

**COURSE DATA****Data Subject**

Code	44719
Name	Context of migration
Cycle	Master's degree
ECTS Credits	25.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2228 - International Master in Migrations Studies	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
2228 - International Master in Migrations Studies	1 - Context of migration	Obligatory

Coordination

Name	Department
AÑON ROIG, MARIA JOSE	364 - Political Legal Philosophy
SOLANES CORELLA, ANGELES	364 - Political Legal Philosophy

SUMMARY

In the thematic units of the first course, we will familiarize the student with the basic conceptual knowledge necessary to develop their critical capacity, so that they can fairly judge the most applied issues offered in the second course. The approach of the first three blocks follows a gradient from greater to lesser abstraction, which allows us to gradually reach an individual perspective on migration from a socio-cultural starting point.

This first module deals with the aspects of migration from a macro-cultural position. It is about approaching the study of migrations from different visions, proposed by a wide range of social and humanistic sciences that frame the vast theme of human mobility, such as history, sociology, geography, law, economics, sciences of communication and politics.



The objective is for the student to start from a "macro" assessment of the study of migrations, so that through the first course, they can reach the individual approach in the last module.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2228 - International Master in Migrations Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of the subject the student will have achieved:

- a) Ability to understand the complexity of current migratory movements, articulating various explanatory theories;
- b) Capacity for scientific and multiple reading on the historical events of international migrations; analysis of migratory flows from a systemic approach;
- c) Ability to critically analyze the various economic policies
- d) Knowledge of the main international human rights guarantee systems, specifically those related to migrants and introduction to the knowledge of the European guidelines on immigration and immigration;



- e) Learning the formulation, development and analysis of migration policies in various regional and country contexts;
- f) Knowledge of the European guidelines on immigration and immigration and a relational overview of the current Spanish legislation on the rights and freedoms of foreigners and their social integration;
- g) Editing and production of journalistic notes, analysis production, reports and press releases, learn to decode the language of the media and its implicit messages, creation and management of press offices

DESCRIPTION OF CONTENTS

1. History of migrations in the 19th and 20th centuries

The history of migrations, a challenge to the paradigm of the nation-state. Slavery, colonialism and deportations. The great international migrations 1820-1930. European migration flows 1880-1913. The impact of immigration in the US and Argentina. Exiles and refugees between the two wars. Economic migrations after the two world wars. Europe as a recipient of immigration after 1950.

2. Explanatory theories of migration

Neoclassical theories. Dual market theories. Functionalist theories of structural anomie. Systemic theories. Theories of social networks. Political theories. Migrations as a result of political violence. Typologies: attempts to synthesize different theories.

3. Geography of migration

Systemic approach to the study of migrations. General overview of migrations in the world. The North American immigration system. The South American immigration system. The African immigration system. The Asian immigration system. Oceania's immigration system. Irregular migrations. The European migration system, in particular the Spanish subsystem.

4. Macro and micro economy of migrations

International economic policy and economy of migrations. The incorporation of immigrants in the economic system. From human capital to social capital. The work of immigrants in the post-Fordist economy. The wage convergence of immigrants with the natives. The growth rates of the host country. The functionality of remittances in the countries of origin. From the informal economy to immigrant entrepreneurship.

**5. International conventions and human rights on migration**

Delimitation of the categories to which international regulations refer. Asylum policies in Europe from Schengen to Amsterdam: towards a common European policy on asylum and immigration. The condition and rights of migrants in international protection instruments. The rights of stateless persons protected by the 1954 New York Convention and other international regulations.

6. Comparative immigration policies

Relations between politics, culture and citizenship in the era of globalization. Liberalism and multiculturalism. Justice and immigration. Comparison of various national experiences in managing migration flows. The case of: Italy, France, Belgium and Portugal.

7. Basic legal aspects and concrete practices

Analysis of the basic regulations on immigration in Spain. Situations of foreigners. Foreign labor dimension in Spain. Situations of irregularity: normalization processes. Regime of offenses and penalties. Expulsion.

8. The media

Theory of Communicative Action. Main community media for social communication. Representation of migrations in the media. The press and migrations. History of the migration press. Immigration policies, the media and public opinion. Analysis of topics and attitudes. Design of social communication programs for migrant communities. Influence of the media on the immigrant population. The causes of forced migrations. Comparative analysis of national and international refugee assistance programs.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	250,00	100
Attendance at events and external activities	10,00	0
Development of group work	25,00	0
Development of individual work	40,00	0
Study and independent work	100,00	0
Readings supplementary material	50,00	0
Preparing lectures	60,00	0
Preparation of practical classes and problem	50,00	0
Resolution of case studies	25,00	0
Resolution of online questionnaires	15,00	0
TOTAL	625,00	



TEACHING METHODOLOGY

Teaching is taught primarily through a system of face-to-face classes, theoretical and practical. The theoretical class allows the introduction and development of the theoretical content of each topic. The practical classes, through the illustration of the contents, facilitate student learning by allowing a more dynamic and close relationship with them. However, it is also important to carry out seminars or other complementary tasks proposed by teachers, such as carrying out work. With this type of tasks, autonomous or group work is encouraged, but also and in a relevant way, the acquisition of skills regarding the presentation and writing of topics. The tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and resolve their doubts or difficulties related to the subject, in general. In short, through tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge

EVALUATION

Since the contents are evaluated according to their thematic areas, different evaluation methodologies will be used: objective tests, short question exams, development exams and essay formulation.

REFERENCES

Basic

- Portes, A., (1996) Transnational communities: their emergence and significance in the contemporary world-system in Korzeniewicz, R.P. y Smith, W.C. (Ed.) Latin America in the world economy, Greenwood Press, 151-166.
- Piore, M.J. (1979), Birds of passage. Migration labour in industrial societies, Cambridge, Cambridge University Press.
- Sutcliffe Bob, Nacido en otra parte. Un ensayo sobre la migración internacional, el desarrollo y la equidad, Hegoa. Bilbao, 1998.
- International Organization for Migration, World Migration 2012. Costs and benefits of International Migration, (Volume 3 IOM World Migration Report Series), IOM Geneva 2012, IOM, Geneva 2012.
- Castles, Stephen and Mark J. Miller (2003), The Age of Migration - International Population Movements in the Modern World, 3rd ed., Houndmills, Palgrave Macmillan.
- Massey, Douglas S. et al. (1998), Contemporary theories of international migration, in Worlds in Motion Understanding International Migration at the End of the Millennium, Oxford, Clarendon Press, pp. 17-59.
- Portes, Alejandro (ed.) (1995), The Economic Sociology of Immigration. Essays on Networks, Ethnicity and Entrepreneurship, New York, Russel Sage Foundation.
- Castles, Stephen and Mark J. Miller (2003), The Age of Migration - International Population Movements in the Modern World, 3rd ed., Houndmills, Palgrave Macmillan.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

The CCA of the master has decided to maintain 100% attendance for the next academic year 2021-2022 with due security measures. Therefore, the conditions of the academic guide will continue to apply. But if, as a consequence of COVID-19, it is impossible to do the teaching and exams in person, the following changes will be applied:

1. Contents

There are no changes in the contents. The contents initially programmed in the teaching guide for the theoretical and practical sessions (paper and pencil tasks) are maintained.

2. Volume of work and temporary planning of teaching

Sessions are held on scheduled days and scheduled times. Therefore, the ECTS credits of the subject are maintained as indicated in the teaching guide. But the 250 hours of theory classes are reduced to about 150 hours. These remaining hours and the 10 hours scheduled for attendance at external events and activities are added to the student's autonomous learning time with the materials uploaded to the virtual classroom.

3. Teaching methodology

- Upload of materials to the virtual classroom
- Proposal of activities for virtual classroom
- Recorded transparencies
- Problems / exercises solved (practical classes)
- Tutoring by videoconference
- Forum in virtual classroom

4. Evaluation



The face-to-face exams of the different subjects that make up this module have been replaced by:

- Adding continuous assessment activities
- Assessment tests through academic work
- Oral exams by videoconference
- Objective tests (test type) in virtual classroom
- Open written test (traditional exam) but distributed in virtual classroom

In the case that tests of essays-summaries are used or oral tests, the level of knowledge that the student shows on the subject will be valued, especially if he expands his argumentation with other consulted texts, his ability to understand, analyze and synthesize, his ability to establish relationships, to argue logically and to express with clarity and rigor the assimilated notions, in addition to the ability to support a personal position on the subject. Likewise, formal aspects such as the coherence of the structure, the correction of written and oral expression and spelling will be taken into account. Those who reduce the essay-summary to a mere paraphrase or repetition of the theoretical materials with the same or similar words will be penalized. In any case, those literal passages taken from other sources must be quoted and the reference indicated.

The Virtual Classroom will be used for the delivery of the essays-summaries or the official mail of the master and the Blackboard Collaborate platform for the oral exams or objective tests. If for any reason the student does not have virtual technical means, they will inform the teaching staff of their situation. In case the difficulties are unsuccessful, during the test, the student must write to his / her teacher / email using the account @alumni.uv.es, identifying and describing the difficulties, in order to be notified of an alternative day, as well as the tool that will be used to proceed by oral examination.

Teachers may require individual or small group interviews via videoconference to verify the degree of participation and the achievement of the objectives pursued in any task carried out. Decline this verification by the student will mean not passing the task / activity in question.

The teachers will use the UV contracted plagiarism detection systems in the evaluation evidence. The manifest "copy" of any test, task, activity or report, whether individual or group, that serves the purpose of evaluation in the subject, will make it impossible to pass the subject.

5. Bibliography

Part of the recommended bibliography is replaced by the teachers' own materials.

