



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche
ACADEMIC YEAR	2018/2019
MASTER'S DEGREE (MSC)	PHILOSOPHICAL AND HISTORICAL SCIENCES
SUBJECT	PHILOSOPHY OF VERBAL PRACTICES
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50587-Istituzioni di filosofia
CODE	18532
SCIENTIFIC SECTOR(S)	M-FIL/05
HEAD PROFESSOR(S)	PIAZZA FRANCESCA Professore Ordinario Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	9
INDIVIDUAL STUDY (Hrs)	180
COURSE ACTIVITY (Hrs)	45
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	PIAZZA FRANCESCA Thursday 09:00 10:00 Stanza 110 I piano Friday 09:00 10:00 Stanza 110 I piano

PREREQUISITES	Required is basic knowledge of the History of Philosophy and basic notions of philosophy of language. The prerequisite are already acquired through a first cycle degree in Philosophy.
LEARNING OUTCOMES	<p>ECTS credits for this course are awarded to students who:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> •have demonstrated knowledge and understanding of the basic concepts in the field of philosophy of language, especially concerning the role of language in constructing identity and in performing social practices; - have demonstrated knowledge and understanding of at least one of the main work in the field of philosophy of language. <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> - can apply their knowledge and understanding in order to individuate the specific aims of a text in the field of philosophy of language; - can apply their knowledge and understanding starting from a text or a problem, especially concerning the notion of verbal practice and the relationship between language and emotion, <p>Making judgements:</p> <ul style="list-style-type: none"> - have the ability to use the philosophies of language paradigms to analyze the practical issues that emerge in the public debate. - have the ability to do bibliographic research and organize work autonomously - have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. <p>Communication:</p> <ul style="list-style-type: none"> - have the ability to discuss in specialistic terms especially concerning the topic "language and violence"; - can communicate their opinions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously.
ASSESSMENT METHODS	<p>1. A (not mandatory) test to be conducted during the course to verify the ability to communicate and apply acquired knowledge, autonomy of judgment, and the ability to organize work autonomously.</p> <p>The student will have to discuss (possibly with the support of the power point) a topic suggested by the teacher and related to the topics of the course. The parts of the program which the student will do the seminar on will not be the subject of the final assessment.</p> <p>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 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 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;</p> <p>22-25 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 course mainly aims at ensuring that the student is able to manage the main issues relating to the contemporary debate on language and communication. The course focuses on the relationship between language and violence with particular reference to the current debate on slurs, hate speech and semantic reclamation.</p> <p>During the lectures we will schedule guided reading of the text in order to improve the students' skills of analysing philosophical texts.</p> <p>The course also includes the active participation of students, in particular guided classroom discussions and presentation of parts of the text analyzed. In this way we will try to pursue the objective of strengthening the communication skills and the critical thinking of the student.</p>
TEACHING METHODS	<p>Frontal teaching</p> <p>Guided discussions on the proposed texts</p> <p>Seminars held by the students</p>
SUGGESTED BIBLIOGRAPHY	<p>Butler, Judith, <i>Parole che provocano. Per una politica del performativo</i>, Milano, Raffaello Cortina, 2010</p> <p>C. Bianchi, «Slurs: un'introduzione», in <i>E/C</i>, VII, n. 17, pp. 41-46, 2013</p> <p>Nunberg, Geoff (in stampa). «The Social life of Slurs» in: D. Fogal / D. Harris /M. Moss (eds.), <i>New Work on Speech Acts</i>, Oxford, UK, Oxford University Press.</p> <p>F. Piazza, "Le parole dell'odio. Dal lessico alle pratiche verbali" in: «Bollettino Centro di Studi Filologici e Linguistici Siciliani», 2017, n. 28, pp. 175-190;</p> <p>F. Piazza, "Parole in duello. Riflessioni sulla violenza verbale", in «Paradigmi. Rivista di critica filosofica», 2013 (fasc. 2), pp. 169-188.</p> <p>F. Piazza, "Il conflitto verbale tra membri dello stesso gruppo: il caso dell'Iliade", in «RIFL, Rivista italiana di Filosofia del linguaggio», vol. 6, n. 3, 2012, pp. 80-94.</p> <p>Un articolo a scelta tra:</p> <p>Rahman, Jacquelyn, 2012. «The N Word: its history and use in the African American community», in <i>Journal of English Linguistic</i>, 40 (2), pp. 137–171.</p> <p>Herbert, Cassie, 2015. «Precarious projects: the performative structure of reclamation», in <i>Language Sciences</i>, 52, pp. 131–138.</p> <p>Brontsema, Robin, 2004. «A Queer Revolution: Reconceptualizing the Debate over Linguistic Reclamation», in <i>Colorado Research in Linguistics</i>, n. 17, pp. 1–17.</p>

SYLLABUS

Hrs	Frontal teaching
1	Overview on the scientific objectives
2	Historical-theoretical introduction: the notion of verbal practice
4	Language and violence
6	Hate speech and slurs: semantical and pragmatical analysis
4	Verbal abuse: the anthropological link between language and violence
6	Semantic reclamation. Two history cases: "Nigger" e "Queer"
8	Words in war: the case of Iliad
6	In-group verbal abuse
Hrs	Practice
8	Guided discussion on the proposed texts and seminars held by the students