# Philosophical anthropology

## Prof. Paolo Gomarasca

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The purpose of the course is to introduce students to the understanding of philosophical-anthropological issues related to the concept of human dignity, with specific reference to the topics of gender equality and human rights.

More specifically, the course aims to offer two levels of understanding:

1. At the first level, students will acquire the basic knowledge of classical philosophical thought (Platonism-Aristotelianism) on the social nature of human subjectivity and on the alleged inferiority of women in Ancient Greece.

2. At the second level, the objective will be that of identifying and carrying out a critical analysis of the emergence in the modern age of the anthropological issue of equality (of gender but not exclusively) and the definition of the philosophical category of mutual recognition. Four historical-theoretical pathways will be covered: a) the discovery of America; b) the Elizabethan age (with a focus on Shakespearean theatre); c) the French Revolution; d) 20th century totalitarianisms.

Intended learning outcomes:

1. Knowledge and understanding

At the end of the course, students will be able to:

a) acquire a basic knowledge of philosophical terms and be aware of the main theoretical models of philosophical anthropology;

b) understand reference literature, having a good grasp of the conceptual scenario;

c) identify and appreciate the philosophical relevance of some contemporary social and political issues.

2. Ability to apply knowledge and understanding

At the end of the course, students will be able to:

a) ascertain and validate relevant interdisciplinary links between philosophy and social sciences;

b) independently judge issues covered during the course and acquire a critical method for assessing arguments presented in favour and against.

***COURSE CONTENT***

1. Human subjectivity and sociality (Classical perspective)

– Relationality and equality at the dawn of democracy.

– Androcentrism and gender hierarchy.

– Ancient anthropological thought on females.

2. A search for equality (modern perspective)

– The discovery of America and the origins of philosophical debate on human rights.

– The thought of sexual difference in Francis Bacon and in Shakespeare’s Hamlet.

– The French Revolution and the beginning of feminist dissidence.

– Fascism, racial laws and the Constitution of the Italian Republic.

***READING LIST***

For attending students:

E. Cantarella, *Gli inganni di Pandora. L’origine delle discriminazioni di genere nella Grecia antica,* Feltrinelli, Milan, 2019.

P. Gomarasca, Una cosa a forma di O. Lacan e l’“oggetto” Ofelia, Poiesis (Alberobello, Bari) 2021

M. Wollstonecraft, *Sui diritti delle donne,* edited by B. Antonucci, BUR, Milan 2008.

U. Eco, *Il fascismo eterno*, La Nave di teseo, Milan 2017

Non-attending students will add, besides the reading list for attending students, two texts of their choice from the following:

E. Pulcini, *Il potere di unire. Femminile, desiderio, cura*, Bollati Boringhieri, Turin 2003*.*

J.S. Mill, *La servitù delle donne*, It. tr. by A.M. Mozzoni, Carabba, Lanciano, 2011.

M. Nussbaum, *Persona oggetto*, It. tr. Erickson, Trent, 2014.

J. Stanley, *Noi contro loro. Come funziona il fascismo*, It. tr. Solferino, Milan 2019.

***TEACHING METHOD***

Frontal lessons and discussions.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed by means of an oral exam to be conducted as follows: two questions on the first part (Classical perspective), two questions on the second part (modern perspective). The exam is marked out of thirty and students will have to show that they are able to integrate the analytical knowledge of the texts discussed during the course with the argumentative skills required for the presentation and discussion of the various theses. More specifically, the final vote will depend on the following criteria:

a) pertinence of answers and arguments’ logical coherence (40%);

b) proficiency in the specific terms of the discipline and ability in ascertaining and validating links between arguments related to topics and concepts developed during the course (40%);

b) communication skills shown during the discussion (20%).

***NOTES AND PREREQUISITES***

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.