UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Psicologia dei Processi Culturali nelle Relazioni Sociali

2425-1-F5701R041

Course title

Psychology of cultural processes in social relationship

Topics and course structure

The aim of the course is to identify the key theoretical categories in making sense of culture - and its effects on basic psychological processes (i.e., cognition, emotion, communication). Overcoming the traditional nature-nurture dichotomy, the current co-evolutionary perspective between biology (“nature”) and environment (“culture”) will first be outlined. A number of diverse theoretical perspectives on the conceptualization of culture and its possible effects will then be sketched out, keeping in focus the ongoing transition from structure to process models in the modeling of culture dynamics (that is, from a view on culture as consensual, enduring, and context-general to perspectives that take culture to be more fragmented, fluctuating, and context-specific). Specific attention will be devoted to cultural learning, biculturalism and intercultural processes.

Bicultural individuals are those who, through enduring exposure to at least two cultures, have come to possess systems of meaning and practices of both cultures, and can therefore alternate and switch between them depending on the cultural cues available in the immediate context. Besides deepening how biculturals (individuals with a bicultural mind) show a better psychological adjustment to a variety of situations than monoculturals, the multi-bicultural mind approach, within the expert-novice dynamics of cultural transmission and appropriation, will supply an articulated milieu apt to address the “why” and “how” (besides only “what”) questions and answers in the managing of educational challenges within and across cultures.

Objectives

The course targets the following aims:

- knowledge of the most relevant theoretical conceptualizations and methods of analysis of culture;
- application of theoretical knowledge on culture and of methods for its analysis to the domain of education and training;
- knowledge of benchmarks in designing educational activities for the management of intercultural processes;
- working knowledge in identifying and analyzing cultural phenomena in education and training domains;
- knowing how to identify and analyze cultural phenomena and problems in the organizational context with particular reference to the applications of generational diversity management;
- knowing how to plan training interventions to encourage multicultural belonging and coexistence between different cultures with particular reference to the coexistence in the organizational context of the different co-existing generational cultures;
- working knowledge in designing educational and training interventions aimed at fostering the appropriation of multiple cultural interpretative frames
- Empowerment of communicative skills and emotional intelligence.

Methodologies

The course includes didactic activities such as frontal lessons and interactive teaching activities such as participatory lessons.
During classroom work, role playing activities, dialogue, discussion and small group exercises will be used to promote communication, planning and problem solving skills.
Speeches from guests from the world of corporate training are also expected.
Most of the lessons include interactive moments in large and small groups, individual work in the classroom and delivery moments. Indicatively, it is estimated that for each lesson a percentage of about 70% of interactive teaching and 30% of delivery teaching will be provided
Where available, the teaching material will be uploaded to the e-learning platform.

Online and offline teaching materials

Materials, resources and tools will be available on the course's e-learning platform.

Programme and references

Anolli, L. (2011). La sfida della mente multiculturale. Nuove forme di convivenza [The multicultural mind as a challenge. Novel trajectories for living together]. Milano: Cortina. (Chapters: 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15).

Marchioni, I., Moretti M., Tossici G., (2024). "Il Valore non ha età. Persone e organizzazioni oltre il divario

generazionale". Milano: Egea.

Papers/book chapters (will be downloadable from moodle):

Anolli, L.M. (2003). Significato modale e comunicazione non verbale. Articolo bersaglio. GIORNALE ITALIANO DI PSICOLOGIA, 3, 453-525.

Students who don't speak Italian can agree with the teacher an Engish bibliography.

Assessment methods

Written examination with 3 open questions.

During the course 4 activities will be performed by the students in order to empower communicative skills and emotional intelligence. Such activities will grant up to 4 points that will be added to written and oral examination score. For students who cannot attend the course in presence, the activities will be available on the course web page.

Office hours

Fixed by mail at: valentino.zurloni@unimib.it

Programme validity

Two years.

Course tutors and assistants

Sustainable Development Goals

REDUCED INEQUALITIES