

Social, public and business communication sciences

General information	
Academic subject	Philosophy and communicative relationships
Degree course	Social, public and business communication sciences
Academic Year	II Year
European Credit Transfer and Accumulation System (ECTS)	6
Language	Italian
Academic calendar (starting and ending date)	October 2022 – January 2023
Attendance	recommended frequency

Professor/ Lecturer	
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Virtual headquarters	
Tutoring (time and day)	Tuesday from 11.00 to 13.00 in attendance

Syllabus	
Learning Objectives	The Public, Social and Business Communication Sciences course of the University of Bari offers advanced and up-to-date 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, deepen the economic implications, basic marketing strategies, statistical methods of data collection and analysis but also the potential of language, the richness of European literary heritage and norms communities that regulate the sector.
Course prerequisites	No prior knowledge is required
Contents	<p>Phenomenology of the communicative and “metaverse” relationship: real and virtual identity in comparison</p> <p>The course aims to provide students (future experts and professionals in the field of communication) with a training path first of all about the acquisition of the theoretical-phenomenological parameters essential to recognize and develop critical thinking through which to re-signify the phenomenon of internal communication. of future work contexts. Specifically, the problem of the relationship between reality and truth</p> <p>body, corporeality and dematerialization</p> <p>space time</p> <p>intentionality</p> <p>embodied words and deadly words</p> <p>within the idea of communication understood in its relational matrix.</p> <p>Faced with extreme situations, from the vortex (the image used for years to visualize the impact of digital) to the pandemic (Covid is only the best known) to the war, we need extreme ideas, answers to fundamental questions usually considered idle time wasters: What do we want to be? Where do we want to go? It is valid for organizations and individuals, for country systems and their historically determined aggregations (European Union law).</p> <p>Do we perhaps need visions, reasoning to understand a world that seems to get out of hand, but precisely in the literal sense of the word since we talk so often about dematerialization, virtual reality, metaverse, etc.?</p> <p>Is it still possible, in the era of post-modernism, to grasp the relational constitutive sense of “Being-with” within the new forms of communicative mediation? What does it mean to re-mean these forms through critical thinking and return them to relational reality in a re-generative way for man?</p>
Books and bibliography	<ul style="list-style-type: none"> - Accoto C., <i>Il mondo in sintesi. Cinque brevi lezioni di filosofia della simulazione</i>, Egea, Milano 2022; - Paci E., <i>Il senso delle parole. 1963-1974</i>, a cura di Rovatti P.A., Bompiani

	Milano 1987 (passi scelti) De Monticelli R. (a cura di), <i>La persona: apparenza e realtà</i> , Cortina ed., Milano 2000 (Introduzione; cap. IV; cap. V)
Additional materials	The teacher will make Enzo Paci's text available to students, however available at the Philosophy Library.

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
	30	10	110
ECTS			
6			
Teaching strategy		Group-Interactive University Teaching (DUGI); seminar activities; laboratory activities	
Expected learning outcomes			
Knowledge and understanding on:	<ul style="list-style-type: none"> ○ theoretical knowledge of the philosophical authors of reference; ○ critical understanding skills 		
Applying knowledge and understanding on:	<ul style="list-style-type: none"> ○ ability to know how to apply theoretical knowledge to the reading of reality linked to the phenomenon of communication; ○ ability to de-construct and re-construct the communicative-relational reality 		
Soft skills	<ul style="list-style-type: none"> • <i>Making informed judgments and choices</i> <ul style="list-style-type: none"> ○ Ability to detect and process reality data 		

	<ul style="list-style-type: none"> • <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ Acquisition of critical-philosophical language ○ <i>Capacities to continue learning</i> • Ability to learn independently <ul style="list-style-type: none"> ○ Ability to approach original texts ○ Acquisition of the meaning and epistemological foundation of the theories
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Assessment and feedback	
Methods of assessment	Final oral exam
Evaluation criteria	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> <ul style="list-style-type: none"> ○ 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. <i>Applying knowledge and understanding</i> <ul style="list-style-type: none"> ○ acquisition of the phenomenological investigation method applied to the experience of the “Phenomenology of the communicative relationship” laboratory <i>Autonomy of judgment</i> <ul style="list-style-type: none"> ○ The student will be placed in a position to detect from the inside the process that determines the technicization of thought and which leads to the exchange of “the part” with “the whole” <i>Communicating knowledge and understanding</i> <ul style="list-style-type: none"> ○ Acquisition of critical-philosophical language • <i>Capacities to continue learning</i> <ul style="list-style-type: none"> ○ 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.
Criteria for assessment and attribution of the final mark	The final mark is out of thirty. The exam is passed when the mark is greater than or equal to 18.
Additional information	

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