



MEDIA, MUSIC AND PERFORMANCE STUDIES (DAMS)
ACADEMIC YEAR 2023-2024
PEDAGOGY OF NARRATION

General information	
Year of the course	II Year
Academic calendar (starting and ending date)	I Semester (25/09/2023 – 13/12/2023)
Credits (CFU/ETCS):	9
SSD	M-PED/01
Language	Italian
Mode of attendance	Attendance is regulated by Article 4(2) of the Study Course Regulations

Professor/ Lecturer	
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Department and address	Ateneo Palace, Department of Research and Humanistic Innovation
Virtual room	https://teams.microsoft.com/l/channel/19%3aEdIM0dSVHa0k1xJftZV8tRQiYsw88sC2O-58CBdsRG1%40thread.tacv2/Generale?groupId=c6f2d4c0-3953-41f8-b59b-36024f61cd07&tenantId=c6328dc3-afdf-40ce-846d-326eead86d49
Office Hours (and modalities: e.g., by appointment, on-line, etc.)	Tuesdays 4-6 PM (please <u>always</u> do email your professor within 48 hours to check his availability)

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	63		162
CFU/ETCS			
9	9		

Learning Objectives	Developing skills of critical analysis and knowledge of relevant theories to study the relations between narration and education through media.
Course prerequisites	Intermediate knowledge of contemporary history – especially of the 20 th century – and of course-contents of «Letteratura e intermedialità» or «Semiotica del testo». The courses of Contemporary history, «Letteratura e intermedialità» and «Semiotica del testo» are scheduled for the first year of BA.



Teaching strategie	The course is organized mainly in lectures about the key concepts of the Pedagogy of Narration. Some classes include active methods and labs on case studies.
Expected learning outcomes in terms of	
Knowledge and understanding on:	<ul style="list-style-type: none"> ○ Demonstrating knowledge of the key models of pedagogy of narration referring to the representations of diversity in comics. ○ Demonstrating knowledge of the different meanings of comics;
Applying knowledge and understanding on:	<ul style="list-style-type: none"> ○ Analyzing the different languages used in comics and classifying them on the basis of themes; ○ Recognizing in comics references to literature, arts and contemporary history; ○ Creating narratives by making reference to pedagogical methods.
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> ○ Understanding different forms of narration; ○ Designing education activities on narration; • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ Effectively communicating in one-to-one and group interactions by using several registers and modalities of narration; ○ Using terms and idiomatic expressions specific of graphic novels for adolescents and young adults; ○ Using educational strategies in formal, non-formal and informal situations. • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ Enhancing the value of the language of comics to develop initiatives in libraries and creative education services.
Syllabus	
Content knowledge	<p>The course develops knowledge and skills to understand the relation between narration and education as it emerges from adolescents and young adults' literature. It focuses on the educational value of comics - especially graphic novels - and points out how they can be included in formal, non-formal and informal education.</p> <p>It moves from the contention that comics' narrations, thanks to the visual language that characterizes them, can give voice to the emotions typical of adolescence as well as show relevant cultural changes ongoing in Western societies.</p> <p>The course begins with a general introduction to the topic and focuses on Corto Maltese's graphic novels by <i>Hugo Pratt (1927-1995)</i>. The choice of Corto Maltese as a case study is due to its revolutionary role in the 1960s and 1970s. Indeed, it impacted the history of Italian comics, causing the hybridization between Western and Eastern imaginaries. In-depth studies will highlight pedagogical issues emerging from visual languages, metaphors and symbols used by Pratt.</p> <p>Students will personalize their learning process by analyzing two graphic novels by Pratt freely chosen from the provided list in addition to studying the compulsory readings.</p>
Texts and readings	Compulsory readings:



	<ul style="list-style-type: none"> - Barbieri D., <i>Breve storia della letteratura a fumetti</i>, Roma, Carocci, 2014. - Praticchizzo G., Tirocchi S., <i>Nuvole parlanti. Insegnare con il fumetto</i>, Roma, Carocci, 2005. <p>Two graphic novels freely chosen by the student among the following:</p> <ul style="list-style-type: none"> - H. Pratt, <i>Una ballata del mare salato</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Sotto il segno del capricorno</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Sempre un po' più in là</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Le celtiche</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Le etiopiche</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Corte Sconta detta Arcana</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Favola di Venezia</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>La casa dorata di Samarcanda</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>La giovinezza</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Tango</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Le elvetiche</i>, Milano, Rizzoli Lizard, 2018; - H. Pratt, <i>Mu</i>, Milano, Rizzoli Lizard, 2018.
Notes, additional materials	<p>Students interested in learning more about the topics covered during the course are advised to read the following texts:</p> <ul style="list-style-type: none"> - Cristante S., <i>Corto Maltese e la poetica dello straniero: esplorazioni sull'opera di Hugo Pratt</i>, Mimesis, Milano-Udine 2022. - Marchese G., <i>Leggere Hugo Pratt: l'autore di Corto Maltese tra fumetto e letteratura</i>, Tunué, Latina 2006. - Marrone G. (2005), <i>Il fumetto fra pedagogia e racconto. Manuale di didattica dei comics a scuola e in biblioteca</i>, Tunué, Latina. - Musci E. (2008), <i>Storia di carta e storia reale. I fumetti e l'insegnamento della storia contemporanea</i>, in «Mundus. Rivista di didattica della storia», 2, pp. 246-255. - Musci E. (2010), <i>Volto Nascosto e l'efficacia della narrazione storica a fumetti</i>, in «Mundus. Rivista di didattica della storia», 5-6, pp. 10-14. - Stamboulis E., <i>Se l'immagine è in sequenza disegnata. Raccontare la storia a fumetti</i>, in «Storia e problemi contemporanei», n. 44, 2017, pp. 169-178.
Repository	<p>https://teams.microsoft.com/l/channel/19%3aEdIM0dSVHa0klxJftZV8tRQiYsw88sC2O-58CBdsRGI1%40thread.tacv2/Generale?groupId=c6f2d4c0-3953-41f8-b59b-36024f61cd07&tenantId=c6328dc3-afdf-40ce-846d-326eead86d49</p>

Assessment	
Assessment methods	<p>To assess the achievement of the above-mentioned learning objectives, the final exam will be oral and include assessment of:</p> <ol style="list-style-type: none"> 1. the knowledge of the structure and features of comics; 2. the ability to deliver an analysis or critical commentary on the topics the course deals with.
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding:</i> <ul style="list-style-type: none"> ○ Analysing and describing the historical origins and the development of comics;



	<ul style="list-style-type: none">○ Analysing and describing the issues concerning education included in Corto Maltese's graphic novels;● <i>Applying knowledge and understanding:</i><ul style="list-style-type: none">○ Discussing the influences of the historical context on the character and plots of Corto Maltese's novels, ie. Contextualizing the novels in the socio-political environment between the Belle époque and the crisis of the Thirties.● <i>Autonomy of judgment:</i><ul style="list-style-type: none">○ The response contains critical analysis and personal remarks with appropriate and relevant examples that are used effectively to support the analysis/evaluation.● <i>Communication skills:</i><ul style="list-style-type: none">○ Language is appropriate, the response is well structured, and arguments are clear and coherent, leading to a consistent conclusion.● <i>Capacities to continue learning:</i><ul style="list-style-type: none">○ Knowledge is not mnemonic, and the response shows the ability to connect different topics/argument in a reasoned way.
Final exam and grading criteria	<p>The exam is a 30-mark one. The passing mark is 18/30.</p> <p>The oral examination includes three questions: two about the compulsory readings and one about the graphic novels chosen by the student. All the questions assess first- and second-order knowledge, the understanding of historical contexts, the use of subject-specific vocabulary and skills of historical interpretation.</p> <p>The exam is failed if the student describes the topics inaccurately. He/she/they does not provide any signs of analysis and contextualization. The responses show poorly subject-specific vocabulary and poorly substantiated assertions.</p> <p>The exam is passed (18-21) if the responses accurately describe the topics but contain little or no critical analysis. The student uses accurate but limited subject-specific vocabulary.</p> <p>The exam reaches the intermediate level (22-24) if the responses show limited critical analysis but are primarily narrative/descriptive. Evidence from primary and secondary literature is included but is not integrated into the argument. The student uses mainly a subject-specific vocabulary, with a few exceptions.</p> <p>The exam is good (25-27) if the responses move beyond description and show critical analysis, using evidence from primary and secondary sources to support the argument. The student uses an accurate subject-specific vocabulary and organizes his/her/their response attempting to link different subtopics.</p> <p>The exam is excellent (28-30) if the responses contain coherent and thoughtful argumentation. The student effectively uses evidence from a variety of sources to support his/her/their claims and broad subject-specific vocabulary to develop critical analysis focused on each question.</p>



	The distinction mark (30L) is achieved if all the criteria mentioned above are fulfilled at an excellent level.
Further information	