SYLLABUS DEL CORSO

Processi Culturali e Comunicativi

2425-1-E4001N071

Learning objectives

This course offer an introduction to the conceptual, teoretical and technical tools to understand and analyzie cultural phenomena in our contemporary societies. What do we mean by "culture"? Which is the role of culture in our daily life? What is the role of culture in the processes of marginalization, oppression and inequality? What is the relationship between culture and power?

Contents

During the first part of the course, the key stream of research on cultural processes will be presented and discussed. Students will approach the major theories, concpets and methodologies to analyze society from the perspective of cultural analysis. The following thematic areas will be particularly discussed: class, geneder and ethnic inequalities; media and communication; subcultures and the production of deviance; everyday life. The second part of the course, more interactive, will be devoted to the acquisition of specific skills of cultural analysis through exercises and in-depth study of specific cultural phenomena.

Detailed program

The following specific contents will be addressed

- cultural studies
- the concept of representation, ideology and the cultural circuit model
- Symbolic interactionism and the social and discursive construction of society
- Pierre Bourdieu's structural-constructivist perspective
- Actor-Network-Theory, new materialism and cultural studies

- the 'cultural diamond' model
- Class cultures
- The cultural construction of gender boundaries and Queer Theory
- Race and Racism
- The study of media and the encoding/decoding model

In the second part of the course, students will engage in in-depth study and research on specific cultural objects.

Prerequisites

no prerequisite

Teaching methods

The course consists of 56 hours, of which approximately 70 per cent will be delivered through didactic delivery (lectures with the use of slides, audio and video) and 30 per cent through interactive teaching (exercises, sub-group work, presentation of case studies from which individual and sub-group work, prepared and discussed during the course, can be developed).

Assessment methods

Learning will be assessed through a written examination with open questions.

For those who manage to ensure assiduous attendance of lectures throughout the duration of the course, it will also be possible to take
a) a partial examination that will consist of a review of the course content in written form
b) group work consisting of a classroom presentation of a number of in-depth topics.
The performance of both these tests *in itinere* will lead to a reduction in the syllabus for the final examination.

For all students, the following elements will be taken into account in the assessment of the tests to determine the final grade:

Conceptual precision and clarity in the exposition of the course content.
Analytical ability, i.e. the ability to identify and distinguish the main points of a text/topic and to (re)articulate them appropriately.
Critical analysis of the arguments addressed in the texts and ability to link them to specific theoretical and methodological orientations.
Autonomy of judgement in interpreting and analysing the examination texts and topics proposed here.
Ability to synthesise.

The final grade is expressed in thirtieths.

Marks between 18 and 22 reflect the elementary or barely sufficient acquisition of basic knowledge of content and methods. The student has shown modest analytical and synthesis skills. The student expresses himself in a manner that is not entirely appropriate and shows gaps in training and conceptual clarity.

The marks between 23 and 26 account for the more than sufficient acquisition of content and methods. The student has shown sufficient analytical and synthesis skills. The student expresses himself sufficiently appropriately and with clarity from a conceptual and terminological point of view.

27 to 30. Grades between 27 and 30 reflect good to excellent acquisition of knowledge relating to content and methods. The student has shown good to excellent analytical and synthesis skills. The student expresses himself/herself appropriately from a conceptual and terminological point of view.

Textbooks and Reading Materials

Santoro, M. e Gruning B. (2024) Cultura e società. Concetti, modelli, questioni. Carocci, Roma.

Other texts and study materials will be uploaded on the course's e-learning platforms.

Sustainable Development Goals

QUALITY EDUCATION | GENDER EQUALITY | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | CLIMATE ACTION