COURSE DATA

Data Subject	
Code	44720
Name	Culture and migration
Cycle	Master's degree
ECTS Credits	15.0
Academic year	2020 - 2021

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
2228 - M.D. in International Migrations Studies	2 - Culture and migration	Obligatory

Coordination

Name	Department
LLORET CATALA, MARIA DEL CARMEN	120 - Comparative Education and History of Education
SAHUQUILLO MATEO, PIEDAD MARIA	335 - Education Theory

SUMMARY

After the teaching of the first subject, where the student is provided with the basic knowledge, in this second module, the analysis of more specific arguments and topics of increasing relevance and relevance in the study of human mobility is proposed. It is a subject that will expand and establish the knowledge acquired in the previous, more extensive and general subject. A dialectical, applied and critical approach to the previously acquired theoretical knowledge is presented here.

Even so, the subject, like the whole curriculum, is structured from more general aspects to more specific aspects. First, issues such as the migration project, memory, identities in their different intergenerational transmissions and return are addressed. In a second moment the repercussions of the migrations in the family structure, the intervention in the community are analyzed together with the analysis of the urban distribution and its relation with the integration policies in general and especially in the school environment. Finally, migration is studied from the point of view of human geography and different generations. Throughout this subject the gender perspective is very present.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

2228 - M.D. in International 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

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

a) Ability to reflect and discuss the social and historical reasons of migration.

b) Develop their analytical capacity to understand the processes of migration and acculturation.

c) Manage the analysis of the migratory and acculturation process (groups, family and individuals) and the social effects of the migratory phenomenon from the double perspective of the countries of origin and those of arrival.

d) Distinguish gender characterizations and dynamics of second / third generations.

e) Acquire an adequate knowledge of the needs of the immigrant group.

f) Have an overview of an appropriate “insertion” itinerary.

g) Know the existing resources and access roads.

h) Acquisition of an adequate knowledge of the target group and its real situation.

DESCRIPTION OF CONTENTS

1. Social contexts and migration projects

Contexts of the countries of origin and possibilities of preparing migratory projects. Migratory projects and family negotiations. Types of projects and types of relationships with companies of residence and origin. The link between international migration and development.

2. Comparative theories and policies on the integration of immigrants

Migratory experiences and identity negotiations. Different models of acculturation and integration in arrival societies. Comparative analysis of migrant integration policies and programs in arrival societies. The migrant family: models and typology (refugee family, immigrant family, transnational family, multi-party family). Family reunification policies in different countries. Adaptation processes of families who remain in their homeland.

3. Migration and urban integration

Effects of globalization on the socioeconomic changes of the society; the social and spatial reorganization of cities; the fragmentation of cities; segregation spaces; ghettoization of populations of different ethnic origin. Social and spatial inequalities in modern societies; the problem of integration in the urban fabric; urban space as a strategic place of social, political, economic, and cultural demand. Integration models in multicultural societies.

4. Migration and generations

Migrant worker children. Unaccompanied migrant children. Trafficking in children. International instruments for the protection of children. Protection mechanisms: presentation of examples in different countries. The concept of second generations in modern sociology. Comparative analysis of the situation of second generations in different countries. The second generations that remain in the country of origin. The third generations: more recent studies. International students. Elderly as active subjects of international migration. The Elderly as passive subjects of international migrations.

5. Migration and gender

Female migration: analysis of the impact on societies of origin and on gender relations. Immigrant women and social policies. Trafficking and sexual exploitation: prostitution and migration. Conventions and legal platforms for the protection of migrant women. In particular, assistance programs for migrant women in Spain and in the Valencian Community.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	150,00	100
Development of group work	10,00	0
Development of individual work	75,00	0
Study and independent work	50,00	0
Readings supplementary material	65,00	0
Preparation of evaluation activities	25,00	0
TOTAL	**375,00**	

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 thematics areas, differents evaluation methodologies will be used objective tests, short questions exams, developments exams and essay formulation.

REFERENCES

Basic

- Arendt, H. (1982), « Le déclin de lEtat-Nation et la fin des droits de lhomme » in Limpérialisme, Paris, Fayard.
  Simmel, G. (1979), "Digressions sur l'étranger" in Fritsch P. & Joseph, I. (Ed.), Lécole de Chicago: naissance de l'écologie urbaine, Paris, Champ Urbain.
  Zhou, Min. 1997 Segmented Assimilation, Issues, Controversies, and Recent Research on the New Second Generation International Migration Review Vol. 31, Num. 4. Invierno.
  Levitt, Peggy y Nina Glick Schiller. 2004 Perspectivas internacionales sobre migracion: conceptualizar la simultaneidad Migracion y Desarrollo # 3. Segundo semestre. (pp. 60-91). Loic Wacquant, 2007, La estigmatización territorial en la edad de la marginalidade avanzada, Usinos

43(3):193-199 (disponível pdf).
Jovelin E., Vivre la discrimination, vivre la différence, In Manuel Boucher (éd.). Discriminations et ethnicisations. Combattre le racisme en Europe, Ed. de lAube, 2005
Touraine A., Quest ce que la démocratie ? Ed. Le livre de poche. Biblio essai, 1994.

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 2020-2021 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 150 hours of theory classes are reduced to about 90 hours. These remaining hours 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.