



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Umanistiche		
<b>ACADEMIC YEAR</b>	2023/2024		
<b>BACHELOR'S DEGREE (BSC)</b>	PHILOSOPHICAL AND HISTORICAL STUDIES		
<b>SUBJECT</b>	HISTORY OF METAPHYSICS		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	C		
<b>AMBIT</b>	10649-Attività formative affini o integrative		
<b>CODE</b>	08947		
<b>SCIENTIFIC SECTOR(S)</b>	M-FIL/01		
<b>HEAD PROFESSOR(S)</b>	LUPO ROSA MARIA	Professore Associato	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	6		
<b>INDIVIDUAL STUDY (Hrs)</b>	120		
<b>COURSE ACTIVITY (Hrs)</b>	30		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	2		
<b>TERM (SEMESTER)</b>	1° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>LUPO ROSA MARIA</b> Wednesday 9:00    10:00    Ufficio docente, ed. 12 , III piano. Gli studenti sono pregati di contattare prima per mail il docente per confermare il ricevimento o chiedere un orario alternativo, in base alle possibilità del docente.		

<b>PREREQUISITES</b>	The course of lectures requires a basic knowledge of some philosophical concepts which the students have already acquired through the course of lectures Istituzioni di filosofia during the first year of the first cycle degree.
<b>LEARNING OUTCOMES</b>	<p>ECTS credits for the course are awarded to students who have developed in an at least basic way the following skills referring to Dublin Descriptors:</p> <p>1) Knowledge and understanding: the student owns the specific disciplinary knowledge and shows to be able to understand in a conscious way the main questions of Plato's and Hegel's ontological positions; he/she is also able to use this disciplinary knowledge in order to extend his/her global learning and in order to improve his/her critical understanding skill concerning the philosophical questions (more specifically metaphysical but also more general ones);</p> <p>2) Applying knowledge and understanding: the student is able to apply his/her knowledge and is able to use his/her critical understanding skill in relation to still now open metaphysical questions concerning the relationship being-difference and the relationship identity-difference;</p> <p>3) Making judgements: on the basis of his/her knowledge the student is able to express in an autonomous way judgments and valuations which are supported by a coherent and plausible argumentation and which are concerning metaphysical and ontological questions emerging from the question of being and difference;</p> <p>4) Communication: the student is able to communicate in a clear and organic way and through the specific terminology Plato's and Hegel's theses concerning being and difference; he/she is also able to elaborate and communicate in a clear way the same topics to a non-scholarly audience, stimulating its critical attention on those topics;</p> <p>5) Learning skills: the student is able to use a productive method in order to extend his/her knowledge in an autonomous way, finding in his/her research the most useful instruments and being able to coordinate in an organic and interdisciplinary way all that he/she has already learned for improving the specific disciplinary knowledge as well as his/her global philosophical and scientific knowledge as humanist.</p>
<b>ASSESSMENT METHODS</b>	<p>The final evaluation consists in an oral discussion which aims at testing the student's possessing of disciplinary skills and knowledge according to the topic of the course of lectures and the suggested bibliography.</p> <p>Final pass marks go from 18 to 30 points cum laude.</p> <p>The student will begin presenting a theme or question concerning the topic of lectures which he /she freely chooses. Subsequently the head professor will ask at least two-three questions in order to test the knowledge acquired by the student on the topic of the course of lectures referring to the suggested books. Thereby the head professor will verify the student's level of achieving of the following goals:</p> <p>1) the student has acquired the specific disciplinary knowledge and shows his/her awareness of the development of metaphysics in the conception of being and difference referring to Plato as original moment and Hegel as apex of this development ;</p> <p>2) the student has understood Plato's and Hegel's conception of being and difference;</p> <p>3) the student is able to work out in an autonomous way the ontological problems concerning the concepts of being and difference;</p> <p>4) the student is able to expose in a clear and organic way and through the specific terminology arguments, topics, problems of the discipline as well as parts of the suggested bibliography;</p> <p>5) the student is able to formulate his/her own opinion or judgment and to support an interpretive thesis in a satisfactory way and if necessary he/she is able to give an original plausible interpretation of the topics and questions he/she has confronted using the sources of the course of lectures.</p> <p>The head professor will express the evaluation referring to the student's achievement of the five above mentioned goals in the following way:</p> <p>30- 30 cum laude: the five above mentioned goals have been reached in an optimal way</p> <p>29-27: the five above mentioned goals have been reached in a plenty satisfactory way</p> <p>26-24: the five above mentioned goals have been reached in a quite satisfactory way</p> <p>23-21: the five above mentioned goals have been reached in a sufficient way</p> <p>20-18: the five above mentioned goals have been reached in an elementary and limited way</p>
<b>EDUCATIONAL OBJECTIVES</b>	Referring to Plato's and Hegel's positions as concerns the two key-concepts in metaphysics, namely being and difference, the course of lectures has as its goal to provide for the students instruments of reading, analysis, interpretation and reflection on the metaphysical thinking according to an investigation which elucidates the peculiar, structural traits of metaphysics and of its topics, especially ontological and gnoseological, elaborated during its history and still current in the contemporary debate . Therefore, the head professor aims at

	<p>stimulating students in critical awareness, interest for an open, respectful understanding of different opinions and points of view through a dialectical method of analysis of the problems. In this way, the course follows the general educational goals of the First Cycle Course in "Studi filosofici e storici" at the Department "Scienze umanistiche" of the University of Palermo. The course follows also the educational goals of the Scientific Sector (M-Fil/01) to which the discipline pertains. Hence, the course aims at being for the students not only a way of deepening their own preparation in the theoretical-metaphysical field, but also a manner in order to sharpen their own methodology in the historical and critical analysis of the philosophical texts, their own expressive, communicative, critical, argumentative capacities. Therefore, the course wants to provide a wide preparation on metaphysics in its historical development giving general orienting coordinates which can be also assumed as a basis for an eventual deepening of the metaphysical problems during a second cycle degree in Philosophy.</p>
<b>TEACHING METHODS</b>	<p>Frontal teaching Guided discussions on the proposed texts Seminars and presentations held by the students</p>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>Essere e differenza nella storia della metafisica</p> <p>In relazione a Platone quale autore aurorale della tradizione metafisica e a Hegel quale acme dello sviluppo storico della metafisica, il corso si propone di indagare le nozioni di essere e differenza e la loro relazione come concetti chiave della metafisica lungo il corso del suo sviluppo storico, per rilanciare l'attualità della lezione platonica e di quella hegeliana, a cui a tutt'oggi la metafisica contemporanea continua a fare riferimento.</p> <p>Testi consigliati Platone, Sofista, ed. it. a cura di F. Fronterotta, BUR, Milano 2007 (E' possibile anche adoperare un'altra edizione, purché con testo greco a fronte) G. W. F. Hegel, Scienza della logica, volume Primo La logica oggettiva, tr. it. di A. Moni, rev. di C. Cesa, Laterza, Roma-Bari 1994, pp. 1-193 (fino alla Prima sezione [Qualità] inclusa) Si consiglia vivamente la lettura del saggio di Jere O'Neill Surbe, Hegel's Plato: A New Departure, in A. Kim (a cura di), Brill's Companion to German Platonism, Brill, Leiden-Boston 2019, pp. 131-145 (il saggio verrà fornito dal docente)</p> <p>*Per gli studenti che non hanno la possibilità di frequentare le lezioni e per gli studenti Erasmus resta invariato il programma con i suoi testi previsti. Per ulteriori chiarimenti, necessità o richieste gli studenti sono invitati a contattare il docente.</p> <p>Being and Difference in the History of Metaphysics</p> <p>Referring to Plato as auroral author of the metaphysical tradition and to Hegel as peak of the historical development of metaphysics, the lectures aim at investigating the notions of being, difference and their relationship as key-concepts of metaphysics according to its history. Further, the lectures have the goal of showing the actuality of Plato's and Hegel's positions, to which today's metaphysical inquire still refers.</p> <p>Suggested bibliography</p> <p>Platone, Sofista, ed. it. a cura di F. Fronterotta, BUR, Milano 2007 G. W. F. Hegel, Scienza della logica, volume Primo La logica oggettiva, tr. it. di A. Moni, rev. di C. Cesa, Laterza, Roma-Bari 1994, pp. 1-193 The reading of: Jere O'Neill Surbe, Hegel's Plato: A New Departure, in A. Kim (a cura di), Brill's Companion to German Platonism, Brill, Leiden-Boston 2019, pp. 131-145 is recommended</p> <p>*Students who have not the possibility to attend the lectures and Erasmus-students will follow the same suggested bibliography. For any need or request, they are invited to contact the head professor.</p>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
2	Introduction to the discipline with explanation of its objectives and aims and of the methodology which will be applied. Setting of the work method in order to give the student directions for his/her own personal study. General presentation of the topic of the lecture course and intentions.
10	Plato's ontological conception through the analysis of Sophistes
14	Hegel's ontological conception through the analysis of Science of Logic, referring specifically to the suggested parts
1	Final conclusions of the lectures and clarification of the modalities of the final evaluation
<b>Hrs</b>	<b>Practice</b>
3	Seminars held by the students on essay Hegel's Plato