



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Clinica della Formazione

1920-2-E1901R109

---

#### Course title

Education in times of crisis

construction of a deep knowledge and maintenance of the affections in the formation of the professional educator

#### Topics and course structure

The debate of human sciences in Italy is crossed, from an interdisciplinary perspective, by terms such as loss, distrust, apocalypse, insecurity, crisis, terms aimed to represent a radical form of discomfort of contemporary civilization that projects in the future thick and dark shadows ( nuclear war, environmental crisis etc ..). Numerous intellectuals analyze new forms of mental suffering in our society that cannot be ascribed to symptomatic frameworks, but as "normalized" and therefore not pathological in the medical sense and which however concern, on the individual level, an atrophy of the affective world and on the collective level of behaviors oriented to the expulsion of unprocessed affections that translate into forms of violence and oppression of otherness. In an age of fragmentation of ties and of submerged violence in the social environment the professional educator is required to acquire a profound knowledge capable of reading the paradoxes of our contemporaneity and the forms of latent discomfort in the community. The malaise of contemporaneity arises at the crossroads between a social and an individual dimension and questions the educator on his "proto-ethical" posture capable of inhabiting the bond with the other, of recognizing otherness outside and inside himself, for respond to the discomfort and suffering of users. The contribution of psychoanalysis does not endow the educator with a therapeutic competence, rather it allows us to work in a formative key on the margin between interiority and intersubjectivity, to know our own history and make it a living testimony in educational work. In fact, in addition to the technical, practical and operational skills and the ability to interrogate one's theoretical models, today more than at other historical moments, the educator is required to assume awareness of his own emotional life in order to inhabit the bond in a present and conscious way. The course, starting from a reading of the contribution of psychoanalysis to educational theories, will deepen the contribution that the psychoanalytic

gaze has offered to the understanding of the forms of the crisis of education, of the crucial role of the first environmental relations in the development of identity, to focus on the implicit educational models that move into their personal and professional history. The course will also address the harmful forms of linkage to understand how an educational setting, attentive to the symbolic materiality of educational processes, can be constituted as a second opportunity for recognition and self-construction. The setting of the classroom will reflect on the educational conditions that allow the educator to learn from his own affections. Awareness of affects is a knowledge that is exercised and acquired through a training space capable of connecting the theories of reference with an experiential work aimed at questioning the group and individuals on the "here and now" thinking. This quality of knowledge springs from living experiences and a constant work of meta-reflection on the proposed theories. The course will also offer spaces for reflection and work to reason, in a critical key, on the role that affects play in the daily professional practice of the educator, in the different contexts in which and will offer training opportunities to develop careful methods of observation and listening to the here and now of the individual and / or group educational process.

## **Objectives**

With this teaching, with a constant and participated attendance to the lessons, we intend to promote the following learning, in terms of:

- Knowledge of the central elements of the clinical theory of formation, of the relationship between pedagogical knowledge and psychological knowledge with particular attention to the contribution of psychoanalysis;
- Understanding the link between education and development of self in training histories;
- Understanding and self-awareness of educational models that move into their own training history;
- Understanding the importance of emotions for individual and social health;
- Connecting theoretical knowledge and work practices;
- Developing self-awareness about ethical and deontological aspects involved in the educational process, especially for affective dimensions.

## **Methodologies**

The methodology used in the course includes frontal lessons and moments of individual and teamwork reworking.

## Online and offline teaching materials

Didactic materials, such as slides, articles, traces of work, will be uploaded to the on-line platform.

## Programme and references for attending students

1. Bollas, C. (2018), *Meaning and Melancholia: Life in the Age of Bewilderment*, London: Rutledge.
2. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica*, Milano: FrancoAngeli.
3. Pesare, M. (2018), *Il soggetto barrato. Per una psicopedagogia di orientamento lacaniano* Milano: Mimesis.
4. \_\_\_\_\_
5. M. Recalcati (2015), *Le mani della madre. Desiderio, fantasmi ed eredità del materno*, Milano: Feltrinelli.

## Programme and references for non-attending students

1. Bollas, C. (2018), *Meaning and Melancholia: Life in the Age of Bewilderment*, London: Rutledge.
2. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica*, Milano: FrancoAngeli.
3. Pesare, M. (2018), *Il soggetto barrato. Per una psicopedagogia di stampo lacaniano* Milano: Mimesis.
4. A. Miller, *The Drama of the Gifted Child, the Search for the True Self.* – Any Edition
5. M. Recalcati (2015), *Le mani della madre. Desiderio, fantasmi ed eredità del materno*, Milano: Feltrinelli.

## Assessment methods

The exam will consist of an oral discussion, which will focus on the knowledge of the bibliography, with particular reference to the proposed theories and their declination in the contexts of educational work; on the ability to propose a personal reflection on the proposed content in class.

## Office hours

```
JS_ERR_COUNT = 0;JS_ERR_ARR = [];JS_LOADED = false;function _gtErr(e,url,line){if (++JS_ERR_COUNT > 10) {return;}var i=new Image();var err='e'+e.substr(0,1500)+'url='+url.substr(0,400)+'line='+line+'count='+JS_ERR_COUNT;JS_ERR_ARR.push(err);i.src='/gen204?jserr='+encodeURIComponent(err);i.onload=function(){i.onload=null;};window.onerror=_gtErr; (function(){(function(){function e(a){this.t={};this.tick=function(a,c,b){this.t[a]=[void 0!=b?b:(new Date).getTime(),c];if(void 0==b)try{window.console.timeStamp("CSI/"+a)}catch(h){}};this.tick("start",null,a)}var a;if(window.performance)var d=(a=window.performance.timing)&&a.responseStart;var f=0
```