UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Filosofia della Relazione

2122-1-F8501R065

Course title

Philosophy of Relation: Citizenship, Interculturalism, Care, Digital

Topics and course structure

What is the connection between our relationships with others and our individual choices and actions? How do you draw the boundaries between what is public and what is private? What makes society a space for conversation or conflict, recognition or estrangement? These questions cross different areas of social relationship that are crucial for anyone working in and on society: citizenship relationships, intercultural relationships, care relationships, digitally mediated interactions. In answering those questions, moral philosophy offers conceptual resources, interpretative approaches and decision models that also prove to be useful tools in the most varied contexts of civic engagement and professional educational activity.

EXPECTED LEARNING RESULTS

Knowledge and understanding

At the end of the course, the student will know the basic concepts of the main philosophical models of understanding the social relationship, with reference to their origin in the work of classical and modern authors such as Plato, Aristotle, Locke, Kant. He will be able to distinguish between communitarian, contractualist, liberal models and between ethical and legal dimensions. You will be able to appreciate the ethical-political relevance of the concepts of social practice, public reason, social imaginary.

Ability to apply knowledge and understanding

At the end of the course, the student will be able to analyze the emerging criticalities within the digitally mediated relationships of citizenship, intercultural and care. Explain the ethical issues emerging within cases drawn from experiences of civic, professional and educational commitment in the field. Decide, individually and in groups, on the course of action to be taken in the face of ethically problematic and dilemmatic situations.

Autonomy of judgment

At the end of the course, the student will be able to offer ethical justifications for their social conduct and to reflectively evaluate their role as a professional in the field of education in the light of a plurality of ethical-political ideals and values.

EXTENDED COURSE PROGRAM

The course program is divided into sections which, in succession, make up the proposed path.

1. Introduction: Acting in relationship

This introductory section identifies some fundamental philosophical issues for the interpretation of the social relationship and the relationship between the individual and the community. Starting from the problematization of some conceptual distinctions used in this area (public and private, freedom and equality, justice and the common good), we reflect on the social bond of some authors (Plato, Aristotle, Locke, Kant) and we examine some typical concepts of contemporary philosophical and sociological debate (social practice, public reason, social imaginary).

2. The citizenship relationship

This section examines a first area of ??relations that manifests emerging criticalities in contemporary democratic societies: that of citizenship relations. Starting from some passages of Aristotle's Politics, the fundamental traits of social action typical of the citizen will be problematized, placed between the cooperative relationship and the deliberative relationship. Discussing some examples of the contemporary crisis of democratic citizenship (disaffection for democratic processes, the rise of authoritarian movements, polarization of political opinions) we will look for some possible response strategies in the texts of authors such as Hannah Arendt and Michael Sandel, with special focus on the connection between education and citizenship.

3. The intercultural relationship

This section examines a second area of ??relations that manifests emerging criticalities in the contemporary public debate: that of intercultural and interreligious relations. The crisis of multiculturalism, the phenomena of radicalization and the emergence of intercultural and post-century paradigms will be examined. By discussing some concrete cases of regulatory controversy (on religious clothes and symbols in schools, on food prohibitions in public canteens), the effectiveness of the reflection proposed on these issues by authors such as Jürgen Habermas and Charles Taylor will be assessed.

4. The care relationship

This section examines a third area of ??relations that show emerging critical issues in particular in the area of ??ethics of the professions: that of the ethics of care. We will examine the characteristics and difficulties of the care

relationship as they emerge from the story that makes informal and professional caregivers of them. The texts of the philosophers Eva Kittay and Martha Nussbaum will provide theoretical and practical insights to discuss some ethically problematic cases drawn from the field experience of educators and social workers.

5. The digital relationship

This section will offer a preliminary philosophical reading of the phenomena of disintermediation and remediation of relations that are taking place in various social areas due to the impact of digital platforms. Some texts by Byung-Chul Han will offer useful suggestions to discuss the way in which social media are modifying the relationship between individuals and society, poised between the tension towards an ideal of universal transparency and access and the multiplication of opaque and problematic practices. from an ethical and political point of view.

Conclusions and questions

In the latter, a short section of the course, a space will be created to draw some overall conclusions in the light of the proposed path and to collect further questions and final interventions by the course participants.

Objectives

The course aims to provide philosophical notions and tools to analyze the relational dimension of human agency. In particular, students are offered a path through four critical areas of contemporary social relations (citizenship, intercultural, care, digitally mediated relationships) and, starting from the discussion of cases and controversies, the aim is to develop their skills for ethical reflection and deliberation in these areas, with a special focus on the issue of education across all four.

Methodologies

The course uses a combination of different teaching methods, including:

- Frontal lessons

- Open questions and discussions

- Group exercises (analysis and discussion of cases)

The course language is Italian, but the professor is available to support English-speaking international students outside of the lessons.

Online and offline teaching materials

The materials used during the course will be made available to students in parallel with the lessons.

Programme and references for attending students

The bibliography of the course includes a reading of your choice for each of the sections of the course. For those

attending, the study of these texts is accompanied by the study of the materials used in class. The texts will all be presented during the course, thus facilitating the choice according to the interests of each. No preliminary reading is required for the course itself.

1. For the section "Introduction: Acting in relationship"

Michael Sandel, *Giustizia. Il nostro bene comune*, Feltrinelli, Milano 2012, cap. 9-10; pp. 234-301 (totale 67 pp.).

2. For the section "The citizenship relationship"

Hannah Arendt, *La banalità del male. Eichmann a Gerusalemme*, Feltrinelli, Milano 2001, cap. 2-3, 8, 16, Appendice; pp. 30-68, 158-175, 291-335 (totale 99 pp.).

OR

Charles Taylor, *La democrazia e i suoi dilemmi, Diabasis*, Parma 2014, tutto; pp. 3-95 (totale 92 pp.).

3. For the section "The intercultural relationship"

Jürgen Habermas, Charles Taylor, Judith Butler, Cornel West, *Religioni e spazio pubblico*, Armando, Roma 2015, tutto; pp. 9-127 (totale 118 pp.).

OR

Jocelyn Maclure, Charles Taylor, *La scommessa del laico*, Laterza, Roma-Bari 2013, tutto; pp. 5-121 (totale 116 pp.).

4. For the section "The care relationship"

Martha C. Nussbaum, *Coltivare l'umanità. I classici, il multiculturalismo, l'educazione contemporanea*, Carocci, Roma 1999, Introduzione, cap 1-4; pp. 15-163 (totale 148 pp.).

OR

Eva Feder Kittay, *La cura dell'amore. Donne, uguaglianza, dipendenza*, Vita e Pensiero, Milano 2010, Introduzione, cap I, II, VI; pp. 3-131, 267-291 (totale 152 pp.).

5. For the section "The digital relationship"

Byung-Chul Han, *La società della trasparenza*, nottetempo, Milano 2014, tutto; pp. 9-83 (totale 74 pp.).

OR

Byung-Chul Han, *Nello sciame. Visioni del digitale*, nottetempo, Milano 2014, tutto; pp. 9-98 (totale 99 pp.).

Programme and references for non-attending students

The course bibliography for non-attending students is the same as for attending students, with the addition of the reading of:

6. Charles Taylor, *Il disagio della modernità*, Laterza, Roma-Bari 1999, pp. 3-81, 109-141 (totale 110 pp.).

Assessment methods

Learning assessment procedures: The evaluation takes place through a final oral exam structured in five questions, each verifies a specific learning area, as follows: a question on the section of the introductory course dedicated to the philosophy of action and relationships, a question on the section dedicated to the relationship of citizenship, a question on the section dedicated to the intercultural relationship, a question on the section dedicated to the relationship of care, a question on the section dedicated to the digital relationship.

Evaluation: The final mark is expressed out of thirty and takes into account, according to a weighted average, the evaluation of three aspects:

a) Knowledge of the basic theoretical elements (40%);

b) Ability of argumentation and analysis applied to themes and cases (35%);

c) Properties of language and exposure during the interview (25%).

Office hours

The teacher is available to students to arrange a meeting by appointment, in person or remotely.

Programme validity

The programs are valid for two academic years.

Course tutors and assistants