



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche		
ACADEMIC YEAR	2022/2023		
MASTER'S DEGREE (MSC)	PHILOSOPHICAL AND HISTORICAL SCIENCES		
SUBJECT	PHILOSOPHY OF LANGUAGE AND MIND		
TYPE OF EDUCATIONAL ACTIVITY	C		
AMBIT	21023-Attività formative affini o integrative		
CODE	19093		
SCIENTIFIC SECTOR(S)	M-FIL/05		
HEAD PROFESSOR(S)	CARAPEZZA MARCO	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	6		
INDIVIDUAL STUDY (Hrs)	120		
COURSE ACTIVITY (Hrs)	30		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	CARAPEZZA MARCO Tuesday 09:00 11:00 Dipartimento Scienza Umanistiche ed.12, IV piano. Stanza docente. Altri giorni e altri orari per il ricevimento possono essere concordati con il docente.		

DOCENTE: Prof. MARCO CARAPEZZA

PREREQUISITES	No prerequisites for foreign students.
LEARNING OUTCOMES	ECTS credits for this course are awarded to students who: Knowledge and understanding: have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; Applying knowledge and understanding: can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; Making judgements: have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities 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.
ASSESSMENT METHODS	The evaluation of the achievement of the training objectives will take place through: a written paper based on a topic discussed in the classroom in which the student shows his ability to develop a philosophical topic independently. The paper must show a) the acquired knowledge and understanding; b) the processing capacity, c) the possession of an adequate display capacity d) autonomy of judgment e) argumentative writing skills the evaluation will be expressed in thirtieths. Distribution of grades: 30 - 30 cum laude: Advanced knowledge of the topics covered and advanced knowledge application skills in view of solving the proposed problems; Full command of specialist language. The student should be able to provide connections between different positions, identified with precision. For example, drafting a paper where it is shown to be able to take a position in the current debate in pragmatics and cognitive sciences on the role of metaphor in our communication. 24 - 29 a) Comprehensive knowledge accompanied by critical awareness; ability to apply the acquired knowledge and develop creative solutions to the proposed problems; mastery of specialized language d) ability to organize work independently. The student will have to be able to account for the different positions with acceptable precision. For example Write a text starting from an article identifying the essential points and correctly placing it in the current debate. 18-23 a) Minimum knowledge of the main topics of the course b) minimum ability to autonomously apply the acquired knowledge c) Minimum ability to use technical language d) Minimum capacity to organize work independently. In any case, the student must be able to account for the main differences between the different positions without distorting the spirit and in a way understandable to the teacher.
EDUCATIONAL OBJECTIVES	The student will acquire knowledge of the terms of the current philosophical debate on Metaphor. During the course some of the most significant issues in the debate will be discussed. in particular will be studied some key contemporary perspectives from relevance theory and radical contextualism. Each student will choose a standpoint arguing for it in a public debate.
TEACHING METHODS	lectures and guided discussions on the proposed texts; Seminars held by the students.
SUGGESTED BIBLIOGRAPHY	Negazione, metafora, ironia Studenti di pedagogia Domaneschi e Penco, "detto e non detto", Laterza Lakoff e Johnson, elementi di linguistica cognitiva, ed. Quattroventi (solo cap. sulla metafora). materiali didattici altri due testi a scelta almeno uno in inglese. Studenti di filosofia 4 testi a scelta, almeno uno in inglese: Davidson, "Cosa significano le metafore", in "verità e interpretazione", Il mulino, pp. 336-360 (fornito dal docente) Sperber e Wilson, "A deflationary account of metaphor", 2008, pp. 97-122 (fornito dal docente) Carapezza Garelli, Il triangolo non l'avevo considerato, RIFL (fornito dal docente) Freud, sulla negazione, Borghieri Ironia,

Altri testi saranno forniti durante le lezioni.

SYLLABUS

Hrs	Frontal teaching
2	introduction to philosophy of language and mind course
6	Introduction to philosophy of language and pragmatics
6	theories of metaphor in contemporary debate
6	negation and philosophy and pragmatics
6	theory and uses of irony
4	negation, metaphor and cognition