UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# COURSE SYLLABUS

## History of Contemporary Philosophy

**2526-3-E1901R100**

### Course title

RECOGNITION INTERPRETED FROM THE MARXIST TRADITION

### Topics and course structure

**Course topics and articulation**
This year's course intends to focus on a phenomenon that characterises social relations in general: recognition. Recognition is at stake when we are confronted with people who come from places that are unfamiliar or not at all familiar to us, when one of the parties involved demands that he/she be given 'his/her' space and/or be recognised for 'what he/she is', etc. These situations can be read in 'intimist' or phenomenological terms, but they can also be read - and this is what will be proposed in the lecture - by moving out of the individualist and dual (I-other) dynamic in order to frame the question at the level of the structure and society as a whole.
An introductory part of the course will be devoted to setting up the general framework within which we will move, giving broad philosophical coordinates and basic notions that will enable us to tackle the texts and authors even without specific expertise.
A first part will be devoted to seeing how the theme was presented at the beginning of contemporary philosophy in Hegel, in the grandiose pages of the *Phenomenology of the Spirit* dedicated to the struggle between servant and master and then in Feuerbach. We will then move on to the way in which Marx reverses the meaning of that dialectical opposition, first following Feuerbach and then autonomously.
A second part will be devoted to how the teachings of previous authors and others influenced the formulation of the theme of recognition as a social problem in Frantz Fanon and Colette Guillaumin.

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 Educational Sciences, 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 the role of professional

educator and educator and of technicians and techniques of social reintegration and integration.

It will enable the acquisition of all the skills necessary to pass the examination.

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

For any requirements, the lecturer is available for clarification meetings.

## Objectives

The course will provide students with useful knowledge and skills to train for the various fields of work indicated in the teaching regulations of the Education Sciences degree programme, from educational institutions to educational services, local authorities, the third sector and the private social sector, and informal and non-formal education in general. It will enable students to acquire skills and knowledge that are functional to the role of professional educators and technicians in social reintegration and integration.
This course aims to support the following learning outcomes in particular:
*1. Knowledge and understanding*
– Develop a critical and articulated knowledge of the dynamics involved in recognition and what recognition activates;
*2. Applied knowledge and understanding*
– Apply concepts, knowledge and a critical epistemological perspective useful for dealing with educational situations and issues;
*3. Independent judgement*
– Acquire and consolidate analytical and critical thinking skills relevant to educational situations, taking reflective and proactive ethical, political and epistemological positions.
*4. Communication skills*
– Development of the ability to communicate effectively the dynamics of relationships and their socio-institutional implications in different work contexts, with the consequent ability to activate appropriate procedures with both professional and non-professional partners;
*5. Learning skills*
– Ability to understand, interpret and evaluate complex situations of interaction, and to be able to act appropriately within them, taking into account the various social factors at play;
– Ability to organise and rework knowledge;
– Ability to identify methods and tools to support one's own and others' personal and professional growth;
– Ability to understand the implications and repercussions of professional activities on socio-political processes.

## Methodologies

The course is delivered through 32 hours (76%) of traditional teaching and 10 hours (24%) of interactive teaching, for a total of 42 hours *in person*. The two methods are alternated.
The types of teaching used are:

1. lectures with theoretical explanations and conceptual analysis;
2. videos that will be shown in the classroom and accompanied by group discussion (these may be the subject of short reflection papers at the request of the student);
3. **participatory learning through the active involvement of students in critical discussions and practical exchanges** between peers and with the teacher on problematic issues in applying the philosophical concepts being learned, through the analysis of documents, viewing of films, and group work with feedback in the classroom.

**The course is taught 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

**The reference list will be completed at a later date.**

**Required texts:**

**1.** Hegel, *Fenomenologia dello spirito*, La Nuova Italia, Firenze 1973, 2 voll.: vol. 1, pp. 66-78; 143-164.

**2.** K. Marx, F. Engels, *Ideologia tedesca*, Editori Riuniti, Roma 1975 (edizione integrale): pp. 5-70.

**3.** One of the following two texts:
**a.** Kimberlé Crenshaw, *Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*, University of Chicago Legal Forum: Vol. 1989, Article 8 (https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8/).
**b.** Guillaumin, , Il Melangolo, selected passages

If different editions or different years of publication are finded, please contact the teacher.

If the student finds it helpful, understanding Hegel's text can be aided by the use of:
Jean Hyppolite, *Genesi e struttura della "Fenomenologia dello spirito" di Hegel*, La Nuova Italia, 1999, pp. 7-97 (Parte I. Aspetti generali della "Fenomenologia"), pp. 173-230 (Parte III. Dall'autocoscienza naturale all'autocoscienza universale).

## Assessment methods

There are no ongoing assessments. **Only the final exam is required**, which consists of an **oral interview**.
The choice of an oral interview as the exam method is consistent with the objectives of the course, as it allows for interaction with the student through dialogue, thereby assessing their critical understanding of the course topics, their philosophical analysis, and their ability to connect theory and practice.

There are two possible examination methods. Each student is free to choose which method they prefer.
(1) The first examination method, consisting of questions, assesses knowledge of the texts and the ability to develop a reflective, analytical and critical argument around the core concepts highlighted in the texts. The exam begins with each student presenting a topic of their choice, followed by one or more questions on the other exam topics.
(2) The second exam method requires students to independently prepare a speech lasting a minimum of 10 minutes and a maximum of 15 minutes, exploring one or more topics covered in the course programme. When presenting their speech, students must make explicit and precise reference to concepts, authors and theories found in the texts indicated in the exam bibliography and to at least one of the activities proposed during the

course. At the end of the speech, students may be asked some in-depth questions relating to their knowledge of the texts and topics covered in the course. At the request of the student, the presentation of the paper produced in relation to the material used in class may be assessed.

At the request of the student, the presentation of alternative topics for further study, previously agreed with the lecturer, may be assessed.

The *final mark* takes into account the assessment of three aspects (whose weight in the final mark is expressed as a percentage in brackets):

- knowledge of the concepts and topics covered in the texts to be studied and the ability to establish connections between the main thematic areas covered (50%) (according to the Dublin descriptors, the following are assessed: Knowledge and understanding);
- ability to articulate discourse and develop analysis (20%) (according to the Dublin descriptors, the following are assessed: Learning ability; Application of knowledge and applied understanding; Independence of judgement);
- language and presentation skills (30%) (according to the Dublin descriptors, the following are assessed: Communication skills).

## 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