

**CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES**

**Course Title: Migration, globalization and social change**

**Course code: POL 3220**

**Total contact hours & credits: 48 hours 3 credits**

**COURSE DESCRIPTION**

This class studies the different types of migrants during Globalization, the concept of “otherness” and its relation with migration, the globalization and cultural identity related to migration, the different forms in which migrants interact with the local culture (its dynamics and results), and elements pertaining human rights and citizenship in the cases of immigrants.

The class starts with a general introduction to foundations paving the way of understanding the theoretical bases of migration and human rights of migrants, and the subjects of otherness and exclusion, and the way in which not being like “the majority” in/of Society – or what it expects its members to be- creates a dynamic of exclusion. The class will continue on to study on attitudes of xenophobia towards migrants taking off from cultural identity and elements; a political, social and economic analysis of the situation of Nicaraguans, Venezuelans, and extra-regional migrants in Costa Rica. Also, the class will discuss different types of migrants. There will be some case studies of real cases as a part of practical exercise during the class sessions using existing immigration law and regulations of Costa Rica.

**Audience**

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

**Attendance Policy**

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than **two absences**. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points on the field trip they don't attend but it must be coordinated ahead of time with the professors.

Three late arrivals to class (within the first 15 minutes) are treated as one absence. If you come to class 30 minutes late without an official justification document, it will also count as an absence.

### **Code of conduct**

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.

### **Electronic devices**

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

This is a theoretical-practical course and it seeks to clarify the following question:

**How is the construction of the migrant as an “other” key to understand the dynamics that surround this topic and the relations with globalization and social change?**

In order to answer this question, the following topics will be studied:

- the construction of cultural identities and its effects on the intergroup encounters and societal perspectives on migration.
- the processes immigrants go through as they become part of the local cultures.
- the media influence in the construction of the image of migrants.
- the different ways immigrant population get inserted in the cultural dynamics of the host culture.
- the different economic, social and political consequences of migration.
- the human rights related to immigrant populations.

### **Competencies**

The course integrates the knowledge, skills and attitudes for continuously learning considering the development of the global society.

Criteria: learn to learn / creativity and communication

### **The development of certain skills is considered along the course**

- Apply frames that help monitor the development of communicative competencies.
- Open creativity channels to think in alternative ways.
- Explore the socio cultural dynamics that affect human interactions.

### **Fomenting among the students, values and attitudes such as**

- Listening
- Communicational Intelligence
- Interest for problem solving
- Oral and written communication
- Interest to learn to learn
- Systemic thinking

### **Competencies, criteria and evidence**

Competencies linked to criteria and evidence for this course

Type of competence	Criteria	Evidence
<p><b>Disciplinary</b></p> <p>Integrate knowledge and information in a communicational process, focusing in understanding the construction of otherness of migrants through the analysis of international realities.</p>	<ul style="list-style-type: none"> <li>• Identify the different economic realities and the consequences for development</li> <li>• Analyze the actors and context presented by media outlets.</li> <li>• Revise the similarities with native culture</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions in class</li> <li>• news</li> <li>• Final Project/report</li> <li>• Journals</li> <li>• activity</li> </ul>
<p><b>General</b></p>		
<ul style="list-style-type: none"> <li>• To Integrate knowledge, skills and attitudes needed for learning in a continuous way through life, considering the development of society</li> <li>• To develop the knowledge, skills and attitudes needed to learn how to communicate in an oral and written form.</li> <li>• To integrate the knowledge, skills and attitudes needed to learn interpersonal communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to learn</li> <li>• Communicate thoughts in oral and written form.</li> <li>• Communication intelligence</li> <li>• Team work and leadership.</li> <li>• Relate with others.</li> <li>• Listen deeply.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal essay</li> <li>• Collaborative work</li> <li>• presentations</li> <li>• Journal</li> <li>• Final Project</li> <li>• presentations</li> <li>• Class work and assignments</li> </ul>

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## **Methodology**

The methodology is adjusted to the students for the obtaining of the creative communication and leadership skills needed for everyday life situations. Its purpose is to form students capable of analyzing and facing problems in an alternative way; directing them to acquire those competencies.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students are able to recognize, by their own means, the communicative context in which they are and how they use it to communicate with others.

Assistance is mandatory.

## **Learning strategies**

The following learning strategies will be used:

The students will organize a journal with items about immigration from newspapers, websites or other media that can be filed and presented in the journal. Each news item in the journal will have a comment.

The class will also have documentaries and/or films for which some written and oral analysis will be required. Students will have some in-class essay. Individual and groupal works are part of activities and assignments of the students.

There will be a final paper in which the materials prepared for the class (but not necessarily only these materials) can be used to develop a more complete analysis of a specific topic of interest within the overarching topics of the course relevant to migration (economic, educational, religious, social, human, political, etc.).

There will be some individual and team-working activities in which students will investigate individually or in a group the topic they choose from the list of topics presented to them and present the result in a short written document to the professor and/or in a short power point to class.

Participation is key as the methodology of the class is based on collective construction of knowledge. Brain-storming and free discussion are essential parts of learning.

## Pedagogic Resources

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

## Learning evaluation

- **Individual argumentative written essays: 20% of total**

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly. The essay is an individual and original piece of writing about a chosen topic related to what has been studied in class.

Criteria	percentage
Introduction: includes purpose, general exposition general of topic and objectives.	5
Main idea presents topic and key elements to discuss	10
Coherent, personal ideas are evident in the essay. At least two original perspectives are added to the discussion.	15
Arguments and ideas have a coherent order that makes it easy to read.	20
Grammar are used correctly.	5

Ideas are presented correctly and with order.	10
The conclusion gives a clear idea of the author perspective on the topic.	15
No ortographic mistakes	5
Requisites are respected: margin size, type and size of letter, spacing, quoting.	5
Multiple and varied sources	10
<b>Total</b>	<b>100</b>

- **Presentations: 20% of total**  
(Power points, etc.)

Criteria	Percentage
Creativity	25
Communication/description	25
Complete information	25
Clarity and responsive	25
<b>Total</b>	<b>100</b>

- **Individual activities: 15% of total**  
(journals, news analysis, written, etc.)

Criteria	Percentage
Creativity	25
Logic and analysis	25
Complete and clear information	25
Sufficient resources	25
<b>Total</b>	<b>100</b>

- **Group activities: 15% of total**  
(journals, news analysis, written, etc.)

Criteria	Percentage
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Creativity	20
Logic and analysis	20
Complete and clear information	20
Sufficient resources	20
Team-working, participation and interaction of each member (no-exclusion)	20
<b>Total</b>	100

- **Film analysis: 15% of total**

Criteria	Percentage
Relevance	40
Logic and analysis	40
Comprehensive	20
<b>Total</b>	100

- **Active, analytical and argumentative participation: 15% of total**

The time organization of the class will depend if it is an intensive or a regular class.

1	Foundations a: Human, Society, Freedom, b: Rights, Law, Vulnerability, equality, non-discrimination, human rights c: Otherness, minority vs majority → power	Short explanation Brain-storming Discussion Reflection Group activity In-class individual short essay
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2	<p>Economic, Social and Cultural rights</p> <p>Culture and cultural identity: subjective vs objective</p>	<p>Explanation</p> <p>Brain-storming</p> <p>Discussion</p> <p>Group activity</p>
3	<p>Migration</p> <p>Types of migrants</p> <p>Refugee and asylum seeker</p> <p>Integration</p> <p>xenophobia</p>	<p>Explanation</p> <p>Discussion</p> <p>In-class individual activities</p> <p>Short written essay</p> <p>Integration focused activity (journal, text, etc) individual and groupal</p> <p>Presentation</p>
4	<p>Globalization and culture / Cultural globalization</p>	<p>Brain-storming</p> <p>Discussion</p> <p>Individual news searching and analyzing</p> <p>Presentation</p>
5	<p>Costa Rican context</p>	<p>Explanation</p> <p>Discussion</p> <p>Case study</p> <p>Comparative study (group activity)</p>
6	<p>Integration of knowledge</p>	<p>Final individual argumentative</p> <p>Written Essay</p>

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