



Universitat de Lleida

DEGREE CURRICULUM  
**VISUALISING  
INTERCULTURALITY**

Coordination: ORO PIQUERAS, MARICEL

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	VISUALISING INTERCULTURALITY			
<b>Code</b>	12343			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Applied Languages	1	COMPULSORY	Virtual learning
<b>Course number of credits (ECTS)</b>	5			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	3.4	1.6	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	ORO PIQUERAS, MARICEL			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ORO PIQUERAS, MARICEL	maricel.oro@udl.cat	2,1	
PUJOLRAS NOGUER, ESTHER	esther.pujolras@udl.cat	2,9	

## Subject's extra information

### Information on data protection in the audiovisual register in the subject XXX

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

## Learning objectives

- Concepts related to multiculturalism, interculturality, globalization, identity and culture
- Understanding the phenomenon and effects of multiculturalism
- Analysing the persistence of colonial and imperialist/Orientalist discourses and how they determine our perception of "the Other" at a time of great cultural diversity in a global environment in which neo-imperialist practices persist
- Drawing conclusions about the challenges of multiculturalism and globalization from reading texts, viewing films and conducting related activities that will be used as support in the contents worked in class and the related activities.

## Competences

### General competencies

- To have and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often within a research context.
- To be able to integrate knowledge and handle the complexity of formulating judgements based on information that is incomplete or limited, including reflections on social and ethical responsibilities linked to the application of their knowledge and judgements.
- To possess learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.

### Specific competencies

- To integrate linguistic knowledge with the knowledge of other disciplines.

## Subject contents

### MODULE 1. Theoretical and conceptual Introduction.

#### Unit 1. What is globalisation? 1.

- A. Introduction
- B. Globalisation according to specialists in the topic.
- C. Homogeneization, diversification and a third possibility.
- D. Three positions about globalisation.
- E. Transcendentalism.
- F. Diversity (and superdiversity)

#### Unit 2. What is culture? What is interculturality?

- A. What is culture?
- B. What is interculturality?

#### Unit 3. Definition, limitations and alternatives in multiculturalism.

- A. Definition.
- B. Limitations multiculturalism has faced.
- C. Detractors.
- D. Alternatives.

The crisis of multiculturalism.

MODULE 2. Orientalism and multiculturalism in the cinema.

Unit 4. We and "the others": the permanence of orientalism in Western society.

A. Orientalism according to Edward Said.

B. The neverending orientalism. Analysis of *También la lluvia* (Icía Bollain 2010)

Unit 5. Visualising multiculturalism in the contemporary cinema.

A. Cinema and multiculturalism. Practical examples

## Methodology

The learning process tools that will be developed during the subject are:

- Theoretical introduction and development of concepts, mainly through the reading of the compulsory bibliography.
- Reading of the texts provided related to each of the units.
- Watching of films related to the main concepts of the subject.
- Reflection on the questions related to the themes of the different units.
- Written activities related to the texts and films dealt with in the subject.

The main working methodology parts from the reading of the contents specified in the course which entail half of the time dedicated to each Module. Once the reading materials have been dealt with, the students will be able to complete the practical activities.

## Development plan

### MÓDULO 1 – Lectura de los contenidos de la ficha de la unidad.

#### TEMA 1

Lectura de los contenidos de la ficha de la unidad.

Lectura de bibliografía obligatoria:

. García Canclini, N. (1999) Capítulo 2: La globalización: objeto cultural no identificado. En *La globalización imaginada*. México (DF): Paidós. pp. 45-65.

. Held, David (2006) *Cultura nacional, globalización de las comunicaciones y comunidad política*. En V. Sampedro Y M. Llera (eds.) *Interculturalidad: interpretar, gestionar y comunicar*. Barcelona: Edicions Bellaterra, pp. 33-50.

. Nederveen Pieterse, J. (2009) *Globalization and Culture: Global Melange*, 2nd edition. New York: Rowman & Littlefield Publishers. Chapter 3, pp. 43-63.

. Touraine, A. (2005) Capítulo 2: La mundialización. En *Un Nuevo paradigma para comprender el mundo de hoy*. Barcelona: Paidós, pp. 33-48.

. Block, D. (2012) Chapter 4: Economizing globalization and identity in *Applied Linguistics in neoliberal times*. In D. Block, J. Gray & M. Holborow. *Neoliberalism and applied linguistics*. London: Routledge, pp. 56-85.

**Actividad 1: Participación en un debate virtual a partir de las cuestiones planteadas.**

## TEMA 2

Lectura de los contenidos de la ficha de la unidad.

Lectura de bibliografía:

- Byram, M. (2014) Twenty-five years on – from cultural studies to intercultural citizenship. *Language, Culture and Curriculum*, 27 (3): 209–225.

- García Prince, E. “Negociación positive para el liderazgo efectivo”

## TEMA 3

Lectura de los contenidos de la ficha de la unidad.

Lectura de bibliografía complementaria:

- Rattansi, Ali 2011: *Multiculturalism: A Very Short Introduction*. Oxford: Oxford University Press.

- Modood, Tariq 2011: ‘Multiculturalism and Integration: Struggling with Confusions’. Hassan Mahamdallie, ed. *Defending Multiculturalism: A Guide for the Movement*. London: Bookmark Publications. 61-75.

**Actividad 2: Ensayo de unas 2000 palabras sobre las lecturas de las unidades 1-3 en respuesta a preguntas planteadas.**

## MÓDULO 2. Orientalismo y multiculturalismo en el cine

### TEMA 4

Lectura de los contenidos de la ficha de la unidad.

Lectura de bibliografía obligatoria, los capítulos establecidos del libro:

- Said, Edward (1978) 2003. *Orientalism*. London: Penguin. (o versión en castellano)

Lectura de bibliografía complementaria (opcional):

- Castany, Prado, Bernat. ‘Reseña de Orientalismo por Edward Said’. *Cartaphilus: Revista de investigación crítica y estética* 6 (2009): 232-47.

- Paz Sánchez, Fernando. ‘Neo-imperialismo y neo-liberalismo’. *Contaduría y Administración* 216 (mayo-agosto 2005): 101-17.

**Actividad 3:** Comentario escrito sobre citas del libro de Said.

**Actividad 4:** Comentario crítico de la película *También la lluvia* (Icíar Bollaín 2010) y una historia corta de la colección *Cuentos de Firozsha Baag* (Bohinton Mistry 1987)

### TEMA 5

Lectura de los contenidos de la ficha de la unidad.

Lectura de bibliografía complementaria:

- 'Del eurocentrismo al policentrismo' del libro: Sohart, Ella y Robert Stam 2002: Multiculturalismo, cine y medios de comunicación: Crítica del pensamiento eurocéntrico. Barcelona: Paidós.

## Actividad 5: Reseña (de unas 2 páginas) de dos películas a elegir entre:

- Oriente es oriente (Damien O'Donnell 1999).
- Occidente es occidente (Andy De Emmony 2010).
- Quiero ser como Beckham (Gurinder Chadha 2002).
- Mi gran boda griega (Joel Zwick 2002).
- Sólo un beso (Ken Loach 2004).
- Brick Lane (Sarah Gavron 2007).
- Alacrán enamorado (Santiago Zannou 2013).

## Evaluation

The evaluation of this subject will be continuous and it will consist of the following activities throughout the 5 units in the subject:

- 10% Activity 1: Participation in the virtual debate focused on the readings of Unit 1. From 24 October to 4 November
- 35% Activity 2: Academic essay of about 2000 words (reading from Units 1-3). 2 December
- 20% Activity 3: Critical comment of quotes from Edward Said's Orientalism. 9 January
- 15% Activity 4: Critical comment of the film *También la lluvia* (Icía Bollaín 2010) and a short story from *Tales from Firozsha Baag* (Bohinton Mistry 1987). 23 January
- 20% Activity 5: Critical review of two films focused on multiculturalism. 30 January

PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts. IF PLAGIARISING IS DETECTED, THE REGULATION REGARDING TEACHING ASSESSMENT AND QUALIFICATIONS OF BACHELOR'S AND MASTER'S DEGREES AT THE UDL WILL BE IMPLEMENTED.

## Bibliography

- Baudrillard, Jean 2004: *La violencia del mundo*. Barcelona: Paidós.
- Baumann, G. (1999) *The Multicultural Riddle: Rethinking National, Ethnic and Religious Identities*. London: Routledge
- Beck, Ulrich 2006: *La sociedad del riesgo global*. Madrid: Siglo Veintiuno de España Editores.
- Beck, Ulrich, Edgar Grande 2006: *La Europa cosmopolita : sociedad y política en la segunda modernidad*. Barcelona: Paidós.
- Byram, M. (2008) *From Foreign Language Education to Education for Intercultural Citizenship*. Clevedon, UK: Multilingual Matters.
- Hardt, Michael; Antonio Negri 2002: *Imperio*. Barcelona: Paidós.

- Holliday, A. (2010) *Intercultural Communication and Ideology*. London: Sage.
- Holliday, A., M. Hyde & J. Kullman (2010) *Inter-cultural Communication: An Advanced Resource Book*, 2<sup>nd</sup> edition. London: Routledge.
- Hsu Baudrillard, Roland (Ed.) 2010: *Ethnic Europe: Mobility, Identity and Conflict in a Globalized World*. Stanford, California: Stanford University Press.
- Keith, M. (2005) *After the Cosmopolitan: Multicultural Cities and the Future of Racism*. London: Routledge.
- Modood Tariq 2007: *Multiculturalism*. Cambridge: Polity Press.
- Nederveen Pieterse, J. (2009) *Globalization and Culture. Global Mélange*, 2<sup>nd</sup> edition. Oxford: Rowman and Littlefield.
- Passavant Paul A. & Jodi Dean 2004: *Empire's New Clothes, Reading Hardt and Negri*. London: Routledge.
- Phillips, Anne 2007: *Multiculturalism Without Culture*. Princeton, New Jersey: Princeton University Press.
- Piller, I. (2010) *Intercultural Communication: A Critical Introduction*. Edinburgh: Edinburgh University Press.
- Steger, B. (2009) *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- Steger, Manfred 2009: *Globalization: A Very Short Introduction*. Oxford: Oxford University Press.
- Steinberg, S. R (2009) *Diversity and Multiculturalism: A Reader*. New York: Peter Lang Publishing.
- Todorov, Tzvetan 2008: *El miedo a los bárbaros: más allá del choque de civilizaciones*. Barcelona: Círculo de Lectores: Galaxia Gutemberg.
- Todorov, Tzvetan 2010: *La experiencia totalitaria*. Barcelona : Galaxia Gutenberg : Círculo de Lectores.
- Vertovec, S. (2009) *Transnationalism*. London: Routledge.