

Course size (nominal values; actual values may depend on programme)

Credits 5.0 Study time 150 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2016-2017

A (semester 1)	Dutch	excursion	2.5 h
		lecture	25.0 h
		seminar	2.5 h

Lecturers in academic year 2016-2017

Rutten, Kris	PP06	lecturer-in-charge
Bourgonjon, Jeroen	PP06	co-lecturer

Offered in the following programmes in 2016-2017

	crdts	offering
<a href="#">Bachelor of Science in Educational Sciences (main subject Foundations and Practice of Education)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)</a>	5	A
<a href="#">Linking Course Master of Science in Social Work and Social Welfare Studies</a>	5	A
<a href="#">Preparatory Course Master of Science in Social Work and Social Welfare Studies</a>	5	A

Teaching languages

Dutch

Keywords

Cultural studies, rhetoric, literacy, education, anthropology.

Position of the course

This course contributes to the following competence areas:

- to act ethically in an educational setting;
- to situate the relevance of educational theory, practice and policy in society;
- to reason and to argue about educational theory, practice and policy;
- to deal with a multitude of theoretical models or research approaches relevant to educational sciences.

The given competence areas are to be realised based on introductory learning outcomes in a clear defined situation with concrete conditions and shared responsibility. The competence areas are situated in the context as described in 'content'.

Contents

In this course the focus is on:

- theory of culture and art in relation to education (focusing on 'Cultural studies' and 'Critical pedagogy');
- the theory of how cultural diversity can be realized through cultural and pedagogical processes (focusing on 'Cultural anthropology');
- practice of culture 'transfer' and -participation (focusing on cultural sociology, pedagogy);
- theory and practice of teaching literacy (focusing on 'Multiliteracies').

The course is structured as followed:

A. Introduction in (cultural) literacy and multiliteracy.

- 1 What's literacy?
  - 2 The cultural literacy debate.
  - 3 Adaptations from multiliteracy's.
  - 4 Digital literacy (case studies).
- B. Critical introduction in the domain of 'Cultural Studies'.
- 1 Culture as social construction.
  - 2 High and low culture (power and taste).
  - 3 Adaptations from 'Cultural studies'.
  - 4 Representation and identity (race, gender, life-styles, youth).
- C. Introduction in 'Cultural Anthropology'.
- 1 concise survey of cultural anthropology;
  - 2 discussion of the most important anthropological concepts and frames of interpretation;
  - 3 illustration of the anthropological insights through interconnected subjects like religion, art, (youth)culture etc.
- D. Critical introduction research.
- 1 Rhetoric
  - 2 Discourse-analysis.
  - 3 Ethnography (with special attention to fieldwork as an interactive and qualitative method;).

#### Initial competences

Educational theories

#### Final competences

- 1 Analysing and evaluating arguments from practice, theory en policy.
- 2 Analysing and evaluating case studies from the cultural domain.
- 3 Situating perspectives from cultural theory in the public debate.
- 4 Analysing ethical perspectives as linguistic and cultural constructions.
- 5 Knowing and evaluating theoretical and practical ethical perspectives.
- 6 Knowing various educational models, situating perspectives in practical cases, policy and theoretical debate.
- 7 To place families and cohabitation forms and the educational intercourse that flows therefrom in a social and cultural.
- 8 To involve reference frames from the sociology of knowledge on educational developments and processes and the interpretation of the various subject didactics to relate different methods with regard to value formation (in various educational settings) to the development stages in moral thinking and the underlying educational ideologies.

#### Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Excursion, lecture, seminar, self-reliant study activities

#### Extra information on the teaching methods

Lectures with discussion.  
Attending cultural activities  
(On-line) assignments.

#### Learning materials and price

Reader and electronic material.  
Estimated cost: 50 EUR.

#### References

- Bruner, J. (1990). Acts of meaning. Cambridge MA: Harvard University Press.  
 Brummett, B. (2006). Rhetoric in Popular Culture. London: Sage.  
 Cope B., Kalantzis, M. (2000), Multiliteracies. Literacy and the Design of Social Futures. Londond: Routledge.  
 Foss, S.K. (2004). Rhetorical criticism. Exploration & Practice. Illinois: Waveland Press.  
 Lanham, Richard (2006), The Economics of Attention. Chicago: University of Chicago Press.  
 Pinxten, Rik & Koen de Munter (2006), De culturele eeuw (basisboek Antropologie), Houtekiet, Antwerpen.  
 Ryan, M. (ed.) (2008). Cultural Studies. An anthology. Oxford: Blackwell Publishing Ltd.

Course content-related study coaching

- interactive support using Minerva;
- by appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Portfolio, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Assignments (on-line).

Calculation of the examination mark

A combination of periodic evaluation and permanent evaluation.

Students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.