# Intercultural Dialogue in Europe and Active Policies (IDEAL – Jean Monnet Module)

## Prof. Maddalena Colombo

***COURSE AIMS***

Recently the tendency against Europe and the link between skepticism towards European institutions and the cultural/religious intolerance call for reinforcing the basis of co-existence in a multicultural society within a constitutional frame. It becomes more and more urgent that University could instill democratic values among young generations, through both the *cursus studiorum* and the active methods of teaching-learning, as democratic values belong not only to each Nation but to the whole European Citizenship. All European citizens should appreciate the cultural and religious diversity, and should contribute actively in the promotion of dialogue between individuals with different history, culture, language and religion in order to safeguard “interculturalism” as value. Given all this, the IDEAL JM Module aims at arousing fresh reflections among the whole academic and scientific community, by linking European citizenship and the inclusive actions for cultural minorities. The deep comprehension of migration flows, the legal frame for refugees in Europe, and the sustainable methods for improving tolerance and contrasting xenophobia, will stimulate students to become active members of social promotion for Intercultural and Inter-religious dialogue.

***COURSE CONTENT***

The course includes interdisciplinary lecturers by domestic and guest speakers with different backgrounds in Social Sciences and Humanities (Sociology; History; Pedagogy; Law; Psychology). The following topics will be covered during the course:

1. *Opening sessions (basic module 1)*

* Europe: 21th century’s challenges facing radicalism, intolerance, nationalism
* History of European integration.
* Basic elements of EU legislation.
* Process of identity- and citizenship-building in Europe:  
  an intercultural dialogue perspective.
* Recognizing and preventing neo-racism in Europe.

2. *Migration and integration processes in Europe: sociological frame (basic module 2)*

* The European migration system and its transformations.
* Migration policy and integration in Europe.
* The European political agenda for intercultural dialogue.
* The role of civil society organizations and their interventions for migrants and against racism.

3. *International mediation and education (thematic module)*

- Cultural mediation in Europe and in the Mediterranean area: the historical roots.

- Challenges for inclusion.

- Interculturalism: problems and concepts.

- The frame of international and intercultural education in Europe.

- Education in the culturally diverse context.

- Introduction to Cross-Cultural Psychology.

***READING LIST (all texts will be provided to participants in PDF format)***

For point 1, the student chooses one of the following textbooks:

* in: Bekemans, L., *Globalisation vs Europeanisation. A Human-centric Interaction*; Peter Lang: Brussels, Bern, Berlin, 2013, cap. 2
* IDEM cap. 3
* IDEM cap. 12

For point 2 the student chooses one of the following textbooks:

- Ruspini, P. (2014) *The Transformative Character of International Migration and its Impact on Integration Practices and Learning Needs*, in F. Bignami, M.G. Onorati (eds) Intercultural Competences for Vocational Education and Training. Experiential Learning and Social Contexts for Enhancing Professional Competences, Milan: Egea, pp. 89-98

- Ruzza C. (2013), *Civil Society Actors and EU Fundamental Rights Policy: Opportunities and Challenges*, in “Human Rights Review,” Springer Verlag, 15 (1):65-81

- Dines N., Montagna N., Ruggiero V. (2015) *Thinking Lampedusa: border construction, the spectacle of bare life and the productivity of migrants*, in “Ethnic and Racial Studies”, Vol. 38 (3), pp.430-445.

- Caponio T., Cappiali M.T. (2016), *Exploring the Current Migration/ Integration ‘Crisis’. What Bottom-up Solutions?*, Vision Europe Summit, pp. 6-17.

For point 3 the student chooses one of the following textbooks:

* Santerini M., Committee on Equality and Non-Discrimination, Parliamentary Assembly, [Recognising and preventing neo-racism](http://www.refworld.org/pdfid/55b207ae4.pdf), Strasbourg, 2015. (17pages)
* Pusztai G. (2006), [*Community and Social Capital in hungarian Denominational Schools Today*](http://www.rascee.net/index.php/rascee/article/view/18), in "Religion and Society in Central and Eastern Europe", vol. 1(2), pp.1-17.
* EU Parliament, *The role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values.*  European Parliament resolution of 19 January 2016.
* Matsumoto D., Hee Yoo S., Fontaine J., *Mapping Expressive Differences Around The World. The Relationship Between Emotional Display Rules and Individualism Versus Collectivism,* in “Journal of Cross Cultural Psychology”, 2008, 29-55.

***TEACHING METHOD***

The course is structured around lectures and open discussions; students are invited to actively participate in debating with the lecturers about ideas, sources and material. The lectures’ material will be posted on the *Blackboard* platform and the IDEAL website.

***ASSESSMENT METHOD***

Assessment changes for post-grade students who attend this course on a compulsory or optional basis. For compulsory status, assessment consists of an oral exam on the points 1, 2 and 3 of the syllabus. Students are required to argue about causes and consequences of migration and integration processes in Europe and about strengths and resources of intercultural dialogue. For optional status, students will be requested to prepare a personal statement (max 1000 words) about one of the course topics, according to the module co-ordinator’s guidelines.

The assessment is aimed at evaluating the skills in linking opinion and the ability of critical content analysis by means of provided material.

Assessment of acquired skills will be based on: correct use of domain-specific terminology; analytical and descriptive skills for the analysis of key concepts.

***NOTES***

The course is taught in English. Students attending IDEAL must hold an upper-intermediate certification in English language skills (or B2 equivalent).

Attendance to the course requires some background knowledge of sociological fundamentals as regards the issues of inequality, migration and integration.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.