UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Human Agency and Sustainibilty

2627-2-F8502R020

Course title

FEMINISM AND COLLECTIVE ACTION

Topics and course structure

Course topics and structure
This year's course will focus on the cross-cutting theme of care, highlighting the importance and influence of the systemic horizon and the collective dimension that frame and underpin all individual behaviour. In this sense, attention will be paid to care as social relations within the environment in which we live and for the construction of this environment itself. Therefore, **social care**, i.e. attention to the vulnerability that characterises each of us and requires a society capable of welcoming rather than marginalising it, of sharing rather than stigmatising it. And **care for the world**, understood precisely as the way in which human beings relate to the environment that is the context of our social communities.
The introductory part of the course will aim to show how these two forms of care are intertwined. The first part of the course will focus on the critique put forward by **feminism**, which has denounced, analysed and proposed alternatives to the fact that care is a devalued, misunderstood activity relegated to subjects defined by gender and race, as well as class. Marxist feminist theories have criticised the hierarchy of social relations in connection with the overall system of social production and reproduction.
It therefore becomes necessary to place social action within a web of relationships that takes into account the **vulnerability** of individuals, **gender and racial 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 all 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.
4. Ability to formulate the knowledge acquired in a clear and articulated manner and translate it into practice in concrete contexts.
5. Learning ability, by improving the ability to process and organise knowledge, to draw theoretical conclusions from experience, and to identify the most appropriate methods and tools at one’s disposal for the task at hand.

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, the viewing of films, works in group.

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. AAVV, *Alleanze ribelli. Per un femminismo oltre l'identità*, Me-Ti 2025 (pp. 51-77, 91-197, 215-253).
2. Anna Curcio, *Introduzione ai femminismi*, DeriveApprodi 2019 (pp. 31-49, 68-101).
3. Colette Guillaumin, *Sesso, razza e pratica del potere. L'idea di natura*, Ombre corte 2020 (pp. 37-100, 133-155, 181-211).
4. Louis Althusser, *Ideologia e apparati ideologici di Stato*, in "Critica marxista", 5 (1970) (pp. 23-65).
5. Manon Garcia, *Di cosa parliamo quando parliamo di consenso. Sesso e rapporti di potere*, Einaudi, Torino 2022 (selected p.)

1 compulsory text to choose from:

Angela Y. Davis, *Donne Razza e Classe*, Alegre, Roma 2021 (capp. 11, 12, 13 - pp. 221-302).

Nada Elia, *La Palestina è una questione femminista*, Alegre, Roma 2024 (Introduzione e primi 3 capitoli)

Gisèle Pelicot, *Un inno alla vita*, Rizzoli, Milano 2026

Françoise Vergès, *Un femminismo decoloniale*, Ombre corte, Verona 2020.

Texts for voluntary personal development

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.

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 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).

Assessment will be on a 30-point scale, based on the following grading scale:
1. Unsatisfactory
Insufficient preparation on the main topics covered in the syllabus and course reading list; very limited and scarcely independent ability to argue, analyse and think critically; insufficient ability to link theory and practice and to identify relevant connections between the texts and course topics; incorrect presentation skills and use of subject-specific vocabulary.

2. Pass – Pass with distinction (18–23)
General preparation, and in some respects uncertain or incomplete, on various topics covered in the syllabus and course reading list; ability to argue, analyse and engage in critical thinking at times limited and lacking in independence; difficulty in linking theory and practice and in identifying relevant connections between the texts and course themes; presentation skills and subject-specific vocabulary partially correct.

3. Fair (24–27)
Adequate preparation on the main topics covered in the syllabus and course reading list, but lacking in depth on some more specific themes; ability to argue, analyse and engage in critical thinking is present, but not always precise or independent; fair ability to connect theory and practice and to identify relevant links between the texts and course themes; presentation skills and subject-specific vocabulary are generally correct.

4. Good – Excellent (28–30/30)
Comprehensive and in-depth knowledge of the topics covered in the syllabus and course reading list; ability to argue, analyse and engage in structured, independent critical thinking; good/excellent ability to link theory and practice and to identify relevant connections between the texts and the course topics; good/excellent presentation skills and command of the subject-specific vocabulary.

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