



Teaching Guide

| Identifying Data | | | | | 2019/20 |
|----------------------------|--|---------------|------------------------|----------------|---------|
| Subject (*) | History and theories of migratory movements | | Code | 615525013 | |
| 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 | 6 | |
| Language | English | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Ciencias da Saúde Socioloxía e Ciencias da Comunicación | | | | |
| Coordinador | | E-mail | | | |
| Lecturers | Espiñeira González, Keina Raquel | E-mail | keina.espineira@udc.es | | |
| Web | | | | | |
| General description | In this module, the theoretical links between history and the sociology of migrations will be explored. The main goal is to provide a theoretical and conceptual framework to be applied in the field of international migrations. The module includes working hours, aiming to acquire knowledge of different qualitative methodologies to be applied in the analysis of present cases. | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|--|
| A2 | CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión. |
| A5 | CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural. |
| A8 | CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación. |
| 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. |
| 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. |
| 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 descrições e políticas sobre a realidade social. |



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| C1 | CT1 - Adequate oral and written expression in the official languages. |
| 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 / results | | |
| 1. To interpret facts and social policies from different theoretical paradigms in the field of international migrations. | AC2 AC5 AC9 | BC20 BC21 BC22 | CC3 CC6 |
| 2. Demonstrate an advanced and critical knowledge about the current academic theories and debates of greater relevance to migration dynamics. | AC10 AC11 AC14 | BC3 BC14 BC18 | |
| 3. To master the main conceptual and technical tools that allow to define a migratory reality as an object of study and analysis. | AC8 AC10 AC14 | BC1 BC2 BC7 | |
| 4. Carry out critical analysis of the social reality and professional development linked to the social facts on which one works. Develop the ability to work in interdisciplinary teams. | | BC1 BC2 BC3 BC7 BC14 BC17 BC18 BC20 | CC1 CC3 CC5 CC7 |

| Contents | |
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| Topic | Sub-topic |
| 1. A historical perspective of international migration theories | 1.1. Chicago School: Park and Thomas, and Znaniecki 1.2. Sociology of "Race and Ethnic relations" 1.3. North American contemporary sociology?s contribution to migration: Portes and Massey 1.4. French School and its theoretical contribution: Bourdieu and Sayad |
| 2. Explanatory theories of international migration processes | 2.1. The push-pull economic model 2.2. Individual action theories 2.3. Social capital and networks theories 2.4. Social mobility theories |
| 3. Methodologies and techniques: narrative, participatory and artistic methodologies to address migrations | 3.1. Narrated body mapping 3.2. Fotovoz 3.3. Metaplan 3.4. Social cartographies |
| 4. New theories and approaches in the context of Globalization | 4.1. Migration in a globalised world 4.2. Mobility and transnationalism 4.3. Belonging, identity and citizenship 4.4. Border studies |

Planning



| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
|--------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Introductory activities | A5 A8 A10 B14 C1 | 1 | 0 | 1 |
| Guest lecture / keynote speech | A2 A9 A10 A11 B14 B20 | 20 | 0 | 20 |
| Workbook | A2 A10 A11 C1 | 0 | 27 | 27 |
| Field trip | A2 A9 A10 A11 A14 B2 B7 B14 B21 C1 C7 | 8 | 4 | 12 |
| Workshop | A2 A5 A8 A9 A10 A11 A14 B1 B22 C3 C5 C6 | 12 | 18 | 30 |
| Supervised projects | A2 A9 A10 A11 A14 B2 B3 B7 B14 B17 B18 C1 C7 | 1 | 55 | 56 |
| Personalized attention | | 4 | 0 | 4 |

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

| Methodologies | |
|--------------------------------|--|
| Methodologies | Description |
| Introductory activities | Actividades que se levan a cabo antes de iniciar calquera proceso de ensino-aprendizaxe a fin de coñecer as competencias, intereses e/ou motivacións que posúe o alumnado para o logro dos obxectivos que se queren alcanzar, vinculados a un programa formativo. Con ela preténdese obter información relevante que permita articular a docencia para favorecer aprendizaxes eficaces e significativos, que partan dos saberes previos do alumnado. |
| Guest lecture / keynote speech | Lectures with the participation of students. |
| Workbook | Set of texts and written documentation compiled to deep on the contents of the subject. |
| Field trip | The students of this course will participate in the Teaching Innovation Group "Map of languages in/of A Coruña" (MaLinCo). Their task related to this collaborative project will be to design a social action to raise awareness about linguistic and cultural diversity in the city of A Coruña. |
| Workshop | Training modality oriented to the application of knowledge in which several methodologies can be combined: directed discussion (presentation and comments in class of the texts assigned for reading); Exhibitions, Simulations, Debates, Problem solving, Guided practices, etc. Through these methodologies, the student develops eminently practical tasks on a specific topic, with the support and supervision of the teaching staff. |
| Supervised projects | Methodology designed to promote the autonomous learning of students, under the tutelage of the teacher and in varied environments (academic and professional). It refers mainly to learning "how to do things". It is an option based on the assumption by the student of the responsibility of their own learning. This education system is based on two basic elements: the independent learning of the students and its monitoring by the teacher-tutor. |

| Personalized attention | |
|---------------------------------|---|
| Methodologies | Description |
| Supervised projects Workshop | Students may consult with the professors in charge the doubts and questions they need in order the correct execution of the projects. To arrange a tutorial, it will be necessary to specify a day and time by email. |

| Assessment | | | |
|---------------|------------------------|-------------|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
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| Field trip | A2 A9 A10 A11 A14 B2 B7 B14 B21 C1 C7 | The students of this course will participate in the Teaching Innovation Group "Map of languages in/of A Coruña" (MaLinCo). Their task related to this collaborative project will be to design a social action to raise awareness about linguistic and cultural diversity in the city of A Coruña. | 10 |
| Guest lecture / keynote speech | A2 A9 A10 A11 B14 B20 | Students participation and the integration of the contents will be assessed. | 15 |
| Supervised projects | A2 A9 A10 A11 A14 B2 B3 B7 B14 B17 B18 C1 C7 | To be evaluated by oral presentation: ? Group defense Work delivered (15%) Oral presentation (15%) ? Individual defense answering the questions of the evaluators (20%) The integration of the theoretical-practical contents and the competences of the subject will be evaluated. | 50 |
| Workshop | A2 A5 A8 A9 A10 A11 A14 B1 B22 C3 C5 C6 | The individual participation and the integration of the contents in the activities carried out will be evaluated. | 25 |

Assessment comments

Students must overcome all the evaluation methodologies to pass the module. The responsible teacher reserves the possibility of making any change in the evaluation or other aspects. Those will be notified to the students in advance.

Sources of information

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| Basic | <ul style="list-style-type: none"> - Vázquez, A. (2008). Unha visión xeral da emigración galega contemporánea a América e a Europa. X.M. Cid et Alíi, Migracións na Galicia contemporánea, Santiago, Sotelo Branco, p. 17-48 - Ribas-Mateos, N. (2004). Una invitación a la sociología de las migraciones. Barcelona: Bellaterra. - Messina, A. ; Lahav, G. (2006). The migration reader: exploring politics and policies. Boulder: Lynne Rienner - Sennett, R. (2014). El extranjero: dos ensayos sobre el exilio. Barcelona: Anagrama - Rea, A. (2009). Sociología de la inmigración. Barcelona: Hacer - Sassen, S. (2013). Inmigrantes y ciudadanos: de las migraciones masivas a la Europa Fortaleza. Tres Cantos: Siglo XXI - Sayad, A. (2010). La doble ausencia: de las ilusiones del emigrado a los padecimientos del inmigrado. Rubí: Anthropos - AA.VV. (2008). Estudios postcoloniales. Ensayos fundamentales. Madrid: Traficantes de Sueños - Terrén, E. (2002). Razas en conflicto: perspectivas sociológicas. Barcelona: Anthropos - Portes, A.; DeWind, J. (2006). Repensando las migraciones internacionales. Nuevas perspectivas teóricas y empíricas. México: Miguel Ángel Porrúa - Massey, D.; Arango, J; Graeme, H. ; Kouacuci, A.; Pelegrino, A. (2000). Teorías de la Migración Internacional: Una reseña y una evaluación. Revista Trabajo, 3, pp. 5-50. - Mezzadra, S.; Neilson, B. (2013). Border as method, or, the multiplication of labor.. Duke University Press - Houtum, H., Kramsch, O. y Zierhofer, W (eds.) (2005). B/ordering Space.. Londres: Ashgate Publishing. - Anzaldúa, G. (1987). Borderlands / La Frontera. The New Mestiza. . San Francisco: Aunt Lute Books. - Zapata-Barrero, R. (ed.) (2010). Shaping the normative contours of the European Union: a Migration-Border framework.. Barcelona: CIDOB - Houtum, H. (2005). ?The Geopolitics of Borders and Boundaries?. Geopolitics, 10(4): 672-679 - Houtum, H. y T. V. Naerssen (2002). ?Bordering, Ordering and Othering?. Tijdschrift voor Economische en Sociale Geografie, 93/2: 125-136 - Balibar, Étienne (2009). ?Europe as borderland?. Environment and Planning D: Society and Space, 27(2): 190-215 |
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| Complementary | <p>Allegue, Gonzalo, 1992: Galegos, as mans de América, Vigo, NigraBarnett, Miguel, 2008: Galego, Xunta de Galicia. Mezzadra, Sandro (2005) Derecho de fuga: migraciones, ciudadanía y globalización. Madrid: Traficantes de Sueños. Houtum, H. y Pijpers, R. (2007) ?The European Union as a Gated Community: The Two-faced Border and Immigration Regime of the EU?. Antipode, 39 (2): 291-309. Houtum, Henk (2010) ?Human Blacklisting: The Global Apartheid of the EU?s External Border Regime.? Environment and Planning D: Society and Space 28 (6): 957-976. Casas Cortés, M., Cobarrubias, S. y Pickles, J. (2011) ?Stretching Borders Beyond Sovereign Territories? Mapping EU and Spain?s Border Externalization Policies? Geopolítica(s). Revista de estudios sobre espacio y poder, 2(1): 71-90. Johnson, Corey; R. Jones; A. Paasi; L. Amoore; A. Mountz; M. Salter ; y C. Rumford (2011) ?Interventions on Rethinking ?the Border? in Border Studies?. Political Geography 2011, vol. 30: 61-69.</p> |
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Recommendations

Subjects that it is recommended to have taken before

Identity, alterity. and intersectionality/615525006

Subjects that are recommended to be taken simultaneously

Integration and intercultural relations/615525011

Migration policies and migration law/615525012

Subjects that continue the syllabus

The Spanish migration model/615525014

Other comments

- 1.- A entrega dos traballos documentais que se realicen nesta materia:
 - 1.1. Solicitarase en formato virtual e/ou soporte informático
 - 1.2. Realizarase a través de Moodle, en formato dixital sen necesidade de imprimilos
 - 1.3. De se realizar en papel:
 - Non se empregarán plásticos.
 - Realizaranse impresións a dobre cara.
 - Empregarase papel reciclado.
 - Evitarase a impresión de borradores.
- 2.- Débese facer un uso sostible dos recursos e a prevención de impactos negativos sobre o medio natural
- 3.- Débese ter en conta a importancia dos principios éticos relacionados cos valores da sostenibilidade nos comportamentos persoais e profesionais
- 4.- Segundo se recolle nas distintas normativas de aplicación para a docencia universitaria deberase incorporar a perspectiva de xénero nesta materia (usarase linguaxe non sexista, utilizarase bibliografía de autores de ambos os sexos, propiciarse a intervención en clase de alumnos e alumnas...)
- 5.- Traballarase para identificar e modificar prexuízos e actitudes sexistas, e influirase na contorna para modificalos e fomentar valores de respecto e igualdade
6. Deberanse detectar situacións de discriminación por razón de xénero e proporanse accións e medidas para corrixilas
7. Facilitarase a plena integración do alumnado que por razón físicas, sensoriais, psíquicas ou socioculturais, experimenten dificultades a un acceso axeitado, igualitario e proveitoso á vida universitaria

(*)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.