

COURSE SYLLABUS

Ethics of Relationship. Theory and Practice

2223-2-F8501R035

Course title

Social acceleration and educational time.
Hope as a philosophical and pedagogical category.

Topics and course structure

"The life of all men is criss-crossed with daydreams, part of which is insipid escapism, even nerve-racking, even booty for cheaters; but another part stimulates, does not allow us to be content with the bad present, precisely does not allow us to become renunciates. This other part has hope at its core, and is teachable." (Ernst Bloch).

The crisis of education is accompanied by individual and collective transformations concerning the experience of time. The times of education, in fact, are intertwined with social and historical times. If it is true that "in Western societies people suffer from a lack of time and feel compelled to run even faster", as Harmuth Rosa writes, the speed-competition pair seems to produce a cage that prevents subjects from listening to their own aspirations and desires.

In contrast to the reduction of temporality to the 'hurry-up' motif typical of the contemporary world, it is essential to broaden the analysis, rediscovering the existential, subjective and intersubjective components of the experience of time. In this direction stands out the figure of hope, as another form of orientation to the future, respectful of the human and its richness. How can one think of educational experiences that allow one not to be dispossessed of time and self? Put another way: what does it mean that hope is teachable?

Those who deal with educational processes from a theoretical and practical point of view are called upon today to ask themselves how these different dimensions of temporality intertwine in educational practice. How can we understand today the "time of the educational happening" (Riccardo Massa)?

Objectives

The aim of this course in relational ethics is to provide the student with the theoretical tools required to read educational phenomena and relationships – with educational consultancy and coordination roles in mind – and with a focus on ethics.

Specific learning objectives:

1. Knowledge and understanding of the main theoretical models explored during the course.
2. Independent critical reflection on course contents.
3. Ability to apply course knowledge and models to specific situations and contexts

Methodologies

Introductory lectures and discussions on the course's key themes and theoretical bases; guided analysis of the course books; active learning sessions based on audio-visual materials and worksheets; joint recap sessions based on outlines presented in PowerPoint or guest lectures.

Online and offline teaching materials

Course books, PowerPoint presentations, worksheets and other documents for individual exercises and group work, audio-visual materials.

Programme and references for attending students

The course is divided into three parts:

1. The first part, introductory and preparatory, will deal with the different temporalities that intertwine, thus constituting the time of the educative happening: the time of the educator, of the educand, the institutional, social, historical time (on the basis of Riccardo Massa's essay).
2. The second part is dedicated to an in-depth analysis of the processes of social acceleration and the rhythms of life, its technological components, and the effects on the effects of educational practices, which are condensed in the idea of an expropriation of the spaces of freedom and an alienation from our acting, from the self and from others (through the model of Harmuth Rosa's critical theory).
3. The third part will consist of a broad discussion of the theme of hope. The human time of hope does not orient itself towards the future in order to seize and devour it. Rather, it grasps it in the forms of shock, arrest, suspension and waiting. Its 'utopian function' is not a form of evasion, but is based on the ability to grasp in the present the fragments of what still deserves to be brought into existence. Open to the possible, it disposes itself to the transformation of reality and, with this, to the change of mankind. (through an in-depth reading of Ernst Bloch's thought).

Bibliography

1. R. Massa, "Il tempo come oggetto pedagogico", in *Le tecniche e i corpi*, Unicopli, Milano 2003, pp. 209-225 (allegato su e-learning)
2. H. Rosa, *Accelerazione e alienazione*, Einaudi, Torino 2015 (125 pagine).

3. E. Bloch, *Il principio speranza*, Mimesis, Milano 2019, vol I, Parti I e II, fino a p. 394 (escluse le pp. 150-166, 282-337, 371-390: tot. 307)

Programme and references for non-attending students

The course is divided into three parts:

1. The first part, introductory and preparatory, will deal with the different temporalities that intertwine, thus constituting the time of the educative happening: the time of the educator, of the educand, the institutional, social, historical time (on the basis of Riccardo Massa's essay).
2. The second part is dedicated to an in-depth analysis of the processes of social acceleration and the rhythms of life, its technological components, and the effects on the effects of educational practices, which are condensed in the idea of an expropriation of the spaces of freedom and an alienation from our acting, from the self and from others (through the model of Harmuth Rosa's critical theory).
3. The third part will consist of a broad discussion of the theme of hope. The human time of hope does not orient itself towards the future in order to seize and devour it. Rather, it grasps it in the forms of shock, arrest, suspension and waiting. Its 'utopian function' is not a form of evasion, but is based on the ability to grasp in the present the fragments of what still deserves to be brought into existence. Open to the possible, it disposes itself to the transformation of reality and, with this, to the change of mankind. (through an in-depth reading of Ernst Bloch's thought).

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Assessment methods

Attending students: oral exam.

Assessment will consist of a final oral examination of the student's knowledge of the course material (required reading) and the topics discussed in class. The examiner will evaluate candidates' ability to critically analyze, rework, and apply the philosophical categories studied.

More specifically, in relation to the criteria laid down in the official annual course description (SUA_Cds):

- With respect to *Organizing knowledge of multiple theoretical models, methods and instruments*, the oral examiner will ask candidates questions designed to verify their knowledge of the theoretical models presented during the course.
- With respect to *Analyzing, understanding and interpreting problems affecting educational settings*, the oral examiner will verify candidates' ability to read and interpret, in light of the models presented during the course, concrete problems, situations, and settings, by inviting them to discuss case studies analyzed in class or their own experience in the education sector.

- With respect to *Preparing for educational consultancy*, in the course of the oral examination, the examiner will assess candidates' awareness of the complexity of consultancy practice and their ability to reflect on and rework associated meanings and problems.

Non-attending students: oral exam.

As above, except that the questions will evaluate the student's knowledge of the prescribed reading materials without reference to the additional analysis conducted in class.

Office hours

Prof. Vergani receives students on Wednesday from 11.00 to 13.00. Tel. 4896 U6 4?? Floor, Room 4146 (students requiring an appointment should request it in advance via email). Routine information may be requested via email, or before or after classes.

Programme validity

The current programme is valid for two academic years.

Course tutors and assistants

Sustainable Development Goals

QUALITY EDUCATION
