# -. History of School and Educational Institutions

## Prof. Anna Debè

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

The course aims to lead students to the knowledge and critical examination of the main historical-educational turning points relating to nursery and primary school in contemporary Italy.

Specifically, the course aims are:

1. present and explore the evolution of pedagogical theories relating to infancy and childhood;
2. shed light on the historical, legislative, didactic and educational changes that have affected nursery and primary schools over time;
3. illustrate methods and vocabulary of historical-educational work and encourage a critical approach to the discipline;
4. promote understanding of the historical matrices of the current school system.

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

1. know and understand the essential elements of the history of childhood, pedagogy and school, with primary reference to the national context but also with references to the international one;
2. critically reflect on today's school system, in light of the awareness of the historical-cultural dynamics underlying it;
3. correctly use the historical-pedagogical terminology specific to the discipline.

***COURSE CONTENT***

The first part of the course will be dedicated to exploring the main educational theories and practices that have characterised the history of national and international pedagogy since the end of the eighteenth century. Particular attention will be paid to the Italian context of the 19th and 20th centuries, through the examination of the contribution of relevant figures, including the Agazzi sisters, Montessori, Gentile, Lombardo-Radice. The second part of the course, however, will retrace the evolution of nursery and primary school in Italy over the last two centuries, starting from the analysis of the legislative interventions that have taken place over time. An in-depth study will also be conducted on the second half of the twentieth century and, specifically, on some experiences that marked a decisive break with the past (the democratic school proposals of Don Milani and Mario Lodi, the process of scholastic integration of disabled people in the Seventies). Finally, the course will specifically focus on Piacenza’s school canteens in the 1950s, with the purpose of bringing to light the local initiatives and national policies aimed at promoting nutritional education among the child population.

***READING LIST***

1. G. Chiosso, *Novecento pedagogico*, La Scuola, Brescia, 2012 (Previous editions are not valid) (ch. I: skip paragraphs 7, 11 and 12; c II: skip paragraphs 2, 4, 16 and 17; ch. III: skip paragraphs 2-5, 12, 13, 17, 18; ch. IV: study paragraphs 1-3; ch. VI study paragraph 18. Skip chapter V and the Appendix);
2. M. Gecchele, *Momenti di storia dell’istruzione in Italia*, PensaMultimedia, Lecce-Brescia, 2014 (study the First part: form ch. IV to ch. IX; Second part: ch. I and ch. II);
3. J. Meda, *Gli esperimenti scolastici di Barbiana e Vho. La scuola come luogo di inclusione e come spazio di crescita civile e democratica (1948-1968)*, in A. Ascenzi, R. Sani (edited by), *Inclusione e promozione sociale nel sistema formativo italiano dall’Unità ad oggi*, FrancoAngeli, Milan, 2020, pp. 87-101 [the essay can be downloaded from the Blackboard virtual platform];
4. V. Chierichetti - A. Debè, *“Caro refettorio…”: i programmi di educazione alimentare nelle scuole piacentine di fine anni Cinquanta*, in “Nuova Secondaria Ricerca”, no. 7, March 2022, pp. 272-293 [the essay can be downloaded from the Blackboard virtual platform].

Any clarifications will be provided online on Blackboard.

***TEACHING METHOD***

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

***ASSESSMENT METHOD AND CRITERIA***

The end-of-course exam consists of an oral interview aimed at verifying the students’ knowledge and critical re-elaboration of the contents studied, the ability to establish logical, causal and/or time connections between the different topics, clarity of presentation and command of historical-pedagogical language. The final exam may be preceded by an interim test at the end of the first semester. The test methods, its type and scheduling will be published on Blackboard.

***NOTES AND PREREQUISITES***

All students are invited to regularly consult the Blackboard platform to use the teaching material available and to receive any further methodological or organisational information. Since it is a first-year course, there are no content-related prerequisites for attending it, however, students are expected to have knowledge of the general history of Italy and Europe between the end of the eighteenth and twentieth centuries, which they should have acquired after attending a 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/>.