



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Agire Sociale e Sostenibilità

2425-2-F8501R069

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#### Course title

FEMINISM, CLIMATE CRISIS AND COLLECTIVE ACTION

#### Topics and course structure

##### Course topics and articulation

This year's course intends to focus on the transversal theme of care from a perspective that goes beyond the individual dimension and concentrates on the systemic horizon and the collective dimension that provide the framework and premise for any subjective behaviour. In this sense, the focus will be on the **care of the world**, properly understood as care of the environment in which our social formations develop, and on the **social care**, i.e. attention to the vulnerability that characterises each one of us and that requires an organisation of society capable of welcoming it rather than marginalising it.

The first part of the course will be directed at critically analysing both the way in which care of the world is presented today through the concepts of "**sustainability**", "**ecology**" etc. and the mainstream responses that are being disseminated to cope with a climate and environmental crisis that, instead, increasingly calls for radical positions - as is well summarised by the slogan "System change not climate change". It will therefore be a question of seeing the meaning attributed to the concept of sustainability and clarifying what the criteria should be for identifying real sustainability. It will be about seeing what the Western ecological model has brought, criticising its foundations and understanding what we should mean by an ecological approach. It will be seen how these topics are closely connected to the issues of racism, social exclusion, neo-colonialism and the related operations of systematic dispossession operated worldwide. It will be seen, again, how the solution models most frequently proposed and propagated 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 the critique brought forward by **feminism**. It is not

possible to think about care *with* and *in* the environment without being called upon to rethink care *among* human beings. Nature is always a social product that is closely connected with the way we organise and reproduce social relations. Marxist feminist theories criticised 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 **theme of care**, reduced by our societies to being a 'feminine' activity for 'women' and, therefore, to being considered a marginal activity (to be carried out for free - in the home - or underpaid - outside the home). Finally, they have been able to propose collective actions, both directed at opposing the current system and at creating alternative forms of community to the dominant individualist social model. Taking up these proposals is useful to act in the direction of a truly sustainable transformation (ecologically and socially) of contemporary social formations. How can we think of a different relationship with the environment, as well as the care of the most vulnerable, at a time when these dimensions come into seemingly irresolvable conflict? Therefore, it becomes necessary to place social action in a web of relations that takes into account the **vulnerability** of subjects, **gender and race discrimination** and **social inequalities**.

The course will provide students with knowledge and skills useful for training in view of the various working environments indicated in the didactic regulations of the CdS of Pedagogical Sciences, ranging from School Institutions, Educational Services, Local Authorities, the third sector and the private social sector, to informal and non-formal education in general. It will enable the acquisition of skills and knowledge functional to pedagogical consultancy, coordination and the design and evaluation of educational services and interventions, as well as the reading and interpretation of processes, questions and problems arising in educational and training processes.

The course undertaken during the teaching hours will enable the acquisition of the skills required to pass the examination.

**Previous specific philosophical knowledge is not required.**

For any requirements, 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 takes place in the form of Delivered Didactics for 44 hours (73%) and in the form of Interactive Didactics for 12 hours (27%), for total 56h in person. The two methodologies are alternated.

The types of teaching methods used are:

1. 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, at the student's request, of short reflection papers);
3. **participatory learning through the active involvement of the student(s) in critical discussions and confrontation practices** among peers and with the lecturer on problematic issues in order to apply the concepts of critical philosophy being acquired, through the analysis of documents and the viewing of films.

The course therefore includes: introductory lectures and discussions on the main topics of the course; exposition and analysis of the texts in the bibliography; lectures with active teaching in the form of exercises based on paper and audiovisual materials; moments of recapitulation and connection of the topics covered.

**The course 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 compulsory texts:

1. Roberto Fineschi, *Marx*, Morcelliana 2021 (pp. 47-91, pp. 139-146)
2. L. Althusser, *Ideologia e apparati ideologici di Stato*
3. Jason W. Moore, *Una storia del mondo a buon mercato. Guida radicale agli inganni del capitalismo*, Feltrinelli 2018 (Introduzione, capp. 1, 4, 5)
4. Jason W. Moore, *Antropocene o capitalocene? Scenari di ecologia-mondo nell'era della crisi planetaria*, Ombre corte 2023 (pp. 1-35, 62-68)
5. Anna Curcio, *Introduzione ai femminismi*, DeriveApprodi 2019 (pp. 31-49, 68-101).
6. Colette Guillaumin, *Sesso, razza e pratica del potere. L'idea di natura*, Ombre corte 2020 (pp. 37-100, 133-155, 181-211).
7. 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 compulsory text to choose from:

K. Marx, *Il Capitale*, vol. 1, capp. 1-7. Qualsiasi edizione.

Andreas Malm, *Clima Corona Capitalismo*, Ponte alle grazie 2021 (pp. 7-122)

Dario Paccino, *L'imbroglione ecologico. L'ideologia della natura*, Ombre corte 2021, pp. 65-113.

Angela Y. Davis, *Donne Razza e Classe*, Alegre, Roma 2021 (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.

### **Texts for voluntary personal development**

Fatima Ouassak, *Pour une écologie pirate. Et nous serons libres*, La Découverte 2023

Philippe Colin, Lissell Quiroz (a cura di), *Pensées décoloniales. Une introduction aux théories critiques d'Amérique latine*, La Découverte 2023

Christine Verschuur (a cura di), *Genre, postcolonialisme, et diversité de mouvements de femmes*, L'Harmattan, Genève 2010

Nancy Fraser, *Capitalismo. Una conversazione con Rahel Jaeggi*, Meltemi 2019

## **Assessment methods**

There are no in-progress tests.

Assessment is through a **final oral examination**.

The exam begins with the exposition of a topic of the student's choice, followed by one or more questions on the other exam topics.

At the student's or student's request, the exposition of the paper, if any, produced in connection with one of the videos projected in the classroom may be subject to evaluation.

At the student's or student's request, the exposition of in-depth topics alternative to the scheduled program and previously agreed upon with the lecturer may be subject to evaluation.

The final grade takes into account the evaluation of three aspects (the weight of which in the final grade is expressed in parentheses):

- the knowledge of the concepts and topics set out in the texts to be studied and the ability to make connections between the main thematic cores covered (50 percent);
- the 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

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