



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 | Pedagogía e Didáctica | | | | |
| Coordinador | Souto García, Andrea | E-mail | andrea.souto@udc.es | | |
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| 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 - Diseñar 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 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. |
| 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. |



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| 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 |



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|------------------------|---|----|----|----|
| 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 |
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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

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

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