



## Teaching Guide

| Identifying Data         |  |        |                    |           | 2022/23 |
|--------------------------|--|--------|--------------------|-----------|---------|
| Subject (*)              | The Spanish migration model  |        | Code               | 615525014 |         |
| Study programme          | Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria  |        |                    |           |         |
| Descriptors              |  |        |                    |           |         |
| Cycle                    | Period   | Year   | Type               | Credits   |         |
| Official Master's Degree | 1st four-month period  | Second | Optional           | 3         |         |
| Language                 | English  |        |                    |           |         |
| Teaching method          | Face-to-face   |        |                    |           |         |
| Prerequisites            |  |        |                    |           |         |
| Department               | Socioloxía e Ciencias da Comunicación  |        |                    |           |         |
| Coordinador              | Perez Carames, Antia   | E-mail | antia.perez@udc.es |           |         |
| Lecturers                | Perez Carames, Antia   | E-mail | antia.perez@udc.es |           |         |
| Web                      |  |        |                    |           |         |
| General description      | We will point out the main components of the Spanish migratory model, its phases, variations and combinations of the mentioned components. We will stop at the concepts that underlie the model and its articulation. We will link this description with the policies that have hampered both the reception of flows with the labor market and the anchors for integration. Finally we will contrast at each stage with the empirical results and the trends actually measured and observed. |        |                    |           |         |

## Study programme competences

| Code | Study programme competences  |
|------|--|
| A1   | CE1 - Determinar as dimensións e categorías axeitadas para o diagnóstico e a análise científica das situacións de exclusión social.  |
| A2   | CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.  |
| A4   | CE4 - Recompilar e interpretar a información suficiente para chegar a diagnósticos fiables sobre os riscos de exclusión e os factores de vulnerabilidade social.   |
| A5   | CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural.   |
| A6   | CE6 - Avaliar a capacidade e eficacia das medidas de intervención para corrixir ou previr situacións e procesos de exclusión social.   |
| A9   | CEM1 - Demostrar coñecementos avanzados sobre os principais movementos migratorios ao longo da historia e a súa relación con procesos de conflictividade e de cohesión social nas sociedades de orixe e destino                                    |
| A10  | CEM2 - Dominar as principais ferramentas conceptuais e técnicas que permiten definir un colectivo e unha problemática migratoria como obxecto de estudo e análise.   |
| A11  | CEM3 - Demostrar un coñecemento avanzado e crítico sobre as teorías e os debates académicos actuais de maior relevancia sobre as dinámicas migratorias e os procesos de integración dos colectivos migrantes.                                      |
| A14  | CEM6 - Actuar como profesional competente e cualificado/a no ámbito da análise das migracións internacionais e do traballo con colectivos migrantes.   |
| B1   | CB1 - Demostrar coñecementos avanzados, de carácter multidisciplinar, para a investigación e o exercicio profesional no ámbito da exclusión social.  |
| B2   | CB2 - Aplicar e integrar os coñecementos a contornos e problemas emerxentes e indefinidos, na práctica investigadora e profesional.  |
| B3   | CB3 - Seleccionar o marco científico adecuado para avaliar as evidencias dispoñibles e postular hipóteses razoadas sobre a avaliación previsible dos feitos sociais estudados.   |
| B4   | CB4 - Identificar os dilemas éticos e a responsabilidade social tras os retos formulados na práctica profesional e investigadora.  |
| B5   | CB5 - Comunicar con claridade os coñecementos e problemas científicos sobre os que se traballa tanto a un público non experto como de especialistas.   |
| B7   | CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo. |
| B14  | CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.  |
| B17  | CX5 - Elaborar e defender informes, proxectos e memorias no campo das ciencias sociais.  |



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|-----|---|
| B18 | CX6 - Valorar a adecuación das distintas ferramentas teóricas, metodolóxicas e técnicas ás preguntas e os obxectivos específicos formulados sobre a realidade social e as políticas sociais.                      |
| B20 | CX8 - Aplicar a perspectiva comparada na comprensión das problemáticas sociais e das respostas e solucións políticas.   |
| B21 | CX9 - Aplicar unha perspectiva interdisciplinar na análise e a valoración de problemáticas de exclusión e políticas sociais de inclusión e cohesión.  |
| B22 | CX10 - Recoñecer e valorar os xuízos de valor e as evidencias nos argumentos que sosteñen as descricións e políticas sobre a realidade social.  |
| C1  | CT1 - Adequate oral and written expression in the official languages.   |
| C2  | CT2 ? Mastering oral and written expression in a foreign language.  |
| C3  | CT3 - Using ICT in working contexts and lifelong learning.  |
| C5  | CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.   |
| C6  | CT6 -Acquiring skills for healthy lifestyles, and healthy habits and routines.  |
| C7  | CT7 - Developing the ability to work in interdisciplinary and transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development. |

| Learning outcomes  |  |  |                                 |
|--|--|--|---------------------------------|
| Learning outcomes  | Study programme competences                            |  |                                 |
| To identify the main dimensions that explain the migratory phenomenon in Spain   | AC1<br>AC2<br>AC4<br>AC5<br>AC9<br>AC10<br>AC11        | BC1<br>BC4<br>BC22                                       | CC1<br>CC2<br>CC3<br>CC5        |
| To characterize Spain within the European immigration system   | AC1<br>AC2<br>AC4<br>AC5<br>AC6<br>AC9<br>AC10<br>AC14 | BC1<br>BC2<br>BC3<br>BC5<br>BC7<br>BC14<br>BC21<br>BC22  | CC1<br>CC2<br>CC3<br>CC5        |
| To describe the process of evolution (the stages) of immigration   | AC1<br>AC2<br>AC4<br>AC5<br>AC9                        | BC2<br>BC3<br>BC7<br>BC20<br>BC21                        | CC1<br>CC2<br>CC3<br>CC6<br>CC7 |
| To describe how the immigrant population is distributed in the Spanish territory and its socio-demographic characteristics | AC1<br>AC2<br>AC4<br>AC5<br>AC6<br>AC11                | BC1<br>BC2<br>BC3<br>BC5<br>BC14<br>BC18<br>BC21<br>BC22 | CC2<br>CC6                      |



|   |  |   |                   |
|---|--|---|-------------------|
| To link the evolution of the labour market and the cycles of the economy with the migratory flows, pointing out their deviations and their consequences | AC2<br>AC4<br>AC5<br>AC6<br>AC10<br>AC11<br>AC14 | BC1<br>BC2<br>BC3<br>BC5<br>BC7<br>BC20<br>BC21 | CC2               |
| To analyze the demographic contribution of the immigrant population   | AC1<br>AC2<br>AC10<br>AC11                       | BC17<br>BC20<br>BC21<br>BC22                    | CC1<br>CC2<br>CC3 |
| To identify the main ways of integrating the immigrant population and the obstacles that delay it and hinder it   | AC9<br>AC11<br>AC14                              | BC3<br>BC4<br>BC14<br>BC18<br>BC21              | CC2<br>CC6<br>CC7 |

| Contents   |           |
|--|-----------|
| Topic  | Sub-topic |
| Spain within the migratory model of southern Europe.<br>Growth, decrease and evolution of immigration until 2015.                      |           |
| The migratory boom in the first decade and the flows in the first half of the second decade.   |           |
| General overview of immigration in Spain: trends and composition of the stock and flows.   |           |
| Extraordinary regularizations and their role in the migration model.   |           |
| Demographic, economic and social impact of immigration.  |           |
| Change of migratory cycle: re-immigration, returns and circulation of foreign immigrants and Spaniards (naturalized or autochthonous). |           |
| Normative elements and social factors that support integration.  |           |

| Planning                       |   |                      |                               |             |
|--------------------------------|---|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies  | Ordinary class hours | Student?s personal work hours | Total hours |
| Workbook                       | A1 A2 A4 A9 A11 B1<br>B3 B4 B18 B20 B21<br>B22 C3 C5      | 0                    | 20                            | 20          |
| Critical bibliographical       | A1 A2 A4 A5 A6 A10<br>A14 B5 B7 B14 B18<br>C1 C2 C3 C6 C7 | 0                    | 24                            | 24          |
| Guest lecture / keynote speech | A1 A2 A4 A14 B1 B14<br>B20 B21 B22 C1 C2<br>C5            | 16                   | 10.5                          | 26.5        |
| Directed discussion            | A2 A4 A5 A6 A9 A10<br>B1 B2 B4 B14 B17<br>B18 C5 C6 C7    | 2                    | 0                             | 2           |
| Personalized attention         |   | 2.5                  | 0                             | 2.5         |



(\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies                  |  |
|--------------------------------|--|
| Methodologies                  | Description  |
| Workbook                       | Facilitarase unha lista de lecturas que servirán para as recensións e os comentarios críticos. |
| Critical bibliographical       | Comentario crítico de lecturas sobre un tema.  |
| Guest lecture / keynote speech | Clases nas que se desenvolven os contidos principais da asignatura.                            |
| Directed discussion            | Participación en clase sobre os contidos expostos durante a sesión.                            |

| Personalized attention   |  |
|--------------------------|--|
| Methodologies            | Description  |
| Critical bibliographical | Both conceptual and practical doubts involved in critical review will be resolved during tutorial hours. |

| Assessment               |   |  |               |
|--------------------------|---|--|---------------|
| Methodologies            | Competencies  | Description  | Qualification |
| Critical bibliographical | A1 A2 A4 A5 A6 A10<br>A14 B5 B7 B14 B18<br>C1 C2 C3 C6 C7 | Exercise of literature review on some of the topics proposed in the classroom. | 100           |

| Assessment comments   |
|---|
| The principle of democratic debate will be maintained in the classes, listening to and respecting all the different opinions on the subjects dealt with, both on the part of the teaching staff and the students. |

| Sources of information |  |
|------------------------|--|
| Basic                  | <p>- ( ). .</p> <p>ARANGO, J. (2000). Becoming a Country of Immigration at the End of the Twentieth Century: the Case of Spain. In R. King, G. Lazaridis &amp; C. Tsardanidis (eds.) <i>Eldorado or Fortress? Migration in Southern Europe</i> (pp. 276). London: Palgrave Macmillan. BERNARDI, F.; GARRIDO, L. &amp; MIYAR, M. (2010). The Recent Fast Upsurge of Immigrants in Spain and Their Employment Patterns and Occupational Attainment. <i>International Migration</i>, 49 (1): 148-187. BUENO, X. &amp; VIDAL-COSO, E. (2019). Vulnerability of Latin American Migrant Families HEaded by Women in Spain During the Great Recession: A Couple-Level Analysis. <i>Journal of Family Issues</i>, 40 (1): 111-138. DEPALMA, R. &amp; PÉREZ-CARAMÉS, A. (2018). Galician Migrations: A Case Study of Emerging Super-diversity. New York: Springer. DOMINGO, A.; GIL-ALONSO, F. &amp; ROBERTSON, G. (2007). Immigration and Changing Labour Force Structure in the Southern European Union. <i>Population</i>, 62 (4): 709-727. ESCRIVA, A. (2000) The Position and Status od Migrant Women in Spain. In F. Anthias &amp; G. Lazaridis (eds.) <i>Gender and Migration in Southern Europe. Women on the Move</i> (pp. 199-226). London: Routledge. GONZÁLEZ-ENRÍQUEZ, C. (2010). Spain: Irregularity as a Rule. In A. Triandafyllidou (ed.) <i>Irregular Migration in Europe. Myths and Realities</i> (pp. 247-266). London: Ashgate. GONZÁLEZ-ENRÍQUEZ, C. (2014) Spain. In A. Triandafyllidou &amp; R. Gropas (eds.) <i>European Immigration. A Sourcebook</i> (pp. 339-350). London: Ashgate. RIBAS-MATEOS, N. (2004). How can we understand immigration in Southern Europe? <i>Journal of Ethnic and Migration Studies</i>, 30 (6): 1045-1063. ROIG VILA, M. &amp; CASTRO MARTÍN, T. (2007). Childbearing Patterns of Foreign Women in a New Immigration Country. <i>Population</i>, 62 (3): 351-379. ZAPATA-BARRERO, R. (2013). <i>Diversity management in Spain: New dimensions, new challenges</i>. Manchester: Manchester University Press.</p> |
| Complementary          |  |



| Recommendations   |
|---|
| Subjects that it is recommended to have taken before  |
| Subjects that are recommended to be taken simultaneously  |
| Subjects that continue the syllabus   |
| Other comments  |
| The principal of democratic debate will be supported in the class sessions: listening to and respecting all of the diverse opinions concerning the topics addressed, whether they are raised by teachers or students. |