

Academic Year: (2024 / 2025)

Review date: 17-05-2024

Department assigned to the subject: Humanities: Philosophy, Language, Literature Theory Department

Coordinating teacher: CHECA PUERTA, JULIO ENRIQUE

Type: Electives ECTS Credits : 6.0

Year : Semester :

REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)

The training and maturity of any graduate student is assumed. This implies, among other things, adequate command of the language in which the subject is taught. Furthermore, it is important that each student expresses interest in reading and has the desire to approach the subject proposed in this subject with curiosity. It is also necessary for each student to actively participate in the sessions and accept the right to free expression of ideas, although these do not have to be shared, expressed in the texts or by the other people who are part of the group.

OBJECTIVES

On the one hand, Cultural Studies understand culture as a constitutive process, which holds as much weight as economic or material bases in the shaping of social subjects and historical events. For this reason, they offer a unique approach to reflect on complex topics such diversity related to national identities and shaping of Otherness, or to reflect on topics as racial, functional, age, social class, gender, and sexual diversity.

On the other, Diversity Studies not only enable critical examination of different forms of discrimination, but they also offer creative resources to conceptualize diversity as a cultural asset.

The program of the Seminario Interdisciplinar Diversidad subject is aligned, in general terms, with all the commitments voluntarily acquired by the uc3m in terms of compliance with the Sustainable Development Goals. Thus, objectives 4, 5, 8 and 16 are assumed as the backbone of the global teaching project of the literature area of the uc3m, which exercises its critical work within a higher public education institution, since they advocate quality education, gender equality, decent work and economic growth and peace, justice and the creation of strong institutions. In particular, this subject, as inferred from its reading program, the activity plan, the training process and the thematic repertoire addressed, with its corresponding explanations, also takes into account objectives 1, 2, 3, 6, 10, 11, 12, 13, 14 and 15, since as a whole they are concerned with reflecting on how to build a more just and decent society, favor inclusion within a diverse human fabric and act responsibly in the use and management of resources natural and caring for the environment.

DESCRIPTION OF CONTENTS: PROGRAMME

Theoretical framework on functional diversity:

- Main expressions of diversity
- Capacities vs. disabilities

Theoretical general framework on generational diversity:

- Generations theory
- The ageing studies and their connections with the functional diversity
- Capacities vs. disabilities

The representation of functional diversity on contemporary culture:

- Literary representations
- Performative arts
- Audio-visual arts
- Plastic arts

The representation of generational diversity on contemporary culture:

- Literary representations
- Performative arts
- Audio-visual arts
- Plastic arts

LEARNING ACTIVITIES AND METHODOLOGY

Discussion of relevant texts on the contents of the subject. Presentations by the teacher of the general contents and the indicated texts and discussion with the students to verify their understanding and to indicate the fields of problems they involve, as well as the instruments that can be used in it. Oral presentations by students and debates. Incorporation of the Literature and Psychiatry Seminar. Optional attendance at theatrical performances and the Reading and Thinking Club.

- a) About attendance. Since classes are mandatory in person, regular attendance and participation will account for up to 15% of the final grade for the subject. On the contrary, passive presence in classes will prevent students from achieving a maximum grade higher than a grade. Likewise, lack of attendance may result in a grade of ineligible.
- b) About the oral tests. Each student must individually present, orally, a topic of their choice, from among those covered in the subject program. The duration of the exercise will be 15', and will be followed by a debate at the end of the session, to discuss all of the topics presented. In each session there will be a maximum of 6 presentations and a 30' debate. The value of this exercise will be 50% of the final grade.
- c) About the final exam. Each student must take a final written exam in which they will comment on some theoretical or creative texts, chosen from among those covered in the subject program. The result of this test will account for 35% of the final grade.

In this subject, students must not use artificial intelligence tools to carry out the work or exercises proposed by the teacher. In the event that the use of AI by the student gives rise to academic fraud by falsifying the results of an exam or work required to accredit academic performance, the provisions of the Regulations of the Carlos III University of Madrid will apply.

ASSESSMENT SYSTEM

% end-of-term-examination:	50
% of continuous assessment (assignments, laboratory, practicals...):	50

The classes will consist of an introduction or theoretical explanation by the teacher, who will ask some questions that can be part of the subsequent debate. These questions will not exhaust the framework of the conversation, since students are also invited to propose ideas for the discussion. The sessions will be organized around different thematic axes that will be addressed with the help of theoretical or creative texts that each student will be able to access through Aula Global or through other means at their disposal. Reading some of the texts proposed in the program is considered mandatory and will be warned about this through the schedule available in Aula Global.

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BASIC BIBLIOGRAPHY

- ALBA GÓMEZ GARCÍA, DAVID NAVARRO Y JAVIER VELLOSO FICCIONES Y LÍMITES: La diversidad funcional en las artes escénicas, la literatura, el cine y el arte sonoro, PETER LANG, 2021
- CHECA PUERTA, Julio y GÓMEZ GARCÍA, Alba Diversidad funcional en clave de género Imágenes y prácticas en las artes escénicas, el cine y la literatura, PETER LANG, 2022
- CHECA, Julio y Susanne HARTWIG (eds.). ¿Discapacidad? Literatura, teatro y cine hispánicos vistos desde los disability studies. , Alemania: Peter Lang., 2018
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- MCRUER, ROBERT TEORÍA CRIP, KAÓTICA, 2021
- OLIVER, Michael.. Understanding Disability. From Theory to Practice, Basingstoke et al.: Palmgrave Macmillan, 2009
- SNYDER, S. (2002). Disability Studies: enabling the humanities. , New York: Modern Language Association, 2002
- SUSANNE HARTWIG INCLUSIÓN, INTEGRACIÓN, DIFERENCIACIÓN. La diversidad funcional en la literatura, el cine y las artes escénicas, PETER LANG, 2020
- SUSANNE HARTWIG Y JULIO E. CHECA PUERTA ¿Discapacidad? Literatura, teatro y cine hispánicos vistos desde los disability studies, PETER LANG, 2018
- WATSON, Nick/Roulstone, Alan/Thomas, Carol (ed.). Routledge Handbook of Disability Studies, London/New York: Routledge., 2012