UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

The language of peace and peace as a language

2324-BbetweenSDG-02-01

Module description

The module will focus on the importance of normative language for a future of peace. In this regard, a brief overview of language theories, argumentation, and interpretation will be presented for an inclusive future, to understand the meanings with which we speak, reason, and write (in both literary and non-literary texts) about "peace". The virtuous relationship between normative language and literary language will be particularly emphasized. Starting from various literary forms, an analysis will be carried out to identify the functions of language used to talk about the "opposite of peace", namely war. Some narratives will be examined to help understand, for example, what is common between dystopian fiction (in which there is no peace) and the reality we live in. Critically discussing the content, purpose, and language proposed aims to encourage the audience to be more aware of the many "wars" of the present (such as the pandemic and ongoing conflicts), the ways in which they are proposed, their language, and ultimately to reason, in a rational and reasoned way, about our present and, hopefully, a better and more sustainable future

Learning goals

Educate in critical thinking, acquire knowledge and skills aimed at positively evaluating differences, linguistic, value, legal, social, philosophical, moral, etc., for the peaceful coexistence of bearers of different values and to promote inclusion and sustainability.

General goal

To educate towards critical thinking, through adequate awareness of different languages, with a particular focus on normative language, in order to promote an inclusive, peaceful, and sustainable future. Acquisition of analytical-linguistic knowledge, integrated and transversal to various disciplinary fields. Acquisition of knowledge and skills

aimed at positively evaluating linguistic, values-based, legal, social, philosophical, moral, etc. diversities, for peaceful coexistence among bearers of different values and to promote inclusion and sustainability.

Specific skills and competences

Basic language skills, to be integrated with sector-specific language skills. Ability and competence for autonomous management in the understanding and production of texts (oral or written), for a free, quality, pluralistic education.
Complex thinking skills and competences, capable of rational argumentation in favor of choices and decisions consistent with the idea that peace is functional to sustainability (and vice versa).
Social and communicative skills and competences, to foster respectful discussions and comparisons of cultural and value diversity.
Skills and competences related to mental processes of reading, understanding, conceptualization, analysis, synthesis, and/or evaluation of information acquired or arising from observation, comparison, reflection, communication, and reasoning on the theme of peace, on the problems of "wars," and on the close relationship between peaceful societies and sustainability.
Ability to recognize, evaluate, and use information and languages of different types (descriptive, prescriptive, evocative, manipulative, rhetorical, etc.) to interpret texts, to describe activities, address issues, understand and solve problems, and to articulate arguments starting from the analysis of unusual and new languages.

Sustainable Development Goals of the 2030 UN Agenda

The proposed module is consistent with some of the goals of the 2030 Agenda: Goal 4, Quality Education, and Goal 16, Peace, Justice and Strong Institutions.
In particular, it can be attributed to initiatives aimed at:
Goal 16: "Promoting peaceful and inclusive societies for sustainable development."
Goal 4.1: Providing "free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes."
Goal 4.7: Ensuring that "all learners acquire the knowledge and skills needed to promote sustainable development, including [...] human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity[...]."

Breakdown of meetings

The proposed module is divided into six two-hour sessions, for a total of 12 hours.
Details:
2 hours: What is "language"? Minimal theory of language and definition.
2 hours: Direct prescriptive function of normative languages and indirect orientational-manipulative function of propaganda languages.
2 hours: Reasoning about peace and its opposite. "Peace" and "War": comparative definitions.
2 hours: Peace that is endangered or that does not exist: metaphors and dystopian narratives that help us understand the present.
2 hours: The absent peace: the virus that unleashes “the war of all against all” in literary fiction.
2 hours: Peace as language. Constructing meanings of peace. Critical reading of texts, redefining proposals, normative perspectives for the present and for an inclusive future.

Number of participants

There is no numerical limit on participants.
The form is provided remotely.

Language used in meetings

Italian.

Delivery period of the module

March-April 2024.

Methods of assessing the outcomes of the learning process

Use (in-depth reading) of the provided materials; oral discussion; brief reports on the topics covered.

Department of affiliation of the teacher

School of Law.

Sustainable Development Goals

QUALITY EDUCATION | PEACE, JUSTICE AND STRONG INSTITUTIONS