

**COURSE DATA****DATA SUBJECT**

**Code:** 44720  
**Name:** Culture and migration  
**Cycle:** Master's Degree  
**ECTS Credits:** 15  
**Academic year:** 2025-26

**STUDY (S)**

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

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2259 - Master's Degree in Migrations	Cultura y migración	COMPULSORY

**COORDINATION**

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**SUMMARY**

After the teaching of the first subject, where the students is provided with the basic knowledge, in this second module, the analysis of more specific arguments and topics of increasing relevance and relevance in the study of human mobility is proposed. It is a subject that will expand and establish the knowledge acquired in the previous, more extensive and general subject. A dialectical, applied and critical approach to the previously acquired theoretical knowledge is presented here.

Even so, the subject, like the whole curriculum, is structured from more general aspects to more specific aspects. First, issues such as the migration project, memory, identities in their different intergenerational transmissions and return are addressed. In a second moment the repercussions of the migrations in the family structure, the intervention in the community are analyzed together with the analysis of the urban distribution and its relation with the integration policies in general and especially in the school environment. Finally, migration is studied from the point of view of human geography and different generations. Throughout this subject the gender perspective is very present.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

## **OTHER REQUIREMENTS**

It is recommended to have completed the previous module.

## **COMPETENCES / LEARNING OUTCOMES**

### **2259 - Master's Degree in Migrations**

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 promote international cooperation 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 handle the analysis of the migratory and acculturation processes in groups, families and individuals.

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 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 identify, prevent and respond to child sexual abuse, gender-based violence and human trafficking.

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 and understanding of social inequalities based on sex and gender within this specific field of study; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Demonstrate knowledge and understanding that provides a basis or opportunity to be original in developing and/or applying ideas, often within a research context.

Handle gender characterisations and their interaction in migratory dynamics.

Handle the dynamics of second/third generations.

Have an overview of an appropriate "insertion" pathway: know the existing resources and access routes; know the target group and their real situation.

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.

Properly assess the needs of the immigrant community.

Propose creative and innovative solutions to complex situations or problems specific to the field of



knowledge, to respond to different professional and social needs.

Que los estudiantes adquieran un lenguaje que les permita expresar los conceptos con propiedad.

Que los estudiantes manejen los hechos y datos empíricos sin llegar a conclusiones rápidas y prematuras.

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.

Understand the social effects of the migratory phenomenon from the dual perspective of the countries of origin and the countries of destination.

## DESCRIPTION OF CONTENTS

### 1. Social contexts and migration projects

Contexts of the countries of origin and possibilities of preparing migratory projects. Migratory projects and family negotiations. Types of projects and types of relationships with companies of residence and origin. The link between international migration and development.

Subject 1: ECTS: 3; Language of instruction: Spanish

### 2. Forced Migration and Refugee Status

This course delves into the causes of forced migration, refugee status recognition processes, and the role of UNHCR. A comparative analysis of international and national refugee assistance programs is provided, particularly those of the CEAR programs in Spain and the Valencian Community.

Subject 2: ECTS: 1; Language of instruction: Spanish

### 3. Comparative theories and policies on the integration of immigrants

Migratory experiences and identity negotiations. Different models of acculturation and integration in arrival societies. Comparative analysis of migrant integration policies and programs in arrival societies. The migrant family: models and typology (refugee family, immigrant family, transnational family, multi-party family). Family reunification policies in different countries. Adaptation processes of families who remain in their homeland.

Subject 3: ECTS: 2; Language of instruction: Spanish



#### 4. Migration and urban integration

Effects of globalization on the socioeconomic changes of the society; the social and spatial reorganization of cities; the fragmentation of cities; segregation spaces; ghettoization of populations of different ethnic origin. Social and spatial inequalities in modern societies; the problem of integration in the urban fabric; urban space as a strategic place of social, political, economic, and cultural demand. Integration models in multicultural societies.

Subject 4: ECTS: 2; Language of instruction: Spanish

#### 5. Migration and generations

Migrant worker children. Unaccompanied migrant children. Trafficking in children. International instruments for the protection of children. Protection mechanisms: presentation of examples in different countries. The concept of second generations in modern sociology. Comparative analysis of the situation of second generations in different countries. The second generations that remain in the country of origin. The third generations: more recent studies. International students. Elderly as active subjects of international migration. The Elderly as passive subjects of international migrations.

Subject 5: ECTS: 5; Language of instruction: Spanish

#### 6. Migration and gender

Female migration: analysis of the impact on societies of origin and on gender relations. Immigrant women and social policies. Trafficking and sexual exploitation: prostitution and migration. Conventions and legal platforms for the protection of migrant women. In particular, assistance programs for migrant women in Spain and in the Valencian Community.

Subject 6: ECTS: 2; Language of instruction: Spanish

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Without teaching	0,00
Theory	150,00
<b>Total hours</b>	<b>150,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	75,00



Independent study and work	100,00
Preparation of lessons	10,00
Preparation for assessment activities	20,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>225,00</b>

## 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 carry out 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

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

### 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.

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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- Jovelín E. (2005). Vivre la discrimination, vivre la différence, In Manuel Boucher (éd.). Discriminations et ethnicisations. Combattre le racisme en Europe, Ed. de l'Aube
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- Sahuquillo, P., Riquelme, V. y Cánovas, P. (2022). *Educación, familias e infancia: desafíos y propuestas*. Tirant lo Blanch.
- Simmel, G. (1979). "Digressions sur l'étranger" in Fritsch P. & Joseph, I. (Ed.), *L'école de Chicago: naissance de l'écologie urbaine*, Paris, Champ Urbain.
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