

**COURSE DATA****Data Subject**

Code	34974
Name	Cultural diversity in Europe and integration policies
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1300 - Degree in Political and Public Administration Sciences	Faculty of Law	4	First term

Subject-matter

Degree	Subject-matter	Character
1300 - Degree in Political and Public Administration Sciences	33 - Cultural diversity in Europe and integration policies	Optional

Coordination

Name	Department
MERTENS DE WILMARS, FREDERIC	364 - Political Legal Philosophy

SUMMARY

Optional subject that introduces us to the study of cultural diversity and multiculturalism, with special reference to the situation in Europe. Integration policies are addressed as well as the question of collective rights and possible responses to demands for recognition by different types of minorities.

PREVIOUS KNOWLEDGE**Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.



Other requirements

No se exigen

OUTCOMES

1300 - Degree in Political and Public Administration Sciences

- Have knowledge and ability to understand essential facts, concepts, principles and theories relating to political science and public administration, and to the spectrum of other reference disciplines.
- Develop the learning skills needed to complete further studies or training with some degree of autonomy.
- Know and be able to analyse the design, planning, management and evaluation of public policies.
- Know and be able to analyse the policies of equality between men and women, of equal opportunities and of non-discrimination, as well as the policies that promote solidarity, environmental protection and the culture of peace.

LEARNING OUTCOMES

Ability to identify and use sources of information and documentaries.

Ability to interpret specific social phenomena using theoretical knowledge about the different proposals and strategies in the field of cultural diversity management.

Ability to design policy strategies and action programs.

Ability to apply political and social research methods and techniques and management techniques.

Ability to critically analyze the different identity recognition policies.

Ability to advise social agents to raise their demands and demands in the public sphere.

DESCRIPTION OF CONTENTS

1. 1. Introduction

1.1. Cultural diversity, a constant in the history and idea of Europe.

1.2. Factors and typology of cultural diversity in Europe

2. 2. Models of political management of cultural diversity



2.1 Models of political management of cultural diversity.

2.2 European experiences: relationships and differences with other non-European models

3. 3. Requirements for the democratic management of cultural diversity

3.1 Requirements for the democratic management of cultural diversity: pluralism, equality, inclusion.

3.2 Human rights as the foundation and limit of the management of cultural diversity.

4. 4. The complaint of cultural identities

4.1. The complaint of cultural identities: legal-political dimension

5. 5. The importance of minorities as a factor in European diversity

5.1. The importance of minorities as a factor in European diversity

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Preparation of evaluation activities	30,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	105,00	

TEACHING METHODOLOGY

- In-person master classes, case studies, problem and exercise solving, cooperative learning.
- Schemes, concept maps, summaries, both individual and group.
- Individual and / or group presentations.
- Attendance to tutorials.
- Comprehensive reading of texts and study materials.
- Expression of knowledge at the oral or written level.

EVALUATION

Subject evaluation system



The knowledge and skills acquired will be valued, in particular those of exposition, confrontation and weighting of reasons and arguments (dialogic argumentation), connection between the different issues addressed and critical assessment of the various doctrinal positions from the point of view of their foundation. and its practical implications.

The evaluation system will be based on two elements:

- a) Continuous evaluation system. The previous preparation of the classes, the attendance and active participation, founded and reasoned in the proposed activities and the attitudes and demonstrated abilities will be valued. It will have a value of 30% of the final grade.
- b) Final examination of the contents of the program that will have a value of 70% of the final mark.

REFERENCES

Basic

- Añón, M.J., Igualdad, diferencias y desigualdades, Fontamara, 2001.
- De Lucas, J. y Solanes, A., La igualdad en los derechos: claves de la integración, Dykinson, 2009.
- De Lucas, J., Europa: convivir con la diferencia, Tecnos, 1992; 1998 -2ª-
- De Lucas, J., Globalización e identidades. Claves políticas y jurídicas, Icaria, 2003.
- Fernández, E., Igualdad y derechos humanos, Tecnos, 2003.
- VV.AA. De Lucas (ed.), Europa: derechos, culturas, Tirant lo Blanch, 2006.
- Fernández-Suárez, B., La alteridad domesticada. La política de integración de inmigrantes en España: actores y territorios, Edicions Bellaterra, Barcelona, 2018.
- Solanes Corella, A. (coord.), Derechos Humanos, diversidad y convivencia, Actas del III Congreso Internacional MULTIHURI Universitat de València, 1-2 de junio de 2017, Universitat de València, València, 2017.
- Geiger, M. y Pécoud, A. (eds). The Politics of International Migration Management, Palgrave-MacMillan, Londres, 2010.

Additional

- De Lora, P., Memoria y frontera. El desafío de los derechos humanos, Alianza Editorial, 2006.
- Fraser, N. y Honneth, A., ¿Redistribución o reconocimiento?, Morata, 2006
- Kymlicka, W., Ciudadanía multicultural, Paidós, 1996.
- Sartori, G., La sociedad multiétnica. Pluralismo, multiculturalismo y extranjeros, Taurus, 2001.



- Solanes, A. (coord.), Derechos humanos. Migraciones y diversidad, Tirant lo Blanch, 2010.
- Taylor, Ch. El multiculturalismo y la política del reconocimiento, F.C.E., 2003.
- VV.AA., Añón, M. J. (ed.) La universalidad de los derechos sociales: el reto de la inmigración, Publicacions Universitat de València, Tirant lo Blanch, 2004.
- VV.AA., De Lucas, J. (ed.) El vínculo social: ciudadanía y cosmopolitismo, Tirant lo Blanch, 2002.
- Ahedo Santisteban, M., Recientes políticas de inmigración e integración en los países nórdicos: dinámicas transnacionales y discursos nacionales ante la inmigración forzada y económica, en Relaciones internacionales, Nº. 36, 2017, págs. 11-30
- Barbero Rodríguez, E., La aportación de los migrantes a la cultura y a la sociedad de acogida, en Tiempo de paz, Nº. 135, 2019, págs. 76-83
- Blázquez Rodríguez, I., El estatuto jurídico de los nacionales de terceros países: de la reacción ante la crisis migratoria a la sinergia necesaria, Revista española de derecho internacional, Vol. 72, Nº 1, 2020, págs. 27-51.
- Goig Martínez, J.M., La fallida política común de inmigración en la Unión Europea, en Vergentis: revista de investigación de la Cátedra Internacional conjunta Inocencio III, Nº. 8, 2019, págs. 125-158.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

ADDENDUM COURS 2021-22

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

The contents are maintained and will be organized according to the different types of sessions (face-to-face or by synchronous videoconference).

2. WORKLOAD AND TEMPORARY PLANNING OF TEACHING

The activities and workload of the original teaching guide are maintained. The planning of sessions will be specified at the beginning of the course.

3. TEACHING METHODOLOGY



HYBRID TEACHING

If the academic authority determines it, this subject will be adapted to the hybrid teaching model established by the Faculty of Law, through which face-to-face theoretical-practical classes will be taught in discontinuous weeks for the student. To this end, the Secretary of the Faculty will divide the group into as many subgroups as necessary, teaching in the classroom, at the time established for the subject, to one of the subgroups each week in accordance with the calendar established by the Faculty, providing for the others, as a priority, follow-up of the class through synchronous VIDEO CONFERENCE. The contents, volume of work and evaluation are maintained in the terms initially foreseen in the academic guide.

NON-PRESENTIAL TEACHING

If the academic authority establishes the change in non-classroom teaching, this subject will be taught to all students under the same conditions as those indicated for the non-classroom teaching part of the hybrid system. The contents, volume of work and evaluation are maintained in the terms initially foreseen in the academic guide.

FOR ALL STUDENTS

- *Classes will be followed by synchronous videoconference*
- *The practical activities and group tutorials established in the teaching guide will be carried out in person.*
- *The individual tutorials will preferably be virtual.*
- *If the health situation requires that all teaching be carried out online, all sessions will be replaced by uploading materials to the Virtual Classroom, synchronous videoconferencing, or broadcast slides. In the case of practical activities, interaction with students will be guaranteed through videoconference or forum or chat in a virtual classroom. Given the case, the corresponding adaptations will be communicated through the virtual classroom by the teaching team of the subject.*

FOR VULNERABLE OR AFFECTED STUDENTS

The methodology will be adapted to the following non-contact activities:

- *Follow classes by synchronous videoconference*
- *Individual assignments assigned*
- *Videoconferencing tutoring*
- *Development of individual project*

4. EVALUATION

The criteria of the teaching guide are maintained regarding the weighting of the evaluation of each type of activity.



In the case of vulnerable or affected students, the proportion of assessment of the evaluable group activities will be transferred to individual activities.

If the health situation requires that the final test be carried out online, an evaluation will be proposed for the following modality:

- Asynchronous individual written test with development questions will be delivered by virtual classroom

5. BIBLIOGRAPHY

The existing bibliography is kept in a virtual classroom. If the health situation requires the closure of libraries, support material will be provided through the virtual classroom.