UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Clinical Studies On Education

2324-2-E1901R109

Course title

Wish to educate, educate to desire
The language of affects in training and educational work

Topics and course structure

What are the origins of care work and how do affects contribute to making education a meaningful process, aimed at autonomy, emancipation, the discovery of each subject's place and desire within the community? A knowledge of interiority does not only concern individuals but also society, since interiority is a complex territory made up of stories, experiences and encounters that have marked the formative path of each subject within the community. Today, therefore, a knowledge of the affections reveals its importance and cogent relevance in the spheres in which educational and care work is exercised and recalls the centrality of witnessing as a fundamental experience so that education recovers its planning and desiring tension aimed at the construction of a self that can be self-fulfilling and contribute critically and autonomously to the society of which it is a part.
The responsibility of those who exercise an educational profession rests on an emotional education as a capacity to support the processes of symbolisation, a posture that is constructed by offering keys to understanding that know how to think in depth about individual and collective education, to build horizons of overcoming an emotional illiteracy that is increasingly widespread among the new generations. Rethinking the emotional roots of the social bond, in a time marked by fragmentation and the loss of common horizons of meaning, allows us to understand education to the affections in the process of continuity between the personal and the political. In fact, in order to exercise a profession of education and care, it is necessary to build an attitude towards the relationship with the other that is not based on a welfare logic but rather questions the values, behaviour and practices of professionals so that the desire to educate is rooted in a rethinking of the roots of an education to desire. At a time of social and cultural crisis, the younger generations are exposed to multiple manifestations of malaise and call for a rethinking of the forms of an inclusive education, capable of restoring dignity and planning to each and every one. Moreover, in the face of a horizon of marked individualism, we are witnessing an impoverishment of experiences that are rich in an affective bearing that allow young people to risk the search for their own desire. In this direction, the theme of

individual and social health and wellbeing, as also declared by the Sustainable Development Goals (SDGs) of the UN 2030 Agenda, arises as an urgent commitment for educational professionals, who are called upon from initial training to develop knowledge and skills in this area. Teachers, educators and care professionals are called upon to think about the inextricable intertwining of individual forms of suffering and social deficiencies that affect the role of educational institutions and services and the purposes of the interventions implemented within them.
Furthermore, today the educational professions are subject to a representation in which dimensions oriented to a technical rationale and parameters of objectivity prevail, which place in second place the desiring investment and sensitive knowledge that guides the work of the educator; in this vision, affects become residual and suspect aspects due to their subjectivism. However, they move the projects, interventions, practices, actions and contexts of those who work in contact with people in difficulty, in all spheres of educational work (from schools to educational services, residential communities, home work, etc.).
Starting from a dialogue, developed in a trans-disciplinary key between the clinic of education, pedagogical knowledge and psychoanalytical knowledge, the course will reflect on the relationship between the culture of affects and educational practices as well as on the formative conditions that enable the educator to learn from his or her own history. The course will also delve into the contribution that these paradigms offer to the understanding of the crucial role of the first relationships with the environment in the development of the individual formation process in order to provide the educator with keys to interpreting the value of education as a process of authenticating subjectivation.
Aesthetic languages will constitute valuable references to develop the construction of one's own professional self in an original and novel way, in close resonance with one's own creative and imaginative world, in order to develop a gaze oriented towards caring for the other. Individual and group work will be proposed on educational cases, professional experiences, artistic and poetic texts, and meetings with witnesses of professional realities.
The aim is to offer a learning experience in the classroom in which each individual student and the group can benefit from an articulated knowledge that thinks about the close synergy between emotional development and the construction of critical and meta-reflective thinking, skills that place future educators up to the complexity of the problems and challenges that education places before us.

Objectives

With this teaching, the following learning is to be promoted, in terms of:

- Knowledge of the central elements of the clinical theory of education, the relationship between pedagogical knowledge and psychological knowledge with particular attention to the contribution of the psychoanalytic paradigm;
- Understanding of the close relationship between the educational dimension and personality development in training histories;
- Understanding and self-awareness of the educational models that are transferred into one's own educational history;
- Understanding of the importance of affective education for individual and social health;
- Connection between theoretical knowledge and fieldwork practices;
- Understanding of the centrality of conscious communication within educational relationships;
- Understanding of the role of affect as a central junction for promoting the well-being of educational services, work groups and the development of relationships with users;
- Awareness of the delicate ethical and deontological aspects at stake in educational processes.

Methodologies

The methodology used in the course includes:

- Lectures;
- Individual and group work centred on the analysis of scientific articles, professional cases, video materials;
- Individual and group work aimed at the reworking of artistic productions and literary and poetic texts.

Online and offline teaching materials

Teaching materials

Teaching materials (slides, articles, working outlines, scientific papers) will be provided during the course and uploaded to the online platform.

Programme and references

1. Ulivieri Stiozzi, S. (2021), *La cura dello sguardo. Linguaggio degli affetti e lavoro educativo* Milano: FrancoAngeli;

2. Stoppa, F. (2021) *Istituire la vita. Come riconsegnare le istituzioni alla comunit*à, Milano: Vita & Pensiero;

3. Ulivieri Stiozzi, S. (2013), *Sandor Ferenczi "educatore". Eredità pedagogica e sensibilità clinica*, Milano: FrancoAngeli.

Assessment methods

At a general level, the examination will consist of an oral exam.
The colloquium will focus on:

- on the assessment of knowledge of the texts in the bibliography;
- on the ability to develop appropriate connections and transversal interpretations of the topics proposed in the examination bibliography;
- on the capacity to develop appropriate connections and transversal interpretations of the topics dealt with in the course lectures.
  In addition to the knowledge, the ability to apply the theories, models and contents of the texts and work proposed in the classroom to interventions in the context of educational work will be evaluated.
  At a specific level (according to the Dublin Descriptors, indicated in the SUA-Cds -Single Annual Course of Studies - present on the website):

*with reference to:

Knowledge and understanding

The knowledge of the main characteristics of the pedagogical fundamentals, with particular reference to the clinical model in pedagogy and the understanding and placement of the multidisciplinary references - especially for psychoanalysis - with respect to the educational dimensions, implicit in the clinical approach in pedagogy, will be ascertained through Oral Examination, structured in questions aimed at guiding the student's reflection on these issues.

Ability to apply knowledge and understanding

The ability to connect theoretical and practical knowledge will be ascertained, to know how to analyze and pedagogically plan educational activities, to know how to prefigure the outcomes, consequences and results of interventions also in terms of ethics and professional ethics.

Office hours

**Receptions will be held by e-mail on Thursday afternoons.
**In-person or distance mode will be provided according to the student's preference. **

We invite interested students to send an email to:
stefania.ulivieri@unimib.it.

Programme validity

The programs are valid for two academic years.

Course tutors and assistants

Dott. Andrea Forria

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING