UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

## Theoretical Philosophy - M-Z

**2223-1-E1901R016-MZ**

### Course title

*Care of the self self and of others*

### Topics and course structure

What does it mean to "take care" - of oneself and others - ? And what is it based on? These are the questions the course will address at various levels: starting with Fernand Deligny's "educational work" with "difficult" adolescents, then revising some aspects of the rediscovery of the notion of *cura sui*, and eventually trying to trace the roots of the concept.
No prior knowledge of philosophy is requested.

### Objectives

*Knowledge and understanding*

The first objective of this course in theoretical philosophy is to accustom students to a style of inquiry suited to critically analysing the categories of thought that explicitly or implicitly underpin discourses in the human sciences and the associated research practices and forms of intervention. Students will be led to recognize and problematize the interpretive approaches and conceptual distinctions underpinning understandings of the world in real-life contexts.

Application of knowledge and understanding*

The second objective of the course is to help students develop the capacity to reflect on the less obvious, and thus

even more crucial, assumptions underlying their actions (whether theoretical or practical) in typical educational situations and settings. The expected learning outcome is enhanced awareness of the horizons of meaning that come into play in diverse sociocultural contexts and the main cognitive and normative structures underpinning mutual expectations in educational settings, which in turn will inform educational action.

*Transferable learning outcomes*

The third objective of the course is to enhance students' capacity to revisit and organize their knowledge, using their own independent judgement, while attending to underlying concepts, the layers of semantic meaning implicit in key terms, the logical-formal structure of arguments, and different possible regimes of truth.

## Methodologies

Introductory lectures and discussions on the course's key themes; guided analysis of the reading list; Reactive learning sessions based on audio-visual materials and worksheets; guest lectures.

## Online and offline teaching materials

Selected texts from the reading list, PP slides, audio-visual material.

## Programme and references for attending students

M. Heidegger, selected passages to be found on the e-learning page.

F. Deligny, *I vagabondi efficaci*, tr. it. Edizioni dell'asino, Roma 2020; or F. Deligny, *Una zattera sui monti*, tr. it. L'erba voglio, 1977.

and a text of your choice from amongst:

C. Gilligan, *In a different voice*, Harvard UP, Cambridge (Mass.) 1982;

The Care Collective, *The Care Manifesto*, Verso, London 2020 ;

P. Molinier, S. Laugier, P. Paperman (a cura di), *Que'est ce que le care? Souci des autres, sensibilité, responsabilité*, Payot, Paris 2021 (I ed. 2009);

J. C. Tronto, *Moral boundaries: A Political Argument for an Ethic of Care*, Routledge, London-New York 1993;

N. Vallaud-Belkacem e S. Laugier, *La société des vulnérables. Leçons féministes d'une crise*, Gallimard, Paris 2020;

## Programme and references for non-attending students

Same as attending students's programme. Please note that texts annd slides uploaded in the section "Materiali" of the class' e-learning webpage and not included in the references, are optional.

## Assessment methods

Oral interview designed to verify both the students' understanding of the topics covered in the lectures and their ability to frame philosophical concepts in the broader perspective of educational relations. An element of assessment will also be mastery of philosophical vocabulary and, more generally, of the humanities, as well as the ability to argue clearly for or against a particular thesis.

## Office hours

By appointment (email: giorgio.bertolotti@unimib.it).

## Programme validity

Two academic years.

## Course tutors and assistants

## Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY