**REMix COURSE SYLLABUS**

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| **Name of the course:** | | | | **REMix: The University as an advocate for responsible education about migration in Europe – Cultural and Literary Studies: Migrations** | | | | | | |
| **E-learning hours:** | | | | **30** | | | | | | |
| **Author:** | | | | **Luísa M. Antunes Paolinelli** | | | | | | |
| **University:** | | | | **University of Madeira** | | | | | | |
| **1. Objectives of the course:** | | | | | | | | | | |
| Understand the evolution of the concepts of culture and multiculturalism;  Identify and characterize issues related to multiculturalism, recognizing the relationships of continuity and rethinking of previous traditions;  Know and problematize the panorama of multiculturalism and migrations, the relationship with literature and its characteristics;  Analyze the texts that refer to a given phenomenon (themes, topoi, motifs, etc.), composing a typology, a set that is interrelated. | | | | | | | | | | |
| **2. Learning outcomes of the course:** | | | | | | | | | | |
|  | | **Learning outcomes of the course** | | | | | | | |
| Participants should be able to: | | | | | | | | | | |
| 01 | | Apply the theory critically in the analysis of practical situations, in new and multidisciplinary contexts related to the field of studies presented by the research. | | | | | | | |
| 02 | | Integrate knowledge and deal with complexity, make judgments based on information and understand the responsibilities related to knowledge. | | | | | | | |
| 03 | | Know and understand the themes related to the subject under study and formulate a critical position. | | | | | | | |
| 04 | | Acquire methodological skills to work with the literary and cultural text. | | | | | | | |
| 05 | | Know how to communicate the results of the research to peers and stakeholders. | | | | | | | |
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| **3. Syllabus:** | | | | | | | | | | |
| No | Content | | | | | | | Outcome | Number of hours | |
| 1 | Topic 1: Theoretical Framework - Culture | | | | | | | 01 | 3 | |
| 2 | Topic 2: Culture and nation, ethnic groups, race and identity | | | | | | | 02;03 | 3 | |
| 3 | Topic 3: “Multi” and other affixes (multi, pluri, trans, intra, cross and co-culture) and cultural Diversity | | | | | | | 03 | 4 | |
| 4 | Topic 4: Genesis and identity: texts of convergence and condensation and the search for identity | | | | | | | 04; 05 | 4 | |
| 5 | Topic 5: Displacement Narratives: Migrations, Uprooting / Rooting | | | | | | | 04; 05 | 4 | |
| 6 | Topic 6: Narratives of Fragmentation: Racism and non-acceptance, violence, inequality | | | | | | | 04; 05 | 4 | |
| 7 | Topic 7: “Non-Place” Narratives: The return, memories, ashes and destroyed walls | | | | | | | 04; 05 | 4 | |
| 8 | Topic 8: A multicultural world - an actionable place | | | | | | | 04; 05 | 4 | |
| **Total:** | | | | | | | | | 30 hours | |
| 4. Teaching methods: | | | | | | | | | | |
| Theoretical exposition will be consolidated with practical work, aiming to ldiscover and understand the contents through reasoning, debate and individual and group research activities. Analysis and synthesis activities are foreseen to promote joint discussion and the sharing of ideas.  A debate will take place on the points of the program, with analysis of literary and critical texts. The organization of discussion moments will take into account topics of interest to students. During the course, the teacher will communicate with students, share documents and set up a discussion forum. Activities: online lectures/tutorials, literary text analysis from a cultural point of view, quizzes, forum discussions, individual tasks and team-work. | | | | | | | | | | |
| 5. Individual activity of a student: | | | | | | | | | | |
| The totality of themes and studies of the advised works and bibliography subject to evaluation will not be focused, but students should complement their knowledge of the most important arguments and concepts through autonomous study. Some themes, authors and books, whose knowledge allows the development of the ability to analyze and reflect, will be presented but will not be the object of direct evaluation. Participants are strongly advised to work on them. Activities: sStudying lectures/tutorials materials, solving problems at the Moodle platform, finding examples of applications in the Internet, solving quizzes, analyzing case studies. | | | | | | | | | | |
| 6. Readings: | | | | | | | | | | |
| 1. Eagleton, T. (2016). *Culture*. New Haven: Yale University Press. 2. Bhabha, H. K.(1994) *The Location of Culture.* London: Routledge. 3. Bhabba, H. K. (Dir.) (1990). *Nation and Narration*. London: Routledge. 4. Castles, S. (2013). *The Age of Migration: International Population Movements in the Modern World*. Hampshire, UK: Palgrave Macmillan . 5. Charadeau, P. (2006). “L’identité culturelle entre soi et l’autre”. In *Actes du Colloque de Louvain-la-Neuve en 2005*, UCL: [http://www.patrick-charaudeau.com/L-identite-culturelle-entre-soi-et.html.](http://www.patrick-charaudeau.com/L-identite-culturelle-entre-soi-et.html) 6. Hall, S. (1996). “The West and the rest: discourse and power”. InHall, S., Held, D., Hubert, D. & Thompson, K. (Eds.) *Modernity: An Introduction to Modern Societies*. Oxford: Blackwell, pp. 184-227. 7. Kymlica, W. (2006). “Multiculturalisme”. InMesure, S. & Savidan, P. (Eds.) *Le Dictionnaire des Sciences Humaines*. Paris: Puf, pp. 802-806. 8. Todorov. T. (1989) *Nous et les Autres: La Réflexion Française sur la Diversité Humaine.* Paris: Seuil. | | | | | | | | | | |
| 7. Supplementary readings and websites: | | | | | | | | | | |
| 1. Arendt, H. (2000). *L’Impérialisme: Les Origines du Totalitarisme*. Paris : Seuil. 2. Barker, C. (2007) *Cultural Studies: Theory and Practice.* London: Sage. 3. Bauman, Z. (1991). *Globalization, the Human Consequences*. London: Verso. 4. Breakwell, G. M. (1986). *Coping with Threatened Identities*. London: Methuen. Dagnino, A. (2015). *Transcultural Writers and Novels in the Age of Global Mobility*. West Lafayette: Purdue University Press. 5. Geertz, C. (1973). *The Interpretation of Culture – Selected Essays*. New York: Basic Books. 6. Hron, M. (2009). *Translating Pain: Immigrant Suffering in Literature and Culture*. Toronto: Toronto University Press. 7. Kaufmann, J. C. (2005). *L’Invention de Soi. Une Théorie de l’Identité*. Paris: Hachette. 8. Kristeva, J. (1998). *Etrangers à Nous-Mêmes*. Paris: Gallimard. 9. Ouellet, P. (2005). *L’Esprit Migrateur – Essai sur le Non-Sens Commun*. Montréal: VLB. 10. Taguieff, P. A. (1994). *La Force du Préjugé. Essai sur le Racisme et Ses Doubles*. Paris: La Découverte. 11. White, P. (1995). “Geography, literature and migration”. InJ. Connell, R. King, P. White(Eds.) *Writing across Worlds: Literature and Migration*. Londo: Routledge, pp. 1-19. | | | | | | | | | | |
| 8. Assessment requirements and grading system: | | | | | | | | | | |
| The following elements constitute **total score (100 points)**:  quizzes total: 45 points   * discussion: 25 points * essay personal view: 30 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 |  |  | | | |
| 02 | | |  | | X |  |  | | | |
| 03 | | |  | | X | X |  | | | |
| 04 | | |  | |  | X |  | | | |
| 05 | | |  | |  | X |  | | | |
| … | | |  | |  |  |  | | | |
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