# COURSE DATA

## DATA SUBJECT

**Code:** 44719
**Name:** Context of migration
**Cycle:** Master's Degree
**ECTS Credits:** 25
**Academic year:** 2026-27

## STUDY (S)

| Degree | Center | Acad. year | Period |
|---|---|---|---|
| 2259 - Master's Degree in Migrations | Facultat de Psicologia i Logopèdia | 1 | First quarter |

## SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---|---|---|
| 2259 - Master's Degree in Migrations | Contexto de la migración | COMPULSORY |

## COORDINATION

VILLARROYA SOLER EDELIA

# SUMMARY

In the thematic units of the first course, we will familiarize the students with the basic conceptual knowledge necessary to develop their critical capacity, so that they can fairly judge the most applied issues offered in the second course. The approach of the first three blocks follows a gradient from greater to lesser abstraction, which allows us to gradually reach an individual perspective on migration from a socio-cultural starting point.

This first module deals with the aspects of migration from a macro-cultural position. It is about approaching the study of migrations from different visions, proposed by a wide range of social and humanistic sciences that frame the vast theme of human mobility, such as history, sociology, geography, law, economics, sciences of communication and politics.

The objective is for the students to start from a "macro" assessment of the study of migrations, so that through the first course, they can reach the individual approach in the last module.

# PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

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

## COMPETENCES / LEARNING OUTCOMES

### 2259 - Master's Degree in Migrations

Acquire a language that allows students to express concepts appropriately.

Adopt a coherent and integrated stance regarding the disagreements among theorists.

Apply knowledge and skills to understand a field of study related to migration and master related research skills and methods.

Be able to apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) migration-related contexts.

Be able to communicate conclusions (and the knowledge and rationale underpinning these) to specialist and non-specialist audiences clearly and unambiguously.

Be able to create and/or manage press offices.

Be able to create and promote international cooperation policies.

Be able to critically analyse different economic policies.

Be able to design, manage and assess programmes for assisting human groups with population mobility.

Be able to develop a critical spirit that allows students to have a broad and global view of migration.

Be able to edit and produce journalistic articles, analyses, reports and press releases and decode the language of the media and its implicit messages.

Be able to give a scientific and multifaceted reading of the historical events of international migration and the analysis of migratory flows from a systemic approach.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Be able to promote a culture of peace and to spread democratic values.

Be able to read specialised bibliography on migration and carry out a critical analysis, evaluation and synthesis applicable to professional and research practice.

Be able to reflect on and discuss the social and historical reasons for migration.

Be able to understand the complexity of current migratory movements and to articulate different explanatory theories.

Be able to use knowledge to promote cultural relativism over ethnocentrism, based on a respectful analysis of differences.

Be capable of developing effective migration policies.

Be capable of generating "best practices" in the field of international cooperation and development.

Be capable of promoting social cohesion through the fight against discrimination, exploitation and social inequalities at the local, national, European and international levels.

Be capable of promoting the principles of equal opportunities between men and women and accessibility to the labour market for disadvantaged groups.

Be prepared to manage and coordinate migration issues.

Contribute to designing, developing and implementing solutions that address social demands, taking the Sustainable Development Goals as a reference.

Demonstrate critical and self-critical reasoning within the field of study, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate knowledge of the European guidelines on foreigners and immigration and basic knowledge of the current Spanish legislation on the rights and freedoms of foreigners and their social integration.

Demonstrate knowledge of the main international systems for guaranteeing human rights, in particular those related to migrants, and basic knowledge of European guidelines on foreigners and immigration.

Handle facts and empirical data without jumping to quick and premature conclusions.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to conceive, design and develop scientific research on the phenomenon of migration that allows for an adequate professional teaching and research practice.

Know how to critically assess the content taught in the subjects from both a sociocultural and an individual perspective, to apply this content to future professional practice.

Know how to generate alternative hypotheses to the usual ones according to the prevailing theoretical models of human mobility.

Know how to raise awareness and prevent xenophobic, racist and dogmatic behaviour and attitudes among both the host population and the different migrant groups.

Learn autonomously, making informed decisions in different contexts, making judgements based on

experimentation and analysis and transferring knowledge to new situations.

Possess and understand knowledge that provides a foundation or opportunity to develop and/or apply original ideas often in a research context.

Propose creative and innovative solutions to complex situations or problems specific to the field of knowledge, to respond to different professional and social needs.

Students should be familiar with the theoretical models from different areas of knowledge and become accustomed to working with facts and empirical data to corroborate the hypotheses derived from these models.

Students should develop a global view of the migration process, with special emphasis on the effects of the context on the migrating individual and group.

Students should have advanced and specialised knowledge of demography, economics, law and communication to be able to work from a multidisciplinary approach in the field of human mobility.

Students should understand the historical perspective and the conceptual definition of terms related to migration.

## DESCRIPTION OF CONTENTS

### 1. History of migrations in the 19th and 20th centuries

The history of migrations, a challenge to the paradigm of the nation-state. Slavery, colonialism and deportations. The great international migrations 1820-1930. European migration flows 1880-1913. The impact of immigration in the US and Argentina. Persons exiles and refugees between the two wars. Economic migrations after the two world wars. Europe as a recipient of immigration after 1950.

### 2. Explanatory theories of migration

Neoclassical theories. Dual market theories. Functionalist theories of structural anomie. Systemic theories. Theories of social networks. Political theories. Migrations as a result of political violence. Typologies: attempts to synthesize different theories.

### 3. Geography of migration

Systemic approach to the study of migrations. General overview of migrations in the world. The North American immigration system. The South American immigration system. The African immigration system. The Asian immigration system. Oceania's immigration system. Irregular migrations. The European migration system, in particular the Spanish subsystem.

## 4. Macro and micro economy of migrations

International economic policy and economy of migrations. The incorporation of immigrants in the economic system. From human capital to social capital. The work of immigrants in the post-Fordist economy. The wage convergence of persons immigrants with the natives. The growth rates of the host country. The functionality of remittances in the countries of origin. From the informal economy to immigrant entrepreneurship.

## 5. International conventions and human rights on migration

Delimitation of the categories to which international regulations refer. Asylum policies in Europe from Schengen to Amsterdam: towards a common European policy on asylum and immigration. The condition and rights of migrants persons in international protection instruments. The rights of stateless persons protected by the 1954 New York Convention and other international regulations.

## 6. Comparative immigration policies

Relations between politics, culture and citizenship in the era of globalization. Liberalism and multiculturalism. Justice and immigration. Comparison of various national experiences in managing migration flows. The case of: Italy, France, Belgium and Portugal.

## 7. Basic legal aspects and concrete practices

Analysis of the basic regulations on immigration in Spain. Situations of foreigners persons. Foreign labor dimension in Spain. Situations of irregularity: normalization processes. Regime of offenses and penalties. Expulsion.

## 8. The media

Theory of Communicative Action. Main community media for social communication. Representation of migrations in the media. The press and migrations. History of the migration press. Immigration policies, the media and public opinion. Analysis of topics and attitudes. Design of social communication programs for migrant communities. Influence of the media on the immigrant population. The causes of forced migrations. Comparative analysis of national and international refugee assistance programs.

# WORKLOAD

### PRESENCIAL ACTIVITIES

| Activity | Hours |
|---|---|
| Without teaching | 0,00 |
| Theory | 250,00 |

| | |
|---|---|
| **Total hours** | **250,00** |

## NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---|---|
| Attendance at other activities | 10,00 |
| Individual or group project | 65,00 |
| Independent study and work | 150,00 |
| Preparation of lessons | 110,00 |
| Preparation for assessment activities | 15,00 |
| Resolution of case studies | 25,00 |
| **Total hours** | **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 carryout 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 SYSTEMS
SE1.- Assessment of theoretical and practical contents through oral, written or skills performance tests. This section constitutes 80% of the final grade.
SE2.- Oral or written presentation of reports, individual or group work, clinical cases, problem solving and handling of diagnostic tests. This section constitutes 20% of the final grade.

## EVALUATION

Since the contents are evaluated according to their thematic areas, different evaluation methodologies will be used: objective tests, short question exams, development exams and essay formulation.

| **Assessment Systems:** | % Minimum weighting | % Maximum weighting |
|---|---|---|
| **SE1**.- Theoretical and practical tests | 50 | 80 |

| | | |
|---|---|---|
| **SE2.-** Assessment by presentation of works | 10 | 20 |

Both assessment systems can be retaken in the second sitting.

Minimum requirements: To pass the subject, both in the first and second sitting, the student must obtain a minimum grade of 5 points out of 10 in the final grade.

## REFERENCES


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