



UNIVERSITÀ DEGLI STUDI DI MILANO

CONCORSO PUBBLICO, PER ESAMI, PER IL RECLUTAMENTO DI N. 1 UNITÀ DI PERSONALE AFFERENTE ALL'AREA DEI COLLABORATORI SETTORE AMMINISTRATIVO, CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO INDETERMINATO PRESSO L'UNIVERSITÀ DEGLI STUDI DI MILANO - UFFICIO PROGETTO CARCERE DELL'UNIVERSITÀ STATALE - CODICE 22530

La Commissione giudicatrice della selezione, nominata con Determina Direttoriale n. 7952 del 13/05/2025, composta da:

Prof.ssa Beatrice Magni	Presidente
Dott. Carlo Alberto Corti	Componente
Dott.ssa Chiara Dell'Oca	Componente
Dott.ssa Maria Martina Bonaffini	Segretaria

comunica i quesiti relativi alla prova orale:

GRUPPO DI QUESITI N. 1

Una persona detenuta sottoposta a una misura domiciliare contatta l'Ufficio Progetto Carcere per iscriversi a un corso universitario. Il candidato/la candidata illustri quali sono le prime informazioni che è opportuno raccogliere e fornire al fine di consigliare al meglio la potenziale matricola.

Il candidato/la candidata elenchi le eventuali criticità che possono ostacolare le attività dei PUP (Polo Universitario Penitenziario).

What I discuss specifically here is the capacity of prison higher education not only to transform the lives of those who are personally involved with it, but ultimately, to undermine the social and ideological underpinnings of the very practice of incarceration. To start out, here is a brief background. The College Program at San Quentin State Prison was started in 1996. I first became involved with the Program as a volunteer instructor in 1999 while still a graduate student in the Rhetoric Department at the University of California, Berkeley. A year after I began teaching at San Quentin, the then-volunteer coordinator of the program—a teacher for the prison's daytime Education Department—left for another job, and I took over direction of the Program.

GRUPPO DI QUESITI N. 2

Uno studente ristretto in carcere intende fissare un esame universitario. Il candidato/la candidata spieghi in quali diversi modi sia possibile procedere per adempiere a tale richiesta.

Il candidato/la candidata prospetti possibili soluzioni concrete per rendere effettivo il diritto agli studi universitari in carcere.

As a direct result, the program at San Quentin, which was still in the planning stages at the time the bill was passed, was started with no funding, an all-volunteer faculty, textbooks donated by publishers, and supplies scrounged together by the participants. The Prison University Project was founded formally as a non-profit organization in 2003. Its mission is to support the College Program at San Quentin, to create a replicable model for prison higher education programs, and to generate public awareness and dialogue about criminal justice and higher education issues in California and across the United States.

GRUPPO DI QUESITI N. 3

Una persona detenuta scrive una mail all'Ufficio Progetto Carcere per segnalare il proprio interesse per l'iscrizione a un corso universitario. Il candidato/la candidata illustri come sia opportuno procedere.



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Il candidato/la candidata presenti le diverse agevolazioni che possono essere previste da un PUP a favore degli studenti ristretti chiarendone le motivazioni e le finalità.

Today the program has ten paid staff people, but the entire faculty is still all volunteer. About 150 instructors, co-instructors, tutors, and guest lecturers participate each semester. Most are graduate students and faculty from the University of California at Berkeley, San Francisco State University, Stanford University, the University of San Francisco, and other local institutions. We offer approximately twenty classes each semester in the humanities, social sciences, math and science, leading to an Associate of Arts degree in liberal arts. We also offer a rigorous college preparatory program in math and English.

GRUPPO DI QUESITI N. 4

Uno studente ristretto iscritto presso l'Ateneo manifesta la volontà di cambiare corso di laurea. Il candidato/la candidata esponga le valutazioni che è opportuno affrontare con la persona coinvolta per procedere in tal senso.

Il candidato/la candidata descriva le potenzialità della didattica con classi miste nel contesto detentivo.

What I present throughout this paper is a “theory of change” that is based upon my experiences doing this work over the last thirteen years. In my mind, the ultimate goal of the work of prison higher education is building a more just society; the intermediate goal is overcoming the harm that is perpetuated by our prison system. In other words, for me, tackling the prison system is part of a larger strategy for tackling social inequality. One of the most stunning paradoxes of modern American society is the extent to which our prison system constitutes a massive moral crisis, and yet to most people, it does not appear as a crisis at all.

GRUPPO DI QUESITI N. 5

Uno studente ristretto segnala di avere difficoltà nello studio di uno dei libri di testo previsti in un programma d'esame. Il candidato/la candidata illustri come si possa ovviare a tale problema.

La candidata/il candidato presenti le diverse tipologie di operatori attivi nel contesto detentivo con i quali un PUP è chiamato a confrontarsi nello svolgimento delle proprie attività.

The reasons for this situation are almost entirely ideological, and they have everything to do with the diverse beliefs that each of us holds about who is in prison, what leads to incarceration, what the purpose of incarceration is, and what the results of incarceration are. The majority of Americans believe, in some combination: that people end up in prison because they are bad and have done bad things; that prisons “teach people a lesson”; that prisons prevent crime; that prisons are good for public safety; and that people in prison deserve to suffer.

GRUPPO DI QUESITI N. 6

Una persona detenuta di origine straniera intende iscriversi a un corso di laurea. Il candidato/la candidata esamini gli elementi da valutare per procedere con una eventuale immatricolazione.

Il candidato/la candidata illustri quali siano le principali differenze tra Case Circondariali e Case di Reclusione, con particolare attenzione agli aspetti che incidono sulle attività di studio universitario.

One could devote a lifetime to unpacking the ideological components of each of these points—but I want to flag three issues in particular, as they form the framework for this essay: the concept of “Bad People,” the idea that one “ends up in prison” simply as a result of one’s actions, and the notion that there are human beings who “deserve to suffer.” I hypothesize that these ways of thinking form the bedrock of the crisis of incarceration in this country because they are what enable us to rationalize and dismiss the suffering that takes place within the system. The crisis itself exists at an institutional, social, and political level.



GRUPPO DI QUESITI N. 7

Uno studente ristretto sta per concludere il proprio percorso di laurea triennale. Il candidato/la candidata esponga quali suggerimenti possano risultare utili al fine di orientare la persona coinvolta nella scelta di una possibile prosecuzione del proprio percorso formativo.

Il candidato/la candidata esamini criticamente le problematiche di una attività di studio in un contesto di spazi e tempi rigidamente organizzati come l'istituto penitenziario.

First, prisons are themselves sites of enormous physical and psychological suffering that most directly impact millions of incarcerated people, their families and communities, as well as those who work inside. Second, these sites of suffering are not just essentially ignored by the state but actively produced by state policy and practice. Third, subjecting human beings to these conditions constitutes the state's primary response to some of the most pressing social problems facing our society, including poverty, mental illness, addiction, and our failing public school systems. Fourth, those people most drastically impacted by incarceration come from the very communities that have historically been most heavily impacted by marginalization and oppression.

GRUPPO DI QUESITI N. 8

Una persona detenuta intende iscriversi a un corso di laurea di area scientifica. Il candidato/la candidata spieghi su quali elementi riterrebbe opportuno portare l'attenzione della possibile matricola al fine di permettergli una scelta consapevole.

Il candidato/la candidata presenti le peculiarità delle sezioni femminili e ne evidenzi le possibili ricadute sul percorso universitario di una donna detenuta.

As bleak as this landscape may sound, I see an intervention strategy within it—and I actually think it is a strategy that we are already pursuing with meaningful results. I argue that we can and will undermine this entire landscape of public policy, which is both brutal and counterproductive, by challenging the culturally dominant belief systems that allow incarceration to appear morally legitimate, productive, and rational. This is precisely the work that I believe that we as a professional community of prison higher education administrators, educators, and students are uniquely positioned to carry out.

GRUPPO DI QUESITI N. 9

Una persona detenuta manifesta l'intenzione di iscriversi al corso di laurea in Scienze Motorie. Il candidato/la candidata spieghi quali informazioni sarebbe opportuno acquisire e quali consigli occorre fornire allo scopo di permettere una scelta consapevole.

Il candidato/la candidata si soffermi sul problema dell'organizzazione degli spazi in carcere in riferimento alle attività di studio universitario.

We hear this all the time: "Some people are just bad" or "The fact is that there are just bad people in the world." Americans are constantly being fed stories, from the news media and producers of television and film, about "Bad People" as an explanation for behaviors that might disturb or frighten them. These narrative depictions are almost always offered in the place of real social, political, psychological, or historical analysis.¹⁴ I argue that the analyses that the "Bad People" arguments supplant are generally ones that would most profoundly challenge our national self-image as compassionate, just, and democratic.

GRUPPO DI QUESITI N. 10

Uno studente ristretto manifesta l'intenzione di iscriversi a un corso di laurea in lingua inglese. Il candidato/la candidata spieghi quali informazioni sarebbe opportuno acquisire e quali consigli occorre fornire allo scopo di permettere una scelta consapevole.

Il candidato/la candidata illustri se ed eventualmente come la sottoposizione di uno studente ristretto al regime ex 41bis O.P. possa incidere sulla possibilità di svolgere un percorso universitario.



In other words, in an analytic sense, the notion of “Bad People” almost always has a diversionary function. Thus, the meth addict who breaks into houses to support his habit, the psychotic young man who shoots people at his school, or the sex worker on a street corner are all represented as morally flawed and dangerous individuals in need of containment and punishment. This notion—that the individuals in question are simply evil people who do harm for its own sake—is what serves to justify, and sometimes even glorify, the violence with which they are treated. If the victim is a villain, then the perpetrator of that violence is a hero, and the violence itself is a force for good.

GRUPPO DI QUESITI N. 11

Uno studente ristretto manifesta il desiderio di svolgere un esame in Ateneo. Il candidato/la candidata spieghi come si possa procedere per dare seguito a tale richiesta.

Il candidato/la candidata illustri possibili modalità e potenzialità del coinvolgimento di studenti e personale esterno nelle attività universitarie in carcere.

Many Americans believe that anyone who is in prison is, by definition, a “Bad Person.” “Convicts,” “Criminals,” “Bad People”—they’re all basically the same thing. If you end up in prison it is because of the evil things you do, or the bad, selfish choices that you make. In the ideological context of the prison, and our collective imagination of the prison, destructive behavior is simply an expression of evil character. It is striking how not-curious a lot of people seem to be about the origins of destructive behavior. I think the larger problem here is that within the such questions. It is considered “making excuses”—something that expresses a kind of empathetic contamination, identification, or suspicious affinity for the “Bad Person.”

GRUPPO DI QUESITI N. 12

Ogni studente e studentessa ristretto/a iscritto/a all’Università degli Studi di Milano deve sostenere il Placement Test di lingua inglese. Il candidato/la candidata esponga alcuni suggerimenti che riterrebbe utile fornire al fine di consentire un’adeguata preparazione alla prova.

Il candidato/la candidata argomenti come si possa bilanciare l’impegno nel sostegno al diritto allo studio da parte degli atenei e le esigenze trattamentali dell’amministrazione penitenziaria.

These attitudes produce real social pressure not to express a deeper interest in, much less compassion for, people who are labeled as “Bad.” Yet, at the same time that we fear “Bad People,” we also have an intense cultural appetite for them. They are a main staple of popular culture, and they’re also a critical resource—actually a kind of commodity. The evening news on any television station in the United States leads with stories of violence; the vast majority of mainstream television shows focus specifically on crime. We also live in a political culture in which politicians routinely craft entire careers by casting themselves as protectors, warriors, and avengers against “Bad People.”

GRUPPO DI QUESITI N. 13

Una persona detenuta chiede un colloquio di orientamento per valutare l’iscrizione a un corso universitario. Il candidato/la candidata spieghi quali informazioni riterrebbe utile fornire allo scopo di permettere una scelta consapevole.

Il candidato/la candidata spieghi quali funzioni possono essere assegnate al tutor e come tale figura possa contribuire alla traduzione pratica del diritto allo studio in carcere.

In the collective cultural imagination of the American public, one of the most critically important aspects of this concept of “Bad People” is that they are supposed to suffer. This is not only because evil is understood to “earn” suffering, but also because suffering is widely understood to be the one thing that can neutralize evil (aside from death). Punishment confronts the perpetrator violently and startles him into submission and regret. In this sense punishment is understood as a socially purifying force; the literal hurtfulness of



punishment is an intensely emotional and almost superstitious ritual strategy through which we assert a sense of order and control.

GRUPPO DI QUESITI N. 14

Una persona detenuta intende iscriversi a un corso universitario che prevede esperimenti e analisi di laboratorio. Il candidato/la candidata prenda in esame alcune considerazioni che riterrebbe utile condividere con la possibile matricola al fine di evidenziare le peculiari difficoltà connesse a una simile scelta.

Il candidato/la candidata illustri pro e contra delle sezioni esclusivamente dedicate agli studenti ristretti iscritti all'Università.

Indeed, for many Americans; justice is when bad people suffer. Evil without suffering is a kind of unanswered call, unfinished business, or a kind of theft, as in: "He got away with it." In this sense, the suffering of prison has a kind of transcendent communal logic to it: "You do the crime you do the time," both implies that the prison is somehow a natural phenomenon and places responsibility for the total experience of incarceration on those who are incarcerated. People in prison have "put themselves there," and they are thus the ones responsible for anything that may happen to them. As a result, to the extent that we may know that "bad things" are happening to people in prison, our moral anxiety about their suffering is largely neutralized by the idea that they are getting what they deserve and that their suffering will do us all good.

GRUPPO DI QUESITI N. 15

Una persona detenuta con una prospettiva di fine pena in tempi brevi (es. due anni) manifesta la volontà di portare a termine/iniziare il percorso di studi universitario. Il candidato/a candidata prenda in considerazione il caso, e ne valuti le diverse sfaccettature.

Il candidato/la candidata faccia una riflessione sui benefici e sui rischi eventuali della permeabilità tra istituto penitenziario e mondo dell'università.

As a consequence of this entire quasi-moral framework, we do not imagine the harms that are suffered by people in prison in the same way that we would if that harm were inflicted on anyone else. Yet another factor compounds this situation even further—and that is, that to most Americans, people in prison are more of an abstraction than they are fully human. Part of what is so deadly, in both an ethical and a literal sense, about stereotypes is that they do not just misinform; they also render their subjects less than fully human. "Bad People" or "Criminals" are more like a subspecies of monsters or cartoons than they are actual people. They are utterly dehumanized in the popular imagination.

GRUPPO DI QUESITI N. 16

Uno studente ristretto è indeciso tra due corsi: il candidato/la candidata esamini quali sono gli elementi sulla base dei quali sia possibile agevolare o orientarne la scelta.

Il candidato/la candidata indichi in maniera puntuale le principali difficoltà che può incontrare una persona ristretta che scelga di affrontare un percorso di studi universitario.

For a combination of reasons, the public is also terribly uninformed in a basic factual sense about the prison system. Few middle class Americans know much of anything about who's in prison, what they're there for, or about for how long. They know little about how the system functions—or does not function, either in theory or in practice—or about the long-term consequences of our criminal justice system for individuals, families, communities, or even for the democracy as a whole. They know nothing about people receiving life sentences for a death that occurs during the commission of a felony, whether or not that death was intended, or even caused by the defendant (felony murder rule), or for transporting drugs (knowingly or unknowingly).



GRUPPO DI QUESITI N. 17

Il candidato/la candidata progetti tutte le tappe di un percorso di orientamento volto a supportare una persona detenuta nell'iscrizione a un corso di laurea, tenendo conto delle peculiari esigenze formative e delle restrizioni dell'ambiente penitenziario.

Il candidato/la candidata si concentri - esaminandoli in modo critico - sugli effetti positivi che la partecipazione alle attività di un PUP potrebbe produrre sui soggetti esterni eventualmente coinvolti (docenti, studenti e studentesse, personale universitario).

One obvious problem is that our society is divided up into largely class- and race-based silos, and the mainstream media rarely pays sustained attention to anything that primarily impacts poor people unless it poses a direct or indirect threat to others—mostly middle class white Americans. Unlike other well-publicized disasters, the crisis in the U.S. prison system is not constantly being broadcast in a never-ending loop on primetime television. If you know no one who is incarcerated, and do not live within certain communities, it is possible to live in the United States and never be confronted in any kind of sustained way not just with the horrors of the system, but even some of the most basic facts.

GRUPPO DI QUESITI N. 18

Una persona detenuta intende iscriversi a un corso di laurea dell'Ateneo ma si aspetta di poter andare in comunità entro un anno. Il candidato/la candidata delinea quali scenari possano essere prospettati alla persona coinvolta al fine di garantirgli continuità nel percorso di studi.

Il candidato/la candidata valuti come l'utilizzo di strumenti tecnologici possa facilitare l'accesso all'istruzione per le persone detenute, analizzando benefici e criticità.

First, I would note that critical parts of the situation I have just laid out are rooted in the social, cultural, educational, and economic disempowerment of those people who are most heavily impacted by incarceration. People who are incarcerated and their family members do not typically produce the evening news. Their screenplays are not ordinarily produced in Hollywood, and their books are rarely published. They seldom teach classes at colleges or universities, write textbooks, or publish in scholarly journals. Instead, they are not simply absent from most of the key cultural institutions through which knowledge is produced and disseminated, but they are systematically distorted and vilified by them. In addition, statistically speaking, most incarcerated people are also typically ill-equipped to engage with those institutions even when the opportunity might arise.

GRUPPO DI QUESITI N. 19

Uno studente ristretto viene trasferito dopo aver sostenuto tutti gli esami del primo anno del suo corso di studio. Il candidato/la candidata illustri come sia opportuno procedere al fine di garantire la continuità del percorso di studi della persona coinvolta.

Il candidato/la candidata esamini possibili azioni che gli istituti di pena e le università possono mettere in campo per favorire e sostenere la continuità dei percorsi studio delle persone ristrette.

They may not speak or write in a style that is recognized or valued by others; and even if they do, as prisoners, their lack of social status undermines the power and credibility of their voices in the public sphere. Prison higher education programs pose a direct challenge to each of these conditions. Students at San Quentin regularly communicate with members of the media, either through direct visits to the prison or through correspondence, and express their knowledge, opinions, and perspectives; they publish their work in academic journals, magazines, and anthologies. After release they regularly speak at public events and present on panels and in college classrooms.



GRUPPO DI QUESITI N. 20

Una persona detenuta che non padroneggia appieno la lingua italiana esprime la volontà di iscriversi a un corso universitario. Il candidato/la candidata esponga le valutazioni che riterrebbe utile condividere con la potenziale matricola al fine di consentirgli la scelta più idonea.

Il candidato/la candidata analizzi l'importanza del tutoraggio nel percorso universitario dei detenuti, evidenziando come questa figura possa contribuire al successo accademico e alla ricostruzione di legami sociali.

Students are empowered to do all of this work through a combination of the content of their courses; the skills they acquire through the completion of their coursework; the network they develop through contact with instructors, tutors, and university and community members; and the social confidence they develop interacting with teachers and peers in a college classroom. Being incarcerated presents a whole range of complex obstacles to projecting one's voice into the outside world, but nevertheless, this issue matters. Education that enables people in prison to develop strong written and oral communication skills empowers them to represent themselves in the public sphere in a way that makes it possible for others actually to hear them.

GRUPPO DI QUESITI N. 21

Due studenti ristretti detenuti presso il medesimo istituto si iscrivono allo stesso corso di laurea. Il candidato/la candidata esprima delle considerazioni sulla possibilità di promuovere momenti di studio condiviso.

Il candidato/la candidata prospetti e proponga eventuali soluzioni per superare le sfide specifiche associate all'introduzione di programmi di studio universitari nelle Case Circondariali rispetto alle Case di Reclusione.

Being able to find the words to say what you want to say, in a way that others of vastly different class or cultural backgrounds will understand, is a vital part of the advocacy and social transformation that will be critical to our undoing of the landscape I have just described. I always find it interesting that the college program at San Quentin does not just help people develop such skills, but it actually attracts journalists in particular into the prison, which then makes it a thousand times more likely that a given incarcerated student might have the opportunity to interact with one of them face to face, and thereby educate them.

GRUPPO DI QUESITI N. 22

Uno studente ristretto intende palesa al suo tutor l'intenzione di fissare un esame universitario. Il candidato/la candidata ipotizzi in quale modo il tutor possa procedere per ottimizzarne l'organizzazione.

Il candidato/la candidata formuli alcune considerazioni sul rischio che l'esercizio del diritto allo studio in carcere venga condizionato dal ricorso a logiche premiali.

Higher education does not just mean greater communication skills; it also means understanding the complex cultural and political institutions through which power in this society is organized. The acquisition of academic degrees also means the building of more and more complex social and professional networks, and of progressively more social status, and social capital. It is often not just what we say or even how we say it; depending on the context, our degrees, our institutional affiliations, and our personal relationships all play a role in the value that is assigned to the ideas that we express. In addition, imagine more and more currently and formerly incarcerated people joining the ranks of colleges and universities across the country, both as students and, eventually, as faculty.



UNIVERSITÀ DEGLI STUDI DI MILANO

Milano, 29 maggio 2025

La Commissione

Prof.ssa Beatrice Magni Presidente

Dott. Carlo Alberto Corti Componente

Dott.ssa Chiara Dell'Oca Componente

Dott.ssa Maria Martina Bonaffini Segretaria