



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Scienze Umanistiche | | |
| ACADEMIC YEAR | 2017/2018 | | |
| MASTER'S DEGREE (MSC) | PHILOSOPHICAL AND HISTORICAL SCIENCES | | |
| SUBJECT | LANGUAGE EPISTEMOLOGY | | |
| TYPE OF EDUCATIONAL ACTIVITY | C | | |
| AMBIT | 21023-Attività formative affini o integrative | | |
| CODE | 13170 | | |
| SCIENTIFIC SECTOR(S) | M-FIL/05 | | |
| HEAD PROFESSOR(S) | LA MANTIA FRANCESCO | Professore Associato | Univ. di PALERMO |
| OTHER PROFESSOR(S) | | | |
| CREDITS | 6 | | |
| INDIVIDUAL STUDY (Hrs) | 120 | | |
| COURSE ACTIVITY (Hrs) | 30 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 2 | | |
| TERM (SEMESTER) | 2° semester | | |
| ATTENDANCE | Not mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | LA MANTIA FRANCESCO Friday 15:00 19:00 Edificio 12, 4 piano. | | |

DOCENTE: Prof. FRANCESCO LA MANTIA

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| PREREQUISITES | Required is a basic knowledge of a foreign language: English or French. |
| LEARNING OUTCOMES | <p>ECTS credits for this course are awarded to students who: Knowledge and understanding: •have demonstrated knowledge and understanding about the most salient topics that come up in philosophy of language as well as advanced knowledge of secondary literature that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; Applying knowledge and understanding: •can autonomously apply their theoretical linguistic knowledges with particular reference to their field of study, as well as to apply their knowledge to examine critically texts or examples derived from the analysis of the activity of language; Making judgements: •have the ability to integrate their linguistic knowledge and formulate judgements with incomplete or limited information, but that include reflecting on epistemological and formal consequences linked to the application of their knowledge and judgements; •have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. Communication: •can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously. Their communicative and argumentative abilities will be strengthened thanks to the practical activities (seminars, guides lectures, and so on...) included in the program.</p> |
| ASSESSMENT METHODS | <p>ONGOING EVALUATION: There will be a mid-term writing assignment. Final oral assessment: The oral assessment is a viva in which knowledge and skills in the field of study are going to be tested. Final pass marks go from 18 to 30 points cum laude. The student is required to answer at least 2 or 3 oral questions regarding the whole program of study with reference to the suggested books. Questions shall assess a) Knowledge and understanding b) cognitive and practical skills c) ability to communicate; d) making judgements.</p> <p>Note European Qualifications Framework 30 - 30 cum laude a) advanced knowledge of a field of work or study, involving a critical understanding of theories and principles b) advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study c) fully adequate use of specialized language d) take responsibility for managing and innovate the study field 26 29</p> <p>a) comprehensive, specialised knowledge within a field of work or study and an awareness of the boundaries of that knowledge b) a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems c) comprehensive use of specialized language d) exercise management and supervision in contexts of work or study activities 22 25</p> <p>a) knowledge of facts, principles, processes and general concepts, in a field of work or study. b) basic skills required to accomplish tasks and *solve problems by selecting and applying basic methods, tools, materials and information c) basic capacity to use specialized language d) basic capacity to take responsibility for completion of tasks in work or study 18-21 a) basic general knowledge b) basic skills required to carry out simple tasks c) basic capacity to communicate relevant informations d) basic capacity to take responsibility for completion of tasks in work or study</p> |
| EDUCATIONAL OBJECTIVES | <p>The aim of the class is to examine a key insight of the lacanian psychoanalysis into the pronoun "you": «The you [...] should in no way be confused with the allocutor, that is, he to whom one is speaking». Given the counterintuitive character of this assertion, it will be necessary to verify its empirical meaning with particular reference to a classical subject of the linguistic analysis: the theoretical statute of the indexicals.</p> |
| TEACHING METHODS | Frontal teaching Guided discussion on the proposed texts Seminars held by the students |
| SUGGESTED BIBLIOGRAPHY | <p>1. Jacques Lacan, Il seminario. Libro III. Le psicosi 1955-1956, Einaudi, Torino, pp. 308-350.</p> <p>2. Jacques Lacan, «La cosa freudiana. Senso del ritorno a Freud in psicoanalisi», in Scritti, Tomo I, Einaudi, Torino, pp. 391-428.</p> <p>3. Francesco La Mantia «Seconda Persona. Su un aspetto del pronome «tu» in Lacan». (in preparazione).</p> <p>A scelta dello studente, almeno due tra i seguenti testi:</p> <p>1. Emile Benveniste, «L'apparato formale dell'enunciazione», in «Problemi di linguistica generale», Tomo II, Milano, pp. 76-92.</p> <p>2. David Kaplan, «Demonstratives», in Steven Davis & Brendan Gillon (edited by) «Semantics. A reader», Oxford, pp. 749-770.</p> <p>2. Jean Giot, «La deuxième personne du verbe. Un champ énonciatif», in «Cliniques méditerranéennes», n. 68, 2003, pp. 37-58.</p> |

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| | <p>4. Christian Lundberg, «Lacan in Public. Psychoanalysis and the Science of Rhetoric», New-York, 2012, pp. 44-72.</p> <p>5. Ellie Ragland, «Jacques Lacan and the Philosophy of Psychoanalysis», Chicago, pp. 200-232.</p> |
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SYLLABUS

| Hrs | Frontal teaching |
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| 4 | General Course Introduction: aims and objectives |
| 4 | Second person: «The you is a long way from having a univocal value». |
| 4 | A short introduction to the bi-dimensional semantics: character and content. |
| 2 | The silent function of the language |
| 2 | The other as the locus of language |
| 4 | Who or what is the other? |
| 4 | «You» as «double mirror»: little other and Great Other. |
| 2 | The other as mirage: toward a simulacral conception of the otherness. |
| 2 | The Other as «glotto-genetic matrix»: towards a germinal conception of the otherness |
| 2 | Conclusions: neither little nor great. |