UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Communication, Negotiation and New Media

2223-1-F8701N075

Learning objectives

The course guides students in exploring the main conceptual and methodological tools of sociology of media and communication, and in applying them to the analysis of socio-cultural changes in contemporary society.

Contents

The course has three parts. The first discusses the main theories in the field of sociology of media and communication. The second part focuses on the relation between media and everyday life. The third part focuses on cultural representations and the negotiation of meanings in the process of communication.
Specific attention is given to gender, class, age/generation, racialization and ethnic/cultural differences as key dimensions for the sociological analysis of media contents and communication processes.

Detailed program

The structure of the course entails three parts:
1) Introduction to sociology of media and communication. Critical overview of the debates in the field and discussion of the main concepts and theories guiding the sociological analysis of contemporary communication processes. This part will include a discussion of interpersonal and mediated communication, mass media, digital media, among other topics.
2) Media and everyday life. Focus on issues related to (unequal) access to, and the use of, media and communication technologies, as well as to their intergration into people's everyday lives (particularly in relation to youth, women and racialized subjects). Changes in terms of identity construction, social relations, knowledge construction and distribution, reproduction and resistance to gender-based violence, and forms of civic-political participation will be discussed.

3) Cultural representations and negotiation of meaning. Focus on the processes of construction, negotiation and contestation of cultural meanings associated to media and communication contents. Special attention will be given to the construction and contestation of gender, cultural, class differences and to racialization processes.
In each part there will be presentations and discussion of theoretical texts as well as of empirical case studies, research examples and media and audio-visual materials.

Prerequisites

Learning disposition; written and oral communication skills; comprehension of academic texts (in Italian and English); understanding of the teaching language (Italian) for attending students.

Teaching methods

Frontal lectures; presentations and discussion of readings and case studies; seminars with invited experts. Students are invited to actively contribute with critical questions and comments to the classroom discussion.

Assessment methods

Attending students: Presentation of one article to the class + written exam

Non attending students: written exam

it is also possible to take the exam in English or Spanish by prior arrangement with the professor

Textbooks and Reading Materials

ATTENDING STUDENTS

Compulsory textbook:

1) **Paccagnella L. 2020, Sociologia della comunicazione nell'era digitale, Il Mulino.**

2) Three articles/chapters, to be choosen among the ones discussed in class, namely:

1. Azzalini, M., & Padovani, C. (2016). Informazione ed eguaglianza di genere. il Mulino, 65(2), 276-284 + Azzalini, M., & Padovani, C. (2021). Genere e media in Italia nel contesto della pandemia Covid-19: i risultati del GMMP 2020. Problemi dell'informazione, 46(3), 495-500.
2. Capecchi, S. (2015) "Donne politiche sulla scena dei media". *Problemi dell'informazione* 3/2015, pp. 527-548
3. Capecchi, S. (2021). Le campagne di femvertising e le reazioni delle audience online. Le contraddizioni del femminismo pop. *Rassegna Italiana di Sociologia*, *62*(1), 131-163.
4. Cuklanz, L. (2014) "Mass media representation of gendered violence", in Carter, Steiner, McLaughlin (eds.) The Routledge Companion to Media & Gender (cap 2, pp. 32-41)

5. Frisina, A, Pogliano, A. 2020, “Dalla parte del carnefice? I fatti di Macerata e la pervasività del discorso razzista nei media italiani”, in Maneri M., Quassoli F., Un attentato “quasi terroristico”. Macerata 2018, il razzismo e la sfera pubblica al tempo dei social media. Carocci (cap 5, pag 95- 114)
6. Gallagher, M. (2014) “Media and the representation of gender”, in Carter, Steiner, McLaughlin (eds.) The Routledge Companion to Media & Gender (cap 1, pp. 23-31)
7. Giomi, E. (2015) “Tag femminicidio”. *Problemi dell’informazione* 3/2015, pp. 549-574 [Versione digitale accessibile dalla biblioteca di ateneo]
8. Magaraggia, S., & Cherubini, D. (2017). “Beyond bruised faces and invisible men? Changes in social advertising on male violence against women in Italy”. *Feminist media studies*, *17*(3), pp. 440-456.
9. Mainardi (2022) Digital Girls. Le ragazze e la ridefinizione dei rapporti di genere online e offline. ETS. (Introduzione, cap 3, cap 4)
10. Malin, (2014) “Policing the crisis of masculinity” in Carter, Steiner, McLaughlin (eds.) The Routledge Companion to Media & Gender (Chapter 56, pp. 628-637)
11. Maneri M., Quassoli F. 2020, Un attentato “quasi terroristico”. Macerata 2018, il razzismo e la sfera pubblica al tempo dei social media. Carocci: Introduzione e Cap 1, pag. 11-37.
12. Micheli, M. (2016) “Social networking sites and low-income teenagers: between opportunity and inequality”. *Information, Communication & Society*, *19*(5), pp. 565-581
13. Murji, K. (2006). “Using racial stereotypes in anti-racist campaigns”. *Ethnic and racial studies*, *29*(2), pp. 260-280.
14. Noble, S. U. (2018) “A Society, Searching”, in Noble, Algorithms of Oppression. How Search Engines Reinforce Racism. New York University Press (cap 1, pp. 15-63))
15. Frisina, A., & Giuliani, G. (2016). De-razzializzare l’italianità. Postcolonialismo, prospettiva storico-culturale e analisi del discorso visuale. Metodi visuali di ricerca sociale, 53-83.

Additional** readings (nonobligatory):
Arvidsson A, Delfanti A. 2016, Introduzione ai media digitali. Seconda edizione. Il Mulino**.

****Carter, Steiner, McLaughlin (2014) “Introduction”,** i**n Carter, Steiner, McLaughlin (eds.) The Routledge Companion to Media & Gender (pp. 1-3)

NON ATTENDING STUDENTS

Compulsory textbooks and readings:

1) **Paccagnella L. 2020, Sociologia della comunicazione nell’era digitale, Il Mulin**o. (ebook available)

2) **One** book (or special issue/group of articles) among the following ones:

a) **“Questioni di genere nel giornalismo italiano”,** special issue of "Problemi dell'informazione" 3/2015.

b) **Mainardi, A. 2022. Digital Girls. Le ragazze e la ridefinizione dei rapporti di genere online e offline** ETS

c) **Carter C., Steiner L., McLaughlin L. 2014, The Routledge Companion to Media & Gender**. Routledge. Compulsory parts if you chose this reading: Introduction “Re-imagine media and gender” (Carter et al: solo pag. 1-3); Chapter 1 “Media and the representation of gender” (Gallagher); Chapter 2 “Mass media representation of gendered violence” (Cuklanz); Chapter 6 “Historically mapping contemporary intersectional feminist media studies” (Molina-Guzmán & Cacho); Chapter 16 “Boys are, girls are… How children’s media and merchandising construct gender” (Lemish); Chapter 17 “Girls’ and boys’ experiences of online risk and safety” (Livingstone et al); Chapter 26 “A nice bit of skirt and the talking head” (Ross); Chapter 35 “Above the fold and beyond the veil. Islamophobia in western media” (Eltantawy); Chapter 56 “Policing the crisis of masculinity” (Malin); Chap 58 “Intersectionality, digital identities, and migrant youths” (Luers & Ponzanesi).

d) **Giuliani G. 2015, Il colore della nazione**. Le Monnier.

e) **Magaraggia M., Giomi E. 2017, Relazioni brutali**. Genere e violenza nella cultura mediale. Il Mulino.

f) **Maneri M.**, **Quassoli F. 2021, Un attentato “quasi terroristico”**. Macerata 2018, il razzismo e la sfera pubblica al tempo dei social media. Carocci

g) Noble S. U. 2018, Algorithms of oppression. How search engines reinforce racism. New York University Press.Compulsory parts if you chose this reading: all chapters, excluding chap. 4 “Searching for protection from searching engines” (pp. 119-133) and “epilogue” (pp. 183-185)

h) **Boyd, D. (2014). It's complicated: la vita sociale degli adolescenti sul web.** Castelvecchi.

Additional readings (nonobligatory):

Arvidsson A, Delfanti A. 2016, Introduzione ai media digitali. Seconda edizione. Il Mulino.

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES