

**Code: M/PED02****Credits: 9****Subject: Social History of Education****Main language of instruction: Italian****Other language of instruction: English**

### **Teaching Staff**

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### **Overview**

For the course of this year the title "Elements of social history of Western education" was chosen, to delimit a more specific field of study, relatively more accessible in terms of quantity and quality of knowledge and data, accompanied by the subtitle Cultural building models of knowledge, social representations and formal, non-formal, informal formative practices. This subtitle further specifies the scope of study, identifying, at the same time, the most significant characteristics of the social history of education. The transformative coordinates of the social history of education are investigated, in their historical emergence, according to some specific voices, which can be traced back to the three social areas of: formativity, responsibility, intentionality.

### **Expected outcomes**

#### ***1. Objective of the course:***

The course aims to make students acquire some fundamental concepts and theories of the historical-social processes of education and training. Here are the learning objectives: Understanding and definition of the object of study (in its historical evolution), of the theories of reference, of the nearby historical references of the sector, of the relations of the social history of education with the wider areas of the sciences of education and formation, which this discipline belongs to, debating between training as problematic practice and the dominant theories which are far from the feelings of the communities.

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- Assimilation of the testimonies related to some of the many avenues for research of contemporary social history, especially in the Anglo-Saxon sphere.

- Acquisition of punctual information concerning the historical-educational itinerary, from classicism to the present day. An itinerary that does not follow too familiar paths in the history of pedagogy, but tries to reconstruct those historical moments and those exempla whose real influence has oriented the societies, coherently with the perspectives of the social history of education.

## 2. Goals:

- Skills of understand
- *Apply knowledge*
- *Argumentative skills*
- *Autonomy of Judgment*
- *Communicate information, ideas, problems and solutions*
- *Learning skills for subsequent studies*

## **Table of contents (syllabus):**

### 1. *Expected results:*

The student demonstrates knowledge and capacity for argumentative re-elaboration of the fundamentals of this course:

- For the introductory and propaedeutic section to the actual historical analysis: reflections on nature, methods, problems of social pedagogy.
- For the other six sections, which deal with the actual historical survey, the student demonstrates knowledge and argumentative abilities related to the presented itineraries, within:
  1. The humanism of classicism: from the archaic age to Roman civilization.
  2. Theological humanism: from the advent of Christianity to the end of the Middle Ages.
  3. Anthropological humanism: humanism, renaissance, reform and counter-reform.
  4. Methodological humanism: baroque, new science, enlightenment.
  5. Historical and dialectical humanism: romanticism and nineteenth-century movements.
  6. Age of crisis and post-human: The 20<sup>th</sup> century.

### 2. *Course Structure:*

#### PART ONE: Nature, methods, problems of social pedagogy

- Module / Lesson 1: The horizon of understanding: at the margins and at the center of the story
- Module / Lesson 2: Problems and coordinates of the research

#### PART TWO: The humanism of classicism (from the archaic age to the Roman civilization)

- Module / Lesson 3: The ancients are us

#### PART THREE: Theological humanism (from the advent of Christianity to the end of the Middle Ages)

- Module / Lesson 4: As long as you, keep faithfulness alive with your body and mind

PART FOUR: Part Four - Anthropological Humanism (Humanism, Renaissance, Reform and Counter-Reform)

- Module / Lesson 5: The values of the new consciousness of humanity

PART FIVE: Part Five - Methodological Humanism (Baroque, New Science, Enlightenment)

- Module / Lesson 6: The passage to the north-west

PART SIX: Historical and dialectical humanism (Romanticism and movements of the nineteenth and early twentieth century)

- Module / Lesson 7: What is the use of clean hands if you keep them in your pocket
- Module / Lesson 8: Citizens' Children: Social Construction of Children from the Montessori Method to the Reggio Approach

PART SEVEN: Age of crisis and post-human (XX)

- Module / Lesson 9: The relative decline crisis

### *3. Programme of the course:*

Course contents: Complete program (9 CFU):

- For the number of regular credits (9 CFU) the program is as follows: Students who take the exam for 9 CFU are required to study - and to complete the related training tests - all nine modules / lessons published, whose index is shown below. The tenth module should be considered as an in-depth module.
- For a higher number of credits, the program is as follows: Students who take the exam for 12 CFU (as a single course) are required to study - and to complete the related training tests - all nine modules / lessons published, the index of which is shown below, just like the regular students. The exam will also be the same. However, for the 3 remaining credits, they will have to carry out a thematic laboratory activity, preliminary agreement with the teacher through platform or e-mail [elisa.tona@unicusano.it](mailto:elisa.tona@unicusano.it).
- For a reduced number of credits, the program is as follows: Those who take the exam for a reduced number of CFU equal to 6 or less than 6 are required to study - and to fill in the relevant training tests - the modules / lessons N. 1, 3, 4, 5, 7, 8. All others refer to the complete program.

The program of the course consists of the lecture notes and the corresponding videos, based on these materials the final exam is organized. For exclusive information, we indicate:

- Santoni Rugiu, A. (1979). Social history of education. Milan: Principality.
- Santoni Rugiu, A. (2010). Small dictionary for the social history of education. Pisa: ETS.
- And, for the contemporaneity: Minello, R. (2012). Educate at the time of the crisis. Lecce: Pensa MultiMedia.

Due to the nature of the course, which has its interdisciplinary roots in ancient, modern and contemporary social history, it is preferable to offer more specific in-depth information at the end of each dispensation.

#### ***4. Erasmus student program:***

The program consists of reading parts, agreed with the teacher, of one of the following texts made available from the teacher:

- WHITEHEAD J. B., *Women's Education in early Modern Europe a History, 1500–1800*, New York and London, Garland Publishing, 1999.
- LASCARIDES CELIA V., HINITZ BLYTHE F., *History of Early Childhood Education*, New York and London, Falmer Press, 2000.
- LUKE C., *Pedagogy, Printing, and Protestantism: The Discourse On Childhood*, New York, University New York Press, 1989.
- BLACK R., *Humanism and Education in Medieval and Renaissance Italy. Tradition and Innovation in Latin Schools from the Twelfth to the Fifteenth Century*, Cambridge, Cambridge University Press, 2001.

The proof includes 30 multiple choice test.

#### **Assessment type and criteria:**

The exam is carried out in one of the following ways:

- Written exam. Composed of three open-ended questions, and three multiple choice questions. Open-ended questions are consistent with the macro-areas of the study program. Multiple choice questions are consistent with the training tests at the end of each module.
- Oral examination. This is an interview aimed at ascertaining the knowledge and knowledge acquired by the candidate in relation to the macro-areas of the study program. The interview starts from topics of interest identified by the candidate, and proceeds with a cognitive survey of other parts of the program.

Indicators with which the written and oral tests are evaluated, regarding the various questions:

- Relevance of content
- Content quality
- Customization

The written exam is structured according to the model 3 open questions and three closed questions with multiple choice answers. The maximum score assigned to each open question is 8 points, the score assigned to each closed question is 2 points.

As indicated above, during the examination the following preliminary works are evaluated with a specific score, individually attributed: participation in 3 e-tivity (1 point for each e-tivity carried out appropriately, for a maximum of 3 points). For more information, consult the relative virtual spaces.

#### **Resources:**

*1. Prescribed study materials:* The program of the course consists of the lecture notes and the corresponding videos, Formative tests, Recorded lectures, based on these materials the final exam is organized.

2. *ERASMUS Students prescribed study materials:*

- WHITEHEAD J. B., *Women's Education in early Modern Europe a History, 1500–1800*, New York and London, Garland Publishing, 1999.
- LASCARIDES CELIA V., HINITZ BLYTHE F., *History of Early Childhood Education*, New York and London, Falmer Press, 2000.
- LUKE C., *Pedagogy, Printing, and Protestantism: The Discourse On Childhood*, New York, University New York Press, 1989.
- BLACK R., *Humanism and Education in Medieval and Renaissance Italy. Tradition and Innovation in Latin Schools from the Twelfth to the Fifteenth Century*, Cambridge, Cambridge University Press, 2001.

3. *Recommended readings:*

- Minello, R. (2012). *Educare al tempo della crisi*. Lecce: Pensa MultiMedia.
- Santoni Rugiu, A. (1979). *Storia sociale dell'educazione*. Milano: Principato.
- Santoni Rugiu, A. (2010). *Piccolo dizionario per la storia sociale dell'educazione*. Pisa: ETS.