

Syllabus

Course Description

Course Title	Intercultural Education and Intersectionality
Course Code	64224
Course Title Additional	
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Degree Course	Bachelor for Social Education
Other Degree Courses (Loaned)	
Lecturers	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	5
Teaching Hours	18
Lab Hours	20
Individual Study Hours	87
Planned Office Hours	15
Contents Summary	Due to demographic change and the increase in international migration flows, the composition of society is constantly changing, posing major challenges for our social and welfare systems. As a result of this linguistic and cultural heterogeneity, the following pedagogical questions, among others, have become highly relevant: How can educational professionals support in dealing with the self and the other, and actively practice a pedagogy of diversity? Which elements influence identity? How can intercultural learning be made fruitful? In this context, it is essential to analyze the concept of culture, to shed light on elements of intercultural communication and external attributions, and to examine and

	reflect upon experiences of difference and perceptions of the other.
Course Topics	- Topics in interculturality, such as its goals, approaches, and content within current debates, also with reference to Italy and South Tyrol - Social structures, educational and family systems in the countries of origin of immigrants in South Tyrol - The diversity principle: ethnicity, difference, and hybridity; intercultural conflicts - Approaches to intercultural education, including intercultural pedagogy, assimilation pedagogy, anti-discrimination education, and migration pedagogy - Intersectionality and approaches of social pedagogy - Analysis of attitudes, stereotypes, and prejudices regarding cultural differences based on practical research examples
Keywords	- Behaviors, stereotypes, and prejudices toward differences - Concepts, theories, and practices of interculturality in education
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture with media support and active participation of the students, in-depth group work, literature study, discursive discussion in plenary, analysis and interpretation of sources, tables and graphics.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	- To recognize cultural/social differences and individual diversities (regarding social context, language, family, gender, etc.) - To understand the cultural and structural foundations of inclusive education and intercultural pedagogy - A global and participatory approach to developing inclusive and intercultural cultures - To know, understand, and implement structures and practices - To analyze attitudes, stereotypes, and prejudices regarding differences - To know and correctly apply specialized terminology - To know and correctly apply bias-aware language - To critically reflect upon theories and practices of differences, interculturality, and inclusion
Specific Educational	

Objectives and Learning Outcomes (additional info.)	
Assessment	Written final examination (exam) consisting of closed and/or open-ended questions (possibly computer-based, to be defined).
Evaluation Criteria	The overall assessment for the module is determined as follows: A final written examination will be held. The evaluation of performance in the laboratory is based on: Active participation, contributing to discussions with qualified inputs, collaborative behavior during group work, the integration of personal experiences and new ideas, and a written report. The laboratory assessment based on these criteria will be factored into the overall grade for the module. Pursuant to the faculty's examination regulations, a passing overall grade for the module requires a passing grade in each individual course belonging to the module (please refer to art. 5 of the applicable examination regulations). In the event of a failing grade for the overall module, any module components that were successfully passed will be credited toward the next examination attempt. Please note, however, that a failing grade will still count as an official examination attempt. According to the examination regulations, three unsuccessful attempts will result in a suspension from the next three consecutive examination dates (please refer to art. 6, para. 4 of the applicable examination regulations).
Required Readings	Mantovan, C. (2013). Cohesion without participation: immigration and migrants' associations in Italy. <i>Patterns of Prejudice</i>, 47(3), pp. 255-261. Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). <i>Migrationspädagogik</i>. Weinheim, Basel: Beltz. (ausgewählte Kapitel) Nohl, A.-M. (2014). <i>Konzepte interkultureller Pädagogik. Eine systematische Einführung</i>. Bad Heilbrunn: Klinkhardt. (ausgewählte Kapitel) Profanter, A. (2017). A filmic adventure: Women in polygynous

	marriages in Oman. In E. Maestri & A. Profanter (Eds.), Arab Women and the Media in Changing Land- 22 scapes (pp. 123-148). London, New York, et al.: Palgrave Macmillan. ISBN: 978-3- 319-62794-6 Profanter, Annemarie (2013). Hic et Ibi: Comprendere (l')altrove per applicare in luogo. Pedagogia più Didattica. Teorie e pratiche educative. Rivista Quadrimestrale, 3, 59- 64. Erickson. Profanter, A. (2017). University is a private matter: Higher Education in Saudi Arabia. In D. Cantini (Ed.), Rethinking Private Higher Education. Ethnographic Perspectives (pp. 158-192). Leiden: Brill. ISBN: 978-90-04-26739-8
Supplementary Readings	
Further Information	
Sustainable Development Goals (SDGs)	Peace, justice and strong institutions, Reduced inequalities

Course Module

Course Constituent Title	Foundations of Intercultural Education
Course Code	64224A
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
Teaching Assistant	
Semester	First semester
CP	3
Responsible Lecturer	
Teaching Hours	18
Lab Hours	0

Individual Study Hours	57
Planned Office Hours	9
Contents Summary	- Concepts of migration and difference-oriented pedagogy: Critical analysis of approaches such as intercultural pedagogy, assimilation pedagogy, anti-discrimination education, and migration pedagogy. - Discourses on interculturality: Analysis of objectives, theoretical approaches, and current debates, with particular consideration of the context in Italy and South Tyrol. - Intercultural perspectives on inequality: Analysis of the mechanisms of social and educational disadvantage within the context of migration and diversity. - Empirical research on prejudice: Analysis of attitudes, stereotypes, and prejudices regarding cultural differences based on research examples. - Social, educational, and family systems: Examination of social structures and reflection on their relevance to the migration context in South Tyrol.
Course Topics	
Teaching Format	Lecture with media support and active participation of the students, in-depth group work, literature study, discursive discussion in plenary, analysis and interpretation of sources, tables and graphics.
Required Readings	Mantovan, C. (2013). Cohesion without participation: immigration and migrants' associations in Italy. <i>Patterns of Prejudice</i>, 47(3), pp. 255-261. Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). <i>Migrationspädagogik</i>. Weinheim, Basel: Beltz. (ausgewählte Kapitel) Nohl, A.-M. (2014). <i>Konzepte interkultureller Pädagogik. Eine systematische Einführung</i>. Bad Heilbrunn: Klinkhardt. (ausgewählte Kapitel) Profanter, A. (2017). A filmic adventure: Women in polygynous marriages in Oman. In E. Maestri & A. Profanter (Eds.), <i>Arab Women</i>

	and the Media in Changing Land- 22 scapes (pp. 123-148). London, New York, et al.: Palgrave Macmillan. ISBN: 978-3- 319-62794-6 Profanter, Annemarie (2013). Hic et Ibi: Comprendere (l')altrove per applicare in luogo. Pedagogia più Didattica. Teorie e pratiche educative. Rivista Quadrimestrale, 3, 59- 64. Erickson. Profanter, A. (2017). University is a private matter: Higher Education in Saudi Arabia. In D. Cantini (Ed.), Rethinking Private Higher Education. Ethnographic Perspectives (pp. 158-192). Leiden: Brill. ISBN: 978-90-04-26739-8
Supplementary Readings	

Course Module

Course Constituent Title	Reflection on Socio-Educational Practice in Contexts of Diversity (LAB)
Course Code	64224B
Scientific-Disciplinary Sector	PAED-01/A
Language	German
Lecturers	Prof. Dr. Dr. Mag. MSc Annemarie Profanter, Annemarie.Profanter@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/3663
Teaching Assistant	
Semester	First semester
CP	2
Responsible Lecturer	
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	In the laboratory, specific thematic aspects of the lecture course that lend themselves to or require in-depth reflection and engagement will be addressed. Through individual and group-

	specific engagement, practical exercises and implementation models within socio-educational contexts are developed and reflected upon, and group discussions on the topics are encouraged. Students become familiar with specialized terminology and bias-aware language, and learn to apply them correctly
Course Topics	
Teaching Format	Small group work, discussion and presentations, project/problem-based learning
Required Readings	Mantovan, C. (2013). Cohesion without participation: immigration and migrants' associations in Italy. <i>Patterns of Prejudice</i>, 47(3), pp. 255-261. Mecheril, P., Castro Varela, M. d. M., Dirim, I., Kalpaka, A., & Melter, C. (2010). <i>Migrationspädagogik</i>. Weinheim, Basel: Beltz. (ausgewählte Kapitel) Nohl, A.-M. (2014). <i>Konzepte interkultureller Pädagogik. Eine systematische Einführung</i>. Bad Heilbrunn: Klinkhardt. (ausgewählte Kapitel) Profanter, A. (2017). A filmic adventure: Women in polygynous marriages in Oman. In E. Maestri & A. Profanter (Eds.), <i>Arab Women and the Media in Changing Land- 22 scapes</i> (pp. 123-148). London, New York, et al.: Palgrave Macmillan. ISBN: 978-3- 319-62794-6 Profanter, Annemarie (2013). Hic et Ibi: Comprendere (l')altrove per applicare in luogo. <i>Pedagogia più Didattica. Teorie e pratiche educative. Rivista Quadrimestrale</i>, 3, 59- 64. Erickson. Profanter, A. (2017). University is a private matter: Higher Education in Saudi Arabia. In D. Cantini (Ed.), <i>Rethinking Private Higher Education. Ethnographic Perspectives</i> (pp. 158-192). Leiden: Brill. ISBN: 978-90-04-26739-8
Supplementary Readings	