



# AMERICAN UNIVERSITY OF CENTRAL ASIA

## DEPARTMENT OF EUROPEAN STUDIES

Academic Year 2014-2015 Fall Semester

### ES 301.1 / ES-AMS 327 /AMS 327

### Multicultural Societies: Religious and Social Conflicts (in Europe)

Course ID: 3175/ 3082 / 3306

Course Schedule: Tuesday 08.30-09.45 (R216) & Thursday 08.30-09.45 (R229) & Friday 16.00-17.15 (R216)

Instructors: Assistant Professor Görkem Atsungur (Content Course - CC)

Assistant Professor Svetlana Shamanaeva (Academic Writing - AW)

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## I. COURSE DESCRIPTION

\* Required European Studies Departmental Course for Juniors (Social Science Course)

Number of Credits: 3/6cr.

### **Course Description:**

“United in Diversity” is the official motto of the European Union. This motto implies that European can achieve to unite peacefully under the many different cultures, languages, traditions, norms, values, etc. On the other hand many European politicians start to talk about failures of multiculturalism in the European continent. Harper Collins Dictionary of

Sociology (1991) defines “multiculturalism” as “...*the acknowledgment and promotion of cultural pluralism. It seeks to promote cultural variety and also it focuses on unequal relationship of minority to mainstreams cultures.*” French Sociologist Andrea Semprini defines multiculturalism as “...*analytic framework for very different kinds of policy issues ranging from immigrant incorporation to autonomist claims of national minorities, gender equality claims etc. It also refers to a theoretical position of a higher order concerning the notion of self, the individual and modernity.*” As a result of these, multiculturalism is the policy or process whereby the distinctive identities of the cultural groups within such a society are maintained or supported.

The term of “Multiculturalism” entered public discourses in the late 1960s and 1970s when both Canada and Australia declared to support this concept. The question of multiculturalism in Europe has been central to the political concerns of European countries since the end of the Second World War. Especially since the end of the 1970s some European governments such as Sweden adopted this term in order to deal with immigrant workers.

This course will explore the themes of multiculturalism, cultural diversity, interculturalism, assimilation, integration, the politics of difference, the politics of recognition, social/community cohesion, cultural identities, ethnic, religious and social inequalities, discrimination, migration, and minorities in Europe and America.

### **Course Objective:**

The objective of the course is to present theoretical and practical framework of multiculturalism. The course will also analyse major political and legal instruments. It will be examined both at the national level in Europe and at the supranational EU level. As a result of these, this course is divided in three basic sections focusing on different perspectives of multiculturalism. Firstly, it begins with the theoretical framework which attempts to conceptualize multiculturalism. Second part of the course is devoted to the methodological approaches such as migration trends, religious confrontation in Europe (Muslims and Jewish), social conflicts and roma community. And finally country case studies from Europe and America will be examined.

At the end of the semester, students will familiarize with selected literature on “Multiculturalism” and also will develop competency in the area of critically discussing literary texts from a perspective on multiculturalism, through seminar discussion groups, discussing-leading and media analysis broadcasting project. This course will also include the

writing component, which combines close reading of texts and intensive writing. The students will upgrade and sharpen their writing skills at composing and revising academic essays in the different disciplines such as Political Science, Law and Sociology.

As a result of these, Students will develop a more diverse understanding of the cultural diversity in the world.

## **II. COURSE RULES & POLICIES**

### **A. Teaching Methods:**

The course objectives will be achieved through combination of lectures and seminars. Students will take active part in class discussions and read their weekly assignments/homework. Instructor uses audio-visual materials for the course chapters. All PowerPoint (ppt.) slides and readings are available in the e-course system.

### **B. Reading and Writing Materials:**

Instructors prepare all required materials for students. Necessary course materials, including the course Syllabus, can be found on the e-course website.

The password for the e-course is **esfall2014**

Students must check e-course materials regularly – at least twice a week before the classes.

Each student has to read required readings which are indicated for each section before the class and students should come ready to present, argue and discuss them. Moreover, the students should submit all necessary essays and papers for the academic writing part. All reading materials, including term paper and other essays are the main responsibility of the student in order to pass this course.

### **C. Special Needs:**

Students with special needs may require special arrangements relating to attending class sessions, carrying out writing term project and essays or taking examinations. They are strongly encouraged to inform the Instructors during the first week of classes.

### **D. Classroom Rules of Conduct:**

Please respect university discipline rules and turn off cell phones and pagers during class. Students should keep quiet and not be late for the class. You cannot use social networks

Facebook, VK, and Twitter etc. during the classes. If the professors notice such behaviour, s/he has right to ask these students to leave the classroom. Food and beverages are not permitted in the classroom. During the exams/quizzes, the use of cell phones, pagers, PDAs, or any other electronic devices is strictly prohibited. Unmoral/Rude behaviours to other students, staffs and/or the instructors will not be tolerated.

#### **E. Academic Honesty and Discipline:**

Academic dishonesty will not be tolerated at AUCA. All assignments, essays, quizzes, and exams must be done by on your own. If the student is found engaged in cheating, plagiarism, inventing false information or citations, helping someone else or any other violation of the ‘Code of Academic Integrity,’ s/he should expect the severest penalties available under AUCA policies. According to Merriam-Webster Online Dictionary, **Plagiarize** means: “*to steal and pass of (the ideas or words of another) as one’s own, to use (another’s production) without crediting the source, to commit literary theft and to present as new and original an idea or product derived from an existing source.*” As a result of these, Plagiarism is an act of fraud.

Students found guilty of academic dishonesty will be assigned an appropriate academic penalty.

For more information, please visit: [http://www.auca.kg/en/registrar\\_code\\_conduct/](http://www.auca.kg/en/registrar_code_conduct/)

Academic writing component of the course will help you to show how to write an academic article. Moreover, feel free to consult the instructors at any time and/or during the office hours.

### **III. COURSE ASSESSMENT & REQUIREMENTS**

#### **A. Participation and Class Discussions – 10%**

The nature of the subject requires active class participation therefore the students will not be receiving credits based purely on class attendance for participation and class discussions. All students should NOT hesitate to participate when they want to expand the topic or they need further explanation, etc. Participation is required for both content and writing part of the course.

Moreover, during the semester students are required to engage in online participation through the e-course system. As a result of this, it is highly recommended to check the e-course at least twice each week.

Any student who misses **more than five classes unexcused** in total for **both content and writing parts** of the course without medical report to confirm illness, s/he will fail the course. Students must bring their medical certificate within one week. After one week, medical certificates will not be accepted. All medical certificates must be approved by AUCA clinic first. Without AUCA stamp, medical certificates will not be valid.

Active and meaningful participation will add **10%** to the final grade. Medical certification will only help not to fail the grade. Please do not forget that the instructors will also give some points to class attendance.

Moreover, in the fall semester in November, there will be a simulation game. All students should attend this game; otherwise they will take 0 point for participation and class discussions. Simulation game is not extra-curriculum activity. It is part of the academic course. The topic of the stimulate game will be decided with students in the beginning of the semester.

## **B. Poster Session and Presentation – 20%**

A poster is the presentation of research information by students with an academic focus. At the end of the semester, all students should prepare a poster relating with the course contents such as Multiculturalism, Integration, Assimilation, Xenophobia, Minorities, Extremism or they can choose one country in Europe or Americas and examine the situation of the multicultural/multi-ethnic environments in that country or s/he can choose any religious/social or ethnic conflicts. The students should determine the one essential concept. Try to design the poster to address one central question and state the question clearly in the poster, then use your discussion time with your colleagues to expand or expound upon issues surrounding that central theme.

- *What is the meaning of 'Effective Poster'?*

The poster is not just a standard picture with some key words and stuck to a board. The effective poster uses a different, visual grammar. It shows us, not tells. It is primarily visual presentation; and the text should only support the graphics. There should be a minimal amount of text for supplementing the graphic materials. It is needed to use short sentences, simple words, and bullets to illustrate discrete points. Do not forget to provide an explicit

take-home message and summarize implications and conclusions briefly. The Poster displays the essential content such as messages, main headings and graphics. The main headings explain the points, rather than merely stating results.

As a result of these, the effective poster is ‘Focused’ (focused on a single message), ‘Graphic’ (graphs and images tell us the story) and ‘Ordered’ (well-ordered and obvious). The effective poster should use photos, figures, and tables to tell the story of the study. Academic posters should follow the IMRAD (Introduction, Methods, Results, and Discussions). The Introduction presents the background and the purpose of the research. It consists of a statement summarizing the current knowledge in an area, what knowledge is missing, and how this research project addresses the knowledge gap. A hypothesis can be included in the Introduction. The Methods section should specifically address the research design and research setting. Finally, in the Discussion section, state concisely what can be concluded from the study and its implications. Make sure that the conclusions are supported by the data presented in the Results and do not present unsubstantiated personal opinion.

Generally, place the elements of the poster in position are:

- ✓ The title will appear across the top.
- ✓ A brief introduction will appear at the upper left.
- ✓ The conclusions will appear at the lower right.
- ✓ Methods and Results will fill the remaining space.

The students will illustrate their research methods and outcomes. Presentation will consist of affixing the research poster to a wall with the students in attendance answering questions posed by passing colleagues. Posters can be creating using PowerPoint and can be printed on a large format printer. Common dimensions for posters are 42 x 42 inches, 42 x 48 inches, or 42 x 52 inches. You can find more information about poster presentation at [http://www.posterpresentations.com/html/free\\_poster\\_templates.html](http://www.posterpresentations.com/html/free_poster_templates.html)

N.B! Preparing a poster will normally take longer time than people expected. Allocate your time wisely.

### **C. Broadcasting and Media Analysis – 30%**

The class will be divided into different groups. Generally two, maximum three students come together and they will select one topic relating with the course content or they will write poem/song lyrics by themselves. They will produce approximately three (not more than five) minutes audio/video broadcasting project. First, the students will search their topic and they

can include interviews with experts, Vox Populi (Voice of people – man on the streets: interview with members of the general public: it is not a form of survey. Each person is asked the same question and get variety of answers and opinion on any given subject), etc. And also students transcribe their group project and submit to the instructor as a written form.

The instructor will help to each group to record their broadcasting and how to acquire valuable key competences such as skills in text and media analysis, communication in English, digital competence related to basic competences in science and technology. The instructor needs some extra time for each group to show all these competences. The Students should be ready to meet with the instructor outside of class schedule.

The learning outcomes will be broadcasted by AUCA TV and later be made available to the wider public via the AUCA - ES department website. For instance, you can find the instructor's project: "Native Americans Today: Indigenous Reality in North America, Breaking Up Stereotypes" at Bielefeld University in Germany in the following link:

<http://vimeo.com/103742439>

#### **D. Academic Writing: Essays – 30%**

In this part of the course students will write one paper for every writing class (on Friday). They will learn 4 types of essay: argumentation, reflection, comparison, and integration. Besides, they will write a summary and a research proposal. Some papers will be revised once, others twice. All the drafts will be peer-reviewed.

The major focus of the writing component is to improve such students skills as structuring an essay, creating an effective thesis statement, providing proper persuasive support for main ideas, using transitions for better clarity and cohesion, writing a short informative summary, creating an interesting title for the essay, discussing counterarguments, etc. We will also pay some attention to correct citation, punctuation, and grammar.

#### Grading:

Summary – 2%

Research proposal for Broadcasting Project– 4%

Argumentative essay – 5%

Reflection paper – 5%

Comparative essay – 6%

Integrated essay – 8%

A diagnostic essay, drafts and peer-reviews will not be graded, but they are important for the course. If the diagnostic essay is not submitted, your writing grade will be reduced by 2%. If you don't submit drafts, the revised papers will be not accepted. If your peer-reviews are not done or of very low quality, you will be penalized and the final writing grade will be lowered. But in case of thorough, detailed and useful for your mates peer-reviews you may be rewarded and get bonus points for your writing grade up to 3%.

The format of all papers should be Times New Roman, font 12, double-spaced, MLA (other department students may use their department citation style).

### **E. Final Exam – 10%**

Each student must take a final exam (10%) for this course. The final exam will be given after the entire course is completed. Starting from Fall-2014 the Registrar office is responsible for scheduling of final exams. The date of final exam will be announced later.

In the first part, there will be one essay question (5 points) and in the second part there will be five short identifications (each of them is 1 point)

The Final exam will last 75 minutes.

Make-up examinations will NOT be administered except in the case of a medical emergency. If students try to attempt cheating during the exam, the instructor will give F grade for final grade, and a student will fail in the course.

### **Grading Policy:**

The grade for the course will be comprised of the following percentages:

**Participation and Class Discussions: 10%**

**Poster and Presentation: 20%**

**Broadcasting and Media Analysis: 30%**

**Academic Writings - Essays: 30%**

**Final Exam: 10%**

<u>Grade</u>	<u>Quality Points</u>	<u>Results</u>	<u>Grade Percentages</u>
A	4.00	Excellent	Above 93%
A-	3.67	Excellent	89.51% - 92.49%
B+	3.33	Good	85.51% - 89.49%



B	3.0	Good	82.51% - 85.49%
B-	2.67	Good	79.51% - 82.49%
C+	2.33	Average	75.51% - 79.49%
C	2.0	Average	72.51% - 75.49%
C-	1.67	Average	69.51% - 72.49%
D+	1.33	Poor	65.51% - 69.49%
D	1.0	Poor	62.51% - 65.49%
D-	0.67	Poor	59.51% - 62.51%
F	0.00	Failed	Less than 59.49 %
AU		Course Audit	

**\*Note:** These grades are used for all courses of European Studies Department at AUCA.

**Excellent Grades:** ‘A’ and ‘A-’.

**Good Grades:** ‘B+’, ‘B’, and ‘B-’.

**Average Grades:** ‘C+’, ‘C’, and ‘C-’.

**Poor Grades:** ‘D+’, ‘D’, and ‘D-’.

**Failed Grade:** ‘F’.

**Grading Criteria for Written Assignments:**

[A]	Outstanding: a paper has distinctive ideas, perfectly organized, and is of exceptional quality; a thorough and thoughtful treatment of the topic presented in a logical and convincing manner; the paper has a clearly articulated thesis; the ideas are original and complex; sources are used carefully and appropriately to support the original argument; careful attention is paid to language and to details of expression and presentation.
[A-]	Excellent: a paper has mostly excellent ideas and content is organized suitably; the paper is well-structured, with clear themes supported by evidence; the ideas are original and complex; sources are used carefully and appropriately; careful attention is paid to language and to details of expression and presentation. Occasional lapses in expressions, in the development of ideas, or in the handling of evidences / or sources.
[B+]	Very Good: a paper is thorough and thoughtful but lacks originality, comprehensiveness or insight; effective and appropriate structure; mostly relevant evidence is used to support the main argument; the writing style is less fluid or sophisticated than the ‘A’ papers; attention is paid to language and to

	details of expression and presentation but with only a few lapses.
[B]	Generally Very Good: a paper is well-reasoned and well-organized but with little originality; effective and appropriate structure; mostly relevant evidence is used to support the main argument; ideas are well developed and can be easily followed but occasional errors may distract from the content; the writing style is less fluid or sophisticated than the 'A' papers; attention is paid to language and to details of expression and presentation but with only a few lapses.
[B-]	Good: a paper is well-reasoned and well-organized but with little originality; clear and appropriate structure; mostly relevant evidence is used to support the main argument but difficulties with incorporation of the sources into the line of the argument is evident; ideas are well developed and can be easily followed but occasional errors may distract from the content; attention is paid to language and to details of expression and presentation but with some lapses.
[C+]	Average: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are problems or limitations in logic, argumentation, insights, or organization; the main argument shows good critical skills and originality of thought, but that struggles with problems of expression and presentation. Overall, ideas need to be developed in proper depth but can be followed.
[C]	Satisfactory: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are significant problems or limitations in logic, argumentation, insights, or organization; errors in expression and presentation distract from the development of content. Overall, ideas can usually be followed but need further exploration and deeper development.
[C-]	Satisfactory: a paper is well-developed but lacks coherence: either because of distracting lapses in language that make ideas difficult to understand or lack of connections and transitions between ideas; Support from sources is weak and not developed enough; nevertheless, this paper meets basic requirements.
[D+]	Poor: a paper shows a serious attempt but with limited success; there is not clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises some concerns; attention to language and presentation is wavering and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences.

[D]	Poor: a paper shows an attempt but with limited success; there is not clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises serious concerns, as the evidence is too unsubstantial or too unrelated to the main idea; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences. This paper contains more errors and or less satisfying development of the content than 'D+' paper.
[D-]	Very poor: a paper neither demonstrates understanding of the material nor articulates any coherent argument about it; the paper might wander among several ideas without developing any single one; there is no thesis; the paper is relied on quotations rather than developing original ideas; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content.
[F]	Fail: a paper fails to address the assignment in fundamental ways and reveals serious writing problems of the author.  The paper is plagiarized from other sources.

**\*ADOBE CONNECT\***

Since Fall 2014, the instructor Atsungur has been selected by the Office of the CIO to use 'Adobe Connect' program in his courses. Adobe Connect is a web conferencing platform for Web Meetings, eLearning, and webinars. For instance, when the instructor is abroad for conference and academic purposes, he can record his courses and students can reach his classes through the links. Moreover, the instructor will record his courses during his classes. Digital meetings enable live, interactive, effective classes and group collaboration between the instructor and students anytime, anywhere, on virtually any device. Students are expected to follow adobe connect requirements.

## V. TENTATIVE CLASS SCHEDULE

<u>CONTENT SCHEDULE</u>	<u>WRITING SCHEDULE</u>
<u>Tuesday &amp; Thursday 08.30-09.45 (216-229)</u>	<u>Friday 16:00-17:15 R216</u>
<b><u>Week I. Introduction</u></b>	
<p><b><u>02.09.2014</u></b> – Syllabus.</p> <p><b><u>04.09.2014</u></b> – Introduction to the Course: What is “Multi-culturalism”? Can we talk about multi-culturalism without “multi”?</p> <p><i>Readings: Total 37 Pages.</i></p> <p>- Will Kymlicka, ‘Multiculturalism: Success, Failure, and the Future’, Migration Policy Institute, Feb 2012.</p> <p><a href="http://www.migrationpolicy.org/pubs/multiculturalism.pdf">http://www.migrationpolicy.org/pubs/multiculturalism.pdf</a></p>	<p><b><u>05.09.2014</u></b> –</p> <p>Introduction.</p> <p>Writing and reading skills.</p>
<b><u>A. THEORETICAL APPROACH</u></b>	
<b><u>Week II. Theoretical Framework: Conceptualizing Multiculturalism</u></b>	
<p><b><u>09.09.2014</u></b> &amp; <b><u>11.09.2014</u></b> – Conceptualizing Multiculturalism in Theory and Practice.</p> <p><i>Readings: Total 12 Pages</i></p> <p>- Jenny Bourne, “In Defence of Multiculturalism”, Institute of Race Relations, Briefing Paper No.2, Pages: 2-7.</p> <p>- Raihanah M.M, “Multiculturalism and the Politics of Expression: An Appraisal”, European Journal of Social Science, Volume 7’ Number 3 (2009), Pages: 63-68</p> <p><i>Additional Readings:</i></p> <p>- Michel Wieviorka, ‘Is Multiculturalism the Solution?’ Ethnic and Racial Studies Volume 21, Number 5, September 1998, Routledge.</p>	<p><b><u>12.09.2014</u></b> –</p> <p><u>Diagnostic paper (2 pages).</u></p> <p>Peer-review.</p> <p>Summary.</p> <p>Thesis statement.</p>

**Week III. Political and Legal Instruments in the European Union and in the United States**

**16.09.2014 & 18.09.2014** – Political and Legal Instruments in the EU and in the US.

*Readings: Total 9 Pages.*

- Kate Brick, MPI (Migration Policy Institute: [www.migrationpolicy.org](http://www.migrationpolicy.org)), “Regularizations in the EU: The Contentious Policy Tool”, December 2011, Pages: 1-9.

<http://www.migrationpolicy.org/pubs/EURegularization-Insight.pdf>

What should be done in order to prevent ethnic/national and religious conflicts in a society?

**19.09.2014** –

Summary (1 page).

Argumentative essay.

Thesis statement.

Support.

**Week IV. Multicultural and Multi-ethnic Societies in Europe**

**23.09.2014** – Majority vs. Minority Protection in the Enlarged EU.

**25.09.2014** – Minorities in Europe: The Lost Tribes of Europe?

*Readings: Total 33 Pages.*

- Gabriel N. Toggenburg (ed.), “Minority Protection and the Enlarged European Union: The Way Forward”, Open Society Institute, 2004, Pages: 3-36 (Minority Protection in a Supranational Context: Limits and Opportunities).

“Benedict Anderson – Imagined Community” and make short summary and write a reflection paper on it.

**26.09.2014** –

Argumentative Essay

(draft, 3-4 pages).

Topic sentences.

Subideas.

Examples and quotes.

Counterargument.

*\*European Day of Languages: 26<sup>th</sup> September 2014 / Friday*



## **B. METHODOLOGICAL APPROACH**

### **Week V. Migration Trends in Europe**

**30.09.2014** & **02.10.2014** – Migration in Europe.

*Readings: Total 50 Pages.*

- Paul Heywood, Erik Jones and Martin Rhodes (ed.), 'Developments in West European Politics', European Immigration Policies at the Crossroads, Pages: 254-276.

- Stephen Castles and Mark J. Miller, The Age of Migration: International Population Movements in the Modern World, "The Migratory Process and the Formation of Ethnic Minorities", Chapter 2, Pages: 21-49.

**03.10.2014** –

Independent Study:

No Classes

### **Week VI. Religious Confrontation in Europe: Muslim and Jewish Communities**

**07.10.2014** – Muslim in Europe.

*Readings: Total 13 Pages.*

- Kristin Archik, Paul Belkin, Carl Ek, Christopher M. Blanchard and Derek E. Mix, "Muslims in Europe: Promoting Integration and Countering Extremism" Congressional Research Service, September 2011, Pages: 1-8 & 38-43.

"An Islamic History of Europe" (2009) BBC documentary (<http://www.youtube.com/watch?v=x0IaCK-7z5o>).

"Fitna" (2008)

(<http://www.youtube.com/watch?v=kIKCgRlwQUA>),

which is directed by Dutch parliamentarian Geert Wilders,

"Innocence of Muslims" (2012) by Nakolua Basseley Nakolua

(<http://www.youtube.com/watch?v=jBOtbfQRGbQ&bpctr=1378048817>)

"Submission" (2004) by Theo Van Gogh

(<http://www.youtube.com/watch?v=aGtQvGGY4S4>).

**10.10.2014** –

Argumentative Essay

(Revised, 3-4 pages).

Reflection paper.

‘Ayaan Hirsi Ali on Islam’ (2010)  
([http://www.youtube.com/watch?v=fe\\_cuzsmmHU](http://www.youtube.com/watch?v=fe_cuzsmmHU))

**09.10.2014** – Jewish in Europe

*Readings: Total 23 Pages.*

- David Graham, “European Jewish Identity at the Dawn of the 21<sup>st</sup> Century”, Institute for Jewish Policy Research, Pages: 9-32.

[http://www.jpr.org.uk/downloads/European\\_Jewish\\_Identity\\_in\\_21st\\_Century.pdf](http://www.jpr.org.uk/downloads/European_Jewish_Identity_in_21st_Century.pdf)

- Please watch one of these movies/documentaries: “The Life of Emile Zola” (1937), “Hitler’s Daughter: The Story of a Conscience”, “La vita e Bella” or “Schindler's List”.

### **Week VII. Social Conflicts in Europe and the US**

**14.10.2014** & **16.10. 2014** – Social Conflicts in Europe?  
How can we describe the social conflicts?

*Readings: Total 15 Pages.*

- Michael McTernan, “Distributional conflicts in the US and Europe”, Policy network paper, Foundation for European Progressive Studies, 2012, Pages: 1-15.

\*Watch short speech of Belgian politician Peter Mertens

<http://www.youtube.com/watch?v=zTjppDIJE8I> and write a reflection paper about his speech. Do you agree with him? Please explain why you agree or not with him.

**17.10.2014** –

Reflection paper

(Draft, 3-4 pages).

Revision.

**Week VIII. Minority Case Study: The Roma in Europe – they are NOT ‘gypsy’**

**21.10.2014** & **23.10.2014** - The Roma in Europe.

*Readings: Total 19 Pages.*

- Gabriel N. Toggenburg (ed.), “Minority Protection and the Enlarged European Union: The Way Forward”, Open Society Institute, 2004, Pages: 39-58.

– Please find some NGOS which are dealing with Roma rights. What is their most important success? How can we improve better conditions for Roma minorities?

- Please watch one of these films and ready to discuss in the class:

“Gypsies are found near heaven” (Табор уходит в небо) (1976)

(<http://www.youtube.com/watch?v=udkz19ISbZs&list=ULGmUef84ybXk>)

“Latcho Drom” (1993) by Tony Gatlif  
(<http://www.youtube.com/watch?v=Wv1y5PNqsm4>)

“Gadjo Dilo-The Crazy Stranger” (1997)  
(<http://www.youtube.com/watch?v=ERxlo6F4sWo>)

“Gypsy Child Thieves”

(<http://www.youtube.com/watch?v=LGDj0B5WQaA>) BBC Doc.

**24.10.2014** –

Reflection paper

(1<sup>st</sup> revision, 3-4 pages).

Research proposal.

**C. CROSS-NATIONAL APPROACH**

For Case Studies, Please visit the web-page and read the specific country’s information.

<http://www.migrationinformation.org/regions/Europe.cfm>

**Week IX. Germany: Was “multiculturalism” a failure in Germany as German Chancellor A. Merkel mentioned?**

**28.10.2014** & **30.10.2014** – Germany: “utterly failed” multiculturalism?

*Reading: Total 32 Pages.*

- Patrick Ireland, “Becoming Europe: Immigration,

**31.10.2014** –

Research proposal

(2-3 pages).



<p>Integration, and the Welfare State”, University of Pittsburgh Press, 2004, Pages: 27-59</p> <p><b>Student Activity:</b> Please watch one of these movies: Fatih Akın – Duvara Karşı (Gegen die Wand) and/or Yaşamın Kıyısında (Auf der anderen Seite) and write a reflection paper about this movie. How can you explain multiculturalism in German society?</p>	<p>Punctuation.</p> <p><u>Reflection paper</u> (2<sup>nd</sup> revision, 3-4 pages).</p> <p>Comparison Essay.</p>
<p align="center"><b><u>Week X. BENELUX: “Multiculturalism must go” Dutch Home Affairs Minister Piet Hein Donner said and “Yes, Merkel is right. Multiculturalism has failed” said former FM Belgian Yves Leterme.</u></b></p>	
<p><b><u>04.11.2014</u></b> &amp; <b><u>06.11.2014</u></b> – Multiculturalism in Benelux countries.</p> <p><i>Reading: Total 92 Pages.</i></p> <p>- Patrick Ireland, “Becoming Europe: Immigration, Integration, and the Welfare State”, University of Pittsburgh Press, 2004, Pages: 116-209.</p> <p><b>Student Activity:</b> Please read about multiculturalism in Belgium and the Netherlands. The Students should write one page reflection paper about the topic. We will discuss the linguistic diversity and related political and cultural conflicts and constitutional crises in Belgium and “positive” reputation of Dutch societies as a progressive and tolerant image towards legalization of soft drugs and same sex-marriage. Were traditional Dutch policy of “integration with preservation of one’s original culture” and extending rights to immigrants such as the right to vote in local elections and dual citizenship successful? If yes, why? Why does the country enter into a shock with the murders such as politician Pim Fortuyn (in 2002) and film director Theo van Gogh (in 2004)?</p>	<p><b><u>07.11.2014</u></b> –</p> <p>Independent Study:</p> <p>No Classes</p>
<p align="center"><b><u>Week XI. France: Citizenship, Integration and Multiculturalism</u></b></p>	
<p><b><u>11.11.2014</u></b> &amp; <b><u>13.11.2014</u></b> – Multiculturalism in France: Laïcité and La France raciste?</p> <p><i>Reading: Total 22 Pages.</i></p> <p>- Jeremy Jennings, “Citizenship, Republicanism and Multiculturalism in Contemporary France”, British Journal</p>	<p><b><u>14.11.2014</u></b> –</p> <p><u>Comparison essay</u> (Draft, 4-5 pages).</p>

<p>of Political Science, Vol. 30, No. 4, October 2000, Cambridge University Press, Pages: 575-597.</p> <p><i>Additional Readings:</i></p> <ul style="list-style-type: none"> <li>- Patrick Simon, “French National Identity and Integration: Who Belongs to the National Community?” Institute National D’etudes Demographiques (INED) May 2012.</li> <li>- Julia Poliscanova, “What went wrong with multiculturalism in France?” Global Politics, <a href="http://www.global-politics.co.uk/issue%203/Multicultural%20France.htm">http://www.global-politics.co.uk/issue%203/Multicultural%20France.htm</a></li> </ul> <p><b>Student Activity:</b> Please watch “Douglas Murray and Michael Coren - Multiculturalism in France” discussion (<a href="http://www.youtube.com/watch?v=bp5pnl-A1zE">http://www.youtube.com/watch?v=bp5pnl-A1zE</a>) and then read the article which is written by Artan Fuga, “Multiculturalism in France: Evolutions and Challenges” (<a href="http://eurospheres.org/files/2010/08/Eurosphere_Working_Paper_12_Fuga.pdf">http://eurospheres.org/files/2010/08/Eurosphere Working Paper 12 Fuga.pdf</a>) Finally write a short reflection paper on multiculturalism in France: what are the main problems and if you were a French, how would you react towards all discussions? Also, we will discuss film “Welcome”(2009) by Philippe Lioret <a href="http://www.imdb.com/title/tt1314280/">http://www.imdb.com/title/tt1314280/</a></p>	<p>Students’ questions on any topic (essay structure, citation, punctuation, grammar, research proposal, etc.)</p>
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**Week XII. The United Kingdom: “My war on Multiculturalism” by D. Cameron**

<p><b>18.11.2014 &amp; 20.11.2014</b> – The United Kingdom: From Multiculturalism to Interculturalism?</p> <p><i>Reading: Total 21 Pages.</i> - Shamit Saggat and Will Somerville, “Building a British Model of Integration in an era of Immigration: Policy Lessons for Government” University of Sussex and Migration Policy Institute, May 2012, Pages: 1-22.</p> <p>There is a common law system in the UK; therefore, many Islamic Sharia laws such as polygamy have been more easily applied rather than in secular civil law countries. If you were a native British, how would you react against Islamic laws in the British society?</p>	<p><b>21.11.2014</b> –</p> <p><u>Comparison essay</u> (1<sup>st</sup> revision, 4-5 pages).</p> <p>Titles.</p> <p>Students’ questions.</p> <p>Article review.</p>
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**Week XIII. Multiculturalism in North America: Indigenous People**

<p><b><u>25.11.2014</u></b> – North America: Indigenous</p> <p><b><u>27.11.2014</u></b> – No Classes: Thanksgiving Day</p> <p><i>Reading: Total 16 Pages.</i></p> <p>- Minister of Public Works and Government Services Canada, ‘‘The Current State of Multiculturalism in Canada and Research Themes on Canadian Multiculturalism 2008-2010.</p> <p>(<a href="http://www.cic.gc.ca/english/pdf/pub/multi-state.pdf">http://www.cic.gc.ca/english/pdf/pub/multi-state.pdf</a>)</p> <p>- Will Kymlicka, ‘‘American Multiculturalism in the International Arena’’, Fall 1998.</p> <p>(<a href="http://www.stanford.edu/class/polisci92n/readings/nov13.1.kymlika.pdf">http://www.stanford.edu/class/polisci92n/readings/nov13.1.kymlika.pdf</a>)</p> <p><b>Student Activity:</b> Please discuss the multiculturalism as a Willensnation states: Do you think that multicultural policies are more successful in the North America than Europe?</p>	<p><b><u>28.11.2014</u></b> –</p> <p>Independent Study:</p> <p>No Classes</p>
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**Week XIV. Multiculturalism in Latin America: ‘‘No Somos Indios’’ (We are not Indians)**

<p><b><u>02.12.2014</u></b> – Multiculturalism in Latin America</p> <p><b><u>04.12.2014</u></b> – Comparing Two Americas.</p> <p><i>Reading: Total 25 Pages.</i></p> <p>- Juliet Hooker (2005). Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America. Journal of Latin American Studies, 37, pp. 285-310.</p>	<p><b><u>05.12.2014</u></b> –</p> <p><u>Comparison Essay</u></p> <p><u>(2<sup>nd</sup> Revision, 4-5 pages).</u></p> <p>Integrated paper.</p> <p><u>Integrated paper</u></p> <p><u>(Draft, 5-7 pages).</u></p> <p>Research writing (research question, hypothesis, etc.)</p> <p>Students’ questions.</p>
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## Week XV. Critiques and Review of the Course

<p><b>09.12.2014 &amp; 11.12.2014</b> – Review of the course, critiques and poster presentation and broadcasting.</p> <p><u>Reading: Total 16 Pages.</u></p> <p>- Caroline Howarth and Eleni Andreouli, ‘‘Has Multiculturalism failed? The importance of lay knowledge and everyday practice’’ London School of Economics.</p> <p>(<a href="http://www.lse.ac.uk/socialPsychology/faculty/caroline_howarth/Howarth-and-Andreouli-paper-FINAL.pdf">http://www.lse.ac.uk/socialPsychology/faculty/caroline_howarth/Howarth-and-Andreouli-paper-FINAL.pdf</a>)</p>	<p><b>12.12.2014</b> –</p> <p><u>Integrated paper (revised, 5-7 pages).</u></p> <p>Reflection on the course.</p>
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\* **Note:** *The Instructors along with the European Studies Department reserves the right to make any changes in the Syllabus of the course. It is one of the main responsibilities of the students to attend the class and be informed about any changes about the syllabus.*

## USEFUL WEBSITES

### European Migration Agencies

- [European Commission Justice, Fundamental Rights and Citizenship](#)
- [European Parliament Justice and Citizenship news](#)
- [Frontex](#)
- [United Kingdom Border Agency](#)

### International Organizations

- [Institute for the Study of Labor \(IZA\)](#)
- [International Association for the Study of Forced Migration \(IASFM\)](#)
- [International Labor Organization \(ILO\)](#)
- [International Organization for Migration \(IOM\)](#)
- [Organization for Economic Cooperation and Development \(OECD\)](#)
- [UN High Commissioner for Refugees \(UNHCR\)](#)

### Research Institutions and Networks

- [Centre on Migration, Policy and Society \(COMPAS\), University of Oxford, UK](#)
- [Center for Migration Studies, New York, US](#)
- [European Policy Centre \(EPC\), Brussels, Belgium](#)
- [Migration Policy Centre](#)
- [Network of Excellence in the domain of International Migration, Integration and Social Cohesion \(IMISCOE\), EU](#)

### Publications and Journals

- [Forced Migration Review](#)
- [Georgetown Immigration Law Journal](#)