# Forms and Models of Philosophical Thinking

## Prof. Lorenzo Fossati

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to offer students a critical presentation of problems and figures in the history of thought that are particularly important for the contemporary cultural debate. The reading and analysis of the philosophical classics, conducted in class, aims to provide students with the tools and methods for a personal consideration of the issues dealt with.

Specifically, the course aims are: (1) to develop awareness of the methods of philosophical research, through the reading and analysis of some classics of the history of thought; (2) acquire the tools and the method for a personal and critical evaluation of the issues addressed.

At the end of the course, students will be able to: (1) carry out training interventions also by considering the philosophical approach to the issues addressed; (2) know and understand the main conceptual categories of philosophical inquiry about the relationship between human vision and forms of culture; (3) know and develop applied understanding skills that allow a critical approach to the philosophical text; (4) communicate information relating to philosophy and its history using specialised lexicon.

***COURSE CONTENT***

*The subject and the masks.*

«Profundity has never clarified the world; it is clarity of thought that penetrates the world more deeply», wrote the writer Arthur Schnitzler. These times marked by uncertainty and precariousness make the experience of our limitation more vivid and show us how much we need answers and solutions. The radical question, however, is not only whether the *truth* can be found but even whether it makes sense to seek it, in short, whether it is possible to discover a meaning to *life* or whether this endeavour is instead just a mirage.

This research is undoubtedly something personal, but a further question arises here, because there seems to be a tension in everyone between the need to affirm one's unrepeatable individuality and the need to feel recognised by others: the *subject* is torn between personal and collective needs, and often wears different *masks* even with themselves.

Starting from the reading and analysis of significant texts, the constants and variations that the history of philosophy offers on these issues will be highlighted, addressing:

1. the figure of Socrates and his conflictual relationship with his fellow citizens in Plato’s writings;
2. the crisis of culture and modern education, which demeans the individual to flatten them into the mass in Nietzsche's considerations;
3. the analysis of the civilization and its discontent and the dissolution of the individual in Freud.

***READING LIST***

* Platone, *Apologia di Socrate,* edited by G. Reale, Bompiani, Milan 2000.
* F. Nietzsche, *Sull’avvenire delle nostre scuole,* edited by G. Colli, Adelphi, Milan 1975.
* S. Freud, *Il disagio della civiltà,* edited by S. Mistura, Einaudi, Turin 2010.

***TEACHING METHOD***

Classroom lessons. The lesson may sometimes be held in seminar form in co-presence with scholars or specialists in various topics through the use of interactive teaching. The material available to students will be optimised with the help of the Blackboard platform available on the University website.

***ASSESSMENT METHOD AND CRITERIA***

Learning will be verified through an oral exam.

The exam consists of a presentation of the topics covered in the course and aims to verify (1) the candidate's preparation on the classics in the programme and (2) their ability to give a critical interpretation.

The final mark will take into account the accuracy and quality of the answers, and the personal reworking of the topics addressed.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course.

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.