



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
ACADEMIC YEAR	2017/2018		
MASTER'S DEGREE (MSC)	PEDAGOGY		
SUBJECT	ANTHROPOLOGY OF EDUCATION		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50618-Discipline psicologiche, sociologiche e antropologiche		
CODE	12400		
SCIENTIFIC SECTOR(S)	M-DEA/01		
HEAD PROFESSOR(S)	BELLANTONIO LOREDANA	Professore Associato	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	120		
COURSE ACTIVITY (Hrs)	30		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	2		
TERM (SEMESTER)	1° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	BELLANTONIO LOREDANA Tuesday 9:00 11:30 Ricevimento in presenza, previa prenotazione, Edificio 15, Piano VII, Studio 015. Gli studenti possono richiedere altri giorni di ricevimento scrivendo al docente (loredana.bellantonio@unipa.it).		

PREREQUISITES	General knowledge, acquired in the previous course of studies on major socio-anthropological and historical issues in the contemporary world.
LEARNING OUTCOMES	<p>The course aims to provide theoretical-methodological tools that can be used in a comparative and interdisciplinary perspective in the particular regard to the Anthropological and educational field, and the role played by the inculturation process in the formation of individuals.</p> <p>The course aims to provide theoretical-methodological tools that can be used in a comparative and interdisciplinary perspective in the anthropological and educational fields, the role played by the inculturation process in the individuals' educational field. Students must have organizational skills to facilitate the implementation of socio-educational projects; Must be able to apply the acquired knowledge for conceiving and evaluating intercultural education pathways in extracurricular contexts; Must include and know how to apply categorization processes related to the formation of stereotypes and prejudices in order to overcome ethnic conflicts or, otherwise, related to the phenomenon of cultural, gender and class differences; Must understand the historical, social and cultural dynamics that lead to racist attitudes and behavior or, in any case of, rejection and /or intolerance towards difference</p> <p>At the end of the cycle of study, therefore, students have to demonstrate the ability</p> <p>1) Knowledge and understanding</p> <p>a) To know and understand ethnographic foundation theories and themes and research;</p> <p>b) To know and apply the main anthropologic methods and techniques of research (from the observation participating in the qualitative and quantitative method);</p> <p>c) To use the language in specific contexts;</p> <p>d) To identify, analyse and compare critically on their own system of values with others.</p> <p>2) Ability to apply knowledge and understanding</p> <p>At the end of the cycle of study, students will be able to</p> <p>a) apply their own knowledge to demonstrate a professional approach to their work and research.</p> <p>b) Autonomously create an original project in the educational environment.</p> <p>3) Making judgements</p> <p>In different operating conditions, students must</p> <p>a) choose the most appropriate procedures and models that can demonstrate the knowledge and skills acquired during the course. It will be also necessary to develop critical judgements referring both to the social and cultural context</p> <p>b) share and discuss their own judgements and opinions</p> <p>c) Evaluate the efficacy of one former educative experience in order to propose, if necessary, a development intervention.</p> <p>4) Communication skills</p> <p>Students must</p> <p>a) Acquire and use a specific language and apply it in other or specific contexts</p> <p>b) structure and defend their point of view referring to concrete examples learned from study.</p> <p>c) Calibrate the different information registers according to the different training contexts in which act.</p> <p>5) Learning skills</p> <p>Students must</p> <p>a) By their own initiative, to deepen their own knowledge of a specific topic including bibliography reference, database or others source material;</p> <p>b) Rule along with the processes, the variables (social, economics and cultural) of the hypothetic direct or coordinated structure</p> <p>c) apply knowledge to the new context of analysis</p> <p>d) Evaluate and analyze one educative environment from several point of view</p>
ASSESSMENT METHODS	<p>Oral exam, to be taken at the end of the course, on the arguments set out during the lessons. Examination marks are awarded out of 30, with possible cum laude.</p> <p>The interview will check the acquired knowledge, skills and abilities developed in relation to methods of analyzed investigation, and the contexts in question.</p> <p>The assessment takes into account the growing abilities of critical and reflective thoughts of the student and of his participation in class through questions, interventions, synthetic exposures and recapitulate, short insights on agreed themes and group activities. The teaching method will grant to verify the achievement of the expected results, and will provide more opportunities for interaction among peers and between student and the teacher as well as designed exercises improve their independent judgment.</p> <p>The examination is passed if the student is able to answer at least three</p>

	<p>questions, demonstrating to have acquired the skills and abilities aforesaid.</p> <p>Evaluation Rating table.</p> <p>Excellent 30/30 cum laude: Excellent knowledge of the subjects, excellent use of specific terminology; Excellent analytic skills. The student is able to apply the acquired knowledge in order to find solution to the proposed problems.</p> <p>Very good 28/29: Satisfying mastering of the studied subjects : adequate use of specific terminology. . The student is able to apply the acquired knowledge in order to find solution to the proposed problems.</p> <p>Good 25/27: basic knowledge of the subjects; sufficient use of specific terminology with a limited ability to autonomously apply the acquired knowledge in order to find solution to the proposed problems.</p> <p>Satisfying 21/24 The student doesn't own a full knowledge of the studied subjects but demonstrates an acceptable knowledge of the main subjects of the discipline. The student can sufficiently use specific terminology although unable to find solution to all the proposed problems.</p> <p>Sufficient 18/20: acceptable minimal knowledge of the basic subjects and of the specific terminology. The student slightly applies the acquired knowledge to find solution to the proposed problems.</p> <p>Insufficient: The student does not own any acceptable knowledge of the discipline and its subjects.</p>
EDUCATIONAL OBJECTIVES	<p>Through an ethnographic approach, the course aims to introduce the concept of education in the present society, referring to the process of school and social integration.</p> <p>The anthropological hypothesis will be examined, in a way to highlight the relations between culture and educational process as well as between societies and institutions will also be pointed out.</p> <p>The course offers a comparison between models of education, knowledge and transmission of the knowledge in different societies. This comparison is more and more important because of the increasing number of foreign people in European society. Equal opportunities must be guaranteed in order to encourage the integration of young people, the promotion of cultural differences and the intercultural dialogue. The anthropological study of the process of education and the cultural transmission are analysed according to an historical perspective, studying particularly the differences to find out socialization and education mechanisms to low levels of aggressive behaviours and mistrust that characterise the approach between ethnic groups</p> <p>The educational objectives concern:</p> <p>the knowledge of the variety of models of education, according to specific sociocultural contexts and the anthropological studies about the process and systems of education; the cultural transmission in different societies; the overcoming of the ethnocentric prejudice.</p>
TEACHING METHODS	<p>Frontal teaching; classroom exercises. The frontal teaching are integrated with the participatory method that allows the continuous and progressive involvement of students who can interact with questions or requests for clarification, suggesting subject integrations and pathways of study deepening and also encouraging them with classroom dissertations on issues and / or problems dealt with the teacher. Lectures will rely on the use of material prepared by the teacher or found on the net, such as movies, documentaries, questionnaires, articles, etc., and of technological instrumentation support. Student's activities, carried out individually and / or in groups, on issues and problems from time to time proposed by the teacher or by the students themselves, will also represent a chance for the debate in the classroom of relevant literature, resulting in guided discussion, and exercises to increase the acquired knowledge and to encourage the expression of an independent and critical judgment.</p>
SUGGESTED BIBLIOGRAPHY	<p>F. Gobbo, A. Simonicca (a cura di), Etnografia e intercultura, CISU, Roma, 2014.</p> <p>F. Gobbo (a cura di), L'educazione al tempo dell'intercultura, Carocci, Roma, 2013.</p> <p>A. Montagu (a cura di) Il buon selvaggio. Educare alla non-aggressività, Eleuthera, Milano, 2012 (solo i capp. I, II, III e IV).</p>

SYLLABUS

Hrs	Frontal teaching
6	Some anthropological studies about cultural transmission
4	Educating to non aggressivity. Some examples of non aggressive models of education, according to the anthropological literature
4	Different identities: a case study about the second generation of immigrants
4	Educational anthropology and the overcoming of the ethnocentrism to encourage the dialogue. The meeting with the immigrants and the "culture bearer" metaphor.
2	Tullio Tentori, Matilde Callari Galli e the "Anthropology for teaching". Some considerations about decentralization in anthropology.
2	Culture and education. Transmission of cultural heritage. Communication and culture.

SYLLABUS

Hrs	Frontal teaching
4	Implementing social centres to encourage the education of the individuals and intercultural relationships. A case study in Italy.
Hrs	Practice
2	Anthropological methods of research: the comparative method and the participant observation
2	Learning, transmission, innovating and preserving