**-. History of Pedagogy**

Prof. Anna Debè

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

The course aims to guide students to critically understand the historical dimensions of training models and educational institutions. More specifically, the course aims are: 1. to outline the evolution of the pedagogical debate developed between the nineteenth and twentieth centuries, focusing on its protagonists and the most important stages; 2. explore from different perspectives the idea of infancy and childhood that characterised 20th century Europe, highlighting the lights and shadows of this historical period; 3. promote a critical approach to the study of the discipline, which allows long-term connections between pedagogical theories and educational practices to emerge.

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

* know the peculiar characteristics of the history of pedagogy, in Italy and abroad, between the 19th and 20th centuries;
* understand the main educational dynamics reserved for infancy and childhood in twentieth-century Europe;
* acquire awareness of the historical origins of current educational policies and practices.

***COURSE CONTENT***

*First part*

The first part (first semester) will illustrate the key moments and the most significant figures of the pedagogical debate that developed during the nineteenth and twentieth centuries, so as to allow future educators and trainers to enter the professional field with full awareness of the evolution of the idea of education in Italy and abroad in recent centuries.

*Second part*

Through the necessary connection with the first part, the second part (second semester) will focus on the twentieth-century history of infancy and childhood in Italy and Europe. Through the examination of different educational contexts and geographical realities, the course will highlight both the aspects that have contributed to creating a new and positive representation of the child and the uncertainties and antinomies that have continued to characterise their existence.

***READING LIST***

*First part*

* G. Chiosso, *Novecento pedagogico*, La Scuola, Brescia, 2012 (Previous editions are not valid) (ch. I: skip paragraphs 7, 11 and 12; ch. II: skip paragraphs 2, 4, 16 and 17; ch. III: skip paragraphs 2-5, 12, 13, 17-19; ch. IV: study paragraphs 1-3; ch. VI: Study paragraphs 1, 3-5, 12, 18, 21. Skip chapter V and the Appendix).

*Second part*

* M. Gecchele - S. Polenghi - P. Dal Toso (edited by), *Il Novecento: il secolo del bambino?*, Edizioni Junior-Spaggiari, Parma, 2017 (study the following essays: Introduction; Cunningham; Ghizzoni; Rosenbaum; Caroli; both essays by Mattioni; Debè; Conclusions);
* S. Polenghi, *Le principali teorie dell’infanzia*, in “Pedagogia e vita”, 2005, 6, pp. 7-21 [the article can be downloaded from the Blackboard platform].

***TEACHING METHOD***

Lectures and discussions, analysis of documents and historical sources, screening and commentary of films. The material used during lectures will be made available on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The exam is oral and aims at verifying the mastery and critical re-elaboration of the contents studied, the ability to establish logical connections between the different stages and aspects of the period considered, the clarity of presentation and the command of the historical-pedagogical language. This final oral exam may be preceded by an interim test at the end of the first semester, its method, type, and timing will be communicated on the teacher's web page or on Blackboard.

***NOTES AND PREREQUISITES***

Since this is a first-year course, there are no content-related prerequisites, however students are expected to have knowledge of general history of Italy and Europe between the nineteenth and twentieth centuries, usually acquired in secondary school. Students who do not have such knowledge are invited to acquire it using a good history textbook for high schools or technical institutes.

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