



UNIVERSITY OF L'AQUILA
Department of Human Studies

1st Cycle Degree in
PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY

Laurea in
FILOSOFIA E TEORIA DEI PROCESSI COMUNICATIVI

Course Catalogue

Academic year starts the last week of September and ends the first week of June.

1st Semester - *Starting date:* last week of September, *end date:* 3rd week of January

2nd Semester - *Starting date:* last week of February, *end date:* 1st week of June

Exams Sessions: I) from last week of January to 3rd week of February, II) from 2nd week of June to end of July, III) from 1st to 3rd week of September

Comprehensive Scheme of the 1st Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY				
YEAR	CODE	COURSE	Credits (ECTS)	Semester
I		<i>2/3 Modules (at least one of 12 ECTS), for a total of 24 ECTS, chosen among the following are compulsory:</i>	24	1/2
	DQ 0128	Greek History (6 ECTS)		
	DQ 0040	Roman History (6 ECTS)		
	DQ0021	Romance Philology T/B (6 ECTS)		
	DQ0031	Italian Literature (12 ECTS)		
	DQ0130	Italian Contemporary Literature (6 ECTS)		
	DQ0047	History of Italian Language (6 ECTS)		
	DQ0023	Comparative Literature (12 ECTS)		
	DQ0030	General Linguistics (12 ECTS)		
	DQ0050	Medieval History (12 ECTS)		
	DQ0080	Modern History (12 ECTS)		
	DQ0043	Contemporary History (12 ECTS)		
	DQ0090	History of Modern and Contemporary Political Thought (12 ECTS)		
	DQ0027	Logic and Knowledge	6	1
DQ0121	Foundations of philosophy	6	1	
DQ0114	History of ancient philosophy	6	2	

	DQ0055	Philosophy of Education	6	2
	DQ0102 DQ0167 DQ0126	<i>1 Module, for a total of 6 ECTS, chosen among the following is compulsory:</i> History of Religion (6 ECTS) History of Christianity (6 ECTS) General Sociology (6 ECTS)	6	1
	DQ0143 DQ0144 DQ0145 DQ0146	<i>Free choice courses/activities for a total of 6 credits:</i> Work Placement (3 ECTS) Other activities for enhancing working skills (3 ECTS) Further language competences (3 ECTS) Computer skills (3 ECTS)	6	1/2
II	DQ0265	History of Philosophy	12	1
	DQ0013	History of Sciences T	6	1
	DQ0266	History of Sciences T/2	6	2
	DQ0104 DQ0116 DQ0112	<i>1 Module chosen between the following is compulsory:</i> Spanish Language and Linguistics (12 ECTS) English Language and Linguistics (12 ECTS) German Language and Linguistics (12 ECTS)	12	1/2
	DQ0039	Theoretical Philosophy	12	1
	DQ0053	History of Medieval Philosophy	12	2
	DQ0230 DQ0212 DQ0006 DQ0088 DQ0140 DQ0267	<i>1 Module, for a total of 6 ECTS, chosen among the following is compulsory:</i> Greek History (6 ECTS) Roman History (6 ECTS) History of Contemporary Art (6 ECTS) History of Music (6 ECTS) Aesthetics (6 ECTS) Philosophy of Language (6 ECTS) History of Medicine (6 ECTS) Informatics (6 ECTS) Ecology (6 ECTS)	6	1/2
III	DQ0301	Moral Philosophy and Bioethics	12	1
	DQ0028	Philosophy of mind	6	1
	DQ0163 DQ0290 DQ0064 DQ0056	<i>1 free choice Module from the following, is compulsory:</i> Data Processing Systems (6 ECTS) Social Geography (6 ECTS) Geography of Power (6 ECTS) History of Pedagogy (6 ECTS)	6	1/2
	DQ0110	History of Cultural Anthropology	6	1
	DQ0214 DQ0223 DQ0213	<i>1 free choice Module from the following, is compulsory:</i> Medieval History (12 ECTS) Modern History (12 ECTS) Contemporary History (12 ECTS)	12	1/2
		<i>Free choice Module/Modules for a total of 12 ECTS</i>	12	1/2
	DQ0149	Thesis	6	2

Programme of "STORIA GRECA T" "GREEK HISTORY T"		
DQ0128, ELECTIVE among a selected set of Modules		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Maria Barbara SAVO		
1	Course objectives	The course aims to provide a solid grounding on the main themes of Greek history, from the Mycenaean kingdoms to the Hellenistic period, with particular attention to social and political fundamental stages of the experience of the ancient Greeks.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Political history of Greece from Bronze Age to Hellenistic Kingdoms - History of Athenian and Spartan Constitution - Social history of Greek world <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o Have a thorough knowledge of the historical development of the Greek world, the main events from the Bronze Age to the Hellenistic period in the broader context of the history of the Mediterranean world; o Have methodological skills for the critical analysis of literary and epigraphic documents without leaving the archaeological evidence; o Be able to master an appropriate technical vocabulary; o Be able to identify the most important elements of political, economic and social development through the analysis of the surviving documentation; o Have a good knowledge of the main research tools, both traditional and computerized.
3	Prerequisites and learning activities	No prerequisites are required.
4	Teaching methods and language	<p>Lectures, in-class training and exercises, homework, texts' reading and work in small groups for assigned tasks.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <p>-D. Musti, <i>Storia greca</i>, Roma-Bari, Laterza, 1989 (and reprints)</p> <p><i>Students unable to attend lessons are requested to study, in addition to the text by D. Musti, the following books:</i></p> <p>-M.H. Hansen, <i>La democrazia ateniese nel IV secolo a.C.</i> (Italian translation by A. Maffi), ed. LED, Milano 2003</p> <p>Materials provided by teacher: articles, maps, pictures and diagrams</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral examination begins with the exposition of an argument chosen by the student, will follow at least three more questions regarding political, economic and social structures of an analyzed period in order to assess the level of knowledge the historical development of the Greek world (40%), the ability to master the appropriate terminology in a organic and essential speech (40%), as well as the degree of independence in formulating comments and judgments about examples not analyzed in to the course (20%)</p>

Programme of "STORIA ROMANA T" "ROMAN HISTORY T"		
DQ0040, ELECTIVE among a selected set of Modules		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 2nd Semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	The course aims to provide students with adequate tools to understand and appreciate the fundamental contribution of Rome to modern civilization.

2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - basic elements of Roman history in order to explain its value for past, present and future civilizations. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o Know and understand the historical development of the Roman history; o Understand and explain the value of Roman history for past, present and future civilizations; o Be able to connect different aspects of Roman life in ancient texts; o Be able to understand texts in their original language in order to place them in the course of History; o acquire good studying methods in order to adequately use texts, critical literature and historiography.
3	Prerequisites and learning activities	Students must know Latin Language.
4	Teaching methods and language	<p>Lectures, exercises. Language: Italian Ref. Text books – Arnaldo Momigliano, <i>Manuale di storia romana</i>, ed. by Attilio Mastrocinque. Torino, U.T.E.T., 2011, pp. xiv-272, – Silvio Accame, Giovanni Vitucci, <i>L'uomo nell'evo antico, 2. Roma</i>. Brescia, "La Scuola" Editrice, 1962 (or a later edition), pp. 320, OR: – Adam Ziolkowski, <i>Storia di Roma</i>. [Milano], Bruno Mondadori, 2000, pp. 502. <i>For non attending students:</i> It is also necessary to use the atlas: -M. Baratta - P. Fraccaro - L. Visintin, <i>Atlante storico</i>, Istituto Geografico De Agostini - Novara). <i>For non attending students:</i> -Gabriella Poma, <i>Le istituzioni politiche del mondo romano</i>. Seconda edizione, Bologna, Il Mulino, 2009, pp. 278.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with the tutor in order to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral examination consists of a series of questions regarding political, economic and social structures of an analyzed period in order to assess the level of knowledge of the historical development of the Roman world (40%), the ability to master the appropriate terminology in a organic and essential speech (40%), as well as the degree of independence in formulating comments and judgments about examples not analyzed in to the course (20%).</p>

<p>Programme of “FILOLOGIA ROMANZA T/B” “ROMANCE PHILOLOGY T/B”</p>		
<p>DQ0021, ELECTIVE among a selected set of Modules</p>		
<p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester</p>		
<p>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Lucilla SPETIA</p>		
1	Course objectives	<p>The course introduces students to know the origins of medieval Romance literatures and the philological method of textual restoration, as well as the centrality of the Romance philology for the examination not only of cultural productions, but also of important historical phenomena.</p> <p>The objectives of the module are:</p> <ol style="list-style-type: none"> 1) Awareness of the historical, linguistic, cultural connections between the present and the past. 2) Awareness of the historical, linguistic and cultural conditions of the medieval age. 3) Awareness of the historical, linguistic and cultural connections between the ancient and medieval Latin and the Romance literatures.

		<p>4) Knowledge of the literary genre of the epic in its content and in its structure, as one of the most important cultural phenomena of medieval society, and its transformation in time and space in contact with the hagiography and the other romance genre, i.e. the novel.</p> <p>5) Reflection on the role played by the Church and the centers of power in the use of the epic genre to convey complex and/or contradictory ideologies.</p> <p>The course will not have notional character, but problematic and methodological.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics and aims: The course aims to provide elements for reflections on problems of oral and written literary production in the period of the origins of Romance literatures, especially elements that are particularly relevant in the constitution of the epic genre; to investigate the origin of the genre and its relation to the contemporary hagiographic production; to analyze the achievements of its kind in the North and the South of France; to discuss the definition of the canon, as well as the kind of interference with the novel; to reflect on the exceptional vitality of the epic genre; to recognize its ideological content proper to the clash between the Christian West and the Muslim East, still latent; finally, to arouse curiosity and interest in questions of literary history.</p> <ul style="list-style-type: none"> - <u>Historical topics of the module include:</u> <ul style="list-style-type: none"> ✓ To know the oldest documents of the Romance languages ✓ To read and to comment the most important epic texts of the Middle Age ✓ To know the origin of medieval French literature - <u>Philological topics of the module include:</u> <ul style="list-style-type: none"> ✓ To know the principles of philology <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> o Have a profound knowledge of the periods and of the problems of the Middle Age, identifying the relationship between the present and the past and vice versa o Reflect on the problems of orality and writing o Master an appropriate technical vocabulary to understand the specificity of the literary genres examined in the course o Be able to discuss authors, texts and issues addressed by the module in a clear and concise manner o Be able to define and illustrate the formal (rhetoric, poetic and narrative strategies) and thematic characteristics of writing from across the period o Be able to identify and discuss some of the critical issues raised by literary texts o Understand issues of canonicity and problems associated with the construction of literary canons o Know the history of philology o Know how to read a critical apparatus o Be able to understand textual problems o Demonstrate ability to read and analyze critical essays and arguments and express a critical judgment o Acquire good studying methods for start autonomous research o Acquire intellectual curiosity toward the issues of medieval culture and of philological methodology.
3	Prerequisites and learning activities	<p>The students must have:</p> <ul style="list-style-type: none"> - full mastery of written and oral expression in mother tongue - awareness of medieval history - awareness of the relationship and differences between literary texts and historical source.
4	Teaching methods and language	<p>Lectures, in-class training and exercises, homework, texts' reading and work in small groups for assigned tasks.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> - Furio Brugnolo-Roberta Capelli, <i>Profilo delle letterature romanze medievali</i>, Roma, Carocci, 2011 - Alberto Limentani e Marco Infurna (a cura di), <i>L'epica</i>, Bologna, Il Mulino, 1986 - <i>La canzone di Orlando</i>, a cura di Mario Bensi; <i>Introduzione</i> di Cesare Segre, Milano, Rizzoli, 1985 (and reprints) - <i>La canzone di Guglielmo</i>, a cura di Andrea Fassò, Roma, Carocci, 2000 (and reprints) - <i>Ronsasvals</i>, in <i>Le Roland occitan</i>, Édition et traduction de Gérard Gouiran et Robert Lafont, Paris, Bourgois, 1991, pp. 129-254 - Materials provided by teacher: articles, maps, etc. <p><i>Non-attending students are required to contact the teacher for an individual program.</i></p>

5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the in class the interpretation of literary examples. Seminars, assigned homework and exercises presented and commented in class provide a continuous assessment of learning process and represent an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular documents or texts.</p> <p><u>Summative assessment:</u> The oral exam starts from the illustration and discussion of one of issues examined in class or in the text books, and consists of the answer of at least 3 questions aiming to evaluate the capacity to compare literature from across the period, describing and accounting the continuities and differences, particularly the interrelations among literary works and the historical sources, and recognize the specificity of the literary texts (30%); the knowledge and understanding of the principles of philological method and the capacity to analyze a text and explain how its philological importance can be evaluated (30%); the ability to explain and critical apply the learned technique and tools to the interpretation of some documents or texts (30%); and the degree of independence to formulate judgments and comments on examples not discussed during the course (10%).</p>
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Programme of “LETTERATURA ITALIANA” “ITALIAN LITERATURE”		
DQ0031, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Raffaele MORABITO		
1	Course objectives	The course aims to provide basic knowledge of the historical evolution of Italian literature, from the 13 th century to the end of the 19 th century. The course will be complemented by reading representative texts, including excerpts from the <i>Canzoniere</i> .
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Reading of some selected representative texts of Italian literature, mainly of the Romantic Age. - Analysis of language and styles. <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o know and understand some relevant texts; o know poetic and literary Italian traditions; o know and understand prose and poetic styles; o understand literary language, both ancient and modern; o be able to analyse literary texts; o be able to explain the general evolution of Italian Literature; o be able to make a report about topics related to the subject of his study; o be able to formulate critical judgments about literary texts.
3	Prerequisites and learning activities	No prerequisites are required.
4	Teaching methods and language	<p>Lectures, homework, oral and written reports.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> -R. Morabito, <i>Dimensioni della letteratura italiana</i>, Carocci, Roma 2011. -R. Morabito, <i>L’evo e il tempo del Canzoniere</i>, Olschki, Firenze 2015. -E. Fenzi, <i>Petrarca</i>, Il Mulino, Bologna 2008. <p>Further readings will be suggested during the lessons.</p> <p>To study the history of Italian literature students will use a good handbook. A possible reference is: M. Santagata, A. Casadei, <i>Manuale di letteratura italiana medievale e moderna</i>, Laterza, Bari 2007.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> Students are encouraged to actively participate in lectures, asking questions and giving oral reports to the class audience.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>Students are required to expose a relevant topic of the program and to be able to read Italian</p>

	literary texts, paraphrasing them and giving interpretations, and to comment upon them in a historical perspective and to explain their role in the development of Italian literature. Students have to demonstrate a substantive knowledge of Italian literary language and to explain the position of major writers and texts of Italian literature. All exam interviews start from comparable questions, and then develop along lines determined by how the single student reacts, and answers the questions. Therefore, the number and depth of questions asked to each single student may vary.
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Programme of “LETTERATURA ITALIANA CONTEMPORANEA” “CONTEMPORARY ITALIAN LITERATURE”	
DQ0130, ELECTIVE within a set of selected courses	
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester	
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)	
Teacher: Anna Maria IORIO	
1	<p>Course objectives</p> <p>The course intends to give a brief outline of the rich and varied production of the 20th Century Italian novel, from the innovative Svevo's <i>Coscienza di Zeno</i> to the most significant narrative works published in the second half of the century.</p>
2	<p>Course content and Learning outcomes (Dublin descriptors)</p> <p>Course content: After a historical and theoretical introduction, the course will deal with some specific aspects of novels by Svevo, Tozzi, Gadda, Moravia, Morante, Pavese, Fenoglio, P. Levi, Pasolini, and Calvino. Topics of the module will include both the reading of selected texts by these authors and the analysis of their language, styles and themes. Authors and novels will be placed in their historical and cultural contexts.</p> <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> o know the historical, social and cultural contexts of the contemporary novels analyzed and their authors; o be able to identify rhetoric and narrative strategies; o be able to describe and interpret the Italian contemporary novel; o be able to identify and discuss themes, language and style used by novelists; o be able to present critically authors, texts and issues addressed by the module in a clear and concise manner; o be able to give an independent opinion.
3	<p>Prerequisites and learning activities</p> <p>Basic knowledge of the Italian novel of the 19th and early 20th Century, from Manzoni to Pirandello.</p>
4	<p>Teaching methods and language</p> <p>Lectures, class discussion, homework. The students will be encouraged to actively participate to the lectures, by making questions and discussing the texts presented in the classroom. Language: Italian Ref. Text books: - Casadei, A. (2007) <i>Stile e tradizione nel romanzo italiano contemporaneo</i>, Il Mulino: Bologna (solo <i>Introduzione e Parte prima</i>, pp.7- 138) <u>4 novels selected from:</u> Svevo, I. <i>La coscienza di Zeno</i>; Tozzi, F. <i>Il potere</i>; Moravia, A. <i>Gli indifferenti</i>; Gadda, C.E. <i>La cognizione del dolore</i>; Pavese, C. <i>La luna e i falò</i>; Pasolini P.,P. <i>Una vita violenta</i>; Fenoglio, B. <i>Il partigiano Johnny</i>; Tomasi di Lampedusa, <i>Il Gattopardo</i>; Morante, E. <i>La Storia</i>; Calvino, I. <i>Se una notte d'inverno un viaggiatore</i>.</p>
5	<p>Assessment methods and criteria</p> <p>Summative assessment: Oral exam. It will start with the discussion and analysis of one text read and commented upon during the course. Then it will require answers to some questions aiming to evaluate: (a) the achieved level of knowledge and understanding of the twentieth-century Italian authors and novels; (b) the capacity to define and illustrate the formal and thematic characteristics of some novels; (c) the ability to express their acquired knowledge and competence in a clear and concise manner; (d) the ability to critically apply the learned tools and analytical methodologies to the interpretation of a single novel; (e) the capacity to work independently and express a personal critical viewpoint.</p>

<p style="text-align: center;">Programme of “STORIA DELLA LINGUA ITALIANA T” “HISTORY OF ITALIAN LANGUAGE T”</p>		
<p>DQ0047, ELECTIVE within a set of selected courses</p>		
<p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester</p>		
<p style="text-align: center;">Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Francesco AVOLIO</p>		
1	Course objectives	<p>The purpose of this Module is to sketch a picture of the history of Italian language and its diffusion on the country over the centuries, dwelling upon main aspects and problems. The course provides the basic analytical tools for linguistic analysis, according to the methods and the conceptual frame of historical linguistics. The course aims at making students able to utilize the introduced analytical tools for the analysis of specific empirical phenomena.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - languages in ancient Italy; - phonetic, morphologic, syntactic and lexical changes in late Latin, that originated Romance languages and Italian (historical grammar); - the “birth” and the codification of Italian after the 9th century (the first documents, the “language question” from Dante to Manzoni, vocabularies, grammars, the new spoken Italian in 20th century etc.); - instruments for search and consultation (reviews, corpora on line etc.); - relationships between historical linguistics and areal linguistics (linguistic geography). <p>On successful completion of this Module, the student should:</p> <ul style="list-style-type: none"> o have a good knowledge of the first written Italian documents; o be able to understand and analyze the principal phenomena that distinguish Latin and Italian; o have a good knowledge of the “language question” in 14th, 16th and 19th century, with a critical approach to it; o understand the reasons of the different kinds of linguistic variations and code switching in contemporary Italy; o demonstrate skill in according the linguistic history to the general one.
3	Prerequisites and learning activities	<p>At the beginning of the unit a good knowledge of Italian grammar and of ancient and medieval history of Europe is required.</p>
4	Teaching methods and language	<p>Lectures; collective exercises in class; individual homework. Assigned reading and interpretation of different linguistic phenomena or short texts commented in class provide an opportunity for students to work individually or in small groups with their tutors to develop their critical analysis and interpretation of particular problems.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-S. Morgana, <i>Breve storia della lingua italiana</i>, Roma, Carocci, 2009.</p> <p>-C. Grassi, <i>Parole e strumenti del mondo contadino</i>, in <i>Storia d'Italia</i>, vol. 6, <i>Atlante</i>, Torino, Einaudi, 1976, pp. 429-455;</p> <p><i>Who can't attend the unit will study also:</i></p> <p>-F. Sabatini, <i>Origini linguistiche e letterarie d'Italia</i>, in Id., <i>Italia linguistica delle origini. Saggi editi dal 1956 al 1996</i>, Lecce, Argo, 1996, vol. II, pp. 283-321.</p> <p><i>and two essays chosen among:</i></p> <p>-P. Manni, <i>Dal toscano all'italiano letterario</i>, in L. Serianni, P. Trifone (edd.), <i>Storia della lingua italiana</i>, vol. II, <i>Scritto e parlato</i>, Torino 1994, pp. 321-342;</p> <p>- Sobrero, A. A. (1988), <i>“Italiano regionale”</i>, in G. Holtus, M. Metzeltin, C. Schmitt (edd.), <i>Lexikon der Romanistischen Linguistik (LRL)</i>, vol. IV, Niemeyer: Tübingen, pp. 732-748;</p> <p>-Vignuzzi, U. (1994), <i>“Il volgare nell'Italia mediana”</i>, in L. Serianni, P. Trifone (a cura di), <i>Storia della lingua italiana</i>, vol. III, <i>Le altre lingue</i>, Einaudi: Torino, pp. 329-372.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged in participating in lectures, by making questions and discussing the subjects and the texts presented by the teacher.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The exam consists in answering to 4 questions concerning the different parts of the programme, included the more technical section (historical grammar). The teacher will take in consideration: a) the general knowledge of the subject, with the capacity to review it with a personal approach (50%); b) the ability to read, understand and explain examples from the texts used during the lectures (30%); c) the speaking skills, and particularly the level of language and terminology (20%).</p>

<p style="text-align: center;">Programme of “LETTERATURE COMPARATE T” “COMPARATIVE LITERATURE T”</p>		
<p>DQ0023, ELECTIVE within a set of selected courses</p>		
<p>First Cycle Degree in Philosophy and Communicative Process Theory, 1st Year, 1st Semester</p>		
<p style="text-align: center;">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Massimo FUSILLO</p>		
1	Course objectives	<p>The course will introduce students to the history and methodologies of comparative literature as critical approach, with a special emphasis on the categories of reception and adaptation. It aims to have them actively read and compare texts belonging to different ages, cultures and genres, and their adaptations in different media (performance, cinema, visual arts).</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Course content:</p> <p>After a historical and theoretical introduction, the course will deal each year with a different literary theme or genre, analyzing its cultural metamorphosis from ancient archetypes to contemporary age, its different versions and its adaptations in cinema and other arts. This year the theme is: <i>The tree of possibilities: fantasies, dreams, virtual worlds</i>. It will deal with the following texts:</p> <p>T/A</p> <ul style="list-style-type: none"> - Wachovski, Lana e Andy (1999), <i>Matrix</i>, USA - Cervantes, M. de (2015), <i>Don Chisciotte della Manica</i>, Torino, Einaudi. - Massenet, J. (2006), <i>Don Quichotte</i>, regia Federico Tiezzi, DVD Bongiovanni - Nerval, G. de (1966), <i>Aurelia</i>, in <i>I racconti</i>, Torino, Einaudi - James, H. (2005), <i>L'angolo allegro</i>, in <i>Racconti di fantasmi</i>, Torino, Einaudi - Borges, J.L. (2005), <i>Il giardino dei sentieri che si biforcano</i>, in <i>Finzioni</i>, Torino, Einaudi - BioyCasares, A. (2000), <i>L'invenzione di Morel</i>, Milano, Bompiani. <p>T/B</p> <ul style="list-style-type: none"> - Paladino, M. (2008), <i>Quijote</i>, con DVD, Milano, Feltrinelli - Bigelow, K. (1998), <i>Strange Days</i>, USA - Weir, P. (1998), <i>Truman Show</i>, USA - Nolan, C (2010), <i>Inception</i>, USA - Jonze, S (2013), <i>Her</i>, USA - Miller, R. e R. (1993), <i>Myst</i>, videogame - Gondry, M. (1997), <i>Bachelorette</i>, videoclip per Björk Costa A. (2012), <i>Saper vedere il cinema</i>, Milano, Bompiani <p>On successful completion of this Module, the student should:</p> <ul style="list-style-type: none"> o be aware of comparative literature as methodology; o be able to read and critically understand the primary texts; o be aware of the interplay between trans-cultural constants and historical variations; o be able to identify rhetoric and narrative strategies in literary texts; o be able to make comparisons between different literary traditions and different artistic languages; o be able to identify and discuss some of the critical issues raised by literary texts; o understand the changing status of authorship, literary text, readership, fiction in different contexts; o understand issues of empathy, perception, visuality in different media.
3	Prerequisites and learning activities	<p>Full mastery of written and oral expression in mother tongue. The ability to differentiate between primary and secondary sources will be also required as a course prerequisite. As far as possible, students will be asked to actively express themselves in the classroom.</p>
4	Teaching methods and language	<p>The module's outline structure is delivered through a series of lectures on the literary texts and the movies of the programme, and on major related critical and cultural topics. These provide direction and contexts for students' assigned books reading and individual study of the literary texts.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>T/A</p> <ul style="list-style-type: none"> -Erich Auerbach (2002), <i>Mimesis. Il realismo nella letteratura occidentale</i> (6 chapters for each volume), Turin, Einaudi -F. Brioschi, C. Di Girolamo, M. Fusillo, <i>Introduzione alla letteratura</i>, revised edition, 2013. <p>T/B</p> <ul style="list-style-type: none"> -Mazzarella, A. (2008), <i>La grande rete della scrittura. La letteratura dopo la rivoluzione</i>

		<i>digitale</i> , Milano, Bollati Boringhieri -Costa A. (2012), <i>Saper vedere il cinema</i> , Milano, Bompiani.
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam moves from one of the texts of the syllabus to assess the student's knowledge and understanding of the assigned readings, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the authors presented in the course and the capacity to define and illustrate the formal and thematic characteristics of their writing (30%), the capacity to understand and explain the interplay between trans-cultural constants and historical variations and the ability to identify rhetoric and narrative strategies in literary texts (30%), the ability to explain and critically explain the changing status of authorship, literary text, readership, fiction in different contexts (20%) as well as issues of empathy, perception, visuality in different media (20%).</p>

<p style="text-align: center;">Programme of “LINGUISTICA GENERALE T/C3DeC3F” “GENERAL LINGUISTICS”</p>		
<p>DQ0030, ELECTIVE within a set of selected courses</p> <p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester</p> <p style="text-align: center;">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
Teacher: Maria GROSSMANN		
1	Course objectives	The goal of this course is to provide students with an introduction to theories and methods of linguistics. On successful completion of this course, the student should demonstrate knowledge of main topics in linguistics.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The course provides an overview of linguistics.</p> <p>Course topics include:</p> <ul style="list-style-type: none"> - Universal properties of human language - Methods of classifying languages into families and types - Relations of language, culture, politics, and society - Variation in the language and multilingualism - Phonetic, phonological, morphological, syntactic, and semantic structures and analysis - Linguistic change - Aspects of history of linguistics <p>On successful completion of this module, the student should</p> <ul style="list-style-type: none"> o Demonstrate knowledge and understanding of linguistic issues; o Understand and explain linguistic problems; o Identify linguistic units and levels of analysis, the relations among them and processes affecting them; o Be able to formulate linguistic generalisations on the basis of language data; o Be able to use linguistic data in the construction of linguistic argumentation; o Demonstrate capacity for reading and understanding other texts on linguistic topics.
3	Prerequisites and learning activities	None. The course is designed for students with no previous study of linguistics.
4	Teaching methods and language	<p>Lectures.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Gaetano Berruto, Massimo Cerruti, <i>La linguistica. Un corso introduttivo</i>, Torino, UTET, 2011;</p> <p>-Silvia Luraghi, Anna M. Thornton, <i>Linguistica generale: esercitazioni ed autoverifica</i>, Roma, Carocci, 2004.</p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: Informal questioning and discussion techniques are used to deepen student understanding. Questions are framed in such a way that they encourage students to form hypothesis, make connections among concepts previously believed to be unrelated, challenge previously held views, and arrive at new understandings of complex topics.</p> <p><u>Summative assessment</u>: Written exam.</p> <p>Written exam. Students are provided with data sets designed by the teacher to illustrate a particular linguistic generalisation. The task for the student is then to employ the relevant categories and units of linguistics to formulate the particular linguistic generalisation.</p>

Programme of “STORIA MEDIOEVALE” “MEDIEVAL HISTORY”		
DQ0050, ELECTIVE within a set of selected courses		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st or 2nd Semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	The purpose is to provide students with an adequate knowledge of the main features of history, of the order of the events, of the institutions, of the economics, of the society, of the cultures and of the medieval personalities . We'll examine the relationship between the scriptures of each social and regional institution in the Middle Ages. The lectures will propose reflections about concepts and periods of the Middle Ages, analyzing the main happenings of this age. The study of the sources will put out how changing and persistence have marked out the historiographical debate in the past centuries and are still marking out the modern period.
2	Course content and Learning outcomes (Dublin descriptors)	<p>This course intends to provide the students with knowledge and understanding of the general problems of the Middle Ages, analyzing the history of Europe and Asia, the political systems, the distinctive symbols of the authority, the relationship between institutions and society; capacity to apply knowledge and understanding to recognize the new political configurations, the causes of political changes and the arise of new political personalities; ability to make informed judgments and choices for a comparative analysis between historical models in order to individuate changing and persistence in society; skills in communicating knowledge and understanding by a specific lexicon and a historical terminology and capacities to continue learning to expand an historical research.</p> <p>The topics of the module include:</p> <ul style="list-style-type: none"> - the crisis of the empire and the victory of the Cristianity; - the legal-political-religious realities of the dark ages; - the feudal system; - the age of the districts; - Innocenzo II age; - Bonifacio VIII age; - the Middle Ages crisis and Italy in the XV century; - the cultural life in the Middle Ages. <p>As expected results, the student should:</p> <ul style="list-style-type: none"> o have profound knowledge of the periods and of the problems of the Middle Ages; o have knowledge and understanding of the major themes in Middle Ages, identifying the relationship between present and past and vice versa; o understand and explain the political process connected to the passage from Roman Ages to Medieval Ages, and its political, economical and social changing; o understand the development of the medieval cultures and the multiplicity of the non European civilizations; o demonstrate skill in analyzing historical periods and ability to use appropriate terminology according to the principal historiographical trends; o demonstrate capacity for reading and understand other texts on related topics; o be able to apply the acquired knowledge and understanding for building a track of research; o be able to analyze historical documents and maps; o be able to evaluate the importance of the historical changing of the Middle Ages.
3	Prerequisites and learning activities	No prerequisites are needed. Reading texts and assigned homework leading to short reports and guided comments in class are the main learning activities allowing the student to know the main themes concerning the Middle Ages, to locate them in space and time and to identify their relationship with past and present and vice versa.
4	Teaching methods and language	<p>Lectures, reading of documents and historiographical texts in the class, short reports.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <ul style="list-style-type: none"> -G. Vitolo, Medioevo. <i>I caratteri originali di un'età di transizione</i>, Milano, Sansoni, 2000. -M. Bloch, <i>Apologia della storia o mestiere di storico</i>, Torino, Biblioteca Einaudi, 2001. -M.R. Berardi, <i>I monti d'oro. Identità e conflitti territoriali nell'Aquila medievale</i>, Napoli, Liguori, 2005. -P. Cammarosano, <i>Italia medievale. Struttura e geografia delle fonti scritte</i>, Roma, NIS, 1991. -G. Cavallo, <i>Le biblioteche nel mondo antico e medievale</i>, Roma-Bari, Laterza, 1988.

		-M. Bloch, <i>Lavoro e tecnica nel Medioevo</i> , Roma-Bari, Laterza, 2001
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts and documents read in class.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam starts from the discussion and analysis of one period illustrated during the course and commented in class, and consists of the answer to 3 or 4 questions aiming to evaluate the achieved level of knowledge and the understanding of the Medieval History and of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which Medieval history is explored and the capacity to communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development.</p>

Programme of “STORIA MODERNA” “MODERN HISTORY”		
DQ0080, ELECTIVE within a set of selected courses		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Silvia Maria MANTINI		
1	Course objectives	<p>The purpose is to provide students with a comprehensive examination of the Modern Era. <u>The course is divided in two parts that can be followed separately.</u></p> <p>The goal of the <u>first part</u> is to provide a comprehensive examination of the Modern Era. On successful completion of this module, the student should develop a good knowledge of the relationship between State and Society and other main themes that characterize the period. They should be able to present simple written texts and to give short oral presentations on the main topics of the course. The student should be able to use an appropriate terminology and the tools of other human sciences (such as sociology, anthropology, psychology ...) presented in the lectures of the course. The student will also be able to understand how to access historical sources both through modern databases and through traditional basic research methods in libraries and archives.</p> <p>Restarting from what was already covered in the first part, the <u>second part</u> will illustrate and examine the aspects of relationship between institutions and society in the <i>Ancien Régime</i>, underling their influence on the birth of cultural and religious institutions in Italy of the sixteen hundreds. Particular attention will be given to the period of Spanish primacy and the history of the city of L'Aquila in the wider context of the Kingdom of Naples, as a piece of a wider reality examined through the building of new identities and political dialectics that resulted in tensions and cohabitations. Guest lecturers, audiovisuals, direct contact with historical sources and a visit to the State Archives in L'Aquila may be part of the course.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Aims of this course is to provide the students with skills and capacity to</p> <ul style="list-style-type: none"> • Make informed judgments and critical evaluations of comparative models, identify turning points or continuity; • Communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development. • Continue learning in the discipline to develop more in-depth study and analysis and move towards some autonomy in performing historical research. <p><u>Specific aim of the 1st Part</u> is to provide the students with</p> <ul style="list-style-type: none"> • knowledge and understanding of the overarching issues of the modern era with an emphasis on the History of Europe, the birth of the modern nation-state, political systems, and symbolism of power, institution-society relationships and gender history, and • capacity to apply knowledge and understanding to be able to recognize the new political configurations, the reasons why changes happened and the emergence of new political subjects, thoughts and movements. <p><u>Specific aims of the 2nd Part</u> are to</p> <ul style="list-style-type: none"> • to extend the knowledge and understanding of History of Europe and modern era through the study of a specific part of Italy's south, and • to enhance the students' capacity to make critical and autonomous judgements by focusing the study and emphasizing the relationship between the center and the outlying areas (capital and provinces, city and territory).

		<p>Topics of the 1st Part include:</p> <ul style="list-style-type: none"> - The discovery of the New World - Renaissance Society - The breakdown of religious unity in Europe; the Protestant Reformation - The Council of Trent and Counter-Reformation - The birth of the Nation State - Absolutism and absolutisms - Society and court, social classes and their representation - The Baroque Era - The Spanish Monarchy and Universalism - The French Monarchy and Absolutism. - The English Parliamentary Monarchy - The Holy Roman Empire and Eastern Europe - The French and American Revolutions - The Napoleonic Empire and the beginning of Nineteenth century <p>Topics of the 2nd Part include:</p> <ul style="list-style-type: none"> - The Spanish monarchy - The relationship between institutions and society in Ancien Régime - Relationships and background in the birth and interaction of cultural and religious institutions in seventeenth century Italy - The Spanish presence in Italy - The history of the city of L'Aquila and its role within the Kingdom of Naples - The city of L'Aquila as an example of institutions, identity and political interaction within the Kingdom of Naples under Spanish rule <p>On successful completion of the course, the student should</p> <ul style="list-style-type: none"> o have a good knowledge of the periods of the modern era and the main historical questions with a focus on the concept of fracture and continuity in history, o have knowledge and understanding of the main themes of the modern era, identifying the relationship between past and present and present and past o understand and explain the political processes tied to change and the passage from the medieval to the contemporary age in a framework of economic and social evolution o understand the development of modern civilization with relations of European poly-centrism and the many European civilizations o demonstrate skill building interpretive frameworks, research hypothesis and capability of using the specific lexicon and language of history in relation to the main historiographic currents of thought o demonstrate capacity for reading and understanding other texts on related topics. o apply the capabilities acquired to the building of a research path o analyze historical documents and papers in light of the notions acquired.
3	Prerequisites and learning activities	The student is supposed to know the basic notions of Modern History from the secondary school in order to place them in time and on a map in order to develop more in-depth knowledge and capabilities.
4	Teaching methods and language	<p>Lectures, written exercises, seminars on historical sources and historiographical texts with some multimedia tools and guest lecturers. A visit to the State Archives in L'Aquila is also planned.</p> <p>Language: Italian</p> <p>Ref. Text books (1st Part):</p> <ul style="list-style-type: none"> -F. Benigno, <i>L'età moderna. Dalla scoperta dell'America alla Restaurazione</i>, Roma-Bari, Laterza, 2005 -G.P. Romagnani, <i>La società di antico regime (XVI-XVIII secolo), Temi e problemi storiografici</i>. Roma, Carocci, 2010 <p>Ref. Text books (2nd Part):</p> <ul style="list-style-type: none"> -S.Mantini, <i>L'Aquila spagnola. Percorsi di identità, conflitti, convivenze</i>, (secc. XVI e XVII), Roma, Aracne, 2009
5	Assessment methods and criteria	<p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam is based on the discussion of specialist literature related to the subject topics and the texts read and commented in class, and consists of 3 questions aiming to verify the achieved level of knowledge and understanding of the principal historical questions of the modern age (30%), the ability to analyze and apply knowledge and understanding to conduct comparative analysis between historical models, and identify instances of continuity or schism and to design a path of research (30%), the capacity to communicate knowledge and</p>

	understanding through the acquisition of a specific lexicon of historical terminology with an awareness of historiographic development (30%) and the capacity to critically analyze historically evaluate the society and institutions (10%).
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<p align="center">Programme of “STORIA CONTEMPORANEA T” “CONTEMPORARY HISTORY T”</p>		
<p>DQ0043, ELECTIVE within a set of selected courses</p>		
<p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester</p>		
<p align="center">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Alfio SIGNORELLI</p>		
1	Course objectives	<p>The Contemporary History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history, including interaction with the environment, cultures, state-building, economic systems and social structures, from the end of 18th century to the present.</p> <p>Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability and importance — and to weigh the evidence and interpretations presented in historical scholarship.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - The Long 19th Century - The Age of Revolutions, 1776-1848 - The First Industrial Revolution - The Napoleonic Era - Political systems in Europa and America - The Second Industrial Revolution - The “New” Imperialism - The World War I - The US between the two World Wars - The World War II and the second post-war Period - The Golden Age of economic growth - The crisis of Communism and the end of the Cold War <p>As expected results, the student should:</p> <ul style="list-style-type: none"> o possess solid knowledge of Italian and European history in comparative perspective as a foundation from which to explore world and global history patterns; o have knowledge and understanding of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th and 20th centuries is explored; o understand and explain historical problems; o demonstrate ability to reflect in a critical way on historical central terms and concepts; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	<p>None: the course is designed for students with no previous study of history.</p>
4	Teaching methods and language	<p>Lectures.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ol style="list-style-type: none"> 1) Alberto M. Banti, <i>L'età contemporanea. Dalle rivoluzioni settecentesche all'imperialismo</i>, Laterza, Roma-Bari 2009; 2) <i>One text chosen from the following:</i> <ul style="list-style-type: none"> • Betts, R. F. (1986 or subsequent editions), <i>L'alba illusoria. L'imperialismo europeo nell'Ottocento</i>, Il Mulino: Bologna; • Dickie, J. (2008), <i>Una catastrofe patriottica. 1908: il terremoto di Messina</i>, Laterza: Roma; • Sorba, C. (2015), <i>Il melodramma della nazione. Politica e sentimenti nell'età de Risorgimento</i>, Laterza: Roma; 3) Alberto M. Banti, <i>L'età contemporanea. Dalla Grande Guerra a oggi</i>, Laterza, Roma-Bari 2009; 4) <i>One text chosen from the following:</i> <ul style="list-style-type: none"> • Focardi, F. (2005), <i>La guerra della memoria. La Resistenza nel dibattito politico italiano dal 1945 a oggi</i>, Laterza: Roma;

		<ul style="list-style-type: none"> • Leed, E. J. (1985 or subsequent editions), <i>Terra di nessuno. Esperienza bellica e identità personale nella prima guerra mondiale</i>, Il Mulino: Bologna; • Romero, F. (2009), <i>Storia della guerra fredda</i>, Einaudi: Torino.
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts and documents read in class.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam starts from the discussion and analysis of one period illustrated during the course and commented in class, and consists of the answer to 3 or 4 questions aiming to evaluate the achieved level of knowledge and understanding of the history of Western World and of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th and 20th centuries is explored and the capacity to communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development.</p>

<p align="center">Programme of “STORIA DELLE DOTTRINE POLITICHE” “HISTORY OF POLITICAL THOUGHT”</p>		
<p>DQ0090, ELECTIVE within a set of selected courses First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 2nd Semester</p>		
<p align="center">Number of ECTS credits: 12 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Michela NACCI</p>		
1	Course objectives	<p>The goal of this course is to provide students with an introduction to theories and methods of political thought. On successful completion of this course, the student should demonstrate knowledge of main topics in modern and contemporary political thought.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Module’s aims and content:</p> <p>The course deals with the reconstruction and analysis of Bertrand Russell's political thought. Well known in the field of mathematical philosophy, and considered at the beginnings of analytical philosophy, Russell decided very soon to be a political writer and he was a political writer all along his life: he produced a great number of important works and an organic political theory. First of all the major texts in this field will be analyzed, for the period 1896-1954; then, some aspects of his political thought (the theory of human nature, the search for reasons of war, anti-capitalism, individualism, the project of a social and political reform, the quest for happiness) and the links with the darwinian theory, social darwinism, positivism, psychology and social theory of his time, the liberal socialism, will be examined.</p> <p>On successful completion of this Module, the student should:</p> <ul style="list-style-type: none"> ○ understand and explain the political processes tied to change and social evolution ○ understand the development of modern civilization ○ demonstrate capacity for reading and understanding other texts on related topics. ○ be able to apply the capabilities acquired to the building of a research path ○ be able to analyze historical documents and papers in light of the notions acquired.
3	Prerequisites and learning activities	<p>None. The course is designed for students with no previous study of the topics.</p>
4	Teaching methods and language	<p>Lectures Language: Italian Ref. Textbooks: -M. Nacci, <i>Strade per la felicità. Il pensiero politico di Bertrand Russell</i>, Roma, Nuova Cultura, 2012; -M. Nacci (a cura di), <i>Figure del liberalsocialismo</i>, Firenze, CET, 2010; -B. Russell, <i>La socialdemocrazia tedesca</i>, Roma, Newton Compton, 1970; -B. Russell, <i>Autorità e individuo</i>, Milano, Tea, 2010; -B. Russell, <i>Saggi scettici</i>, Milano, Tea, 2010.</p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged in participating in lectures, by making questions and discussing the subjects and the texts presented by the teacher.</p> <p><u>Summative assessment</u>: Written and oral exam</p> <p>The examination consists of a written test: students must answer to 3 (among 5) questions with an open answer in one hour. Students can complete the result of the written test with an additional oral test.</p>

<p align="center">Programme of “LOGICA E CONOSCENZA” “LOGIC AND KNOWLEDGE ”</p>		
<p>DQ00027, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd year, 1st and 2nd semester</p>		
<p align="center">Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25hours)</p>		
<p>Teacher: Simone GOZZANO</p>		
1	Course objectives	The goal of this course is to provide the basic understanding of formal logic and philosophical logic. Emphasis will be given to issues such as well formed formulas, truth-conditions, truth-values, validity, consistency, deduction, derivation, tautology. Students will acquire the capacity for 1) formalize sentences of natural language, 2) determine their truth table and truth conditions; 3) check the validity of derivations; 4) use quantifiers.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - truth table; truth-values; tautology, contradiction; deduction; derivation, quantifiers. - Checking validity, checking tautologies; propositional calculus, quantified logic. <p>On successful completion of this module, the students should</p> <ul style="list-style-type: none"> o acquire basic knowledge of elementary propositional logic, o demonstrate knowledge and understanding of the main issues in propositional logic; o understand and explain the main features of propositional logic; o demonstrate skill in checking validity and consistency in basic logical deductions; o demonstrate capacity for reading and understanding quantified expressions and formulas.
3	Prerequisites and learning activities	None
4	Teaching methods and language	Lectures, homework, in class discussions. Language: Italian Ref. Text books: -Palladino, D., <i>Corso di logica</i> , Carocci, Roma 2002, chapters 1-5 -Iacona, <i>L'argomentazione</i> , Einaudi, Torino.
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged in participating in lectures, by making questions and discussing the subjects and the texts presented by the teacher.</p> <p><u>Summative assessment:</u> Written test (100%).</p> <p>The written text comprises both closed and open exercises. There will be approx. 15-20 exercises. The exercises are analogous to those that are at the end of each chapter of the assigned books.</p>

<p align="center">Programme of “ISTITUZIONI DI FILOSOFIA” “FOUNDATIONS OF PHILOSOPHY ”</p>		
<p>DQ00121, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st year, 1st semester</p>		
<p align="center">Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25hours)</p>		
<p>Teacher: Lucia M.G. PARENTE</p>		
1	Course objectives	<p>The goal of this course is to provide an outline of the basic knowledge of some of the main issues in the history of contemporary philosophy. The analysis of arguments and philosophical strategies of contemporary authors is associated with the study of the historical debate of each philosopher with his / her predecessors.</p> <p>Student will acquire capacity for</p> <ol style="list-style-type: none"> 1) reading of modern and contemporary philosophical texts (epistemology, aesthetics, ethics), 2) interpreting them, 3) relating them to the historical context in which they were written.

2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - The history of philosophy in the modern and contemporary period - The main philosophical positions developed by leading modern and contemporary philosophers. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o acquire good knowledge of the basic elements of philosophy, o demonstrate knowledge and understanding of the main areas and periods of history of contemporary philosophy; o understand and explain the main philosophical positions developed during the studied periods; o demonstrate skill in interpreting contemporary philosophical texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics
3	Prerequisites and learning activities	The student must know the necessary basic philosophical vocabulary to read and understand, analyze and interpret philosophical texts. The module also includes study skills sessions that introduce students to conventions of academic research, reading and writing.
4	Teaching methods and language	Lectures, team work, exercises, home work, frontal lessons. Language: Italian Ref. Text books: - <i>Stanford Encyclopedia of Philosophy Existentialism</i> (online). -Bibliography specifies on the thought of some contemporary philosophers. -Some monographs edited by Mimesis (Milano) are recommended by the teacher
5	Assessment methods and criteria	<p><u>Formative assessment:</u> The students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned homework provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam consists of the answer to 3 questions aiming to evaluate the level of knowledge of the Modern and Contemporary period (25%), the capacity to report the philosophical thinking of the some philosophers specially illustrated during the course (25%), the ability to read, understand and explain a section of one of the philosophical texts studied (40%), the speaking skills, appropriate for their level and using the appropriate terminology (10%).</p>

Programme of "STORIA DELLA FILOSOFIA ANTICA" "HISTORY OF ANCIENT PHILOSOPHY"		
DQ0114, COMPULSORY		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st year, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25hours)		
Teacher: Angela LONGO		
1	Course objectives	<p>The goal of this course is to provide an outline of the basic knowledge of some of the main issues in the history of contemporary philosophy. The analysis of arguments and philosophical strategies of contemporary authors is associated with the study of the historical debate of each philosopher with his / her predecessors.</p> <p>Student will acquire capacity for</p> <ol style="list-style-type: none"> 1) reading of modern and contemporary philosophical texts (epistemology, aesthetics, ethics), 2) interpreting them, 3) relating them to the historical context in which they were written.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - The history of philosophy in the modern and contemporary period - The main philosophical positions developed by leading modern and contemporary philosophers. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o acquire good knowledge of the basic elements of philosophy, o demonstrate knowledge and understanding of the main areas and periods of history of contemporary philosophy; o understand and explain the main philosophical positions developed during the studied periods;

		<ul style="list-style-type: none"> o demonstrate skill in interpreting contemporary philosophical texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The students must know elementary logic, formal semantics, and have some notions of Ancient Greek and Roman History. The module also includes study skills sessions that introduce students to conventions of academic research, reading and writing.
4	Teaching methods and language	Lectures, in-class training and exercises, homework, philosophical texts' reading and work in small groups for assigned tasks. Language: Italian Ref. Text books: - <i>Stanford Encyclopedia of Philosophy (on line); The Cambridge History of Hellenistic Philosophy (2005),</i> - <i>The Cambridge History of Philosophy in Late Antiquity</i> , Ed. L. Gerson (2011), -Some relevant monographs edited by Carocci (Rome) are provided by the teacher.
5	Assessment methods and criteria	<u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home works provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular texts. <u>Summative assessment:</u> Oral exam. The oral exam consists of the answer to 3 series of questions aiming to evaluate the level of knowledge of the history of Ancient Philosophy (25%), the capacity to report the philosophical thinking of some philosophers especially illustrated during the course (25%), the ability to read, understand and explain a section of one of the philosophical texts studied (40%), the speaking skills appropriate for their level and the use of appropriate terminology (10%).

Programme of "FILOSOFIA DELL'EDUCAZIONE" "PHILOSOPHY OF EDUCATION"		
DQ0055, COMPULSORY		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st year, 2nd semester		
Number of ECTS credits: 6 (workload is 150 hours, 1 credit= 25hours)		
Teacher: Marco Antonio D'ARCANGELI		
1	Course objectives	The goal of this course is to provide knowledge of the key concepts of Philosophy of education and broad information concerning current debates in this area of educational research.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - Definition/Meaning of 'Philosophy of education'. - Terminology and methods of Philosophy of education. - Relations between theoretical, empirical and historical dimension in the educational research. - Relations between Philosophy of education, Education (or Pedagogy), Social Education (or Social Pedagogy). - Relations between Philosophy of education and History of Education. - Relations between Philosophy of education and Education sciences. - Relations between Philosophy of education, Theoretical Philosophy, Ethics, Human sciences <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o have good knowledge of the definition and of the meaning of 'Philosophy of education'; o have knowledge and understanding of terminology and methods of the Philosophy of education; o understand and explain relations between Philosophy of education, Education, Social Education, History of Education, Education sciences; o understand relations between Philosophy of education, Theoretical Philosophy, Ethics, Human sciences; o demonstrate skill in interpreting texts of Philosophy of education and ability to analyze argumentations of Philosophy of education; o demonstrate capacity for reading and understand other texts on related topics.
3	Prerequisites and learning activities	The student must know the basic notions of the history of philosophical and scientific Western thought.

4	Teaching methods and language	<p>Lectures and exercises</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p><i>The student shall choose three books between those listed below:</i></p> <p>-Cappa, C. (a cura di) (2015), <i>Unità e molteplicità nelle scienze dell'educazione: continuità, trasformazioni, fratture</i>, Roma: Universitalia.</p> <p>-Costa, C. (2014), <i>Per una filosofia dell'educazione. La riflessione di Edda Ducci attraverso i suoi scritti</i>, Anicia: Roma.</p> <p>-Dolci, D. (2011), <i>Dal trasmettere al comunicare. Non esiste comunicazione senza un reciproco adattamento creativo</i>, Sonda: Casale Monferrato (AL).</p> <p>-Ducci, E. (2007), <i>La maieutica kierkegaardiana</i>, Anicia: Roma.</p> <p>-Mattei, F. (2015), <i>Persona. Adnotationes in lemma</i>, Anicia: Roma</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home works provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p>

<p align="center">Programme of "STORIA DELLE RELIGIONI" "HISTORY OF RELIGIONS"</p>		
<p>DQ0102, OPTIONAL First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st year , 1st semester</p>		
<p align="center">Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Paolo TAVIANI</p>		
1	Course objectives	<p>The aim of the course is to supply the student with an introduction to the comparative history of religions and to promote understanding of the main features of ancient religious beliefs from Egyptian to Roman culture and the way in which those beliefs originated and developed. This module aims to foster understanding and acceptance of religious and cultural diversity.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The topics of the course include:</p> <p>the historical roots of concepts such as civic/religious, sacred/profane, magic, myth, rite, mythical being, god, hero, with specific references to the ancient cultures (Egypt, Greece, Rome).</p> <p>On successful completion of this module the student should</p> <ul style="list-style-type: none"> o understand the phenomenon of religion against the backdrop of ancient religious beliefs, o be able to identify the historical roots of the main concepts of the History of religions and to locate a 'religious phenomenon' in its historical, political and social context, o acquire analytical skills in interpreting how the experience of the divine in the Primal Religions is symbolized with reference to the features and rhythms of nature, o demonstrate a knowledge and understanding of interreligious dialogue, o be able to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed.
3	Prerequisites and learning activities	<p>No prerequisites are required</p>
4	Teaching methods and language	<p>Lectures, team work, report.</p> <p>Language: Italian and English</p> <p>Ref. Text books:</p> <p>-R. Pettazzoni, <i>Essays on the History of Religions</i>, Leiden: Brill;</p> <p>-M. Massenzio, "<i>The Italian school of history of religions</i>", in <i>Religion</i>, 35 (2005), pp. 209-222.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing in class the interpretation and approaches presented. Assigned homework and short reports prepared by students individually or in small groups are presented and discussed too.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam starts from the illustration and discussion of a cultural context (from Sumer to Roman times), and consists of the answer to 4 questions aiming to verify the achieved level of knowledge and awareness of the historical roots of beliefs (30%), the capacity to identify the historical roots of the main concepts of the History of religions and to locate a 'religious phenomenon' in its historical, political and social context (30%), the ability to interpret how the</p>

	efficacy of a 'religious experience' depends on the social and cultural context (30%) the ability to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed (10%).
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Programme of "STORIA DEL CRISTIANESIMO" "HISTORY OF CHRISTIANITY"		
DQ0167, OPTIONAL First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st year , 1st semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Paolo TAVIANI		
1	Course objectives	Purpose of the course is to supply the student with an introduction to the origins of Christianity and its developments up to the Middle Ages. It aims to examine, in particular, the original characters of Christianity in the cultural context of the ancient Mediterranean and its early developments in the confrontation with the 'barbarians'.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The topics of the course include:</p> <ul style="list-style-type: none"> - A comparative analysis of Christian monotheism, eschatological promise and conceptions of the afterlife. - The adaptation of beliefs and practices to changing historical contexts and the relationship between Christianity and ruling powers, particularly the Roman Empire. <p>On successful completion of this module the student should</p> <ul style="list-style-type: none"> o understand human behavior and ideas in greater depth by critically analyzing theoretical and ideological positions adopted by Christian communities; o be able to explain the mutation of the relationship between Christianity and the Roman Empire in the fourth century; o be able to identify the cultural roots of the main Christian beliefs and to analyze the links between the development of Christianity and the historical, political and social contexts; o be able to describe major events and individuals associated with the development of Christianity; o be able to appreciate the diverse documentation upon which the history of Christianity is based; o demonstrate a knowledge of the spread of Christianity among the barbarians; o be able to organize and communicate through a written assignment the sources of the history of the Christian Churches and show the relevance of this history for understanding the place of the Church in a pluralist society.
3	Prerequisites and learning activities	No prerequisites are required
4	Teaching methods and language	Lectures, team work, report. Language: Italian and English Ref. Text books: -P. Brown, <i>Religion and Society in the Age of Saint Augustine</i> , London: Faber and Faber; -P. Brown, <i>The Rise of Western Christendom</i> , Oxford: Basil Blackwell
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing in class the interpretation and approaches presented. Assigned homework and short reports prepared by students individually or in small groups are presented and discussed too.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam starts from the illustration and discussion of major events and individuals associated with the development of Christianity and consists of the answer to 4 questions aiming to verify the achieved level of knowledge and awareness of the cultural roots of the main Christian beliefs and the capacity to analyze the links between the development of Christianity and the historical, political and social contexts (30%), the capacity to recognize common features and themes in Christian communities of the Late Antiquity and Middle Age (30%), the ability to critically reflect upon different ways (classic and Christian) to conceive apparently similar concepts, such as <i>spes</i> and <i>fides</i> (30%), the ability to discuss these issues in written work with coherent and logical arguments, clearly and correctly expressed (10%).</p>

Programme of “SOCIOLOGIA GENERALE” “GENERAL SOCIOLOGY”		
DQ0126, OPTIONAL		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st year , 1st semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Geraldina ROBERTI		
1	Course objectives	<p>The general focus of the course is to give students an advanced theoretical framework in the areas of Sociology, providing in the meantime an advanced reflection on the conceptual and empirical basis of the discipline. Sociology is the study of human actions and social relations, and of the broader patterns of social order that results from them. The origin and development of sociology are analyzed through the examination of major historical theorists and contemporary schools of sociological thought.</p> <p>Examining the close relationship between individual, society and social structures students will understand the dynamics of social and power relations in everyday living. Students will gain an advanced understanding of basic social processes such as socialization, social exchange, social change and basic social institutions.</p> <p>The course explores diverse sociological theories claiming to explain the social, political and economic structures prevailing in our society.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The topics of the course include:</p> <ul style="list-style-type: none"> - <u>Basic scientific concepts</u>: social groups, social roles, social self, nature and interrelationships of basic social institutions, socialization. - <u>General theoretical frameworks</u>: constructionism, functionalism, utilitarianism, conflict theory, symbolic interactionism, postmodernism. - <u>General issues in major social institutions</u>: family, education, workplace, culture; marriage, family care, childhood, consumptions, gender. - General issues in designing social research and interpreting research findings. <p>On successful completion of this module the student should</p> <ul style="list-style-type: none"> o demonstrate capacity for analyzing social phenomena and for an advanced understanding of the characteristics of modern society o be able to carry out an advanced analysis of the social and cultural effects of globalization processes; o possess advanced knowledge of the theories and methods for the comparative analysis of societies; o have knowledge and understanding of the theory and methodology of social research o have a good competence of the methods for sociological research and of the technical aspects of the various sectors of application, including practical skills related to the measuring, collecting and treatment of data pertinent to social analysis; o demonstrate ability to examine and understand the research literature o demonstrate capacity for thinking critically and creatively.
3	Prerequisites and learning activities	No specific academic prerequisites are required.
4	Teaching methods and language	<p>Lectures, team work, report.</p> <p>Language: Italian and English</p> <p>Ref. Text books:</p> <p>-F. Crespi, P. Jedlowski, R. Rauty, <i>La sociologia</i>. Contesti storici e modelli culturali, Laterza, Roma-Bari, 2009.</p> <p>-C. De Rose, <i>Che cos'è la ricerca sociale</i>, Carocci, Roma, 2003 (chapters 2-3-4-5)</p> <p>-G. Roberti, <i>La generazione responsabile. Giovani, consumi e formazione in un contesto locale</i>, Guerini, Milano.</p>
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing in class the interpretation and approaches presented. Assigned homework and short reports prepared by students individually or in small groups are presented and discussed too.</p> <p><u>Summative assessment</u>: Written exam.</p>

Programme of “STORIA DELLA FILOSOFIA T” “HISTORY OF PHILOSOPHY T”		
DQ0265, COMPULSORY		

First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year , 1st semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Marco SEGALA		
1	Course objectives	The course aims to provide students with extensive knowledge of the history of modern philosophy. Students are expected to acquire the ability to read philosophical texts.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The topics of the course include:</p> <ul style="list-style-type: none"> - outline of the history of early modern, modern, and contemporary philosophy; - reading, understanding, interpreting, and explaining philosophical texts <p>On successful completion of this module the student should</p> <ul style="list-style-type: none"> o know and understand philosophical texts; o understand and explain the history of philosophy; o understand the language of philosophy and its main questions; o demonstrate skill in understanding philosophical notions; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	No prerequisites are required
4	Teaching methods and language	<p>Lectures</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Handbook of the history of philosophy:</p> <ul style="list-style-type: none"> ✓ <i>Filosofia, cultura, cittadinanza</i>, vol. 2, <i>Dall'umanesimo a Hegel</i>, La Nuova Italia, 2011 ✓ <i>Filosofia, cultura, cittadinanza</i>, vol. 3, <i>Da Schopenhauer a oggi</i>, La Nuova Italia, 2011 <p>-Philosophical Works</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> during the teaching period, the students are requested to write brief essays (700 words) on philosophers and their works.</p> <p><u>Summative assessment:</u> Written and Oral exam.</p> <p>The written exam consists of questions on philosophical works (30%) and of questions aiming to verify the ability to connect and critically analyze philosophical notions (20%).</p> <p>The oral exam consists of questions aiming to verify the achieved level of knowledge of the philosophical work discussed during the course (25%) and the capacity to interpret them(25%)</p>

Programme of “STORIA DELLE SCIENZE E DELLE TECNICHE T”		
“HISTORY OF SCIENCES T”		
DQ0013, COMPULSORY		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year , 1st semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Mario DI GREGORIO		
1	Course objectives	The goal of this course is to provide an outline of Charles Darwin's theories in modern and contemporary philosophy. The analysis of argumentations and philosophical strategies of Charles Darwin's theories is associated with the study of the historical debate between the philosopher and his/her forerunners. Students will acquire capacity for 1) understanding of Charles Darwin's theories, 2) interpreting the texts on related topics.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The topics of the course include:</p> <ul style="list-style-type: none"> - Natural History before Darwin. Linnaeus; - science in the Enlightenment; - Cuvier, Geoffroy and Comparative Anatomy; - Lamarck; - Erasmus Darwin; - Charles Darwin, Edinburgh, Cambridge; - the voyage of the Beagle; - Darwin, evolution, and natural selection; - The Origin of Species; - the reception of the Origin; - T.H. Huxley and Richard Owen; - the Descent of Man and the Expression of the Emotions in Man and the Animals; - Social Darwinism; Ernst Haeckel, science and religion. <p>On successful completion of this module the student should</p>

		<ul style="list-style-type: none"> ○ acquire a good knowledge of Charles Darwin's theories; ○ demonstrate knowledge and understanding of the major authors considered, such as those mentioned above; ○ understand and explain the main philosophical positions developed during the studied period; ○ demonstrate skill in interpreting texts and ability to analyze philosophical argumentations; ○ demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	None.
4	Teaching methods and language	<p>Lectures discussions, essays.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>- Charles Darwin "<i>On the Origin of Species</i>"; "<i>The Descent of Man</i>"; "<i>The Expression of the Emotions in Man and Animals</i>".</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home works provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular subjects and texts.</p> <p><u>Summative assessment:</u> Oral exam/essay.</p> <p>The exam consists of the answer to questions aiming to evaluate the level of knowledge of the history of Charles Darwin's theories, the capacity to report the philosophical thinking of some philosophers especially illustrated during the course, the speaking skills appropriate for their level and the use of appropriate terminology.</p>

<p>Programme of "STORIA DELLE SCIENZE E DELLE TECNICHE T/2"</p> <p>"HISTORY OF SCIENCES T/2"</p>		
<p>DQ0266, COMPULSORY</p> <p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year , 2nd semester</p>		
<p>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Mario DI GREGORIO</p>		
1	Course objectives	<p>The goal of this course is to provide an outline of Charles Darwin's theories in modern and contemporary philosophy. The analysis of argumentations and philosophical strategies of Charles Darwin's theories is associated with the study of the historical debate between the philosopher and his/her forerunners. Students will acquire capacity for 1) understanding Charles Darwin's theories, 2) interpreting the texts on related topics.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The main topics include:</p> <ul style="list-style-type: none"> - Natural History before Darwin, Linnaeus; - science in the Enlightenment; - Cuvier, Geoffroy and Comparative Anatomy; - Lamarck; - Erasmus Darwin; - Charles Darwin, Edinburgh, Cambridge; - the voyage of the Beagle; - Darwin, evolution, and natural selection; - The Origin of Species; - the reception of the Origin; - T.H. Huxley and Richard Owen; - the Descent of Man and the Expression of the Emotions in Man and the Animals; - Social Darwinism; Ernst Haeckel, science and religion. <p>On successful completion of this module, the students should</p> <ul style="list-style-type: none"> ○ acquire a good knowledge of Charles Darwin's theories, ○ demonstrate knowledge and understanding of the major authors considered, such as those mentioned above, ○ understand and explain the main philosophical positions developed during the studied period;

		<ul style="list-style-type: none"> o demonstrate skill in interpreting texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics
3	Prerequisites and learning activities	None.
4	Teaching methods and language	Lectures discussions, essays. Language: Italian Ref. Text books: - Charles Darwin " <i>On the Origin of Species</i> "; " <i>The Descent of Man</i> "; " <i>The Expression of the Emotions in Man and Animals</i> ".
5	Assessment methods and criteria	<u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home works provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular subjects and texts. <u>Summative assessment:</u> Oral exam/essay. The exam consists of the answer to questions aiming to evaluate the level of knowledge of the history of Charles Darwin's theories, the capacity to report the philosophical thinking of some philosophers especially illustrated during the course, the speaking skills appropriate for their level and the use of appropriate terminology.

Programme of "LINGUA E LINGUISTICA SPAGNOLA I" "SPANISH LANGUAGE AND LINGUISTICS I"		
DQ0104, OPTIONAL		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year, 1st and 2nd semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: Juan Carlos BARBERO BERNAL		
1	Course objectives	The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold: 1) active Spanish language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening); 2) basic meta-linguistic knowledge about Spanish language in the fields of phonology, morphology, syntax and discourse.
2	Course content and Learning outcomes (Dublin descriptors)	Students acquire a good knowledge about the structure of Contemporary Standard Spanish and important cultural aspects of interlinguistic communication. They apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level. They can analyze and evaluate language structures and describe them using the appropriate terminology. They can identify basic language structures and compare them cross-linguistically between different languages they know. Linguistics topics of the module include: - phonemes, graphemes and phonological vs. orthographic rules; - morphemes, their characteristics and behavior; - topological model of Spanish syntax: parenthesis structure and prominence of finite verb. According to the European Framework of Reference, on successful completion of this module students can: <ul style="list-style-type: none"> o understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. o deal with most situations likely to arise whilst travelling in an area where the language is spoken o produce simple connected text on topics which are familiar or of personal interest o describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
3	Prerequisites and learning activities	Students must be basic users of Spanish (CEFR level A1), otherwise they can attend an extra teaching unit to catch up. Students must have an adequate competence in general language skills in his/her mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.
4	Teaching methods and language	Lectures, in-class training and exercise, homework, narrative text reading and work with other linguistic input Language: Spanish (and Italian)

		<p>Ref. Text books:</p> <ul style="list-style-type: none"> - Barbero, Juan Carlos; Bermejo, Felisa; San Vicente, Félix (2012): <i>Contrastiva. Grammatica della lingua spagnola</i>. Bologna: Clueb. - Barbero, Juan Carlos; San Vicente, Félix (2005): <i>Actual. Cuaderno de ejercicios para comunicar en español</i>. Bologna: Clueb. - Carrera Díaz, Manuel (1997): <i>Grammatica spagnola</i>. Bari: Laterza.
5	Assessment methods and criteria	Written exam (reading comprehension, short writing, listening comprehension), prerequisite to oral exam (speaking, analyses of language structures, language description).

Programme of “LINGUA E LINGUISTICA INGLESE” “ENGLISH LANGUAGE AND LINGUISTICS”		
DQ0116, OPTIONAL First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year, 1st and 2nd semester		
Number of ECTS credits: 12 (workload is 150 hours, 1 credit= 25hours)		
Teacher: Rocco MARANO		
1	Course objectives	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <ol style="list-style-type: none"> 1) active English language skills on level B1 in all linguistic abilities (reading, writing, speaking and listening); 2) basic meta-linguistic knowledge about English language in the fields of phonology, morphology and syntax.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Students acquire a good knowledge about the structure of Contemporary Standard English and important cultural aspects of interlinguistic communication. They apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level. They can analyze and evaluate language structures and describe them using the appropriate terminology. They can identify basic language structures and compare them cross-linguistically between different languages they know.</p> <p>Linguistics topics of the module include:</p> <ul style="list-style-type: none"> - phonemes, graphemes and phonological vs. orthographic rules; - morphemes, their characteristics and behavior; - topological model of English syntax: parenthesis structure and prominence of finite verb. <p>According to the European Framework of Reference, on successful completion of this module students can:</p> <ul style="list-style-type: none"> o understand the main points of clear standard input on familiar matters, regularly encountered in work, school, leisure, etc. o deal with most situations likely to arise whilst traveling in an area where the language is spoken o produce simple connected text on topics which are familiar or of personal interest o describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
3	Prerequisites and learning activities	<p>Students must be basic users of English (level A1), otherwise they can attend an extra teaching unit to catch up. Students must have an adequate competence in general language skills in his/her mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.</p>
4	Teaching methods and language	<p>Lectures, in-class training and exercise, homework, narrative text reading and work with other linguistic input</p> <p>Language: English; Italian (when needed)</p> <p>Ref. Text books</p> <ul style="list-style-type: none"> - D. Baldacci, <i>Simple Genius</i>, Warner Books (NY) 2007, Mondadori, 2008. - J Grisham, <i>Ford County</i>, Doubleday, 2009 - R. Carter, M. McCarthy, G. and O' Keffe, <i>English Grammar Today</i>, Cambridge, Cambridge Univ. Press, 2011. - R. Carter, M. McCarthy, G. Mark and O' Keffe, <i>English Grammar Today WORKBOOK</i>, Cambridge, Cambridge Univ. Press, 2011. - D. Crystal, <i>Rediscover Grammar</i>, Pearson, Longman, 2004

5	Assessment methods and criteria	Written exam (reading comprehension, short writing, listening comprehension), prerequisite to oral exam (speaking, analyses of language structures, language description).
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<p align="center">Programme of “LINGUA E LINGUISTICA TEDESCA” “GERMAN LANGUAGE AND LINGUISTICS”</p>		
<p>DQ0112, OPTIONAL First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd year, 1st and 2nd semester</p>		
<p align="center">Number of ECTS credits: 12 (workload is 300 hours, 1 credit= 25 hours)</p>		
<p>Teacher: Barbara HANS BIANCHI</p>		
1	Course objectives	<p>The module comprises a main unit of 72 lectures plus about 100 hours of lessons for practical training and exercise, given by mother tongue specialist teachers. The overall objective of the module is twofold:</p> <p>1) active German language skills on level A2 of CEFR in productive abilities (speaking and writing) and on level B1 in receptive abilities (reading and listening);</p> <p>2) basic meta-linguistic and grammar knowledge about German language.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The module focuses on the acquisition of contemporary Standard German through general and common topics which may occur in the cultural context of the German speaking countries. Students acquire the basic German vocabulary together with the main rules of German phonology, orthography, morphology and syntax.</p> <p>Linguistics topics of the module include:</p> <ul style="list-style-type: none"> - phonology and orthography; - morphology and word formation. <p>On successful completion of this module students acquire:</p> <ul style="list-style-type: none"> o a good knowledge about the structure of Contemporary Standard German and important cultural aspects of the German speaking countries; o the ability to apply this knowledge both in receptive and productive writing and speaking skills, appropriate for their basic to intermediate level; o the ability to analyse and evaluate language structures and describe them using the appropriate terminology; o the ability to identify relevant language structures and compare them cross-linguistically between different languages they know.
3	Prerequisites and learning activities	<p>Students are supposed to be basic users of German (CEFR level A1), otherwise they can attend an extra teaching unit to catch up. Students should possess a positive attitude to communication and attentive reflection and they should have an adequate competence in general language skills in their mother tongue, such as language awareness, meta-linguistic thinking, basic grammatical knowledge, etc.</p>
4	Teaching methods and language	<p>Lectures, in-class training and exercise, homework, narrative text reading and work with other linguistic input</p> <p>Language: German (and Italian or English, if requested)</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> - DaF kompakt A1 – B1. <i>Kursbuch und Übungsbuch (mit CD)</i>. Ernst Klett 2011. - Christian Fandrych & Ulrike Tallowitz: <i>Klipp und Klar. Übungsgrammatik Grundstufe Deutsch</i>. Ernst Klett 2008. - Claudio Di Meola, <i>La linguistica tedesca. Un'introduzione con esercizi e bibliografia ragionata</i>. Bulzoni 2007 (second edition)
5	Assessment methods and criteria	<p><u>Formative assessment:</u></p> <p>The students are encouraged to actively participate to the lectures and the training classes, by making questions and practicing the newly acquired language structures, both in written and oral mode. Regularly assigned homework and group presentations provide an opportunity for students to work on communication and analysis tasks in order to practice their skills and deepen their analytical knowledge. During the classes, students will get the opportunity to test their level doing dictations, comprehension and production tasks of growing complexity.</p> <p><u>Summative assessment:</u> Written and Oral exam.</p> <p>The written exam is a three hours test divided in three parts:</p> <ol style="list-style-type: none"> 1) reading comprehension (multiple choice questions), 2) listening comprehension (multiple choice questions), and 3) a short writing (e.g. answering a letter from a friend).

	<p>Only students who passed each single part (parts 1 to 3) are eligible to do the oral exam. The oral exam has two parts:</p> <p>4) a short speaking task about familiar topics (e.g. presenting oneself and one's family, hobbies, opinions etc.); and</p> <p>5) a part on grammar and linguistics focusing on the student's capacity to describe, analyse and compare language structures, using the appropriate terminology.</p> <p>This part (5) can be presented in Italian or English, if requested.</p> <p>The theoretical part of the exam (5) contributes for 1/3 to the total mark, whereas the four language using tasks (parts 1 to 4) contribute for 2/3 to the total mark.</p>
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<p align="center">Programme of "FILOSOFIA TEORETICA T" "THEORITICAL PHILOSOPHY T"</p>		
<p>DQ0266, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year , 1st semester</p>		
<p align="center">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Rocco RONCHI</p>		
1	Course objectives	<p>Basic knowledge of the fundamental issues of speculative philosophy, with a special focus on the theory of experience, of the matter and of the living. Capacity for 1) reading philosophical texts , 2) interpreting them and 3) relating them to the historical context in which they were written and to the contemporary debate.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The main topics include:</p> <ul style="list-style-type: none"> - theory of experience, - theory of the matter, - theory of the living. <p>On successful completion of this module, the students should</p> <ul style="list-style-type: none"> o have good knowledge of the texts; o have knowledge and understanding of the contemporary philosophical debate; o understand and explain the main philosophical positions developed during the history of the philosophy related to the topic; o demonstrate skill in interpreting philosophical texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts (not strictly philosophical) on related topics.
3	Prerequisites and learning activities	<p>Just a very basic knowledge of the main questions in the history of western thought.</p>
4	Teaching methods and language	<p>Seminars, team work, exercises</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> -Riccardo Manzotti – Vincenzo Tagliasco, <i>Perché i neuroni non spiegano tutto</i>, Codice Edizioni, Torino 2008. -Raymond Ruyer, <i>La superficie assoluta</i>, Textus, L'Aquila 2015. -Alfred N. Whitehead, <i>Natura e vita</i>, Mimesis Milano 2012. -Renaud Barbaras, <i>Introduzione ad una fenomenologia della vita</i>, Mimesis, Milano 2014. -Ernst Mach, <i>L'analisi delle sensazioni e il rapporto fra fisico e psichico</i>, Feltrinelli, Milano 1975 (capp.1,5,14)*. -William James, <i>Un Universo pluralistico</i>, Marietti, Torino 1973. -William James, <i>Saggi di empirismo radicale</i>, Quodlibet, Macerata 2009. -Henri Bergson – William James, <i>Durata reale e flusso di coscienza. Lettere e altri scritti (1902-1939)</i>, Raffaello Cortina, Milano 2014 -Henri Bergson, <i>Pensiero e movimento</i>, Bompiani, Milano 2000 (capp. I,II,V).
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam consists of the answer to 3 series of questions aiming to evaluate the level of knowledge of the theory of experience, of the matter and of the living (25%), the capacity to report the philosophical thinking of some philosophers especially illustrated during the course</p>

	(25%), the ability to read, understand and explain a section of one of the philosophical texts studied (40%), the speaking skills appropriate for their level and the use of appropriate terminology (10%).
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<p align="center">Programme of “STORIA DELLA FILOSOFIA MEDIEVALE” “HISTORY OF MEDIEVAL PHILOSOPHY”</p>		
<p>DQ0053, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd year , 2nd semester</p>		
<p align="center">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Alessandro CONTI</p>		
1	Course objectives	<p>The goal of the course is to provide a short outline of the history of Medieval Philosophy, with a special focus on the Late Middle Ages and the history of logic, metaphysics, epistemology, and theology. The analysis of argumentations and philosophical strategies of Medieval authors is associated with the study of the debates of each philosopher with his forerunners. Student will acquire capacity for reading (Late) Medieval philosophical texts, and relating them to the historical context in which they were set.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>The main topics include:</p> <ul style="list-style-type: none"> - the history of logic, metaphysics, epistemology, and theology during the (Late) Middle Ages; - the philosophical positions developed by the main Medieval philosophers, such as Augustin, Boethius, Thomas Aquinas, John Duns Scotus, and William of Ockham. <p>On successful completion of this module, the students should</p> <ul style="list-style-type: none"> o acquire good knowledge of Medieval philosophy, o demonstrate knowledge and understanding of the main areas and periods of Medieval philosophy; o understand and explain the main philosophical positions developed during that period; o demonstrate skill in interpreting Medieval philosophical texts and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	<p>The student must know elementary logic, formal semantics, and the history of Ancient philosophy (and in particular the philosophy of Aristotle). The module also includes study skills sessions that introduce students to conventions of academic research, reading and writing.</p>
4	Teaching methods and language	<p>Lectures, in-class training and exercise, homework, philosophical texts reading. Language: Italian Ref. Text books:</p> <ul style="list-style-type: none"> - Stanford (on line) <i>Encyclopedia of Philosophy</i>; - <i>The Cambridge History of Medieval Philosophy</i>, R. Pasnau ed., 2 vols., Cambridge University Press, Cambridge 2014²; - Anthony Kenny, <i>Nuova storia della Filosofia occidentale: Filosofia medievale</i>, ed. it. a cura di G. Garelli, Einaudi, Torino 2012
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned homework provide an opportunity for students to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam consists of the answers to various questions aiming to evaluate: the level of knowledge of the Medieval period (30%); the capacity to report the philosophical thinking of the main philosophers of the Medieval period (30%); the ability to understand and explain a section of one the texts analysed in class (30%); the speaking skills, appropriate for their level, and facility for utilizing a suitable terminology (10%).</p>

<p align="center">Programme of “STORIA GRECA T” “GREEK HISTORY T”</p>	
<p>DQ0128, ELECTIVE among a selected set of Modules First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd Year, 1st Semester</p>	

Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Maria Barbara SAVO		
1	Course objectives	The course aims to provide a solid grounding on the main themes of Greek history, from the Mycenaean kingdoms to the Hellenistic period, with particular attention to social and political fundamental stages of the experience of the ancient Greeks.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Political history of Greece from Bronze Age to Hellenistic Kingdoms - History of Athenian and Spartan Constitution - Social history of Greek world <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o Have a thorough knowledge of the historical development of the Greek world, the main events from the Bronze Age to the Hellenistic period in the broader context of the history of the Mediterranean world; o Have methodological skills for the critical analysis of literary and epigraphic documents without leaving the archaeological evidence; o Be able to master an appropriate technical vocabulary; o Be able to identify the most important elements of political, economic and social development through the analysis of the surviving documentation; o Have a good knowledge of the main research tools, both traditional and computerized.
3	Prerequisites and learning activities	No prerequisites are required.
4	Teaching methods and language	<p>Lectures, in-class training and exercises, homework, texts' reading and work in small groups for assigned tasks.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <p>-D. Musti, <i>Storia greca</i>, Roma-Bari, Laterza, 1989 (and reprints)</p> <p><i>Students unable to attend lessons are requested to study, in addition to the text by D. Musti, the following books:</i></p> <p>-M.H. Hansen, <i>La democrazia ateniese nel IV secolo a.C.</i> (Italian translation by A. Maffi), ed. LED, Milano 2003</p> <p>Materials provided by teacher: articles, maps, pictures and diagrams</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with the tutor to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral examination begins with the exposition of an argument chosen by the student, will follow at least three more questions regarding political, economic and social structures of an analyzed period in order to assess the level of knowledge the historical development of the Greek world (40%), the ability to master the appropriate terminology in a organic and essential speech (40%), as well as the degree of independence in formulating comments and judgments about examples not analyzed in to the course (20%)</p>

Programme of "STORIA ROMANA T"		
"ROMAN HISTORY T"		
DQ0212, ELECTIVE among a selected set of Modules		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd Year, 1st Semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	The course aims to provide students with adequate tools to understand and appreciate the fundamental contribution of Rome to modern civilization.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - basic elements of Roman history in order to explain its value for past, present and future civilizations. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o Know and understand the historical development of the Roman history;

		<ul style="list-style-type: none"> ○ Understand and explain the value of Roman history for past, present and future civilizations; ○ Be able to connect different aspects of Roman life in ancient texts; ○ Be able to understand texts in their original language in order to place them in the course of History; ○ acquire good studying methods in order to adequately use texts, critical literature and historiography.
3	Prerequisites and learning activities	Students must know Latin Language.
4	Teaching methods and language	<p>Lectures, exercises. Language: Italian Ref. Text books – Arnaldo Momigliano, <i>Manuale di storia romana</i>, ed. by Attilio Mastrocinque. Torino, U.T.E.T, 2011, pp. xiv-272, – Silvio Accame, Giovanni Vitucci, <i>L'uomo nell'evo antico, 2. Roma</i>. Brescia, "La Scuola" Editrice, 1962 (or a later edition), pp. 320, OR: – Adam Ziolkowski, <i>Storia di Roma</i>. [Milano], Bruno Mondadori, 2000, pp. 502. <i>For non attending students:</i> It is also necessary to use the atlas: -M. Baratta - P. Fraccaro - L. Visintin, <i>Atlante storico</i>, Istituto Geografico De Agostini - Novara).</p> <p><i>For non attending students:</i> -Gabriella Poma, <i>Le istituzioni politiche del mondo romano</i>. Seconda edizione, Bologna, Il Mulino, 2009, pp. 278.</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with the tutor in order to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam. The oral examination consists of a series of questions regarding political, economic and social structures of an analyzed period in order to assess the level of knowledge of the historical development of the Roman world (40%), the ability to master the appropriate terminology in a organic and essential speech (40%), as well as the degree of independence in formulating comments and judgments about examples not analyzed in to the course (20%).</p>

Programme of "STORIA DELL'ARTE CONTEMPORANEA" "HISTORY OF CONTEMPORARY ART"		
DQ0006, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd Year, 1st Semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Ester COEN		
1	Course objectives	<p>The goal of this course is to provide an in-depth knowledge of the history of Modern and Contemporary Art. On successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> - Understand works of art related to the subject programme by analyzing and comparing form and style; - identify, describe and interpret the significance of works of art and of architecture related to the subject programme <p>Students will acquire capacity for 1) analyzing works of art 2) interpreting them and 3) relating them to the historical context in which they were created.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Historiography related to the subject programme; - Methodology and semantics in modern and contemporary art <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> ○ Have an in-depth knowledge of artists and styles of the period. ○ Have an in-depth knowledge of materials and techniques related to the subject topics.

		<ul style="list-style-type: none"> ○ Have an in-depth knowledge of the specialist literature related to the subject topics. ○ Have awareness of art historiography, museology and conservation. ○ Have knowledge of the variety of methodologies and tools in the extraction of the results available for analysis and interpretation. ○ Have ability to identify and analyze the development of and interrelation between functions, forms, and styles of different works of art. ○ Have ability to select relevant evidence from the wide range of types of evidence used in the subject area, and to apply it to the examination of the historical issues and problems. ○ Have ability to convey verbally or in written form the notions of a specific spatial and time based framework. ○ Have ability to produce logical and structured narratives and arguments supported by relevant evidence and specialist literature. ○ Have knowledge and skills in the specialty necessary to pursue further studies in a manner that may be largely self-directed or autonomous and to begin work.
3	Prerequisites and learning activities	Basic knowledge of Art History is required.
4	Teaching methods and language	<p>Lectures, workshops and visits to museums and monuments.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <ul style="list-style-type: none"> -Giulio Carlo Argan, <i>L'arte moderna 1770-1970</i>; -Achille Bonito Oliva, <i>L'arte oltre il Duemila</i>, Sansoni, Firenze 2003; -Linda Nochlin, <i>Il realismo nella pittura europea del XIX secolo</i>, Einaudi, Torino 2003; -Werner Hofmann, <i>I fondamenti dell'arte moderna</i>, Donzelli, Roma 2003; -Meyer Schapiro, <i>Tra Einstein e Picasso: spazio-tempo, cubismo, futurismo</i>, Marinotti, Milano 2003; -Pierre Francastel, <i>Lo spazio figurativo dal Rinascimento al Cubismo</i>, Mimesis, Milano 2005; -Georges Roque, <i>Che cos'è l'arte astratta? Una storia dell'astrazione in pittura (1860-1960)</i>, Donzelli, Roma 2004; -Rosalind Krauss, <i>Passaggi: storia della scultura da Rodin alla Land Art</i>, Bruno Mondadori, Milano 1998.
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures by making questions and discussing the topics presented in class. Discussions on assigned home-works provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam</p> <p>The oral exam consists in the demonstration of comprehension of course and ability to formulate sophisticated answers to questions posed aiming to evaluate the level of knowledge of the History of Modern and Contemporary Art (25%), the capacity to report understanding of theory and methodology (25%), the ability to read, understand and explain art historical periods and tendencies (40%), the speaking skills appropriate for their level and the use of appropriate terminology (10%).</p>

<p>Programme of “STORIA DELLA MUSICA – Modulo A” “HISTORY OF MUSIC – First Part”</p>		
<p>DQ0088, ELECTIVE within a set of selected courses Second Cycle Degree in CULTURAL HERITAGE, 2nd Year, 1st Semester</p>		
<p>Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Arnaldo MORELLI</p>		
1	Course objectives	<p>The purpose of this course is to offer a survey of the history of music in the European tradition from 13th to 17th century, in order to familiarize students with the most important concepts, practices, styles, terms and composers of music's history. Students are expected to be able to connect aspects of music's history with those performing arts, literature, social and political aspects.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - Medieval music, - Renaissance Music, - Baroque Music.

		On completion of the module the student should acquire: <ul style="list-style-type: none"> o knowledge and understanding of most common performance practices, genres and form of music's history from 13th to 17th century
3	Prerequisites and learning activities	The student must know the basic notions of history and literature
4	Teaching methods and language	Lectures, class discussions, audiovisual screenings. Language: Italian Ref. Text books -E. Surian, <i>Manuale di storia della musica</i> , vol. I-II-III, Milan, 2006 -M. Carrozzo - C. Cimagalli, <i>Storia della musica occidentale</i> , vol. I-II-III, Rome, 2001
5	Assessment methods and criteria	<u>Summative assessment:</u> Oral exam. The oral exam consists of the answer to 2 questions aiming to evaluate the level of knowledge of elements of history of music from 13 th to 17 th century, such as principal musical genres and forms, performance's practices, illustrated during the course (40%); the ability to understand the principal styles and periods of the music from 13 th to 17 th century, (40%); the speaking skills, appropriate for their level and using the appropriate terminology (20%).

Programme of "ESTETICA T" "AESTHETICS T"		
DQ0140, ELECTIVE within a set of selected courses		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd Year, 1st or 2nd Semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	An examination of some texts of philosophical aesthetics from the 19 th and 20 th centuries, texts which represent the contemporary debate. Themes include the role of emotion in art, the nature of expression and the problems of intuition as sources of ways to knowledge.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The main topics are:</p> <ul style="list-style-type: none"> - Problems in philosophical aesthetics, both historical and contemporary, are treated in this course. They may be approached as purely philosophical questions or as questions that arise in the meeting of philosophy with the arts. For example: What is beauty and what is its place among other things in the world? What is art and what is its place among other things and other activities? How is aesthetic quality judged? <p>After having completed this unit, the student will be expected to:</p> <ul style="list-style-type: none"> o have a good understanding of the most important concepts and questions within central aesthetical theories; o to be able to account for selected views within aesthetics in a way that clearly brings out connections with other philosophical disciplines (such as epistemology, ethics, and metaphysics); o to be able to understand and assess central aesthetical theories in their historical context and development, as well as be familiar with contemporary debates about these theories; o to be able to give an independent presentation of a selected aesthetical theory and to discuss this theory critically in the light of other views on aesthetics.
3	Prerequisites and learning activities	No obligatory prerequisites beyond the minimum requirements for entrance to higher education in Italy. For the students of philosophy, it is appropriate to prepare for the exam after to have claimed that of the History of Philosophy.
4	Teaching methods and language	Lectures Language: Italian Ref. Text books -F. Desideri, <i>La misura del sentire. Per una riconfigurazione dell'estetica</i> , Mimesis, Milano 2013 -M. Modica, <i>Che cos'è l'estetica. Filosofia, poetiche e teorie delle arti: storia, problemi, confini</i> , Editori Riuniti, Roma 2002 (3 ^a ed.). - <i>One text to choose among:</i> • Baumgarten, I. Kant, <i>Il battesimo dell'estetica</i> , ETS, Pisa 2008 ³ • D. Hume, <i>La regola del gusto</i> (1757), Laterza, Roma-Bari 1967

		<ul style="list-style-type: none"> • D. Diderot, <i>Sulla pittura</i> (1766-1777), Aesthetica, Palermo 2004² • F. Nietzsche, <i>La nascita della tragedia</i> (1872), Adelphi, Milano 2003 • B. Croce, <i>Tesi fondamentali di un'estetica come scienza dell'espressione e linguistica generale</i> (1900), Bibliopolis, Napoli 2002 • J. Dewey, <i>Arte come esperienza</i> (1934), Aesthetica, Palermo 2009 • M. Heidegger, <i>Dell'origine dell'opera d'arte</i> (1935-1936) e altri scritti, Aesthetica, Palermo 2004 • W. Benjamin, <i>L'opera d'arte nell'epoca della sua riproducibilità tecnica</i>. Tre versioni, Donzelli, Roma 2012 • H.G. Gadamer, <i>Scritti di estetica</i>, Aesthetica, Palermo 2002
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged in participating in lectures, by making questions and discussing the subjects and the texts presented by the teacher.</p> <p><u>Summative assessment:</u> Oral exam. The oral exam consists of the answer to questions aiming to evaluate the level of knowledge of the Aesthetics, the capacity to report a theory among those illustrated during the course, the speaking skills appropriate for their level and the use of appropriate terminology.</p>

Programme of “FILOSOFIA DEL LINGUAGGIO” “PHILOSOPHY OF LANGUAGE”		
DQ0267, ELECTIVE within a set of selected courses First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 2nd Year, 2nd Semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	The goal of this course is to provide knowledge and understanding of some key issues in the topic of language evolution from a philosophical point of view. Students will acquire the capacity in order to 1) understand fundamental issues in the topic of language origins, 2) discuss and evaluate the implication of the analysis of the evolution of language for the study of human nature, 3) develop criticisms and sustain arguments.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - Generative linguistics; pragmatics. <p>On successful completion of this module, the students should</p> <ul style="list-style-type: none"> ○ acquire intermediate knowledge of topics in the list, ○ demonstrate knowledge and understanding of the main issues in the topic of language origins, ○ understand and explain the main implications that the topic of language origins has for the study of human nature. ○ demonstrate skill in understanding, comparing and contrasting theories, ○ demonstrate capacity for developing objections.
3	Prerequisites and learning activities	None
4	Teaching methods and language	Lectures, in class discussions Language: Italian Ref. Text books -to be established
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home-works provide an opportunity for students to work with their tutors to develop their critical analysis and interpretation of particular texts.</p> <p><u>Summative assessment:</u> Oral exam. The oral exam consists of the answer to questions aiming to evaluate the level of knowledge, the capacity to report the most important theories treated, the speaking skills and the use of appropriate terminology.</p>

<p align="center">Programme of "FILOSOFIA MORALE E BIOETICA T" "MORAL PHILOSOPHY AND BIOETHICS T"</p>		
<p>DQ0301, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd Year, 1st Semester</p>		
<p align="center">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Giannino DI TOMMASO</p>		
1	Course objectives	The goal of the course is to provide the fundamental concepts of moral philosophy and bioethics.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Main topics of the module include:</p> <ul style="list-style-type: none"> - history of moral philosophy, - broad information concerning current debates in ethics and bioethics, - the terminology and methods regarding the analysis of problems, - the issues of applied ethics, - the tools necessary for communication and management of information. <p>On successful completion of this module, the student should:</p> <ul style="list-style-type: none"> o have knowledge of basic concept of philosophy and ethics, o have knowledge and understanding of philosophical arguments, o understand and explain the meaning of philosophical concepts using appropriate language, o demonstrate skill in philosophical reasoning, o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The student must know the basic notions of western philosophy and be able to read a simple philosophical text.
4	Teaching methods and language	<p>Lectures and exercises.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> -G. Fornero, <i>Bioetica cattolica e bioetica laica</i>, Milano 2009². -J. Habermas, <i>Il futuro della natura umana</i>, tr. it. Torino 2002. -M. Mori, <i>Bioetica. 10 temi per capire e discutere</i>, Milano 2005.
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures by making questions and by discussing the texts presented in class. Discussions on assigned homework provide an opportunity for students to work with their tutors in order to improve their critical analysis and texts interpretation.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral examination will focus on two questions evaluating the level of knowledge of the contents of Moral Philosophy and Bioethics illustrated during the course (25%), the capacity to report the thinking of the philosophers illustrated during the course(25%), the ability to read, understand and explain a section of one of the philosophical texts studied (40%), the speaking skills and the use of the appropriate terminology (10%).</p>

<p align="center">Programme of "FILOSOFIA DELLA MENTE" "PHILOSOPHY OF MIND"</p>		
<p>DQ0028, COMPULSORY First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd Year, 1st Semester</p>		
<p align="center">Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Simone GOZZANO</p>		
1	Course objectives	The goal of this course is to provide an outline of the fundamental issues in the current debate in the philosophy of mind. Emphasis will be given to issues such as intentionality, mental causation and consciousness. The relationship between cognitive sciences and philosophy of mind will be considered as well. Students will acquire capacity for 1) reading current philosophical texts, 2) interpreting them and 3) relating them to the current debate.

2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - intentionality, mental causation, consciousness and the philosophical and cognitive theories thereof. - the main philosophical positions developed by the main ancient philosophers. <p>On successful completion of this module, the students should:</p> <ul style="list-style-type: none"> o acquire good knowledge of Philosophy of Mind, o demonstrate knowledge and understanding of the main problems in the Philosophy of Mind and the Cognitive Sciences; o understand and explain the main philosophical positions studied; o demonstrate skill in interpreting the main philosophical issues and ability to analyze philosophical argumentations; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	The students must know elementary logic, formal semantics, and have some notions of psychology.
4	Teaching methods and language	<p>Lectures, homework, in class discussions.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <ul style="list-style-type: none"> -Marraffa – Paternoster (a cura di), <i>Scienze cognitive. Un'introduzione filosofica</i>, Carocci, Roma. -Paternoster, <i>Filosofia della mente</i>, Laterza, Roma-Bari. -Gozzano, <i>La coscienza</i>, Carocci, Roma.
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class.</p> <p><u>Summative assessment:</u> Oral exam.</p> <p>The oral exam consists of the answer to at least 3 questions aiming to evaluate the level of knowledge of the Philosophy of mind (45%), the underpinning psychological experiments (20%) the capacity to report the philosophical thought of those philosophers discussed during the course (25%), the speaking skills appropriate for their level and using the appropriate terminology (10%).</p>

Programme of “SISTEMI DI ELABORAZIONE DELLE INFORMAZIONI” “DATA PROCESSING SYSTEMS”		
DQ0163, ELECTIVE within a set of selected courses First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY 3rd year, 1st semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: Giovanni DE GASPERIS		
1	Course objectives	The course will introduce students to the foundations of computer science, computer architectures and information representation. The student will be able to understand and use the main tools and programmes useful for their studies and future research.
2	Course content and Learning outcomes (Dublin descriptors)	<p>The topics of the course are:</p> <ul style="list-style-type: none"> - Definitions of information and data. - Representation of information: numerical codes (binary, hexadecimal). Information processing: logic operators, logic gates, logic circuits. - Combinatorial boolean function calculator. - Digital memory. Sequential boolean function calculator. - Programmed computer architecture. - Central Processing Unit, central and secondary digital memory, input/output peripherals. Machine language concept. - High level programming language concept. Software life cycle. - Computer abstraction levels. - Operative System basic functions. - Markup languages. eBook production cycle. <p>On successful completion of the course, the students should:</p> <ul style="list-style-type: none"> o understand the behind-the-curtain reality of a computer system in order to increase their awareness as proficient computer users. o acquire analytical tools as are necessary to produce informed readings and

		<p>interpretations of computer science related texts;</p> <ul style="list-style-type: none"> o understand a computer architecture o be able to code and decode information in computer codes o be able to edit a hypertext in a markup language o be able to produce an eBook
3	Prerequisites and learning activities	<p>Prerequisites: ECDL Start certification Learning activities: Hands-on learning with computer sessions, online material</p>
4	Teaching methods and language	<p>Lectures, class discussion, online learning tools Language: Italian. Ref. Text books: -M. Lazzari, A. Bianchi, M. Cadei, C. Chesi, S. Maffei, <i>Informatica umanistica</i>, McGraw-Hill -F. Tomasi, D. Buzzetti, <i>Metodologie informatiche e discipline umanistiche</i>, Carocci Editore</p>
5	Assessment methods and criteria	<p><u>Formative assessment:</u> the students are encouraged to actively participate to the lectures, by by means continuous assessment through online testing, <u>Summative assessment:</u> practical and oral exam. The practical test (1/2 hour) exercises aims to asses the level of knowledge of the basic tools and methods (50% of the total mark). The oral exam starts from the discussion and analysis of one analytical tool developed in class, and consists of the answer to 3 questions aiming to evaluate the achieved level of knowledge and understanding of the available programmes and tools for coding and uncoding information (20%), the capacity to edit a hypertext (20%) and the ability to produce an e-book (10%).</p>

Programme of “GEOGRAFIA SOCIALE T” “SOCIAL GEOGRAPHY T”		
DQ0289, ELECTIVE within a set of selected courses		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3 rd year, 2 nd semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher:Luigi GAFFURI		
1	Course objectives	The course, dedicated to the Social geography of Africa, introduces to the geographical and historical knowledge of the continent.It focuses the attention on the societies and the cultures of Sub-Saharan Africa, through different examples of sedentary and nomadic communities in their relations with the environment.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - The natural environment in Africa: climatology, geomorphology, vegetation - The bantu population of the continent - Nomadism in comparison: Tuareg, Bushmen, Hottentots - The mercantilism and the slave trade - Sudanese kingdoms and empires - European colonialism - The independence of African countries - The contemporary Africa <p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> o understand the relationships between the human societies and the natural environments for great geographical areas of Africa; o recognize the principal phases concerning the genesis and the evolution of the population in the African continent; o reconstruct the fundamental stages of the African history, from the pre-colonial empires to the European mercantilism, from the Atlantic slave trade to the colonialism; o analyze the era of independence and place Africa in the international economic and geopolitical system; o acquire methods and theoretical tools to understand the complex symbolisms of African societies.
3	Prerequisites and learning activities	The student is supposed to know the basic notions of General geography.
4	Teaching methods and language	<p>Lectures; class discussions; personal consultation with students. Language: Italian Ref. Text books: -Manlio Dinucci, <i>Geostoria dell’Africa</i>, Bologna, Zanichelli, 2004.</p>

		-Giovanni Carbone, <i>L'Africa. Gli stati, la politica, i conflitti</i> , Bologna, Il Mulino, 2005
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to participate to the lectures, by making questions and discussing the topics, the data, the imagines and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam consists to questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).</p>

Programme of "GEOGRAFIA DEL POTERE" "GEOGRAPHY OF POWER"		
DQ0064, ELECTIVE within a set of selected courses		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd Year, 2nd Semester		
Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	The course aims to promote knowledge of migration in Italy and has a monographic nature. In the framework of the current legislation, the course covers cases relevant to an understanding of the role of territory in integration processes.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - Italian emigration to foreign countries (1861-1915) - The period between the two world wars (1922-1942) - The great migration of the post-war period (1946-1975) - Italy becomes a country of immigration (1976-2012) - Legislation development and current legal framework - Geography and migration - Statistical data and spatial distribution of migrants - The case of Castel Volturno in Campania - The city-ribbon and African migrants - Bypassing Schengen - Immigrate to the antiworlds <p>On successful completion of this Module, the student should:</p> <ul style="list-style-type: none"> o understand the nature of the relationships between Geography of power and Population geography and place Geography of power in its disciplinary context; o acquire methods and theoretical tools to apply Geography of power to migratory phenomena; o be able to recognize the different historical phases of Italian emigration to foreign countries; o be able to explain why Italy, after having been the first country in the world for number of emigrants, becomes the most meaningful case of country of immigration among States of the European Union; o be able to demonstrate the crucial role of the territory in today's migratory dynamisms in the peninsula; o be able to analyze and criticize the Schengen Treaty, showing the ineffectiveness of its logic with respect to the mobility of people; o be able to apply to an internationally known case study (African immigrants in Castel Volturno, Campania, Italy) the methodology of analysis illustrated during the course.
3	Prerequisites and learning activities	The student must know the recent history of the geographical thought.
4	Teaching methods and language	<p>Lectures; class discussions; personal consultation with students.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <p>-F. D'Ascenzo, <i>Antimondi delle migrazioni. L'Africa a Castel Volturno</i>, Milano, Lupetti, 2014.</p> <p>-<i>Other possible readings:</i></p> <p>-Laura di Michele, Luigi Gaffuri, Michela Nacci (a cura di), <i>Interpretare la differenza</i>, Napoli, Liguori, 2007.</p>

5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to participate to the lectures, by making questions and discussing the topics, the data, the imagines and the cartographies presented in class. Discussions provide an opportunity for students to develop their critical analysis and interpretation.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam consists to questions aiming to evaluate the level of knowledge achieved (40%), the logical and argumentative capacities (30%), the appropriate terminology (15%), the critical attitude (15%).</p>
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<p align="center">Programme of “STORIA DELLA PEDAGOGIA” “HISTORY OF PEDAGOGY”</p>		
<p>DQ0056, ELECTIVE within a set of selected courses</p>		
<p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd Year, 1st Semester</p>		
<p align="center">Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Marco Antonio D'ARCANGELI</p>		
1	Course objectives	<p>The goal of this course is to provide basic knowledge of history of Pedagogy (i.e. history of the education theories) in the Western civilization, especially in the Modern and Contemporary era, focussing especially on post-unification Italy (from 1860 to the present day). Another objective of this course is to show the basic connections between the developing of pedagogical ideas and on one hand the evolvement of economic systems, social structures and political institutions, on the other hand the evolution of philosophical and scientific thought.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - History of Pedagogy in the Western civilization, especially in the Modern and Contemporary era, focussing especially on post-unification Italy (from 1860 to the present day). - Terminology and methods of History of Pedagogy. - Relationship between the developing of pedagogical ideas and the evolvement of economic systems, social structures and political institutions. - Relationship between the developing of pedagogical ideas and the evolution of philosophical and scientific thought. - Relationship between History of Pedagogy and History of Education (included History of School systems). - Relationship between History of Pedagogy and Philosophy of education, Education (or Pedagogy), Education sciences. - Relations between History of Pedagogy, History of Philosophy, History of Ideas, Cultural History, Human sciences. <p>On successful completion of this Module, the student should:</p> <ul style="list-style-type: none"> o have good knowledge of History of Pedagogy in the Western world, especially in the Modern and Contemporary era, focussing especially on post-unification Italy (from 1860 to the present day); o have knowledge and understanding of terminology and methods of the History of Pedagogy; o understand and explain the relationships between the development of pedagogical ideas and on one hand the evolvement of economic systems, social structures and political institutions; and on the other hand the evolution of philosophical and scientific thought; o understand the relationships between History of Pedagogy and one hand Philosophy of education, Education (or Pedagogy), Education sciences; and on the other hand History of Philosophy, History of Ideas, Cultural History, Human sciences; o demonstrate skill in interpreting texts of History of Pedagogy and ability to analyze argumentations of History of Pedagogy. o demonstrate capacity for reading and understand other texts on related topics.
3	Prerequisites and learning activities	<p>The student must know the basic notions of History of the Western civilization, of History of the Western philosophical and scientific thought, of the Education (or Pedagogy) and of the Philosophy of Education.</p>

4	Teaching methods and language	Lectures, Exercises. Language: Italian Ref. Text books -Cappa, C. (a cura di) (2015), <i>Unità e molteplicità nelle scienze dell'educazione: continuità, trasformazioni, fratture</i> , Roma: Universitalia.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts presented in class. Discussions on assigned home works provide an opportunity for students to work with their tutors in order to develop their critical analysis and interpretation of particular texts. Summative assessment: Oral exam.

<p align="center">Programme of “STORIA DELL’ANTROPOLOGIA CULTURALE” “HISTORY OF CULTURAL ANTHROPOLOGY”</p>		
<p>DQ0110, ELECTIVE within a set of selected courses First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 3rd Year, 1st Semester</p>		
<p align="center">Number of ECTS credits: 6 (workload is 150 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Antonello CICOZZI</p>		
1	Course objectives	The goal of this course is to provide a basic framework of cultural anthropology from a historical point of view, orienting the description of the milestones of the evolution of anthropological knowledge, highlight the main aspects of the thought of the most important anthropologists, and then the main thematic nodes produced by the discipline in the course of its history.
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the Module include:</p> <ul style="list-style-type: none"> - the history of cultural anthropological thought: embryonic stage of Cultural Anthropology, Evolutionism, Diffusionism, French Ethnography, British Functionalism, Historical Particularism, Culture and Personality School, Lévi-Strauss Structuralism, Marxist Anthropology, Cultural Materialism. <p>On successful completion of this Module, the student should:</p> <ul style="list-style-type: none"> o Have knowledge of the main stages of the history of cultural anthropological thought o Be aware that also the history of a discipline underpins an historiographical strategy, where importance, selection and interpretation lead to a particular form of historicity. o Have the ability to understand that the history of a discipline is marked by a gradual path to overcoming errors and approximations, in reflexive co-evolution with the broader socio-political context within schools of thought that are born and fade away. o Have ability to judiciously apply the designed theoretical apparatus as a key to understanding contemporary social and cultural phenomena.
3	Prerequisites and learning activities	The module does not require any prerequisites.
4	Teaching methods and language	Lectures; class discussions; mainly anthology of texts and synthesis of theories prepared by the teacher. Language: Italian Ref. Text books - Ugo Fabietti, <i>Storia dell’Antropologia</i> , Bologna, Zanichelli, 2011. - Antonello Ciccozzi, <i>Parola di scienza</i> , Roma, DeriveApprodi, 2013.
5	Assessment methods and criteria	Formative assessment: the students are encouraged to actively participate to the lectures, by making questions and discussing in class the interpretation of the course topics. Summative assessment: Formal Oral Examination The oral exam starts with an exhaustive exposition of one of the main topic chosen by the student from the course content. Then the teacher will ask some questions in deep from the student’s selected argument and some general questions from the rest of the course themes. More than a simple mnemonic awareness, the students should demonstrate a critical-comparative comprehension of the historical process of development of the cultural anthropological knowledge.

Programme of “STORIA MEDIOEVALE” “MEDIEVAL HISTORY”		
DQ0214, ELECTIVE within a set of selected courses		
First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st or 2nd Semester		
Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)		
Teacher: to be hired		
1	Course objectives	The purpose is to provide students with an adequate knowledge of the main features of history, of the order of the events, of the institutions, of the economics, of the society, of the cultures and of the medieval personalities . We'll examine the relationship between the scriptures of each social and regional institution in the Middle Ages. The lectures will propose reflections about concepts and periods of the Middle Ages, analyzing the main happenings of this age. The study of the sources will put out how changing and persistence have marked out the historiographical debate in the past centuries and are still marking out the modern period.
2	Course content and Learning outcomes (Dublin descriptors)	<p>This course intends to provide the students with knowledge and understanding of the general problems of the Middle Ages, analyzing the history of Europe and Asia, the political systems, the distinctive symbols of the authority, the relationship between institutions and society; capacity to apply knowledge and understanding to recognize the new political configurations, the causes of political changes and the arise of new political personalities; ability to make informed judgments and choices for a comparative analysis between historical models in order to individuate changing and persistence in society; skills in communicating knowledge and understanding by a specific lexicon and a historical terminology and capacities to continue learning to expand an historical research.</p> <p>The topics of the module include:</p> <ul style="list-style-type: none"> - the crisis of the empire and the victory of the Cristianity; - the legal-political-religious realities of the dark ages; - the feudal system; - the age of the districts; - Innocenzo II age; - Bonifacio VIII age; - the Middle Ages crisis and Italy in the XV century; - the cultural life in the Middle Ages. <p>As expected results, the student should:</p> <ul style="list-style-type: none"> o have profound knowledge of the periods and of the problems of the Middle Ages; o have knowledge and understanding of the major themes in Middle Ages, identifying the relationship between present and past and vice versa; o understand and explain the political process connected to the passage from Roman Ages to Medieval Ages, and its political, economical and social changing; o understand the development of the medieval cultures and the multiplicity of the non European civilizations; o demonstrate skill in analyzing historical periods and ability to use appropriate terminology according to the principal historiographical trends; o demonstrate capacity for reading and understand other texts on related topics; o be able to apply the acquired knowledge and understanding for building a track of research; o be able to analyze historical documents and maps; o be able to evaluate the importance of the historical changing of the Middle Ages.
3	Prerequisites and learning activities	No prerequisites are needed. Reading texts and assigned homework leading to short reports and guided comments in class are the main learning activities allowing the student to know the main themes concerning the Middle Ages, to locate them in space and time and to identify their relationship with past and present and vice versa.
4	Teaching methods and language	<p>Lectures, reading of documents and historiographical texts in the class, short reports.</p> <p>Language: Italian</p> <p>Ref. Text books</p> <ul style="list-style-type: none"> -G. Vitolo, Medioevo. <i>I caratteri originali di un'età di transizione</i>, Milano, Sansoni, 2000. -M. Bloch, <i>Apologia della storia o mestiere di storico</i>, Torino, Biblioteca Einaudi, 2001. -M.R. Berardi, <i>I monti d'oro. Identità e conflitti territoriali nell'Aquila medievale</i>, Napoli, Liguori, 2005. -P. Cammarosano, <i>Italia medievale. Struttura e geografia delle fonti scritte</i>, Roma, NIS, 1991. -G. Cavallo, <i>Le biblioteche nel mondo antico e medievale</i>, Roma-Bari, Laterza, 1988.

		-M. Bloch, <i>Lavoro e tecnica nel Medioevo</i> , Roma-Bari, Laterza, 2001
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts and documents read in class.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam starts from the discussion and analysis of one period illustrated during the course and commented in class, and consists of the answer to 3 or 4 questions aiming to evaluate the achieved level of knowledge and the understanding of the Medieval History and of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which Medieval history is explored and the capacity to communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development.</p>

<p>Programme of “STORIA MODERNA” “MODERN HISTORY”</p>		
<p>This course is composed of 2 Parts: the first Part (6 ECTS) can be taken separately.</p>		
<p>DQ0223, ELECTIVE within a set of selected courses</p>		
<p>First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester</p>		
<p>Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Silvia Maria MANTINI</p>		
1	Course objectives	<p>The purpose is to provide students with a comprehensive examination of the Modern Era. <u>The course is divided in two parts that can be followed separately.</u> The goal of the <u>first part</u> is to provide a comprehensive examination of the Modern Era. On successful completion of this module, the student should develop a good knowledge of the relationship between State and Society and other main themes that characterize the period. They should be able to present simple written texts and to give short oral presentations on the main topics of the course. The student should be able to use an appropriate terminology and the tools of other human sciences (such as sociology, anthropology, psychology ...) presented in the lectures of the course. The student will also be able to understand how to access historical sources both through modern databases and through traditional basic research methods in libraries and archives. Restarting from what was already covered in the first part, the <u>second part</u> will illustrate and examine the aspects of relationship between institutions and society in the <i>Ancien Régime</i>, underlining their influence on the birth of cultural and religious institutions in Italy of the sixteenth centuries. Particular attention will be given to the period of Spanish primacy and the history of the city of L'Aquila in the wider context of the Kingdom of Naples, as a piece of a wider reality examined through the building of new identities and political dialectics that resulted in tensions and cohabitations. Guest lecturers, audiovisuals, direct contact with historical sources and a visit to the State Archives in L'Aquila may be part of the course.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Aims of this course is to provide the students with skills and capacity to</p> <ul style="list-style-type: none"> • Make informed judgments and critical evaluations of comparative models, identify turning points or continuity; • Communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development. • Continue learning in the discipline to develop more in-depth study and analysis and move towards some autonomy in performing historical research. <p><u>Specific aim of the 1st Part</u> is to provide the students with</p> <ul style="list-style-type: none"> • knowledge and understanding of the overarching issues of the modern era with an emphasis on the History of Europe, the birth of the modern nation-state, political systems, and symbolism of power, institution-society relationships and gender history, and • capacity to apply knowledge and understanding to be able to recognize the new political configurations, the reasons why changes happened and the emergence of new political subjects, thoughts and movements. <p><u>Specific aims of the 2nd Part</u> are to</p> <ul style="list-style-type: none"> • to extend the knowledge and understanding of History of Europe and modern era through the study of a specific part of Italy's south, and • to enhance the students' capacity to make critical and autonomous judgements by focusing the study and emphasizing the relationship between the center and the outlying areas (capital and provinces, city and territory). <p>Topics of the 1st Part include:</p>

		<ul style="list-style-type: none"> - The discovery of the New World - Renaissance Society - The breakdown of religious unity in Europe; the Protestant Reformation - The Council of Trent and Counter-Reformation - The birth of the Nation State - Absolutism and absolutisms - Society and court, social classes and their representation - The Baroque Era - The Spanish Monarchy and Universalism - The French Monarchy and Absolutism. - The English Parliamentary Monarchy - The Holy Roman Empire and Eastern Europe - The French and American Revolutions - The Napoleonic Empire and the beginning of Nineteenth century <p>Topics of the 2nd Part include:</p> <ul style="list-style-type: none"> - The Spanish monarchy - The relationship between institutions and society in Ancien Régime - Relationships and background in the birth and interaction of cultural and religious institutions in seventeenth century Italy - The Spanish presence in Italy - The history of the city of L'Aquila and its role within the Kingdom of Naples - The city of L'Aquila as an example of institutions, identity and political interaction within the Kingdom of Naples under Spanish rule <p>On successful completion of the course, the student should</p> <ul style="list-style-type: none"> o have a good knowledge of the periods of the modern era and the main historical questions with a focus on the concept of fracture and continuity in history, o have knowledge and understanding of the main themes of the modern era, identifying the relationship between past and present and present and past o understand and explain the political processes tied to change and the passage from the medieval to the contemporary age in a framework of economic and social evolution o understand the development of modern civilization with relations of European poly-centrism and the many European civilizations o demonstrate skill building interpretive frameworks, research hypothesis and capability of using the specific lexicon and language of history in relation to the main historiographic currents of thought o demonstrate capacity for reading and understanding other texts on related topics. o apply the capabilities acquired to the building of a research path o analyze historical documents and papers in light of the notions acquired.
3	Prerequisites and learning activities	The student is supposed to know the basic notions of Modern History from the secondary school in order to place them in time and on a map in order to develop more in-depth knowledge and capabilities.
4	Teaching methods and language	Lectures, written exercises, seminars on historical sources and historiographical texts with some multimedia tools and guest lecturers. A visit to the State Archives in L'Aquila is also planned. Language: Italian Ref. Text books (1st Part): -F. Benigno, <i>L'età moderna. Dalla scoperta dell'America alla Restaurazione</i> , Roma-Bari, Laterza, 2005 -G.P. Romagnani, <i>La società di antico regime (XVI-XVIII secolo), Temi e problemi storiografici</i> . Roma, Carocci, 2010 Ref. Text books (2nd Part): -S.Mantini, <i>L'Aquila spagnola. Percorsi di identità, conflitti, convivenze</i> , (secc. XVI e XVII), Roma, Aracne, 2009
5	Assessment methods and criteria	<u>Summative assessment:</u> Oral exam. The oral exam is based on the discussion of specialist literature related to the subject topics and the texts read and commented in class, and consists of 3 questions aiming to verify the achieved level of knowledge and understanding of the principal historical questions of the modern age (30%), the ability to analyze and apply knowledge and understanding to conduct comparative analysis between historical models, and identify instances of continuity or schism and to design a path of research (30%), the capacity to communicate knowledge and understanding through the acquisition of a specific lexicon of historical terminology with an

	awareness of historiographic development (30%) and the capacity to critically analyze historically evaluate the society and institutions (10%).
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<p style="text-align: center;">Programme of “STORIA CONTEMPORANEA T” “CONTEMPORARY HISTORY T”</p>		
<p>DQ0213, ELECTIVE within a set of selected courses First Cycle Degree in PHILOSOPHY AND COMMUNICATIVE PROCESS THEORY, 1st Year, 1st Semester</p>		
<p style="text-align: center;">Number of ECTS credits: 12 (workload is 300 hours; 1 credit = 25 hours)</p>		
<p>Teacher: Alfio SIGNORELLI</p>		
1	Course objectives	<p>The Contemporary History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history, including interaction with the environment, cultures, state-building, economic systems and social structures, from the end of 18th century to the present.</p> <p>Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability and importance — and to weigh the evidence and interpretations presented in historical scholarship.</p>
2	Course content and Learning outcomes (Dublin descriptors)	<p>Topics of the module include:</p> <ul style="list-style-type: none"> - The Long 19th Century - The Age of Revolutions, 1776-1848 - The First Industrial Revolution - The Napoleonic Era - Political systems in Europa and America - The Second Industrial Revolution - The “New” Imperialism - The World War I - The US between the two World Wars - The World War II and the second post-war Period - The Golden Age of economic growth - The crisis of Communism and the end of the Cold War <p>As expected results, the student should:</p> <ul style="list-style-type: none"> o possess solid knowledge of Italian and European history in comparative perspective as a foundation from which to explore world and global history patterns; o have knowledge and understanding of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th and 20th centuries is explored; o understand and explain historical problems; o demonstrate ability to reflect in a critical way on historical central terms and concepts; o demonstrate capacity for reading and understanding other texts on related topics.
3	Prerequisites and learning activities	None: the course is designed for students with no previous study of history.
4	Teaching methods and language	<p>Lectures.</p> <p>Language: Italian</p> <p>Ref. Text books:</p> <p>-Alberto M. Banti, <i>L'età contemporanea. Dalle rivoluzioni settecentesche all'imperialismo</i>, Laterza, Roma-Bari 2009;</p> <p>-One text chosen from the following:</p> <ul style="list-style-type: none"> • Betts, R. F. (1986 or subsequent editions), <i>L'alba illusoria. L'imperialismo europeo nell'Ottocento</i>, Il Mulino: Bologna; • Dickie, J. (2008), <i>Una catastrofe patriottica. 1908: il terremoto di Messina</i>, Laterza: Roma; • Sorba, C. (2015), <i>Il melodramma della nazione. Politica e sentimenti nell'età de Risorgimento</i>, Laterza: Roma; <p>-Alberto M. Banti, <i>L'età contemporanea. Dalla Grande Guerra a oggi</i>, Laterza, Roma-Bari 2009;</p> <p>-One text chosen from the following:</p> <ul style="list-style-type: none"> • Focardi, F. (2005), <i>La guerra della memoria. La Resistenza nel dibattito politico italiano dal 1945 a oggi</i>, Laterza: Roma; • Leed, E. J. (1985 or subsequent editions), <i>Terra di nessuno. Esperienza bellica e</i>

		<p><i>identità personale nella prima guerra mondiale</i>, Il Mulino: Bologna;</p> <ul style="list-style-type: none"> • Romero, F. (2009), <i>Storia della guerra fredda</i>, Einaudi: Torino.
5	Assessment methods and criteria	<p><u>Formative assessment</u>: the students are encouraged to actively participate to the lectures, by making questions and discussing the texts and documents read in class.</p> <p><u>Summative assessment</u>: Oral exam.</p> <p>The oral exam starts from the discussion and analysis of one period illustrated during the course and commented in class, and consists of the answer to 3 or 4 questions aiming to evaluate the achieved level of knowledge and understanding of the history of Western World and of the methodologies, tools and issues of all of the broad diachronic, thematic, and spatial perspectives with which world history of the 19th and 20th centuries is explored and the capacity to communicate knowledge and understanding through the acquisition of an appropriate scientific lexicon and the historical terminology in line with historiographic development.</p>