Universitat Autònoma de Barcelona

2017/2018

Society, Science and Culture

Code: 101658
ECTS Credits: 12

Degree	Type	Year	Semester
2500260 Social Education	OB	1	A
2500261 Education Studies	OB	1	A
2500797 Early Childhood Education	FB	1	A
2500798 Primary Education	OB	1	A

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: Yes
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

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Prerequisites

This course has no specific prerequisites but it is very important that knowledge of Philosophy, History and Sciences of the contemporary world -common subjects of postsecondary education- are up to date before to start.

It is also fundamental the domain of the basic languages of the study and communication in the academic field (conceptual maps, development of academic posters, oral exposures, basic math operations, changes of units, writingand spelling, etc.).

Objectives and Contextualisation

The subject must provide to the students the knowledge, analysis and understanding of the socio-cultural, scientific and humanistic context that has shaped the present, enabling it to take a critical and constructive stance on the current reality and the transformations that have occurred in all of these areas during the last periods. All of this should allow the student to become aware of one's own involvement in the surroundings, as well as of the responsibilities that should be assumed towards those elements that construct them -such as environment, sustainability, education, culture, otherness, etc.

Historically, we have located the 20th and 21st centuries as places from which to think about culture. In the area of culture, the masterpieces fixing the starting point for the course are: The interpretation of dreams of Freud (1900), Les demoiselles d'Avignon (1907) of Picasso, PierrotLunaire (1912) of Schoenberg, Death in Venice (1912) of Thomas Mann, The Rite of spring (1913) of Igor Stravinsky, Metamorphosis (1915) of Kafka, Fountain (1917) of Duchamp, Tractatus logico-philosophicus(1921) of Wittgenstein, Ulises (1922) of Joyce, Metropolis (1927) of Fritz Lang and Citizen Kane (1941) of Orson Wells, among others.

The area of science will intend to raise awareness of what is science and how it works. In this sense, we will study the legacy of the top scientists basically in the 19th and 20th centuries. It also aims to explore what life is and what are the basic elements that compose it, so an understanding of their evolution using the works of Charles Darwin will be promoted. Finally, we will approach to the evolution in the conception of the Sun-Earth system, from the geocentric to the heliocentric model and its implications to the everyday life, what are the elements of the Earth system, which of these elements we use as resources in our day to day and what is the impact of this use.

The area society will take an historical and geographical itinerary from World War II until our days by considering the world as a reference scale. The great historical events of the 20th and 21st century, the causes and consequences of inequalities between North and South and the different spheres of globalization with all the problems and challenges (the formation of an inclusive society), are some of the topics that will be analysed during the course. From readings of historians (such as Eric Hobsbawm), economists (as Arcadi Oliveres), geographers (as Yves Lacoste) or from other local or international scientists (as Richard Dawkins), as well as the screening of documentaries on the different topics covered we deepen in contemporary history and global geography.

1. To know the main ethical philosophies, understand the different types of values (political, religious, ethical, moral, aesthetic, scientific, etc.), and reflect on its impact on the educational action.
2. To analyse the crisis of values in postmodern culture and its impact on the pedagogical relations.
3. Understanding the causal factors that shape the essential features of current societies and their ideological, political and economic expressions, from a historical perspective.
4. Understanding the interdependence between the different elements that compose the world system through frames of reference and the analysis of a reality with conflictsand unequal life conditions.
5. To relate the policies, models and international dynamics of migrations, culture and education, with the regional and local contexts where the profession is developed.
6. To analyse the social processes of international scene critically to explain the phenomena of cultural diversity and social exclusion.
7. To learn the foundations of the scientific method, delimiting the field of application and the goals of science.
8. To contribute to the differentiation between scientific knowledge, cultural and symbolic values and uncritical credibility.

9. To know the basic aspects of the structure and the functioning of the physical world and understand the possibilities that offer for human development and the limitations that they impose.
10. To learn the basic principles of life. To understand specifically the human beings as a biological organism and their interaction with the environment. Acquisition of healthy habits.
11. Understanding art as a way of understanding individuals and society.
12. To know the different creative models and the literary genres that constitute the diversity of cultures.

Skills

Social Education

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.

Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop and coordinate educational interventions with individuals or groups with specific needs in situations of inequality or discrimination based on gender, class, ethnicity, age and / or religion.
- Understand the processes that occur in educational and training activities and their impact on learning.

Early Childhood Education

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Be able to analyse data, critically understand the reality and report conclusions.
- "Critically analyse and incorporate the most relevant issues of contemporary society that affect family and school education: social and educational impact of audiovisual languages and of screens. changes in gender relations and intergenerational changes; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Master the techniques of observation and recording. Address field analysis through observational methodology using information technology, documentation and audiovisual material.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and plurality of ideas, people and situations.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Understand that systematic observation is a basic tool to reflect on practice and reality and contribute to innovation and improvement in Infant Education.

Primary Education

- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Recognising the mutual influence between science, society and technological development, as well as the relevant civic behaviour, in order to promote interest in and respect for the natural, social and cultural environment and to ensure a sustainable future.

Learning outcomes

1. Assessing the value of individual and collective responsibility in achieving a sustainable future, assuming that the exercising of the educational function must continue perfecting itself and adapting to scientific, pedagogical and social changes throughout life.
2. Become aware of the evolution of thinking, customs, beliefs and social and political movements to encourage the practice of critical social thought and promote educational activities aimed at the preparation of an active and democratic population.
3. "Critically analyse and incorporate the most relevant issues of today's society affecting education: multiculturalism and interculturalism; discrimination and social inclusion and sustainable development."
4. Know of the most important moments in the history of science and technology and their importance for appreciating sciences as a cultural truth.
5. Know scientific methodology and promote scientific thinking, appreciating the relationship between mathematics and science.
6. Maintaining a critical and independent relationship with regard to knowledge, values, and public and private social institutions, in order to be able to observe contexts of learning and coexistence systematically and know how to reflect on these.
7. Recognising the mutual influence between science, society and technological development, as well as the relevant civic attitudes, in order to promote interest in and respect for the natural, social and cultural environment and to ensure a sustainable future.
8. Understand and appreciate the relevance of public and private institutions for peaceful coexistence among peoples and be aware of the evolution of political and social movements.
9. Understand the principles that contribute to cultural, personal and social training to acquire sensitivity toward them.

Content

A. THOUGHT AND CULTURE

1. Culture

The pleasure of reading and looking

Culture, interpretation and criticism

2. The unconscious

The (de) construction of subjectivity

Auto / biography and training stories

Surrealism

3. The power

Power and representation

Culture and memory

Consumption of culture

4. Ethics and subjectivity

Moral and ethics

Feminisms

5. Postmodernity

The postmodern condition

Plurality of languages

B. SOCIETY

6. WORLD SYSTEM

From World War II to the end of policy of blocks

New world order

Birth of great political and economic institutions: UNO, Bretton Woods, G7…

Decolonisation and the emergence of Third World

Dependence (external-commercial debt)

Borders, ethnocentrism and perception of space

7. PORTRAY OF THE CURRENT WORLD

Fragile humanity and fragile planet (fragility according to data, health, housing, poverty and inequality…)

World population, troubles and perspectives

New international division of labour and economic crisis

Globalization: configuring a contemporary world space

8. BUILDING AN INCLUSIVE SOCIETY. FACING A SOCIETY OF FUTURE

Inclusive society

South-North migrations, interculturality and plurilingualism

C. SCIENCE

9. THINKING AND SCIENTIFIC KNOWLEDGE

Science and pseudo-science

Scientific methodology as a searching for models

10. LIFE AND HEALTH

Life as phenomena

Darwin and evolution

11. PLANET, RESOURCES AND SUSTAINABILITY

From the sun-earth system to the earth system

Resources and humanity (human beings)

D. TRANSDISCIPLINAR

12. The change: the trip

Transdisciplinary debate on the film Blade Runner

Individual and / or group activity in relation to the movie and the CHANGE macroeconomy

13. The metamorphosis of power

Transdisciplinary reading activity: 1984, by G. Orwell.

14. The change: will and destiny. Utopias and dystopias.

Individual and / or group activity in relation to the film Gattaca by Andrew Niccol.

15. The change within the change: the ethics and the origin of man

Transdisciplinary activity from the reading of chapter IV of:

The age of empathy, F. De Waal

16. EPILOG

Final transdisciplinary activity from: I am an online Chamber.

Video channel essay by the CCCB: "What makes us human"

Methodology

The student is the main protagonist of the learning-teaching process, and consequently, the methodology of the subject that is showed has been planned under this premise.

The methodology in this subject will be centred in three types of sessions.

On one hand, there will be sessions with the whole group class in which a thematic exposition of the subject will be done, using different types of supports, and the activities of transdisciplinary nature will allow to introduce the contents of the various areas.

On the other hand, there will be activities in small groups in sessions of seminars or laboratory that will facilitate the application of knowledge imparted, the analysis and resolution of cases and practical problems, the development of small researches and of experimentation. This will allow that the student construct his/her own critical vision of the world and of the society in which we live.

Finally, there will be fieldwork visits directly related to the areas covered by the curriculum with the aim of knowing in a direct and applied mode the contents selected.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Fieldwork visits related with the areas covered by the syllabus with the aim of learning the contents selected in a direct and applied mode.	4	0.16	
Laboratory sessions in reduced groups (1/3 of the group) supervised by the teachers, where the students directly apply and consolidate the knowledge acquired in the sessions with the whole group.	10.5	0.42	
Presentation by the teacher of the basic contents of the agreed agenda. Large group sessions with magisterial classe and student participation .	37	1.48	2, 3, 9, 8, 4, 5, 6, 7, 1
Seminars in reduced groups (1/3 of the group) supervised by the teachers, where the students deepen in the contents of the syllabus through the analysis of cases, documents, audio-visual materials, and diverse activities.	21	0.84	

Transdisciplinary activities based on discussion of a topic selected by the teaching staff, after watching audio-visual material, reading, etc. Teachers will contribute to the debate with the students sharing their points of view from the disciplines	13.5	0.54	2, 9, 4, 7
Transdisciplinary field trip society and culture	4	0.16	2, 3, 9, 8, 1
Type: Supervised			
Tutoring sessions and supervision of the activities proposed, both in-person and virtual tutoring.	45	1.8	
Type: Autonomous			
Individual and autonomous work based on the proposed materials: readings, seminar activities, fieldwork visits and transdisciplinary activities preparation, viewing of the audio-visual material.	150	6	2, 9, 4, 5, 6, 7, 1

Evaluation

The course evaluation will be carried out throughout the school year through the activities specified.

Class attendance is mandatory according to the regulations of the Faculty. It is for this reason that attendance is considered an essential requirement in order to pass the course. The proofs that sometimes can be presented in case of absence, they only serve to explain the absence, inany case, they are not an exemption of attendance.

The subject mark obtained by the average of the results of the various activities is weighted according to the values shown. To pass the course you must get at least 5 in the final mark. The non-execution of any of the assessment activities is a zero in that activity. Due to the continuous assessment, there is no possibility of re-assessment.

The scores of each assignment will be published in the moodle within three weeks of delivery. Students who want to check the mark must do so within 15 days after its publication in the schedule of tutorials that teachers have set for this course and that is described at the beginning of the program.

This subject (SCC) does not keep marks of parts of a course to another. According to the regulations of the UAB, in the second enrollment, it will be possible that the course evaluation consists of only one test synthesis (depending on teachers decision), and allowing the assessment of the learning outcomes set out in the teaching guide for the course.

All activities are subject to formal criteria, including spelling, wording and presentation. It is possible to fail an activity if it do not carry out a minimum of the mentioned academic aspects.

The plagiarism or copying of material (both in the case of work or in the case of tests) are an offense that can be punished with a zero of that activity, and it will not be able to re-evaluate it. In case of recidivism, the student can fail the whole subject. Remember that it is considered "copy" a paper or a work that reproduces all or a large part of the work of another student. "Plagiarism" is to present part or all the text of another author as if it was of your own, without citing sources, whether on paper or in digital format. See documentation at UAB on "plagiarism" to learn how to cite other's authors texts in:
http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

To pass this course, the student must show in all the activities proposed a good general communicative competence, both oral and written, and a good knowledge of the language or vehicular languages contained in the syllabus.

Remember that, in the case of the Catalan language for grades early childhood education and primary education, first and second year students are required to have an ability equivalent to level C1 and that from third course the student must have shown an equivalent competence to level C2.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Activities of continuous assessment in the area of Culture	7,5%	0.5	0.02	2, 3, 6, 1
Activities of continuous assessment in the area of Sciences	7,5%	0.5	0.02	4, 5, 7, 1
Activities of continuous assessment in the area of Society	7,5%	0.5	0.02	2, 9, 6, 1
Interdisciplinary exam of knowledge, based on review and interpretation of cultural texts	17,5%	2	0.08	2, 1
Interdisciplinary exam of knowledge centred on Society	17,5%	2	0.08	4, 5, 7, 1
Test on scientific knowledge	17,5%	2	0.08	2, 9, 6, 1
Transdisciplinary debate and collection of assessment evidence during the transdisciplinary activities of participatory and written type.	25%	7.5	0.3	8, 5, 6, 7, 1

Bibliography

Obligated reading / basic literature:

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HOBSBAWM, E. (1995). Age of extremes: the short twentieth century, 1914-1991. London: Abacus.

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Other useful literature:

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VARGAS LLOSA, M. (2012). La civilización del espectáculo. Madrid, Alfaguara