

**CORSO DI STUDIO** *Public, social and business information sciences*

**ANNO ACCADEMICO** 2023-2024

**DENOMINAZIONE DELL'INSEGNAMENTO** *Philosophy and communicative relationships*

General information	
Year of the course	Second Year
Academic calendar (starting and ending date)	First Semester – October 2023 – December 2023
Credits (CFU/ETCS):	6
SSD	Theoretical Philosophy - M-FIL/01
Language	Italian
Mode of attendance	Attendance is recommended

Professor/ Lecturer	
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Virtual room	
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Tuesday from 11 a.m. to 1 p.m. in presence

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
150	30	10	110
CFU/ETCS			
6			

<b>Learning Objectives</b>	The Public, Social and Business Communication Sciences Course at the University of Bari offers advanced and updated training to those who aspire to work as a communicator in companies, public institutions or non-profit organizations. Students learn the communication theories and techniques used in organizations, delve into the economic implications, the basic marketing strategies, the statistical methods of data collection and analysis but also the potential of language, the richness of the European literary heritage and the norms communities that regulate the sector.
<b>Course prerequisites</b>	A basic knowledge of the philosophical thought of the main modern and contemporary authors is desirable. In any case, this pre-requisite <b>is not necessary</b> for the purposes of in-depth study of the contents of the Course.

<b>Teaching strategie</b>	<p>The reference methodology is DUGI (Group-Interactive University Teaching), of a phenomenological-group-analytic matrix which comes from the most important and modern scientific research conducted for decades in the Inter-university Research Center "Laboratory of Group Analysis and Epistemology" (CIRLaGE) of the Universities of Bari, Verona and Genoa.</p> <p>The innovative connotation of DUGI comes from the radical rethinking of the teacher-student relationship, no longer admissible in terms of frontal transmission of knowledge and theoretical knowledge.</p> <p>DUGI starts from group-analytic provisions to re-design the space-time coordinates of the academic "lesson" and thus offer the opportunity to experience the relationship between teacher and students and between students in a reticular manner, favoring the active and proactive participation of everyone.</p> <p>The objective of DUGI is to acquire the ability to go beyond theoretical knowledge, learning to use the latter as a starting or arrival point for the construction of critical thinking and for the problematization of the reality in which one is implicated from time to time.</p> <p>“Learning from experience” and “training change” are the prerequisites that animate the teaching methodology of DUGI which, consequently, is divided into a path that includes field work, group work, scientific seminars, phenomenological workshops on case studies.</p>
<b>Expected learning outcomes in terms of</b>	
<b>Knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>- Students (future information and communication operators) will be offered a training course aimed at acquiring the theoretical-phenomenological parameters essential for developing critical-philosophical thinking regarding the analysis of communication investigated in terms of communicative relationships within of a dimension of post-modern interpersonal life in which the world of relationships is constantly (and often unconsciously) digitally mediated.</li> </ul>
<b>Applying knowledge and understanding on:</b>	<ul style="list-style-type: none"> <li>- Through the acquisition of the phenomenological investigation method applied to the experience of the "Phenomenology of communicative relationship" laboratory, students will be able to reach an adequate level of critical awareness about the theoretical processes that underlie relational-communicative life of individuals in a continuous passage of fusion and confusion of the dimensions of the real and the virtual.</li> </ul>
<b>Soft skills</b>	<ul style="list-style-type: none"> <li>• <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> <li>- <i>Through field experiences, group work, phenomenological reporting workshops on real data, the student will be able to activate his own critical and judgmental capacity regarding data collection, analysis and study of cases, situations professional relationships in which one may be involved from time to time and reflection on social, scientific or ethical issues connected to them</i></li> </ul> </li> <li>• <i>Autonomy judgement</i> <ul style="list-style-type: none"> <li>- <i>At the end of the course the student must be able to</i></li> <li>- <i>begin to recognize the critical function of thought and theoretical-philosophical language to begin to detect from within the process that determines the technicalization of thought and that leads to exchanging "the part" with "the whole"</i></li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>- <i>At the end of the course the student must be able to</i></li> </ul> </li> </ul>

	<p>- use critical-philosophical language and activate a first level of dialogic-scientific capacity</p> <ul style="list-style-type: none"> <li>• <i>Capacities to continue learning</i> At the end of the course the student must be able to <ul style="list-style-type: none"> <li>- apply the ability to "Learn to unlearn" (Abercrombie-Giordano model) the conceptual schematisms through the spatio-temporal experience of the communicative-relational dimension within the working contexts responsible for public, social and business communication.</li> </ul> </li> </ul>
<b>Syllabus</b>	
Content knowledge	<p><b>Phenomenology of the limit and possibility of the beyond-limit in the era of liquid surveillance, simulation and AI. Which communicative relationship?</b></p> <p>Talking today about the "era of liquid surveillance", the "era of simulation" and the "era of Artificial Intelligences" perhaps means coming across extreme forms of technicalization of reality which have extended from the confines of markets and industries into much broader fields that embrace in particular the relational conditions of the human, in particular the world of communication? Are we perhaps faced with an emerging simulative and synthetic horizon with respect to which we need to recognize the limit or the possibility of the beyond? And does the idea of "beyond" need to deal with a new way of inhabiting our world? What would it mean at this point to experience communication in interpersonal and intersubjective relational terms? What actually becomes communicable? What is the role of creativity?</p> <p>The course will allow students to work on these questions with the primary aim of not giving exhaustive answers but of trying to explore the possibility of rereading and analyzing them philosophically in order to update the interpretative maps of the new reality and the new logics that underlie it to learn more recognize the limit and the possibility of the beyond between real and virtual and understand what the decisive role of communication is.</p> <p>Human issues and conditions that actually belong to everyday life will be explored and analyzed, from the phenomenon of cultured meat to that of deep fakes and artificial faces, up to and including entire environments, places and spaces recreated or augmented through immersive and synthetic media (synthetic media and metaverse) as well as new and alternative forms of intelligence conveyed by algorithmic calculations]. With respect to these phenomena, what must be the gaze of the <b>future communication and information expert</b> so that the constitutive relational sense of "Being-with" within the new forms of communicative mediation is not lost? What does it mean to re-signify these forms through critical thinking and return them to relational reality in a re-generative way for man?</p> <p>Through the Course, therefore, we intend to provide students (<b>future experts and professionals in the field of communication</b>) with a primarily educational path regarding the acquisition of the theoretical-phenomenological parameters essential to recognize and develop critical thinking through which to re-signify the communication phenomenon within future working contexts.</p> <p>Specifically, the problem of the relationship between</p> <ul style="list-style-type: none"> <li>- Real and virtual</li> <li>- Body-corporeity</li> </ul>

	<ul style="list-style-type: none"> <li>- space-time</li> <li>- intentionality</li> <li>- the role of words and the care of words</li> </ul> <p>within the idea of communication understood in its relational matrix, crossing the issues of <b>simulation</b>, <b>Artificial Intelligence</b> and <b>liquid surveillance</b>.</p>
<b>Texts and readings</b>	<ul style="list-style-type: none"> <li>- Floridi L. (2022), <i>Etica dell'intelligenza artificiale. Sviluppi, opportunità, sfide</i>, Raffaello Cortina ed., Milano;</li> <li>- De Mita G, Modugno A., d'Elia G., Guaragno S., Valenti S. (2023), <i>Tempo, spazio, corpo-corporeità, relazione comunicativa. Dialoghi per la ripartenza in un confronto trans-disciplinare e multi-esperienziale</i>, FrancoAngeli, Milano.</li> </ul>
<b>Notes, additional materials</b>	
<b>Repository</b>	<p>During the course, information on texts or in-depth articles will be provided, in line with the progress of the educational path.</p> <p>The material will be uploaded, from time to time, on the teacher's page.</p>

<b>Assessment</b>	
Assessment methods	<ul style="list-style-type: none"> <li>- Intermediate exercise on research work</li> <li>- Final oral exam</li> </ul>
Assessment criteria	<ul style="list-style-type: none"> <li>• <i>Knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ theoretical knowledge of the philosophical authors of reference;</li> <li>○ critical understanding skill</li> </ul> </li> <li>• <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ ability to know how to apply theoretical knowledge to reading the reality linked to the communication phenomenon;</li> <li>○ ability to de-construct and re-construct the communicative-relational reality</li> </ul> </li> <li>• <i>Autonomy of judgment</i> <ul style="list-style-type: none"> <li>○ Ability to detect and process reality data skill</li> </ul> </li> <li>• <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> <li>○ Acquisition of critical-philosophical language</li> </ul> </li> <li>• <i>Communication skills</i> <ul style="list-style-type: none"> <li>○ Use of specific technical language</li> </ul> </li> <li>• <i>Capacities to continue learning</i> <ul style="list-style-type: none"> <li>○ Ability to approach original texts</li> <li>○ Acquisition of the meaning and epistemological foundation of theories</li> </ul> </li> </ul>
Final exam and grading criteria	<p>The final grade is expressed out of thirty. The exam is considered passed when the grade is greater than or equal to 18.</p>
<b>Further information</b>	
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Bari, 26/06/2023

Il docente  
