

Academic Year/course: 2022/23

143226 - Multiculturality and Intercultural Dialogue

Information of the program

Study: 14302 - Bachelor's Degree in Modern Language and Management

Academic year: 2022/23

Subject: 143226 - Multiculturality and Intercultural Dialogue

Teaching period: 1105-Second semester

1106-Second semester

1077-First semester

9991-First semester o Second semester

1039-First semester

Year: 1106 - (2019-B) Bachelor's Degree in Modern Language and Management + International Trade Skills (Own Degree): 1

1105 - (2015-B) Bachelor's Degree in Modern Language and Management: 1

1077 - (2019-B) Bachelor's Degree in Modern Language and Management + International Trade Skills (Own Degree): 2

1039 - (2015-B) Bachelor's Degree in Modern Language and Management: 2

Type: ENG/Formación Básica

ECTS Credits: 6.0

Justification

This course contributes to the consolidation of the students' academic-professional profile by showing them that nowadays the reality in most Western countries is highly diverse and multi- and intercultural. They will also learn that this ethnic diversity has produced all kinds of new socio-cultural phenomena (boundary crossing, hybridity, code switching, contact zones, etc.) that need to be investigated in order to tackle the problems our societies are facing. The texts students will be reading present them with new challenges that cannot be adequately dealt with by using traditional instruments and approaches. They will be encouraged and taught to find effective, holistic and ethical solutions to these challenges.

The main aims of this course are: to make students think of social and cultural diversity as integral and systemic components of the human condition, to promote dialogue among different cultures and identities in order to gain mutual understanding and a fairer society. It will also improve their communication skills in English and show them how to use proficiently the key concepts in disciplines related to the Humanities. For a more detailed description of the expected outcomes in the four generic and specific competences of the course, see the section "Subject Competences" below.

Prerequisites

Very good command of the English Language (Cambridge Advanced or similar to B2+) and reasonably consolidated knowledge of the principal tools of social, cultural and literary analysis (as used in the 1st-Year literary and cultural courses).

Subject competencies

Generic competences:

Systemic Thinking (GC3, level II): Organizing and integrating related concepts in order to make them part of a

whole, and understanding and facing reality on the basis of global patterns. Confronting current realities making use of holistic and global knowledge.

Learning outcomes (see Study Guide for details), indicators:

- Students make use of varied perspectives, resources, approaches, etc. to analyze current realities.
- Students analyze cultural and social diversity as a result of human interactions in a globalized world.
- The student defends her/his viewpoints in coherent ways both in written assignments and oral discussions, making an adequate use of available resources to build a discourse that is well-structured and cohesive.

Diversity and Interculturalism (CG7, level II): Understanding and accepting social and cultural diversity as an enriching component of the human condition, and avoiding discriminatory practices.

Accepting and understanding cultural and social filiations (both structural and self-willed) as part and parcel of the human condition.

Learning outcomes (see Study Guide for details), indicators:

- The student analyzes social and cultural diversity as a logical consequence of human interaction.
- Students understand the relation with people coming from other cultures and social backgrounds as positive and enriching.
- The student tries to elucidate the reasons for the habits and behavior of people from different cultural and social backgrounds.

Specific competences:

English Language (CE3, element III): Showing an excellent command of oral and written English.

Producing well-structured and clear texts in English of diverse complexity and length, paying special attention to questions of organization and cohesion.

Learning outcomes (see Study Guide for details), indicators:

- Students successfully interchange information with the instructor and fellow students, defending their particular viewpoints.
- Students use effectively their ability to understand and produce texts in English on diverse themes and with different levels of complexity.
- The student's competence in English allows her/him to do team work without problems.

Key Concepts in the Humanities (CE6, elements I & II): Understanding in depth and employing effectively the concepts and principles that are integral to the studies of languages and the Humanities.

Understanding and substantiating the importance of languages and the Human Sciences in educational contexts to build more inclusive societies. Exploring the conditions for the transmission of linguistic and humanistic knowledge.

Learning outcomes (see Study Guide for details), indicators:

- Students combine in balanced and effective ways the information they obtain from different sources about socio-cultural practices.
- Students show critical judgment when choosing and selecting skills and knowledge about current socio-cultural issues.

Course content

1. CULTURAL STUDIES, ETHNICITY AND RELATED CONCEPTS.
2. MIGRATORY PATTERNS AND MODELS OF CULTURAL INTEGRATION.
3. RACIAL / ETHNIC PREJUDICE AND DISCRIMINATION.
4. COLONIAL AND POSTCOLONIAL PROCESSES IN THE MODERN AND CONTEMPORARY WORLD.
5. DYNAMICS IN THE CONTACT ZONE: DOMINATION AND AMBIVALENCE.
6. ETHNIC GROUPS AND ETHNIC BOUNDARIES IN TODAY'S WORLD.

Teaching/learning strategy, assessment system and materials

TEACHER/S: Aitor Ibarrola Armendariz	GROUP: 10 - English
TEACHING-LEARNING STRATEGY	
<p>In order to acquire and develop the above-mentioned competences, the following teaching-learning techniques will be used:</p> <ul style="list-style-type: none"> - Close reading of specific sections from both scholarly and literary texts and follow-up discussions of the topics therein represented in the classroom. - Exposure to audio and visual materials to activate and reconstruct the knowledge of other cultural traditions around the globe—primarily in the Americas. - Reading and researching autonomously alternative ethnic minority materials. - Preparing a term paper on a text or film covering some of the themes in the course. 	

- Brief presentations in groups about short fictional pieces from *Entre dos mundos*.
- Re-writing short fragments of fiction or academic pieces from various perspectives.
- Working on the study questions at home and, then, reporting on them in class.
- Quizzes and on-the-spot exercises on the reading materials.

The time to be spent on the subject (**6 ECTS: 150 hours**) during the term will be distributed as follows:

- Time in the classroom: **56 hours**
- + Lectures, in-class discussions, and other materials (CG3, CE3): 30 hours
- + Study questions, exercises, quizzes, and final exam (CG7): 12 hours
- + Presentation of team work (CG7, CG3, CE3, CE6): 14 hours
- Time outside the classroom: **94 hours**
- + Reading of the texts and other materials (CG3, CE3): 56 hours
- + Preparation of term paper and presentation (CG7, CE6): 20 hours
- + Studying for quizzes, tests, and final exam (CG7, CE3, CE6): 18 hours

EVALUATION SYSTEM

The assessment of the students' work will be progressive and formative. It will include the following:

- In-class participation, study questions, quizzes: 30 % (CG3 40% + CE3 60%)
- Team presentation and term paper (when required): 30 % (CG7 50% + CE3 & 6 50%)
- Results of final exam: 40 % (CG7 50% + CE3 30% + CE6 20%)

N.B. Students will only get credit for this course if: a) they (only those required to do it) hand in the term paper on the appointed day and following the guidelines they will be given, b) they do their group presentation, and c) they receive a passing mark in both parts of the final. The resit exam (convocatoria extraordinaria) will only account for a maximum of 40% of the final mark obtained for the course.

DOCUMENTATION

Compulsory reading:

CISNEROS, Sandra (1984) *The House on Mango Street*. Vintage Contemp.

KINGSTON, Maxine H. (1976) *The Woman Warrior*. Vintage Int.

DANTICAT, Edwidge (2004) *The Dew Breaker*. Vintage. (Only if time is available)

ALEXIE, Sherman (2001) *The Toughest Indian in the World*. Grove Press.

BLAVE, R. & A. IBARROLA (2005) *Entre dos mundos: Antología de relatos interculturales*. Mensajero.

Secondary sources:

BARTH, Fredrik (1969) *Ethnic Groups and Boundaries*. Little, Brown & Co.

FENTON, Steve (2010) *Ethnicity*. 2nd Edition. Cambridge, Polity Press.

FIRTH, C. & A. IBARROLA, eds. (2007) "Introduction". *Migrations in a Global Context: Transitions and Transformation*. Deusto UP.

GUIBERNAU, M. & J. REX, eds. (1997) *The Ethnicity Reader: Nationalism, Multi-culturalism and Migration*. Polity Press.

KYMLICKA, Will (1995) *Multicultural Citizenship*. Oxford, Clarendon P.

MCLEMORE, S. Dale (1983) *Ethnic and Racial Rels. in America*. Allyn and Bacon.

SINGH, Amritjit et al (1994) *Memory, Narrative, and Identity*. Northeastern UP

SOLLORS, Werner (1986) *Beyond Ethnicity: Consent and Descent...* Oxford UP.

----- (1996) *Theories of Ethnicity: A Classical Reader*. New York UP.

Recommended web pages:

<http://www.aynrand.org>

www.beyondintractability.com

www.cic.gc.ca/english/multiculturalism/index.asp

www.nea.orghttp://vos.ucsb.edu