

COURSE OF STUDY PHILOSOPHICAL SCIENCES

ACADEMIC YEAR 2022-2023

ACADEMIC SUBJECT HISTORY OF EDUCATIONAL AND CULTURAL PROCESSES

General information	
Year of the course	1st year
Academic calendar (starting and ending date)	Second Semester (26.02.2024-15.05.2024)
Credits (CFU/ETCS):	6
SSD	M-Ped/02
Language	Italian
Mode of attendance	Attendance optional

Professor/ Lecturer	
Name and Surname	Domenico Francesco Antonio Elia
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Telephone	-----
Department and address	Ateneo Palace, Department of Research and Humanistic Innovation
Virtual room	https://teams.microsoft.com/l/channel/19%3anDbxItXMbn9OPL6wLxwS3kf09pEnZU3P0zU1QNtMVo1%40thread.tacv2/Generale?groupId=0b865fe2-a581-4284-b405-181c1d2e2d92&tenantId=c6328dc3-afdf-40ce-846d-326ead86d49
Office Hours (and modalities: e.g., by appointment, on-line, etc.)	Thursdays 4-6 PM (please <u>always</u> send an 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
150	42	0	108
CFU/ETCS			
6		0	

Learning Objectives	Knowledge of pedagogical historical research methodologies. Ability to critically read reference texts.
Course prerequisites	Students are expected to have a solid knowledge of contemporary Italian history 1861-1945.

Teaching strategie	Lecture-style instruction; active learning; case-studies analyses.
Expected learning outcomes in terms of	
Knowledge and understanding on:	<ul style="list-style-type: none"> Demonstrating accurate and relevant knowledge of the most important concepts of pedagogy. There is a clear understanding of the key concepts of history of pedagogy with regards to informal contexts.



	<ul style="list-style-type: none">○ Demonstrating an understanding of ecological and environmental differences between human civilizations.○ Demonstrate evidence of selection of appropriate on-line resources.○ Demonstrating an understanding of different representations of African Otherness developed during the period of Italian colonialism.
Applying knowledge and understanding on:	<ul style="list-style-type: none">○ Use relevant historical-pedagogical knowledge to problematize actual forms of stereotyping and discrimination.○ Use relevant historical-pedagogical knowledge to understand the origins of racism and practices subalternity of African peoples towards Italians.
Soft skills	<ul style="list-style-type: none">● <i>Making informed judgments and choices</i><ul style="list-style-type: none">○ Understanding long-term impact of stereotyping forms of Otherness● <i>Communicating knowledge and understanding</i><ul style="list-style-type: none">○ Writing coherent and clear arguments about the building of Italian national identity and its contrast with colonial Otherness● <i>Capacities to continue learning</i><ul style="list-style-type: none">○ Demonstrate evidence of research skills, organization and connection of different significant topics
Syllabus	
Content knowledge	<p>The course covers some of the episodes of the long and difficult process of conceptualization of the “Otherness” in the relationships between European, African and South American peoples.</p> <p>Classes will focus on:</p> <ul style="list-style-type: none">- the impact of geographic and environmental in enabling European and Colonial powers to reach a position of dominance over their colonies;- stereotypes about colonial peoples conveyed through images of Italian patents and trademarks between the end of the 19th and the beginning of the 20th century. Images of patents and trademarks are analysed as “informal catalysts” of imagination which contributed to the spread of colonial stereotypes and prejudices in Italian society.
Texts and readings	<ul style="list-style-type: none">- Jared Diamond, <i>Guns, Germs and Steel. The Fates of Human Societies</i>, New York, Norton 2017;- D.F.A. Elia, <i>Educazione all’Oltremare. Rappresentazioni del colonialismo nei contesti educativi informali</i>, Lecce, Pensa Multimedia, 2023.
Notes, additional materials	<p>To acquire in-depth knowledge of the course topics, the following additional lectures are suggested:</p> <ul style="list-style-type: none">- Del Boca, <i>Italiani, brava gente? Un mito duro a morire</i>, Milano-Vicenza, BEAT, 2021;- N. Labanca, <i>Oltremare: storia dell’espansione coloniale italiana</i>, Il Mulino, Bologna 2021;- G. Gabrielli, <i>Il curriculum «razziale». La costruzione dell’alterità di «razza» e coloniale nella scuola italiana (1860-1950)</i>, Macerata, EUM, 2015.
Repository	<p>https://teams.microsoft.com/l/channel/19%3anDbxltXMbn9OPL6wLxwS3kf09pEnZU3P0zU1QNtMVo1%40thread.tacv2/Generale?groupId=0b865fe2-a581-4284-b405-181c1d2e2d92&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 student's knowledge about the process of representation of colonial Otherness, and environmental and historical circumstances that influenced the relationships between the Europeans and other peoples; 2. the quality of historical explanations the student is able to provide about the topics studied in the course.
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ The response moves beyond description to include analysis of the origins and spread of the most diffused stereotypes of African Otherness in informal education contexts using a long-term perspective • <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ The response shows an evaluation of the long-term impact of stereotypes of African Otherness on Italian public opinion • <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> <p>Knowledge is not mnemonic, and the response shows the ability to connect different topics/argument in a reasoned way</p>
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: one about the first book in the reference list and two about the second one. 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> <p>The distinction mark (30L) is achieved if all the criteria mentioned above are</p>



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Further information	//////