

Syllabus

Course Description

Course Title	Inclusion, Marginality, and Socio-Educational Practice
Course Code	64225
Course Title Additional	
Scientific-Disciplinary Sector	NN
Language	English; German
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712 Dr. Ruth Sapelza, Ruth.Sapelza@unibz.it https://www.unibz.it/en/home/research/competence-centre-social-work-social-pedagogy-social-policy/team-and-body/person/50355
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	9
Teaching Hours	32
Lab Hours	20
Individual Study Hours	173
Planned Office Hours	27
Contents Summary	This course examines key concepts and theories in social pedagogy, inclusive education, diversity studies, and criminology. It focuses on issues of social participation, equal opportunities, and the management of diversity, while exploring the mechanisms that contribute to social exclusion, marginalization, and disadvantage. The course encourages critical reflection on social norms, power relations, and processes of discrimination, and provides both

	theoretical and practice-oriented foundations for professional social pedagogical work in diverse and inclusive societies. The course focuses on the full range of settings, from early childhood education to school, social education to institutions serving older people.
Course Topics	See the individual course modules
Keywords	Inclusion, special needs, vulnerability, marginalisation, disability, deviance, diversity and pluralism, education on prejudice awareness, barriers, empowerment, (in)equality, regulatory framework, socio-pedagogical approaches and interventions, criminological theories, labelling
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	See the individual course modules
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	The course presents and critically discusses the 'fundamentals' of inclusive education and upbringing at a conceptual level, the cultural and ethical-political approach, the key legal and organisational-institutional structures of the Italian school system and social inclusion, as well as a number of strategies for socio-educational interventions and family support in cases of disability, vulnerability, deviance and marginalisation. A. To recognise, understand and critically discuss the key conceptual, cultural and ethical-political dimensions and approaches to inclusive education and upbringing. B. To recognise, understand and critically analyse the key current regulatory and organisational-institutional structures in the field of educational and social inclusion, applying the knowledge acquired in point 1 C. Be able to recognise, understand and apply some of the key psycho-pedagogical and psychosocial approaches for individuals and families experiencing disability, vulnerability, marginalisation and deviance, and for working with groups, to specific situations.

Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Lectures 1+2: Mid-term assessments during the course (which will be incorporated into the final oral examination) Laboratory 3: Assessment of a portfolio Type of examination Final assessment of the individual modules (1, 2+ and 3) + supplementary oral discussion reviewing the experiences and content of the course and the workshop
Evaluation Criteria	A single final mark is awarded. The following aspects are taken into account and assessed during the oral examination: relevance, clarity of argumentation, ability to analyse critically, ability to revise work, reflection, communication, and reference to the most important sources for further learning
Required Readings	See the individual course modules
Supplementary Readings	See the individual course modules
Further Information	
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Quality education, Peace, justice and strong institutions, Decent work and economic growth, Reduced inequalities, Gender equality

Course Module

Course Constituent Title	Sociology of Marginality and Deviance
Course Code	64225A
Scientific-Disciplinary Sector	GSPS-07/B
Language	English
Lecturers	Dr. Ruth Sapelza, Ruth.Sapelza@unibz.it https://www.unibz.it/en/home/research/competence-centre-social-work-social-pedagogy-social-policy/team-and-body/person/50355
Teaching Assistant	
Semester	First semester
CP	4

Responsible Lecturer	
Teaching Hours	24
Lab Hours	0
Individual Study Hours	76
Planned Office Hours	12
Contents Summary	This course introduces the main criminological approaches and theories of deviance and social control, with particular attention to the relationship between social inequality, marginalization, crime, and processes of criminalization. Through the critical analysis of academic literature and case studies, students are encouraged to reflect on institutional and structural processes of marginalization, as well as on the power relations and social and political dynamics that shape the production and regulation of deviance.
Course Topics	• become familiar with and understand key criminological approaches and theories of deviance and social control, • analyze the relationship between social inequality, marginalization, and crime / processes of criminalization, • critically reflect on institutional as well as structural processes of marginalization, and question societal power relations and political action, • critically read and discuss academic texts in critical criminology and inequality research.
Teaching Format	Lecture
Required Readings	• Becker, H. S. (1963). <i>Outsiders: Studies in the sociology of deviance</i> (pp. 1–18). Free Press. • Carrabine, E., Cox, P., Crowhurst, I., et al. (2020). Thinking about punishment. In <i>Criminology: A sociological introduction</i> (4th ed., Part 4, Chap. 17). Routledge. • Selmini, R., & Di Ronco, A. (2023). The criminalization of dissent and protest. <i>Crime and Justice</i>, 52(1), 197–231. • Varghese Charles, & Kumar Sheethal, S. (2022). Marginality: A critical review of the concept. <i>Review of Development and Change</i>, 1–19. • Wacquant, L. J. D. (2009). Social insecurity and the punitive upsurge. In <i>Punishing the poor: The neoliberal government of social insecurity</i> (pp. 1–8). Duke University Press.
Supplementary Readings	Additional literature will be announced during the course.

Course Module

Course Constituent Title	Educational Strategies in Marginality and Vulnerability (LAB)
Course Code	64225B
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The laboratory explores the concepts of marginality, vulnerability, and deviance, as well as their relevance to social pedagogical fields of practice. Particular attention is given to care, support, and the helping relationship as key tools of inclusive educational practice. In addition, approaches to inclusive planning in social pedagogical contexts are examined and applied to specific areas of practice. The laboratory combines theoretical foundations with practice-oriented activities and promotes collaborative reflection on resources, challenges, and opportunities for action within an inclusive social pedagogy framework.
Course Topics	- Marginalisation and prejudice - Deviance - Care and the helping relationship as inclusive tools of the educator - Inclusive planning in socio-educational contexts Specific objectives at the end of the course: - acquisition of theoretical-practical knowledge related to the inclusive perspective in the socio-educational field - Enhancement of the ability to

	engage in group discussions about the strengths and critical aspects that emerged during the workshop activities.
Teaching Format	- Presentation of the laboratory topics using slides, videos, digital materials, and other multimedia tools. - Group activities in both small and large formats, including moments of study circle, aimed at sharing and critically discussing educational plans proposed or developed during the course.
Required Readings	SIPeS (2024). <i>L'inclusione non si ferma. Cammina Sempre. Volume in ricordo di Andrea Canevaro</i> . Erickson University & Research.
Supplementary Readings	Canevaro, A. & Ianes, D. (a cura di). (2021). <i>Un'altra didattica è possibile. Esempi e pratiche di ordinaria didattica inclusiva</i> . Erickson.

Course Module

Course Constituent Title	Pedagogy of Inclusion
Course Code	64225C
Scientific-Disciplinary Sector	PAED-02/A
Language	German
Lecturers	Prof. Dr. Vanessa Macchia, Vanessa.Macchia@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/11712
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	18
Lab Hours	0
Individual Study Hours	57
Planned Office Hours	9
Contents Summary	This course provides an introduction to disability, diversity, and inclusion from a social education perspective. It examines different models of impairment and disability, processes of exclusion and marginalization, issues of justice, and relevant legal and

	institutional frameworks. The course also addresses approaches to inclusive educational planning, the role of social pedagogical professionals, and the development of support networks. Students are encouraged to critically engage with human diversity and to develop inclusive competencies for professional practice in educational and social contexts.
Course Topics	The following topics will be covered during the course: - History of Special Pedagogy - Epistemology and ontology of Special Pedagogy, operational objectives - Evolution of terminology and regulations - Concept of equity - Dilemma of difference - Models of disability - Forms of exclusion, stigmatisation and social marginalisation - Inclusive paradigm at school and social level - Legislative and regulatory instruments - Role of the educator and construction of a support network - Life project and participatory planning, needs analysis and resource map - Forms of empowerment and social activation. At the end of the course, students will have to demonstrate that they possess the necessary knowledge to critically address issues relating to disability and, more generally, to human diversity in its many facets. They will also have to demonstrate their ability to apply the knowledge they have learnt in order to carry out educational planning from an inclusive point of view, which takes into account the needs of the individual in relation to the context to which they belong.
Teaching Format	Lecture, also in "flipped" modality, discussion and work in small groups
Required Readings	• Ianes D. (2009). Die Besondere Normalität. München, ReinhardtVerlag • WHO (2005) ICF Internationale Klassifikation der Funktionsfähigkeit,4/4Behinderung und Gesundheit. (Anche online) • Iori V. (a cura di) (2018). Educatori e pedagogisti. Senso dell'agireeducativo e riconoscimento professionale. Trento, Erickson. • L'inclusione non si ferma. Cammina sempre. Volume in ricordo di Andrea Canevaro (Società Italiana di Pedagogia Speciale (SIPeS), 2024). ISBN: 978-88-590-4136-8. Book in open access. L'inclusione non si ferma. Cammina sempre: Erickson University & Research

Supplementary Readings	Wagner, P. (2022). Handbuch Inklusion. Grundlagen vorurteilsbewusster Bildung und Erziehung. Freiburg, Herder Verlag.
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