forms of ‘black pedagogy’, professional educational work is still affected by the nuclei that characterized it. This influence, hardly recognizable because at most it is unconscious and because it is designed today in a less striking way than in the past, still moves between the folds of education, and deserves to be brought to awareness in order to identify its effects and, hopefully, learn to look with lucidity at what, as education professionals - at an individual level but also as a work group - we put on stage.
The professional role of the educator needs to have tools for deep, radical, critical and 'clinical', emotional and affective understanding, to identify and interpret the contexts and educational processes that he/she encounters in

his/her work. The analysis of cognitive latencies, stereotypes, manipulative narratives, affective and unconscious latencies offers important keys to understanding and operational indications. In particular, it is important to innovate the mindset of the educator so that it takes into account the trauma in the various contexts - "trauma-informed approach" -, considering the possibility that the people with whom one interacts may have suffered traumatic experiences; therefore recognizing and understanding the trauma, trying to understand how the trauma conditions the ways of being and acting, adopting strategies and interventions appropriate to the specific characteristics and needs of those who have suffered a trauma, above all not traumatizing again, through repetitions of abusive, superficial, incautious behaviors or simply incapable of understanding the situation.

Objectives

The main objectives of the teaching concern both the promotion of the capacity for reflection, critical analysis, pedagogical and socio-cultural understanding of the processes and practices of educational conditioning reinterpreted in terms of educational abuse, black pedagogy, gender violence and trauma-informed pedagogy, as well as the acquisition and consolidation of knowledge and skills relating to the fundamental methodological aspects for designing educational experiences and operating in different contexts by assuming a trauma-informed pedagogy perspective.

With this teaching, with constant and participatory attendance at the lessons, we intend to promote the following learning, in terms of:

*Knowledge and understanding
Students will acquire information and knowledge on some theories of the educational relationship, on the origins and dynamics of the development of phenomena of educational abuse, black pedagogy and gender violence; also acquiring cognitive elements from some psychological, psychoanalytic and transgenerational transmission models. The vicissitudes of the educational relationship in the contexts of family and professional education will be explored. They will also be guided, through lessons, stimuli for reflection and group work, to understand more deeply the meaning of the information transmitted.

*Applied knowledge and understanding
Students will be guided to connect theory and practice of the pedagogy of the educational relationship, to apply this knowledge to identify and analyze situations of educational abuse, black pedagogy, gender violence, as well as to prepare non-abusive interventions; through constant teaching work, aimed at concretely showing how such competence can be built, both through examples presented by teachers and thanks to tasks assigned to the individual or to the work group and, again, through the request to describe cases and situations of real educational situations, to be analyzed with the categories and concepts studied at a theoretical level.

*Autonomy of judgment
Students will be accompanied to acquire and consolidate analytical and critical thinking skills in educational situations, learning to distinguish between the contents of socio-cultural-educational stratifications and learned stereotypes and a nascent thought that learns to "unlearn" those conditionings.

*Communication skills
– Development of the ability to adequately communicate the logic and guiding concepts of educational relationship pedagogy attentive to abusive, violent and trauma-informed events both to professional partners in the training and organizational field (educators, managers, clients, administrators, coordinators, consultants, supervisors, psychologists, social and health workers, etc.) and to non-professional partners (beneficiaries of services, families, widespread society)
– Knowledge and use of the specific languages and vocabulary of educational relationship pedagogy attentive to abusive, violent and trauma-informed events as training, relationship and communication tools in different contexts.

*Learning ability

– Ability to re-elaborate and organize knowledge
– Ability to identify methods and tools to support one's own and others' personal and professional growth also in a life-long-learning, life-wide-learning, life-deep-learning perspective.

Methodologies

The course will be delivered in Italian. It will employ a number of instructional methods, from lesson to group work to study-case and experiential learning.

The teachers carry out many lessons in which they begin with a first part in which concepts are exposed (delivery mode) and then an interaction opens with the students, which defines the next part of the lesson (interactive mode):

- 2 lessons of 2 hours carried out in presence mode and, at the same time, remotely in synchronous mode (at the beginning and at the end of the course)
- 21 2-hour lessons carried out in delivery mode in the initial part, which is aimed at preparing the involvement of students in an interactive way in the subsequent part. All activities are carried out in person. (These 21 lessons include the 2 lessons referred to in the previous point).

Online and offline teaching materials

Articles and case examples, if in open access, will be made available on the e-learning page of the course.

Programme and references

The course bibliography includes 4 texts + 1 short written description of a case:

1. Relative to educational abuse and black pedagogy

Miller A., La persecuzione del bambino, Bollati Boringhieri, 1987 (an extract can be found at: http://rcarlo.interfree.it/alice_miller/La%20persecuzione%20del%20bambino%20-%20trarre.pdf

or

Cramer B., Segreti di donne, Cortina, 1996

2. Relative to gender violence

Dello Preite F., Gheno V., Altre prospettive sulla violenza di genere. Sguardi multidisciplinari per la prevenzione e il contrasto, Angeli, 2025

or

Romito P., Un silenzio assordante. La violenza occultata su donne e minori, Angeli, 2016.

3. Relative to the framework of the educational relationship

Sepe A.M., De Simone A., D'amore ci si ammala, d'amore si guarisce, Rizzoli, 2023 - also ebook

or

Siegel D.J., Hartzell M., Errori da non ripetere. Come la conoscenza della propria storia aiuta a essere genitori, Cortina, 2016

4. Relative to secondary/institutional violence and distress rooted in educational and social contexts

Linares J.l., Colapinto J., Semboloni P., Il maltrattamento istituzionale dei minorenni. Storie per non dormire, Alpes Italia, 2023

or

Orsenigo J, Ulivieri Stiozzi S. (a cura di), Testimoni di desiderio. Scritture dalla scena educativa, PensaMultimedia, 2026 (in press)

5. A brief WRITTEN description of a case, to be brought directly to the exam. "**Describe a situation related to an educational relationship that you have OBSERVED OR EXPERIENCED FIRSTHAND in which one or more of the elements indicated in the course title are present**" ("Reflecting on" educational and emotional relationships to combat educational abuse, the remnants of black pedagogy, and gender-based violence: toward a trauma-informed pedagogy).

READING SUGGESTIONS:

-AttivaMente, Se mi ami. La graphic novel del progetto Questo Mostro Amore, https://www.coopattivamente.it/se-mi-ami/, scaricabile qui: https://drive.google.com/file/d/1cXtqXxVsRRg_-NkbatimdeNHTByc6QaK/view

-Centri antiviolenza D.I.RE - Donne in rete contro la violenza - La vittimizzazione istituzionale, chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.direcontrolaviolenza.it/wp-content/uploads/2022/11/VITTIMIZZAZIONE-ISTITUZIONALE_DiRe.pdf

-Tognon C., Violenza di genere e “pedagogia nera”. Alla radice di un velenoso legame, Dianoia n. 34, 2022, https://mucchieditore.it/prodotto/violenza-di-genere-e-pedagogia-nera-alla-radice-di-un-velenoso-legame/

-Malizia N., Abusi, violenze, maltrattamenti a scuola. - e-Book
Quando i bambini subiscono in silenzio, Giappichelli, 2016

-Maci F., Servizio sociale e violenza contro le donne, Carocci, 2026

-Romito P., La violenza di genere su donne e minori, Angeli, 2010

-Dulbecco A., Si è sempre fatto così, Tlon, 2023

-Ferenczi S., Confusione delle lingue tra adulti e bambini. il linguaggio della tenerezza e il linguaggio delle emozioni. Il linguaggio della tenerezza e il linguaggio della passione, Fondamenti di piscoanalisi, Guaraldi, 1932, https://sipsapsicodramma.org/wp-content/uploads/2018/10/ferenczi_confusione_lingue.pdf , pp. 1-10

-Freud S., Psicologia del ginnasiale, Opere S. Freud, 1914, Boringhieri, https://www.glaucomariagenga.it/antologia/gmg-a_001.pdf

-La serie: le scrittrici denunciano la violenza di genere, https://www.repubblica.it/cultura/2024/03/02/news/benedetta_tobagi_corpo_donne_violenza_genere_bambino_immaginario-422242282/?ref=RHLF-BG-P14-S1-T1

-Chiej C., Il trauma da tradimento (Betrayal Trauma): quando il trauma minaccia le fondamenta delle relazioni

umane, https://www.stateofmind.it/2024/02/betrayal-trauma-tradimento/

NOTE: PLEASE BRING THE TEXTS TO THE EXAM

ERASMUS STUDENTS
Students from foreign universities are requested to contact the teacher to agree on the program and bibliography.

Assessment methods

-TYPE of exam:
There are no intermediate tests. Only the final test is foreseen.
The test consists of an oral interview.

The choice of the oral interview as an exam 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 their ability to critically understand the topics of the course, pedagogical analysis and connection between theory and practice.

*Presentation and analysis of the theories, concepts, methods and examples explained in the texts in the bibliography
*Discussion and analysis of the short case indicated above, at point 5 of the bibliography

-Evaluation CRITERIA:
*assessment of knowledge of the texts in the exam program

*identification of the level of articulation ability, organization of the knowledge acquired and complexity in the exposition
*identification of the reflective, analytical, critical, autonomous argumentative ability in connecting authors, concepts, theories
*observation of the individual and original elaboration ability
*ability to connect the contents of the texts with the analysis of the case, applying the concepts to the experience described.
*Correctness of exposition and mastery of the specific vocabulary of the discipline.

The evaluation will be divided into thirtieths, based on the following rating scale:

1. Insufficient - Insufficient preparation on the main topics covered in the course syllabus and reading list; very limited and largely dependent ability to argue, analyze, and engage in critical thinking; insufficient ability to connect theory and practice and to identify relevant connections between the texts and course topics; incorrect presentation skills and use of discipline-specific vocabulary.

2. Sufficient – More than sufficient (18–23) General preparation, and in some respects uncertain or incomplete, on various topics covered in the syllabus and course reading list; ability to argue, analyse and engage in critical thinking at times limited and lacking in independence; difficulty in linking theory and practice and in identifying relevant connections between the texts and course themes; presentation skills and subject-specific vocabulary partially correct.

3. Fair (24–27) Adequate preparation on the main topics covered in the syllabus and course reading list, but lacking in depth on some more specific issues; ability to argue, analyse and think critically is present, but not always precise or independent; reasonable ability to link theory and practice and to identify relevant connections between the texts and the course topics; presentation skills and subject-specific vocabulary are generally correct.

4. Good - Very Good (28-30/30L) Thorough and in-depth preparation on the topics covered in the syllabus and course reading list; ability to argue, analyse and engage in structured and independent critical thinking; good/very good ability to link theory and practice and to identify relevant connections between the texts and course topics; good/very good presentation skills and command of the subject-specific vocabulary.

Office hours

On appointment.

It is possible to send an email to the teacher:

-Maria Grazia Riva

mariagrazia.riva@unimib.it

whatsapp - 3485628700

-Paola Eginardo

paola.eginardo@unimib.it

Programme validity

The programme will be valid for two academic years.

Course tutors and assistants

Giulia Gennaro

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS