

## **IDH2930 European Multiculturalism Today**

Instructor: Dragana Svraka

Contact: [dragana.svraka@ufl.edu](mailto:dragana.svraka@ufl.edu)

Office Hours: TBD + by appointment

Class Schedule & Location: Wednesday (3.00-3.50), Little Hall 117

### **Summary**

This class examines the concept of multiculturalism and the state of multiculturalism in Europe today. European states today struggle to reconcile traditional identification with the nation state with growing ethnic diversity due to immigration. The motto of the European Union ‘united in diversity’ underlines both commitment to diversity (among European nations) and the need to manage it. The attitudes towards migrants differs, and individual states choose different policy approaches to control and manage immigrant diversity. Additionally, despite the fact that the European Union in principle guarantees freedom of movement within its borders, implementation of such freedom in practice does not come without challenges.

We will start the class with a discussion regarding the meaning of multiculturalism, offering different normative perspectives on issues on ethnic/religious/racial/cultural diversity. Discussion about multiculturalism is closely related to the discussion about citizenship, and we will spend some time outlining different normative models of citizenship, and seeing how they are applied in different European states.

On the policy side, we will examine policy developments aimed to tackle diversity regarding citizenship, educational policies, and political activism among European residents and citizens of immigrant background. On the more contentious side, we will talk about the rise of populism, aiming to understand how much its presence is tied to immigration, and we will discuss the need to think about integration as a process of mutual accommodation (moving from the idea that immigrants have to adapt and assimilate to the host culture).

The class is based on discussion of these politically highly salient issues, and we will learn and evaluate policy choices that different European countries have made to address presence of new immigrant groups within their borders.

## **Objectives**

The course aims to acquaint students with theoretical and empirical debates concerning multiculturalism in Europe today. After taking this course, students will know about the range of state responses to ethnic diversity, and options to accommodate it. Finally, students will be able to evaluate different approaches for dealing with diversity using the analytical framework developed in this book. They will develop context sensitivity that should be taken into consideration when talking about multiculturalism.

## **Requirements**

This class focuses on discussion of the key concepts and policies related to the field of multiculturalism and integration. I expect students to read the assigned chapter in the book before the weekly meeting, and to be prepared and willing to discuss the materials in class. I will not be delivering lectures, but leading and moderating debates on the weekly topic. Therefore, to succeed in this class, you have to be willing to be engaged during the class and to critically discuss the assigned materials. I do not expect students to have previous knowledge about political science and public policy, and I encourage students to engage with the issue of multiculturalism taking into consideration their educational and personal backgrounds.

At the beginning of the class, each student will decide (in consultation with me) on a European state that she/he would follow throughout the semester. Each week a student will have to produce a short report (approximately 1 page long) regarding how specific weekly topic applies to the country they follow. The summary of these weekly contributions will be used to create the final presentation at the end of semester. We will not have the final exam, and your weekly contributions and final presentation will determine your success in this class.

## **Your work will be evaluated through:**

Attendance (10%) – Attending class is mandatory, and absences should be excused based on University policies.

Participation (20%) – The course will function as discussion-oriented seminar. Students should read the assigned materials before the class, and come to class willing to critically discuss the weekly topic.

Weekly Reports (40%) – Most weeks students will have to produce a short report focused on the European country they have decided to follow during the class. These reports will have to be sent to the instructor prior to the class (Wednesday before the class, by noon). These weekly reports should show that the students have thought about and searched for the information regarding the countries they follow, and should help them to connect the written materials to the empirical cases. They need not be long, and they could be used during the class discussion.

Final Presentation (30%) – At the end of semester, each student will use the information gathered about particular country and its treatment of multiculturalism to produce a presentation that will be given in class on November 28<sup>th</sup>. The presentation will summarize the state of multiculturalism in the given country, pointing out at the good practices, identifying problems, and proposing improvements. The students are free to choose any medium they want in order to create final presentation.

Grading scale:

Grade	Score	Grade	Score	Grade	Score	Grade	Score
A	94-100	B	83-86	C	73-76	D	63-66
A-	90-93	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	E	0-59

**Weekly Assignments / Reports** (worth 40% of the grade)

length 1 page – could be longer

Reports will be about the country that a student has decided to follow throughout the semester.

Week	Deadline	Content
2	08/29, noon	Send an email where you identify which country you want to follow throughout the semester. Add a short explanation for your choice.
3	09/05, noon	Summarize the profile of immigration in your chosen country: how many immigrants are there, where do they come from, how long were they in the country, where they tend to be located, etc.
4	09/12, noon	Identify a challenge or a problem that is specific to managing immigrant diversity in your chosen country: explain why a particular issue is problematic, and what is lacking in current policy treatment of this issue.
5	09/19, noon	Present an example of policy or initiative dealing with multiculturalism in your chosen country.
6	09/26, noon	Provide short summary of citizenship policy in use in your chosen country. Focus on naturalization policy and requirements, and give a critical opinion about their adequacy for immigrants.
7	10/03, noon	Are there populist parties that use anti-immigrant rhetoric? Give a short presentation of their policy programs and their view on multiculturalism.
10	10/24, noon	Search for the information on how diversity and multiculturalism are addressed in the educational system, in particular looking at religious diversity in the case you follow.

11	10/31, noon	Give an example of political activism among immigrant population. You can choose to present a general data on immigrant political activity (if available), or search for an example of such activism. Present the example emphasizing why political activism among immigrant population matters, and/or give a critique of existing situation.
12	11/07, noon	What does multiculturalism mean for the population that is not of immigrant origin? You should critically address the need for the host population to adjust to the new reality of immigrant diversity and multiculturalism in your chosen country. Think about what multiculturalism means in practice and how it touches upon the general population. What are the benefits from having immigrants in your case?

### **Required Text**

Triandafyllidou, Anna, Tariq Modood, and Nasar Meer, Eds. (2012) *European Multiculturalisms: Cultural, Religious and Ethnic Challenges*. Edinburgh: Edinburgh University Press

### **University Policies**

#### *Academic honesty*

Violations of the Student Honor Code (including, but not limited to, copying and plagiarizing) will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

#### *Counseling and wellness*

A variety of counseling, mental health and psychiatric services are available through the Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. For more information, call 392-1575 or visit <http://www.counseling.ufl.edu/cwc>.

#### *Students with disabilities*

The University of Florida is committed to providing academic accommodations for students with disabilities. Students requesting accommodations should register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) as soon as possible by providing appropriate documentation. Once registered, students should present me with their accommodation letter.

### Important Note

The instructor reserved the right to change any of the administrative information (syllabus, readings, exams, distribution of grades, and papers) throughout the course of the semester and will inform students of such changes with due time and consideration.

### Course Schedule

Week	Date	Content
1	08/22	<u>Introduction</u> Introduction and syllabus. Planning the semester. [no readings]
2	08/29	No class, absent for a conference.
3	09/05	<u>Varieties of multiculturalism</u> Introducing concept of multiculturalism, its causes and effects, and approaches to deal with immigrant cultural diversity in Europe. [Chapter 1: Introduction (pp. 1-29)]
4	09/12	<u>Citizenship &amp; Diversity</u> We address the question whether multiculturalism as a political project has failed. We talk about different understandings of citizenship, and discuss social cohesion. [Chapter 2: Framing Contemporary Citizenship and Diversity in Europe (pp. 33-60)]
5	09/19	<u>State of Multiculturalism</u> Applying broad perspective, we discuss policy developments to account for diversity. [Chapter 3: The Multicultural States We're In (pp. 61-87)]
6	09/26	<u>(Post)National Citizenship</u> We will critically address the attempts, success, and possibility to move away from the nation state model, talking about how states secure social cohesion among diverse population. [Chapter 4: Beyond Post-National Citizenship (pp. 88-115)]
7	10/03	<u>Populism in Europe</u> We will discuss the presence and visibility of populist parties in many European countries, looking into their political platforms and policy proposals. We will aim

		<p>to address why those parties gain popularity, and how European states and population of immigrant origin respond to the challenge of populism.</p> <p>[no readings]</p>
8	10/10	<p><u>Introducing Islam &amp; Feminism</u></p> <p>Main issue to discuss this week will be how European states reconcile feminism with the presence of traditional Islamic views on women. We will also talk why Islam has been singled out by critics of multiculturalism.</p> <p>[Chapter 5: Islamic Difference and Return of Feminist Universalism (pp. 116-141)]</p>
9	10/17	<p><u>Movie</u></p> <p>We will decide which movie to watch together among several options.</p> <p>[no readings]</p>
10	10/24	<p><u>Teaching Diversity</u></p> <p>We will discuss the existing policies to teach and prepare children for living in the multicultural society. In particular, we will look into how different European countries organize religious education in religiously diverse environment.</p> <p>[Chapter 6: Religious Diversity and Education (pp. 145-166)]</p>
11	10/31	<p><u>Political Immigrants</u></p> <p>We will talk how individuals of immigrant background become politically active, looking at how different European states aim to achieve goals of inclusiveness and representativeness suited to multicultural democracy.</p> <p>[Chapter 7: Active Immigrants in Multicultural Contexts (pp. 167-191)]</p>
12	11/07	<p><u>Integration as a Two-Way Street?</u></p> <p>We revisit the meaning of integration in a sense that it requires mutual accommodation, and look whether and how that is executed in practice. Empirically, we will look into civic tests for immigrants and their inclusion in the debate about integration.</p> <p>[Chapter 8: Not a One-Way Road? (pp. 192-212)]</p>
13	11/14	<p><u>Ethnic Statistics</u></p> <p>We address debates on whether to collect the data on ethnic makeup of population, focusing on the logic behind this choice. In the light of evidence-based policies, we will address potential problems of othering and fight against discrimination, using the collected ethnic data.</p> <p>[Chapter 9: Ethnic Statistics in Europe (pp. 213-237)]</p>

14	11/21	<u>Break</u> Thanksgiving week, no class
15	11/28	<u>Individual Presentations</u> [no readings]
16	12/05	<u>Closing</u> Discussing what we have learned in the class.