**COURSE OF STUDY** *Single-cycle Master Course in Law (LMG/01)*
**ACADEMIC YEAR** *2023-2024*
**ACADEMIC SUBJECT** *Political Education*

| General information | |
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| Year of the course | **4th year of the program,** *as a related discipline, for the 5 year Master's degree program in Law -* **From the 1st year of the program,** *as a discipline of free choice of the student, for the 5 year Master's degree program in Law* |
| Academic calendar (starting and ending date) | *Iˢᵗ semester (September-December 2024)* |
| Credits (CFU/ETCS): | *6* |
| SSD | *M-PED/01 - General and Social Pedagogy* |
| Language | *Italian* |
| Mode of attendance | *Optional* |

| Professor/ Lecturer | |
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| Name and Surname | *Riccardo Pagano* |
| E-mail | *riccardo.pagano@uniba.it* |
| Telephone | *+39 347 2374513* |
| Department and address | *Ionic Department in Law, Economics and Environment – via Duomo n. 259, Taranto (Italy)* |
| Virtual room | *Microsoft Teams page of the course of Political Education. Team code: xyv4oun* |
| Office Hours (and modalities: e.g., by appointment, on line, etc.) | *Prof. Pagano will receive on Tuesday at 11 a.m. Interested students can give notice by sending an email in advance.* |

| Work schedule | |
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| **Hours** | |

| Total | Lectures | Hands-on (laboratory, workshops, working groups, seminars, field trips) | Out-of-class study hours/ Self-study hours |
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| *150* | *48* | */* | *102* |
| **CFU/ETCS** | | | |
| *6* | | | |

| Learning Objectives | *The learning objectives of the course of study are those qualifying for class LMG/01 (Law), in accordance with the guidelines of current legislation. Specifically, the course of study intends to provide, in addition to the necessary fundamental legal skills, a juridical education adhering to the specific needs of the Ionian territory and in line with the declared Euro-Mediterranean vocation of the course and of the Ionic Department. To this end, the course in Political Education aims to show the close connection that links pedagogy to law and politics in a circular and biunivocal way, particularly within Antonio Gramsci's humanistic and historicist perspective. The structural relationship between educational and political ends also emerges in reference to the so-called "Southern question" and the concept of being "Southern"/"Mediterranean", that is essential for students of the course in order to develop an adequate awareness of the educational, practical and value implications of their object of study, casting it in a context that is "situated" on a historical, geographical and cultural level.* |
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| **Course prerequisites** | *Basic knowledge of general pedagogy and philosophy of education is required to* |

| | take the course: specifically, knowledge of the basic elements of the discipline of pedagogy, its history and methods is required. |
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| **Teaching strategies** | *The course prospects the traditional frontal lecture as the main teaching method, as it proves to be adequate for the purpose of illustrating the proposed texts and contents and to foster the student's acquisition of knowledge. The possible organization of seminars for in-depth thematic study is also planned.* |
| **Expected learning outcomes in terms of** | |
| **Knowledge and understanding on:** | o knowledge suitable for the development of specific skills in political education in the perspective of lifelong learning and lifelong education for citizenship.<br>o the fundamental elements of emerging perspectives in lifelong learning in the light of pedagogical thinking in its dialectical relationship with political action;<br>o the fundamental issues relating to citizenship skills, training needs and outcome assessment, planning of the training process, basic and specialized training. |
| **Applying knowledge and understanding on:** | o the student will acquire the fundamental knowledge and a training method for the political dimensions of action that can be spent in community life. |
| **Soft skills** | • *Making informed judgments and choices*<br>o the course aims to ensure the student to manage his/her own citizenship education according to his/her own interpretative subjectivity, also in relation to the different contexts of life.<br>• *Communicating knowledge and understanding*<br>o at the end of the programme, the student will have acquired the pedagogical lexicon for political education.<br>• *Capacities to continue learning*<br>o the course offers the opportunity to acquire adequate cognitive and experiential learning methods. Constructivism and deconstructionism will be the pillars of the learning modes by which students will continue to learn. |
| *Syllabus* | |
| **Content knowledge** | *First of all, the course points out the main themes of the pedagogical discipline in the perspective of the current debate in contemporary literature. It aims also to focus attention about the relationship between pedagogy and politics. In this perspective, it is very important to highlight the link between educational purposes and the aims of political action. The fundamental intention is to demonstrate that the political and social dimension of community life is supported by a proper education to think politically. The pedagogical-political analysis of Antonio Gramsci's thought lies in the background of this assumption.*<br><br>*The main thematic cores of the course are the following ones:*<br><br>*1) General Pedagogy and Education in Politics;*<br>*2) Pedagogical science and political science: convergent epistemological foundations;*<br>*3) Antonio Gramsci's pedagogical-political thought, and specifically:*<br>*a) Gramscian humanism;*<br>*b) pedagogy, hegemony, politics;*<br>*c) practical pedagogy;*<br>*d) education, history, historicism, historicity;* |

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| | *e) Southern pedagogy and its values;*<br>*f) education and the "Southern question";*<br>*4) Mediterranean Pedagogy.* |
| **Texts and readings** | *1) R. Pagano, "Il pensiero pedagogico di Antonio Gramsci", Monduzzi, Milano 2013;*<br>*2) R. Pagano, "Pedagogia mediterranea", Scholé, Brescia 2019.* |
| **Notes, additional materials** | */* |
| **Repository** | *The teaching material is easily available in the best bookshops, even online.* |

| **Assessment** | |
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| Assessment methods | *The exam, formative and non-summative, will involve an oral interview with the lecturer on the course content. The evaluation will focus on the following aspects: correctness of linguistic expression, originality, organicity, knowledge of the contents and methods proper to the pedagogical discipline, ability to use and connect the acquired knowledge, ability to argue critically and personally reworking the acquired contents, richness and semantic-lexical mastery of pedagogy, ability to analyse and understand the contemporary educational reality also in terms of active citizenship.* |
| Assessment criteria | • *Knowledge and understanding*<br>   o The student must demonstrate to know and understand the fundamental elements of pedagogical theorization within the political dimension.<br>• *Applying knowledge and understanding*<br>   o The student must be able to apply his knowledge to current political contexts.<br>• *Autonomy of judgment*<br>   o The student must be able to interpret with his/her own categories the issues related to the political problems of the present.<br>• *Communication skills*<br>   o The student must demonstrate the capability to use communication codes appropriate to the dialogic context.<br>• *Capacities to continue learning*<br>   o At the end of the course, the student must demonstrate the capability to expand his knowledge toward other – and even transversal – directions. |
| Final exam and grading criteria | *The final grade is given out of thirty. The exam is considered passed when the grade is greater than or equal to 18. The relevance of the answers, the ability to analyse, summarize and re-elaborate the contents will be evaluated. To achieve a high evaluation, the student must have developed independent judgment and adequate argumentation and exposition skills, as well as being able to demonstrate its assiduous participation in didactical activities. Praise is awarded in cases where all the answers, in addition to being correct in form and content, present elements of particular depth and originality from a critical-reflexive point of view.* |
| **Further information** | */* |
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