

Educational Establishment  
“Belarusian State University of Culture and Arts”

**APPROVED**

Vice-rector for research of Educational  
Establishment “Belarusian State  
University of Culture and Arts”

\_\_\_\_\_ V. Yazykovich

“ 8 ” 01 2020

Registration № УД-165 /зуч.

**CULTURAL MODELS OF THE XX-XXI CENTURIES**

*The syllabus of the academic discipline for the specialty  
of the II stage of higher education*

*1-21 80 13 Culturology*

Minsk 2020

The syllabus is completed in accordance with the educational standard of the II stage of higher education OCBO 1-21 80 13-2019 “Culturology” and the Curriculum in the Specialty 1-21 80 13 Culturology, reg. No. D 21-2-006 / пр-тип. March 21, 2019

**Authors:**

*A.I. Smolik*, Head of the Department of Cultural Studies of the Educational Establishment “Belarusian State University of Culture and Arts”, Doctor in Cultural Studies, Professor;

*E.A. Krishtanosova*, Associate Professor in the Department of Cultural Studies of the educational establishment “Belarusian State University of Culture and Arts”, Ph.D. in Cultural Studies, Associate Professor.

*A.E. Salikau*, Professor in the Youth Policy and Sociocultural Communication Department, State Educational Establishment “National Institute for Higher Education”, Ph.D. in Cultural Studies, Associate Professor.

**Reviewers:**

*N.L. Balich*, Head of the Department of Regional Sociology of the Educational Institution "Institute of Sociology of the National Academy of Science of Belarus," Ph.D. in Sociological Sciences, Associate Professor.

*J.A. Kosik*, Senior Lecturer in the Department of Management of Sociocultural Activities in the Educational Establishment “Belarusian State University of Culture and Arts”, Ph.D. in Cultural Studies

**Recommended by:**

Department of Cultural Studies of the Educational Establishment “Belarusian State University of Culture and Arts” (Minutes No. 12 dated 29.05.2019);

Presidium of the Academic and Methodological Council of the Educational Establishment “Belarusian State University of Culture and Arts” (Minutes No. 5 dated 12.06.2019).

Responsible for the editorship: E.A. Krishtanosova

## EXPLANATORY NOTE

The modern world is determined by the growth of a number of problems inherent in the majority of modern multicultural states. These problems arise due to two modern tendencies: 1) the tendency of erasing cultural features a result of globalization processes; 2) the tendency of ethnocultural groups to segregate, as well as to isolate in order to protect their identity. These problems arose in the past: the first tendency was historically formed as a universal cultural model and the second one as particularism considered as a cultural model. Nowadays, these trends have become particularly relevant. Firstly, due to the growing interdependence of countries, and secondly, due to attempts to protect their identities. Today, these problems are accelerated in all states in the world, with the exception of 11 mono-ethnic and monocultural countries.

Therefore, it is very important to study the basic cultural models in the context of new trends. In this regard, the systematic study of the discipline "Cultural Models of the XX-XXI Century" by students of the second stage of higher education is of particular importance.

The curriculum based on humanities ("History of Belarus", "Fundamental Cultural Studies", "Theories and Cultural History", "Philosophy", "Political Science", "Pedagogy", "Contemporary Foreign Cultural Studies"), as well as knowledge of general features of culture and arts. The curriculum has an interdisciplinary connection in "History", "Ethnography", "Philosophy" and some other educational disciplines.

The program is dedicated to identifying flexible links between humanitarian and cultural issues. The program provides a systematic study of theoretical and practical issues. As a result of studying the discipline "Cultural models of the XX-XXI centuries" the students should obtain the competencies as follows:

Universal competency (UC)

UC-6. To be able to carry out professional activities in international settings.

## Advanced Professional Competencies (APC)

APC-1. To have communicative knowledge, and skills for working in an interdisciplinary and international environment.

APC-2. To Be able to participate in various forms of cultural and educational activities

### *Aim* of the discipline:

- to extend the system of knowledge in the theory of culture;
- to cognize the essence of culture and the mechanisms of its dynamics;
- to comprehend the unique experience of dialogue of cultures in the context of globalization.

### Objectives of the discipline:

- to identify universal patterns of functioning of culture;
- to determine the place and role of culture as a whole and the main structural elements in its dynamics in the XX-XXI centuries;
- to understand the characteristics of various cultural models, the prospects for their development;
- to study the theory of world culture as a model.

The curriculum of the discipline "Cultural models of the XX-XXI centuries" is designed for 94 academic hours, of which 48 hours in a classroom. The approximate distribution of class hours: 12 hours – lectures, 18 hours - seminars, 18 hours – practical classes. Academic success will be assessed at the end of the study in the form of an exam.

## EXPLANATORY NOTE

### *Topic 1. Introduction*

Culture as a system and phenomenon of society. Culture as an object of study. A functional definition of the concept of culture and its basic characteristics. The main approaches to the study of culture. The structure of culture. The fundamental elements of culture. Interpretation of cultural models of the XX century. Postmodern interpretation of culture models of the XXI century.

### *Topic 2. Universalism as a cultural paradigm in the XX century*

The historical features of universalism. The historical stages of universalism. Approaches to the study of universalism. Universalism as a cultural model. Universalism as a strategy of a conflict-free world. The principles of universalism. Historical and modern concepts of universalism.

### *Topic 3. Particularism as a cultural model in the 20th century*

Particularism as a fundamental model of culture in the 20th century. The historical background of particularism. The principles of particularism. Features of particularism. Particularism as a strategy for local development of cultures in the world.

### *Topic 4. Multiculturalism as a cultural model in the late XX-early XXI centuries*

Theoretical and methodological prerequisites for the study of multiculturalism in the XX - XXI centuries. Pluralism of ethno cultural groups. Principles of a multicultural society. Multicultural model as a program of integration of groups in a single multicultural space. The historical stages of the development of multiculturalism in Belarus. The trends of multiculturalism in the Republic of Belarus. Multicultural development strategy of modern Belarusian society.

*Topic 5. Cultural models in the XXI century*

Technology as factors in the development of culture in the XXI century. The problem of technicalization of culture in the XXI century. Information Culture. Virtualization of culture. Mass culture and standardization. Forms of culture in the XXI century.

The main styles and features of culture in the XXI century.

РЕПОЗИТОРИЙ БГУКИ

**EDUCATIONAL AND METHODOLOGICAL MAP  
OF EDUCATIONAL DISCIPLINE**

Topic	Number of class hours		Number of hours of managed student work	Assessment
	Lectures	Seminars		
<b>Topic 1.</b> Introduction	2			
<b>Topic 2.</b> Universalism as a cultural paradigm in the XX century	2	4		Discussion on the results of individual class
<b>Topic 3.</b> Particularism is a cultural model in the 20th century	2	4		Discussion
<b>Topic 4.</b> Multiculturalism as a cultural model in the late XX-early XXI centuries	2	6		Presentation
<b>Topic 5.</b> Cultural models in the XXI century		6		Discussion
Total	8	20		

## INFORMATION AND METHODOLOGICAL PART

### Main literature sources

1. Coombes, A. Belarus / Anne Coombes. - London : Kuperard, 2008. - 168 c.
2. Cultural globalization and language education / B. Kumaravadivelu. - New Haven [etc.] : Yale University Press, 2008. - XIII, 272 c.
3. Religious identity and dialogue as opinion forming constituent of national culture. The experiences of Belarus, Ukraine and Poland / edited by Karol Klauza. - Lublin : The John Paul II Catholic University of Lublin, 2008. - 100 p.
4. Carnwath, J.D. and A.S. Brown. Understanding the Value and Impacts of Cultural Experiences – A Literature Review / J.D. Carnwath, A.S. Brown. - Manchester: Arts Council England, 2014. – Mode of access: [http://www.artscouncil.org.uk/sites/default/files/downloadfile/Understanding\\_the\\_Value\\_and\\_Impacts\\_of\\_Cultural\\_Experiences.pdf](http://www.artscouncil.org.uk/sites/default/files/downloadfile/Understanding_the_Value_and_Impacts_of_Cultural_Experiences.pdf)

### Complementary literature sources

1. 100 cultural symbols of Korea: 100 windows showcasing Korea: [translated from the Korean / authors: Yoo Myeong-jong, Lee Ji-hye. - Seoul : Discovery Media, 2008. - 167 c.
2. Ancient Chinese inventions: 3000 years of science and technology / Deng Yinke. - [Beijing : China Intercontinental Press, 2008. - 134 c.
3. Chinese arts & crafts: history, techniques and forms / Hang Jian & Guo Qiuhui. - Beijing : China Intercontinental Press, 2008. - 153 c.
4. Chinese clothing: costumes, adornments and culture / Hua Mei. - Beijing : China Intercontinental Press, 2008. - 160 c.
5. Cultures and politics of global communication / edited by Costas M. Constantinou, Oliver P. Richmond and Alison M. S. Watson. - Cambridge [etc.] : Cambridge University Press, 2008. - 234 c.



6. Discover China. Cultural icons / [text:] Guo Xiangying, Lan Xilin. - Chongqing : Chongqing Publishing, 2008. - 272 c.
7. Insights into Chinese culture / Ye Lang, Zhu Liangzhi. - Beijing : Foreign Language Teaching and Research Press, 2008. - [8], 266 c.
8. Lynching and American culture / guest editors: Amy Louise Wood, Susan V. Donaldson. — Mississippi State, MS : College of Arts and Sciences of Mississippi State University, 2008. — 301 p.
9. Meetings of cultures in the Black Sea region: between conflict and coexistence / edited by Pia Guldager Bilde and Jane Hjarl Petersen. - Aarhus : Aarhus University Press, 2008. - 422 c.
10. Production culture: industrial reflexivity and critical practice in film and television / John Thornton Caldwell. - Durham : London : Duke University Press, 2008. - X, 451 c. - (Console-ing passions)
11. The art of Chinese painting: capturing the timeless spirit of nature / Lin Ci. - [Beijing] : China Intercontinental Press, 2008. - 153 c.

### **Methods (technologies) of teaching**

Effective pedagogical techniques and technologies are the following:

- problem and modular learning technologies;
- technologies of educational research activities;
- design technologies;
- communication technologies (discussions, press conferences, educational debates and other active forms and methods);
- a method for analyzing specific situations (case study);
- gaming technology, in which students participate in the business, role-playing, simulation games, etc.

To manage the educational process, and organize control and evaluation activities, teachers are encouraged to use rating, credit-modular systems for assessing educational and research activities, variable models of managed individual work, and guidelines alike.

In order to form competencies in the practice of conducting seminars, it is appropriate to use methods of active learning, discussion forms.

### **Diagnostic tools for learning outcomes**

It is possible to use criteria-oriented tests as one of the leading elements in the diagnosis of student academic achievements: a collection of closed-form test items with one or more variants of correct answers; tasks for establishing correspondence between the elements of two options with one or more relationships and the same or different number of elements and options; open tasks with a formalized answer; assignments to establish correct sequences.

### **Guidelines for the organization and implementation of students' individual work**

The role and place of students' individual work in the educational process are determined by requirements for a graduate, as well as a need to improve the

quality of education. That is why students' individual work is an indispensable element of the professional training of specialists in the socio-cultural sphere.

In our opinion, to improve the effectiveness of the students' individual work it is necessary to adhere to the following recommendations^

- to identify at the beginning of the semester the key topics that contribute to the development of the competences of a future specialist;

- to organize students' individual work properly;

- to carry out systematic monitoring of the students' individual work;

- to recommend the necessary educational, academic literature, magazines in cultural affairs;

- to conduct counseling and to correct students' mistakes made in the process of students' individual work, if appropriate;

- to summarize the students' achievements using various forms of control (tests, colloquiums, concise paper works, presentations, etc.).