

Το Πρόγραμμα Μεταπτυχιακών Σπουδών "Ρητορική, Επιστήμες του Ανθρώπου και Εκπαίδευση" σας προσκαλεί στις 14 Ιουλίου 2020, 9.30 μ.μ., στη 2η κεντρική ομιλία του 2nd International Democracy e-Camp με προσκεκλημένο τον Dr. Xavier Mínguez López, Καθηγητή Λογοτεχνικής Εκπαίδευσης Πανεπιστημίου της Valencia, Spain. Τη συζήτηση συντονίζει η καθ. Τζίνα Καλογήρου, η οποία είχε και την πρωτοβουλία της πρόσκλησης.



2nd International Democracy Camp

2nd GUEST LECTURE, Dr. Xavier Mínguez López, “Multiculturality as a dead-end street?”, IDEC Summer 2020 Time: Jul 14, 2020 02:30 PM Eastern Time (US and Canada)

Από τον Dr. Xavier Mínguez López, Καθηγητή Λογοτεχνικής Εκπαίδευσης Πανεπιστημίου της Valencia, Spain.

Description

Nowadays, we live in multicultural societies where multicultural (or intercultural) education is undeniably necessary. Children’s literature is one of the most powerful tools to show different cultures and to know them more deeply. However, it also provokes many paradoxes when approaching multiculturalism in an educational way.

The first and more important is at the core of multiculturalism. If we intend to get cultures much closer looking for the recognition of the other, does is not a way to construct the other to show its differences with our own culture? Does not it imply to “otherize” cultures different to us? And in this case, what is our culture?

It is easy to find other paradoxes such as how to deal with multiculturalism in different contexts. A story can be very offensive in one country and can be seen innocently in another one with different traditions. That is the case of African Americans in the USA and, for instance, Spain where the appearance of African people is much recent and without the weight of slavery at the back.

The search for authenticity in multicultural children’s literature can also lead to some dead ends. Literature is related to artistic creation and it is difficult to deal with if writers must be attentive to the absolute authenticity of its works. Besides, it means working with culture as a static concept and not dynamic as it is in fact. To become a policeman of the right representation of cultures is as dangerous as unrealistic.

It can be seen a paradox when trying to represent a minority group of people living in a western society. What is better from an educational point of view? To depict them with the more characteristic features can provide a stereotyped image. However, if we do not show these features it is possible that the collective, we try to appeal to do not take the hint.

Children’s literature is a field especially sensitive to these issues because it is used as an educational tool and also because the extension of books sometimes turns difficult to go deeper in nuances. In my opinion, the best way to resolve many of these dead-end is to read multiculturally. However, we probably have to deal with these paradoxes and to suggest different readings in the classroom.

Zoom Link

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Discussion coordinator: prof. Tzina Kalogirou (University of Athens)