# History of School and the Educational Institutions

## Prof. Paolo Alfieri

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course intends to help students contemplate the historical developments of nursery and primary school within the framework of educational, cultural, and social-political transformation in contemporary Italy.

Specifically, the aims of the course are:

1. Know and contextualise the main institutional stages of nursery and primary school from the age of reform to after WW2;
2. Know and contextualise the most relevant education theories regarding childhood and youth between the nineteenth and twentieth centuries;
3. Analyse the historical evolution of certain educational-teaching procedures in primary education;
4. Identify and explain logical and/or causal connections between social-political ideas, experience and contexts;
5. Develop a historical-critical approach to the understanding of school and education today.

At the end of the course, students will be able to:

1. Know and understand the historical matrix of education and school policies, education theories and teaching models in nursery and primary school;
2. Develop a critical reading and independent understanding of the historical-cultural aspects which distinguish today’s school and social scenario;
3. Use specific specialised language.

***COURSE CONTENT***

The course retraces the development of the institutional structure of nursery and primary school from the age of reform to after WW2 in Italy and Europe, and presents the most relevant education theories which accompanied these developments, on a European level also. In addition, the course will focus on some issues that have recently concerned specialist historiography: the figure and training of teachers, textbooks and reading books and the collective school memory fuelled by cinema and television and understood as a process of social reworking of the school past to be critically analysed.

***READING LIST***

1. M. Gecchele, *Momenti di storia dell’istruzione in Italia*, PensaMultimedia, Lecce-Brescia, 2014 (or later editions).
2. F. Pesci, *Storia delle idee pedagogiche*, Mondadori Education, Milan, 2016 (or later edition).
3. P. Alfieri (edited by), *Immagini dei nostri maestri. Memorie di scuola nel cinema e nella televisione dell’Italia Repubblicana*, Armando, Roma, 2019.
4. S. Polenghi, *Letture e linguaggi fra storia e narrazione. I libri di testo per la scuola elementare tra ieri e oggi,* in G. Vico (edited by), *L'esigenza di educare.* Atti del convegno di dipartimento, Milan 22-23 October 2009, Vita e Pensiero, Milan, 2011, p. 95-106.
5. J.M. Prellezo, *Don Bosco e il “sistema preventivo”*, in J.M. Prellezo - R. Lanfranchi (edited by), *Educazione e pedagogia nei solchi della storia*, SEI, Turin, 1995, vol. 3, p. 131-136.
6. G. Chiosso, *Jacques Maritain: la formazione dell’uomo integrale*, in Id., *Pedagogia. Dal basso Medioevo a oggi*, Einaudi Scuola, Milan, 2012, p. 338-343; 377-378.

***TEACHING METHOD***

Frontal lectures and discussion; the aim is to introduce and examine the main topics of the course; reading and commentary of brief historical texts; viewing and commentary of film material.

The slides and material presented during lectures will be available on Blackboard (<http://blackboard.unicatt.it/>).

***ASSESSMENT METHOD AND CRITERIA***

There will be a final oral examination to assess students’ knowledge and critical processing of course content, their ability to establish logical, causal and/or temporal connections between different issues, clarity of presentation, reasoning skills and use of historical-educational language.

The final exam may be preceded by an interim test. Further information will be made available on Blackboard.

***NOTES AND PREREQUISITES***

Students are advised to consult the Blackboard platform regularly for teaching material and any additional methodological and organisational material. There are no prerequisites for attending the course. However, students should have a basic knowledge of the general history of Italy and Europe from the end of the 18th century to the first half of the 20th century (which is usually taught at high school). If not so, students are strongly invited to study a good textbook of history.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.