UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Filosofia dell' Arte

2627-1-F5702R005

Course title

Philosophy of Art: Art, Human Formation, and Making Life Habitable

Topics and course structure

The course focuses on the phenomenon of art as an inquiry into the human being and its condition. With Aristotle (*Poetics*) we approach theater as "total art," the mystery of creativity, the aesthetic experience in its manifold declinations and its formative as well as ethico-political implications. The ancient meditation addresses crucial themes such as *mimesis*, its naturalness and irreducibility to mere reproduction, the emotional and affective activation and hence learning through *pathos*, the exploration of the possible and of human potentiality, the abysmal truth of tragedy.

The second part of the course is devoted to the essay "The Origin of the Work of Art" by M. Heidegger, which investigates artistic work as the founding of a world—that is, the establishment of conditions making it possible for life (*Dasein*, being-there) to be inhabitable and sustainable in the open between earth and sky.

The course also introduces practices aimed at refining and expanding perception and imagination, explores the pedagogical resources inherent in dramaturgy and actor training, and develops an understanding of art and aesthetic, sensory experience as a path to knowledge.

The course is taught in Italian.

Objectives

In general, the course aims at developing: reading and interpretive abilities; capacity for autonomous articulation; critical and dialectical skills; self-awareness and formative abilities; listening and dialogical ability in pedagogical contexts.
Specifically, the course aims to foster the following learning outcomes:

1. Acquisition of knowledge regarding expressive, performative, and participatory modes of expression for the implementation of educational and training activities.
2. Ability to apply artistic modes of expression within organizational contexts, as well as in formal and non-formal educational settings.
3. Development of independent judgment, specifically: (a) Ability to formulate original reflections and project proposals in response to the needs of professional environments; (b) Ability to promote innovative research based on the synergy between educational and artistic competencies; (c) Ability to maintain critical and divergent thinking, analyze diverse professional contexts, and identify their specific needs; (d) Ability to design, implement, and evaluate educational initiatives utilizing artistic modes of expression, while also considering sustainability and social ethics issues relevant to the intervention contexts.
4. Development of communication skills, specifically: (a) Ability to work in multidisciplinary teams within complex professional environments and to communicate effectively with partners across the educational, organizational, and arts/cultural sectors, as well as with the general public; (b) Ability to employ artistic-expressive modes as training tools to foster critical and divergent thinking and as innovative means of communication.
5. Ability to employ personal methods for autonomous promotion and tools that support professional growth. Furthermore, development of reflective and metacognitive skills to monitor the adequacy of one's own knowledge and competencies and to identify areas requiring further study.

Methodologies

The course consists of 19 lessons (18 three-hour sessions and one two-hour session, totaling 56 hours of instruction).

Teaching methods will combine direct instruction (lectures, textual analysis) with interactive approaches (participatory lessons, seminar-style sessions, discussions, and small-group exercises), and will incorporate embodied practices as well as the viewing of and listening to artistic materials (film, music, poetry, etc.). Overall, the course aims to develop observational and interpretive skills, critical thinking, reflexivity and self-reflexivity, and to refine and deepen understanding.

Throughout the semester, hours dedicated to direct instruction and interactive teaching will be balanced equally.

Approximately 3–4 lessons may be delivered remotely: **recorded asynchronously** and uploaded to the e-learning platform.

Guest speakers active in the fields of philosophy and the arts will also contribute to the course.

Online and offline teaching materials

The course is taught by Claudia Baracchi. Lectures will be interspersed with seminar-style discussions and practical activities (exercises drawn from ancient traditions but adapted for a contemporary context).

The professor provides materials to assist non-traditional students with their studies and exam preparation, including short recordings (outlining the course program, reading list, and exam logistics; offering guidance on the

oral exam; and summarizing key concepts and topics addressed in class) as well as links to online videos (author interviews, lectures, documentaries, etc.) and websites. Upon request, the professor is also available to organize a remote wrap-up session at the end of the course to review the topics discussed, reiterate exam preparation guidelines, and address any questions or concerns students may have.

Supporting materials in various formats are uploaded to the course's e-learning platform and, as noted above, touch on themes addressed during the semester. These materials are intended for both attending and—especially—non-attending students, providing them with study tools to prepare for the exam. **These materials complement the required course reading list, and their content is fully subject to discussion during the oral exam.**

Programme and references

Aristotle, *Poetics*
M. Heidegger, "The Origin of the Work of Art"

Again, the bibliography is supplemented by multimedia materials uploaded to the course page, which are equally important for exam preparation and will potentially be addressed in the oral exam.

(Changes to the bibliography may be made by September 2026.)

Assessment methods

- Oral-only exam, conducted in Italian, English, or French. The oral format was selected as it aligns with the study program's educational objectives and is suitable for assessing comprehension, critical synthesis, and the ability to articulate course topics.
- Assessment criteria: clarity of presentation, adequate knowledge of the subject matter and assigned readings, and capacity for critical and interpretive analysis.
- No mid-term assessments are scheduled.
- The oral exam will include an exegetical exercise, a thematic presentation, and a critical analysis of a topic covered during the course.
- The reading list for the oral exam (including multimedia materials available on the course webpage) is the same for both attending and non-attending students; however, the exam for attending students may also include topics or experiences discussed in class.

Erasmus students may contact the instructor to arrange studying from a reading list in English or French (the English list is already included in the present English-language syllabus) and/or to take the exam in English or French.

Assessment will be based on the Dublin Descriptors; the proficiency levels are outlined below:

1. Low Level: Unsatisfactory
   Knowledge and Understanding: The student demonstrates limited and fragmentary knowledge of the texts and topics treated, including misunderstandings of the assigned texts.

Ability to Apply Knowledge: Unable to verify general observations regarding the authors' thought structures against the texts themselves; only partially able to summarize the content of the texts; unable to contextualize or compare them.
Autonomy of Judgment: Lacks critical capacity and independent judgment; relies exclusively on information provided by the instructor or secondary literature.
Communication Skills: Oral expression is halting, imprecise, and clichéd; shows poor command of the discipline's specialized terminology.
Learning Skills: Limited ability to process knowledge and connect it to personal reading experiences; shows little awareness of the value of philosophical reading as a means of self-transcendence—opening up to simulated realities and experiences other than one's own—aiming to foster greater flexibility in navigating diverse educational situations.

2. Intermediate Level (18-24/30): Satisfactory – Good
   Knowledge and Understanding: The student demonstrates a general knowledge of the texts and topics covered, albeit with some gaps or inaccuracies regarding specific (though non-essential) aspects, or some misunderstandings in the analysis of the texts.
   Ability to Apply Knowledge: The student is able—albeit with some difficulty and when prompted by instructors—to verify through the texts themselves the general observations regarding various theoretical frameworks and the effects of reading the authors at stake. They are capable of reasonably summarizing the texts presented, as well as interpreting, contextualizing, and correlating them correctly. They are able to recognize different registers of thought within philosophical texts.
   Autonomy of Judgment: The student shows partial autonomy in formulating critical assessments, often limited to restating the judgments of others.
   Communication Skills: The student expresses themselves clearly and with sufficient precision, demonstrating a fair command of the discipline's specific terminology. They are aware of the need to use different linguistic registers depending on the communicative situation.
   Learning Skills: The student possesses a fair ability to re-elaborate knowledge and connect it to their own experience as a reader. They have a partial awareness of the value of philosophical reading as a means of self-transcendence—opening up to simulations of reality and experiences other than one's own—with a view to developing greater flexibility in the face of diverse educational situations.

3. High Level (25-30/30): Distinguished - Excellent
   Knowledge and Understanding: The student demonstrates in-depth, solid knowledge of the texts and topics covered; they understand and analyze the assigned texts with confidence.
   Ability to Apply Knowledge: The student is able to confidently identify—and offer effective personal observations on—general theoretical concepts and the reading effects produced by the authors examined. With appropriate argumentative skill, they can analyze, synthesize, interpret, contextualize, and compare the presented texts, drawing upon interdisciplinary connections. They can recognize the various expressive registers within philosophical texts and relate them to the specific content being discussed.
   Autonomy of Judgment: The student demonstrates excellent critical ability, independent judgment, and originality in the analysis and interpretation of texts.
   Communication Skills: The student expresses themselves clearly, rigorously, fluently, and appropriately. They are fully aware of the need to use different linguistic registers depending on the communicative context.
   Learning Skills: The student demonstrates excellent independent learning skills and the ability to effectively process knowledge and connect it to their own experience as a reader. They fully appreciate the value of philosophical-literary reading as a means of self-transcendence and opening up to simulated realities and experiences other than their own, thereby fostering greater flexibility in navigating diverse educational situations.

Students are reminded that all required texts must be read and studied in their entirety. Furthermore, students must bring a hard copy or an e-book version of all titles listed in the bibliography to the oral exam.

NOTE: Students with a PUOI (=official document tailor-made for students with disabilities or Specific Learning

Disorders) must email the relevant document to the professor prior to the exam. In addition to accommodating requests certified by the PUOI, the professor is available to clarify any lecture topics during meetings scheduled by appointment, either in person or remotely.

Exam interviews will follow the order of exam registration.

Office hours

By appointment (contact the professor at claudia.baracchi@unimib.it).

Office hours are held in the professor's office: Room 4156, 4th floor, Agorà Building (formerly U6). Remote meetings may also be requested; these take place in the professor's virtual room (https://unimib.webex.com/meet/claudia.baracchi) or on another mutually agreed-upon platform.

Programme validity

2 years.

Course tutors and assistants

Dr. Roberto Bartoccioni

Dr. Elena Bartolini

Dr. Andrea I. Daddi

Dr. Laura Rosella Schluderer

Dr. Alice Venditti

Dr. Giulia Zaccaro

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | PEACE, JUSTICE AND STRONG INSTITUTIONS