UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

# SYLLABUS DEL CORSO

# Filosofia del Public Engagement

**2627-2-F5702R020**

## Course title

The public engagement of art: artistic languages and political dimension

## Topics and course structure

This year's course will focus on the intrinsic political nature of artistic experience and artistic languages, dwelling on some crucial moments within philosophical and artistic modernity in which this connection has been more or less explicitly thematised. The course will be essentially divided into two parts. We will begin by considering the way I. Kant, in the *Critique of Judgement* (1790), elaborates his conception of aesthetic judgment as public judgement, a theorisation in which one can already grasp the Enlightenment demand for the formation of a public capable of rising above its own private individuality and in which art is assigned an end that reaches the moral and political sphere. So if there is, in modernity, an explicit thematisation of the nexus between art/aesthetics and its public and political force, declined in an emancipatory sense, what about this knot in later centuries? The second part of the course will address this question by discussing the perspectives of some of the most influential thinkers of the 20th century (W. Benjamin, T. Adorno, M. Horkheimer, L. Althussser), who have highlighted, each in their own way, how art and artistic languages, within the fully developed capitalist modernity, entertain an ambiguous relationship with politics, with the commodity form and with their own public, placing art and its languages at a constant and unescapable crossroads. If for the Benjamin of *The work of art in the age of mechanical reproduction* the new reproducible work of art can act, thanks to its own characteristics, as a means for the production of a new type of public - critical, inquiring, politicised - and thus produce a new public sphere, for Adorno and Horkheimer art, as a cultural industry, increasingly becomes a means of integrating the individual into the domain of capital, while for Althusser it can function as both an Ideological Apparatus and a means of interrupting ideological consciousness and awakening, under certain conditions, a collective critical consciusness. Fially, the course will explore the neo-gramscian approach to art proposed by political theorist Chantal Mouffe.

## Objectives

The course aims to provide students with the philosophical knowledge and conceptual tools necessary to:

- Acquire knowledge of expressive, performative, and participatory languages for the design and implementation of educational activities.
- Acquire knowledge of theories, methodologies, tools, and procedures for the training, management, and development of human resources in artistic and cultural contexts.
- Acquire knowledge of models for needs analysis and the evaluation of organizational development processes in artistic and cultural settings.
- Acquire knowledge of theories and models of instructional and educational design.
- Acquire knowledge of theories and methodologies for the management and coordination of services and organizations in the artistic and cultural sector, as well as models for the enhancement of cultural and environmental heritage.
- Apply acquired knowledge to design, implement, and evaluate educational activities in artistic and cultural contexts.
- Apply artistic languages within organizational contexts.
- Apply artistic languages in informal and non-formal educational settings.
- Manage organizational development processes in educational, artistic, and cultural contexts.
- Design professional development pathways within educational, artistic, and cultural organizations.
- Analyze the organizational dimensions of institutions and services operating in educational, artistic, and cultural contexts.
- Design, coordinate, and evaluate services, institutions, and educational programmes aimed at the enhancement of cultural and environmental heritage.
- Design, coordinate, and evaluate inclusive services, institutions, and educational programmes through the mediation of artistic languages.
- Develop original reflections and project proposals in response to the needs of professional contexts.
- Promote innovative research grounded in the synergy between educational and artistic expertise.
- Foster critical and divergent thinking, while analyzing different professional contexts and identifying their specific needs.
- Design, implement, and evaluate educational initiatives based on artistic languages, also taking into account issues of sustainability and social ethics emerging within the contexts of intervention.
- Work effectively in multidisciplinary teams within complex professional environments and communicate effectively with stakeholders in the educational, organizational, artistic, and cultural sectors, as well as with wider audiences.
- Use artistic and expressive languages as educational tools to foster critical and divergent thinking and as innovative means of communication.

- Employ autonomous professional development strategies and appropriate tools to support lifelong learning and career advancement.
- Develop reflective and metacognitive skills to monitor the adequacy of one's knowledge and competences and identify areas requiring further development.

## Methodologies

Lectures; in-class discussion; text comprehension seminars (for attenders); use of video materials

Approximately, 14-17 lectures are expected in delivery-interactive mode, 2-4 lectures fully interactive, and up to a maximum of 8 lectures in delivery mode remotely, asynchronously and recorded, in case of special teaching needs

The language of the course is Italian.

## Online and offline teaching materials

Slides and selected passages will be provided during the lessons

## Programme and references

I. Kant, *Critica della capacità di giudizio*, [qualsiasi edizione], Libro Primo, Analitica del Bello, §§ 1-22
I. Kant, "Risposta alla domanda: Che cos'è l'illuminismo?", in Id., Scritti politici e di filosofia della storia e del diritto, UTET, Torino, 1956
W. Benjamin, *L'opera d'arte nell'epoca della sua riproducibilità tecnica*, Torino: Einaudi, 2014.
T.W. Adorno, M. Horkheimer, "L'industria culturale", in Iid., *Dialettica dell'illuminismo*, Torino: Einaudi, 2010. [pdf del testo disponibile in elearning]]
L. Althusser, "Il Piccolo, Bertolazzi e Brecht. Note per un teatro materialista", in Id., *Per Marx*, Roma: Editori Riuniti, 1972
L. Althusser, "Ideologia e apparati ideologici di Stato", in Id., *Freud e Lacan*, Editori Riuniti, Roma, 1970 [pdf del testo disponibile in elearning]
C. Mouffe, "Politica agonistica e pratiche artistiche", in Id., Il conflitto democratico, Mimesis, pp. 105-125.

## Assessment methods

Oral examination consisting of an interview. Candidates may choose between two different formats:

1. Short presentation (5 min) of a topic of your choice from the topics covered in the course + two questions
2. Three questions

Assessment criteria: knowledge of the topics covered in class (for those attending only); knowledge of texts; critical

aptitude and independence of judgement; terminological appropriateness.

There will be no intermediate evaluation(s).

Exam languages: Italian, English

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The choice of the oral colloquium as exam mode is consistent with the objectives of the course, as it allows, thanks to a dialogical communicative situation, to interact with the student in order to assess his or her ability to critically understand the themes of the course, to analyse philosophy and to connect theory and practice.

The Dublin Descriptors will be used for assessment.

1. Low level: Not sufficient
   Knowledge and Comprehension: The student demonstrates limited and fragmentary knowledge of the texts and topics covered, with misunderstandings of the texts proposed. Ability to Apply Knowledge: He/she is not able to verify on the texts the philosophical-political concepts learnt; he/she is very partially able to synthesise the contents of the texts presented, he/she is not able to contextualise and compare them. Autonomy of Judgement: lacks critical capacity and autonomy of judgement; depends exclusively on information provided by the teacher or the critical bibliography. Communication skills: has a stunted, approximate, stereotyped oral expression; shows little command of the specific language of the discipline. Learning abilities: has a limited ability to rework knowledge and link it to one's own experience.

2. Average level (18-24/30): Sufficient - Good
   Knowledge and understanding: The student shows a general knowledge of the texts and topics covered, although with some gaps, imprecision on specific but non-essential aspects, or some misunderstandings in the analysis of texts. Ability to Apply Knowledge: He/she is able, albeit with some difficulty, to verify on texts the philosophical-political concepts learnt, at the teachers' prompting; he/she is able to summarise the texts presented in a discrete manner, to interpret, contextualise and compare them correctly. Autonomy of judgement: shows partial autonomy in formulating critical evaluations, often limited to the reiteration of others' judgements. Communication skills: has a clear and sufficiently precise expression, a fair command of the specific language of the discipline. Is aware of the need to use different linguistic registers according to communicative situations. Learning skills: has a fair ability to rework knowledge and relate it to own experience.

3. High level (25-30/30): Distinguished - Excellent
   Knowledge and Understanding: The student demonstrates thorough and solid knowledge of the texts and topics covered; understands and analyses the proposed texts without uncertainty. Ability to Apply Knowledge: The student is able to find in the texts, with confidence and effective personal observations, the philosophical-political concepts learned; with adequate argumentative property he/she is able to analyse, synthesise, interpret, contextualise and compare the texts presented, also making use of interdisciplinary links. Autonomy of Judgement: demonstrates excellent critical capacity, autonomy of judgement, originality in the analysis and interpretation of texts and problems. Communication skills: has clear, rigorous, fluent and appropriate expression. Is fully aware of the need to use different linguistic registers according to communicative situations. Ability to learn: Shows excellent/excellent independent learning skills, is able to revise knowledge effectively and relate it to own experience.

NB: Students with PUOI must email the document to the teacher prior to the examination. In addition to accepting requests certified by PUOI, the lecturer is available for any clarification of lesson topics by appointment in person or remotely.

NB: Examination interviews will follow the order of registration. In the event of a large number of candidates, once enrolment has been completed, a
calendar with possible continuation days. In order to have a reliable timetable, students who decide not to take the interview are advised to cancel in good time or, once registration has closed, to inform the lecturer of their absence

anyway.

## Office hours

TBC at the beginning of the first term 26-27

## Programme validity

two academic years

## Course tutors and assistants

Gianluca Pozzoni, Matia Vaz Pato

## Sustainable Development Goals

QUALITY EDUCATION | PEACE, JUSTICE AND STRONG INSTITUTIONS