# Historical Analysis of Education Systems

## Prof. Carla Francesca Ghizzoni

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

The course aims to contribute to the knowledge of the historical dimension of pedagogy, inviting students to reflect on the value and limits of the theories, models, and educational practices started during the 19th and the 20th centuries. In particular, in order to achieve this goal, this course will analyse the role played by women, considered not only as the subject of educational interventions, but also as active promoters of formative projects between the 19th and the 20th centuries.

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

– recognise and interpret the context, the obstacles and the perspectives of educational and formative processes, having consolidated the ability to study educational issues from a diachronic perspective;

– understand in a critical way the historical dimensions of people’s development during the different moments and/or difficulties of their life, in order to conceive proper educational interventions and coordinate services that consider also political and institutional dynamics;

– communicate in a clear way, also using different communication channels (oral, written, multimedia communication), information, ideas, educational projects for the different historical periods.

***COURSE CONTENT***

1. During the first semester, the course will analyse the processes that allowed women’s access to education, from the European Restoration to the second half of the 20th century. More specifically, the course will focus on the educational models proposed to girls with different backgrounds: from the more traditional ones, addressed to manual workers, to more recent ones, dedicated to other figures such as teachers. Furthermore, students will discover the slow rise of new intellectual workers, such as the teacher and the university professor.
2. During the second semester, the course will start from the topics explained during the first semester (that is to say, the existing link between women’s education in a certain historical moment and their access to new professions), in order to illustrate the role that women had in Italy between the 19th and the 20th centuries, in the development of educational interventions in different fields, such as education, assistance and migration.

***READING LIST***

For semester 1:

C. Ghizzoni-S. Polenghi (a cura di), *L’altra metà della scuola. Educazione e lavoro delle donne tra Otto e Novecento,* EDUCatt, Milan, 2016. The lecturer will communicate the chapters that students must study for the final assessment at the beginning of lectures and on Blackboard.

A. Ascenzi, *Drammi privati e pubbliche virtù. La maestra italiana dell’Ottocento tra narrazione letteraria e cronaca giornalistica*, Pisa, Ets, 2019 (the pages to be taken to the examination will be communicated at the beginning of lectures and on Blackboard).

For semester 2:

Students must chose a textbook from the following list:

C. Ghizzoni, *Cultura magistrale nella Lombardia del primo Novecento. Il contributo di Maria Magnocavallo (1869-1956),* La Scuola, Brescia, 2005.

A. Buttafuoco, *Le Mariuccine. Storia di un’istituzione laica l’Asilo Mariuccia,* Franco Angeli, Milan, 1998 (available at the university library).

S. Bartoloni (a cura di), *Per le strade del mondo. Laiche e religiose fra Otto e Novecento,* Il Mulino, Bologna, 2007.

*At the beginning of classes and on Blackboard, the lecturer will indicate which chapters of the books must be studied for the exam.*

***TEACHING METHOD***

Frontal lectures, in which students will also have access to original documents and sources of information of the considered historical period, as well as seminars dedicated to the subject.

The teaching material presented during the lectures will be available on Blackboard. Students are invited to access and study all of it.

***ASSESSMENT METHOD AND CRITERIA***

Oral assessment to test students’ knowledge of course content, as well as their ability to create links between the different topics of the syllabus, their clarity of expression and proper use of technical jargon. Students may divide the exam into two parts (semester 1 and 2), but completing both in the same session; in any case, the first part is preparatory to the second one.

***NOTES AND PREREQUISITES***

All students are strongly invited to regularly check Blackboard, where they can find teaching material (outlines, documents, etc.). Further details will be communicated during the lectures and made available on Blackboard and on the lecturer's webpage. Since this is a Master’s course, students should have prior knowledge of the historical dimension of pedagogy. During the course, the lecturer will explain which topics and aspects are considered as prerequisites. Students can use the material available on Blackboard to fill any gap. They are supposed to have a basic knowledge of the historical events between the 19th and the 20th centuries, which are usually taught at high shool.

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.