



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Umanistiche
<b>ACADEMIC YEAR</b>	2021/2022
<b>MASTER'S DEGREE (MSC)</b>	PHILOSOPHICAL AND HISTORICAL SCIENCES
<b>SUBJECT</b>	PHILOSOPHY OF VERBAL PRACTICES
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B
<b>AMBIT</b>	50587-Istituzioni di filosofia
<b>CODE</b>	18532
<b>SCIENTIFIC SECTOR(S)</b>	M-FIL/05
<b>HEAD PROFESSOR(S)</b>	PIAZZA FRANCESCA Professore Ordinario Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>	
<b>CREDITS</b>	9
<b>INDIVIDUAL STUDY (Hrs)</b>	180
<b>COURSE ACTIVITY (Hrs)</b>	45
<b>PROPAEDEUTICAL SUBJECTS</b>	
<b>MUTUALIZATION</b>	
<b>YEAR</b>	1
<b>TERM (SEMESTER)</b>	1° semester
<b>ATTENDANCE</b>	Not mandatory
<b>EVALUATION</b>	Out of 30
<b>TEACHER OFFICE HOURS</b>	<b>PIAZZA FRANCESCA</b> Thursday 09:00 10:00 Stanza 110 I piano Friday 09:00 10:00 Stanza 110 I piano

<p><b>PREREQUISITES</b></p>	<p>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.</p>
<p><b>LEARNING OUTCOMES</b></p>	<p>ECTS credits for this course are awarded to students who:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>- have demonstrated knowledge and understanding of at least one of the main work in the field of philosophy of language.</li> </ul> <p>Applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- can apply their knowledge and understanding in order to individuate the specific aims of a text in the field of philosophy of language;</li> <li>- 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,</li> </ul> <p>Making judgements:</p> <ul style="list-style-type: none"> <li>- have the ability to use the philosophies of language paradigms to analyze the practical issues that emerge in the public debate.</li> <li>- have the ability to do bibliographic research and organize work autonomously</li> <li>- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</li> </ul> <p>Communication:</p> <ul style="list-style-type: none"> <li>- have the ability to discuss in specialistic terms especially concerning the topic "language and violence";</li> <li>- can communicate their opinions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously.</li> </ul>
<p><b>ASSESSMENT METHODS</b></p>	<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. All students who do not attend the lectures are invited to contact the professor about any clarification or modification concerning the course program.</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</p> <p>18-21 a) basic general knowledge; b) basic skills required to carry out simple tasks;</p>

	c)basic capacity to communicate relevant informations; d)basic capacity to take responsibility for completion of tasks in work or study;
<b>EDUCATIONAL OBJECTIVES</b>	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. During the lectures we will schedule guided reading of the text in order to improve the students' skills of analysing philosophical texts. 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.
<b>TEACHING METHODS</b>	Frontal teaching Guided discussions on the proposed texts Seminars held by the students All students who do not attend the lectures are invited to contact the professor about any clarification or modification concerning the course program.
<b>SUGGESTED BIBLIOGRAPHY</b>	F. Piazza, "La parola e la spada. Linguaggio e violenza attraverso l'Iliade", Il Mulino, 2019. Una monografia a scelta tra: 1. H. Arendt, "Sulla Violenza", Guanda Editore, 1996. 2. J. Butler, "Parole che provocano. Per una politica del performativo", Milano, Raffaello Cortina, 2010 3. P. Virno, "Avere. Sulla Natura dell'animale loquace", Bollati Boringhieri, 2020. 4. M. Serra, "Il negativo del linguaggio. Una questione etico-politica", Palermo University Press, 2020 5. C. Bianchi, "Hate Speech. Il lato oscuro del linguaggio", Roma, Laterza, 2021.  Un articolo a scelta tra: 1. C. Bianchi, "Parole come pietre: atti linguistici e subordinazione", in : «Esercizi Filosofici», 10, 2015 pp. 155-135. 2. C. Fumagalli, "Discorsi d'odio come pratiche ordinarie", «Biblioteca della libertà» LIV, 2019, gennaio-aprile n. 224, pp.55-75. 3. M. Serra, "Linguaggio e violenza in H. Arendt. Una prospettiva retorica", in «RIFL, Rivista Italiana di Filosofia del Linguaggio», vol 13, n. 2 (2019), pp. 151-164. Un articolo a scelta tra: 1. Nunberg, Geoff (in stampa). «The Social life of Slurs» in: D. Fogal / D. Harris / M. Moss (eds.), New Work on Speech Acts , Oxford, UK, Oxford University Press. 2.L. Anderson and E. Lepore, "Slurring Words", in «Nous», 2011, pp. 1-27 3. J. Rahman, "Missing the target: group target that launch and deflect slurs", in «Language Science», 2015, 52, pp. 70-81. 4. C. Herbert, "Precarious projects: the performative structure of reclamation", in «Language Sciences», 2015, 52, pp. 131–138. 5. M. Popa-Wyatt, "Reclamation. Taking Back Control of Word", in: "Grazer Philosophische Studien", vol. 97, n.1, Special Issue in "Non-Derogatory Uses of Slurs", (Eds Bianca Cepollaro & Dan Zeman), pp. 159-176, 2020. 6. R. Jeshion, "Pride and Prejudiced: on the Reclamation of Slur", in: "Grazer Philosophische Studien", vol. 97, n.1Special Issue in "Non-Derogatory Uses of Slurs", (Eds Bianca Cepollaro & Dan Zeman), pp. 106-137. 5. B. Fontana, "Bia and logos: Power and Rhetoric in the Antiquity", «in «History of Political Thought», vol. XXXVIII, n.1., 2017, pp. 25-43. STUDENTI NON FREQUENTANTI: Gli studenti non frequentanti potranno concordare con la docente modifiche del programma.

## SYLLABUS

Hrs	Frontal teaching
1	Overview on the scientific objectives
2	Historical-theoretical introduction: the notion of verbal practice
3	Verbal abuse: the anthropological link between language and violence
5	Language and violence in H. Arendt
6	Exciting Speech. J. Butler's View on language and Violence.
5	The contemporary debate on slurs and hate speech
2	Semantic reclamation. Two history cases: "Nigger" e "Queer"
15	Words in war: the case of Iliad
Hrs	Practice
6	Guided discussion on the proposed texts and seminars held by the students