

PHD COURSE IN HUMAN SCIENCES

UNIVERSITA' DEGLI STUDI GUGLIELMO MARCONI

SCHEDULE OF MEETINGS AMONG DOCTORAL STUDENTS FOR THE YEAR 2026

PERIOD: 20-30 APRIL

ON-SITE MEETING AT THE UNIVERSITY CAMPUS IN CONJUNCTION WITH A SEMINAR SESSION

(The meeting may extend over one or several days)

PERIOD: 6-17 JULY

ON-SITE MEETING AT THE UNIVERSITY CAMPUS IN CONJUNCTION WITH A SEMINAR SESSION

(The meeting may extend over one or several days)

PERIOD: 16-27 NOVEMBER

ON-SITE MEETING AT THE UNIVERSITY CAMPUS IN CONJUNCTION WITH:

- PRESENTATION OF THE RESEARCH ACTIVITIES CARRIED OUT DURING THE FIRST YEAR OF THE PROGRAMME FOR THE ADMISSION OF THE SECOND YEAR (DOCTORAL STUDENTS OF THE 41ST CYCLE);
- PRESENTATION OF THE RESEARCH ACTIVITIES CARRIED OUT DURING THE SECOND YEAR OF THE PROGRAMME FOR THE ADMISSION OF THE THIRD YEAR (DOCTORAL STUDENTS OF THE 40TH CYCLE);
- PRESENTATION OF THE RESEARCH ACTIVITIES CARRIED OUT DURING THE THIRD YEAR OF THE PROGRAMME FOR THE ADMISSION TO THE FINAL DEGREE EXAMINATION (DOCTORAL STUDENTS OF THE 39TH CYCLE)

(The meeting may be structured over one or more days)

Dates and times will be specified in greater detail closer to the scheduled period. Additional training activities (in the form of seminars, conferences, workshops and/or study days) will be offered throughout the year.

PHD COURSE IN HUMAN SCIENCES UNIVERSITA' DEGLI STUDI GUGLIELMO MARCONI		
SCHEDULE OF DISTANCE LEARNING COURSES FOR THE YEAR 2026		
YEAR 1 (41st CYCLE)		
DATE	COURSE	PROFESSOR
16 FEBRUARY 2:30 PM – 4:30 PM	FUNDAMENTAL PRINCIPLES AND ETHICS IN RESEARCH: THE CONTRIBUTION OF PSYCHOLOGY Module 1: The Research Process (2 hours)	FRANCESCA GELFO
18 MARCH 4.00 PM – 6.00 PM	LANGUAGE CHANGE Module 1: The dimensions of change (2 hours)	LUCA ALFIERI
25 MARCH 4.00 PM – 6.00 PM	LANGUAGE CHANGE Module 2: The <i>loci</i> of language change (2 hours)	LUCA ALFIERI
15 APRIL 10.00 AM – 1.00 PM	METHODOLOGICAL PRINCIPLES FOR EMPIRICAL RESEARCH FROM A PEDAGOGICAL PERSPECTIVE (3 hours)	FRANCESCO CLAUDIO UGOLINI
16 APRIL 11:00 AM - 1.00 PM	METHODOLOGIES OF PHILOSOPHICAL RESEARCH (2 hours)	SARA FORTUNA
4 JUNE 9:00 AM - 11:30 AM	DOING RESEARCH. DEEPENING TWO COMMON STUDY DESIGNS: SYSTEMATIC REVIEWS AND SURVEY STUDIES Module 1: Systematic Reviews (2.5 hours)	CHIARA BAGLIONI
5 JUNE 9:00 AM - 10:30 AM	DOING RESEARCH. DEEPENING TWO COMMON STUDY DESIGNS: SYSTEMATIC REVIEWS AND SURVEY STUDIES Module 2: Survey studies (1.5 hours)	CHIARA BAGLIONI
22 JUNE 2:00 PM – 4:00 PM	FROM DOCUMENT TO ARCHIVE. PERSPECTIVES ON HISTORICAL RESEARCH METHODOLOGY (2 hours)	ALBERTO RICCIARDI
30 JUNE 2:30 PM – 4:30 PM	FUNDAMENTAL PRINCIPLES AND ETHICS IN RESEARCH: THE CONTRIBUTION OF PSYCHOLOGY Module 2: Principles of Research Ethics (2 hours)	FRANCESCA GELFO

24 SEPTEMBER 2:00 PM – 4:00 PM	SCIENTIFIC PUBLISHING: SHARING AND ADVANCEMENT OF KNOWLEDGE (2 hours)	PAOLA DE BARTOLO
2 OCTOBER 10:00 AM - 12:00 PM	COGNITIVE LINGUISTICS AND LINGUISTIC CATEGORIZATION Module 1 (2 hours)	PATRIZIA DEL PUENTE
5 OCTOBER 10:00 AM - 12:00 PM	COGNITIVE LINGUISTICS AND LINGUISTIC CATEGORIZATION Module 2 (2 hours)	PATRIZIA DEL PUENTE

PHD COURSE IN HUMAN SCIENCES UNIVERSITA' DEGLI STUDI GUGLIELMO MARCONI		
SCHEDULE OF DISTANCE LEARNING COURSES FOR THE YEAR 2026		
YEAR 2 (40TH CYCLE)		
DATE	COURSE	PROFESSOR
11 MARCH 9:00 AM - 1:00 PM	QUANTITATIVE RESEARCH VS. QUALITATIVE RESEARCH: THE SINGLE-CASE STUDY (4 hours)	RAFFAELLA PERRELLA
30 MARCH 2:00 PM – 4:00 PM	FROM THE LATE-ANCIENT SCHOOL TO THE MEDIEVAL UNIVERSITY. PEDAGOGICAL, DIDACTIC, AND PHILOSOPHICAL-LITERARY PATHS IN RESEARCH METHODOLOGY (2 hours)	ALBERTO RICCIARDI
16 APRIL 9:30 AM - 12:30 PM	SOCIETY, LAW AND DEVIANCE: SCIENTIFIC DEVELOPMENTS IN SCREENING FOR POTENTIAL CRIMINALS Module 1 (3 hours)	PASQUALE PELUSO
17 APRIL 9:30 AM - 12:30 PM	SOCIETY, LAW AND DEVIANCE: SCIENTIFIC DEVELOPMENTS IN SCREENING FOR POTENTIAL CRIMINALS Module 2 (3 hours)	PASQUALE PELUSO
18 MAY 4:00 PM – 6:00 PM	THE LIMITS OF REASON, THRESHOLD PHENOMENA AND LIMIT SITUATIONS IN THE HISTORY OF PHILOSOPHY (2 hours)	ANDREA GENTILE
19 MAY 10:00 AM - 1:00 PM	DATA COLLECTION AND ANALYSIS TOOLS IN EMPIRICAL RESEARCH FROM A PEDAGOGICAL PERSPECTIVE (3 hours)	FRANCESCO CLAUDIO UGOLINI
16 SEPTEMBER 9:00 AM - 1:00 PM	FORENSIC LINGUISTICS (4 hours)	ROBERTA MELAZZO

PHD COURSE IN HUMAN SCIENCES UNIVERSITA' DEGLI STUDI GUGLIELMO MARCONI		
SCHEDULE OF DISTANCE LEARNING COURSES FOR THE YEAR 2026		
YEAR 3 (39TH CYCLE)		
DATE	COURSE	PROFESSOR
19 MARCH 2:00 PM – 4:00 PM	METHODOLOGICAL PERSPECTIVES ON THE STUDY OF THE MIND-BRAIN UNITY (2 hours)	PAOLA DE BARTOLO
27 MARCH 11:00 AM - 1:00 PM	ITALIAN THEORY: AN INTERDISCIPLINARY PHILOSOPHICAL INQUIRY (2 hours)	SARA FORTUNA
8 MAY 10:00 AM - 2:00 PM	STUDIES IN LINGUISTIC TERMINOLOGY (4 hours)	ANGELA BIANCHI
26 MAY 4:00 PM – 6:00 PM	CREATIVITY. THE SELF, THE SHADOW AND CREATIVE INTUITION (2 hours)	ANDREA GENTILE
11 SEPTEMBER 9:00 AM - 1:00 PM	EMOTIONS, MOTIVATIONS, AND COGNITIVE PROCESSES (4 hours)	FRANCESCO MANCINI

PHD COURSE IN HUMAN SCIENCES

UNIVERSITA' DEGLI STUDI GUGLIELMO MARCONI

DESCRIPTION OF DISTANCE LEARNING COURSES FOR THE YEAR 2026

YEAR 1 (41st CYCLE)

FUNDAMENTAL PRINCIPLES AND ETHICS IN RESEARCH: THE CONTRIBUTION OF PSYCHOLOGY

Module 1: The Research Process

Module 2: Principles of Research Ethics

Professor: FRANCESCA GELFO

Course description:

This course aims to provide doctoral students at the beginning of their research journey with the fundamental frameworks necessary to undertake their cycle of studies with awareness and responsibility. Beginning with an overview of the structural phases of the research process, the course will address the ethical principles and standards of conduct essential for the responsible management of research. Starting from the ethical codes established within the field of psychology, the course will utilize a cross-disciplinary approach to explore the inherent ethical implications of research within the human sciences.

To this end, the course is organized into two modules:

Module 1: The Research Process

The objective of this module is to provide doctoral students with an introductory overview of the various stages of a research project, enabling them to gain a clear understanding of the constructive steps required. The module will cover the progression from the initial identification of the research question to the final communication of results, including an analysis of the intermediate phases involved in data acquisition and processing.

Module 2: Principles of Research Ethics

The objective of this module is to provide doctoral students with comprehensive knowledge regarding the ethical principles and professional standards of conduct vital to the research process. Drawing upon the codified guidelines available to psychological researchers, the module will analyze ethical principles and norms from a multidisciplinary perspective. This ensures that students acquire the necessary knowledge to navigate the choices inherent in the research process with competence, integrity, and responsibility.

Learning outcomes:

Upon completion of the course, PhD candidates will have acquired a comprehensive understanding of the distinct stages of the research process, gaining proficiency in their design and implementation. Furthermore, PhD candidates will have acquired the necessary knowledge in research ethics within the field of the human sciences, securing the essential frameworks required to support their academic and professional development.

Notes:

The course is designed to familiarize students with the curriculum of the study cycle. Specific methodological aspects will be explored through the course modules and seminar activities, which also serve to complement and further enhance, in a specialized manner, the knowledge and skills acquired in the core courses.

Duration: 4 hours

LANGUAGE CHANGE

Module 1: The dimensions of change

Module 2: The *loci* of language change

Professor: LUCA ALFIERI

Course description:

The short cycle of doctoral lectures (4 hours) aims to introduce students to the study of linguistic change. The lectures will be structured as follows (one hour for each thematic module):

1. The dimensions of change I:
 - a. language change and the evolution of language, that is, pre-scientific theories of linguistic change, or when linguistics was philosophy;
 - b. language change and space, namely the identification of the earliest linguistic changes, the discovery of the relatedness of Indo-European languages, and the birth of linguistics as an empirical science;
2. The dimensions of change II:
 - a. change and space, that is, geolinguistics, the Rhenish fan, and the Romance outcomes of Latin stops;
 - b. change and society, that is, language contact and the implementation of linguistic change;
 - c. the dating of linguistic changes;
 - d. the causes of linguistic change;
3. The *loci* of language change I:
 - a. phonetic and phonological change;
 - b. morphological change;
4. The *loci* of language change I:
 - a. syntactic change;
 - b. grammaticalization;

The diachronic approach adopted for the course will enable all doctoral students to follow without difficulty the internal logic of development that has led to current theories of linguistic change. Attention to the connections between linguistic theories and other aspects of cultural history may also actively engage doctoral students from historical, philosophical, literary, or artistic disciplines.

Learning outcomes:

The aim of the proposed lectures is to enable PhD students to:

1. understand how, in linguistic research and more generally in research in the humanities, elements of qualitative analysis and elements of quantitative analysis can intertwine and influence one another in complex ways;
2. apply qualitative or quantitative methodologies depending on the type of problems under consideration, distinguishing between the two types of methods on the basis of their empirical correlates and their epistemological status;
3. acquire the basic elements necessary to analyze language change over time.

Notes: *No notes available for this course*

Duration: 4 hours

METHODOLOGICAL PRINCIPLES FOR EMPIRICAL RESEARCH FROM A PEDAGOGICAL PERSPECTIVE

Professor: FRANCESCO CLAUDIO UGOLINI

Course description:

This course describes the methodological principles for empirical research from the perspective adopted in educational research; in particular, it distinguishes between the two main ontological and epistemological approaches (nomothetic/quantitative and idiographic/qualitative research), without neglecting the most recent developments inherent in mixed methods.

This course therefore proposes a detailed description of some particularly significant research strategies, outlining their development through scans of the phases or moments in which they are articulated.

Wide emphasis is given to the role, within these strategies, of the theoretical framework: this course is in fact designed to accompany the first year of doctoral students when they are called upon to delve deeper into the theoretical topics covered by their research projects, putting them, on the one hand, in a position to evaluate, from a multi-year perspective, the opportunity to carry out an empirical part of it and the related

methods, and, at the same time, on the other hand, to acquire the right awareness of the importance of such preliminary phase of bibliographic research in view of a subsequent collection of empirical data.

Learning outcomes:

Knowing and understanding the main methodological approaches to empirical research, knowing how to frame them based on a perspective specific to educational sciences, with the aim of evaluating the opportunity to include an empirical component in one's research project.

Notes:

The course can be complemented by other related courses that address the same methodological topic from different disciplinary perspectives, thereby fostering interdisciplinary dialogue.

Duration: 3 hours

METHODOLOGIES OF PHILOSOPHICAL RESEARCH

Professor: SARA FORTUNA

Course description:

The course has an introductory character and aims to present the main research traditions in twentieth-century philosophy, with particular reference to philosophy of language in both analytic philosophy and continental philosophy, as well as in their hybridizations i.e. post-analytic and post-continental developments. As a particularly significant example, investigations into the origin of language will be used. Through the presentation of articles and contributions of major theoretical relevance, employed as case studies, the course will highlight the construction of philosophical arguments and the methodologies used to analyze the issues addressed. Special attention will be given to interdisciplinary approaches (in their various forms), which constitute a convergent feature of post-analytic and post-continental philosophical research, characterized by an intensive dialogue with neuroscience and, more generally, with the cognitivist paradigm.

Learning outcomes:

After the lesson, doctoral students will be able to understand the main methodological perspectives within the different traditions of the philosophy of language and, in particular, the theories on the origin of language discussed, and to assess their possible applications to their own doctoral research.

Notes:

The course will be supplemented by seminar activities conducted by internal doctoral faculty as well as colleagues from Italian and international universities, in order to provide a wide spectrum of methodological examples.

Duration: 2 hours

DOING RESEARCH. DEEPENING TWO COMMON STUDY DESIGNS: SYSTEMATIC REVIEWS AND SURVEY STUDIES

Module 1: Systematic Reviews

Module 2: Survey studies

Professor: CHIARA BAGLIONI

Course description:

This course explores two types of research studies:

1. Systematic Reviews (SR) are a planned and structured collection of the literature available on a specific topic of interest. SR represent the highest level of empirical knowledge on a specific topic because they critically evaluate the level of information and quality of data currently available, based on a rigorous, planned and controlled methodology.
2. Survey studies are widely used in various disciplinary areas. Data collection must follow certain basic principles and appropriate methodologies. The way in which questions are asked determines the quality of the information we can obtain.

Learning outcomes:

- Know and understand the importance of systematic reviews in empirical research to summarise past research and guide future research.
- Understand and know how to conduct an appropriate literature search.

- Reflect on the differences and similarities in literature searches across different disciplinary areas.
- Understand and know how to apply the knowledge acquired on literature evaluation.
- Know and understand the main methodological approaches to empirical research conducted through questionnaires (survey studies).

Notes: *No notes available for this course*

Duration: 4 hours

FROM DOCUMENT TO ARCHIVE. PERSPECTIVES ON HISTORICAL RESEARCH METHODOLOGY

Professor: ALBERTO RICCIARDI

Course description:

Research based on sources of different kinds constitutes the core of the historian's activity as a social scientist. Starting from this premise, the objective of the course is twofold. First, it aims to reconstruct the main forms of archiving, preservation, and dissemination of documentation, and to examine the impact these practices have had on historical contemporaneity and on the ways in which such documents have come down to us. Second, it seeks to reflect on the interpretative tools employed by historians in reconstructing and studying specific forms of documentation, including the increasingly extensive and articulated use of multimedia tools made available by new technologies.

Learning outcomes:

To understand the forms of production, dissemination, and preservation of written sources from the medieval period, and to acquire knowledge of the main heuristic tools used by historians in their work. In order to achieve these objectives, also from a multidisciplinary perspective, the course focuses not only on technical aspects, but also on the social, political, and philological-literary dimensions that, over the centuries, have led to the formation of the documentary corpora that have come down to us.

Notes:

The topics of the course may be further expanded and explored at the seminar level, thanks to the contributions of colleagues from our university as well as from other institutions.

Duration: 2 hours

SCIENTIFIC PUBLISHING: SHARING AND ADVANCEMENT OF KNOWLEDGE

Professor: PAOLA DE BARTOLO

Course description:

Scientific knowledge evolves through the sharing of research findings with the international scientific community. Writing a research article and successfully publishing it in a reputable scientific journal is one of the primary ways to achieve this objective. This course aims to provide students with an understanding of the fundamental guidelines that govern the different stages of the scientific publishing process, including selecting the research output, choosing an appropriate journal, manuscript writing, submission procedures, the peer-review process, and final publication.

Learning outcomes:

To acquire knowledge and understanding of the main stages of the scientific publishing process, from the selection of the research output to the choice of an appropriate journal, from manuscript writing to the management of the peer-review process, in order to develop critical and practical skills for effectively communicating the results of one's research activity, in compliance with ethical principles and the standards of the international scientific community.

Notes: *No notes available for this course*

Duration: 2 hours

COGNITIVE LINGUISTICS AND LINGUISTIC CATEGORIZATION

Professor: PATRIZIA DEL PUENTE

Course description:

The intersection of linguistic, philosophical, and psychological thought gives rise to new considerations on language, its origins, and its development. This short doctoral course will cover the main topics related to the dynamics underlying the creation of linguistic expressions, products of conceptual metaphor, and

linguistic categorization, from universal to culturally specific. The course, which is aimed primarily at linguists and psychologists interested in language, aims to provide an introduction to cognitive linguistics and the principles of linguistic categorization.

Learning outcomes:

As a multidisciplinary PhD program, the goal is to encourage students to reflect on language by incorporating new perspectives, such as those considered by cognitive linguistics, which brings together linguistic, philosophical, and psychological considerations and can be instrumental in pedagogical considerations and strategies.

The course will begin by illustrating the theoretical principles underlying cognitive linguistics, seeking to engage doctoral students with reflections that provide a new perspective on the interpretation of languages and their structure. Doctoral students will also be involved in practical work through the analysis of selected texts in which they can identify linguistic metaphors.

Notes: *No notes available for this course*

Duration: 4 hours

PHD COURSE IN HUMAN SCIENCES

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DESCRIPTION OF DISTANCE LEARNING COURSES FOR THE YEAR 2026

YEAR 2 (40TH CYCLE)

QUANTITATIVE RESEARCH VS. QUALITATIVE RESEARCH: THE SINGLE-CASE STUDY

Professor: RAFFAELLA PERRELLA

Course description:

This course, starting from a reflection on the contrast between quantitative and qualitative research, examines the single-case methodology, with regard to which the scientific debate remains lively to this day. The course will explore the basic characteristics and the requirements necessary for defining this type of research design, as well as the phases and methods of result interpretation and its limitations. During the course activities, several single-case studies in the field of psychology will also be presented as illustrative examples.

Learning outcomes:

The course aims to provide students with theoretical and methodological knowledge related to the single-case approach, fostering the ability to understand its underlying assumptions, operational phases, methods for interpreting results, and limitations, within the comparison between quantitative and qualitative research.

Notes: *No notes available for this course*

Duration: 4 hours

FROM THE LATE-ANCIENT SCHOOL TO THE MEDIEVAL UNIVERSITY. PEDAGOGICAL, DIDACTIC, AND PHILOSOPHICAL-LITERARY PATHS IN RESEARCH METHODOLOGY

Professor: ALBERTO RICCIARDI

Course description:

The course will be devoted to the functioning of the educational system between Late Antiquity and the High Middle Ages, considering the monopoly exercised by religious institutions (monasteries and cathedral churches) over cultural production. Central to this analysis is the relationship between pedagogy and education, since during the formative process in which an individual learns specific disciplines (literary, theological, philosophical, and others), they are also instructed in what it means to belong to a socially and functionally distinct community within the broader society. Furthermore, the course will focus on the emergence and consolidation of universities. This section will trace the rise of the professional intellectual, no longer tied to a specific institution and remunerated for the nature of the work performed. It will also examine the increasingly broad access of members of lay society to new forms of knowledge transmission, in relation to the growing complexity of High and Late Medieval societies.

Learning outcomes:

To understand the complexity of medieval educational and schooling systems, including their diversity in relation to those of the modern era. In the Middle Ages, teaching only gradually became a "professional" activity, being instead largely characterized by personal and intellectual bonds formed within the relationship between teacher and student. From this perspective, it becomes possible to recognize and understand a wide range of dynamics in which philosophical, pedagogical, psychological, and social influences intersect.

Notes:

The topics of the course may be further expanded and explored at the seminar level, thanks to the contributions of colleagues from our university as well as from other institutions.

Duration: 2 hours

SOCIETY, LAW AND DEVIANCE: SCIENTIFIC DEVELOPMENTS IN SCREENING FOR POTENTIAL CRIMINALS

Professor: PASQUALE PELUSO

Course description:

The ability to recognise criminals has always aroused human curiosity and interest and is one of the most complex processes of theme development, not only in Western culture. Since the 16th century, the connection between body and soul, between exteriority and interiority, has been the subject of debate not only in philosophy but also in a series of emerging sciences. According to sociological theories, deviant behaviour was to be found in social conditions and in the ways in which the social context reacted. This paradigm was opposed by Positivism and more modern currents, for which crime is not the product of a free choice on the part of the individual but a natural and social phenomenon, an individual fact that reveals a socially dangerous personality. The relationship between human will and individual freedom of action continues to be a particularly relevant and topical issue, especially in light of technological progress, which has involved various disciplines with different approaches in the search for predictors of deviant behaviour.

Learning outcomes:

The course aims to provide students with knowledge of the main theoretical and scientific models for interpreting deviant and criminal behaviour, analysing their historical evolution from philosophical and sociological thought to positivist and contemporary perspectives, with particular attention to the relationship between the individual, society, criminal responsibility and social danger, as well as the latest scientific and technological developments aimed at predicting deviance. The course allows students to apply the knowledge acquired to the critical analysis of theories, models and cases related to deviance and crime, integrating different disciplinary approaches and allowing for the evaluation of the role of social and individual factors and the impact of practices for identifying and preventing deviant behaviour, also in relation to the use of scientific and technological tools. At the end of the course, learners will be able to formulate independent and critically grounded judgements on the concepts of freedom, will, determinism and responsibility, assessing the legal, ethical and social implications of models for identifying potential criminals and the risks of stigmatisation and social control.

Notes: *No notes available for this course*

Duration: 6 hours

THE LIMITS OF REASON, THRESHOLD PHENOMENA AND LIMIT SITUATIONS IN THE HISTORY OF PHILOSOPHY

Professor: ANDREA GENTILE

Course description:

The course aims to analyse the correlation between the limits of reason, threshold phenomena and limit situations, placing philosophical thought within a broader cultural horizon. This horizon is understood both through its multiple connections with the specific historical contexts in which philosophical ideas emerge and in relation to the most significant and pressing philosophical issues shaping this field of inquiry in contemporary society. From this perspective, the course adopts an interdisciplinary approach to examine the epistemological, scientific, anthropological, existential, phenomenological and ethical dimensions that have characterised Western philosophies since their origins in classical Greek thought. The course seeks to provide a methodological framework that enables students to contextualise and critically interpret the central themes of philosophical research, while tracing the lines of development and further elaboration of the fundamental speculative cores of contemporary philosophical reflection and inquiry.

Learning outcomes:

- To develop an understanding of the limits of reason, threshold phenomena and limit situations in the history of philosophy, with reference to their historical and cultural contexts and their connections with contemporary philosophical thought.
- To examine the main epistemological, scientific, anthropological, existential, phenomenological and ethical dimensions of philosophical reflection.
- To analyse the principal models of Western philosophy, from classical Greek thought to the contemporary period, through a historical-critical reading of the concepts of limit, threshold and limit situation, aimed at the development of a philosophical research methodology oriented towards the critical interpretation of fundamental speculative cores.

Notes:

The course may be supplemented by seminar activities conducted by faculty members of the Doctoral Programme in Human Sciences, as well as by professors from Italian and international universities.

Duration: 2 hours

DATA COLLECTION AND ANALYSIS TOOLS IN EMPIRICAL RESEARCH FROM A PEDAGOGICAL PERSPECTIVE

Professor: FRANCESCO CLAUDIO UGOLINI

Course description:

This course starts from the main data collection techniques for empirical research in education (survey, interview, observation) focusing, in particular, on their validity and reliability.

It therefore focuses on techniques of analysis, especially those relating to textual data in idiographic research.

Particular emphasis will be placed on the different relative importance of the two phases of tool preparation and data analysis depending on whether the research framework is nomothetic or idiographic, and on how the techniques adopted reflect the epistemological approach of the research.

Learning outcomes:

Knowing and being able to apply the main tools of data collection and analysis, knowing how to frame them within the epistemological perspective of reference.

Notes:

The course may encompass practical and applied activities.

Duration: 3 hours

FORENSIC LINGUISTICS

Professor: ROBERTA MELAZZO

Course description:

The doctoral lectures will provide an introduction to forensic linguistics, a branch of applied linguistics that draws on knowledge gained through the scientific study of language to address problems arising in legal contexts. In particular, the course will focus on forensic linguistics in its narrower sense, namely as the field concerned with refining and applying linguistic techniques to the resolution of judicial cases.

The lectures will be structured into four thematic modules (one hour each):

1. definition of the field and the role of linguistics within the judicial system;
2. analysis of landmark cases that have shaped the history of the discipline;
3. models for the analysis of written texts: qualitative (stylistic) approaches;
4. models for the analysis of written texts: quantitative (stylometric) approaches.

The approach adopted in this course is designed to enable all doctoral students to appreciate the potential of this field of investigation across a range of application areas. Particular attention will be paid to the connections between linguistic theory and the forensic sciences, as well as to stylistic and stylometric analytical methodologies, which may also actively engage doctoral students from legal and engineering disciplines.

Learning outcomes:

To develop familiarity with and an understanding of the main areas of investigation in forensic linguistic analysis, with particular emphasis on the analysis of written texts, drawing on major landmark cases that have shaped the development of the discipline.

Notes: *No notes available for this course*

Duration: 4 hours

PHD COURSE IN HUMAN SCIENCES

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DESCRIPTION OF DISTANCE LEARNING COURSES FOR THE YEAR 2026

YEAR 3 (39TH CYCLE)

METHODOLOGICAL PERSPECTIVES ON THE STUDY OF THE MIND-BRAIN UNITY

Professor: PAOLA DE BARTOLO

Course description:

For many centuries, the study of the psyche has been the subject of debate and controversy. Due to the abstract and internal nature of the mind, it was long investigated by philosophers through logical–rational methods, leading to the production of speculative knowledge. Only relatively recently, at the end of the nineteenth century, did the emergence of psychology as an autonomous scientific discipline—made possible by the application of the empirical and experimental method—allow mental processes to become objects of scientific investigation. Ongoing technological developments, together with the historical and epistemological evolution of this discipline, have led to the contemporary view of the mind–brain unit as inseparable. This unit is currently examined at multiple levels of complexity within the neuroscientific approach, enabling investigation of complex constructs such as consciousness, morality, and free will.

Learning outcomes:

To acquire knowledge and understanding of the historical, epistemological, and methodological evolution of the study of mental processes, with particular reference to the overcoming of the mind–brain dualism and the development of contemporary neuroscientific approaches, in order to develop critical analytical skills and the ability to integrate different theoretical and methodological perspectives in the study of complex psychological phenomena.

Notes: *No notes available for this course*

Duration: 2 hours

ITALIAN THEORY: AN INTERDISCIPLINARY PHILOSOPHICAL INQUIRY

Professor: SARA FORTUNA

Course description:

Thanks to the seminal contributions of Remo Bodei and Roberto Esposito, Italian Theory (also referred to as Italian Thought) has been at the center of a broad international debate for over a decade. This course aims to present the defining features of this broad field of research, which reconstructs a specific Italian cultural tradition whose protagonists include not only professional philosophers, but also poets such as Dante, artists such as Leonardo, political thinkers such as Machiavelli and Gramsci, as well as writers and intellectuals such as Pasolini. Central to the course will be the socio-political and pedagogical implications of this philosophical activity in the context of twentieth-century Italy, the theoretical linkage between the investigation of the country's multilingual cultural fabric and the analysis of the socio-political dimension of conflict, and the impact that this philosophical reflection had on the process of democratization of the Italian school system initiated in the second half of the twentieth century.

Learning outcomes:

After the lesson, doctoral students will be able to understand the key features of the proposed philosophical approach, with particular attention to its interdisciplinary applications in the field of education and to its perlocutionary effects, and to evaluate the relevance of this model for their own doctoral research area.

Notes:

The course is connected to the standing seminar entitled *Signs in History: Italian Theory and the Diverse Traditions of Italian Philosophy*, established in 2021 by the Department of Human Sciences through an agreement with the Center for Italian Philosophy. It is designed to draw on the contributions of various Italian and international scholars who will be invited to participate in the standing seminar.

Duration: 2 hours

STUDIES IN LINGUISTIC TERMINOLOGY

Professor: ANGELA BIANCHI

Course description:

The course provides an overview of metalinguistic terminology through two transversal approaches within two key contexts in the history of linguistics.

1) The first pathway (2 hours) focuses on reflections regarding syntax as an object of modern thought, which identified the Port-Royal School as the turning point that led grammar to separate from logic and to concentrate attention on the sentence, and more generally on syntax. Works such as *Grammaire* and *Logique*, as well as the four *Méthodes* (for Latin, Greek, Spanish, and Italian) published between 1644 and 1660, will be considered, along with works such as *Le jardin des racines grecques mises en vers françois* (1657). The lemmatization of the *Grammaire*, carried out for the Dizionario Generale Plurilingue del Lessico Metalinguistico (DLM), provides a systematic corpus of data to be used for the survey of grammatical terminology in the works of the Port-Royal authors.

2) The second pathway (2 hours) aims to identify the 'theoretical' dimension of linguistic reflection proposed by Giacomo Leopardi, in light of metalinguistic and metatextual data. The thematic nuclei on which Leopardi reflects, particularly in the *Zibaldone di pensieri* (unity, variety, and plurality of languages; etymology; semantic, lexicological, and lexicographical issues; morphological and lexical considerations; Europeanisms and the universal language), find significant interpretation from a metalinguistic perspective within the hypertextual dimension of the *Zibaldone di pensieri*, following a detailed pathway that moves from the 'indexing project' to a lemmatization 'system' within the DLM.

Learning outcomes:

The aim is to learn the concepts and tools of metalinguistic terminology by improving communication skills and analysing, describing and reflecting on linguistic structures as well as on the theoretical basis that led to their formalization.

A specific focus will be on learning how to use technical terms correctly and mastering the relevant IT tools designed for this purpose.

Notes: *No notes available for this course*

Duration: 4 hours

CREATIVITY. THE SELF, THE SHADOW AND CREATIVE INTUITION

Professor: ANDREA GENTILE

Course description:

Creativity is the art, the capacity and the cognitive faculty of the mind to create and invent. It represents a *forma mentis* that assumes a particularly significant function in relation to our cognitive processes, such as intuition, perception, analogical thinking, simulation, the association of ideas, inquiry within the context of a structured problem, reflection, imagination, personal re-elaboration, and critical thinking. Creativity involves not only the cognitive and metacognitive profile, but also the affective-motivational horizon of our subjectivity, which is constituted by feelings, emotions, needs, drives, interests, passions and desires. Within our subjectivity there are inherent potentialities that, throughout the entire course of our existence, often remain in the shadow, that is, in a dark, potential, implicit and latent state. In order to give meaning to our lives, it is essential to be able to express the creative potentialities inherent in our inner world: to externalise the deepest motivations that mark and shape the "colours" of our soul. The first duty of each individual is towards their own conscience, towards their inner time: "to be oneself" in respect of an authentic life. Creativity thus emerges as the capacity to express what one is (being oneself) through thinking, intuiting and acting, where "being oneself" is understood as a deep and authentic dimension of the self — in a word, its lifeworld. This lifeworld, insofar as it is living, authentic and dynamic, enables the enactment of perceptions, creative intuitions and creative thoughts that are inherent in this horizon of our subjectivity, which is in a state of continuous expansion.

Learning outcomes:

- To understand the concept of creativity as a complex cognitive faculty operating across the cognitive, metacognitive, and affective-motivational horizons of subjectivity.
- To analyse the role of the self, the shadow, and latent potentialities in creative processes.

- To explore the affective-motivational dimension of creativity and its connection with personal authenticity, with particular reference to creative intuition, promoting critical reflection and personal re-elaboration oriented towards the expression of “being oneself”.

Notes:

The course may be supplemented by seminar activities conducted by faculty members of the Doctoral Programme in Human Sciences, as well as by professors from Italian and international universities.

Duration: 2 hours

EMOTIONS, MOTIVATIONS, AND COGNITIVE PROCESSES

Professor: FRANCESCO MANCINI

Course description:

This course explores, from both psychological and philosophical perspectives, the relationships between emotions, motivations, and cognitive processes in normal functioning and in psychopathology. Particular attention is given to the implications of these processes for communication and social relationships.

The course covers the following topics: the conceptual vocabulary used to distinguish individual emotions and their nuances; their neural bases; phenomenological, expressive, and physiological characteristics; cognitive ingredients and determinants; action tendencies and the cognitive orientations associated with specific emotions; major theories of motivation, including drive-based and goal-directed approaches; different classifications of core motivations and their critical issues; and key cognitive processes such as reasoning and heuristics.

Learning outcomes:

1. Demonstrate knowledge of the main theories of emotions, motivation, and cognitive processes in normal functioning and psychopathology.
2. Apply cognitive concepts (e.g., heuristics, reasoning) to the analysis of emotional and motivational processes.
3. Critically compare theoretical models of emotions and motivation.
4. Communicate clearly and rigorously about emotions, motivations, and cognitive processes.
5. Independently deepen course content and integrate new knowledge.

Notes: *No notes available for this course*

Duration: 4 hours