UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Sociology of Cultural and Communicative Processes and Signing Communities

2425-1-E2005P002

Learning area

III. Learning area: Acquisition of socio-cultural contextual knowledge and skills aimed at interlingual and intercultural communication and mediation in the context of deafness

Learning objectives

Knowledge and Understanding

- History of sign communities
- Interpretive models of deafness
- The concepts of community, identity and culture applied to sign communities
- Sign communities as linguistic and cultural minorities
- Deaf Studies: origins, interpretations and main developments

Ability to apply knowledge and understanding.

- In situations of linguistic and cultural mediation between sign and hearing communities
- In situations of interaction with national and international sign communities

Contents

The history of deaf people and sign communities from the ancient world to the contemporary age will be presented

trying to identify both the original characters of each analysed context and the longue durée phenomena that have strongly characterised the last centuries.
Deaf Studies as an interdisciplinary/multidisciplinary field of research and their role in the emergence of new forms of deaf subjectivity will be presented with reference to three fundamental periods: the breakdown of the hearing monologue, the emergence of a new deaf subject, and the proliferation of approaches to deafness.
The main theories and authors involved in Deaf Studies will then be explored.

Detailed program

- Presentation of the course, its structure and the concept of hearing privilege
- Deaf Studies: the basic concepts
- History of the deaf from the origins to the 18th century
- The 18th century and the structuring of deaf communities
- The positivist 19th century and the Congress of Milan
- The 20th century between biopower and disciplining
- William Stokoe, Gallaudet and the linguistic turn
- Scope and interpretations: origins of DS, subject matter of DS, disciplinary fields, interdisciplinarity and multidisciplinarity, academic instances and political goals
- d/Deaf: uses and interpretations from Woodward to the present day
- Identity, community and culture: the concepts of deaf community and culture in Carol Padden and in Padden and Humphries, the concept of talking culture in Tom Humphries, the BakerShenk-Cockely model.
- Harlan Lane's Ethnosymbolism
- Audism in Humphries, Lane, Bauman, Eckert and Rowley, Genie Gertz
- The concept of Deafhood in Paddy Ladd.
- The Concept of Deaf Gain
- New Perspectives in Deaf Studies

Prerequisites

None

Teaching methods

Delivered Didactics: 26 hours
Lectures
Interactive teaching: 16 hours
Part of the teaching will take place through the discussion of scientific articles and the viewing and commentary of films and documentaries. The material or its source is made available on the course e-learning site.

Assessment methods

Written exam with compulsory oral.

The examinations are both in written form with closed-question tests and in oral form through the presentation of topics presented during the lectures and which will be further explored through scientific articles assigned in the classroom. The questions are mainly aimed at ascertaining the actual acquisition of theoretical knowledge while the expositions are mainly aimed at the ability to apply the acquired knowledge to the analysis of themes and topics debated in the relevant literature. Tests and discussions of a scientific papers will average the final exam score. The final exam includes tests and an interview for nonattending students while for attending students who have taken the classroom tests, only the interview on a topic agreed with the lecturer and relevant bibliography will be required. For those students who request it, an oral interview on all course topics is also scheduled, which may lead to an increase or decrease in the score of the on-course tests.

Textbooks and Reading Materials

The bibliography will be indicated on the course eLearning site before the start of the lectures.

Sustainable Development Goals

REDUCED INEQUALITIES