UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data					2023/24
Subject (*)	Integration and intercultural relations			**Code**	615525011d
Study programme	Máster Universitario en Políticas Sociais e Intervención Sociocomunitaria (a distancia)				
Descriptors					
Cycle	**Period**	**Year**		**Type**	**Credits**
Official Master's Degree	1st four-month period	Second		Optional	5
Language	English				
Teaching method	Non-attendance				
Prerequisites					
Department	Pedagoxía e Didáctica				
Coordinador	Souto García, Andrea		**E-mail**	andrea.souto@udc.es	
Lecturers	Depalma Ungaro, Renee		**E-mail**	r.depalma@udc.es	
	Souto García, Andrea			andrea.souto@udc.es	
Web					
General description	The course focuses on integration and Intercultural relations in multicultural societies, beginning with a review of key concepts involved in these processes. Taking a critical and constructive perspective, we analyze existing practices in the Spanish state and at the international level. Taking into account students? interest and experiences, we develop proposals for research and/or intervention in various socio-educational contexts, taking care to develop them within a theoretical framework that provides contextualization and justification.				

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.
A3	CE3 - Deseñar e desenvolver procesos de observación e documentación para o estudo das políticas e os sistemas de benestar social.
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 marxinación 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.
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.
A12	CEM4 - Explicar os principios básicos que orientan os distintos tipos de políticas migratorias existentes, e analizar a eficacia, o deseño e a xestión destas políticas.
A13	CEM5 - Explicar os principios básicos que rexen a comunicación intercultural e os mecanismos que operan como barreiras culturais nas relacións interpersoais e entre colectivos.
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.
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.
B14	CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.
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.
B19	CX7 - Dar respostas innovadoras e orixinais ante situacións problemáticas emerxentes relacionadas coa exclusión social.

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 - Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais da comunidade autónoma.
C2	CT2 ? Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C5	CT5 - Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT6 -Adquirir habilidades para a vida e hábitos, rutinas e estilos de vida saudables.
C7	CT7 - Desenvolver a capacidade de traballar en equipos interdisciplinares ou transdisciplinares, para ofrecer propostas que contribúan a un desenvolvemento sostible ambiental, económico, político e social.

Learning outcomes				
Learning outcomes		**Study programme competences**		
Explain key concepts related to integration and social cohesion in multicultural societies		AC1 AC4 AC5 AC11	BC2 BC4 BC14 BC18 BC20	CC2 CC5 CC7
Critically analyze existing policy and practice in the Spanish/European context		AC3 AC6 AC12 AC13	BC5 BC21 BC22	CC7
Develop proposals for research and/or socio-educational intervention that promote social justice		AC14	BC1 BC19	CC1 CC6 CC7

Contents	
Topic	**Sub-topic**
Concepts of integration and social cohesion	Diversity in countries of origin and destination Toward a dynamic concept of culture
Policy and practice at multiple levels (municipal, autonomic, state, European?)	The perspective of migrant associations The perspective of NGO?s and other social agents
Social processes that shape intercultural relations	Political and popular discourses Communication and social media
Social movements and associationism	Actions and campaigns Ways to improve existing practices
Intercultural communication	Constructing and de-constructing the Other Social and educational interventions

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**
Guest lecture / keynote speech	A1 A3 A4 A5 A6 A11 A12 A14	10	0	10
Document analysis	B1 B2 B5 B19 B20 B21 C2 C6 C7	0	30	30

Supervised projects	A4 A5 A6 A11 A14 B1 B2 B5 B14 B18 B19 B20 C1 C5 C6 C7	0	40	40
Directed discussion	A13 B4 B18 B22 C5	10	30	40
Personalized attention		5	0	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**
Guest lecture / keynote speech	(Lecture sessions) Oral presentations by the instructor which establish and relate scientific and disciplinary knowledge essential for the understanding of the subject. The presentation will be complemented by the use of pertinent resources (textual and/or audiovisual).
Document analysis	Methodological technique that involves the use of audiovisual and/or bibliographic documents (segments of documentary reports or films, news, web pages, scientific articles, legislative texts, etc.) relevant to the subject matter, accompanied by activities specifically designed for their analysis.
Supervised projects	The final project for the course will consist of an action/research proposal. The justification and the design of the proposal will draw upon the material addressed in the lecture sessions and directed discussions.
Directed discussion	Sessions will be allocated to the introduction of questions addressed to students to encourage reflective dialogue. This approach is based on the conception of learning as a dialogical process, an act of (re) creation, relating and consolidating reflection and action. The debate will facilitate and promote the sharing and contrasting of informed opinions. With this methodology we aim to: identify difficulties in understanding; inspire divergent thinking; promote a connection with lived experiences; and develop awareness of and critically reconstruct new ways of thinking, feeling and acting. The directed discussion can be developed in person (in the classroom sessions) or virtual (forums).

Personalized attention	
Methodologies	**Description**
Directed discussion Supervised projects	For students with official part time status and those who receive academic dispensation and exemption from attendance, we will design a specific tutoring schedule at the beginning of the course that is compatible with these requirements.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Directed discussion	A13 B4 B18 B22 C5	Participation grade To be evaluated: Participation in class preparation tasks and class session debates/virtual forums, with respect to the following criteria: the assignment is completed before the established deadline, the issue is addressed with a depth that demonstrates understanding and support from the external sources consulted, important ideas are well-synthesized, the arguments are creative, they demonstrate an ability to defend, criticize, and evaluate, and the language is clear and correct.	20
Supervised projects	A4 A5 A6 A11 A14 B1 B2 B5 B14 B18 B19 B20 C1 C5 C6 C7	Final project To be evaluated: quality of description and depth of analysis of realities and political and social responses, quality and feasibility of the proposal, degree of support by up-to-date and relevant external references, use of language appropriate for academic and scientific contexts, formal aspects related to the quality of the presentation.	80

Assessment comments

The same tasks will be evaluated for the first and second opportunities.

The participation grade cannot be changed for the second opportunity. This grade, which reflects the student's course participation, will be saved from the first opportunity.

For students who are registered in the on-line modality, discussion

forums on the Moodle platform will replace participation in classroom

debates. These as well as the class preparation tasks must be completed

by the assigned deadline to receive full credit in the participation

grade.

Sources of information

Basic	Aragón Medina, Jorge, Artiaga Leiras, Alba, Haidour, Mohammed A., Martínez Poza, Alicia & Rocha Sánchez, Fernando (2009). Las políticas locales para la integración de los inmigrantes y la participación de los agentes sociales. Madrid: Catarata.Banting, Keith & Kymlicka, Will (ed.) (2006). Multiculturalism and the Welfare State. Recognition and Redistribution in Contemporary Democracies. Oxford: Oxford University Press. Bauböck, Rainer (2003). «¿Adiós al multiculturalismo? Valores e identidades compartidos en las sociedades de inmigración». Revista de Occidente, 268, 45-61.Castles, Stephen & Miller, Mark. J. (2004). La era de la migración. Movimientos internacionales de población en el mundo moderno. México: Colección América Latina y el Nuevo Orden Mundial.Connor, P. (2014). Quantifying immigrant diversity in Europe. Ethnic and Racial Studies, 37(11), 2055?2070. https://doi.org/10.1080/01419870.2013.809131DePalma, R., e Cruz López, L. (2014). 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Urban Studies 43 (5,6), 903?917. doi: 10.1080/00420980600676253Martín Rojo, Luisa (2003). «Escuela y diversidad lingüística y cultural». En: Martín Rojo, Luisa (coord.): ¿Asimilar o integrar? Dilemas ante el multilingüismo en las aulas. Madrid: Centro de Investigación Documentación Educativa (CIDE), Ministerio de Educación, Cultura y Deporte.Meer, Nasar & Moddod, Tariq (2012). «How does interculturalism contrast with multiculturalism?». Journal of Intercultural Studies, 33 (2), 175-196. doi: 10.1080/07256868.2011.618266.Meyer, Calvin & Rhoades, Elizabeth Kelley (2006). «Multiculturalism: Beyond Food, Festival, Folklore, and Fashion». Kappa Delta Pi Record 42(2), 82-87. Moreno, Luis (2001): «La ?vía media? española del modelo de bienestar mediterráneo». Papers, 63/64, 67-82.Moreno Colom, Sara & De Alós, Ramon (2016). «La inmigración en España: ¿Una integración con los pies de barro?». Política y Sociedad, 53 (2), 509-528. http://dx.doi.org/10.5209/revPOSO.2016.v53.n2.48312Morén-Alegret, R. & Solana, M. (2004). Foreign Immigration in Spanish Rural Areas and Small Towns: Current Situation and Perspectives. Finisterra, XXXIX(77), 21-38. Moreno Fuentes, Francisco Javier, Bruquetas Callejo, María (2011). Inmigración y Estado de Bienestar en España. Barcelona: Obra Social ?la Caixa?.Oca González, Luzia (2016). Caboverdinas en Burela (1978/2008): migración, relacións de xénero e intervención social. Santiago de Compostela: Sotelo Blanco.Ogbu, J. U. (2008). Minority status, oppositional culture, and schooling. Nova York: Routledge.Olmos Alcaraz, A. (2013). ?Pateras, embarazadas y prostitución?: representaciones y discursos sobre la mujer inmigrante en la televisión española. Fonseca, Journal of Communication, 7(7), 73?99.Olmos Alcaraz, Antonia, Rubio Gómez, María & Contini, Pierangela (2015): «Las políticas culturales y el concepto de cultura. 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https://www.academia.edu/1263370/Muslim_Women_in_the_Spanish_Press_the_Persistence_of_Subaltern_ImagesR omán, M., García, A., e Álvarez, S. (2011). Tratamiento informativo de la mujer inmigrante en la prensa española. Cuadernos de información, 29, 173-186. http://www.redalyc.org/articulo.oa?id=97122694017Safran, W. (1991). Diasporas in modern societies: Myths of homeland and return. Diaspora, 1(1), 83?99.Sam, David L., & Berry, John W. (2006). The Cambridge handbook of acculturation psychology. Cambridge, New York: Cambridge University Press.Sassen, S. (2005). The Global City: Introducing a Concept. Brown Journal of World Affairs, 11(2), 27-43. Silverstein, P. A. (2005). Immigrant racialization and the new savage slot: Race, migration, and immigration in the New Europe. Annual Review of Anthropology, 34(1), 363?384. https://doi.org/10.1146/annurev.anthro.34.081804.120338Telles, Edward E. & Ortiz, Vilma (2011). Generaciones excluidas: mexicano-estadounidenses, asimilación y raza. Madrid: Centro de Investigaciones Sociológicas. Torres, Francisco (2011). La inserción de los inmigrantes. Luces y sombras de un proceso. Madrid: Talasa.Fernández Suárez, B., Verdía Varela, V., & DePalma, R. en prensa) Hacia una verdadera integración: perspectivas y practicas desde el tejido asociativo inmigrante de Galicia. Papers: Revista de SociologíaVertovec, Steven & Wessendorf, Susanne (2010). «Assenssing the backlash against multiculturalism in Europe». En: Vertovec, Steven & Wessendorf, Susanne (ed.), The multiculturalism backlash. New York: Routledge. Vertovec, S. (2007). Super-diversity and its implications. Ethnic and Racial Studies, 30(6), 1024?1054. https://doi.org/10.1080/01419870701599465Wodak, R. (2009). The Discursive Construction of National Identity. Edimburgo: Edinburgh University Press.Zapata Barrero, R., e Pinyol Jiménez, G. (2013). Manual para el diseño de políticas interculturales. RECERCAT (Dipòsit de la Recerca de Catalunya). Recuperado de: http://repositori.upf.edu/handle/10230/20190

Complementary	Os materiais de lectura obrigatoria e algunhas recomendacións para lecturas adicionais estarán dispoñibles na plataforma Moodle

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.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.