UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Human Agency and Sustainibilty

2324-2-F8501R069

Course title

CLIMATE CRISIS, FEMINISMS AND COLLECTIVE ACTION

Topics and course structure

This year's course intends to focus on the cross-cutting theme of caring from a perspective that goes beyond the individual dimension and focuses on the systemic horizon and the collective dimension that provide the framework and premise for any subjective behavior. In this sense, the focus will be on care of the world, properly understood as care of the environment in which our social formations develop, and on social care, that is, attention to the vulnerability that characterizes each of us and that requires an organization of society capable of accommodating rather than marginalizing it.
The first part of the course will be directed at critically analyzing both the way care for the world is presented today through the concepts of "sustainability," "ecology," etc. and the mainstream responses that are being popularized to cope with a climate and environmental crisis that, instead, increasingly calls for radical stances-as is well summarized by the slogan "system change not climate change." It will therefore be a matter of seeing the meaning attributed to the concept of sustainability and clarifying what should be the criteria for identifying real sustainability. It will be a matter of seeing what the Western ecological model has brought, criticizing its foundations, and understanding what we should mean by an ecological approach. It will show how these topics are closely connected with the issues of racism, social exclusion, neocolonialism and related operations of systematic dispossession operated worldwide. It will be seen, again, how the solution models most frequently proposed and touted do not represent a radical rethinking of the "environmental, social and economic unsustainability of the current development model" (UNIMIB Sustainability Report 2020, p. 98). Finally, it will be a matter of seeing how these issues directly affect our way of life and our lives. The critical gaze will be guided by Marxist ecological theories.
The second part of the course will be directed to consider radical feminist and ecofeminist theories. It is not possible to think about care with and in the environment without being called to rethink care among human beings. Nature is always a social product that is closely related to how we organize and reproduce social relations. Marxist

feminist theories criticized the hierarchy of social relations in connection with the overall system of social production and reproduction. They have been able to denounce the dominant sexist interpretation of the issue of care, reduced by our societies to being a "feminine" activity for "women" and, therefore, to being considered a marginal activity (to be performed for free - in the home - or underpaid - outside the home). Finally, they were able to propose collective actions, both directed at opposing the current system and directed at creating alternative forms of community to the dominant individualist social model. Taking up these proposals is useful for acting in the direction of a truly sustainable transformation (ecologically and socially) of contemporary social formations. How to think about a different relationship with the environment, as well as the care of the most vulnerable people, at a time when these dimensions come into seemingly irresolvable conflict? So, it becomes necessary to place social action in a web of relationships that takes into account the vulnerability of subjects, gender and race discrimination, and social inequalities. Ecofeminist theories, which will be considered in the final part of the course, explicitly point in this direction.

The course will provide knowledge and skills useful for students to train themselves in view of the different work areas indicated in the didactic rulebook of the CdS of Pedagogical Sciences, from School Institutions, Educational Services, Local Authorities, the third sector and the private social sector, to informal and non-formal education in general. In fact, it will enable the acquisition of skills and knowledge functional to pedagogical consulting, coordination and planning and evaluation of educational services and interventions, as well as the reading and interpretation of problems arising in educational and training processes.

The coursework during the teaching hours will provide the necessary skills to pass the examination.
No previous specific philosophical knowledge is required.
For any needs, the lecturer is available for clarification meetings.

Objectives

The course aims to provide philosophical notions and tools that put the student

1. in a position to understand complex contexts and to be able to act appropriately within them, taking into account the various social conditions at play;
2. in a position to deal with situations that are always new, diverse and often changing;
3. in a position to understand the implications and repercussions in socio-political processes of the professional activity carried out.

Expected learning outcomes:

1. Knowledge and understanding of the fundamental concepts expounded during the course with reference to the Marxist context from the perspective of which they are analysed, as well as their ethical-political relevance. The student will also be able to distinguish the different uses that are made of these concepts depending on the context in which they are called upon, taking into account in particular the issues of ecological crisis, gender and race discrimination, class exploitation.
2. Ability to consciously and critically apply this knowledge to the personal contexts in which the student will be acting. Ability to analyse the critical issues contained in the social relations and sustainability guidelines proposed by institutions and the work and social context. Ability to decide, individually or in groups, what behaviour to adopt in relation to the objectives of ecological sustainability and social addresses of social equality, gender, race.
3. Clarity and autonomy of judgement on the social scope of one's own actions within the pedagogical work context and on the sustainability repercussions it produces.

Methodologies

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

1. frontal lectures
2. In-depth studies by means of videos that will be projected in the classroom and accompanied by collective discussion (they may be the subject of short reflection papers at the student's request)
3. Questions and discussions on problematic issues in order to apply the concepts of critical philosophy being learnt
   The teaching is delivered in Italian.

Online and offline teaching materials

The teaching materials used during the course will be made available to students in parallel with the lectures.
Texts required for the examination can be requested to the lecturer if difficult to find.

Programme and references

Common mandatory texts:

1. Andreas Malm, *Clima Corona Capitalismo*, Ponte alle grazie 2021 (pp. 7-122)
2. Roberto Fineschi, *Marx*, Morcelliana 2021 (pp. 47-91, pp. 139-146)
3. Dario Paccino,*L'imbroglio ecologico. L'ideologia della natura*, Ombre corte 2021, pp. 65-113.
4. Colette Guillaumin, *Sesso, razza e pratica del potere. L'idea di natura*, Ombre corte 2020 (pp. 37-100, 133-155, 181-211).
5. Silvia Federici, *Il punto zero della rivoluzione. Lavoro domestico, riproduzione e lotta femminista*, Ombre corte 2012 (pp. 13-17, 41-45, 146-159).
6. Bruna Bianchi, *Ecofemminismo: il pensiero, i dibattiti, le prospettive*, in "DEP. Deportate, esuli, profughe. Rivista telematica di studi sulla memoria femminile", 20, 2012, pp. I-XXVII

1 mandatory text to choose from:
K. Marx, Il capitale, vol. 1, capp. 1-7. Qualsiasi edizione.

Angela Y. Davis, Donne Razza e Classe, Alegre, Roma 2021, i capp. 11, 12, 13, pp. 221-302.

Lucia Chistè, Alisa Del Re, Edvige Forti, Oltre il lavoro domestico, Ombre corte, Verona 2020.

Chandra Talpede Mohanty, Femminismo senza frontiere, Ombre corte, Verona 2020.

Françoise Vergès, Un femminismo decoloniale, Ombre corte, Verona 2020.

Christine Delphy, Per una teoria generale dello sfruttamento, Ombre corte, Verona 2020.

Assessment methods

There are no in itinere tests.

Assessment is by means of a final oral examination.
The examination begins with the presentation of a topic of the student's choice, followed by one or more questions on the other examination topics.
At the student's request, the presentation of any work produced in connection with one of the videos screened in the classroom may be assessed.
At the student's or lecturer's request, the student may be asked to present a paper on topics other than the syllabus and previously agreed with the lecturer.
The final mark takes into account the evaluation of three aspects (whose weight is expressed in parentheses):
the knowledge of the concepts and arguments set forth in the texts to be studied (50%);
ability to articulate discourse and develop analysis (20%);
property of language and exposition (30%).

Office hours

The lecturer is available to students by appointment, in person or remotely, to be arranged by e-mail.

Programme validity

2 years

Course tutors and assistants

Sustainable Development Goals

NO POVERTY | QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | CLIMATE ACTION | LIFE ON LAND