



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Umanistiche		
ACADEMIC YEAR	2023/2024		
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

PREREQUISITES	Required is a basic knowledge of a foreign language: English or French.
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	ONGOING EVALUATION 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) Knowlesge and understanding b) cognitive and practical skills c) ability to communicate; d) making judgements. NoteEuropean 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 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
EDUCATIONAL OBJECTIVES	For about forty years, the term 'diagram' has been at the centre of numerous debates in semiotics and aesthetics. Thanks to Gilles Deleuze's reflections in the now classic Logique de la sensation, and decisive subsequent research by Félix Guattari, this term has come to the attention of a wide range of intellectual figures. Not only semioticians and aestheticians, but also artists, mathematicians and philosophers measured themselves with the word and soon made it a privileged object of investigation. 'Diagramma' has a history in fact rooted in an articulated network of concepts. If we stick to the most recent segments of this history, it is with Charles Sanders Peirce that the network began to develop. The American semiotician and mathematician initiated fundamental studies on the diagram whose echoes also reverberated in the texts of the two French thinkers. The course proposes to examine this interweaving from the perspective of a Semiotics that adopts the diagram as its own instrument of analysis. After Peirce, but also after Deleuze and Guattari, capital ideas for the discipline such as those of Image, Gesture and Figuration have been interrogated through the filter of this notion. A first introductory part will therefore be followed by a monographic series of lectures aimed at explicating the relationships that the diagram has with the aforementioned ideas: the intellectual legacy of artists such as Paul Klee and Francis Bacon will offer a rich repertoire of examples in this regard.
TEACHING METHODS	Frontal teaching
SUGGESTED BIBLIOGRAPHY	<p>Titolo del corso: "Sul Diagramma".</p> <p>Francesco La Mantia, Charles Alunni, Fernando Zalamea (edited by), "Diagrams and Gestures. Mathematics, Philosophy, and Linguistics, Cham, Springer, 2023, pp. 1-70.</p> <p>Paul Klee, Teoria della Forma e della Figurazione, Vol. I – Il pensiero Immaginale, Milano, Mimesis, pp. 1-100.</p> <p>Francis Bacon, Conversazioni con Michel Archimbaud, Milano, Abscondita, pp. 18-71.</p>

	<p>A scelta dello studente almeno uno tra i seguenti testi Charles Alunni, "Introduction.DES ENJEUX DU MOBILE A L'ENCHANTEMENT DU VIRTUEL - ET RETOUR", in Gilles Chatelet L'Enchantement du virtuel. Mathématique, Physique et Philosophie, Charles Alunni et Catherine Paoletti (éditeurs) Paris, Les éditions de la Rue D'Ulm, pp. 41-53</p> <p>Paolo Fabbri, "La sfinge incompresa: SphinxArtig di Paul Klee", in Vedere ad Arte. Iconico ed Icastico, Milano, Mimesis, 2020 pp. 51-71.</p> <p>Catherine Paoletti "Le diagramme en scène. Mouvement, geste, écriture", in Venezia Arti, n. 29, pp. 181-192.</p> <p>Gli studenti non frequentanti sosterranno l'esame sul medesimo programma. Per maggiori chiarimenti si consiglia caldamente di contattare il docente.</p>
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SYLLABUS

Hrs	Frontal teaching
2	The Diagram: An Introduction
4	Diagram: definitions and perspectives
4	Enunciation as a Diagram
8	The Visual Philosophy of Diagram: Paul Klee
10	The Visual Philosophy of Diagram : Francis Bacon
2	Conclusions