



# UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	COMMUNICATION OF CULTURAL HERITAGE
SUBJECT	INTERCULTURALISM THEORIES
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	21051-Attività formative affini o integrative
CODE	23459
SCIENTIFIC SECTOR(S)	L-LIN/18
HEAD PROFESSOR(S)	MANDALA' MATTEO      Professore Ordinario      Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	<b>MANDALA' MATTEO</b> Tuesday    09:00    10:30    edificio 15, piano V, studio nr. 502 Friday      09:00    10:30    edificio 15, piano V, studio nr. 502

**DOCENTE:** Prof. MATTEO MANDALA'

<b>PREREQUISITES</b>	basic knowledge of the discipline; the concepts of culture and interculture; interaction and integration; dialogue and confrontation; relationships and conflicts between institutions, countries and cultures; identity and diversity
<b>LEARNING OUTCOMES</b>	Ability to apply knowledge and understanding: Ability to recognize the diachronic and synchronic characteristics of cultures and the interactions between them. Independent judgment and use of analytical methodologies and notions of comparative history of cultures. Communication skills: Being able to establish valid communication strategies during the acquisition of historical-social data and in the exposure phase of the acquired results. Learning skills: Acquisition of the ability to organize research work (editing and consultation of bibliographies, identification of sources - written and oral -, elaboration and application of historical-comparative methods).
<b>ASSESSMENT METHODS</b>	<p>Oral test:</p> <p>aims to assess the knowledge, notions and concepts acquired over the course. Taking heed of the results of the teaching process, open- and halfopen stimuli are forwarded to the student, structured in order to allow the student to reply autonomously and reflect over the theoretical tools and the method used in the study. The oral test consists in a talk testing the knowledge of topics discussed on during the course and individual capabilities for synthesis. The highest mark is 30. The student will reply as a minimum to two or three oral questions, covering all parts of the programme and referring to the additional literature. Questions will assess: a) knowledge and comprehension; b) absorbing capabilities c) expounding capabilities d) autonomous thinking</p> <p>Marks Highest</p> <p>30 / 30 cum laude:</p> <p>a) deep knowledge of topics and critical comprehension of theories and of principles of discipline.</p> <p>b) advanced capabilities to use knowledge and problem-solving principles forwarded with innovation.</p> <p>c) Use of appropriate vocabulary.</p> <p>d) Capacity for organising autonomous and innovative studies.</p> <p>26 - 29:</p> <p>a) Sufficient specific knowledge accompanied by critical capabilities.</p> <p>b) Full capability to use knowledge and develop creative solutions to abstract problems.</p> <p>c) Good mastery of specific language.</p> <p>d) Capacity to organise work autonomously.</p> <p>22-25</p> <p>a) Knowledge of facts, principles, processes and general concepts of learning.</p> <p>b) basics capacities to apply methods and tools, and information learned over the course.</p> <p>c) Basic knowledge of specific language</p> <p>d) Basic capacities to organise work autonomously.</p> <p>18-21</p> <p>a) Minimum knowledge of main topics taught during the course.</p> <p>b) Minimum capacity to apply knowledge autonomously.</p> <p>c) Minimum mastery of technical language. d) Minimum capacity to organise work autonomously.</p>
<b>EDUCATIONAL OBJECTIVES</b>	Stimulate the knowledge of cultural stratifications and the birth of ethnocentrism; in-depth study of migratory phenomena and analysis of the framework of their historical evolution, of their multiple intercultural relations and of the formation of minority contexts (in particular religious, anthropological and linguistic). Develop and refine comparative research in order to identify, on a diachronic level, affinities and divergences and, on a synchronic level, survival and development of identity paradigms of cultures. Ensure the acquisition of analysis methods and communication strategies aimed, respectively, at setting up independent surveys and at communicating the results achieved.
<b>TEACHING METHODS</b>	Frontal teaching; collective and individual classwork
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>G. Cacciatore, G. D'Anna, R. Diana, F. Santoianni (a cura di), "Per una relazionalità interculturale. Prospettive interdisciplinari", Mimesis 2012; Rhazzali M.K., Comunicazione interculturale e sfera pubblica. Diversità e mediazione nelle istituzioni, Roma, Carocci, 2015. Matteo Mandalà, Mundus vult decipi. I miti della storiografia arbëreshe, II ed., Università della Calabria, Dipartimento di Linguistica, Sezione di Albanologia, Fondazione Universitaria "Francesco Solano", 2009, ISBN: 9788896513033; Elisa Olivito, Minoranze culturali e identità multiple. I diritti dei soggetti vulnerabili, Aracne, 2006 G. Amiotti - A. Rosina (a cura di), Identità e integrazione. Passato e presente delle minoranze nell'Europa mediterranea, Franco Angeli, 2007</p> <p>Ulteriori informazioni sulle parti da studiare saranno date durante le lezioni. Further information on the parts to be studied will be given during the lessons. Per ulteriori informazioni sugli argomenti del corso gli studenti Erasmus sono pregati di contattare il professore.</p> <p>For more information on the topics of the course, Erasmus students are asked</p>

to contact the professor.

## SYLLABUS

Hrs	Frontal teaching
2	Introduction to the course.
4	General characteristics, periodization, geographical spread of historical diasporas in Europe and Italy.
18	Comparative analysis of the intercultural characteristics of European diasporic communities and their evolutions.
12	Intercultural identities and relationships: analysis of realities in South-East Europe
4	Ethnocentrism, resilience, integrations: studies of the Italian cases