

TEAM PROJECT
TEACHING IN ADVANCED MULTINATIONAL ENVIRONMENTS
European Studies

Module:
Contemporary Europe - Challenges and Opportunities

credit points: 5 ects



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Learning Outcomes:

Students who successfully complete this module will be able :

-to recognise that Europe is a contested mobile society in a globalising world which offers economic, social, cultural and political opportunities and challenges;

-to contribute knowledgeably and constructively to the debate on the nature, extent and sources of contemporary migration and its implications;

-to define and critically analyse racism, xenophobia, anti-semitism and sectarianism as growing phenomena in Europe today;

-to understand , evaluate and compare contemporary social and spatial expressions of social exclusion and how it interacts with other social characteristics in determining quality of life and know political measures to promote inclusion;

-to evaluate appropriate approaches to diversity including multiculturalism, antiracism and interculturalism;

-to demonstrate improved skills of intercultural communication

Content:

The module is designed around four learning units:

I. Migration and mobility

- A global sense of place
- Contemporary European migration. Concepts of mobility and the way it varies across Europe

II. Racism, Xenophobia, the rise of extremist movements

- Europe is transforming into a multicultural, multifaith, multilingual society but national identities are remaining unreviving
- Racism and Xenophobia: learning (influence of the context) to divide people into groups
- The extent of the phenomena across Europe and the meaning of it on our life

III. Social exclusion

- Definition of concept and the historical background. The way concepts evolve. Kinds of social exclusion
- The way the phenomenon is growing
- Political measures to fight against political exclusion (European programs and recommendations)

IV. Intercultural Europe

- Clustering or dispersal cultures. Integrated or segregated cultures? (social and spatial integration)
- Skills of intercultural communication. Moving towards policies of inclusion
- the need to adapt and be prepared for meeting the challenges and opportunities of 21st century Europe

Learning and Teaching Strategies:

Learning is expected to take place in contexts both inside and outside the classroom using a variety of strategies: informal lectures, participative discussion, simulation and role play, individual investigations, use of film, documents, newspapers, memoir, narrative, testimony, art, library and internet sources as well as direct observation and field work.

Assessment:

The module outcomes will be assessed by:

- Written test to assess understanding of the key concepts 50%
- Individual Investigation on Selected Course Topic 50%

STRUCTURE OF THE LESSONS

Contact Hours: 30 hours = 10 lessons x 3 hours

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
1. Introduction	Students should be able: to discuss critically the challenges, opportunities presented by the knowledge economy, the network society and a mobile globalizing world to identify possible implications for contemporary Europe	<p>Contemporary Europe in a globalising world</p> <p>The focus is on</p> <p>(i) Understanding the opportunities as well as the challenges of</p> <ul style="list-style-type: none"> -economic, cultural and political globalization and -the rise of the network society and the knowledge economy which encourages mobility but threatens the security of some; <p>(ii) Understanding the challenges posed by</p> <ul style="list-style-type: none"> -the revival of national consciousness and xenophobic reaction to Europe's increasingly diverse population; - living and working in a multicultural society with equality of opportunities 	<p>Introductory lecture</p> <ul style="list-style-type: none"> -Key themes -Case Studies as basis for student activity <p>Group Activity: Listing and discussion of Opportunities and challenges in aspects aof globalization and knowledge economy for a number of roles</p> <p>Film as basis for introductory discussion of the tensions and stresses emerging in contemporary Europe.</p>	<p>Giddens, A. (2002) Runaway World: how Globalization is Reshaping our Lives, Routledge, London</p> <p>Film: <i>La Haine</i>(1995)</p>

TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
2. Migration and Mobility	Students should be able: - to recognize and critically evaluate the role of global processes in the complex relations between people and place in specific contexts.	A Global Sense of Place The focus is on understanding that places (i) are local versions of the world (ii) are hybrid places created through the intersection of international, national and local ways of life (iii) are experienced differently by different people	Introductory lecture -theoretical framework Student Activity Assessment of the entanglement of local and global using Participant Observation and 'Interviews' (i) Built environment and (ii) People in a local 'Street'	- Massey, D. (1994), "A global sense of place", <i>Space, place and gender</i> , Cambridge, Polity press, pp. 146-156 http://www.bbc.co.uk/legacies/immig_emig_uk_index.shtml
3. Migration and Mobility	Students should be able: to critically evaluate the implications of migration for the social, economic and demographic transformations of contemporary Europe.	Contemporary European Migration Emphasis is on (i) change in the characteristics and motivations underlying migration in the last half century	Illustrated Lecture -theoretical framework -Overview and trends -Analysis of maps , graphs , tables, graphics -Exemplar case studies using maps,	- Brubaker, R. W. (2001) 'The return of Assimilation: Changing perspectives on immigration and its sequels in France, Germany and the United States', <i>Ethnic and Racial Studies</i> : 24 (4)

		<p>(ii)the associated social, economic and demographic transformations of European society at a variety of scales and (iii) manifestations of the unsettling of past constructions of nationalisms</p>	<p>newspaper clippings</p> <p>Student Activity</p> <p>-small- group ‘research’ on migration in own countries for presentation and class discussion</p>	<ul style="list-style-type: none"> - Castles, S. (2000) <i>Ethnicity and Globalisation: From Migrant worker to Transnational Citizen</i>, Sage Publications, London - Castles, S and Miller, S.J. (2003) <i>The Age of Migration: International Population Movements in the Modern World</i>, The Guildford Press, New York - Giddens, A. (2002) <i>Runaway World: how Globalization is Reshaping our Lives</i>, Routledge, London - King, R and Black, R. (1999) <i>Southern Europe and the New Immigration</i>, Sussex Academic Press, Brighton - King, and Mai, N. (2005) <i>The New Albanian Migration</i>, Sussex Academic Press, Brighton - Massey, D. (1994), “A global sense of place”, <i>Space, place and gender</i>, Cambridge, Polity press, pp. 146-156
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TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
4. Racism, Xenophobia and the Rise of Extremist Movements	<ul style="list-style-type: none"> - The course will raise awareness about the challenges of the contemporary Europe in general and the attitudes towards the others in particular - The students will be able to identify the problem of discrimination, define the phenomena and classify it according to the sources that generate it (eg. sex, age, religion a.s.o) - Students will get acquainted with the activity of the European Monitoring Centre on Racism and Xenophobia - The students are going to be familiar with the Charter of Fundamental Rights of the European Union 	<ul style="list-style-type: none"> - General discussions about the challenges of the contemporary Europe - The identification of the issue of discrimination in the frame of our daily life - Individual attempt to formulate a definition and to classify of the phenomena (reasons for discrimination such as sex, age, religion etc.) - Students have to discuss and confront their definitions with the ones given in official documents and comment upon 	<ul style="list-style-type: none"> - discussions and debates - group approach - team brainstorming - individual work - individual research 	<ul style="list-style-type: none"> - Charter of Fundamental Rights of the European Union, available on http://www.europarl.europa.eu/comparl/libe/elsj/c harter/default_en.htm#1 - The Amsterdam Treaty: a Comprehensive Guide. Freedom, security and justice. Fundamental rights and non-discrimination available on http://europa.eu/scadplus/leg/en/lvb/a10000.htm - Annual Report on Human Rights 2006 available on http://europa.eu/scadplus/leg/en/lvb/l14170.htm - Charter of fundamental rights of the European Union <i>Official Journal C 364 , 18/12/2000 P. 0001 – 0022</i> available on http://eur-

		<p>the Charter of Fundamental Rights of the European Union</p> <ul style="list-style-type: none"> - The students will have the task of doing some research on the situation in their home countries and comments upon the politics in this respect 		<p>lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000X1218(01):EN:HTML</p> <ul style="list-style-type: none"> - European Monitoring Centre for Racism and Xenophobia available on http://europa.eu/scadplus/leg/en/cha/c10411.htm - Fundamental Rights Agency (FRA) available on http://europa.eu/scadplus/leg/en/lvb/l14169.htm - Protection of fundamental rights within the union available on http://europa.eu/scadplus/leg/en/lvb/l33021.htm
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5. Racism, Xenophobia and the Rise of Extremist Movements	<ul style="list-style-type: none"> - Students will be aware of the extent of the phenomenon and its extreme forms (extremist movements) - Students will identify appropriate ways to deal with extremist movements - The students will be encouraged to reflect upon the proper way to react towards groups that are usually discriminated 	<ul style="list-style-type: none"> - Is ‘tolerance’ an answer? – discussions on the meaning and the usage of the terminology - Political correctness and the importance of language in the fight against discrimination - Fundamental rights and the security in Europe - Students will be encouraged to appreciate diversity and consider the differences a positive aspect of the contemporary Europe - Students are encouraged to do some self 	<ul style="list-style-type: none"> - discussions and debates - group approach - team brainstorming - individual work - individual research 	<ul style="list-style-type: none"> - Respecting fundamental rights while ensuring security and justice in the European Union available on http://ec.europa.eu/justice_home/fsj/rights/fsj_rights_intro_en.htm - The history of racism and xenophobia in Europe available on http://www.hartford-hwp.com/archives/60/index-fb.html - The social history of Europe as a whole available on http://www.hartford-hwp.com/archives/60/index-f.html - Glossary of terms available on http://ec.europa.eu/employment_social/fundamental_rights/rights/gloss_en.htm

		<p>examination and decide the appropriate reaction towards cases of discrimination</p>		<ul style="list-style-type: none"> - FAQ about discrimination available on http://ec.europa.eu/employment_social/fundamental_rights/faq/faq_en.htm - Rights and obligations available on http://ec.europa.eu/employment_social/fundamental_rights/rights/roblie.htm - Action plan against racism available on http://europa.eu/scadplus/leg/en/cha/c10417.htm - Current publications on Racism available on http://ec.europa.eu/employment_social/fundamental_rights/public/pubst-en.htm
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TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
6 Social Exclusion	<p>Students who participate in these lessons will be able:</p> <ul style="list-style-type: none"> - To define and critically analyse social exclusion; - To define knowledge about social exclusion; 	<ul style="list-style-type: none"> - Definition of concept of social exclusion and the historical background of exclusion versus inclusion. - The evolution of concepts; - Related concepts: marginalization and poverty; - Social and spatial expression of social exclusion. - Types of social exclusion: long unemployment, 	<ul style="list-style-type: none"> - Group work: - Theoretical approach - concepts and implications of social exclusion. - Group discussion - Analysis of personal conceptions 	<p><i>Guio, Anne-Catherine (2005) Statistics in focus/Population and social conditions. Available in http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-NK-05-013/EN/KS-NK-05-013-EN.PDF</i></p> <p>Chebil, Samir and Haque, Inaamul (2003). <i>Community Driven Development Programs for Poverty Reduction: Experiences, Issues, and Lessons</i>. Scientific Development, Vol. 1 No.1.</p> <p>Pitts, John & Porteous, David 'Nobody should feel alone.' <i>Re-introducing socially excluded cultural and ethnic minority children and young people to educational and vocational opportunity</i>. European Journal of Social Work. Vol.</p>

		health problems, mental health problems, homeless, minority groups, drugs and alcohol addiction.		8, No. 4, December 2005, pp. 435-450
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7. Social Exclusion	<p>Students who participate in these lessons will be able:</p> <ul style="list-style-type: none"> - To understand the growing of social exclusion; - To understand types of social exclusion; - To critically analyse political measures and European programs. 	<ul style="list-style-type: none"> - Mapping social exclusion in Europe. - The excluded in Europe. - The development of phenomenon growing in Europe. - Political measures to fight against social exclusion (European programs and recommendations). - What works on fighting against social exclusion 	<ul style="list-style-type: none"> - Group work: - Theoretical approach - concepts and implications of social exclusion. - Group discussion - Analysis of personal conceptions 	<p><i>The Multidimensional Analysis of Social Exclusion A Research Report for the Social Exclusion Task Force . Available in http://www.swyddfa-cabinet.gov.uk/social_exclusion_task_force/publications/research/multidimensional.asp</i></p> <p>PNAI – 2006 – 2008. -Parte II - Relatório de Estratégia Nacional para a Protecção Social e Inclusão Social</p> <p>Department for International Development September (2005) <i>Reducing poverty by tackling social exclusion A DFID. Policy paper available in http://www.dfid.gov.uk/pubs/files/social-exclusion.pdf, in</i></p>

		(empowerment).		07/09/07 http://portal.unesco.org/ http://cordis.europa.eu/tser/src/socialind.htm http://www1.oecd.org/publications/observer/208/027-033a.pdf
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8. Intercultural Europe	<ul style="list-style-type: none"> - Students will be able to evaluate whether mass migration is a threat to the culture of old member states: - Students will be able to evaluate whether a person moving to a different EU state will be obliged to conform to the culture of the new state. (Should there be a „citizen test“ for immigrants?). 	<ul style="list-style-type: none"> - The issue of mass migration being a threat to the culture of old member states. - The issue of conformity of immigrants to the cultures of their host states. 	Students will investigate these issues in groups. Information will be gained from the internet and published materials. Students will present their conclusions to the class and the issues raised will be discussed.	
9. Intercultural Europe	<ul style="list-style-type: none"> - Students will appreciate the possible interplay between the promotion of the culture/identity of individual states and that of Europe as a whole. Students will be able to evaluate whether there is a need to downplay the culture/identity of each 	<ul style="list-style-type: none"> - The role of culture/identity of individual states in the promotion of integration/development of a European culture/identity. - The means by 	Students will investigate these issues in groups. Information will be gained from the internet and published materials. Students will present their conclusions to the class and the issues	

	<p>individual state in order to promote the integration/development of a European culture/identity.</p> <ul style="list-style-type: none"> - Students will understand the means by which individual member states can promote their culture in other member states (e.g., food, film, television, the media, music). - Students will be able to evaluate the extent to which cultural awareness reduces - prejudice/xenophobia. 	<p>which the individual member states can promote their culture in other member states (e.g., food, film, television, the media, music).</p> <ul style="list-style-type: none"> - The role of cultural awareness in the reduction of prejudice/xenophobia. 	<p>raised will be discussed.</p>	
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TOPIC	LEARNING OUTCOMES	DETAILED CONTENTS	METHODOLOGY	BIBLIOGRAPHY AND RESOURCES
10 Perspectives, conclusions	<ul style="list-style-type: none"> - The students will be able to identify several aspects of the contemporary Europe that will have a future impact on the status of the European Union - Starting from the topics dealt with in the course (such as migration and mobility, racism, xenophobia, social exclusion etc.) students will be able to foresee the evolution of the phenomena in the near future. - The students are going to recognize the expectancies of the European citizens in a democratic Europe - The students will improve the intercultural communication skills and be able to adapt to the foreseen European 	<ul style="list-style-type: none"> - General discussions about the challenges of the contemporary Europe - The students will be aware of the official perspectives of the Hague Programme - The challenge of enlargement and the extent the process - Is Europe going to turn into a globalized and biocratic system? - Is an European constitution feasible for the European citizens? - Discussions on the European values and identity in a globalized world - The students are going to debate on traditional common symbols and principles of the European Union 	<ul style="list-style-type: none"> - discussions and debates - group approach - brainstorming - individual work - individual research 	<ul style="list-style-type: none"> - The Hague Programme: ten priorities for the next five years available on http://europa.eu/scadplus/leg/en/lvb/l16002.htm - Challenges after the Treaty of Amsterdam available on http://www.historiasiglo20.org/europe/desafios.htm



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