



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO

DIPARTIMENTO DI
RICERCA E
INNOVAZIONE
UMANISTICA

COURSE OF STUDY Humanities (L-05) Philosophy
ACADEMIC YEAR 2023-2024
ACADEMIC SUBJECT Semiotics

General information	
Year of the course	3 st
Academic calendar (starting and ending date)	1st semester – 25th September - 13 December 2023
Credits (CFU/ETCS):	9
SSD	M-FIL/05
Language	Italian
Mode of attendance	Not mandatory

Professor/ Lecturer	
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Virtual room	Microsoft Teams: giorgio.borrelli@uniba.it
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Friday: 10.00 – 12.00 a.m. (lecturer's office, or online via Microsoft Teams platform) Please notify the lecturer by email the day before the tutoring (giorgio.borrelli@uniba.it)

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	63	0	162
CFU/ETCS			
9			

Learning Objectives
<i>In line with the learning objectives of the Degree course in Humanities (L-05 Philosophy), the course aims to provide a basic knowledge of the history of contemporary semiotic thought. Through the study of semiotic terminologies, theories and methods, students will develop their critical tools and research skills. Furthermore, analysing and interpreting the reference texts, students will</i>

	<i>be able to apply the acquired knowledge to new theoretical contexts and to topics not directly analysed with during the course, developing skills that will be particularly useful in their professional life.</i>
Course prerequisites	<i>No prior knowledge required</i>

Teaching strategies	<i>Lectures</i>
Expected learning outcomes in terms of	
Knowledge and understanding on:	The course aims to provide an overview of the main semiotic approaches, showing their divergences and points of contact. Special attention will be paid to the social, political and economic implications of verbal and non-verbal forms of semiosis. Semiotics will be considered as a method of philosophical enquiry aimed at analysing language in its performative and practical-communicative dimensions and the different form of ideological discourse.
Applying knowledge and understanding on:	The acquisition of semiotic terminologies, theories and methods will enable students to increase their knowledge, research skills, critical capabilities and applied comprehension skills. Furthermore, the analysis and interpretation of reference texts will enable students to apply the knowledge acquired to new theoretical contexts and to objects of study not directly covered during the course, developing skills that will be particularly useful in their professional future.
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <i>Through a dialogical approach to teaching activities and the scheduling of seminar activities, students will develop a more conscious approach to the study of literary writing, visual languages and performing arts, allowing them to develop both a general vision of semiotic investigation and the ability to critically confront the issues at the centre of theoretical debate. Furthermore, the acquired autonomy of judgement will allow students to develop a reflection on social, scientific and ethical issues related to the topics dealt with during the course.</i> • <i>Communicating knowledge and understanding</i> <i>Through a dialogical approach to teaching and the scheduling of seminar activities, students will develop the ability to communicate and explain in a clear manner the main issues related to the semiotic approach and will develop the ability to elaborate, argue, synthesise and share their disciplinary knowledge with specialist and non-specialist interlocutors.</i> • <i>Capacities to continue learning</i> <i>By means of a dialogical approach to teaching, a stimulus to explore the topics covered in greater depth from lesson to lesson, and an invitation to connect what they have studied with their own personal interests, students will acquire the ability to autonomously read and understand the main issues related to semiotic studies, to recognise the different approaches and to select different methods. In this way, students will acquire learning skills that are necessary for them to undertake further studies with a high degree of autonomy.</i>
Syllabus	
Content knowledge	<i>The course aims to show the links between the philosophical method of investigation and science of signs, illustrating the divergences and points of contact between different semiotic approaches. By analysing both language in its performative and practical-communicative dimension and the different forms</i>

	<p><i>of ideological discourse, the course intends to focus on the social, political and economic implications of verbal and non-verbal forms of semiosis.</i></p> <p><i>The main reference authors will be Charles S. Peirce, Giovanni Vailati, Charles Morris, Ferruccio Rossi-Landi and Roland Barthes.</i></p> <p><i>1) The interpretive semiotics of Peirce, Vailati and Morris.</i></p> <p><i>We will study the foundations and developments of the pragmaticist approach with its philosophical implications related to the theme of perception, signification and interpretation</i></p> <p><i>2) Rossi-Landi: semiotics as a critical tool for the study of economics, society and ideology.</i></p> <p><i>Rossi-Landi's materialistic semiotics and the hypothesis of reading Marxian theory in a semiotic key will be studied</i></p> <p><i>3) Barthes: the critical reworking of the structuralist approach and the study of the discourses of mass culture.</i></p> <p><i>The foundations of the structuralist approach and its reinterpretation by Barthes will be studied.</i></p> <p><i>Other authors/authors whose theories are closely related to the above-mentioned authors will also be studied during the course.</i></p>
Texts and readings	<p><i>G. Borrelli. Ferruccio Rossi-Landi. Semiotica, economia e pratica sociale. Edizioni dal Sud, 2020.</i></p> <p><i>C. Morris. Lineamenti di una teoria dei segni. Pensa Multimedia, 2009.</i></p> <p><i>J. Ponzio. C.S. Peirce. Le avventure della forma. Il melangolo, 2020.</i></p> <p><i>G. Vailati. Il metodo della filosofia. Pensa Multimedia, 2022.</i></p> <p><i>R. Barthes. Miti d'oggi. Einaudi, 2016.</i></p>
Notes, additional materials	<p><i>During the course, the parts of the texts that constitute the examination programme will be specified.</i></p> <p><i>Furthermore, additional teaching material that can be used for specific in-depth studies will be indicated and shared online.</i></p>
Repository	<p><i>The additional teaching material will be available in Microsoft Teams Semiotica - Filosofia L-05 (2023)</i></p> <p><i>Code:</i> <i>uhebh6i</i></p>

Assessment	
Assessment methods	<p><i>The examination will be based on an oral presentation (approx. 15-20 minutes) relating to the topics (The interpretive semiotics of Peirce, Vailati and Morris; Rossi-Landi: semiotics as a critical tool for the study of economics, society and ideology; Barthes: the critical reworking of the structuralist approach and the study of the discourses of mass culture) and to the authors analysed in the lessons (Peirce, Morris, Barthes, Rossi-Landi and Vailati,).</i></p> <p><i>During the presentation, students will be able to read parts of the texts from the examination programme in order to quote and comment on them. Students may also use a computer support device (tablet or notebook).</i></p>
Assessment criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <i>Students must demonstrate an understanding of the main concepts covered in the course and be able to explain and critically analyse them</i> • <i>Applying knowledge and understanding</i> <i>Students must be able to apply the tools on which the semiotic approach is based; they must be able to recognise, the main issues related to semiotic disciplines, and critically apply interpretative strategies.</i> • <i>Autonomy of judgment</i> <i>Students must be able to make autonomous use of the conceptual tools</i>

	<p>acquired during the course and to select the information needed to contextualise them.</p> <ul style="list-style-type: none"> • <i>Communicating knowledge and understanding</i> Students must be able to expound the concepts acquired during the course, using the specialised language of semiotics and be able to expound and explain the texts covered in the programme. • <i>Communication skills</i> Students should be able to independently understand the main issues related to semiotics, recognise the different approaches and select different methods. • <i>Capacities to continue learning</i> Starting from the topics analysed during the course, students will be able to learn new skills and knowledge on an on-going basis.
Final exam and grading criteria	<p>The final grade is awarded in thirtieths. The examination is deemed passed when the mark is greater than or equal to 18. The examination consists of an oral presentation (approx. 15-20 minutes) about the themes (he interpretive semiotics of Peirce, Vailati and Morris; Rossi-Landi: semiotics as a critical tool for the study of economics, society and ideology; Barthes: the critical reworking of the structuralist approach and the study of the discourses of mass culture) and to the authors analysed in the lessons (Peirce, Morris, Barthes, Rossi-Landi and Vailati,). At least one question will be asked for each author in order to ascertain the achievement of the expected learning outcomes. Each question is aimed at ascertaining the level of knowledge of the topics and concepts, understanding of the contexts, mastery of the specific language, critical-interpretative capacity. A test in which the student describes the arguments in an approximate manner, without precise references, does not reconstruct the contexts, expresses him/herself in common and non-specific language and does not know how to argue the reasons for what he/she claims is insufficient; will be graded as sufficient (18-21) the test in which the student/student describes the concepts, contexts and protagonists in an imprecise but correct manner with a correct, even if simple, argumentation, using correct language even if limited in the use of specific terms; will be graded as fair (22-24) the test in which the student/student constructs the argumentation with few inaccuracies with reference to the arguments, protagonists and theoretical and social contexts, using correct language with the use of specific terms the test is considered good (25-27) if the student argues in a circumstantiated manner in his/her answers, citing protagonists and theoretical-critical references, with accurate and specific language, showing a transversal orientation in the topics addressed during the course of study; excellent (28-30) is the test in which the student systematically discusses the topics tackled during the course of the course with references to the historical and theoretical context, with precise references, demonstrating mastery of critical language, nonchalance in coherently arguing the reasons for what he/she claims. Honours are awarded when the student demonstrates that he/she has excellently acquired the transversal competences set out in the learning outcomes.</p>
Further information	