



UNIVERSITÀ  
DEGLI STUDI DI MILANO-BICOCCA

## SYLLABUS DEL CORSO

### Storia del Pensiero Sociologico

2122-3-E4001N100

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#### Learning objectives

##### *Knowledge and understanding*

- Ability to understand the social phenomena through the 'classics' of sociology

##### *Applying knowledge and understanding*

- Ability to apply the sociological perspective put out by the 'classics' of sociology in order to understand the everyday phenomena, what happens in everyday life situations
- . Ability to understand some of the changes in which contemporary societies are involved

#### Contents

The lectures aim to investigate in which way the 'classics' of sociology can contribute to a better understanding of social phenomena.

The course is organized around four main topics: 1) a discussion on how one can make history of sociology; 2) a very brief overview on contemporary sociological paradigms and theories; 3) some notes on the reorientation of the sociological analysis brought about by the 'sociologies of everyday life' during the second half of the twentieth century; 4) a focus on how contemporary societies are changing along the commodity-consumer-capitalism relation. In this case, we will take into account a number of considerations coming from 'classical' authors such as

Wallerstein, Mills, Baudrillard and Debord.

## Detailed program

- Introduction to the main issues of the history of sociology
- Why one has to study the classics
- What is a classic
- Presentism and historicism
- The problem of order in the age of secular society
- Brief overview on contemporary sociological theories - from Parsons to microsociology
- Some remarks on the sociologies of everyday life: its reorientation of sociological analysis
- De Certeau and the invention of the quotidian
- The developments of contemporary society from the point of view of the consumption-commodity-capitalism relation
- Wallerstein
- Mills
- Baudrillard
- Debord

## Prerequisites

No particular prerequisite.

## Teaching methods

This course will be delivered in the second semester. At the moment it is difficult to know what will happen in the coming months because of the Covid-19. There are two possibilities:

1. Normal situation:

lectures, text discussions, audio\video materials.

2. Persistence of the current emergency situation:

video lectures recorded through the Kaltura system and uploaded on the teacher's e-learning site; synchronous (optional) meetings are scheduled via Webex for clarifications and insights on the topics dealt with in the lessons recorded or foreseen in the bibliography.

The teaching method and topics discussed focus on the development of synthesis skills, thus facilitating the practical application of the theoretical concepts.

Lectures and class discussions aim to show how science can be applied in studying everyday situations.

Students are expected to be able to make use of the various topics approached in order to describe and understand daily situations making use of their own independent judgement.

## Assessment methods

Written (required), oral (optional).

The written questions can be both in terms of open questions and/or multiple choice questions. If this is the case, for every question there are more alternatives, but only one is the correct answer.

The oral examination (optional) concerns the whole program. In this case, the final result is the average vote coming from the written and the oral examination.

The precondition for the oral exam is that one must be sufficient in the written examination.

Evaluation criteria for both written and oral examination

- Appropriate use of technical formal language – scientific formal skills
- Logical accuracy in the presentation of topics
- Ability to identify the connections between issues
- Completeness of the illustration of the topics given the limits of time and available pages (written)

## Textbooks and Reading Materials

1. Ghisleni M. (2011) *Classici e scienza normale: la sociologia fra continuità e discontinuità*, in 'Quaderni di Teoria sociale', 11, pp. 259-278 (downloadable from the teacher's e-learning site);
2. Ghisleni M. (1998), *Modernità e secolarizzazione: il problema dell'ordine*, in A. Melucci (a cura di), *Fine della modernità?*, Guerini, Milano, pp. 131-148 (downloadable from the teacher's e-learning site);
3. Berthelot J-M. (2008), *La costruzione della sociologia*, Il Mulino, Bologna, solo Cap. IV (I grandi programmi della sociologia contemporanea) e V (La sociologia dopo il 1970);
4. Ghisleni M. (2000), *Vita quotidiana*, in A. Melucci (a cura di), *Parole chiave. Per un nuovo lessico delle scienze*

*sociali*, Carocci, Roma, pp. 225-232 (downloadable from the teacher's e-learning site);

5. De Certeau M. (2001), *L'invenzione del quotidiano*, Edizioni Lavoro, Roma, solo *Introduzione generale*, pp. 5-22 (downloadable from the teacher's e-learning site);

6. Wallerstein I. (2000), *Capitalismo storico e civiltà capitalistica*, Asterios Editore, Trieste, solo Parte I (*Capitalismo storico*), pp. 13-87;

7. Mills C. W. (1995), *L'immaginazione sociologica*, Il Saggiatore, Milano, solo Cap. IX (*Ragione e libertà*), pp. 176-186;

8. Baudrillard J. (1976), *La società dei consumi*, Il Mulino, Bologna, Parte seconda, solo Cap. I (*La logica sociale del consumo*), Cap. II (*Per una teoria del consumo*), pp. 39-87;

9. Debord G. (2008), *La società dello spettacolo*, Baldini&Castoldi, Milano, solo Cap. I (*La separazione compiuta*), Cap. II (*La merce come spettacolo*), pp. 51-74.

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