-. History of Youth Education

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COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to offer a theoretical reference framework to the affirmation process and evolution of the idea of adolescence and youth in modern and contemporary Europe. Specifically, the course aims to: 1. outline a historical-educational framework for social initiatives, cultural policies and pedagogical models for adolescents and young people over the centuries; 2. make students aware of the ways in which new pedagogical requests and new educational services for minors have been developed at a historical level, especially for the so-called "out of family"; 3. promote the development of a critical analysis of the course contents, which pays particular attention to the interconnections between past and present.

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

* know the history of adolescence and youth in the modern and contemporary age;
* reflect on the complexity of the transformations carried out in educational systems and services for minors, in relation to ethical-moral concepts, historical-cultural contexts, individual, gender and cultural identities;
* learn of the historical, social and cultural dynamics underlying the educational interventions for children outside the family.

COURSE CONTENT

**1st module** - Prof. Chierichetti

The first part of the course focuses on methodological and epistemological issues related to the history of adolescence and youth. Thereafter, the fundamental characteristics of how the way of life of young people has evolved in the modern and contemporary age will be analysed. Particular attention will be paid to: certain rites and moments of passage; the relationship with parents and adults, variously modulated within social classes; the methods of aggregation between peers; gender differences; the different living and educational styles according to social class and economic changes (apprenticeship, college, industrial work and mass schooling); military training; relations with the adult world and politics in key moments (French Revolution, 1848 Revolution and the Risorgimento, Great War and Fascism); the difficulty of adults, including in legislation, to recognise the specific features of adolescence. We will address the period of the 50s-60s, concluding with '68 and its consequences.

**2nd Module** - Prof. Bressanelli

Through a necessary link to the first module, the second module will address certain unique assistance and educational models for out-of-family minors in Italy over the last two centuries. Specifically, through case studies, the experiences of orphaned girls in poverty and of minors without families or with serious family difficulties will be explored. In order to connect these realities while simultaneously inserting them within the broader national panorama, we will explore the triggering factors and evolution of the process that sanctioned the transition from marginalising, depersonalising residential structures to family-based, deinstitutionalised reception contexts.

***READING LIST[[1]](#footnote-1)***

1st module - Prof. Chierichetti

1. V. Chierichetti (Ed.), *L’educazione dei giovani nell’età moderna e contemporanea,* Dispensa EDUCatt, Milan Catholic University, 2016. Essays by M. Mitterauer, N. Schindler, S. Loriga, M. Perrot, JC. Caron, L. Passerini. An essay chosen from E. Michaud and P. Dogliani (the paper version is available at the EDUCatt offices, while the e-book format is available on the [EDUCatt website](https://educatt.unicatt.it/)).
2. S. Polenghi, *Studenti e politica nell’Università di Pavia durante il Risorgimento (1814-1860)*, in “Storia in Lombardia”, 2001, 3, special issue with the Atti del Convegno Università e Studenti nel XIX Secolo, Milan, Università degli Studi, 9 to 10 Oct. 1997, pp. 5-38.

2nd Module - Prof. Bressanelli

1. E. Baio Dossi, “Da bambine a stelline”, in *La città delle Stelline*, Fondazione Stelline, Milan, 2000, pp. 64-98.
2. Debè, *Crescere in un Villaggio. L’OSEA di Reggio Emilia: genesi e sviluppo di un servizio educativo (1951-2012)*, Pensa Multimedia, Lecce-Rovato (BS), 2013. [*Purchase from VP*](https://librerie.unicatt.it/scheda-libro/debe-anna/crescere-in-un-villaggio-9788867600755-187781.html)
3. A. Debè, “L’accoglienza dei minori fuori famiglia: alle origini della comunità educativa”, in M. Gecchele - P. Dal Toso (Eds.), *Educare alle diversità. Una prospettiva storica*, Edizioni ETS, Siena, 2019, pp. 181-202. [*Purchase from VP*](https://librerie.unicatt.it/scheda-libro/autori-vari/educare-alla-diversita-una-prospettiva-storica-9788846754998-698386.html)

TEACHING METHOD

Frontal lectures and dialogues, reading and commenting on documents and sources of the time, viewing and commenting on films. The material used in class will also be available online on the Blackboard platform.

ASSESSMENT METHOD AND CRITERIA

The exam consists of an oral interview aimed at ascertaining students' acquisition of the most significant contents of the discipline; their mastery of the historical-pedagogical vocabulary; and knowledge of the historical frameworks of the period examined. The final mark will take into account the accuracy and quality of the answers given, as well as the presentation and critical ability shown during the interview, the ability to connect general questions to the bibliography topics studied in-depth. Passing the two modules will equate to a single assessment.

NOTES AND PREREQUISITES

Students are strongly encouraged to make use of the materials and information made available online. The course requires basic knowledge of modern and contemporary European history.

**Should the current Covid-19 health emergency not allow face-to-face teaching, remote teaching will be guaranteed using methods that will be communicated in good time to students**.

Information on office hours available on the teacher's personal page at http://docenti.unicatt.it/.

1. The texts indicated in the reading list may be purchased at the University bookstores; they may also be bought from other outlets. [↑](#footnote-ref-1)