

DISCIPLINE DESCRIPTION

1. Information about the program

1.1 Higher education institution	Babeş–Bolyai University
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Political Science Department – English Line of Studies
1.4 Field of study	Political Science
1.5 Level of study	BA
1.6 Study program/Qualification	

2. Information about the discipline

2.1 Discipline title	Multiculturalism and Intercultural Communication					
2.2 Course lecturer	Prof. Levente Salat, PhD					
2.3 Seminar assistant	Ovidiu Oltean, PhD candidate					
2.4 Year of study	I	2.5 Semester	II	2.6. Evaluation type	Exam	2.7 Discipline type
2.8 Schedule						
Course:	Thursdays, 16:00-18:00 Room II/4			Seminar:	Thursdays, 15:00-16:00 Room II/4	

3. Total estimated time (hours of didactic activities per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the study plan	42	of which: 3.5 course	28	3.6 seminar/laboratory	14
Time distribution: 3 face to face; 2 individual					hrs
Studying the manual, course reader, bibliography and notes:					1
Supplementary documentation in the library, on electronic platforms and in the field:					0.5
Preparing seminars/laboratories, homework, syntheses, portfolios and essays:					0.5
Tutorials					
Examinations					4
Other activities:					
3.7 Total hours of individual study	28				
3.8 Total hours per semester	42				
3.9 Number of credits	5				

4. Prerequisites (where applicable)

4.1 based on the curriculum	
4.2 based on competences	

5. Conditions (where applicable)

5.1 For the course	Academic dishonesty – plagiarism, cheating, fabrication or multiple submission – will not be tolerated. Punishment will be in accordance with the department’s rules. For details, see http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologie/ .
5.2 For the seminar/laboratory	<ul style="list-style-type: none"> Participation to 75% percent of the seminars (8 meetings) is mandatory, according to Art. 29 (2) of the “Statute of the BBU Student”. In the case of lack of attendance to 75% percent of the seminars, the right to participate in the exam is lost.

	<ul style="list-style-type: none"> • Each non-attended seminar can be substituted by an extra homework on the topic of the seminar, homework decided together with the teaching assistant. • Students who lose their right to participate in the regular examination session due to lack of seminar attendance, won't be received in the re-examination session. They will have to enroll to the class during the following academic year.
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6. Accumulated specific competencies

Professional competencies	<p>C1</p> <ul style="list-style-type: none"> • Applying the basics of social and political theories in understanding, analyzing and evaluating social-political organization of societies • Analysis of a particular situation by applying certain principles, theories and fundamental methods of social sciences • The realization, individually or in a team, of a project related to social and political theories • Appropriate use of political science concepts • Utilizing the conceptual apparatus of political science in evaluating the relevance and impact of socio-political theories • Utilizing fundamental concepts of political science in describing and explaining the emergence and unfolding of certain events and processes
	<p>C5</p> <ul style="list-style-type: none"> • Sustaining, promoting and communicating certain ideas and values with social and political relevance • The realization of a strategic plan by applying methods characteristic to political sciences • Appropriate utilization of fundamental concepts from the field of political ideas in professional communication • Utilizing fundamental concepts in interpreting particular socio-political situations • Utilizing standard criteria and methods in evaluating certain political programs
Transversal competencies	<p>CT1</p> <ul style="list-style-type: none"> • Administering contextual information specific to resolving complex tasks (reception, transmittal, proceeding, storing information in documents relevant to the context), including through proficiency in a widely spoken foreign language and medium or advanced competences in a second foreign language

7. Discipline objectives (from the accumulated competencies grid)

7.1 General objective	The aim of the course is to provide students with concepts and analytical frameworks useful in understanding the role of culture, on the one hand, and in understanding multiculturalism and intercultural relations, on the other.
7.2 Specific objectives	<ul style="list-style-type: none"> • The courses and seminars will build on the tension between the role of culture in fostering intercultural resistance, and the accentuated intercultural exposure of individuals living in a globalized world. The courses will address issues related to the scholarly concept of culture, different views on multiculturalism and various aspects of intercultural learning. The seminars will include discussion about readings or short films, role-plays and evaluation of small homework assignments. • By participating in the courses and seminars the students will gain an understanding of the concepts, methods and interpretative frameworks needed in the more systematic study of cultural differences. The students will acquire competences in intercultural communication and multicultural understanding, and will become familiar with ethical and political consequences of diversity in the context of globalization and the European integration.

	<ul style="list-style-type: none"> • Key Concepts: Culture, multicultural, cross-cultural, intercultural, transcultural, intercultural resistance, prejudice, ethnocentrism, relativism, recognition, <i>survivance</i>, constitutional patriotism, societal culture, external protection, internal restriction, cultural shock, intercultural learning, deep culture model, intercultural communication, intercultural communication competence, third culture, cultural code switching, intercultural dialogue, intercultural person.
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8. Contents

8.1 Course	Teaching methods	Observations
<p><u>1. Introduction</u></p> <p>The importance of studying multiculturalism and intercultural communication. What is culture? Culture's role in our life. Culture's role in the life of communities. Culture's impact on the characteristics and performance of societies. The structure of the course.</p>	Interactive presentation	
<p><u>2. Understanding culture: definition and origins</u></p> <p>The concept of culture: a typology of definitions (Kroeber–Kluckhohn). Why is it difficult to define culture? Where do cultures come from? The origin and evolution of cultures: human ethology; sociobiology; the dual inheritance theory (Boyd–Richerson). The relationship between culture and politics: Fustel de Coulanges.</p>	Interactive presentation + Video	Students are expected to participate actively in class, expressing views regarding the issues presented
<p><u>3. Understanding culture: social construct and object of scientific investigation</u></p> <p>The perspective of social sciences. Culture as social construct. Methodological difficulties in the scientific study of science: the unit of observation in cross-cultural research; the emic-etic dilemma. Can cultures be compared? Cultural typologies. The layers of culture: cultural iceberg (Terreni–McCallum), the cultural onion (Trompenaars–Hampden-Turner). The deep structure of culture. Cultural universals. Theoretically derived cultural universals: Sapir–Whorf; Kluckhohn–Strodbeck; E. T. Hall. Empirically derived cultural universals: Nisbett; Hofstede; Inglehart; Schwartz. Shaules on deep culture.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
<p><u>4. The challenge of diversity</u></p> <p>The contradiction between the role of culture and the global dimensions of diversity. Types of diversity: historically rooted and migration generated. Dimensions of diversity: ethnic, linguistic, religious, based on legal traditions. Diversity in the world. Diversity in Europe. Diversity in Romania. Consequences of diversity: economic, cultural and political marginalization. Coping strategies: multiculturalism and intercultural learning.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
<p><u>5. Multiculturalism – 1</u></p> <p>Multiculturalism as normative response to diversity. The pendulum of normative thinking about the political consequences of diversity. From the melting-pot to multiculturalism. The liberal–communitarian debate. The issue: recognition and <i>survivance</i> of cultures. Dominant views: Charles Taylor and Jürgen Habermas, Joseph Raz.</p>	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented

<p><u>6. Multiculturalism – 2</u></p> <p>Dominant views continued: Will Kymlicka, Bhikhu Parekh. The impact of normative theories on political realities in the world. Multicultural policies in some of the states. Multicultural Policy Index.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p><u>7. Against multiculturalism</u></p> <p>Resistance to multiculturalism. Forms of manifestation. Arguments against multiculturalism. Giovanni Sartori on pluralism and multiculturalism. Samuel Huntington on US identity. Ralph Grillo on the backlash of diversity. David Goodhart: the discomfort of strangers. “Multiculturalism is dead” – the political debate of 2010–2011. Brexit and Trump. Post-truth and white supremacy in the US.</p>	<p>Interactive presentation + Video</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p><u>8. The challenge of new complexities</u></p> <p>The challenge of new complexities: super-diversity (Meissner–Vertovec). Looking for new forms of social cohesion. Charles Taylor on interculturalism. From multiculturalism to intercultural dialogue: White Book of Intercultural Dialogue (CoE, 2008). In defence of multiculturalism. Meer–Modood, Lentin and Kymlicka on the recent developments.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p><u>9. Intercultural exposure</u></p> <p>The cultural shock: competing views. Defining intercultural success: competing views and measurement. The process of intercultural learning. The stages of intercultural learning: Hanvey, Bennett, Hammer and Shaules.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p><u>10. Intercultural learning</u></p> <p>The deep culture model. Resistance to change. Acceptance of difference. Adaptation and cultural identity. The consequences of the deep culture model. The concept of the third culture (Casmir).</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p><u>11. Intercultural competence</u></p> <p>The concept of intercultural competence. Definition and assessment. Intercultural training: methods and techniques. The importance of intercultural education in the EU.</p>		
<p><u>12. Intercultural communication</u></p> <p>The history of intercultural communication as a discipline. The role and work of E. T. Hall. The relationship between culture and communication. An analytical model of intercultural communication. Barriers of intercultural communication. The management of intercultural conflict.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>
<p><u>13. The new migration crisis in Europe and the US</u></p> <p>Causes of the crisis. Who/what is behind the crisis? Conspiracy theories and the global structure of interests. The revenge of failed multiculturalism. Is there a place for Muslims in Europe? The future of the EU. The future of the US.</p>	<p>Interactive presentation</p>	<p>Students are expected to participate actively in class, expressing views regarding the issues presented</p>

<p>14. Conclusions</p> <p>Concluding discussions. Evaluation of the course.</p>	<p>Discussions</p>	<p>Students are expected to express views on the pluses and minuses of the course and seminar</p>
<p>Bibliography</p> <ol style="list-style-type: none"> 1. R. Brislin: <i>Understanding Culture's Influence on Behavior</i>. Fort Worth–Philadelphia: Harcourt Brace College Publishers, 1993. 2. G. Hofstede: <i>Culture's Consequences</i>. Thousand Oaks–London–New Delhi: SAGE Publications, 2001. 3. J. Shaules: <i>Deep Culture. The Hidden Challenges of Global Living</i>. Clevedon–Buffalo–Toronto: Multilingual Matters. Ltd, 2007. 4. A. Guttman (ed.): <i>Multiculturalism and „The Politics of Recognition”. An Essay by Charles Taylor</i>. Princeton, NJ.: Princeton University Press, 1992. 5. W. Kymlicka: <i>Multicultural Odysseys. Navigating in the New International Politics of Diversity</i>. Oxford: Oxford University Press, 2007. 6. B. Parekh: <i>Rethinking Multiculturalism. Cultural Diversity and Political Theory</i>. New York: Palgrave, 2000. 7. Chen, Guo-Mong–Starosta, William J.: <i>Foundations of Intercultural Communication</i>. Boston–London: Allyn and Bacon, 1998. 8. Additional readings recommended in class. <p>Students will be provided with a reader in electronic format.</p>		
<p>8.2 Seminar / laboratory</p>	<p>Teaching methods</p>	<p>Observations</p>
<p>1. Organizing the seminar activity</p> <p>What is culture? Discussion based on http://topdocumentaryfilms.com/animal-sapiens/ and: Peter J. Richerson–Robert Boyd: <i>Culture is Essential</i> (2005)</p>	<p>Discussion, video</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p>2. The scientific study of cultures</p> <p>Discussion based on the video: http://www.youtube.com/watch?v=ZoDt0B9Abck</p>	<p>Discussion, video</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p>3. The future of cultural diversity</p> <p>Should cultures be protected? Discussion based on the video: http://www.ted.com/talks/wade_davis_on_endangered_cultures</p>	<p>Discussion, video</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>
<p>4. Diversity in Romania</p> <p>Discussion about the Saxons and Jews based on the following videos: https://www.youtube.com/watch?v=KZOHytLZULw https://www.youtube.com/watch?v=muuX8atasfs</p> <p>Recommended readings:</p> <ul style="list-style-type: none"> • Hartman, Zvi: <i>A Jewish Minority in A Multiethnic Society. During A Change of Governments: The Jews of Transylvania in the Interwar Period</i> (2000) 	<p>Discussion, video</p>	<p>Students are expected to read the recommended parts of the relevant literature and participate actively in class</p>

<ul style="list-style-type: none"> • Cercel, Cristian: <i>Philo-Germanism without Germans in Romania after 1989</i> (2014) 		
<p><u>5. Cultural survival – the challenge of multiculturalism</u></p> <p>Taylor, Kymlicka, Parekh</p> <p>Discussion based on:</p> <ul style="list-style-type: none"> • Charles Taylor: <i>Multiculturalism</i> (1994), pp. 25-75. • Will Kymlicka: <i>Multicultural States and Intercultural Citizens</i> (2003) • Bikhu Parekh: <i>What is Multiculturalism?</i> (1999) 	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>6. Backlash against multiculturalism</u></p> <p>Goodhart, Malik, Steyn</p> <p>Discussion based on:</p> <ul style="list-style-type: none"> • David Goodhart: <i>Too diverse</i> (2002) • Mark Steyn: <i>The insanity of the multicultural state</i> (2010) • Kenan Malik: <i>The failure of multiculturalism</i> (2015) 	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>7. Interculturalism</u></p> <p>Taylor, Meer–Modood, Council of Europe</p> <ul style="list-style-type: none"> • Charles Taylor: <i>Interculturalism or Multiculturalism</i> (2011) • Nasar Meer–Tariq Modood: <i>How does Interculturalism Contrast with Multiculturalism</i> (2012) • Council of Europe: <i>White paper on intercultural dialogue</i> (2008) 	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>8. Role-play: Interculturalism vs Multiculturalism</u></p> <p>Based on:</p> <p>Joy Warmington: <i>Interculturalism: A handbook for critical integration</i>. The Baring Foundation, 2012: 73-77.</p>	Role-play	Students are expected to participate actively in the role-play
<p><u>9. The migration crisis in the EU</u></p> <p>Discussion based on:</p> <ul style="list-style-type: none"> • Jacques Rupnik: <i>The Other Europe</i> (<i>Le Monde</i>, September 3, 2015) • Matthew Lister: <i>Climate Change Refugees</i> (2014) • Nicolas Fischer: <i>Bodies at the Border</i> (2013) • Ulrich Beck: <i>Cosmopolitanism as Imagined Communities</i> (2005) • Christian Joppke: <i>Why Liberal States Accept Unwanted Migration</i> (1998) 	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
<p><u>10. Intercultural learning</u></p> <p>Discussion based on Shaules: <i>Deep Culture</i> (2007). Assessing intercultural competences – self-tests.</p>	Discussion, self-tests.	Students are expected to read the recommended parts of the relevant literature and participate actively in class

12. Discussing the papers	Discussion	Students are expected to participate actively in the discussion
Feed-back, evaluation and advice. Wrap-up discussion, evaluation of the seminar.		
Bibliography: As provided above.		

9. The corroboration of discipline contents with the expectations of epistemic community representatives, professional associations and representative employers in the study program's corresponding field

The competences acquired during the semester will allow students to fulfill tasks related to diversity management both in socio-political and corporate contexts, on the one hand, and to accommodate effectively in situations of intercultural exchange and cooperation.
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10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Exam	<p>Oral exam based on a list of topics communicated in advance: three topics will have to be elaborated, one from each of the three blocks of the course (1. Culture; 2. Multiculturalism; 3. Intercultural communication), worth of 20% each.</p> <p>During the semester, two in-class tests will be operated, worth of 20% each. Students who participate in both and are pleased with the points they earn will have to elaborate just one topic in the final exam (the one from the last block of the course).</p>	60%
10.5 Seminar	The evaluation of the seminar activity will reflect the four assignments described below. The assignments will be sent by e-mail to the following addresses: ovidiuoltean@fspac.ro and salat@fspac.ro .		40%
	<p>Registration test (compulsory): Answer the questions below based on your personal views, without using quotes or other types of reference!</p> <ol style="list-style-type: none"> How would you define the core of the problems faced currently by the European Union due to migration? What would be, in your opinion, the solution to the problem defined in your answer formulated to Q1? How would you define the core of the problems faced by Romania due to the existence of the Roma minority on the territory of the country? What would be, in your opinion, the solution to the problem defined in your answer formulated to Q3? <p>For mobility (Erasmus, etc) students Q3 and Q4 differ according to their country of origin:</p> <p>Germany:</p> <ol style="list-style-type: none"> How would you define the core of the problems faced by Germany due to the existence of the Turkish Gastarbeiter? What would be, in your opinion, the solution to the problem defined in your answer formulated to Q3? <p>France:</p> <ol style="list-style-type: none"> How would you define the core of the problems faced by France due to the so called "faux francais"? What would be, in your opinion, the solution to the problem defined in your answer formulated to Q3? <p>USA:</p>		5%

	<p>3. How would you define the core of the problems faced by the US due to the increasing share of Latino population? 4. What would be, in your opinion, the solution to the problem defined in your answer formulated to Q3? Japan: 3. How would you define the core of the problems faced by Japan due to the existence of the Ainu people? 4. What would be, in your opinion, the solution to the problem defined in your answer formulated to Q3?</p> <p>Maximum 2 pages (12TNR, 1.5). Deadline: March 15, 6 PM.</p>	
	<p>Assignment 2: <i>My multicultural experience.</i></p> <p>Describe a personal experience which could be labeled as multicultural, implying controversial inter-group relations. Use of concepts studied in class is encouraged.</p> <p>Minimum 2 pages (12TNR, 1.5, Chicago style). Deadline: April 11, 6 PM.</p>	10%
	<p>Assignment 3: <i>My intercultural experience.</i></p> <p>Describe a personal experience which could be labeled as intercultural, implying discomfort due to exposure to alien culture. Use of concepts studied in class is encouraged.</p> <p>Minimum 2 pages (12TNR, 1.5, Chicago style). Deadline: May 9, 6 PM.</p>	10%
	<p>Assignment 4:</p> <p>Provide more elaborate answers to the four questions of the registration test using concepts, theories, explanatory frameworks learned in this class.</p> <p>Minimum 4 pages (12TNR, 1.5, Chicago style). Deadline: May 23, 6 PM.</p>	15%
10.6 Minimum performance standard		
<ul style="list-style-type: none"> • At least 2 points earned for the seminar activity. • At least 3 points earned in the oral examination, as proof of applying the basics of social and political theories in understanding, analyzing and evaluating the social-political consequences of diversity. 		

Date

Course lecturer signature

Seminar assistant signature

Cluj-Napoca, March 12, 2017

Levente Salat.....

Ovidiu Oltean.....

Date of approval in the Department

Head of department's signature

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