

Curriculum for the Joint PhD Programme in Diversity Management and Governance

§ 1 General Regulations

(1) The cooperation partners of the Joint PhD Programme are the Karl-Franzens-University Graz (Austria), the Alma Mater Studiorum – University of Bologna (Italy), the New Bulgarian University (Bulgaria), and the University of Primorska (Slovenia). (Reference: Cooperation Contract § 1)

(2) The curriculum for the Joint PhD Programme has been designed jointly by the four partner universities listed under § 1(1). Students will be awarded a joint degree by the four partner universities. The academic degree and the rights connected therewith will be acquired from each of the participating states. (Reference: § 6)

(3) An academic coordination board will be set up consisting of 2 members from each partner university. This board will meet once a year. The acting director of this board will rotate among the partner universities every second year. The regulations for the academic coordination board are defined in the cooperation contract.

§ 2 Competency Profile

(1) The Joint PhD Programme in Diversity Management and Governance aims at offering interdisciplinary and comparative academic training in the study of various forms of diversity, be it ethnic, cultural, linguistic, regional, religious or social, and its management. Conflict prevention and management theories, reconstruction and reconciliation of divided societies after violent conflicts and political tensions, integration policies and the establishment of good governance throughout Europe are in focus in this Joint PhD Programme.

(2) In the course of their studies, students will not only deepen their knowledge about theories and abstract concepts but will also be trained in the development and management of projects and will be prepared – by developing their independent, critical and reflexive thinking – to formulate recommendations for improving public policies which might contribute to integration and a successful management of diversity.

(3) The theoretical knowledge, the practical skills and the intercultural experience that students collect in the course of their studies increase the international employability of graduates. Their competencies can be applied not only in academic research but also in practice oriented professions, such as the consultation of public and private actors. Graduates of this Joint PhD Programme may therefore seek employment in a variety of professional fields, including civil service of a national, regional or local administrations, foreign service, international organisations and NGOs as well as research institutions.

(4) Moreover, as an international programme, the Joint PhD Programme contributes to the development of a common European research area as well as to the harmonisation of research studies in the interdisciplinary field of study of diversity management and governance and promotes the mobility of students.

§ 3 Application and Admission

(1) Regarding the general criteria for admission, the regulations on university studies of the home university apply.

(2) Limitations on the number of participants may apply for educational and/or financial reasons, and shall be determined per the respective regulations governing the partner institutions. The limitation because of financial reasons depends on the availability of mobility grants. In order to be admitted to the Joint PhD Programme, an application procedure has to be undergone.

(3) Graduates of master studies or equivalent from the following fields can apply and can be admitted: Law, Economics, Social Sciences (Political Sciences, Sociology, Political Geography, Demography, Gender Studies, Psychology), Humanities (History, Philosophy, Linguistics, Cultural Studies). Graduates from other fields of studies can apply and be admitted only in case the completed programme is judged to be suitable content-wise by the university for which the student applies.

(4) Applicants whose first language is not English must demonstrate a high level competence in English by producing evidence in the form of a language certificate in English. This certificate is not necessary for students who graduated from a study where English was used as a medium of instruction.

(5) The following minimum scores are required in case the most commonly available English language certificates are submitted:

TOEFL: 84

IELTS: Level at least 6.5

Cambridge Proficiency Exam (passed)

(6) An important component of the application is the research project, structured with background, research presentation, methodology and expected results.

(7) The academic coordination board will coordinate the selection from the applications. The final decision on the acceptance of an application is taken by the responsible coordinator in each partner university for the respective applications. Participants are selected on the basis of academic merit and other relevant qualifications.

(8) Admission to the home university for successful applicants is a separate process according to the usual local procedures for matriculation.

§ 4 Duration and Structure of the Programme

(1) General Regulations

1. For the purpose of comparability, students are allocated ECTS credits for the work done, which includes both self-study and contact hours. The Joint PhD Programme comprises 180 ECTS credits, which corresponds to a period of study of six semesters or three years.

2. The students have to spend at least two semesters (corresponding to the completion of 60 ECTS credits) at the home university and at least two semesters (corresponding to the completion of 60 ECTS credits) in one of the partner universities. Students will list in order of preference the partner universities at which they wish to undertake the obligatory study abroad. Places are allocated according to available resources by the academic coordination board.

3. In the course of the six semesters the student has to attend the scheduled activities for a total of 60 ECTS credits. At least 18 ECTS credits have to be completed at the home university and at least 18 ECTS credits have to be completed at a partner university.

4. Students are advised to determine their doctoral thesis' topic in consultation with an advisor in the course of the first year. The doctoral thesis (incl. defensio) consists of 120 ECTS credits.

5. The overall structure of the programme looks as follows:

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| Compulsory subjects | Courses as laid down in the present curriculum | 18 ECTS |
| Restricted electives | Students choose courses from the subjects listed under § 4(3) that represent a reasonable integration to the courses elected from the present curriculum and that are, as regards the content, connected to the latter. | 42 ECTS |
| | | 60 ECTS |
| Doctoral thesis & defensio | | 120 ECTS |
| TOTAL | | 180 ECTS |

6. The language of instruction is English. In order to facilitate the achievement of didactic goals the academic coordination board of the Joint PhD Programme can accept an other language of instruction. In doing so the linguistic competence of all parties involved is to be taken into account.

(2) Formal Modes of Study

The modes of study include lectures, seminars, tutorials and other forms, per the respective regulations governing the partner institutions.

- Karl-Franzens-University of Graz: Legal Regulations on University Studies of the University Statute (*Satzungsteil Studienrechtliche Bestimmungen*) § 1(3);
- Alma Mater Studiorum – University of Bologna: University Regulation in the field of Doctorate and Doctorate Schools (*Regolamento in materia di Dottorato e Scuole di Dottorato*), D.R. 202/2005;
- New Bulgarian University: Regulation for admission and training of Doctoral students of the New Bulgarian University of 15.07.2008;
- University of Primorska: Article 33 b of the Higher Education Act (Official Journal, No 100/04, 94/06).

(3) Denomination of Subjects

The partner universities offer courses from the following subjects of the following studies: law (e.g., constitutional law, administrative law and new public management, public international law, European law, business law, legal history); economics (e.g., macro-economics, regional economics, international management); history (e.g., history of ideas, modern history, recent history); sociology (e.g., macro-sociology, micro-sociology, sociological theory, empirical sociology); political theory, comparative governance, international relations, geography, public administration, security studies, human rights, ethnic studies, gender studies, European studies, cultural and religious studies.

(4) Compulsory Subjects

In the course of the six semesters the students have to choose from the following offer an adequate number of seminars that total to 18 ECTS credits:

| Title of the seminar | Offering university | Semster hours | ECTS |
|---|---------------------|---------------|--------|
| <ul style="list-style-type: none"> • <i>Autonomy and Integration: From Minority Protection to Diversity Management – Comparative and Contextual Legal Perspectives</i> | University of Graz | 2 | 6 ECTS |

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| • European Integration, Governance and Administration in Post-Conflict Societies | University of Graz | 2 | 6 ECTS |
| • The Geopolitics of Diversity. Nationhood, Self-Determination, and Modernity in State Building Processes. A Comparative Approach | University of Bologna | 2 | 6 ECTS |
| • Social Policies and Diversity. Gender, Ethnicity and Generations in Europe and in Western Countries: Transforming Trends and Effects | University of Bologna | 2 | 6 ECTS |
| • Theories and Methodologies of Diversity Management | University of Primorska | 8 | 12 ECTS |
| • Studying Dimensions and Kinds of Diversities | University of Primorska | 4 | 6 ECTS |
| • Regulation and Management of Diversity and Prevention, Management and Resolution of Crises and Conflicts | University of Primorska | 4 | 12 ECTS |
| • Integration Policy and Minorities | University of Primorska | 4 | 12 ECTS |
| • Management of Spatial and Social Convergence and Divergence Issues | University of Primorska | 4 | 12 ECTS |
| • Ethnicity, Cultural and Social Environment | University of Primorska | 4 | 12 ECTS |
| • Ethnic Politics | New Bulgarian University | 2 | 6 ECTS |
| • Migration Policy | New Bulgarian University | 2 | 6 ECTS |

Each partner university must provide at least one research seminar per semester.

(5) Restricted Electives

To reach the remaining required 42 ECTS credits students draft after consultation with the coordinator an individual study programme, choosing courses from the subjects listed under § 4(3) that represent a reasonable integration to the courses elected from the present curriculum and that are, as regards the content, connected to the latter. For this purpose, additional courses from the list under § 4(4) may be chosen. The individual study programme, which has to be drawn up at the beginning of each academic year, including also the semesters abroad, has to be approved by the academic coordination board.

(6) Doctoral Thesis and Defensio

Students are advised to determine their doctoral thesis' topic in consultation with an advisor in the course of the first year. Students have the right to suggest the topic or choose from a number of suggestions from the advisor. The doctoral thesis (incl. defensio) consists of 120 ECTS credits.

§ 5 Examination Regulations

(1) Assessment Types and Procedures

1. For each course elected from the present curriculum, the student must hand in a paper of at least 6.000 words.

2. The remaining required ECTS credits are obtained through the successful completion of the following activities:

- successful participation in the respective course examination;
- active participation in (joint) seminars and summer schools with submission of a final paper;
- active participation in national or international conferences with the presentation of a paper;
- the publication of an article, written in the framework of a course;
- teaching on topics of a course.

3. The assessment of these activities has to be documented through a certificate.

(2) Recognition of Exams

Exams completed in the frame of a bachelor or master study cannot be recognized for the Joint PhD Programme. Furthermore, the rules for the recognition of exams of the respective home university apply.

(3) Doctoral Thesis and Defensio

1. The thesis reflects the student's capacity for independent study and research and should be approximately 60.000 words in length. The thesis must include an about 1.800-word summary both in English and in the language of the home institution. Regular consultations with the thesis supervisor must take place during the whole period.

2. The thesis will be assessed by a minimum of two readers, one of whom has to be a faculty member of one of the partner universities. The nomination of the readers is effected by the respectively competent organ at the home university. A practitioner may be invited to serve as additional reader. The readers will each provide a written reasoned assessment and agree on a final grade, according to the grading system of the student's home institution. National regulations on the assessment of a doctoral thesis apply.

3. A defensio period will take place at least twice a year, every 6 months. The defensio is taken before a commission at the home institution. The defensio commission is set up by a minimum of three professors from universities of at least three European countries. At least one of the members must be a professor from one of the university partners. The professors grading the thesis and the professors taking part at the defensio need not to be the same, but at least one of the readers must be member of the commission.

4. The respective regulations on university studies concerning doctoral thesis and the viva voce (which consists of the defensio) apply.

(4) Grading Systems

The local grading system is used for the assessment of the workload achieved by the students. Annex 1 shows the comparability of grades between partner universities.

(5) Positive Completion of the Programme

The Programme is considered to be positively completed if the student has successfully participated in courses that total to 60 ECTS credits and his/her thesis and defensio have been positively assessed.

§ 6 Academic Degree

(1) Students of this Joint PhD Programme in Diversity Management and Governance complete their studies with the academic degree "Doctor of Philosophy", abbreviated "PhD". The equivalents in the respective countries are as follows:

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| Austria: | Doktorin der Philosophie bzw. Doktor der Philosophie (Latin: Doctor philosophiae, shortened Dr.phil.) |
| Italy: | dottore di ricerca (Dr.) in diversity management and governance |
| Bulgaria: | Доктор на Нов Български Университет [doktor na Nov Balgarski Universitet] (Dr. (NBU)) |
| Slovenia: | doktor znanosti (Dr.) |

(2) In addition to the Joint Degree in Diversity Management and Governance, students can be attested, in a separate certificate, a “European Doctorate”, as per the respective regulations governing the partner institutions.

§ 7 Auditing and Evaluation

In order to maintain quality assurance across all aspects of the Programme the members of the academic coordination board will be asked regularly to monitor and audit samples of syllabi and student work from across the consortium. This will be one of the tasks of the annual meeting of the academic coordination board.

§ 8 Coming into Effect of the Curriculum

The present curriculum for the Joint PhD Programme in Diversity Management and Governance comes into force as of 1 October 2009. It becomes operative at the beginning of the study year that follows the valid announcement of the curriculum at all partner universities.

ANNEX 1: Grading Systems

Comparability of Grades Between Partner Universities:

| Definition | Graz | Bologna | New Bulgarian University | Primorska |
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| outstanding performance with only minor errors | sehr gut (1) (very good) | 30 lode-30 (excellent) | 6 (excellent) | 10 (excellent) |
| above the average standard but with some errors | gut (2) (good) | 29-28 (very good) | 5 (very good) | 9 (very good) |
| generally sound work with a number of notable errors | befriedigend (3) (satisfactory) | 27-25 (good) | 4 (good) | 8 (very good) |
| fair but with significant shortcomings | genügend (4) (sufficient) | 24-21 (satisfactory) | 3 (satisfactory) | 7 (good) |
| performance meets the minimum criteria | genügend (4) (sufficient) | 20-18 (sufficient) | 3 (satisfactory) | 6 (poor) |
| considerable further work is required | nicht genügend (5) (not sufficient) | <18 (insufficient) | 2 (not passed) | 5-1 (unsatisfactory) |

ANNEX 2: Learning Outcomes

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| Seminar title: | Autonomy and Integration: From Minority Protection to Diversity Management – Comparative and Contextual Legal Perspectives |
| Educational goals: | Students will be introduced to a multi- and interdisciplinary approach bringing together legal-dogmatic, neo-institutional and sociological-empirical research methods. They will learn about different theories and about the effects, these different theories might have in practice. Through research papers and participation in ongoing research projects they will also train soft skills in project preparation, project management, strategic thinking and consulting. |
| Acquired knowledge and competences: | Getting acquainted with a multi- and interdisciplinary approach; understanding theories and their potential impact in practice; developing and managing projects, strategic thinking and consulting. |
| Content: | <p>In the first part of the seminar, students will have to work from the perspective of political theory and comparative sociology on group formation and idealtypes of group relations in order to de-construct the theories and ideologies of nationalism and to tackle the problem of a lack of “definition” of minorities. Moreover, also the methodological problems will be raised following from legal theory and different concepts of liberalism. The second part of the seminar will then deal with all of the legal instruments on the inter-national and supra-national level, i.e. UN, OSCE, Council of Europe and EU, and the judicial adjudication or political monitoring mechanisms.</p> <p>The third part of the seminar is then dedicated to the various instruments of minority protection in the national constitutional and legal systems from the perspective of comparative constitutional law in order to assess their “effectivity” to perform the functions of autonomy and integration in the various sectors of education, labor market and political participation. A specific focus will be given to the question, whether the sharp divide between “old”, i.e. traditional or autochthonous, minorities and “new” minorities stemming from immigration can be overcome through a general, inclusive approach based on the principle of cultural diversity.</p> <p>In the end we will discuss rule-setting and monitoring processes, cross-fertilisation between national and supra-national levels on the one hand, and between different organizations on the other in order to assess whether there is a developing “European” legal regime of diversity management.</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Austrian system |

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| Seminar title: | European Integration, Governance and Administration in Post-conflict Societies |
| Educational goals: | Students will be introduced to a multi- and interdisciplinary approach bringing together legal-dogmatic, neo-institutional and sociological-empirical research methods. They will learn about different theories and about the effects, these different theories might have in practice. Through research-papers and participation in ongoing research projects they will also train soft skills in project preparation, project-management, strategic thinking and consulting. |
| Acquired knowledge and competences: | Getting acquainted with multi- and interdisciplinary approach; understanding theories and their potential impact in practice; developing and managing projects, strategic thinking and consulting |
| Content: | <p>The first part of the seminar will be dedicated to case studies of violent ethnic conflict in Europe, conflict settlement arrangements and efforts of reconstruction and reconciliation in severely divided societies and their comparison in order to identify factors for “success” and “failure”. In so doing we will deal in particular with Northern Ireland, the Basque country, Belgium, Switzerland, the Aland Islands, South Tyrol, Bosnia and Herzegovina, Kosovo, Macedonia, Cyprus, Moldavia, and Georgia from the perspective of comparative federalism and regionalism.</p> <p>Students will thereby study the various phases of conflict and the efforts of national and international actors to reconstruct state and economy. Thereby the focus will not be only on state forming nations and their political aspirations, but also on various minority groups.</p> <p>In addition, a closer look into various sectors, i.e. public administration, judiciary, labor market, education, and the media shall strengthen students’ awareness of the interrelatedness and complexities of how to establish “good governance” not only in transformation societies, but also in the “old” democracies of Western Europe. Last but not least the effects which the process of European integration has in this respect, will be under close scrutiny.</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Austrian system |

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| Seminar title: | The Geopolitics of Diversity. Nationhood, self-determination, and modernity in State building processes. A comparative approach |
| Educational goals: | Students will be introduced to a multi- and interdisciplinary approach bringing together political, economic and historical research methods. They will learn about different theories and about the effects, these different theories might have in practice. Through research papers, their participation in ongoing research projects, monitoring case studies, and developing a specific area's knowledge on the dynamics of State building reshaping process in our time, they will also train soft skills in project preparation, project-management, strategic thinking, position papers and document collection, and consulting. |
| Acquired knowledge and competences: | The seminar will combine multiple methodologies. Students will be invited to develop their own theoretical knowledge on nationhood by approaching the historical perspective and by referring to methods of applied research and comparative use of sources and geopolitical contexts. Students are expected to learn different methodologies in order to acquire an interdisciplinary approach to diversity and increase their sensitivity towards the multilateral dimension of diversity in terms of political, social, legal and cultural impacts they might have. |
| Content: | Students will be first invited to read and discuss the basic literature and arguments on "Nation" from Herder and Fichte to Mazzini and Rénan, from Anderson to Gellner, from Weber to Hobsbawm, including the feminist approach to Nation. Then, students will be invited to draw their attention to the changing notion of "nationhood" in a historical perspective since the end of the 19th century, to investigate the potential solutions outlined (from ethnic federations to cultural autonomy), up to the nationality problems in post-communist transitions, and to deepen the reason of attractiveness of secession, the forms of State dismemberment, the border/frontiers/boundaries notions, and the impact that cultural and gender differences have in modern and post-modern European contexts. Within this framework, the modern notion of State and the impact of claims to self-determination and secession will be also analyzed considering the liberal and the communist approach to the issue, the solutions experimented with a specific focus on the Badinter Commission's and the Supreme Court of Canada's decisions, as well as the role that differences in post-modern societies might play in terms of individual and collective security (in a broad sense), peace building processes and in relation to the European Union construction. In the end, students will be encouraged to compare the secession impact in extra European contexts and particularly to deepen their knowledge on the relation between democracy and claims to diversity in India, Canada and the United States. |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Italian system |

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| Seminar title: | Social policy and diversity. Gender, ethnicity and generations in Europe and in Western Countries: transforming trends and effects |
| Educational goals: | Students will be introduced to a multi- and interdisciplinary approach bringing together political, cultural, and sociological-empirical research methods. They will learn about different theories and about the effects, these different theories might have in practice. Through research-papers, comparative studies, and participation in ongoing research projects and monitoring activities on behalf of NGOs, public administrations and public institutions, they will also train soft skills in project preparation, project-management, strategic thinking and consulting. |
| Acquired knowledge and competences: | The seminar will combine multiple methodologies. Students will be invited to develop their own theoretical knowledge on social policy and welfare regimes by approaching socio-historical perspective and by referring to methods of applied research and comparative use of sources. Students are expected to improve their capacity of analysing and comparing different welfare regimes in terms of the varieties of needs (demand) and provisions (supply) that different Western and European countries show. They will acquire an interdisciplinary approach to diversity management and governance and increase their sensitivity towards the multilateral dimension of diversity in terms of historical, political, social, cultural and legal aspects and impacts. |
| Content: | Students will be first invited to read and discuss the basic literature and arguments on “Welfare State” (its origins, development, varieties, transformations), to recognize the main changes in the systems of social protection (with a particular attention to the dynamics amongst internationalisation, integration and localization), in front of the changes in key dimensions such as transition to the adult life (in the family, in the school, in the labour market, by investigating both the social and spatial mobility), patterns of socialization, gender relations and identity constructions (in different contexts, such as the family, the school, the labour). Main actors, dynamics and emerging issues within social policies will also be analysed. Specific attention will be given both to feedback of welfare action on gender, ethnicity and generations, and to affirmative actions and good practices of welfare towards society. Students will be invited to investigate the reasons of success, the reasons of crisis and the pressure to change that characterized in the past and characterize for the present and the future the trajectory of Western and European welfare regimes. They will also be invited to acquire and deepen the varieties of existing welfare regimes, referring to homogeneity/heterogeneity of the so-called “Western” or “European society”, mainly for what concern demographic, social, economic, cultural and historical variables. |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Italian system |

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| Seminar title: | Theories and methodologies of diversity management (Research seminar I (1+2), according to the Slovene system) |
| Educational goals: | <p>Diversities and asymmetries are key characteristics, normal phenomena and state of affairs in all contemporary, complex societies. However, the necessary awareness and knowledge of the social importance of their formal and actual recognition, adequate regulation and management (including the prevention, management and resolution of crises and conflicts) yet need to be developed – especially from the perspective of ensuring desired stability, peace and prosperity. Paying special attention to ethnic diversities (as an important dimension of existing diversities) this interdisciplinary research seminar, in which guest lecturers and collaborators from all partner and other universities participate, stimulates students to actively engage in studying theories and methodologies relevant for the research, analysis and understanding of diversities – as key preconditions for the successful regulation and management of diversities and for good governance in pluralist societies. In this context, the inclusion of students in all phases of research process is important for development of their knowledge and skills necessary for: the initial development and preparation of research, development of research (project) proposals, search and applying for funding, carrying out of the research, permanent evaluation of research and research results, presentation, publishing, dissemination and promotion of research results and findings and their application, including proposals for the continuation of research. Students’ knowledge and skills are applicable in academic/research work and should improve their performance in diverse professions/jobs.</p> <p>Key goals are:</p> <ul style="list-style-type: none"> - developing theoretical and methodological knowledge about diversity, regulation and management of diversity (including the prevention, management and resolution of crises and conflicts), understanding of these phenomena and processes, and analytical capacity for successful studying of these phenomena, - qualifications for analytical and research work, including comparative research, - improving communication and dissemination skills for a better presentation of research work. |
| Acquired knowledge and competences: | Getting acquainted with interdisciplinary approaches, methodological knowledge and skills, understanding theories and their applicability, developing competences for analytical and research work and managing of projects; strategic thinking, policy developing, decision making, and consulting. Wide knowledge about key phenomena, such as: diversities and asymmetries, regulation of diversity, diversity management, good governance, etc. |
| Content: | Plurality, diversities and asymmetries are attributes of all present day societies. However, traditional and still dominant perceptions, models and concepts portray societies and their (political, legal) systems as peaceful, homogeneous, uniform and symmetric. Consequently, this research seminar aims to develop competences of students, especially their awareness and knowledge of: diversities, their social importance and impacts; the recognition, adequate regulation and management of diversity/diversities and their importance for stability, peace and prosperity in pluralist societies. In this context, “management of diversity” is not just about prevention, early warning, management and settlement of present or potential crises and conflicts, but tries to establish with the development of human and institutional potentials and resources in a pluralist environment which reduces the chance and probability of escalation of crises and conflicts and in the long run stimulates cooperation with individuals as well as with |

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| | <p>different communities.</p> <p>The basic structure of the research seminar is the following:</p> <ul style="list-style-type: none"> - General context of research and theoretical framework, including the topics, theories, research methods and approaches; - Research methodology and approaches in social sciences and humanities; - Ensuring the quality of research and continuous evaluation; - Argumentation; - Individual doctoral research projects; - Presentation, dissemination and promotion of research work and results; etc. <p>Students are stimulated and required to participate in research and to develop their own doctoral research. An important part is the presentation of students' research for dissertation.</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Slovene system |

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| Seminar title: | Studying dimensions and kinds of diversities (Research seminar II (3), according to the Slovene system) |
| Educational goals: | <p>This interdisciplinary research seminar is the continuation of research seminars 1 and 2.</p> <p>Paying attention to specific dimensions and kinds of diversities this seminar, carried out with the participation of professors and collaborators from partner and other universities, depends and extends the knowledge and skills acquired in the Research Seminars I (1+2). It stimulates students to actively engage in research applying theories, methodologies and approaches that are relevant for their projects. By their inclusion in all phases of research process students develop their knowledge and skills for: the initial development and preparation of research, development of research (project) proposals, search and applying for funding, carrying out of the research, permanent evaluation of research and research results, presentation, publishing, dissemination and promotion of research results and findings and their application, including proposals for the continuation of research. Students' knowledge and skills are applicable in academic/research work and should improve their performance in diverse professions/jobs.</p> <p>Key goals are:</p> <ul style="list-style-type: none"> - developing theoretical and methodological knowledge and skills, - developing theoretical knowledge about diversity, regulation and management of diversity (including the prevention, management and resolution of crises and conflicts), understanding of these phenomena and processes, and analytical capacity for successful studying of these phenomena, - qualifications for analytical and research work, including comparative research, - carrying out individual research work and participation in research teams; - improving communication and dissemination skills for a better presentation of research work. |
| Acquired knowledge and competences: | <p>Getting acquainted with interdisciplinary approaches, methodological knowledge and skills, understanding theories and their applicability, developing competences for analytical and research work and managing of projects; strategic thinking, policy developing, decision making, and consulting. Formal and actual qualifications and skills for diverse jobs. Wide knowledge about key phenomena, such as: diversities and asymmetries, regulation of diversity, diversity management, good governance, etc.</p> |
| Content: | <p>This research seminar deepens, widens and improves the knowledge and skills acquired in the Research Seminars I (1+2). Consequently, it aims to improve students' competences and to further develop their awareness and knowledge of: diversities, their social importance and impacts; the recognition, adequate regulation and management of diversity/diversities and their importance for stability, peace and prosperity in pluralist societies. With the development of adequate diversity management and development of human and institutional potentials and resources in pluralist environments, from micro environments in companies and/or institutions, diverse local communities and regions to states and international integrations, the students, when they graduate, will be able to contribute to the reduction of probability of escalation of crises and conflicts and, in the long run, should be instrumental in stimulating cooperation with individuals as well as with different communities.</p> <p>The basic structure of the research seminar is the following:</p> <ul style="list-style-type: none"> - Dimensions of diversities, governance and diversity management, including the prevention, management and/or resolution of crises |

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| | <p>and conflicts;</p> <ul style="list-style-type: none"> - Research and academic writing, development and writing of doctoral dissertation; - Presentation of individual doctoral research work and doctoral dissertation. <p>Students are stimulated and required to participate in research and to develop their own doctoral research. An important part is the presentation of students' research for dissertation.</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Slovene system |

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| Seminar title: | Regulation and management of diversity and prevention, management and resolution of crises and conflicts |
| Educational goals: | <p>In pluralist and diverse societies the existence of different interests and the constant possibility of conflicts are normal phenomena and state of affairs. Diversities, their recognition, regulation and management – and in this context the prevention, management and resolution of crises and conflicts, paying special attention to ethnic crises and conflicts – are studied from interdisciplinary perspective with an aim to develop a broader theoretical framework, methodological knowledge and skills and specific knowledge and practical skills. Knowledge and skills are applicable in academic/research work and should improve students' performance in diverse professions.</p> <p>Key goals are:</p> <ul style="list-style-type: none"> - developing theoretical and methodological knowledge and skills in the field of regulation and management of diversity including the prevention, management and resolution of crises and conflicts, understanding of these phenomena and processes, and analytical capacity for successful studying of these phenomena, - qualifications for analytical and research work, including comparative research, - improving communication and dissemination skills for a better presentation of research work. |
| Acquired knowledge and competences: | Getting acquainted with interdisciplinary approaches, methodological knowledge and skills, understanding theories and their applicability, developing competences for analytical and research work and managing of projects; strategic thinking, policy developing, decision making, and consulting. Wide knowledge about key phenomena, such as: diversity, regulation of diversity, diversity management, prevention, management and resolution of crises and conflicts. |
| Content: | <p>Plurality is an attribute of all modern societies and their systems. The reality differs from traditional models and concepts that understand societies and systems as peaceful, homogeneous, uniform and symmetric.</p> <p>In pluralistic societies and systems conflicts are normal phenomena; they are the result of the existence of differences, but emerge particularly from different conflicts of interests. Therefore it is an important task of pluralistic societies and systems to develop systems and models of governance and administration which permit cooperation and rapprochement and at the same time the realization of different interests.</p> <p>“Management of diversity” is not just about prevention, early warning, management and settlement of present or potential conflicts, but tries to establish with the development of human and institutional potentials and resources an environment which reduces the probability of escalation of conflicts and in the long run stimulates a cooperation with individuals as well as with different communities.</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Sloven system |

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| Seminar title: | Integration policy and minorities |
| Educational goals: | <p>Social diversity, changes in ethnic compositions of societies and cultural/ethnic plurality, caused by historic development and migrations, are studied from interdisciplinary perspective with an aim to develop a broader theoretical framework, methodological knowledge and skills and specific knowledge and practical skills. Creativity, imitativeness and participation of students are encouraged, while students are stimulated to undertake and participate in research and to present and disseminate their research work. Knowledge and skills are applicable in academic/research work and should improve students' performance in diverse professions/jobs.</p> <p>Key goals are:</p> <ul style="list-style-type: none"> - developing theoretical and methodological knowledge and skills in the field of migration, integration, integration policies and minorities, understanding of these phenomena and processes, and analytical capacity for successful studying of these phenomena, - qualifications for analytical and research work, including comparative research, - improving communication and dissemination skills for a better presentation of research work. |
| Acquired knowledge and competences: | Getting acquainted with interdisciplinary approaches, methodological knowledge and skills, understanding theories and their applicability, developing competences for analytical and research work and managing of projects; strategic thinking, policy developing, decision making, and consulting. Wide knowledge about key phenomena: migration, integration, integration policies, minorities. |
| Content: | <p>Choosing this course, the students become aware about and study the ethnic and cultural plurality of modern societies, processes and actors, which influence the ethnic structure of the societies and migrations.</p> <p>Mass migrations and therefore a greater ethnic and cultural heterogeneity are the reality of the present-day global society, both on the level of national states as well as on the level of the international community.</p> <p>Similarly, ethnic conflicts belong to the reality of this society and represent a prevailing threat for the international peace and security.</p> <p>In order to avoid such conflicts in the future, it is important to be aware of the importance of preventive measures.</p> <p>By means of an analysis of the migration movements and migrations trends in the world and in specific regions, the course places particular attention to the creation of ethnic migration and integration policies in different states, their contents and concepts, nature and outcome of their enforcement, but also to the analysis of consequences of their enforcement, particularly concerning the differences between the anticipated results and factual results of particular measures and policies.</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Sloven system |

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| Seminar title: | Management of spatial and social convergence and divergence issues |
| Educational goals: | <p>Among the basic general and specific educational goals of the subject are the following:</p> <ul style="list-style-type: none"> - developing key methodological and theoretical instruments and skills for research, analysis and interpretation of problems related to spatial and social convergence and divergence; - developing different theoretical models for the management of different issues related to spatial and social convergence and divergence; - developing different dimensions of diversity – in particular social, cultural and spatial dimensions - , giving special attention to the study of processes related to spatial and social convergence and divergence; - providing skills for the implementation of theoretical models in concrete empirical situations and realities; - developing knowledge for the formulation of recommendations for the improvement of public policies in different areas which might contribute to integration and a successful management of diversity, as well as to the development of areas of social and cultural contact. |
| Acquired knowledge and competences: | Getting acquainted with interdisciplinary approaches, methodological knowledge and skills, understanding theories and their applicability, developing competences for analytical and research work and managing of projects; strategic thinking, policy developing, decision making, and consulting. Wide knowledge about key phenomena, such as: diversity, regulation of diversity, diversity management, prevention, management and resolution of crises and conflicts. |
| Content: | <p>The course will deal with the following topics:</p> <ul style="list-style-type: none"> - The origin of social and spatial divergence; territoriality; limits in the system of nature-culture-society - The Development of cultural and social spaces; the creation of cultural regions, ethno-linguistic communities and peoples; territorialization of modern social movements - Political-geographical perspectives on the relationship between state and people or between socio-political and socio-cultural spaces. - Minorities and the problem of the social and cultural affiliation to the environment; regionalism and the problem of the development of border regions and ethnically mixed areas. - The change of social and cultural spaces in Slovenia and other selected areas in Europe. - Perspectives of social and spatial convergence; European and Slovene border regions. |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Slovene system |

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| Seminar title: | Ethnicity, cultural and social environment |
| Educational goals: | <p>Creativity, imitativeness and participation of students are encouraged, while students are stimulated to undertake and participate in research and to present and disseminate their research work. Knowledge and skills are applicable in academic/research work and should improve students' performance in diverse professions.</p> <p>Key goals are:</p> <ul style="list-style-type: none"> - developing independent, critical and reflexive thinking about ethnicity, identity and social phenomena related to coexistence among nations; - theoretical and methodological knowledge and skills, and creative analysis of relevant phenomena and processes in selected European contact areas; - developing theoretical knowledge about diversity, regulation and management of diversity in areas of spatial, social and cultural contact; - developing skills for the management and directing of plural environments using different forms of educational and research work, and directing students in acquiring a specific knowledge of theories, ideas, phenomena, perceptions and practices, which form the Slovene and European space and society, as well as global developments. |
| Acquired knowledge and competences: | <p>Getting acquainted with interdisciplinary approaches, methodological knowledge and skills, understanding theories and their applicability, developing competences for analytical and research work and managing of projects; strategic thinking, policy developing, decision making, and consulting. Wide knowledge about key phenomena, such as: diversity, regulation of diversity, diversity management, prevention, management and resolution of crises and conflicts.</p> |
| Content: | <ul style="list-style-type: none"> - Ethnicity: individual and collective perspectives of ethnicity; cultural identity of individuals and intercultural society. Knowledge of theories and practices of European environments; - National rights within the mosaic of European diversity in relation to international conventions. Knowledge of basic documents; - Language policies, languages and social interactions, the power of language. The study of case studies; - Language in multicultural societies: the role of language in informatics, communication, politics and economy; - The linguistic/communication adaptation in multicultural societies (strategies of language/communication adaptation, theories of ethnolinguistic identity, theories of language). Analysis of case studies and specific social situations; - The economic aspect of language: language and economy – economic parameters of language (formal and subjective); - Multilingualism/multiculturalism and economy (the value of language diversity, the value of inter-social communication, the value of language vitality); - The political economy of language (language markets, language hierarchies); - Globalization and sociolinguistics: a new perspective |
| Teaching Methods: | Research seminar |
| Assessment Methods: | <p>Students actively participate in the discussions, prepare and do a presentation on a topic agreed upon with the seminar coordinator, undertake their own research and submit a research paper of at least 6.000 words. Grading according to the Slovene system</p> |

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| Seminar title: | Ethnic Politics |
| Educational goals: | Students will learn the main theoretical tools for analyzing the ethnic and minority issues |
| Acquired knowledge and competences: | Students are expected to: <ul style="list-style-type: none"> • Know the different political models for managing diversity • Be informed of the minority panorama of Southeastern Europe • Be able to apply the theoretical models to empirical realities • Be prepared to formulate recommendations for improving public policies and human rights protection of minorities |
| Content: | <p>The aim of the research seminar is to “map” the theoretical field of ethnicity analyzing the most influential conceptions in a comparative perspective, as well as the main models of managing the ethnocultural variety and their (un)applicability to Southeastern Europe.</p> <p>The seminar starts by an <i>epistemological introduction</i> which sets up the philosophical background for dealing with the question Can we understand the Others objectively:</p> <ul style="list-style-type: none"> • Objectivism • Fallibilism • Critical intersubjectivity <p>The <i>first part</i> deals with the theories ethnicity:</p> <ul style="list-style-type: none"> • Primordialism • Instrumentalism • Ethnosymbolism • Neomarxism • Interactionism <p>The <i>second part</i> articulates the politics of ethnicity:</p> <ul style="list-style-type: none"> • Two types of plural societies <ul style="list-style-type: none"> ▪ Conflict ▪ Equilibrium • Two strategies <ul style="list-style-type: none"> ▪ Assimilation ▪ Exclusion • Three models: <ul style="list-style-type: none"> ▪ Communitarianism ▪ Liberalism ▪ Multicultural citizenship <p>The <i>third part</i> applies the theoretical and political models to the ethnic relations in South Eastern Europe:</p> <ul style="list-style-type: none"> • Minority politics • Minority parties |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Paper of 6.000 words and a public defensio with all the doctoral students and the teaching team. |

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| Seminar title: | Migration Policy |
| Educational goals: | Students will learn the main theoretical tools for analyzing the migration phenomena |
| Acquired knowledge and competences: | <p>Students are expected to:</p> <ul style="list-style-type: none"> • Know the different political models for managing migration flows and stocks • Be informed of the migration movements in Southeastern Europe • Be able to apply the theoretical models to empirical realities • Be prepared to formulate recommendations for improving public policies and human rights protection of migrants in SEE |
| Content: | <p>The Balkans are one of the most remarkable regions in the world for the complexity and extent of refugees and migration movements (only for the last decade of XX century 10 mln. out of 80 mln. Have moved or have been displaced. These movements are a high security concern for both EU and NATO. These phenomena and trends make the study of migration a priority topic for diversity management.</p> <p>The aim of the research seminar is to “map” the theoretical field of migration analyzing the most influential conceptions in a comparative perspective, as well as the main models of managing the migration flows and their (un)applicability to South Eastern Europe.</p> <p>Borders, frontiers, boundaries</p> <ul style="list-style-type: none"> • Overproduction • Overactivity • Trends <ul style="list-style-type: none"> ▪ Fragmentation of small territorial units: ▪ Integration of territories: ▪ Opening of space: ▪ Closing of space <p>The migration phenomenon</p> <ul style="list-style-type: none"> • History • Trends • Figures <p>Theories of migration</p> <ul style="list-style-type: none"> • Classical theory • Theory of human capital • New economics of migration • Labor market theory • World system theory • Network theory • Institutional theory • Migration system theory <p>Balkan migrations – 4 types:</p> <ul style="list-style-type: none"> • Forced migrations • Ethnic migrations • Trafficking in human beings • Temporary migrations <p>Emigration from Eastern Europe</p> |
| Teaching Methods: | Research seminar |
| Assessment Methods: | Paper of 6.000 words and a public defensio with all the doctoral students and the teaching team. |