General Information	
Academic subject	Philosophy and communicative relationships
Degree course	Public, Social and Business Communication Sciences
Curriculum	
ECTS credits	6
Compulsory attendance	No
Language	Italian

Subject teacher	Name Surname	Mail address	SSD
	Gabriella de Mita	gabriella.demita@uniba.it	M-FIL/01

ECTS credits details			
Basic teaching activities	11/C	M-FIL/01	9

Class schedule	
Period	I Semester 2020/21
Year	II Year
Type of class	Conventional

Time management	
Hours measured	60 min.
In-class study hours	40
Out-of-class study hours	110

Academic calendar	
Class begins	October 2020
Class ends	January 2021

Syllabus	
Prerequisite requirements	
Expected learning outcomes	*Knowledge and understanding* Students (future information and communication operators) will be offered a training course aimed at acquiring the theoretical-phenomenological parameters essential to develop critical-philosophical thinking about the analysis of communication investigated in terms of communicative relationship within a post-modern interpersonal life dimension in which the world of relationships is constantly (and often unconsciously) mediated by electronics. Specifically, the problem of "liquid surveillance" will be analyzed - through the theoretical perspective - in relation to the concepts of space-time, power-politics, metaphor-concept, relational and social ties. How is it still possible to grasp the relational constitutive sense of "Being-with" in that world of monitoring, tracking, shadowing, selection, control and systematic observation that is surveillance? *Applying knowledge and understanding* Through the acquisition of the phenomenological investigation method applied to the experience of the "Phenomenology of the communicative relationship" laboratory, students will be enabled to reach an adequate level of critical awareness about - The risk of "adiaforization in surveillance": the data activated

	by the real body (through login, access card, etc.), flow into the database to be processed, analyzed and concatenated with other data to then be returned in the form of a data double. Descartes would speak of "I and representation of his double". The real person duplicates himself in a parallel virtual reality. He unwittingly constructs his own double, piece by piece, from his data. And the tendency becomes to trust the duplicate of a person even more than the person himself. *Making informed judgements and choices* The student will be placed in the condition of - detect from the inside the process that determines the technicization of thought and which leads to exchanging "the part" with "the whole" and reducing the complexity of knowledge and the communicative-relational dimension that underlies it in terms of liquid surveillance. *Capacities to continue learning* The course makes use of the Group-Interactive University Didactics - D.U.G.I. according to the Abercrombie-Giordano model, in order to acquire the ability to "learn to unlearn" (Abercrombie-Giordano model) conceptual schematisms through the space-time experience of the communicative-relational dimension.
Contents	
Course program	**From the Panopticon to the Synopticon: phenomenological analysis of the communicative relationship in the era of liquid surveillance.**
Bibliography	- Bauman Z. - Lyon D., *Sesto potere. La sorveglianza nella modernità liquida*, Laterza, Bari 2015. - Paci E. 1963, *Il senso delle parole: Alienazione e aggettivazione*, in Aut Aut, 75 (1963), pp. 103-104. - De Mita G. (2019), "The communicative relationship as a constitutive dimension of the "Idea of Community". the relevance of the phenomenological contribution of Edmund Husserl" in AA.VV., *Redefining Community in Intercultural Context*, a cura di Adrian LESENCIUC, vol. 8, p. 95-102
Notes	For students who do not have the opportunity to attend the course it is preferable to interface with the teacher to agree on the reference texts.
Teaching methods	Group-Interactive University Didactics (DUGI); seminar activity; laboratory activity
Assessment methods	The assessment method is based on oral verification of the theoretical references of the course and on the critical operational processing capacity. Furthermore, the comparison will focus on which awareness in terms of educational change the student has acquired during the course and which he considers important for his professional future.
Further information	

(Prof. Gabriella de Mita)