**-. History of Youth Education**

Prof. Valentina Chierichetti – Prof. Simona Finetti

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

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

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

* learn about 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 conceptions, historical-cultural contexts, individual, gender and cultural identities;
* acquire awareness of the historical, social, and cultural dynamics underlying educational interventions for minors outside the family.

***COURSE CONTENT***

**module 1** - prof. Chierichetti

The first part of the course will focus on methodological and epistemological issues relating to the history of adolescence and youth. We will therefore analyse the fundamental characteristics of the evolution of young people way of life of in the modern and contemporary age. Particular attention will be paid to some rites and moments of transition; to the relationship with parents and adults, that varies according to the different social classes; to the methods of aggregation between peers; to gender differences; to the different way of living and being educated depending on social class and economic changes: apprenticeship, college, industrial work and mass schooling; to military training; to relationships with the adult world and politics in key moments (French Revolution, Forty-eight and Risorgimento, Great War and Fascism); to the difficulty of adults, even in legislation, in recognising the specificity of adolescence. The course will cover the 1950s and 1960s, leading up to 1968 and its consequences.

**module 2** - prof. Bressanelli

Through the necessary connection with the first module, the second module will present some peculiar models of assistance and education of minors outside the family in Italy over the last two centuries. Specifically, the experience of orphan girls in poverty and the situation of minors without families or with serious family difficulties will be explored through case studies. In order to connect these realities, while placing them into the broader national panorama, the module will explore triggering causes and ways of evolution of the process that marked the transition from marginalising and depersonalising residential structures to family and deinstitutionalised reception contexts.

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

*module 1 - prof. Chierichetti*

1. V. Chierichetti (edited by), *L’educazione dei giovani nell’età moderna e contemporanea,* Dispensa EDUCatt, Milan Università Cattolica, 2016. Essays by M. Mitterauer, N. Schindler, S. Loriga, M. Perrot, J-C. Caron, L. Passerini. An essay to choose from E. Michaud and P. Dogliani (the paper version of the handout is available at the EDUCatt offices, while the e-book format is available on the website [EDUCatt](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 proceedings of the conference Universities and students in the 19th century, Milan, Università degli studi, 9-10 Oct. 1997, pp. 5-38.

*module 2 - 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. [*Buy 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 (edited by), *Educare alle diversità. Una prospettiva storica*, Edizioni ETS, Siena, 2019, pp. 181-202.  [*Buy from VP*](https://librerie.unicatt.it/scheda-libro/autori-vari/educare-alla-diversita-una-prospettiva-storica-9788846754998-698386.html)

***TEACHING METHOD***

Lectures and interactive lessons, reading and commentary on documents and sources of the time, viewing and commentary on films. The material used during lectures will also be available online on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

The exam consists of an oral interview aimed at verifying the students’ acquisition of the most significant contents of the discipline, such as; mastery of 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, as well as the presentation and critical skills shown during the interview, the ability to connect general issues to the themes connected with the in-depth information indicated in the reading list. There will be a single final mark after passing the two modules.

***NOTES AND PREREQUISITES***

Students are strongly encouraged to make use of the material and information available online. Prerequisite of the course is basic knowledge about modern and contemporary European history.

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

1. The textbooks indicated in the reading list can be purchased from University bookstores; they can also be purchased at other retailers. [↑](#footnote-ref-1)