**REMix COURSE SYLLABUS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the course:** | | | | **Migration and Cultural Rights** | | | | | |
| **E-learning hours:** | | | | **40** | | | | | |
| **Author:** | | | | **Monica Amari-Cinzia Laurelli** | | | | | |
| **University:** | | | | **Expert in Cultural Rights and EU funding consultant** | | | | | |
| **1. Objectives of the course:** | | | | | | | | | |
| Understand the potential and the challenges of cultural rights in the inclusion of migrants and refugees in the hosting communities. After an introduction on the legal framework of the Cultural Rights as part of the Human Rights and their evolution the students will deep on the meaning of the recognition of Cultural Rights and analyse case studies to identify activities and practices that promote the respect of Cultural Rights of migrants and hosting communities. The course will take into consideration cultural identity as a tool of mutual understanding of cultures and the role played by the Cultural Diplomacy as global discourse for supporting inclusive social and political development and the role of the European Union.  The course will equip the students with knowledge about the potentialities and the challenges of cultural rights in the inclusion of migrants and refugees in the hosting communities and provides an introduction to the legal framework of the Cultural Rights as part of the Human Rights. The students will deep on the meaning of Cultural Rights, Cultural Identity and the role of Cultural Diplomacy. During the course it will be analysed more specifically the content and meaning of the right to take part in cultural life, and the role played by the cultural diplomacy as global discourse for supporting inclusive social and political development. At the end of the course the students will be able to identify the cultural dimension of human rights and the barriers that prevent cultural rights from becoming a reality. | | | | | | | | | |
| **2. Learning outcomes of the course:** | | | | | | | | | |
|  | | **Learning outcomes of the course** | | | | | | | |
| Participants should be able to: | | | | | | | | | |
| 01 | | Understand the legal framework of cultural rights | | | | | | | |
| 02 | | Recognize the cultural dimension of human rights | | | | | | | |
| 03 | | Analyse the growing importance of cultural rights and cultural identity in the migration process | | | | | | | |
| 04 | | Identify cultural policies and practices on cultural rights for enhancing the integration of migrants in local communities | | | | | | | |
| 05 | | Recognise examples of respected cultural rights in local communities | | | | | | | |
|  | |  | | | | | | | |
| **3. Syllabus:** | | | | | | | | | |
| No | Content | | | | | | | Outcome | Number of hours |
| 1 | Topic 1: Cultural Rights and Human Rights : the International Legal Framework | | | | | | |  | … |
| 2 | Topic 2: Cultural Rights and Integration of Migrant and Host Communities | | | | | | |  | … |
| 3 | Topic 3: Cultural Identity and Migration Process: A Theoretical and Legal Approach | | | | | | |  |  |
| 4 | Topic 4: Cultural Identity and Migration Process: Case Studies on Migration, Cultural Identity and Music/Art | | | | | | |  | … |
| 5 | Topic 5: Cultural Diplomacy/Soft Power | | | | | | |  | … |
| 6 | Topic 6: The Role of the European Union and the Cultural Approach to Migration | | | | | | |  | … |
| **Total:** | | | | | | | | | hours |
| 4. Teaching methods: | | | | | | | | | |
| Online lectures/tutorials, case studies analysis, quizzes, forum discussions, individual tasks, team-work. | | | | | | | | | |
| 5. Individual activity of a student: | | | | | | | | | |
| Studying lectures/tutorials, videos, materials, solving quizzes, analyzing case studies. | | | | | | | | | |
| 6. Readings: | | | | | | | | | |
| **Section 1**  **Case study** Donders, Y.M. (2002), A right to cultural identity and the Sami in Norway, Sweden and Finland, in Towards a Right to Cultural Identity, Intersentia (pp.302-310; 324-326)  <https://intersentia.com/en/towards-a-right-to-cultural-identity.html>  **Topic 1 Cultural Rights in International Legal Framework: from Protecting Indigenous Minorities to Fribourg Declaration**  Symonides, J. (1998). Cultural rights: A neglected category of human rights. In International Social Science Journal, 50(158), 559-572.  <https://doi.org/10.1111/1468-2451.00168>  Fribourg Declaration on Cultural Rights (2007)  <https://culturalrights.net/en/documentos.php?c=14&p=161>  **Topic 3 Cultural Identity and Migration Process: A Theoretical and Legal Approach**  Ferri, M. (2018), The Recognition of the Right to Cultural Identity under (and beyond) international Human Rights law  Journal of Law, Social Justice & Global Development, Issue 22, 2018, Special Issue Cultural Rights and Global Development, ed. Jonathan Vickery (pp.12-16).  <http://www.lgdjournal.org/wp-content/uploads/2018/06/3_FERRI_LDG_CRSI_2018.pdf>  **Section 2**  **Topic 1 Cultural Identity and Migration Process: Case Studies on Migration, Cultural Identity and Music/Art**  Kasinitz, Philip and Martiniello Marco (2019) Music Migration and the City. Journal of Ethnic and Racial Studies. 2019, Vol.42, NO 6 pp. 857-864  <https://www.tandfonline.com/doi/full/10.1080/01419870.2019.1567930?src=recsys>  The same document is available also to the following link  <https://www.tandfonline.com/doi/pdf/10.1080/01419870.2019.1567930?needAccess=true>  Music and Migration: Article from the Magazine of the European Council for Music pp10-12  <https://www.emc-imc.org/fileadmin/user_upload/Publications/Sounds11WEB.pdf>  **Topic 2 Cultural Diplomacy and Soft Power**  Osojnik Marta: Cultural Diplomacy and the European Union: Key Characters and Historical Development pp1-8  <http://www.culturaldiplomacy.org/pdf/case-studies/cd-eu.pdf>  “The Art of Soft Power. A study of cultural diplomacy at the UN Office in Geneve. King’s College London  pp 32-34 “Reflections”  <https://www.kcl.ac.uk/cultural/resources/reports/theartofsoftpower-v1-web.pdf>  **Topic 3 The Role of the EU and the Cultural Approach to Migration**  European Parliament Directorate General for Education : Research for CULT Committee Why cultural work with refugees pp 11-16  <https://www.europarl.europa.eu/RegData/etudes/IDAN/2017/602004/IPOL_IDA(2017)602004_EN.pdf> ( FromPgae 11 to page 16  Council of the European Union: Draft Coucil conclusion on the Work Plan for Culture 2019-2022 pp 1-8  <http://data.consilium.europa.eu/doc/document/ST-13948-2018-INIT/en/pdf>  **Section 3**  HABITAT III ISSUE PAPERS 2, 2015– Migration and Refugees in Urban Areas pp1-8  <http://habitat3.org/wp-content/uploads/Habitat-III-Issue-Paper-2_2_Migration-and-Refugees-in-Urban-Areas-2.0.pdf>  CREATING BETTER CITIES FOR MIGRANTS-Urban Policies and practices to build more inclusive cities – 2010 UNESCO  <https://ec.europa.eu/migrant-integration/index.cfm?action=media.download&uuid=29ED71C5-C09F-0342-3C5F99B4021A71B5> | | | | | | | | | |
| 7. Supplementary readings and websites | | | | | | | | | |
| **Section 1**  Document/article/web link/YouTube  **Topic 1 Cultural Rights in International Legal Framework: from Protecting Indigenous Minorities to Fribourg Declaration**  Shaeed F. (2010), Report of the Independent Expert in the Field of Cultural Rights, Farida Shaeed, submitted pursuant to resolution 10/23 of the Human Rights Council (pp.10-14).  <https://digitallibrary.un.org/record/680585?ln=en>  **Topic 2 Cultural Rights and Integration of Migrant Communities in Europe**  How Culture Drives Behaviours by Julien S. Bourrelle  <https://www.youtube.com/watch?v=l-Yy6poJ2zs>  What if you were a refugee by Salah Ammo  <https://www.youtube.com/watch?v=WfE7dVo4vUY>  **Topic 3 Cultural Identity and Migration Process: A Theoretical and Legal Approach**  Culture Identity by Charles Taylor  <https://www.youtube.com/watch?v=kGZzpZRc4g8>  **Section 2**  **Document/article/web link/YouTube**    **Topic 1 Cultural Identity and Migration Process: Case Studies on Migration, Cultural Identity and Music/Art**  Lidskog.Rolf (2017) The role of music in ethnic identity formation in diaspora: a research review <https://onlinelibrary.wiley.com/doi/full/10.1111/issj.12091>  YouTube: Video by Karima Bennoune UN Special Rapporteur in the field of cultural rights speaking on the right of freedom of artistic expression and to take part in cultural life  <https://www.youtube.com/watch?v=1A4DfO_SUkIthe> (Video duration 7’42”)  Movie: The Green Book Runtime 110’ available at the link <https://pro.ideafit.com/exercise-library/123Movies-Green-Book-FuLL-Movie-Online-2018> ( Registration is required to watch the movie) the movie is also available on Netflix and Amazon Prime.  Web link: Jazz in the third Reich:  <http://holocaustmusic.ort.org/politics-and-propaganda/third-reich/jazz-under-the-nazis/>  **Topic 2** **Cultural diplomacy and Soft Power**  **YouTube**: Towards an EU strategy for international cultural relations by Frederiga Mogherini  High Representative of the European Union for Foreign Affairs and Security Policy & Vice-President of the European Commission Federica Mogherini launching the Cultural Diplomacy Platform at the European Culture Forum on 7-8 December 2016.  <https://www.youtube.com/watch?time_continue=58&v=QRiU-RezITQ&feature=emb_logo> Duration 22’14”  **Document/article/web link/YouTube**  YouTube: A lecture by Dr. Joseph S. Nye. Distinguished Service Professor, Harvard University: Soft Power Explained:  <https://www.youtube.com/watch?v=lOsUilwRstQ> Duration 25’ 43”  Web link to the Institute of Cultural Diplomacy  <http://www.culturaldiplomacy.org/index.php?en>  Web link to the story of Marco Polo and his travels  <http://www.silk-road.com/artl/marcopolo.shtml/>  Web link to the Portrait of Eleonora da Toledo by Bronzino  <https://www.artble.com/artists/agnolo_bronzino/paintings/eleonora_of_toledo_with_her_son_giovanni_de%27_medici>  Web link to the Politics of Olympic Games  <https://www.penn.museum/sites/olympics/olympicpolitics.shtml>  **Topic 3** **The Role of the EU and the Cultural Approach to Migration**  Video Migration in Europe by Mihai Razvan Ungureanu former Prime Minister of Romania  <http://www.culturaldiplomacy.de/mediacenter/index.php?migration-in-europe-and-european-cultural-diplomacy-a-challenge>  Watch from 9’00” to 17’48”  European Union Publication: How culture and the arts can promote intercultural dialogue in the context of the migratory and refugee crisis  Report with case studies produced by the working group of EU Member States’ experts on intercultural dialogue in the context of the migratory and refugee crisis under the open method of coordination - Study  <https://op.europa.eu/en/publication-detail/-/publication/4943e7fc-316e-11e7-9412-01aa75ed71a1>  ISBN 978-92-79-67387-0 DOI 10.2766/468525  Web link to the Cultural Relation Platform:  <https://www.cultureinexternalrelations.eu/>  Web link to the European website on Migrants Integration Information and Good Practices:  <https://ec.europa.eu/migrant-integration/search?search=art+and+migrants&perPage=10&page=5&sortsaved=itemdate+desc&ncponlysaved=0>  Web link to the Erasmus+ Platform about projects on Music anMigrants  <https://ec.europa.eu/programmes/erasmus-plus/projects_en#search/project/keyword=music%20and%20migrants&matchAllCountries=false>  **Section 3**  Web sites:  UN-Habitat Cities and Migration  <https://unhabitat.org/gccm-cities-and-migration>  Flemish integration policy in the city of Antwerp (BE)  <https://translate.google.com/translate?sl=nl&tl=en&u=https%3A%2F%2Fdiversiteitspraktijk.be%2Fthemas%2Fdiversiteit-vandaag> | | | | | | | | | |
| 8. Assessment requirements and grading system: | | | | | | | | | |
| EXAMPLE  The following elements constitute **total score (100 points)**:  quizzes total: 45 points  discussion: 12 points  introduction from groups: 3 points  group project: 40 points  Grading system  Points Grade   |  |  |  |  | | --- | --- | --- | --- | | 0 | - | 49 | Fail (2) | | 50 | - | 59 | Satisfactory (3) | | 60 | - | 69 | More than satisfactory but less than good (3+) | | 70 | - | 79 | Good (4) | | 80 | - | 89 | Very good (4+) | | 90 | - | 100 | Excellent (5) | | | | | | | | | | |
| **10. Verification of learning outcomes:** | | | | | | | | | |
| **Outcome number** | | | **Evaluation method** | | | | | | |
| Open-ended questions  (*test and mini-tests*) | | Computational questions  (*tests and mini-tests*) | Individual task *(document for teacher’s feedback and evaluation prepared by individual)* | Group project  *(document for teacher’s feedback and evaluation prepared by group of students)* | | |
| 01 | | | x | |  |  | x | | |
| 02 | | | x | |  |  | x | | |
| 03 | | | x | |  |  | x | | |
| 04 | | | x | |  | x |  | | |
| 05 | | | x | |  |  | x | | |
| 06 | | | x | |  |  |  | | |
| … | | |  | |  |  |  | | |