

63140 - Identity and diversity: creation of cultural identities

Información del Plan Docente

Academic Year	2017/18
Faculty / School	107 - Facultad de Educación
Degree	330 - Complementos de formación Máster/Doctorado 573 - Master's in Lifelong Learning: Introduction to Research
ECTS	3.0
Year	XX
Semester	Half-yearly
Subject Type	Optional, ENG/Complementos de Formación
Module	---

1.General information

1.1.Introduction

When lifelong training is being designed, it ought not to be forgotten that it takes place in a non-homogeneous society characterised by its differences. Indeed no society is culturally homogeneous. Migratory movements, globalisation and the impact that the mass media have confer our societies, our lives and our thinking with an obvious multicultural dimension. Respect for diversity is a demand to shape longlife education.

With the multiculturalism concept, a society is expressed whose members must understood one another and must interact by accepting their diversity and respecting individuals' preferences, whatever their culture.

Evidently, multiculturalism is only possible in societies whose political systems promote freedom, and wheremany ethnic groups exist that opt for their interrelation rather than opting for isolated groups.

Plurality and multiculturalism represent important principles of the new social scenario. It is a matter of dilemmatic phenomena that contradict social change. Cosmopolitanism, for instance, challenges privileges and tribal, group claims; racism and sexism, their practical opposite, involve people being placed in order by means of specific biological or cultural hierarchies. This contradiction is overcome practically in democratic societies using a meritocratic system, in which the hierarchy is justified only in the equal opportunities context.

Identity, equality, plurality, multiculturalism and interculturalism are terms that consider controversial questions and have generated opposing considerations. The dilemmatic, contradictory and conflictive nature of this set of concepts is stressed nowadays given the social impact of the information and communication technologies. Thus the multicultural context is a reality in advanced countries. However, this is a complex reality that must be politically, socially and ideologically analysed.

Europe is becoming a multicultural society that is reflected in the furthest corner of its rural world, as we know it in Aragón. It is also necessary to respond to the challenge of lifelong training by considering that we must also respond to the political challenge of identities living together and to training citizens who respect diversity and are tolerant of differences as the basis to build a democratic society.

This means having to reflect semantically on the meanings we confer identity, equality, diversity, pluralism and

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multiculturalism in the democratic societies context. We consider the urgency of studying the role of education, literature, art, biology, etc, in forming exclusive identities that question the sense and values of democratic societies.

1.2.Recommendations to take this course

1.3.Context and importance of this course in the degree

1.4.Activities and key dates

2.Learning goals

2.1.Learning goals

The results of learning that define the subject

To pass this subject, students should obtain the following results:

1. Suitably use the scientific terms that refer to identity, equality and diversity.
2. Know the works of authors who have worked on building collective identities.
3. Do a reasoned and critical analysis of historic, literary, artistic, social, audiovisual material texts and/or news on the theme by applying knowledge acquired while developing the subject.

2.2.Importance of learning goals

3.Aims of the course and competences

3.1.Aims of the course

3.2.Competences

4.Assessment (1st and 2nd call)

4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

5.Methodology, learning tasks, syllabus and resources

5.1.Methodological overview

5.2.Learning tasks

5.3.Syllabus

The course will address the following topics:

1. Topic 1. Key concepts: identity, diversity, culture, multiculturalism, interculturalism, prejudice, stereotypes.
2. Topic 2. We Males, We Females, and Other Males and Other Females: reality, prejudice and stereotypes over time.
3. Topic 3. Basic research areas:



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3.1. Identity and diversity in the school curriculum

3.2. Gender identity

3.3 Critical studies into discourse, the genealogical, psychological and biosocial approach.

5.4.Course planning and calendar

5.5.Bibliography and recommended resources