



Course unit English denomination	From political science to social sciences. A conceptual historical path
SS	SPS/01
Teacher in charge (if defined)	Mauro Farnesi Camellone
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	Wednesday November 19, 2025, 3-5 pm., room Seminari, FISPPA Wednesday November 26, 2025, 3-5 pm., room Seminari, FISPPA Wednesday December 03, 2025, 3-6 pm., room Giacon, FISPPA
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (70 % minimum of presence) <input type="checkbox"/> No
Course unit contents	The course will present an analysis of the epistemological structure of modern political science of a natural law matrix, showing how it has not been able to conceptualise the 'social relationship' within itself, that is to say the mode of production of life that was imposed with the decline of the ancient society by class, the definitive affirmation of capitalism and the explosion of the Atlantic revolutions. This social relationship is constituted with more or less regular continuity through the relationships between free and equal individuals. It becomes a space additional to that of mere sociality, imposing itself as a place in which specific power relations are produced and assume legitimacy. The course will reconstruct the history of some fundamental concepts in relation to social relationships, such as order, ideology, capitalism, cooperation, the individual, work and the State. Thanks to these, the discourse of the social sciences (primarily political economy and sociology) has established itself as an autonomous form of political theory, due to its ability to construct and discipline, but also to criticise, the history and the system of society and the State.
Learning goals	1) Acquisition of the historical-conceptual tools for conducting research in the philosophical-political field.



	2) Acquisition of the ability to analyse the cognitive structures of political and social knowledge. 3) Acquisition of the ability to structure a research plan in an interdisciplinary context.
Teaching methods	Lectures and the promotion of critical thinking
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The course is open to everyone, with priority given to PhD students enrolled on the PhD programme that is organising the course; therefore, once enrolment is closed for PhD students enrolled on the programme, there will be a window for external PhD students to enrol, or a waiting list will be created and external PhD students will be contacted if places become available.
Prerequisites (not mandatory)	
Examination methods (if applicable)	
Suggested readings	- G. Duso, <i>La logica del potere. Storia concettuale come filosofia politica</i> , Laterza, Roma-Bari 1999. - P. Costa, <i>Il progetto giuridico. Ricerche sulla giurisprudenza del liberalismo classico</i> , DeriveApprodi, Bologna 2024. - M. Ricciardi, <i>La società come ordine. Storia e teoria politica dei concetti sociali</i> , EUM, Macerata 2010.
Additional information	



Course unit English denomination	From the concept of progress to the concept of development
SS	SPS/01
Teacher in charge (if defined)	SANDRO CHIGNOLA
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	November-December 2025 (Aula Giacon, 4.30-6.30 pm on 20 th November, 4.30-6.30 pm on 27 th November, 4.30-7.30 pm on 11 th December)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (80/100) <input type="checkbox"/> No
Course unit contents	The course is devoted to illustrating and discussing some theoretical premises of the history of ideas and thought relevant not only to the History of Political Philosophy, but to the History of Philosophy in general. From a critical comparison with the main internationally relevant methodological proposals, a critical position will be developed aimed at highlighting the limitations of the modern solution of the political problem and the need for its reformulation in keeping with contemporary transformations
Learning goals	To develop critical awareness of the determined historicity of the language of philosophy; to assume the limitation of the modern conceptualization of the political; to invent new concepts as the task proper to philosophy
Teaching methods	Seminar
Course on transversal, interdisciplinary, transdisciplinary skills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Prerequisites (not mandatory)	
Examination methods (in applicable)	



Suggested readings

Sandro Chignola – Giuseppe Duso, *Storia dei concetti e filosofia politica*, Milano, Angeli, 2023.

Sandro Chignola, *Foucault oltre Foucault. Una politica della filosofia. Seminari. Seconda edizione ampliata*, Roma, DeriveApprodi, 2022.

Sandro Chignola, *Diritto vivente. Ravaisson, Tarde, Hauriou*, Macerata, Quodlibet, 2020.

Sandro Chignola, *Dal «progresso» allo «sviluppo». Il momento francese e la scienza della storia (1820-1840)*, «Filosofia politica», XXXIX, 1/2025 (in preparazione).

Additional information



Course unit English denomination	Research into the history of medieval 'philosophies'. Some case studies
SS	PHIL-05/C - History of Medieval Philosophy
Teacher in charge (if defined)	Cecilia Martini
Teaching Hours	7 (seven)
Number of ECTS credits allocated	1 (one)
Course period	November 3, 2025 10 a.m. - 1 p.m. Sala Giacon (Palazzo del Capitano) November 10, 2025 10 a.m. - 12 noon Sala Giacon (Palazzo del Capitano) November 17, 2025 10 a.m. - 12 noon Sala Giacon (Palazzo del Capitano)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (75% minimum of presence) <input type="checkbox"/> No
Course unit contents	Three case studies will be analysed which are useful in framing some of the problems of research in the history of 'medieval philosophies', particularly in relation to the translation, transmission and adaptation of original doctrines.
Learning goals	Acquisition of a set of research methods for historical-philosophical research, with reference to medieval thought in its various traditions; knowledge of the critical tools of medieval philosophy, useful for acquiring the ability to produce scientific publications in this field.
Teaching methods	The teaching activity will consist of lectures. Three examples of articles published in leading international scientific journals in the field will be examined from a methodological perspective.
Course on transversal, interdisciplinary, transdisciplinary skills	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Available for PhD students from other courses	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



Prerequisites
(not mandatory)

There are no specific prerequisites, although a general familiarity with historical-philosophical methodology is an advantage. The course content is specifically medievalist, but it is open to anyone interested in developing a deeper understanding of the methodological aspects of historical-philosophical research.

Examination methods
(if applicable)

Not applicable

Suggested readings

C. D'Ancona, Al-Kindī on the Subject-Matter of the First Philosophy. Direct and Indirect Sources of Falsafa al-ūlā, Chapter one, in J. A. Aertsen – A. Speer(eds.), *Miscellanea Mediaevalia. Veröffentlichungen des Thomas-Instituts der Universität zu Köln*, Band 26 *Was ist Philosophie im Mittelalter ?*, De Gruyter, Berlin New York 1998, pp. 841-855.

C.M. Neria, Al-Fārābī's Lost Commentary on the Ethics: New Textual Evidence, «Arabic Science and Philosophy», 23 (2013), pp. 69-99.

M. Rashed, Un « nouveau » fragment arabe de la version kindienne du *De insomniis* d'Aristote et sa réception dans une recension des *Principes des opinions des habitants de la cité vertueuse* d'al-Fārābī, *Bulletin d'Études Orientales*, Volume LXVIII, 2020- 2021, pp. 329-358.

The essays shown may vary to some extent.

Additional information Essays and materials will be provided in PDF format



Course unit English denomination	Contemporary History of Philosophy. <i>The "Paradox of Faith": An Interpretation of Fear and Trembling by Kierkegaard</i>
SS	PHIL-05/A - History of Philosophy
Teacher in charge (if defined)	Laura Sanò
Teaching Hours	7 (seven)
Number of ECTS credits allocated	1 (one)
Course period	November
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (75% minimum of presence) <input type="checkbox"/> No
Course unit contents	This course aims to provide an in-depth historical-philosophical analysis of <i>Fear and Trembling</i> by Søren Kierkegaard, one of the most emblematic texts of contemporary philosophy. In this work, the author explores the question of faith and its paradox, engaging with existential and ethical dilemmas that remain central to philosophical inquiry.
Learning goals	<ul style="list-style-type: none">• To explore the historical and philosophical context in which Kierkegaard wrote <i>Fear and Trembling</i>.• To examine the key philosophical themes of the work, with particular focus on the concepts of faith, anxiety, sacrifice, and the teleological suspension of the ethical.• To analyze the role of individual existence in contrast to the universality of ethical law.• To contextualize the impact of <i>Fear and Trembling</i> within contemporary philosophical discourse.
Teaching methods	The course will be conducted through frontal lectures aimed at providing a comprehensive understanding of <i>Fear and Trembling</i> , situating the work within its historical-philosophical framework. The sessions will involve analytical readings of the text, accompanied by discussions and comparisons with various critical interpretations. Doctoral students will be encouraged to engage actively, with ample opportunities for debate and



personal reflection on the themes addressed, fostering a critical and dialogical approach to the philosophical issues raised by the text.

Course on transversal,
interdisciplinary,
transdisciplinary skills

☐ Yes

☒ No

Available for PhD
students from other
courses

☒ Yes

☐ No

Prerequisites
(not mandatory)

A thorough prior knowledge of *Fear and Trembling* is not required; however, a preliminary reading of the text is recommended to facilitate comprehension and active participation in discussions.

Examination methods (Not applicable)
(if applicable)

Suggested readings S. Kierkegaard, *Fear and Trembling*, Rizzoli, Milan 2000.

Additional information The course will be structured into three sessions: two meetings of two academic hours each, scheduled for November 11 and 18 at 2:30 PM, followed by a final three-hour session on November 25 at 2:30 PM.



Course unit English denomination	Epistemology of modality: contemporary perspectives
SS	M-FIL/05 Philosophy and theories of language
Teacher in charge (if defined)	Vittorio Morato
Teaching Hours	7
Number of ECTS	1
Course period	November 18th 2025, 4-7 pm November 19 th 2025, 4-6 pm November 20 th 2025, 4-6 pm (Venue: Sala Giacon)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input checked="" type="checkbox"/> Yes (100% minimum of presence) <input type="checkbox"/> No
Course unit contents	<p>The central question that characterizes the epistemology of modality is the following: how can we know or be justified in believing that something is possible, necessary, essential, or accidental? Many of the typical issues in the epistemology of modality are deeply rooted in the philosophical tradition. Consider, for example, that both Descartes and Hume, from very different (if not opposing) philosophical perspectives, defended a version of the principle according to which conceivability (or imagination) implies possibility and thus justifies our beliefs about what is possible. Following these traditional reflections, the aim of the course will be to analyze the most recent developments in these discussions, which have seen significant growth—at least in the analytic tradition—since the publication of <i>Naming and Necessity</i>* by S. Kripke in 1980. We will focus in particular on approaches based on the notion of conceivability (developed by S. Yablo (1993) and D. Chalmers (2002)), counterfactual approaches (developed by Williamson (2007) and Kroedel (2012)), and approaches grounded in the notion of a priori knowledge (or intuition) (developed by Bealer (2002) and Casullo (2010)).</p>
Learning goals	<p>📖 Provide students with advanced knowledge of the latest developments in the contemporary debate on the epistemology of modality.</p>

📌 Develop the ability to critically evaluate the approaches and theories presented in the course, enabling students to articulate their own position on the subject, including in written form.

Teaching methods	In-person lecture, seminar discussion
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Course on transversal, interdisciplinary, transdisciplinary skills ☐ Yes ☒ No

Available for PhD students from other courses ☒ Yes ☐ No

Prerequisites
(not mandatory)

Examination methods
(if applicable)

Suggested readings

G. Bealer, 2002, "Modal Epistemology and the Rationalist Renaissance", in Gendler and Hawthorne 2002: 71–125.

A. Casullo, 2010, "Knowledge and Modality", *Synthese*, 172(3): 341–359

Gendler, Tamar Szabó and John Hawthorne (eds.), 2002, *Conceivability and Possibility*, Oxford: Clarendon Press.

Chalmers, D. 2002, "Does Conceivability Entail Possibility", in Gendler and Hawthorne 2002: 145–200.

Kroedel, Thomas, 2012, "Counterfactuals and the Epistemology of Modality", *Philosophers' Imprint*, 12.

Williamson, Timothy, 2007, *The Philosophy of Philosophy*, Oxford: Blackwell Publishing.

Yablo, Stephen, 1993, "Is Conceivability a Guide to Possibility?", *Philosophy and Phenomenological Research*, 53(1): 1–42.

Additional information



Course unit English denomination	Aesthetics / The Philosophical Experience: Existence and Truth
SS	PHIL-04/A
Teacher in charge (if defined)	Marcello Ghilardi
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	November 2025 (12, 19, 26 November 2025, at 2:30-5.30 pm, 2.30-4.30 pm, 2.30-4.30 pm)
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course unit contents	The course intends to analyze the very activity of philosophical doing and the specific experience from which it is generated and to which it gives rise, in order to verify its meaning and scope, to probe its possible (not obvious) actuality. By crossing some texts by Plato, Hegel and Heidegger, whose theoretical presuppositions and argumentative structure will be analyzed, the notions of existence, appearance and apparition, as well as images of truth will be discussed, to then discuss the relationship between object and subject of the philosophical question. Finally, starting from the comparison with other forms and styles of thought, in particular with regard to some East Asian traditions (in texts by Laozi, Dogen, Nishida), further questions will be asked in relation to the "place" of truth, to the possibility of a pluralism of rationality, to the existence or otherwise of a method for philosophy, to the possibility and meaning of exercising forms of comparison or philosophical deconstruction in comparison with non-Western traditions.
Learning goals	Acquisition of critical tools for the theoretical analysis and philosophical comparison of texts belonging to different linguistic and cultural traditions; articulation of a critical discourse on the relationship between thought and linguistic expression; recognition of different argumentative styles.
Teaching methods	Frontal lesson, participatory lesson, shared reading and comments of texts, iconographic analysis



Course on transversal,
interdisciplinary,
transdisciplinary skills

☒ Yes

☐ No

Available for PhD
students from other
courses

☒ Yes

☐ No

Prerequisites
(not mandatory)

Examination methods
(if applicable)

Oral discussion

Suggested readings

M. Foucault, *L'erméneutique du sujet*; C. Sini, *Immagini di verità*; C. Sini, *Il metodo e la via*; J. Habermas, *Auch eine Geschichte der Philosophie*, vol. I

Additional information



Course unit English denomination	The conceptual structure of historical sciences
SS	M-FIL 01
Teacher in charge (if defined)	Luca Corti
Teaching Hours	7
Number of ECTS credits allocated	1
Course period	November and December 2025
Course delivery method	<input checked="" type="checkbox"/> In presence <input type="checkbox"/> Remotely <input type="checkbox"/> Blended
Language of instruction	Italian
Mandatory attendance	<input type="checkbox"/> Yes (% minimum of presence) <input checked="" type="checkbox"/> No
Course unit contents	<p>The course examines the epistemological distinction between historical sciences and experimental sciences, highlighting the logical structures of explanation, the types of evidence employed, and the inferential procedures used in each domain. As it has developed in recent years, this debate does not concern history in the narrow sense, but also involves various disciplines that account for past phenomena through reconstructive models, such as cosmology and evolutionary biology.</p> <p>Throughout the course, key positions in the contemporary debate (Cleland 2001, 2011; Turner 2009; Currie 2014) will be discussed, focusing on how the above mentioned disciplines construct and justify their explanations, what the differences and similarities with experimental sciences are, and how the very concept of explanation is reshaped in this context. These topics will be addressed through instructor-led contextualization and seminar-style discussion of selected academic articles.</p>
Learning goals	The aim of the course is to provide students with advanced knowledge in the epistemology of the historical sciences. A second objective is to develop the ability to critically assess the main research approaches currently debated in the contemporary literature.
Teaching methods	The teaching will alternate between an initial lecture-based class and a second, seminar-style class focused on the discussion of key papers in the debate.



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Course on transversal,
interdisciplinary,
transdisciplinary skills

☒ Yes

☐ No

Available for PhD
students from other
courses

☒ Yes

☐ No

Prerequisites
(not mandatory)

Examination methods
(if applicable)

Suggested readings Readings will be provided in class

Additional information
