

SUBJECT TEACHING GUIDE

M1191 - Diversity and Difference in Socioeducational Processes: The Construction of Identities
Master's Degree in Research and Innovation in Educational Contexts

Academic year 2019-2020

1. IDENTIFYING DATA			
Degree	Master's Degree in Research and Innovation in Educational Contexts	Type and Year	Optional. Year 1
Faculty	School of Teacher Training		
Discipline	Training Module		
Course unit title and code	M1191 - Diversity and Difference in Socioeducational Processes: The Construction of Identities		
Number of ECTS credits allocated	4	Term	Semester based (2)
Web			
Language of instruction	Spanish	English Friendly	No
		Mode of delivery	Face-to-face

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Other lecturers	MARTA GARCIA LASTRA

3.1 LEARNING OUTCOMES

- 1. Know in depth, understand, analyze critically and rigorously reflect on the content provided by this course.
2. Differentiate and critically analyze the different models of disability that coexist in the research and / or professional practice.
3. Know what conditions favor the development of cultures and prone to building a pluralistic social model practices.
4. Design and propose a respectful actions with the difference within different social contexts .
5. Apply and transfer the knowledge and theoretical information of the subject to different situations or cases , whether real or hypothetical.
6. Know and delve into some of the research or experiences developed in different contexts of non -formal socio-educational programs for persons with disabilities.
7. Know the social mechanisms involved in the construction of gender identities.
8. Develop new models of gender identities away from traditional archetypes.
9. Relate and integrate the knowledge within the subject and work in others.
10. Critically analyze socio-educational experiences aimed at building a non-androcentric society.
11. Clearly argue the decisions or opinions adopted in problem analysis and resolution of practical situations.
12. Maintain an attitude of curiosity and active participation throughout the course of the subject.
13. Adopt a collaborative attitude in the realization of the proposed group activities.

4. OBJECTIVES

1. Know the process of social construction of gender and its implications and consequences for society.
2. Analyze the situation of women and men in different spheres of social reality (political, labor, culture).
3. Know the historical origin of the unequal status of women and men.
4. Deconstruct the cultural patterns of men and women existing and provide a new model for the construction of gender identities.
5. Recognize the socio-educational experiences aimed at achieving a non-androcentric society.
6. Understand and analyze some of the proposals, experiences and resources being developed in non-formal socio-educational contexts with disabled people.
7. Understand the need and the importance of recognizing people with disabilities as citizens with full rights and the urgency of develop the conditions that guarantee it.
8. Develop socio-educational proposals that "arising out of" and / or include people to whom they are addressed, that is, to people with disabilities.
9. Know and understand what obstacles or barriers prevent people with disabilities to exercise their individual and social rights.
10. Develop skills and strategies needed to work with others from a process of dialogue and cooperation between equals.
11. Develop work proposals aimed at formal and non-formal education context, to overcome situations of inequality and discrimination based on gender people.

6. COURSE ORGANIZATION

CONTENTS	
1	Silenced realities and cultures. Celebrate the diversity to build a plural social model. The social construction of gender. Contributions of gender perspectives in education, work, family, politics and culture.
2	Disability as a form of social oppression: social and educational projects and research to promote full citizenship

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Group work (60,00%)	Work	Yes	Yes	60,00
Individual work (40%)	Work	Yes	Yes	40,00
TOTAL				100,00
Observations				
<p>This course, as well as 'Processes of Socioeducational Inclusion and Exclusion: Possibilities for Biographical-Narrative Research', belong to the same module called 'social and educational inclusion.' Students enrolled are recommended the two courses at the same time as the evaluation of these materials is carried out globally with the evidence collected in this guide.</p> <p>It is necessary to pass both tests to accomplish the module. ORTHOGRAPHY</p> <p>It is assumed that university students have already acquired the linguistic skills required in the correct oral and written expression. It is, therefore, compulsory that students show knowledge on the correct orthography (spelling, accent and punctuation) and grammar in order to pass the course.</p> <p>PLAGIARISM</p> <p>Regarding the fraudulent use of references (plagiarism) in tests or essays, the final mark shall comply with the University's assessment regulation (article 54.1).</p> <p>CITATION RULES</p> <p>The Faculty of Education recommends the APA Citation Standards for all academic work : http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</p>				
Observations for part-time students				
<p>The assessment procedure for part-time students who do not attend classes on a regular basis consists in taking an exam and/or delivering papers as indicated by the teacher, on the date established by the Faculty of Education for the final exams on the course. Those part-time students who attend the classes will be evaluated under the same terms as the rest of the students.</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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- BARTON, Len (1993). □The struggle for citizenship: the case of disabled people□. *Disability, Handicap & Society*, 8, 3, 235-248.
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- JULIANO, Dolores (1992). *El juego de las astucias. Mujer y construcción de modelos sociales alternativos*. Madrid, Horas y horas.
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