

**Course Code:**

PELC208

**Session**

2017/18

**1. Course Title:**

Culture in International Contexts

**2. Date of Production/Revision:**

2 February 2015

**3. Level:**

SCQF 11

**4. Credits:**

15

**5. Lead School/Board of Studies:**

Inter-School Board

**6. Course Contact:**

Ranjana Thapalyal

**7. Course Aims:**

This course aims to:

- Engender a grasp of internationally significant issues
- Facilitate the application of such understanding to students' own individual contexts
- Highlight the role of education in challenging or supporting the status quo
- Support the development of an individual research portfolio with interdisciplinary and intercultural contents
- Demonstrate targeted use of postcolonial and other appropriate cultural theories.

**8. Intended Learning Outcomes of Course:**

By the end of the course students should be able to:

- Demonstrate a grasp of internationally significant issues particularly in relation to their own work context
- Demonstrate targeted use of postcolonial and other appropriate cultural theories;
- Engage in theoretical discourse in relation to specific aspects of historical or contemporary international contexts, particularly in relation to education and art/design practice;

- Critique the role of education in framing contemporary international contexts, and for students from or moving towards pedagogic practice;
- Articulate / propose alternative educational paradigms.

#### 9. Indicative Content:

- Lectures and seminars on key themes
- Critical thinking exercises/workshops
- Interaction with local cultural and social groups and/or individuals
- Attendance at relevant concerts and exhibitions

#### 10. Description of Summative Assessment:

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Essay	2500 words	100	Week 10

Or

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
1	Essay/Literature Review	500 words contextualising the studio work	40	Week 10
2	Studio Piece	Presentation of studio work	60	Week 10

Or

No.	Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments) or length (exam)
3	Curatorial Plan	2000 words Research and planning for hypothetical curatorial commission	100	Week 10

#### 10.1 Please describe the Summative Assessment arrangements:

Students on this course will be assessed on their ability to:

- Develop a creative research methodology appropriate to multidisciplinary and inter cultural projects;
- Demonstrate the application of critical thinking to contemporary and historical international contexts;
- Apply the theoretical material from the course to the analysis of individual professional practice.

**11. Formative Assessment:**

None

**11.1 Please describe the Formative Assessment arrangements:****12. Collaborative:**Yes No **12.1 Teaching Institutions:****13. Requirements of Entry:**

None

**14. Co-requisites:**

None

**15. Associated Programmes:**

This is a cross-GSA elective, open to all PGT students.

**16. When Taught:**

Stage 2

**17. Timetable:**

Fridays, 10am-12pm

**18. Available to Visiting Students:**Yes No **19. Distance Learning:**Yes No **20. Placement:**Yes No **21. Learning and Teaching Methods:**

Method	Formal Contact Hours	Notional Learning Hours (Including formal contact hours)
Lecture		
Studio		
Seminar/Presentation	16	16
Tutorial	1	1

Workshop		
Laboratory work		
Project work		
Professional Practice		
E-Learning / Distance Learning		
Placement		
Examination		
Essay		
Private Study	Not Applicable	133
Other (please specify below)		
<b>TOTAL</b>	<b>15</b>	<b>150</b>

<b>22. Description of "Other" Teaching and Learning Methods:</b>

<b>23. Additional Relevant Information:</b>
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This course sets out to examine historical and current interaction between different cultures through the arts, and the fundamental influence of socially endorsed ideas on the artist's output. Taking the need to arrive at a personal and theoretically informed definition of 'culture', 'society' and 'self' as a starting point, it will introduce key themes which impact on our sense of self and community, and responses to these through time. The re-examination of one's own personal context will be the catalyst for developing an informed response to ideas of internationalism and global equality. Themes will include civil rights and disobedience campaigns; Intercultural education; class and cultural politics in education history; art as resistance; art as philosophy (ancient and contemporary); sustainability and globality. Central to the course is the importance of research for practitioners in art, design and education, and the availability of the 'action research' paradigm.

<b>24. Indicative Bibliography:</b>