

.VĒRITAS

STUDY ABROAD

Center For International Programs & Sustainability Studies

Course name: Migration, Globalization, and Social Change

Course code: POL 3220

Total contact hours: 48 hours

Pre-requisites: None

COURSE DESCRIPTION

This class studies the different type of migrants during Globalization, the construction of migrants as others, the management of their image by media, 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 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. We will look briefly at the ways this has been demonstrated in other moments and places in history. The analyses of otherness and exclusion will be oriented in this direction.

The class will continue to study on attitudes of xenophobia towards migrants, mainly towards Nicaraguan inhabitants in Costa Rica; and a political, social and economic analysis of the situation of Nicaraguans in Costa Rica and how it differs with other migrants in Costa Rica. The class will close with an attempt to compare the studied situation with the case of migrants in the United States.

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.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How Globalization impact, negatively and positively the migration vice versa? What is it about the migration in a globalized world considering main-stream discourse of human rights?

To answer this question, the following **generative topics** will be studied:

- Human rights
- Rights and theories of rights
- Freedom, equality, none-discrimination
- Minority vs Majority, power
- Otherness
- Migration, different type of migration, pull and push factors
- Refugee, asylum seeker
- Integration, xenophobia
- Culture and cultural identities
- Globalization and its relationship with migration
- Globalization and its relationship with human rights
- Costa Rican context of migration

Throughout the course the following **skills** will be promoted:

- Ability to analyze human rights.
- Ability to understand fundamental concepts like freedom, liberty, equality, etc.
- Understand and analyze migration and its different types.
- Ability to connect human right to migration, integration, and xenophobia.
- Ability to understand globalization, cultural identities, and its relationship with human rights and migration.

Throughout the course the following **values and attitudes** will be promoted:

- Critical thinking
- Logical and communicative intelligence
- Interest in solving problems
- Finding connection between concepts

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Learning Assessments
Disciplinary Integrate knowledge and information in a communicational process, focusing in	<ul style="list-style-type: none"> ○ Identify the different globalization and migration realities and the impact of each other 	<ul style="list-style-type: none"> ○ Discussions in class movie ○ Final Project/report ○ Journals ○ Medias

<p>understanding the construction of otherness of migrants through the analysis of international realities such as human rights discourse and globalization</p>	<ul style="list-style-type: none"> ○ Analyze the actors and context in human rights law in relation to the globalized world ○ Understand how migration is growing in the globalization and what are the challenges human rights is faced to respond 	<ul style="list-style-type: none"> ○ Group and individual projects and investigations
Generic		
<ul style="list-style-type: none"> ○ Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society. ○ Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum. ○ Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques. ○ Integrates the necessary knowledge, skills and 	<ul style="list-style-type: none"> ○ Learning to learn ○ Communicate thoughts of the discipline orally, iconically, and in written form. ○ Execute teamwork and leadership. ○ Relate well to others. Manage and solve conflicts. ○ Negotiate reliably and empathetically. ○ Speak responsibly. ○ Listen attentively. 	<ul style="list-style-type: none"> ○ Journal ○ Collaborative work ○ Final Project ○ presentations ○ Class work and assignments

<p>attitudes to learn interpersonal communication techniques.</p>		
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COURSE CONTENT

Unit 1: Foundations

- Human, society, right
- Freedom, equality, non-discrimination, vulnerability
- Human rights
- Otherness
- Majority, minority, power
- Different generation of human rights

Unit 2: Culture

- Definition and concept
- Cultural identity
- Culture and human rights

Unit 3: Migration

- concept
- Different type of migration
- Integration
- Xenophobia

Unit 4: Globalization

- Concept and content

- Human rights and globalization
- Migration and globalization
- Costa Rican concept

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 can recognize, by their own means, the communicative context in which they are and how they use it to communicate with others.

Participation is key as the methodology of the class is based on collective construction of knowledge.

EDUCATIONAL 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. 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

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENT	PERCENTAGE VALUE
Individual essay 01	10%
Individual essay 02	10%
Group presentation	20%
Group activity	20%
Final written essay	25%
Active analytical participation	15%
TOTAL	100%

LEARNING STRATEGIES

The following learning strategies will be used:

The students will participate actively and motivated by the professor to argue the topics. The students are motivated by the professor to respond questions used and Socratic methods and problem making way of learning.

They will prepare different written essays. The class will also have documentaries and/or films for which some written and oral analysis will be required. Constantly they will be divided by the professor to different working group in a rotative form to understand different point of view of each other, argue it and be able to conclude their own concept.

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.)

1. Individual essay 01:

This essay will help students to investigate and analyze one the most important concepts of this course: Otherness. Students will bring essays in the paper to class or send it by veritas email of the professor no later than the start hour of next session. These writings will be used as bases for development of the concept along with sharing different points of view. Based on which professor complete the concept expansion or guide the students to better understanding of it.

2. Individual essay 02

This essay is about Xenophobia. Students will write their opinions and analysis about this notion. They will be already informed about migration, different types of it and basic knowledge necessary for them to go through the concept.

3. Group presentation:

Professor divides the students into groups. Each group will hold one concept assigned by the professor. The concept for investigation for each group will be:

1. Globalization, concept and pro and cons.
2. Globalization and human rights.
3. Globalization and migration.

This essay will be done by students as a presentation in the class. Other students will participate in this activity at the end of the presentation in form of adding their opinion or asking question. Later professor will participate to guide the conversation or

facilitate the session. This activity is presented using power point or any other tools students consider appropriate for their way of sharing their investigation.

4. Group activity

This task is about a group work, chosen by the professor, to read and investigate a case study on migration cases/story. They will present the case, especially the way human rights, integration, xenophobia, and other notions studied in the class played role in the events of the story as well as the final result.

5. Final Written Essay:

This a strong analytical and academic written essay in which the students are supposed to do an academic work on the topic chosen in the class having the facilitation of the professor. The professor will take enough time of a session to guide and facilitate the students' ability to be able to develop and chose an idea as a topic for an essay. Obviously, professor will consider the academic background of students, the course area, and objectives of the course for this essay.

6. Active, analytical participation:

The professor will take into account the quality and quantity of participation of each student in the topics and discussions in the class. This participation for this course means: variety of questions each student asks, quality of these questions and how these questions help other students to learn more or understand better the topics at stake, how their additional information adds value to the class and helps the class, how these questions or information open new ideas in the way of other students or the same student, etc.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

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

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, 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. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

BIBLIOGRAPHY

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Hall, Edward. *The Silent Language*. Anchor Books, New York, 1973. Hofstede, Geert. *Cultures and Organizations. Software of the mind*. McGraw Hill, London, 1997.

Lipsitz, George, *The Possessive Investment in Whiteness. How White People Profit from Identity Politics*. Philadelphia: Temple University Press, 1998

Sibley, David, *Geographies of exclusion*. Londres: Routledge, reimpression, 1995

Ting-Toomey, Stella. *Communicating Across Cultures*. The Guilford Press, New York, 1999.

Venn, Couze, *Occidentalism*. Londres: Sage, 2000

CHRONOGRAM

WEEK	CONTENT	LEARNING STRATEGY
1	Human, society, rights	Direct participation, group activity, team-work, problem making, reflection
2	Freedom, equality, non-discrimination, vulnerability	Direct participation, group activity, team-work, problem making, reflection
3	Human rights, majority, minority, power	Direct participation, group activity, team-work, problem making, reflection
4	final goal of human rights, freedom, equality	Direct participation, group activity, team-work, problem making, reflection
5	Generations of human rights, movie	Direct participation, group activity, team-work, problem making, reflection,

		watching movie and reflection
6	Culture, cultural identity, migration	Direct participation, group activity, team-work, problem making, reflection, videos y documentaries
7	Immigration case study, movie	Presentations, watching movie
8	Immigration types and characteristics, human trafficking and smuggling, integration	Direct participation, group activity, team-work, problem making, reflection, videos y documentaries
9	xenophobia, globalization, foundations	Direct participation, group activity, team-work, problem making, reflection, videos y documentaries
10	Globalization, costa rican concept	Direct participation, group activity, team-work, problem making, reflection, videos
11	Globalization and human rights	presentation
12	Globalization and migration	presentation