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 – Romanian and 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		Levente Salat, PhD, Associate Prof.				
2.3 Seminar assistant		Cosmina Paul, PhD				
2.4 Year of study	II/III	2.5 Semester	III/V	2.6. Evaluation type	Exam	2.7 Discipline type	optional

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	4

4. Prerequisites (where applicable)

4.1based 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-deontologice/.
5.2for the seminar/laboratory	• 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.
	• 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.

6. Accumulated specific competencies

Professional competencies	C1 • 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 C5 • 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	CT1 • 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. 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 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.
7.2 Specific objectives	• The course is designed for students in the 2nd or 3rd year of studies, both Romanian and English language track. It requires good command of English in order to be able to actively participate in courses and to fulfill the assignments. • **Key Concepts:** Culture, multicultural, cross-cultural, intercultural, transcultural, intercultural resistance, prejudice, ethnocentrism, relativism, recognition, *survivance*, constitutional patriotism, societal culture, cultural shock, intercultural learning, deep culture model, intercultural communication, intercultural communication competence, third culture, cultural code switching, intercultural dialogue, intercultural person.

8. Contents

8.1 Course	Teaching methods	Observations
1. Defining concepts The importance of studying multiculturalism and intercultural communication. Defining concepts: multicultural, cross-cultural, intercultural, transcultural. The concept of culture: a typology of definitions. Why is it difficult to define culture? The concept of "deep culture".	Interactive presentation	
2. Understanding culture Culture's influence on human behavior. Where do cultures come from? Methodological difficulties in studying culture: the unit of observation in cross-cultural research. Cultural typologies. Culture's consequences on societies and political systems.	Interactive presentation + Video	Students are expected to participate actively in class, expressing views regarding the issues presented
3. Understanding deep culture The deep structure of culture. The sources of intercultural resistance. Cultural learning and pattern recognition. The role of stable frameworks of interpretation. The functions of prejudice.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
4. The challenge of diversity The contradiction between the role of culture and the global dimensions of diversity. Consequences of the contradiction: individual, social and political. Coping	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented

strategies: multiculturalism and intercultural learning.		
5. Multiculturalism – 1 Multiculturalism as normative response to diversity. The issue: recognition and *survivance*. Dominant views: Charles Taylor and Jürgen Habermas, Joseph Raz.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
6. Multiculturalism – 2 Dominant views continued: Will Kymlicka, Bhikhu Parekh, Maykel Verkuyten, Steven Vertovec.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
7. Against multiculturalism Resistance to multiculturalism. Forms of manifestation. Arguments against multiculturalism. Sartori on pluralism and multiculturalism. Ralph Grillo on the backlash of diversity. "Multiculturalism is dead" – the recent political debate.	Interactive presentation + Video	Students are expected to participate actively in class, expressing views regarding the issues presented
8. Intercultural learning – 1 Defining intercultural success. The process of intercultural learning. The stages of intercultural learning.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
9. Intercultural learning – 2 The deep culture model. Resistance to change. Acceptance of difference. Adaptation and cultural identity. The consequences of the deep culture model.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
10. Intercultural learning – 3 Styles of learning in a cross-cultural perspective. Intercultural education. Intercultural training: instruments and techniques. The concept of intercultural competency. The importance of intercultural learning in the EU.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
11. Intercultural communication – 1 The history of intercultural communication as a discipline. The relationship between culture and communication. An analytical model of intercultural communication. Barriers of intercultural communication. The management of intercultural conflict.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
12. Intercultural communication – 2 The concept of competence in communication. Intercultural communication competence. Learning intercultural communication competence. The concept of "the third culture".	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented

13. Intercultural communication – 3 New form of intercultural communication in the globalized world. The concept of intercultural dialogue. The paradox of transcultural communication. The ethics of intercultural communication.	Interactive presentation	Students are expected to participate actively in class, expressing views regarding the issues presented
14. Conclusions Concluding discussions. Evaluation of the course.	Discussions	Students are expected to express views on the pluses and minuses of the course and seminar

Bibliography

1. R. Brislin,: *Understanding Culture's Influence on Behavior*, Fort Worth–Philadelphia: Hacrcourt Brace College Publishers, 1993
2. **G. Hofstede: *Culture's Consequences*, Thousand Oaks–London–New Delhi: SAGE Publications, 2001**
3. **J. Shaules: *Deep Culture. The Hidden Challenges of Global Living*. Clevedon–Buffalo–Toronto: Multilingual Matters. Ltd, 2007.**
4. A. Guttman (ed.): *Multiculturalism and „The Politics of Recognition". An Essay by Charles Taylor*. Princeton, NJ.: Princeton University Press, 1992
5. **B. Parekh: *Rethinking Multiculturalism. Cultural Diversity and Political Theory.* New York: Palgrave, 2000**
6. Ch. Joppke–St. Lukes (eds.): *Multicultural Questions*. Oxford: Oxford University Press, 1999
7. Chen, Guo-Mong–Starosta, William J.: *Foundations of Intercultural Communication*, Boston–London: Allyn and Bacon, 1998
8. Additional readings recommended in class.

8.2 Seminar / laboratory	Teaching methods	Observations
1. The concept of identity. A view from cultural studies Stuart Hall (1992) „The question of cultural identity" in: Stuart Hall, David Held, Tony McGrew (eds.) *Modernity and its Futures*, Cambridge: Polity Press, pp. 273-325.	Discussion	
2. Identity and multiculturalism Zygmunt Bauman (1996) „From Pilgrim to Tourist – or a Short History of Identity" in: Stuart Hall, Paul Du Gay (eds.) *Questions of Cultural Identity*, London: Sage Publications, pp. 18–37. Peter S. Adler (1998) "Beyond Cultural Identity: Reflections on Multiculturalism", 225-246, in Milton J. Bennett (ed.) *Basic Concepts of Intercultural Communication. Selected Readings*, Yarmouth: Intercultural Press.		Students are expected to read the recommended parts of the relevant literature and participate actively in class
3. Understanding culture. Introductory discussion Bhikhu C. Parekh (2000) Ch. 5 "Understanding Culture", in: *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, London: MacMillan, pp. 142–179. Marshall R. Singer (1998) "Culture: A Perceptual Approach", pp. 97–-110, in: Milton J. Bennett (ed.) *Basic Concepts of Intercultural Communication. Selected Readings*, Yarmouth: Intercultural Press.	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
4. Understanding culture. Describing deep culture J. Shaules (2007) Ch. 3, "Understanding the Deep Structure of Culture", 37-65, in: *Deep Culture. The Hidden Challenges of Global Living*. Clevedon–Buffalo–Toronto: Multilingual	Discussion	Students are expected to read the recommended parts of the relevant literature and participate

Matters. Ltd, 2007.		actively in class
5. The challenge of diversity Maykel Verkuyten (2004) "Everyday ways of thinking about Multiculturalism", *Ethnicities*, Vol. 4(1): 53–74. John Boli and Michael A. Elliott (2008) "Facade Diversity: The Individualization of Cultural Difference", *International Sociology*; 23; 540	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
6. The city as the place of multicultural encounters Kirsten Simonsen (2008) "Practice, Narrative and the `Multicultural City': A Copenhagen Case", *European Urban and Regional Studies,* 15; 145 Gill Valentine (2008) "Living with difference: reflections on geographies of encounter", *Progress in Human Geography* 32(3), pp. 323–337	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
7. Interculturality – introduction Phil Wood and Charles Landry (2008) Ch. 2 "The context of diversity", pp. 25–66, Ch. 5 "Living together now: modern zones of encounter", pp. 105–114, in: *The Intercultural City. Planning for Diversity Advantage*, London: Earthscan.	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
8. Interculturality Cristián Parker Gumucio (2008) "Interculturality, Conflicts and Religion: Theoretical Perspectives", *Social Compass*, 55(3), 316–329. Will Kymlicka (2003) "Multicultural States and Intercultural Citizens", *Theory and Research in Education* 2003; 1; 147	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
9. Intercultural communication Milton J. Bennett (1998) "Intercultural Communication: A Current Perspective", pp. 1–35, in Milton J. Bennett (ed.) *Basic Concepts of Intercultural Communication. Selected Readings*, Yarmouth: Intercultural Press	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
10. The context of intercultural communication Hubert Knoblauch (2001) "Communication, Contexts and Culture. A Communicative Constructivist Approach to Intercultural Communication", in Aldo Di Luzio, Susanne Günthner, Franca Orletti (eds.) (2001) *Culture in communication: Analyses of Intercultural Situations*, Amsterdam: John Benjamins Publishing, pp. 3-34.	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
11. Intercultural communication J. Shaules (2007) Chp. 7, "The Deep Culture Model", 137-149, in *Deep Culture. The Hidden Challenges of Global Living*. Clevedon–Buffalo–Toronto: Multilingual Matters. Ltd, 2007.	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class
12. Intercultural learning J. Shaules (2007) Chp. 6, "The Process of Intercultural Learning", 105-137, in *Deep Culture. The Hidden Challenges of Global Living*. Clevedon–Buffalo–Toronto: Multilingual Matters. Ltd, 2007.	Discussion	Students are expected to read the recommended parts of the relevant literature and participate actively in class

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.
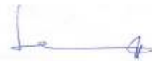
10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in final mark
10.4 Course	Exam	Oral examination based on a list of topics communicated in advance	50%
10.5 Seminar/laboratory	The evaluation of the seminar activity will reflect active participation in seminars (2 points) and the two assignments (1.5 points each).		
10.6 Minimum performance standard			

- At least 2.5 points earned for the seminar activity.
- At least 2.5 points earned in the oral examination, which requires proof of applying the basics of social and political theories in understanding, analyzing and evaluating the social-political consequences of diversity and elaborating appropriate policies in diversity management.

Date	Course lecturer signature	Seminar assistant signature

September 2013

Cosmina Paul

Date of approval in the Department
September 2013

Head of department's signature