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The balance and imbalance between history and civic education: the case of Italy

*Assessment, tutorial structures and initial teacher education of trainee
students in the subjects "Political/Civic Education", "Social/Cultural
Studies" and History in Europe - A comparative study*

First Expert Meeting, 3 – 6 March, 2010, Vienna

Italy 1955-2008

- Long way of citizenship education from the edge to the core of the curriculum

Citizenship Education: main problems

- An uncertain identity (and many names):
 - Fields of tension:
 - Morality or legality?
 - Collective identity or cognitive tool?
 - Curricular discipline or overarching goal of school? or both?
 - Teaching or education?
- A special relation with history (*liason dangereuse*)
 - and with religion

History and Citizenship education

- History teaching since the 19th century most important tool for citizenship education
- Crisis of the Nation state and end of the historians' allegiance
- Rise of Citizenship education
- Duel for
 - autonomy
 - integration
 - space/life
 - USA: Thomas J. Jones, *Principles of Secondary Education*, 1918:
History swallowed by Social Studies

Italy 1955

- Elementary school:
 - Moral and Civil Education: not a specific discipline but the whole school experience, which fosters individual responsibility and social involvement

Italy 1958

- Introduction of Civic Education in the Lower and Upper secondary school
 - taught together with history
 - no separate assessment
 - focus on Italian Constitution
 - two hours per month

Italy 1979

- Lower secondary school:
 - Separate curricula for History, Geography and Civic Education
 - Civic Education:
 - “essential aim of school”; “educational convergence of all disciplines and every aspect of school life”;
 - “interdisciplinary connection”;
 - strong relation with history (same teacher);
 - specific focus on the Italian Constitution

Italy 1985

- Elementary school, 1985:
 - Separate curricula for History, Geography and Social Studies, but as part of the same area of studies of “human societies in time and space”
 - Social Studies key concepts:
 - democracy, law, economics, critical attitude (against ideology)

De Mauro Reform, 2001

- Citizenship as overarching goal
- Separate curriculum for Social sciences
- “In order to educate to citizenship... the school has the task to put the basic knowledge, skills, attitudes and operational capabilities, which are necessary for the progressive acquisition of social competencies in the horizon of freedom, critical thinking, democratic participation, civic-social responsibility and solidarity at all the levels of organized life (local, national, European, world-wide) in the perspective of sustainable development”.

De Mauro Reform, 2001

- Curricula for History, Geography and Social Sciences in the compulsory school (1st – 9th grade):
- Comprehensive timetable
- Two sections:
 - 3rd - 4th grade: disciplines tightly intertwined
 - 5th - 9th grade: disciplines autonomous but connected

De Mauro Reform, 2001

3rd - 4th grade

- Comprehensive curriculum for the three disciplines
- Society as core concept

History as curriculum backbone

De Mauro Reform, 2001

3rd - 4th grade

- Learning objectives (selected):
 - To recognize and describe patterns of societies on the basis of the following indicators: the relationship between man and the natural environment; social relations; economic relations; material culture; power and institutions; cultural expressions; figurative arts; religions;
 - to recognize and make use of historical sources;
 - to draw information out of maps, tables and cartographical documents;
 - to build relationships with other persons based upon critical autonomy, upon the acceptance of interpersonal differences, and upon sympathetic cooperation

De Mauro Reform, 2001

3rd - 4th grade

- Case studies:
 - a. Hunter/gatherers' societies
hunter/gatherers' societies in the Paleolithic age;
modern hunter/gatherers' societies;
 - b. Agricultural and pastoral societies:
agricultural societies in the Neolithic age (especially in the
Mediterranean area) and in the modern world;
settled and urban societies;
nomadic societies from the Neolithic age to the present
 - c. Industrial societies:
societies of the age of the first and second industrialization;
post-industrial societies.

De Mauro Reform, 2001

5th - 9th grade

- Separate curricula for History, Geography and Social Sciences with interdisciplinary convergences
 - History
 - World history framework
 - Geography
 - issues rather than space oriented
 - Social Sciences
 - institutional, economic, social and intercultural dimensions

De Mauro Reform, 2001

5th - 9th grade

- History: selected case studies (5th - 7th grade)
 - The evolution of hominids and the diffusion of mankind over our planet;
 - hunter/gatherers' societies in the Paleolithic age;
 - the neolithic revolution throughout the world: nomadic and sedentary peoples;
 - the first urban societies (Mesopotamia, Egypt, the Indus Valley, China, America);

De Mauro Reform, 2001

5th - 9th grade

- History: selected case studies (continued)
 - the rise of Christendom;
 - the migrations of nomadic peoples, crisis and restructuring of the Euro-Asiatic empires;
 - the Islamic world and the Arabs' expansion;
 - Africa south of the Sahara: migrations and the formation of States;
 - America: the Maya, Aztec and Inca civilization;
 - the colonization of Oceania;
 - the world-wide expansion of Europe (XV-XVII century).

De Mauro Reform, 2001

5th - 9th grade

- Geography: selected case studies (5th - 7th grade)
 - elements and factors of climate on the Earth;
 - natural landscapes and human settlement on the Earth;
 - the natural environment of the first urban societies, in a world-wide perspective;
 - the agricultural spaces at a local, national, european and world-wide scale;
 - processes of urbanization from the Neolithic age to the present;

De Mauro Reform, 2001

5th - 9th grade

- Geography: selected case studies (continued)
 - Transformations of the landscape after the industrial revolution, at a national, european and world-wide scale;
 - the main demographic, social and economic indicators and the correlations among them;
 - productivity and welfare: the unequal distribution of income in the present world; debts and international assistance;
 - issues and problems connected with sustainable growth and globalization processes

De Mauro Reform, 2001

5th - 9th grade

- Social sciences: all case studies (5th - 7th grade)
 - The dynamics of human populations: growth, stability and decline of population;
 - the relationship between population and resources in different contexts;
 - the impact of migrations on social organization;
 - individual and society: the interpersonal dimension; rules and institutions;
 - the family and its transformations;

De Mauro Reform, 2001

5th - 9th grade

- Social sciences: all case studies (continued)
 - gender and society;
 - Relationships among cultures:
 - languages and communication;
 - ways of life;
 - religious beliefs and practices;

De Mauro Reform, 2001

5th - 9th grade

- Social sciences: all case studies (continued)
 - relationships between different cultures: cooperation and conflict; multi-ethnic and multi-cultural societies;
 - Production, markets, exploitation and preservation of the natural environment;
 - Citizens and institutions :
 - the rule of law;
 - citizens' rights and duties;
 - the Italian Constitution;

De Mauro Reform, 2001

5th - 9th grade

- Social sciences: all case studies (continued)
 - the European Union's Charter of rights ;
 - the Universal declaration of human rights ;
 - the forms of social and political participation;
 - norms, laws, and their sources;
 - the condition of children throughout the world: the Charter of children's rights ;
 - the history of schools and schooling in Italy.

De Mauro Reform, 2001

Interdisciplinary convergences

Grade	History	Geography	Social sciences
5 th	diffusion of mankind over our planet	human settlement on the Earth	dynamics of human populations
5 th	the first urban societies	the natural environment of the first urban societies	
6 th	Christendom; Islam		religious beliefs and practices
7 th		sustainable growth and globalization processes	the Universal declaration of human rights

Moratti Reform, 2004

- Primary School (1st - 5th grade) and Lower Secondary School (6th - 8th grade):
 - separate curricula for History and Geography
 - **Education for civil living together** (educazione alla convivenza civile) **without curricular hours**
 - Citizenship education
 - Road safety education
 - Environmental education
 - Health education
 - Nutrition education
 - Affective education

Moratti Reform, 2004

- Citizenship education: cognitive approach:
 - Constitution and administration of Italy and European Union, International organizations
 - Consciousness of rights and duties
 - Awareness of cultural diversity

Moratti Reform, 2004

- History:
 - World vision cancelled
 - strong identitarian character (Italy and Europe):
 - The pupil “is conscious ... of the historical-juridical, linguistic-literary and artistic roots which connect us with the classic and Judeo-Christian world, and of the spiritual and material European heritage: he puts in this framework the reflection on the religious dimension of human experience and on catholic religion”.

Fioroni Reform, 2007

- First cycle (1st - 9th grade): History, Geography and Social Sciences tightly intertwined (comprehensive timetable)
 - History:
 - World history
 - refusal of collective identity building
 - fostering individual uniqueness and diversity
 - Social Sciences:
 - competences for active citizenship

Gelmini Reform, 2008

- Citizenship and Constitution: new curricular discipline for all grades (ongoing try out)
 - 33 hours per year (=1 hour per week, out of r History Geography and Social Sciences)
 - Lower secondary school: 110 hours - 33!
 - separate assessment

Gelmini Reform, 2008

- Key concepts of the draft curriculum (selected):
 - Italian Constitution
 - European Union
 - International declarations
 - Racism
 - Human Rights
 - Health
 - Affectivity
 - Road security
 - Sense of belonging to community or society, local, national, European, world
- No gender issues