



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

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

The course is divided into two parts. In the first part, the main strands of research on cultural processes will be presented and discussed, and therefore the theories, concepts, and strands of literature that have analysed society from the point of view of cultural analysis.

We will focus in particular on four crucial issues for cultural analysis:

- social constructionism and the production of the 'taken-for-granted'.
- inequalities in the face of culture and cultural institutions
- culture, ideology and subcultures
- the social construction of gender from an ethnomethodological perspective

The second part of the course will focus on applying the concepts and theorisations developed by the 'classics' to a concrete area of the students' daily lives: the transition to university.

Detailed program

In the first part of the course, the following specific topics will be addressed:

- the concept of culture and the 'cultural diamond' diagram for thinking about 'cultural objects'
- Social constructionism in the perspective of Berger and Luckmann
- the forewarned, the inadvertent and the 'taken for granted' in the perspective of Zerubavel
- The (social) construction of social problems: production, stabilisation and practical uses
- The structural-constructivist perspective of Pierre Bourdieu
- The concept of cultural capital and symbolic domination in Pierre Bourdieu
- The concept of ideology in British cultural studies
- The concept of subcultures in British cultural studies
- application of the concept of sub-cultures to anti-school behaviour in Paul Willis
- The cultural construction of gender in Garfinkel's ethnomethodological perspective

In the second part of the course:

- a) attending students will be asked to work in groups on some contemporary sociological essays.
- b) the university world will be explored in depth as a field of study and reflection in order to apply the concepts seen in the first part of the course. The point of view of first-generation students will be used to bring out the 'taken for granted' aspects that structure university life and the often unnoticed power relations that structure its ordinary functioning.

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

For those who manage to attend all the lessons for the entire duration of the course (at least 80% of the lessons), it will be possible to carry out an *ongoing* evaluation. In this case, the following activities will contribute to the exam grade:

- a) a group project summarising and re-elaborating the various 'thematic blocks' that the course will be composed of (e.g. block 1: social constructionism; block 2: the concept of cultural capital and symbolic domination, etc.): this project will constitute 25% of the final evaluation:
- b) a group project consisting of the preparation of a poster on an essay chosen from those provided during the lessons: this project will make up 25% of the final evaluation
- c) an individual oral interview to be held during the summer session, which will start from the concepts and reflections developed during the group work: this interview will make up 50% of the final evaluation

Students who are unable to attend lessons regularly and participate in group work will take a **written exam with 2 open questions** on the exam texts. The questions will aim to stimulate reasoning and reflection in the students, who, starting from the concepts learned in the exam texts, will apply them through their ability to produce

relevant examples.

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

- Handout of 'Processi Culturali e Comunicativi, A.A. 2024-2025' (will be available shortly before the beginning of the teaching semester at the copy center Fronteretro, Viale Sarca 191)

Monograph:

- Romito, M., *First-Generation Students. Essere i primi in famiglia a frequentare l'università*. Carocci, Roma, 2021.

Sustainable Development Goals

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