



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Progettazione e Coordinamento di Interventi Inclusivi a Fondamento Artistico

2627-2-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, also with a view to coordinating educational activities.

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.

This course aims to promote the following learning outcomes:

1. KNOWLEDGE AND UNDERSTANDING

- To acquire knowledge of training techniques mediated by artistic languages
- To acquire knowledge of expressive, performative and participatory forms of expression for the delivery of training activities
- To acquire knowledge of the theories, methodologies, tools and procedures relating to training, management and human resource development in the arts and culture sector
- To acquire knowledge of models for analysing needs and evaluating organisational development processes in the arts and culture sector
- To acquire knowledge of theories and models of training design
- Acquire knowledge of the theories and methodologies for the management and coordination of services and organisations in the arts and culture sector, and of models for the promotion of cultural and environmental heritage

2. ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING

- The ability to apply the knowledge acquired to design, deliver and evaluate training activities in cultural and artistic contexts
- Be able to apply artistic languages in organisational contexts
- Be able to apply artistic languages in informal and non-formal educational settings
- Design, coordinate and evaluate services, organisations and training programmes aimed at promoting cultural and environmental heritage
- Design, coordinate and evaluate inclusive services, organisations and training programmes through the use of artistic languages

3. INDEPENDENT JUDGEMENT

- Develop original ideas and plans in response to the needs of work contexts
- Promote innovative research based on the synergy between educational and artistic skills
- Foster critical and divergent thinking; analyse different professional contexts and identify their needs
- Design, implement and evaluate training initiatives using artistic languages, whilst also taking into account emerging issues of sustainability and social ethics within the contexts of intervention

4. COMMUNICATION SKILLS

- To work within multidisciplinary teams in complex professional contexts and to communicate effectively with partners in the educational, organisational and artistic-cultural spheres, as well as with a wider audience
- To use artistic and expressive languages as educational tools to promote critical and divergent thinking, and as innovative means of communication

5. LEARNING SKILLS

- Use personal methods for self-directed development and tools to support one's own professional growth

- Develop reflective and metacognitive skills to assess the adequacy of one's own knowledge and skills and identify any areas requiring 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.

A text of your choice from:

- Robert F. Murphy (2022), *Il silenzio del corpo. Antropologia e disabilità*, Erickson, Trento.
- Piero Defilippi, Roberto Tarditi (2026), *Anni senza vita al Cottolengo. Il racconto e le proposte di due ex ricoverati*, Mimesis, Milano-Udine.

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: Not sufficient

2. Low Level: Insufficient

Knowledge and Understanding: The student demonstrates limited and fragmented knowledge of the texts, themes and topics covered.

Ability to Apply Knowledge: is unable to extract from the texts general considerations on the themes of disability and its cinematic representations.

Independence of Judgement: lacks critical thinking skills and the ability to evaluate the bibliography and video materials provided independently.

Communication Skills: Their oral expression is halting, imprecise and formulaic; they demonstrate poor mastery of the subject-specific terminology.

Learning Ability: They have a limited ability to process knowledge and relate it to their own experience as a viewer of the video materials.

3. 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.

4. 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
