**REMix COURSE SYLLABUS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of the course:** | | | | REMix: The university as an advocate for responsible education about migration in Europe | | | | | | |
| **E-learning hours:** | | | | **30** | | | | | | |
| **Author:** | | | | **Markus Meckl, Lara W. Hoffmann, Giorgio Baruchello** | | | | | | |
| **University:** | | | | **University of Akureyri** | | | | | | |
| **1. Objectives of the course:** | | | | | | | | | | |
| This online course investigates the global processes of immigrants and refugees across the world and serves as an introduction to migration studies. The lectures and assignments provide an interdisciplinary perspective on forms of migration in various parts of the world. Central to this course are the experiences of migrants and the consequences of cross-border mobility for societies.  This course is the outcome of an Erasmus project with partners in Portugal, Italy, Greece and Slovenia. With this course we want to address the topic of migration from different academic fields and perspectives. | | | | | | | | | | |
| **2. Learning outcomes of the course:** | | | | | | | | | | |
|  | | **Learning outcomes of the course** | | | | | | | |
| Participants should be able to: | | | | | | | | | | |
| 01 | | 1) Understand the role of migration in forming modern societies | | | | | | | |
| 02 | | 2) Distinguish between assimilation theories and theories of transnationalism as concepts of migrant integration. | | | | | | | |
| 03 | | 3) Discuss possible implications of the concepts assimilation and transnationalism for migration policies. | | | | | | | |
| 04 | | 4) Discuss the meaning of prejudice as a concept in philosophy based on its intellectual history. | | | | | | | |
|  | |  | | | | | | | |
|  | |  | | | | | | | |
|  | |  | | | | | | | |
| **3. Syllabus:** | | | | | | | | | | |
| No | Content | | | | | | | Outcome | Number of hours | |
| 1 | Topic 1: … | | | | | | |  | … | |
| 2 | Topic 2: History and philosophy of migration: conceptualizing migrant integration from assimilation to transnationalism | | | | | | |  | … | |
| 3 | Topic 3: Conceptions of prejudice in the history of philosophy | | | | | | |  | … | |
| 4 | Topic 4: … | | | | | | |  | … | |
| 5 | Topic 5: … | | | | | | |  | … | |
| 6 | Topic 6: … | | | | | | |  | … | |
| **Total:** | | | | | | | | | hours | |
| 4. Teaching methods: | | | | | | | | | | |
| Online lectures/tutorials, case studies analysis, quizzes, forum discussions, individual tasks, team-work… | | | | | | | | | | |
| 5. Individual activity of a student: | | | | | | | | | | |
| Studying lectures/tutorials materials, solving problems at the Moodle platform, finding examples of applications in the Internet, solving quizzes, analyzing case studies. | | | | | | | | | | |
| 6. Readings: | | | | | | | | | | |
| 1. Section Introduction of the course textbook, *Inclusive societies. A textbook for interdisciplinary migration studies*, pp.16-26 2. Section 1.1 of the course textbook, *Inclusive societies*. *A textbook for interdisciplinary migration studies*, pp.16-26 3. Section 1.2 of the course textbook, *Inclusive societies. A textbook for interdisciplinary migration studies*, pp.26-37 | | | | | | | | | | |
| 7. Supplementary readings and websites: | | | | | | | | | | |
| Section 1.)  Bauman Z (1991), Us and Them, in: Bauman, Thinking Sociologically, p.37-53  Section 2.)  Glick-Schiller, Basch, & Blanc-Szanton (1992) Transnationalism: A New Analytic Framework for Understanding Migration. *Annals of the New York Academy of Sciences*, 645: 1-24. doi:10.1111/j.1749-6632.1992.tb33484.x  Section 3.)  1. Voltaire (1764) “Prejudices”, *Philosophical Dictionary*, tr. H.I. Woolf, New York: Knopf, 1924, <<https://history.hanover.edu/texts/voltaire/volpreju.html>>.  2. William Hazlitt (1830), “On Prejudice”, *Sketches and Essays*, London: Richards, 1901, <<http://www.blupete.com/Literature/Essays/Hazlitt/Prejudice.htm>>.  3. Carlo Penco (2017) "Prejudice and Presupposition in Offensive Language", *Nordicum-Mediterraneum*12(3): <<https://nome.unak.is/wordpress/volume-12-no-3-2017/conference-proceeding-volume-12-no-3-2017/prejudice-presupposition-offensive-language/>>. | | | | | | | | | | |
| 8. Assessment requirements and grading system: | | | | | | | | | | |
| EXAMPLE  The following elements constitute **total score (100 points)**:  quizzes total: 45 points  discussion: 12 points  introduction from groups: 3 points  group project: 40 points  Grading system  Points Grade   |  |  |  |  | | --- | --- | --- | --- | | 0 | - | 49 | Fail (2) | | 50 | - | 59 | Satisfactory (3) | | 60 | - | 69 | More than satisfactory but less than good (3+) | | 70 | - | 79 | Good (4) | | 80 | - | 89 | Very good (4+) | | 90 | - | 100 | Excellent (5) | | | | | | | | | | | |
| **10. Verification of learning outcomes:** | | | | | | | | | | |
| **Outcome number** | | | **Evaluation method** | | | | | | | |
| Open-ended questions  (*test and mini-tests*) | | Computational questions  (*tests and mini-tests*) | Individual task *(document for teacher’s feedback and evaluation prepared by individual)* | Group project  *(document for teacher’s feedback and evaluation prepared by group of students)* | | | |
| 01 | | | x | |  |  | x | | | |
| 02 | | | x | |  |  | x | | | |
| 03 | | | x | |  |  | x | | | |
| 04 | | | x | |  |  | x | | | |
| … | | |  | |  |  |  | | | |
| … | | |  | |  |  |  | | | |
| … | | |  | |  |  |  | | | |