



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2021/2022
BACHELOR'S DEGREE (BSC)	GLOBAL STUDIES. HISTORY, POLICIES, CULTURE
SUBJECT	PHILOSOPHICAL RESEARCH METHODOLOGY
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	10723-Attività formative affini o integrative
CODE	21628
SCIENTIFIC SECTOR(S)	M-FIL/06
HEAD PROFESSOR(S)	DI BELLA SANTI      Professore Associato      Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	<b>DI BELLA SANTI</b> Tuesday    11:00    13:00    Il ricevimento si terrà nella stanza 308 B, ed. 15, Dipartimento Culture e Società oppure, concordandolo, su Teams. E' richiesta in ogni caso la prenotazione, da inviare tre giorni prima. Per un appuntamento in altro giorno, contattare il docente via mail: santi.dibella@unipa.it.

DOCENTE: Prof. SANTI DI BELLA

<b>PREREQUISITES</b>	An acquaintance with History of Ideas and History of Historiography is assumed at the start of the course; students should show aptitude for reasoning in these fields. A basic skills survey will be administered at the beginning of the course.
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding: Methodology of Research in Philosophy (m-Fil / 06) aims to make students aware of the theoretical relationship between history and history of historiography. The main focus will be on the epistemological characteristics of "world history" and "universal history". The topics will be chosen for their weight in contemporary discussion and public debate.</p> <p>Applying knowledge and understanding: By the end of the course, students should be able to master some features in the contemporary debate upon the theory of historiography.</p> <p>Making judgements: The course aims to present students with typical cases of thinking about history. This goal requires their personal involvement in argumentative efforts.</p> <p>Communication skills: When ideas reach beyond academia and through the historical representation enter the public debate, their language becomes on one hand demanding and technical, on the other hand popularizing. Students will be encouraged to develop their communication skills at both level.</p> <p>Learning skills: It will be fostered students' ability to connect ideas and notions creatively.</p>
<b>ASSESSMENT METHODS</b>	<p>Oral exam; Minimum number of questions per exam: two. Students can write a short essay of 4/5 pages (a 2.300 characters), or create a PowerPoint presentation or a video tied to the course contents. The topic must be approved of by the teacher. This work is part of the oral examination but doesn't replace it. It will be discussed and will counted for one-third of the final mark.</p> <p>Assessment: Required for passing is to have a sufficient knowledge of the topics; for a high score students are asked to master learning outcomes in a personal perspective and to apply them both within and among subject domains.</p> <p>Marks</p> <p>30/30 e lode: s/he expresses herself/himself with extremely effective language, showing strong subject knowledge and application skills;</p> <p>26-29: s/he expresses herself/himself with clear language, mastering the course content;</p> <p>24-25: s/he expresses herself/himself properly, will demonstrate an acceptable knowledge and basic problem solving skills;</p> <p>21-23: s/he shows modest knowledge of course content and corresponding problem solving skills;</p> <p>18-20: s/he has a poor knowledge of course content.</p> <p>17-: S/he has shown a scarce understanding of course contents.</p>
<b>EDUCATIONAL OBJECTIVES</b>	The course aims to test the possibilities and limits of the history of the world and of world history. It will do this by reconstructing the history of these two genres and the theory of their specific fields. In this way, however, will also be touched general problems pertaining to the epistemology of historical knowledge, like those of the narrative, the structure of judgment, forecasting and ethics.
<b>TEACHING METHODS</b>	Lectures, skills sessions. Student workers who could not attend course are allowed to agree upon an alternative program with the teacher. The same holds true for students with disabilities.
<b>SUGGESTED BIBLIOGRAPHY</b>	Laura Di Fiore, Marco Meriggi, World History. Le nuove rotte della storia, Laterza, Roma-Bari 2020; Henri-Irénée Marrou, Tristezza dello storico. Possibilità e limiti della storiografia, Morcelliana, Brescia 2018.

## SYLLABUS

Hrs	Frontal teaching
2	Core Problem
2	The great explorations and the invention of printing as factors of historiographic universality. Gruzinski.
2	The "Universal History" in the historiography of the Enlightenment
2	The philosophy of history:gnoseological status, cultural reasons, political effects
2	The Modern State in Europe between universal history and national history
2	Relationship in the historical thought during the nineteenth century in Europe between historical knowledge and political action. The Historian and the Statesman.
2	Flology and historical criticism in the birth of the science of history during the European nineteenth century. Effects on "universal history".
2	Singularity, Universal History and Nature. Discussions onn the eve of 20th centurie.
2	Max Weber; Pomeranz.

## SYLLABUS

Hrs	Frontal teaching
2	Global history today. Protagonists and main theories
2	Subrahmanyam and the origins of global history
2	Marrou, Tristesse de l'historien: theoretical and historical framework; Raymond Aron, Introduction à la philosophie de l'histoire
2	Marrou: limits to historical knowledge and anti-pyrronism.
2	Marrou: The Meaning of History; debate on the topics of the course.
2	As a conclusion: the problem of historical knowledge today; the statute of "world history"