Code: SPS/08	CFU/ECTS: 9
Subject: **Sociology of Cultural Processes [Sociology of Cultural Heritage]**	
Main language of instruction: Italian	
Other language of instruction: English	

Teaching Staff
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Introduction

The course, devoted to the cultural and communicative processes connected with the use of cultural heritage in contemporary society, analyses the relationship between cultural institutions, education and society, with particular attention to the Italian and European context and a series of themes, such as inclusion, integration, accessibility and education, linked to the professional socio-educational profiles of the Degree Course (Corso di Laurea).
Starting from the analysis of some specific cases, the course examines the cultural, social and educational policies and practices related to the use, enhancement and communication of cultural heritage, with particular reference to a series of categories, such as migrants, disabled people, children and young people, and the role of edutainment and new media in these contexts.
How museums and archaeological sites, films and exhibitions, festivals and cultural industries respond to the profound socio-cultural changes, challenges and fears that are transforming Italy and Europe? What could be the role of cultural heritage and industry in the new intercultural and multicultural context? How can educators and social workers, administrators and consultants respond to these challenges?

Objectives

The course aims at contributing to the training of educators, operators in the social and educational areas, administrators and consultants, offering them the tools to analyse and implement projects and good practices in the field of enhancement, communication and teaching of cultural heritage, with particular attention to the new intercultural dynamics and the issues of inclusion, integration, accessibility and teaching to children.

Competencies

Students are expected to acquire the tools to understand the complexity of the relationships between cultural heritage and society in the contemporary world, with particular reference to the Italian and European scenarios and to the issues related to intercultural dialogue, integration, inclusion, accessibility and generational change. They are also expected to acquire a set of tools to analyse the relationship between public and private stakeholders, interested in the processes of use, enhancement and communication of cultural heritage.

Knowledge and understanding: the students will demonstrate knowledge and understanding of the main socio-cultural issues related to the enhancement, communication and teaching of cultural heritage and will become able to re-elaborate, in a critical, autonomous and original way, the knowledge acquired and to use it in scientific research and professional fields; they will show knowledge of the main socio-cultural processes taking place in our society, with particular reference to cultural and educational policies; they will be able to enhance, communicate and teach cultural heritage; and to use their competences in the relationships with the stakeholders of cultural heritage and to the problems connected with multiculturalism, interculturalism, integration, inclusion and generational change.

Application of knowledge: the student will be able to use the concepts learned to analyse, compare and construct projects of enhancement, communication and teaching of cultural heritage in contexts related to multiculturalism, interculturalism, integration, inclusion and generational change, and will be able to apply their knowledge, in a critical, autonomous and original way, to a wide spectrum of social and professional situations, including public administrations, socio-educational institutions, museums, mass media, exhibitions and cultural festivals.

Ability to draw conclusions and formulate judgments: the students will acquire the ability to reach personal conclusions in the fields described above and to manage complex problems and face the social and ethical responsibilities related to the use of their knowledge and judgments.

Communication skills: the student will acquire the ability to communicate their knowledge, their conclusions and the underlying ratio to specialised and non-specialised interlocutors in a clear and in-depth way.

Ability to learn: the students will eventually acquire the ability to autonomous learning in the educational and socio-cultural fields discussed in the course.

Syllabus (synthesis)

The course, devoted to the relationships between cultural heritage, society and cultural and communicative processes, starting from the analysis of specific cases, examines: the relationship between cultural heritage, new fears and urban conflicts; the use of migrations by the cultural industry; the projects of intercultural integration

and education to enhance the understanding of heritage; the relationships between cultural heritage, accessibility and sensitive categories; the cultural and educational activities carried out in prisons; the use of prisons as spaces for cultural production and elements of cultural heritage; museum visits for the visually impaired and activities for disabled people in museums and archaeological areas; the relationship between cultural heritage, innovation and technology, with virtual and sensorial museums and multimedia exhibitions.

Learning materials

The learning material in the platform is organised in 9 modules. Each of them includes a lecture note ("dispensa") from the lessons and some videolessons in scorm format, with slides.

During the educational periods, there are also scheduled web-conference lessons.

In addition, there are forums (virtual classrooms) and chats, available on the platform, which constitute a synchronous and asynchronous cooperative learning space, including research, analyses, reflections, sharing and re-elaboration of materials. Teacher and tutor single out the most significant topics and interact with the registered students.

The course includes etivities (proposed in the "forum" section), which, starting from the vision of on-line materials and the reading of short articles and interviews, allow students to apply (even in a cooperative form) the knowledge acquired to specific cases related to current events. Students are also invited to collect, interpret and compare data and formulate autonomous judgments.

Asynchronous self-assessment tests accompany the pre-recorded lessons and allow students to ascertain both their comprehension and their degree of knowledge of the contents of each lesson.

Evaluation system and criteria

The student can choose whether to take the exam in written or oral form.

Written exam

The written exam consists of 3 open-ended questions and 3 multiple choice questions on topics covered in the 9 modules of the course. The exam in reduced form includes 3 open-ended questions and 3 multiple choice questions on topics covered in the first 6 modules.

The students can replace one of the open-ended questions with the presentation of a case study (of their free choice) not discussed in the lessons and in the lecture note ("dispensa").

In evaluating the answers, the relevance of content, the quality of critical and conceptual elaboration and the capability of autonomous judgments are taken into account, as well as the completeness and originality of the answers, which, of course, must not include passages taken from the lecture note, summaries, or materials downloaded from the network. It is also considered the ability to re-elaborate the acquired knowledge in an original and interdisciplinary way, with reflections on social and ethical responsibilities related to their possible professional knowledge or knowledge acquired in other courses or with other didactic, cultural and scientific experiences, including visits to museums, archaeological sites, exhibitions and cultural festivals. The ability to apply the teaching and knowledge acquired to cases not treated in the course is also assessed.

The score of the written exam is attributed as follows. Starting from a score of 30, for each of the open-ended questions, up to 6 points may be subtracted, while, for each of the multiple choice questions, 1 point is subtracted for each missed or wrong answer. For any etivities and interactive activities carried out, from 0 to 2 points are added or, if 30 has been already reached, the praise is added.

Oral exam

The oral exam consists of an interview on the subjects of teaching. The average duration is 15-20 minutes. The fundamental concepts of the course and the topics treated in the various modules are reviewed.

Also in the oral exam the students have the opportunity to present a case study of their choice, not included in the lectures and in the video lessons. Moreover, in the oral exam, the candidates have the opportunity to refer to the in-depth lessons recorded during the year. The knowledge of these additional materials is evaluated.

In the oral exam the clarity and precision of the language and the ability to interact with the teacher and other candidates are evaluated. As for the written exam, the relevance of content, the quality of critical and conceptual elaboration, the ability to elaborate autonomous judgments and to re-elaborate the acquired knowledge in an original and interdisciplinary way are assessed.

The ability to make comparisons between different historical and socio-cultural contexts is assessed, as well as the ability to make reference, in a critical, original and interdisciplinary way, to cases not presented in the course, including those related to specific professional, educational and cultural experiences.

More candidates (no more than 3 or 4) may be invited to take the exam together. In this case the exam may include discussions between the different candidates on the topics of the course and the ability to argue and defend a certain position is assessed. The evaluation, however, is always individual, candidate by candidate.

Erasmus students

Erasmus students are invited to contact and meet the teacher.
It is possible to define a special programme. It is available an **English version** of the learning material ("dispensa").
Students can take their exam in Italian, English, French or Spanish.