

Introduction

Reading Comprehension in English

I. Think about the following:

- ➔ Reading is an active process.
- ➔ Reading involves active participation of the reader.
- ➔ Reading is asking questions of printed text.
- ➔ Reading involves the recognition of forms and structures of the language.

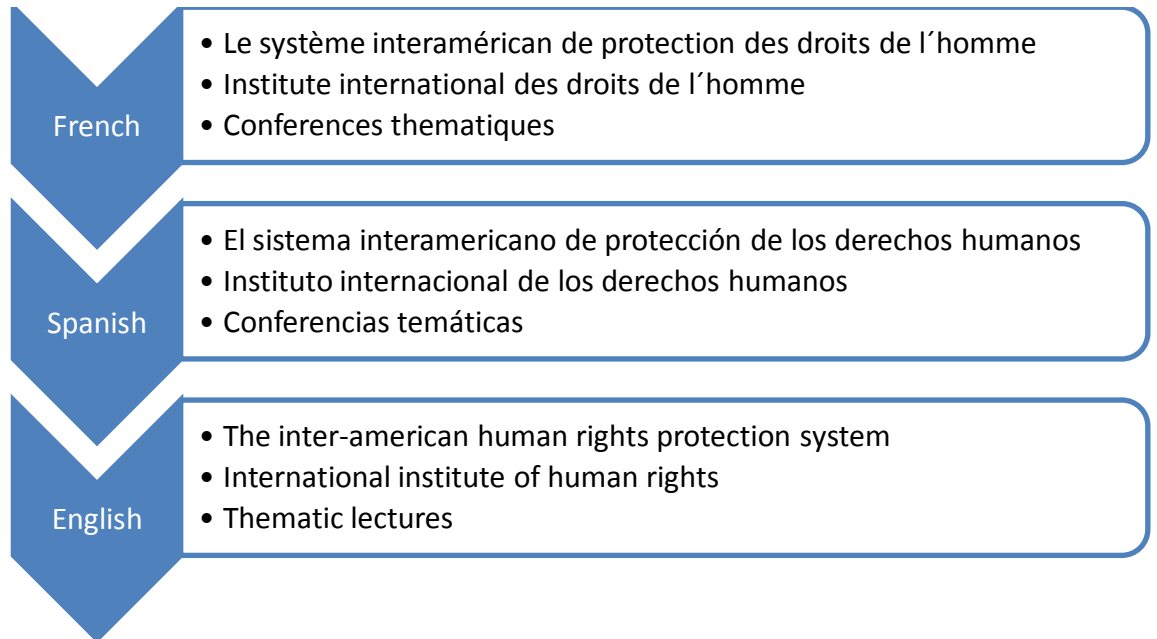
➔ Words may have different meanings:

**actual - current - lecture -
library - figure - character -
facility - attend - assist -**

**vela - banco - sujeto - peso -
bien - don -
cuenta**

➔ There are many similarities between languages and there are differences too!

**idea - flexible - universal - important -
international - protection - sufficient - process
- exceptional - philosopher - strategy -
achievement - learning - knowledge - thought**



➡ Different languages: different perspectives of the world?

- ❖ Same idea, same structure...
- ❖ Same idea, different structure...

It is raining *cats and dogs*
 Llueve *a cántaros*
 Piove *a catinelle*
 Es regnet *schusterbuben*

Dormir como un *tronco*
 Dormire come un *ghiro*
 Sleep like a *log*
 Dormir como una *pedra*

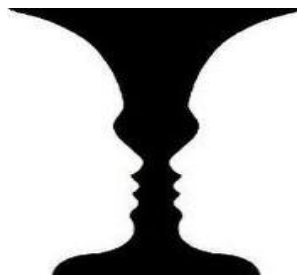
➡ Which one reads? The eye or the mind?



➔ Our perception of the world:



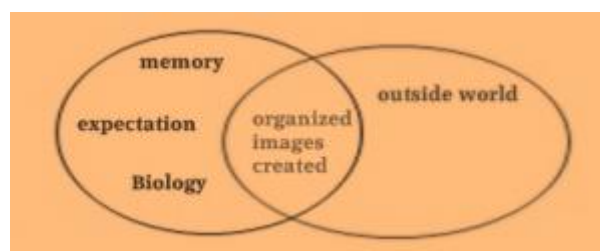
Human perception is a very complex process.



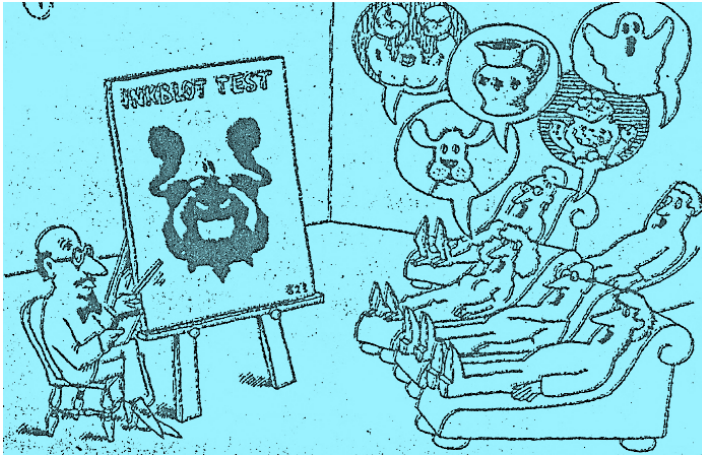
TEXT: Figure and Ground

“The individual perceives the environment as a total unit [...]. The perception of a **figure** emerging from the **ground** is a consequence of an **internal choice** that involves a **complex of internal processes**. In the internal world, **personal needs, values, beliefs**, etc. provide the impetus for the **choice of figure**; the choice also is powered by **the search for meaning**, a search that is **endemic** in each **human being**”. [...]

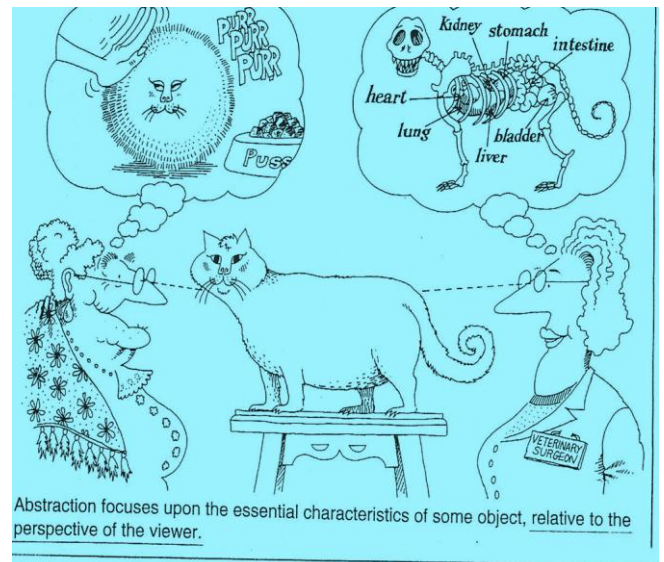
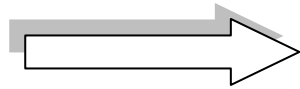
➔ Human perception involves:



➤ Different observers will classify the same object in different ways.



Abstraction focuses upon the essential characteristics of some object, relative to the perspective of the viewer.



➤ Listening:

Text 1:

- Reading is not a simple, passive process; it is a very complex process: it requires active participation on the part of the reader. [...]
- Reader, text and activity are interrelated in dynamic ways. [...]

Text 2:

Reading involves an interaction between thought and language. The message is something created by the interaction between writers and readers as participants in a particular communicative situation. [...]

➤ Previous knowledge, Knowledge of the world and knowledge of the subject:

Text A:

The concept of globalisation is very controversial. Some think that it is positive because it will eliminate the isolation of countries; others believe that one of its consequences will be the end of cultural diversity. [...]

Text B:

“Alrededor de los años ‘70 y ‘80 la topología empezó a jugar un papel importante en la física: esta tendencia se podía observar en el análisis de las anomalías en la teorías “de gauge”, en la teoría de las transiciones de fase mediadas por vórtices y en la teoría de cuerdas y supercuerdas. Más o menos al mismo tiempo, Jackes Lacan descubrió el papel que juega la topología diferencial. La topología del sujeto de Lacan ha sido aplicada exitosamente a la crítica de cine y al psicoanálisis del sida. En términos matemáticos, Lacan señala que el grupo de homología de orden uno de la esfera es trivial, mientras que los otros son profundos, y esta homología está relacionada con la conectividad o no conectividad después de uno o más cortes. [...]

Text C:

Como no le melga nada que la contradigan, la señora Fifa se acerca a la Tota y ahí nomás le flamenca la cara de un rotundo mofo. Pero la Tota no es inane y de vuelta le arremulga tal acario en pleno tripolio que se lo ladea hasta el copo. -¡Asquerosa! –brama la señora Fifa, tratando de sonsonarse el ayelmado tripolio que ademenos es de satén rosa. Revoleando una mazoca más bien prolapsa, contracarga a la crimea y consigue marivolarle un sueño a la Tota que se desporrona en diagonía y por un momento horadra el raire con sus abroncojantes bocinomias. [...]

☞ Reading Titles:

1. Art: the creative process

2. BIOTECHNOLOGICAL SOLUTIONS TO GLOBAL WARMING

3. THE WORLD OF ART

4. *Wildlife Conservation*

5. The functions of language

7. A Third World View
of Human Rights

6. **Economic Growth
and the Environment**

8. *World politics*

9. RACE, ETHNICITY, MINORITY RIGHTS AND INDIGENOUS PEOPLES

10. The lost generation

11. *Styles of scientific thinking in
European tradition*

12. A NEW STRATEGY FOR
SCIENCE EDUCATION

13. THE ENVIRONMENT IN WORLD POLITICS

14. *The economics of environmental
protection*

15. A world convention on
biodiversity.

18. **ENDANGERED LANGUAGES**

16. Cultural diversity.

17. Biodiversity and
protected areas.

19. *The building blocks of culture*

20. LANGUAGE RIGHTS

➤ Combining Titles and Texts:

- 1- THE WORLD'S URBAN EXPLOSION
- 2- ECOSYSTEMS: OUR UNKNOWN PROTECTORS
- 3- GLOBALIZATION: A THREAT TO WORLD CULTURES AND LANGUAGES
- 4- EXTINCT LANGUAGES: AN INVISIBLE THREAT TO PEACE
- 5- LANGUAGES UNDER THREAT
- 6- CULTURE AND GLOBALIZATION
- 7- ROUTES OF DIALOGUE
- 8- THE WORLD'S URBAN EXPLOSION
- 9- HUNGER IN THE THIRD WORLD
- 10- HUMAN VALUES AND BELIEFS: A CROSS-CULTURAL SOURCEBOOK

A.

Chronic shortage of food in a large number of developing countries in recent times has focused world attention primarily on the urgent need to increase agricultural production in order to provide more food for the Third World population. However, many experts believe that increasing food supplies does not necessarily result in improved conditions for the impoverished people. The famine conditions in several Third World countries are not the result of food shortage arising from natural calamities. They are the result of man-made disasters. [...]

B.

The main problems and the future of the great metropolitan areas of the world were discussed by 800 participants at an international symposium, Metropolis 84, organized by the Regional Council of the *Ile-de-France* and held in Paris from 10 to 12 October 1984. The report on the proceedings of the symposium, on which this article is based, has been published in *Les Cahiers de la AURIF, Paris, (N° 74)*. It covers the four main issues of the symposium: demography and town planning, economic and technological change, transport, and culture and environment.

C. *Technology has now created the possibility and even the likelihood of a global culture. The Internet, fax machines, satellites, and cable TV are sweeping away cultural boundaries. Global entertainment companies shape the perceptions and dreams of ordinary citizens, wherever they live. This spread of values, norms, and culture tends to promote Western ideals of capitalism. Will local cultures inevitably fall victim to this global "consumer" culture? Will English eradicate all other languages? Will consumer values overwhelm peoples' sense of community and social solidarity? Or, on the contrary, will a common culture lead the way to greater shared values and political unity? This section looks at these and other issues of culture and globalization.*

D.

Besides the many unsettling problems of the world — terrorism, global warming, poverty — lies a threat that may not be obvious but can also influence international security: dying languages. As a language fades from use, so can its inherent ability to foster cooperation and understanding among cultures. “Respect for all languages is a key factor for ensuring peaceful coexistence, without exclusion, of societies and all of their members,” said Irina Bokova, director-general of Unesco in a statement earlier this year.

Losing a language can mean losing a culture.

As Professor Chris Collins, an associate professor of linguistics at New York University said: “Each language is a repository of cultural knowledge, similar to a library. If the language dies out, all the specific knowledge of a culture dies out, including songs, folktales, myths, names of plants and animals and cultural wisdom.” [...]

E.

Cultural identities have been created over time by an interplay of cultural influences and encounters and by movements from one land or region to another. To find out more about how these movements have influenced our world, UNESCO launched a series of projects in 1988 to study the routes that have connected the world’s peoples from time immemorial. Scientists and scholars from all over the world have been mobilized in a far-reaching enterprise of research, including four expeditions. The first, *The Silk Road: Roads of Dialogue* highlighted the pivotal role played by the movement of people, ideas and values in the growth of cultures. [...]

F.

“Globalisation has transformed the world but it has also had a debilitating effect on the earth’s languages. According to UNESCO, there are now 3,000 endangered languages worldwide. Since 1950, 350 languages have become extinct. That is out of a total of an estimated figure of 6,000 languages still in active use. [...]

The Endangered Languages Database from the University of Cambridge World Oral Literature Project lists languages from around the world that are extinct, endangered or nearly extinct and it is their findings that have drawn attention to the scale of language erosion. Is it something we should be concerned about or is it all down to nature, and best left to die out, if no longer widely used?” [...]

➤ Content words and function words

- ❖ **Content words** are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when they are used alone. Content words are mainly nouns, verbs, adjectives, and adverbs. They are also called “full words”.
- ❖ **Function words** are words which have little meaning on their own but which show grammatical relationships in and between sentences (gramatical meaning). Function words include: prepositions, conjunctions, articles. They are also called “empty words”.

Art - painting - EXPRESSION - ideas - *emotions* - VISUAL LANGUAGE -
 shapes - lines - colours - TONES - textures – PRODUCE - VOLUME -
space – its -movement- *light* - expressive - PATTERNS - **objects** -
 figures - SCENES - ABSTRACT - **VISUAL** – relationships -

MEANING

THE – OF – AND – IN – A- THIS
 – TO – ON- THESE – AS WELL
 AS – BECAUSE

Context is very important!!!!

Text :

“The art of painting is the expression of ideas and emotions in a two-dimensional visual language. The elements of this language – its shapes, lines, colours, tones and textures – are used in various ways to produce sensations of volume, space, movement, and light on a flat surface. These elements are combined into expressive patterns to represent objects, figures or scenes to interpret a narrative theme, or to create wholly abstract visual relationships. The choices of the medium and the form, as wells as the artist’s own technique, combine to realize a unique visual image”



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Is Global Warming a Threat?

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- [Human-Induced Global Warming Is a Serious Problem](#) by Robert T. Watson
- [Human-Induced Global Warming Is Insignificant](#) by Sallie Baliunas
- [Global Warming Is Not a Serious Problem](#) by Kevin A. Shapiro
- [Catastrophic Global Warming Is a Myth](#) by Gary Benoit
- [Global Warming Is Eroding Glacial Ice](#) by Andrew C. Revkin
- [Global Warming Threatens Arctic Life](#) by Bruce E. Johansen
- [Global Warming Is Not a Threat to Polar Ice](#) by Philip Stott
- [Global Warming Threatens World Health](#) by Bruce Agnew
- [Global Warming Threatens the World Economy](#) by Edward Goldsmith and Caspar Henderson

THE FUTURE OF HIGHER (LIFELONG) EDUCATION AND VIRTUAL SPACE

Preface: [CREATING THE EDUCATION OF THE FUTURE](#)

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- [1.P.6](#) UNESCO: Mission and Functions of Higher Education
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Human Resource Development

Theory and Practice

Edited by Julie Beardwell, Jeff Gold, Rick Holden, Paul Iles, and Jim Stewart;
Palgrave Macmillan, December 2009
ISBN: 978-0-230-21687-7, ISBN10: 0-230-21687-0

This book is a comprehensive and critical evaluation of the theory and practice of HRD. Ideally suited for undergraduates, it guides students through key contemporary topics. Written by a team of leading academic experts and packed with learning activities and real world examples, it is essential reading for any student studying HRD.

TABLE OF CONTENTS

- The Nature and Scope of Human Resource Development
- Strategic HRD and the Learning and Development Function
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- Learning Theories and Principles
- The Practice of Training: the Identification of Training Needs
- The Practice of Training: the Design and Delivery of Training
- Evaluation of Human Resource Development *
- E-Learning
- Workplace Learning, Knowledge Management and Organisational Learning
- HRD and Change at Work
- Continuing Professional Development and Life-Long Learning *
- Contrasting Contexts of HRD Practice
- HRD and Diversity
- Cross-Cultural HRD
- Management Development and Leadership Development

➤ Types of texts:

I. *Anthropology*

Anthropology is the holistic discipline that deals with the integration of different aspects of the Social Sciences, Humanities, and Human Biology. It includes Archaeology, Prehistory and Paleontology, Physical or Biological Anthropology, Anthropological Linguistics, Social and Cultural Anthropology, Ethnology and Ethnography.

The word *anthropos* (άνθρωπος) comes from the Greek for "human being" or "person." Eric Wolf described sociocultural anthropology as "the most scientific of the humanities, and the most humanistic of the sciences". [...]

II. Historical Key Dates

3200 BC *Invention of writing in Mesopotamia:*

1600 BC *Beginning of Greek civilization. [...]*

551 BC *Birth of Confucius, the founder of one of the world's major philosophical systems.*

AD 476 *Fall of the Roman Empire in the West ends 800 years of Roman hegemony. The creation of modern Europe begins. [...]*

AD 730 *Printing is invented in China: an essential step in mass communication/ administration/cultural dissemination. [...]*

1088 *First university is founded in Bologna, Italy: the start of a modern conception of higher learning and universal knowledge. [...]*

III Social Sciences Abstracts

Social Sciences Abstracts, produced by the H.W. Wilson Company, indexes and abstracts some 620 publications on a wide range of interdisciplinary fields, such as addiction studies, anthropology, corrections, economics, gender studies, gerontology, minority studies, political sciences, psychology, sociology, and more. Indexing goes back to 1983 and abstracts back to 1994.

IV HUMAN RIGHTS INSTITUTES DATABASE

Launched in March 2001, the Human Rights Institutes Database provides information on some 618 research and training institutes in 129 countries.

It takes into account recent developments and trends in the field of human rights, including procedures for their protection. UNESCO Social and Human Sciences sector/ Human Rights

1, rue Miollis

75732 Paris cedex 15, France

Internet:

http://www.unesco.org/human_rights

V Teotihuacán (México)

The pre-Columbian holy city of Teotihuacán is located in the mountains 50 km north-east of Mexico City. Founded between the 1st and the 3rd century AD, the city extended over 36 km² at the height of its development, and supported a population of 200,000. The imposing ceremonial centre marks a high point in the art of Mexican classical civilizations, with its main building, the Pyramid of the Sun, rising over 75 m from a 350 m² terrace; the Pyramid of the Moon, 42 m in height; and the Temple of Quetzalcóatl, the plumed serpent of the Aztecs, monuments and plazas. [...]

Extract from: “*The UNESCO Courier*”, August 1988

VI Régis Debray

The French philosopher, essayist and novelist Régis Debray, who was born in 1941, is one of the most brilliant thinkers of his generation. A graduate of the prestigious Ecole Normale Supérieure, in 1967 he joined Che Guevara’s guerrilla movement in Latin America, which led to three years’ imprisonment in a Bolivian jail. Back in France, he worked on the Committee Studies on Freedom established by Francois Mitterrand who, after being elected President of France in 1981, appointed him foreign affairs adviser and later assigned him to a post with special responsibilities for the Third World. Régis Debray’s studies of the world of images, carried out over the ten last years, have led to the development of a new discipline called *mediology*. His main works on this theme are *Cours de médiologie générale* (1991), *Vie et mort de l’image, une histoire du regard en occident* (1992) and *Manifestes médiologies* (1994), all published by Gallimard, Paris.

VII International Journal of Global Warming

ISSN 1758-2083

The objectives of the *International Journal of Global Warming* are to establish an effective channel of communication between professionals, academics, researchers, scientists, engineers, and policymakers in academia and research institutions, government agencies, all sectors (industrial, residential, commercial, governmental, transportation, utilities, etc.), and other private organisations with a common goal -to understand global warming and its consequences and bring local and global solutions to these. It also aims to promote and coordinate developments in the field of global warming and global change. The dimension of the journal is diverse and global because of the nature of the topic on global warming and global changes.

VIII. Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. In other words, "learning involves constructing one's own knowledge from one's own experiences." Constructivist learning, therefore, is a very personal endeavor, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. This is also known as knowledge construction as a social process. We can work to clarify and organize the learner's ideas and voice them to others. It provides opportunities to elaborate on what they have learned. We are exposed to the views of others. It enables us to discover flaws and inconsistencies; by learning we can get good results. Apart from that, constructivism promotes a student's free exploration within a given framework or structure and has many variations such as generative learning, discovery learning, and knowledge building.

Main article: *Constructivism (learning theory)*; (Source: web page)

IX. Critical Approaches to Discourse Analysis Across Disciplines (CADAAD)

Critical Approaches to Discourse Analysis Across Disciplines (CADAAD) is an ongoing project which aims to foster and promote cross-disciplinary communication in critical discourse research. This site is intended as a resource for both students and scholars critically involved with discourse.

X. First International Young Scholars Symposium: Discourse, Ideology and Society

Organised by the Discourse and Culture Academic Society (DISCAS)

Lódź, Poland, 18-20 March 2011

First Circular - Call for Papers

We have the pleasure to announce that the first international young scholars symposium on *Discourse, Ideology, and Society* will take place in Lódź, Poland, on March 18-20, 2011. Our goal is to provide a platform where young researchers can share their expertise, interest, and passion for discourse and its multiple social, political, and cultural contexts.

This inter-disciplinary conference intends to explore the notion of discourse as socially constituted and constitutive, historically shaped, ideologically conditioned, and culturally embedded, and to promote multidisciplinary and integration across various fields of discourse and representation-related research. Bridging the gap between qualitative and quantitative approaches, we want to look for new effective solutions and tools that will allow us to cope with methodological challenges and will make it possible to address the discourse-society dialectics in a novel comprehensive way.

Further details at: <http://ia.uni.lodz.pl/discas/dis>

XI. Sustainable Development

(by Anup Shah)

- This Page Last Updated , March 06, 2011 : <http://www.globalissues.org/issue/367/sustainable-development>.

This part of the *globalissues.org web site* attempts to introduce the issue of development and sustainable development. The articles analyse a number of inter-related global issues such as poverty, inequality, hunger and environmental degradation. In theory, development that is sustainable and not damaging to the planet is very possible. [...]

12 articles on “Sustainable Development” and 6 related issues:

- **Sustainable Development Introduction** (Last updated Wednesday, November 18, 2009)
- **Addressing Biodiversity Loss** (Posted Sunday, June 06, 2010)

“At the 1992 UN Conference on Environment and Development (the Earth Summit), the Convention on Biological Diversity (CBD) was born. 192 countries, plus the EU, are now Parties to that convention. In April 2002, the Parties to the Convention committed to significantly reduce the loss of biodiversity by 2010”

- **Poverty and the Environment** (Last updated , February 12, 2005)

The causes of poverty and of environmental degradation are inter-related suggesting that approaching sustainable development requires understanding the issues from many angles, not just say an environmentalist or economics perspective alone.

- **Non-governmental Organizations on Development Issues** (Last updated , June 01, 2005)

What does an ever-increasing number of non-governmental organizations (NGOs) mean? NGOs are non-profit organizations filling the gap where governments will not, or cannot function. In the past however, some NGOs from the wealthy nations have received a bad reputation in some developing nations because of things like arrogance, imposition of their views, being a foreign policy arm or tool of the original country and so on. Even in recent years some of these criticisms still hold. [...]

XII. **Environmental Issues** (Last updated Sunday, March 06, 2011)

Environmental issues are also a major global issue. Humans depend on a sustainable and healthy environment, and yet we have damaged the environment in numerous ways. This section introduces other issues including biodiversity, climate change, animal and nature conservation, population, genetically modified food, sustainable development, and more.



XIII. Multilingualism in Cyberspace

Language constitutes the foundation of communication and is fundamental to cultural and historical heritage.

Atlas on Endangered Languages: The 'Atlas on-line' will serve as an ever-evolving electronic extension to the print publication, under **Initiative B@bel**.

The 'Atlas on-line' main objectives are:

- Safeguarding languages in danger of disappearing in order to contribute to the preservation of the world's linguistic and cultural diversity;
- Sharing knowledge on endangered languages in cyberspace through the use of information and communication technologies (ICT);
- Promoting public awareness and international debate concerning languages in danger of disappearing through the development of an interactive on-line space;
- Fostering intellectual cooperation with local, regional, national and international partners in order to combine efforts to promote and preserve the world's endangered languages. [...]

XIV. LANGUAGE, CULTURE AND SOCIETY: key topics in linguistic anthropology. Ed. by Christine Jourdan and Kevin Tuite. Cambridge: Cambridge University Press, 2006. Pp. xi, 310. ISBN 9780521614740. \$46. Reviewed by **Marco Shappeck**, *University of Illinois Champaign-Urbana*

This volume addresses the contemporary issues of linguistic relativity, language contact, language socialization, hermeneutics, and language variation and change from an ethnolinguistic perspective.

➤ Translation (Comparing and contrasting languages)

I.

- ❖ In psychology and education, learning theories are attempts to describe how people and animals learn, thereby helping us understand the inherently complex process of learning. There are basically three main perspectives in learning theories, behaviorism, cognitivism, and constructivism. [...]
- ❖ Las teorías de aprendizaje, en los campos de la psicología y la educación, intentan describir cómo aprenden las personas y los animales, ayudando, de este modo, a comprender el proceso inherentemente complejo del aprendizaje. Existen básicamente, tres perspectivas principales: el conductismo, el cognitivismo y el constructivismo. [...]

II.

- ❖ Each text is unique, yet at the same time it is the translation of another text. No text is entirely original, because language itself is essentially a translation. In the first place, it translates from the non-verbal world. Then, too, each sign, each sentence, is the translation of another sign, another sentence. [...] Styles are collective and pass from one language to another; written works, rooted in their verbal soul, are unique. They are unique but no isolated, for each of them is born and lives in relation to other works in different languages. [...]
- ❖ Cada texto es único y, simultáneamente, es la traducción de otro texto. Ningún texto es enteramente original porque el lenguaje mismo, en su esencia, es ya una traducción: primero, del mundo no verbal y después, porque cada signo y cada frase es la traducción de otro signo y de otra frase. [...] Los estilos son colectivos y pasan de una lengua a otra; las obras, todas arraigadas en su suelo verbal, son únicas...Únicas pero no aisladas: cada una de ellas nace y vive en relación con otras obras de lenguas distintas. [...]

“Traducir es enunciar en otra lengua lo que ha sido enunciado en una lengua fuente, conservando las equivalencias semánticas y estilísticas». (G. Yebra, *Teoría y práctica de la traducción*)

«La traducción consiste en reproducir en la lengua terminal el mensaje de la lengua original por medio del *equivalente más próximo y más natural*, primero en lo que se refiere al sentido, y luego en lo que atañe al estilo». (E.A. Nida, *La traducción: teoría y práctica*)

III.

- ❖ The history of apartheid is the record of a racism conceived and used by small white minorities in South Africa in order to dominate a large black majority, deprive this majority of its land, and maximize the exploitation of its labour for the benefit of the whites and their foreign partners. Apartheid is colonial racism carried to an extreme. [...]
- ❖ La historia del apartheid es la de un racismo elaborado y utilizado por pequeñas minorías blancas en Sudáfrica con vistas a dominar a la gran mayoría negra, despojarla de sus tierras y explotar al máximo su trabajo en beneficio de los blancos y de sus asociados extranjeros. El apartheid es el racismo colonial llevado al extremo. [...]

IV.

- ❖ A people's cultural identity is related to three major factors – historical, linguistic and psychological (the last of which may include the people's specific forms of religious observance). These factors vary in importance in different historical and social situations; when they are not fully present in a people or an individual, the cultural identity is flawed. Can these factors be classed in a hierarchy of importance, or does each one play an equal part in the constitution of the cultural personality? [...]
- ❖ La identidad cultural de un pueblo depende de tres factores principales: el histórico, el lingüístico y el psicológico (este último entendido en su acepción más amplia, puede abarcar las particularidades religiosas). La importancia de esos factores varía según las circunstancias históricas y sociales de cada sociedad. Sin la concurrencia de los tres no puede haber identidad cultural plena, ya se trate de un pueblo o de un individuo. Pude establecerse una jerarquía de esos factores o bien intervienen por partes iguales en la configuración de la personalidad cultural? [...]

V.

- ❖ In 1971, UNESCO set up an international Commission on the development of Education to carry out an unparalleled world-wide inquiry. The Commission's purpose was to devise a global approach to educational problems; to rethink the objectives and methodology of education in the light of development needs and of individual aspirations; and to provide ideas for national educational strategies and for international co-operation. Summarized below in 21 points are the conclusions of the Commission's report: [...]
- ❖ Elaborar una concepción global de la educación, reconsiderar los objetivos y la metodología de ésta a la luz de las exigencias del desarrollo así como de las aspiraciones de los individuos, sugerir a los Estados la adopción de estrategias educativas nacionales y orientar la cooperación internacional en esta esfera: tal fue la misión que en 1971 se encomendó a la Comisión Internacional sobre el Desarrollo de la Educación. Las conclusiones a que llegó la Comisión, y que publicamos en estas páginas, han contribuido a elaborar concepciones y estrategias educativas que podrían ser comunes a los gobiernos y a las instituciones especializadas y constituir el marco general para el desarrollo de la educación.[...]

HUMANITIES, CULTURE & SOCIETY

Social and Human Sciences Online Periodicals (full text)



Borderlands e-journal

New Spaces in the Humanities

Publishes transdisciplinary work that intersects with culture, policy and everyday life and promotes internationalism, difference and global social justice.

Publisher: University of Adelaide, Australia
ISSN: 1447-0810

Invisible Culture

Explores the role of social, temporal, and theoretical relations in the emergence of cultural practices and materials.

Host: University of Rochester, USA
ISSN: 1097-3710

Colloquy

Publishes critical articles and reviews by current Australian postgraduates working in literary and cultural studies, and related interdisciplinary fields.

Publisher: Arts Faculty, Monash University, Australia

Language, Society and Culture

Biannual journal of theoretical and practical articles and reports focusing on the link between language, society and culture, either within or without a socio-cultural context.

Publisher: Faculty of Education, University of Tasmania, Australia.
ISSN: 1327-774X

Cultural Analysis

Dedicated to investigating expressive and everyday culture.

Host: University of California, Berkeley, USA

Logos

A Journal of Modern Society and Culture

This quarterly journal of modern culture, politics and society publishes critical articles on the arts, politics, culture, the social sciences and humanities as well as original fiction and poetry.

Central Europe Review

Culture and Diversity in the Post-Communist World

A biweekly review that publishes articles on Central and Eastern European politics, society and culture.

Publisher: Transitions Online, Czech Republic
ISSN: 1212-8732

Humanist

Provides a forum for discussion of the application of computers to the humanities, including related intellectual, scholarly, pedagogical and social issues.

Host: Princeton University, USA

Early Modern Literary Studies

Examines sixteenth- and seventeenth-century English literature, literary culture and language.

Publisher: Section of English, School of Cultural Studies, Sheffield Hallam University, UK
ISSN: 1201-2459

PRO-GLOBALIZATION OR ANTI-GLOBALIZATION?

[Progressive Globalism: Challenging the Audacity of Capital \(February 1, 1999\)](#)

William K. Tabb examines critically the globalization of economy and its meaning for working people.

[The Polarised World of Globalisation \(May 10, 2005\)](#)

In his book "The World Is Flat," Thomas Friedman sees globalization as a phenomenon that will eliminate inequality in our societies.

[Statement on Globalization \(May 11, 1998\)](#)

A statement adopted by the UN Committee on Economic, Social, and Cultural Rights headed by Philip Alston. The statement looks critically at globalization as a "phenomenon which has wrought fundamental changes within every society."

Corporate Watch is a radical British group established to support activism against multinational corporations. It has a section on globalization. (<http://www.corporatewatch.org>)

[A Fair Globalization: Creating Opportunities for All \(February 24, 2004\)](#)

"Is it possible to make the globalization process fairer?" asks the World Commission on the Social Dimension of Globalization, an ILO initiative created in 2002. By answering "Yes", the report concludes that the main obstacle is not globalization as such, but the great deficiencies in its governance. (*World Commission on the Social Dimension of Globalization*)

The South Centre is an organization representing the "South" countries of the World. It contains speeches from Third World leaders and articles on issues related to globalization.

(<http://www.southcentre.org>)

Focus on the Global South contains many research papers on globalization and Third World issues. (<http://www.focusweb.org>)

[Runaway World - Reith Lectures Revisited \(November 10, 1999\)](#)

Anthony Giddens, the leading British social theorist, believes the future is not fixed, and that globalization enhances both our opportunities and responsibilities.

Global Exchange is a Californian human rights organization campaigning on environmental political and social justice issues. It has some good globalization resources.

(<http://www.globalexchange.org/>)

[The Threat of Globalization \(Winter 1999\)](#)

Edward S. Herman's analysis of the ideology of globalization and its failures. (*New Politics*)

Source: [Archived Articles](#) (Extract from Global Policy Forum, e-mail: gpf@globalpolicy.org); Websites.

➔ Approaching a text:

Keys to comprehension:

- ✓ structure of the text
- ✓ forms
- ✓ cognates (similar words in English and Spanish)
- ✓ context
- ✓ Previous knowledge (knowledge of the subject and knowledge of the language)
- ✓ knowledge of the World.

Science and Technology in the World Development

Robin Clarke

Published in association with Unesco
Foreword by *Amadou-Mathar M'Bow*
Director General

In the industrially developed world many of today's most urgent problems, **such as** environmental pollution, nuclear power, and unemployment caused by technological innovation, lie on the frontiers between science and technology. **By contrast**, Third World countries are faced with the problem of too few scientists, too little research, and insufficient funds for technological development. In *Science and Technology in World Development*, Robin Clarke examines the relationships between science, technology and society in **both** the developed **and** the developing countries. He believes that a global view is essential **because of** the close links that aid and trade have forged between rich and poor countries. **Only then** can we see how research has ignored key issues for Third World development, and concentrated on matters relevant only to the rich and privileged.

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Glossary:

Most urgent: más urgentes...
Un-employment: desempleo
Lie on (v.): ubicar (se)
Face: enfrentar
Few: pocos
Little: poco
Close links: Lazos estrechos
Aid: ayuda
Trade: comercio
Key issues: temas centrales
Matter = subject = issue

➔ Defining concepts : Introduction

A. Society:

A society is a grouping of individuals, which is characterized by common interests and may have distinctive culture and institutions. "Society" may refer to a particular people, such as the Nuer, to a nation state, such as Switzerland, or to a broader cultural group, such as Western society. Society can also be explained as an organized group of people associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

B. CULTURE

SOME DEFINITIONS

- Culture **refers to** the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
- Culture **is** the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture *in its broadest sense* is cultivated behavior; **that is**, the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life of a group of people -the behaviors, beliefs, values, and symbols that **they** accept, generally without thinking about **them**, and that are passed along by communication and imitation from **one generation to the next**.
- Culture is symbolic communication. Some of **its symbols** include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through **its institutions**.
- Culture **consists of** patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, **on the one hand**, be considered as products of action, **on the other hand**, as conditioning influences upon further action.
- Culture is the sum total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.
- Culture is a collective programming of the mind that distinguishes the members of **one group or category of people** from **another**.

C. **H**appiness, or being happy, is a human emotional condition. The definition of happiness is a common philosophical topic. **Some people might define it** as the best condition which a human can have—a condition of mental and physical health. **Others may define it** as freedom from want and distress; consciousness of the good order of things; assurance of **one's place** in the universe or society, inner peace, and so forth.

D. Values can be defined as *learned, relatively enduring, emotionally charged, epistemologically grounded and represented moral conceptualizations that assist us in making judgements and in preparing us to act*. **In other words**, the priorities we set and the choices we make are significantly based upon the values we hold. This usage of the concept is inclusive of the personal values of an individual **as well as** the collective values of a community. [...]

E.

Anthropology can be defined as the study of human beings, in particular the study of their physical character, evolutionary history, historical and present-day geographic distribution, group relationships, and cultural history. Anthropology can be characterized as the naturalistic description and interpretation of the diverse peoples of the world.

Modern-day anthropology consists of two major divisions: cultural anthropology, which deals with the study of human culture in all its aspects -it includes the fields of linguistics, archaeology, and ethnology-, and physical anthropology, which, according to noted anthropologist George Kneller, traces the evolution of the human organism and its adaptation to various environments. [...]

(Source: adapted text from Internet)

➡ Definitions of different concepts and disciplines:

A. The focus of *Discourse Analysis* is any form of written or spoken language, **such as** a conversation or a newspaper article. The **main topic** of interest is the underlying social structures, which may be assumed or played out within the conversation or text. **It concerns** the sorts of tools and strategies people use when engaged in communication, **such as** slowing one's speech for emphasis, use of metaphors, choice of particular words to display affect, and so on. The investigator attempts to identify categories, themes, ideas, views, roles, and **so on**, within the text itself. **The aim** is to identify commonly shared discursive resources (shared patterns of talking). The investigator tries to answer questions **such as** how the discourse helps us understand **the issue under study**, how people construct **their own version of an event**, and how people use discourse to maintain or construct **their own identity**. [...]

B. “Samovar and Porter, in **their book**, *Intercultural Communication*, define communication as form of behaviour **that** results from a need to interact with other human beings. **AS A RESULT OF this need**, we send verbal and nonverbal messages to communicate with friends and strangers. Communication can take the form of talk, or **it** can take the form of gestures, or nonverbal signals, of **one kind** or **another**. The talk or signals send messages **that** communicate a person’s thoughts, feelings, and intentions to **others**. Many scholars study the topic of communication, in general, and speech communication, specially, **IN ORDER TO** learn how individuals send and interpret messages. A number of **these scholars** conduct research on the topic of intercultural communication. **THAT IS**, they study communication between people from different cultures. [...]

C. *Human relations* is the art and practice of using systematic knowledge about human behavior to improve personal, job, and career effectiveness. Work and personal life often influence each other in several ways. A high level of job satisfaction tends to spill over to your personal life. Conversely, an unsatisfactory personal life could lead to negative job attitudes. Another close tie between work and personal life is that your job can affect physical and mental health. Severely negative job conditions may lead to serious stress disorder, such as heart disease. The quality of relationships with people in work and personal life influence each other. Also, certain skills (such as the ability to listen) contribute to success in work and personal life. [...]

Defining concepts II

Humankind's relationship with the Environment:

A. What is the definition of Human Environmental Interaction?

Human Environmental Interactions can be defined as interactions between the human social system and (the "rest" of) the ecosystem. Human social systems and ecosystems are complex adaptive systems (Marten, 2001). Complex **because** ecosystems and human social systems have many parts and many connections between these parts. Adaptive **because** they have feedback structures that promote survival in a constantly changing environment.

B. "Biological diversity is the variety and variability among living organisms and the ecological complexes in which they occur. Diversity can be defined as the number of different items and their relative frequency. For biological diversity, these items are organized at many levels, ranging from complete ecosystems to the chemical structures that are the molecular basis of heredity. Thus, the term encompasses different ecosystems, species, genes, and their relative abundance."

Listening:

"Humans have had a dramatic effect on the environment. In the past, human predation has contributed to the extinction of a number of species; [...] humans have been described as the ultimate super-predators. Currently, through land development and pollution, humans are causing significant climate change, including global warming [...]"

C. Cultural Diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment.

It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.[...]

D. Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background and more.

Diversity not only involves how people perceive themselves, but how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organization, human resource professionals need to deal effectively with issues such as communication, adaptability and change. Diversity will increase significantly in the coming years. Successful organizations recognize the need for immediate action and are ready and willing to spend resources on managing diversity in the workplace now.

Diversity is a range of differences that include gender, race, ethnicity and age. It also includes differences that are not visible like education, professional background, functional area of expertise, sexual preferences and religion. The way countries view diversity depends on the cultural values of the people, the range of diversity in the population and attitudes towards these differences.

From *Workplace Diversity: Benefits, Challenges and Solutions* (by [Josh Greenberg](#))

E.

Multiculturalism has a number of different meanings. At one level the term means the appreciation, acceptance or promotion of multiple cultures, applied to the demographic make-up of a specific place, usually at the organizational level, e.g. schools, businesses, neighborhoods, cities or nations. In this sense multiculturalism approximates to respect for diversity.

The term may also describe people who have more than one culture in them (people who grew up with more than one cultural identity, also sometimes called **bicultural**).^[1]

In a political context the term has come to mean the advocacy of extending equitable status to distinct ethnic and religious groups without promoting any specific ethnic, religious, and/or cultural community values as central.^{[2][3]} Multiculturalism as "cultural mosaic" is often contrasted with the concepts *assimilationism* and *social integration* and has been described as a "salad bowl" rather than a "melting pot."^[4]

In contemporary society, different understandings of the term has resulted in two different and seemingly inconsistent strategies:

- The first focuses on interaction and communication between different cultures. Interactions of cultures provide opportunities for the cultural differences to communicate and interact to create multiculturalism.
- The second centers on diversity and cultural uniqueness. Cultural isolation can protect the uniqueness of the local culture of a nation or area and also contribute to global cultural diversity. The policy "Cultural exception" introduced by France in General Agreement on Tariffs and Trade (GATT) negotiations in 1993 was a precise example of protecting one's own cultural safety. [...]

(From Wikipedia, the free encyclopedia)

Motivation can be defined in a number of ways. Generally, it is defined as a driving force that initiates and directs behavior. **In other words**, motivation is a kind of internal energy which drives a person to do something **in order to** achieve something. **It** is a temporal or dynamic state within a person which is not concerned with his/her personality. There are different types of motivation such as achievement motivation, affiliation motivation, competence motivation, power motivation, and attitude motivation.

Motivation is based on three specific aspects **such as** the arousal of behavior, the direction of behavior, and persistence of behavior. Arousal of behavior involves what activates human behavior and direction of behavior is concerned with what directs behavior towards a specific goal. Persistence of behavior is concerned with how the behavior is sustained.

Various studies have been conducted to understand the different motives that drive a person to success. Motives are categorized into three: homeostatic motives, non-homeostatic motives, and learned or social motives. Almost all the motives belong to one or more of these three groups.

Motives such as thirst, hunger, respiration are included in homeostatic motives. Non-homeostatic motives include required activities such as seeking shelter and curiosity about the environment. Curiosity, a desire for novelty, power, achievement, social affiliation, and approval are considered as learned motives or social motives.

INCLUSION OF NATURAL PROPERTIES OF UNIVERSAL VALUE ON THE WORLD HERITAGE LIST

Under the *World Heritage Convention*, the *natural heritage* is defined as:

- Natural features consisting of physical and biological formations or groups of such formations which are of outstanding universal value from the aesthetic point of view;
- Geological and physiological formations and precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value from the point of view of science or conservation;
- Natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty.

CRITERIA

A *natural heritage site*, following the definition above, which is submitted for inclusion in the *World Heritage List*, will be considered to be of outstanding universal value for the purposes of the Convention when the Committee finds that it meets one or more of the following criteria and fulfills the conditions of integrity set out below. Sites nominated should therefore:

- Be outstanding examples representing the major stages of the Earth's evolutionary history;
- Be outstanding examples representing significant on-going geological processes and biological evolution and man's interaction with his natural environment; as distinct from the periods of Earth's development, this focuses upon on-going processes in the development of communities, of plants and animals, land-forms and marine and freshwater bodies;
- Contain superlative natural phenomena, formations or features, such as outstanding examples of the most important ecosystems, areas of exceptional natural beauty or exceptional combinations of natural and cultural elements;
- Contain the most important and significant natural habitats where threatened species of animals or plants of outstanding universal value from the point of view of science or conservation will survive.

(from "*The World Heritage Convention*", adopted by Unesco's General Conference, November 1972, ratified by 95 States, mid1987)