



DEGREE CURRICULUM  
**IMMIGRATION AND  
MULTICULTURAL SOCIETY**

Coordination: LAPRESTA REY, CECILIO

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	IMMIGRATION AND MULTICULTURAL SOCIETY			
<b>Code</b>	100940			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in Social Educator	3	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	LAPRESTA REY, CECILIO			
<b>Department</b>	GEOGRAPHY AND SOCIOLOGY			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LAPRESTA REY, CECILIO	cecilio.lapresta@udl.cat	6	

## Learning objectives

- Knowing the current migratory flows at the international level and their causes.
- Having the ability to analyze the reality of immigration in Spain.
- Having the ability to analyze the impacts of immigration on the society of origin and that of destination.
- Knowing the immigration policies implemented in Spain and their effects.
- Knowing the integration policies implemented in Spain, their dynamics and their effects.
- Having the ability to develop an intervention proposal based on the analysis of social reality, taking into account the immigrant and native populations.
- Carrying out an analysis absent of prejudices. Effectively applying the reading and critical commentary of texts related to the migratory phenomenon.
- Working effectively on reading and understanding texts in foreign languages.
- Solving content study assignments as a team.
- Incorporating technological innovations to carry out analysis of social reality.
- Critically incorporating observations and analysis of the sociocultural environment.
- Using ICT in the field of study of the subject.
- Correct oral and written expression.

## Competences

**CG1** Developing critical, analytical, synthesis, organizational and planning abilities.

**CG3** Showing ability to work in a team, to lead groups, to resolve conflicts, make decisions and develop skills for interpersonal relationships.

**CG4** Committing to personal and professional development with oneself and the community.

**CG5** Developing ability for the selection and management of knowledge and information.

**CT1:** Correct oral and written expression

**CT3:** Mastering ICT

**CT4** Respecting the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and of democratic values.

**CE3** Knowing the philosophical, pedagogical, psychological, sociological and anthropological assumptions and any other theoretical foundations of socio-educational intervention and its fields of action.

**CE7:** Showing an empathetic, respectful, supportive and trusting attitude towards subjects and institutions of social education.

**CE8** Developing linguistic attitudes and language mastery that enable and favor working in multicultural and multilingual environments.

**CE9** Designing and carrying out research initiation projects on the social and institutional environment where the intervention is carried out.

## Subject contents

### BLOCK I

#### 1. Multicultural society and social integration.

- 1.1. Multiethnic, multicultural and multicultural societies.
- 1.2. Basic concepts and models in the analysis of the social integration of immigrants.

#### 2. Migrations.

- 2.1. Causes and consequences of migratory movements.
- 2.2. Migratory flows and their study.

#### 3. Migrations in Spain and Catalonia.

- 3.1. The "new migrations".
- 3.2. Conditioning factors of the sociocultural integration processes: legal situation, racism, gender, etc.
- 3.3. Insertion into social structure.

#### 4. Current theoretical and empirical currents in the analysis of migratory events. Case studies.

- 4.1. The theory of segmented assimilation and revisions.
- 4.2. The theory of acculturation and revisions.
- 4.3. Associationism, social cohesion and integration
- 4.4. Identity constructions, languages, social cohesion and integration

## Methodology

*Work methodology:*

### PRESENTIAL WORK

Teacher explanation (30%).

Practical activities on the theoretical part in the classroom (10%).

Explanation of empirical teamwork (10%).

### AUTONOMOUS AND COOPERATIVE WORK

Study of the contents related to the theoretical or practical classes (10%)

Reading of bibliographic material and consultation of databases (10%)

Carrying out empirical work and analysis of the information obtained (30%)

## Development plan

SESSION	MODALITY (P/NP)	DESCRIPTIÓ	OBJECTIVES	STUDENT DUTIES	RECOMMENDATIONS	EVALUATION
1: INTRODUCTION OF THE SUBJECT (2h.)  1 WEEK	P (2h.)	INTRODUCTION OF THE SUBJECT (OBJECTIVES, COMPETENCES, CONTENTS, METODOLOGY AND EVALUATION)	KNOWLEDGE OF OBJECTIVES, COMPETENCES, CONTENTS, METODOLOGY AND EVALUATION	CLASS ATTENDANCE  ASKING QUESTIONS		
BLOCK / MODULE 1 (178h.)  14 WEEKS	P(58h.) + NP (120h.)	PRESENTING SUBJECT CONTENTS  PRACTICAL ACTIVITIES	OBJ. 1, 2, 3, 4, 5, 6, 7, 8	CLASS ATTENDANCE  PREPARATION AND PARTICIPATION IN PRESENTIAL ACTIVITIES  CARRYING OUT INDIVIDUAL / GROUP PRACTICAL ACTIVITIES  PREPARING / DOING EXAM		YES  YES  YES

## Evaluation

Group elaboration of a paper of bibliographic synthesis (35%).

Group elaboration of an intervention design work (35%)

Attendance, Participation and other individual group activities (30%)

An essential requirement is the linguistic and formal correction in the written productions following the guide that you will find at <http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>.

Assignments with more than 10 spelling errors or incorrectly presented will be returned to the students for correction. These errors of expression or incorrect presentation will affect their grade.

Assignments carried out in this subject must always include a bibliography and / or webibliography in which a minimum of 5 documents must come from books and / or journals.

Assignments must respect the fundamental rights of equality between men and women, taking into account in its writing the Guide "Non-sexist language and communication" of the Center Dolors Piera d'Igualtat d'Oportunitats i Promoció de les Dones, of the UdL.

Student productions must be original. Plagiarism or copying in a single piece of work will lead to a failing grade and may lead to failing the subject. The teaching staff will be able to use the anti-copying and anti-plagiarism tools and criteria that they deem appropriate.

To pass the subject, a grade equal to or greater than 5 (out of 10) must be obtained in assessment activities 1 and 2. The subject is considered passed when the student has obtained a final numerical grade of 5.

Students who wish to do so will have the right to give up continuous evaluation at the beginning of the course and take advantage of the modality of a single evaluation evidence at the end of the subject. It must be submitted to the secretary within the set period and provide supporting documentation of work activity and / or other personal situations. The single assessment modality includes

a final exam on the studied theoretical-practical contents.

## **ASSESSMENT FOR STUDENTS WITH SPECIFIC NEEDS FOR EDUCATIONAL SUPPORT**

Condition: certificate of disability or having a specific learning difficulty.

The teaching staff of the subject will be able to modify the evaluation system and the realization of face-to-face and non-face-to-face activities, depending on the specific needs for educational support of each student, always in agreement with the UdL Commission for Attending to Diversity

\* *To pass the subject, all the evaluation activities must be passed with a minimum of 40% of the grade.*

## **Bibliography**

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