

INTERCULTURAL CITIZENSHIP: THE SOUTH EAST EUROPEAN CONTEXT

CEU Summer University
Budapest, July, 22 - August, 2, 2002

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Resource persons: Bernd Baumgartl, European Peace University, Vienna,
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July 22, 2002, Monday

9:00 - 10:50 *Introduction and course overview* (Birzea)

Lecture and discussion examining the general context of democratic citizenship. Intercultural citizenship as a project and a learning opportunity for people living in conflicting regions. The cultural and historical context of citizenship in South-East Europe. Concrete information on the course schedule and organisation.

10:50 - 11:00 *Break*

11:00 - 12:50 *From Sarajevo to Sarajevo* (Baumgartl)

Brief introduction in the historical and cultural context of South-East Europe. The Balkans and "balkanisation", associated with contested territories. The rise of nationalism and ethnocentrism in the 90s. The end of the Cold War and the age of "dangerous peace" in the 90s ("the decade of one hundred civil wars"). The four Yugoslav wars of 1991-1999 and the global stability problems. The reconstruction of South-East Europe as a major challenge of the international community. The potential of the Stability Pact. The post - 11 Sep context and the "clash of civilisations". The new stability system in South-East Europe as a model for the new stability system in the post-Cold War era.

13:00 - 13:50 *Computer Lab Tour*

An introduction to the services and facilities at the CEU Computer Lab

13:50 - 15:00 *Lunch break*

15:00 - 15:50 *Continued* (Baumgartl)

16:00 - 17:00 *Office hours* (Baumgartl)

Individual discussions on specific topics, according to participants interests. Assistance to participants in the preparation of their individual work.

Texts from the reader (related to the first day):

- Meyer "Debalkanizing the Balkans"
- Ben-Israel "Nationalism in historical perspective"
- Madzan "The roots of nationalism"
- Baumgartl "From Sarajevo to Sarajevo"
- Gellner "Nationalism and xenophobia"
- Kuzmanic "Understanding the war in former Yugoslavia"

Handouts:

- historical maps of the Balkans (crossroads of empires and civilisations), charts on cultural diversity in SEE
- texts on the sources of conflicts in ethnically-mixed regions
- examples of projects and actions within the Stability Pact system

Assignments: prepare a short essay on the concrete meaning of "Europe as a Common House"

July 23, 2002, Tuesday

9:00 - 10:50 *From Sarajevo to Sarajevo* (Baumgartl)

11:00 - 11:50 *Project work* (Baumgartl)

The students will be invited to elaborate a collective project on the theme "Unity and diversity of South-East Europe".

12:00 - 13:50 *Teaching methods* (common activity)

A practical presentation of most recent active methods to be used in non-formal education and adult/youth training

14:00 - 15:00 *Lunch break*

15:00 - 15:50 *Debriefing* (Baumgartl)

Conclusions and general orientations on the theme 1 ("Historical and cultural context of ethnic conflicts in South-East Europe")

16:00 - 17:00 *Library tour*

A tour of and introduction to services and facilities available in the library

17:00 - 19:30 *Internet session I* (optional individual work)

July 24, 2002, Wednesday

9:00 - 9:50 *Citizenship as status and role* (Birzea)

The very concept of citizenship and related crucial issues such as democratic participation, shared responsibility, membership and ownership, legitimacy of the public order and the nature of the state. The participants will be invited to analyse the equivalent terms in their national languages, as well as the legal and cultural connotations of citizenship in their respective societies. At the end, citizenship will be defined as a status (legal and political entitlements) and a role (identity citizenship or the psychological/cultural dimension). Democratic

citizenship as a key concept of political sciences. The republican vs. liberal tradition of citizenship.

10:00 - 10:50 *Identitary citizenship* (Birzea)

Citizenship as a collective identity. Examples by participants, based on their own experience. Role-playing on diversity of situations and contexts on which identitary citizenship could be based.

11:00 - 11:50 *European citizenship* (Birzea)

The case of European citizenship as a legal status (the five supranational rights introduced by the Maastricht Treaty) and a role (a collective identity linked to the cultural Europe and to a common system of values).

12:00 - 12:50 *Global citizenship* (Birzea)

The global or "cosmopolitan" citizenship (Ichilov) as a supranational or "postmodern" (Dahrendorf) citizenship. How this global perspective is seen from different cultural backgrounds (contributions by participants; group discussion).

13:00 - 14:00 *Lunch break*

14:00 - 14:50 *Project work* (Birzea)

Individual and group project work on legal entitlements for fully-fledged citizens. The case of "second-class citizens" (Lister): the poor, the excluded, the immigrants, the refugees, etc. The particular situation of Roma/gypsies.

15:00 - 15:50 *Debriefing* (Birzea)

Conclusions of the day. The complexity of the concept of citizenship and its embedded nature in political science analysis and research. Practical consequences for policies and daily life.

16:00 - 17:00 *Office hours* (Birzea)

Individual discussions on specific topics, suggested by participants. In-depth analysis of particular issues of interest raised during the morning session.

17:00 - 19:30 *Internet session II* (optional individual work)

Texts from the reader:

- Birzea "Education for democratic citizenship"
- Dawn/Heater "The foundations of citizenship"
- Turner/Hamilton "Citizenship. Critical concepts"

Handouts: copies of the transparencies (definitions of citizenship, statutory vs. identitary citizenship, texts from European binding documents, key competencies for democratic citizenship)

Assignments: prepare examples of good practice, personal projects and experiences, case studies to be used as participant presentations during the next day

July 25, 2002, Thursday

9:00 – 9:50 *Citizenship case studies* (Birzea)

Participant presentations of examples from their cultural/professional context. Special focus on “second-class citizens”. Relationship between rights and responsibilities. Active citizenship and civic participation as the basis of democratic life. The economic context of citizenship (access, equity and opportunity as preconditions of active citizenship).

10:00 – 10:50 *Citizenship: South East European context* (Birzea)

The situation of citizens in SEE. Legal entitlements and specific problems. The strange status of “non-citizens” in Baltic and some SEE countries. Case study: recent developments in Macedonia.

11:00 – 12:50 *Case studies* (Birzea, Baumgartl)

Individual presentations on concrete examples from the participant countries. Panel discussion by the resource persons.

13:00 – 14:00 *Lunch break*

14:00 – 15:00 *Debriefing* (Birzea, Baumgartl)

Conclusions based on case studies and participant presentations. Answers to specific questions raised by participants

15:00 – 16:00 *Office hours* (Baumgartl)

Individual discussions and in-depth analysis of specific issues raised by participants. Assistance in the preparation of individual assignments.

17.00 – 19:00 *Teaching Methods*

Workshop by M. Szesztay and David Jacques

July 26, 2002, Friday

9.00 – 11:50 *Project work and simulation activities* (Birzea, Baumgartl)

Individual project work on the following issues: citizenship and civil society, membership and civic responsibility, social rights and effective citizenship, European and global citizenship. Simulation activities and role-playing prepared by participants (“how to be a good citizen in everyday life”)

12.00 – 12:50 *Debriefing* (Baumgartl, Birzea)

Debate and conclusions on the specific issues raised during the morning session. The importance of democratic citizenship for transition countries and post-conflict societies. Mid-term evaluation of the course.

13.00 – 14:00 *Lunch break*

July 29, 2002, Monday

9.00 – 12:50 *Human rights and democratic citizenship* (Kusy)

Human rights as a tool for stability. HR and democratization as the main pillars of the Stability Pact for SE Europe. Definition of HR based of certain pillars such as dignity, legal relationships between State and citizens, human solidarity. Comparison between national law and international human rights. History of

legislative documents to protect human rights. Classification of HR (first generation, second and third generation of rights). Implementation of HR (including the social rights). Collective and individual rights. The case of cultural rights. From civil rights to citizenship. Universality and indivisibility of human rights.

13.00 – 14:00 *Lunch break*

14.00 – 14:50 *Sharing practices, approaches and challenges, in working groups* (Kusy)

Work in four thematic groups moderated by each of the resource persons: social exclusion (Baumgartl), minority rights (Kusy), children rights (Birzea), women's rights and gender quality (Spajic-Vrkas).

15.00 – 16:00 *Office hours* (Kusy)

Counseling and assistance in the preparation of individual assignments for the next day

17.00 – 19:30 *Internet session III* (optional individual work)

20.00 – 21:30 *Film I "Before the Rain"* (Auditorium)

Texts from the reader:

- UN Universal Declaration on HR
- The European Charter on HR
- The European Court of HR
- Kusy "Philosophy of human rights"

Handouts: classification of rights, citizenship and HR, summary of the binding documents, samples of legislative acts (at national and international levels), examples of violation of HR, concrete procedural examples on how to protect HR in various circumstances.

Assignments: personal examples of violation of HR, examples of grassroot actions to protect HR, case studies from the totalitarian regimes.

July 30, 2002, Tuesday

9.00 – 11:00 *Group discussion on Film I* (Baumgartl, Kusy, Spajic-Vrkas)

General debate on the movie "Before the Rain", as an example of ethnical intolerance in the Balkans. Focus on personal experience and similar cases in other regions (ex. Northern Ireland, Catalunya, Caucasian region). Group work in four groups (moderated by each of the resource persons), based on the EU document in Macedonia (handout). Conclusions and general debate in plenary session (10:00 – 11:00).

11.00 – 13:00 *Human rights in totalitarian regimes* (Kusy)

The situation of human rights in communist societies. Personal experience of Miroslav Kusy (famous anti-communist dissident) as member of "Charter 77" in

Czechoslovakia. Similarities and differences with other totalitarian regimes. Concrete examples of civic action under totalitarian regimes (ex.: "Samizdat" literature).

13.00 – 14:00 *Lunch break*

14.00 – 15:00 *Case studies* (Kusy)

The case of former Yugoslavia and ex-URSS (ideological-based multiethnic societies). Other examples from non-European countries.

15.00 – 16:00 *Office hours* (Kusy)

17.00 – 19:00 *Introduction to "Bibliographical Citation Styles" by Louise Vasvari* (Auditorium)

July 31, 2002, Wednesday

9.00 – 13:00 *How to live in a multicultural society* (Spajic-Vrkas)

The Europe as a space of cultural encounters. Co-existence of cultural patterns in a globalized world. This module will try to answer the questions whether people from different cultural backgrounds can merely live together in one multicultural society or if a more "intercultural society" with deep interaction and mutual understanding will be possible. How to cope with the day-to-day diversity around us? How to conciliate the "nationalist" with the "global" citizen? What is the main reference point of "citizenry": belonging to a nation, to a territory, to a religious community, to a political ideology or to the "world village"? How to use these "identitary citizenships" for intercultural learning? What is the exact meaning of intercultural learning? The developmental model of "intercultural sensitivity" (Paige) as a basis for ethnorelativism. Intercultural learning as learning how to promote equality, solidarity and opportunity for all. Individual project work, role-playing and problem solving exercises to illustrate these basic assumptions about intercultural learning. Examples: "Guess who is coming for dinner" (role-playing), "The Derdians" (simulation game), "Minority and Majority" (workshop). Discussion, argument-based debate, confrontation of ideas and proposals for peaceful conflict resolution. Intercultural learning as a common project and a shared system of values.

13.00 – 14:00 *Lunch break*

14.00 – 15:00 *Case studies on learning to live together* (Spajic-Vrkas)

Examples of good practices by participants.

15.00 – 16:00 *Office hours* (Spajic-Vrkas)

Individual discussion and assistance in the preparation of personal assignments.

In-depth analysis of some issues raised during the morning session.

18.00 – 21:00 *Film II "Noman's Land"* (Auditorium)

Texts from the reader:

- Amselle "Intercultural communication"
- Perotti "The case of intercultural education"

- Telus “The we vs. they opposition”
- Grant “Education and cultural identities”
- Hoskin “The challenge of multiethnic society”
- Djilas “Identities, ideologies and the Yugoslav war”
- Fennes/Hapgood “Intercultural learning in the classroom”

Handouts: definition of culture, identity and interculturality; models of cultural encounters; the identity tree; the house-model of cultures; the UNESCO model of learning to live together; anthropological illustrative of differences (the relationships between facts and interpretations).

Assignments: prepare personal examples of learning to live together; individual projects on intercultural learning

August 1, 2002, Thursday

9.00 – 11:00 *Group discussion on the film II* (Baumgartl, Spajic-Vrkas, Kusy)

The film “Underground” and the Yugoslav context. The relationships between facts and interpretations based on the film. How to build intercultural learning in the “Underground” context?

11.00 – 13:00 *Individual projects on intercultural learning* (Spajic-Vrkas)

Individual presentations followed by discussions and debriefing by the teacher

13.00 – 14:00 *Lunch break*

14.00 – 15:00 *Continued* (Spajic-Vrkas)

15.00 – 16:00 *Office hours* (Spajic-Vrkas)

Individual discussions of the issues raised by participants.

August 2, 2002, Friday

9.00 – 12:00 *Project work and simulation activities* (Spajic-Vrkas, Kusy, Baumgartl, Birzea)

Cooperative projects and development activities proposed by participants based on the inputs of the course. Possible solutions to interethnic conflicts, “civilisation clashes” (Huntington), violence, marginalisation, intolerance and social exclusion based on intercultural learning principles. These projects will be prepared by small multicultural and multiethnic groups. They have to put in practice, through simulation games, role-playing and projects, the main principles of intercultural citizenship: respect for human rights and human dignity, a shared system of values, the acceptance of otherness and cultural differences, a permanent concern to promote equality, solidarity and opportunity for all.

12.00 – 13:00 *Evaluation and debriefing of the course* (Birzea)