

COURSE OUTLINE

(1) GENERAL

LECTURER	Dr. Hara Kouki		
SEMESTER (fall/spring)	Fall		
SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	POLK362	SEMESTER	
COURSE TITLE	Issues in Integration		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialization Seminars		
PREREQUISITE COURSES:	KAPK206 (Social Inequalities and Social Exclusion) and preferably other optional courses, as POLK287 (Sociology of Migration) or DIKK220 (Sociology of Rights)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, upon request and on the basis of preparing an essay and presenting it in the course (in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=2521		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students are expected to:

Learning outcomes

- Become familiar with the phenomenon of human mobility and migration as constitutive elements of culture
- Be able to distinguish and explain migration-related terms and their historicity
- Be able to recognize how nation states have dealt with ethnic diversity and how the different models of integration that have developed over time leading to processes of inclusion and exclusion
- Understand the concept of racism, its historical transformations and its different everyday forms
- Perceive the decisive importance of gender in relation to issues of integration and exclusion of immigrant populations
- Be able to empirically and theoretically approach the issue of second-generation immigrants in Europe and specifically in Greece

- Comprehend that the processes of inclusion and exclusion run through the social body and therefore at the same time concern the inclusion of other social groups (such as women, people with disabilities, the LGBTI community, etc.)

Skills

- Develop critical thinking in relation to the discourse on integration
- Recognize internal contradictions as well as external limitations of "integration policies"
- Be able to distinguish forms of racism in their daily life
- Develop a theoretical and empirical understanding of the recent developments in Greece in what concerns the immigration and refugee issue
- Distinguish the continuum of the process of social inclusion and exclusion

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and

Project planning and management

information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and

multiculturalism Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Autonomous work - Group work
- Exercise planning and management
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Promotion of free, creative and inductive thinking
- Exercise criticism and self-criticism and develop critical thinking, especially in relation to what seems self-evident
- Pursuit of social responsibility and empathy in matters of gender and race

(3) SYLLABUS

This course deals with the concept, practice and experience of inclusion. Specifically, it investigates in which ways we represent, understand and study the relationship that is developed between immigrant communities and national minorities on the one hand and host societies on the other. Our purpose is not to examine whether or not the "others", the "foreigners", the "different" are included, but to understand how the term inclusion takes shape in specific temporal and spatial contexts contributing to the formation of perceptions, policies and practices and to the creation communities, but also borders.

A basic starting point is the recognition that integration is not a single and linear process, but a dynamic process without an end that occurs at every moment in relation to some reference group and extends over time. At the same time, it is a process inherent in the nation-building processes and is thus examined in relation to the so-called "integration policies" of the states. In addition, we consider that the term inclusion refers to a conflicting condition that constantly implies its opposite and for this reason it is examined alongside processes of exclusion and otherness. Overall, the structure of the course is built on the understanding that inclusion concerns us all and is a continuous process of shifting the social boundaries of belonging - thus it refers to the inclusion of other social strata in the core of society (women, people with disabilities, the LGBTI community Ms.). So, our attempt is to investigate the terms by which these are constructed daily around us and among us.

The seminar during the 13 weeks unfolds in two sections: the first concerns the introduction to basic terms and theories mainly through participative exercises and invited speakers, while the second focuses on the students' work.

Indicative module structure:

Introductory Meeting

- Getting to know each other
- Introduction to the problems, topics and methodology of the course as well as the detailed presentation of the assignments that the students are required to deliver

Section A: Thematic Axes

(through participatory exercises/ invited speakers)

- Introduction to mobility terms and history
- Borders

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> Projecting slides for the lectures Use of technological tools (videos, polls, jamboard, etc.) for participatory exercises during the lectures Support of the learning process through the electronic platform moodle (elearn) 	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	35
	Essays	61
	Essay presentation	29
	Tutorials	10
	Interactive Teaching	15
	Course total	150
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The final grade of the students stems from:</p> <p>A. The evaluation of the their participation (formal and substantive) in the weekly meetings. Students' presence and participation in the weekly course modules is deemed necessary and is mandatory</p> <p>B. The evaluation of the assignments that each student is required to deliver: weekly assignments and one main essay, which is also presented in class</p>	

(5) ATTACHED BIBLIOGRAPHY

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- Balibar, E., & Wallerstein, I. M. (1991). *Race, nation, class: Ambiguous identities*. Verso.
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- Cresswell, T. (2010). Towards a politics of mobility. *Environment and planning D: society and space*, 28(1), 17-31
- Delphy, C. (2008). Race, caste et genre en France. *Hors collection*, 139-160.
- Fassin, D. (2007). Humanitarianism as a Politics of Life. *Public culture*, 19(3), 499-520.
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- Kasperek, B. 2016. Routes, Corridors, and Spaces of Exception: Governing Migration and Europe. *Near futures online*, 1(1)
- Papadopoulos, D., & Tsianos, V. S. (2013). After citizenship: autonomy of migration, organisational ontology and mobile commons. *Citizenship studies*, 17(2), 178-196
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