

Course Title	National and European Policies for the Integration of Immigrants and Refugees				
Course Code	DLINTER506				
Course Type	Elective				
Level	Master of Arts				
Year / Semester	1 st year / 2 nd semester				
Teacher's Name	Prof. Gerassimos N. Karabelias				
ECTS	10	Lectures / week	13	Laboratories / week	/
Course Purpose and Objectives	<p>The aim of the course is to introduce students to the study of the phenomenon of migration and refugee flows as well as to national and European immigration policies and integration practices.</p> <p>The course offers an interdisciplinary approach to the issue of international migration, its causes, and consequences, as well as to the challenges it presents to host countries in social, economic, and political terms. The course emphasizes the integration policies on immigrants / refugees in the EU Member States and Greece / Cyprus and presents relevant findings in the formulation and exercise of social and educational policy.</p> <p>The course addresses three key issues: government efforts to control and regulate the entry of migrants, efforts to integrate migrants and refugees, and the dimension of immigration and asylum.</p>				
Learning Outcomes	<p>By the end of the course, the students should be able to:</p> <ul style="list-style-type: none">- Understand the evolution of European and national policies regarding the integration of immigrants and refugees.- Be able to recognize and distinguish the integration/exclusion policies of each member-state and the EU as a political entity.- Augment their level of critical knowledge over the effectiveness of national and European integration policies for immigrants and refugees.- Comprehend the importance of education for the integration or non-integration of immigrants and refugees in host countries- Develop a critical view on factors that influence educators in integrating good practices into teaching and learning processes- Participate critically and with a substantiated point of view in discussions for the formulation of programs-policies (educational, social, political, economic) on the prospect/s of integration of immigrants and refugees.- Compose and design educational material incorporating elements from existing good practices and improving those that need correction.				
Prerequisites	/		Required	/	
Course Content	<p>Course content includes the following units:</p> <ul style="list-style-type: none">- Introduction: Theoretical approaches to migration and refugee movements- Historical dimension of population movements and multi-factorial model of explanation				

	<ul style="list-style-type: none"> - EU Immigration Policy: Institutional framework and European immigration agenda - Immigration and Social Inclusion: Code, other provisions and other legislation - Labour markets, mobility, labour migration and socio-economic participation - Educational policies for the inclusion and integration of refugees/immigrants, comparison of educational policies and lessons learned - Policies regarding health, citizenship, awareness and fight against discrimination, human trafficking and xenophobia, as well as protection of all vulnerable groups - Immigration policies of Greece and Cyprus: Institutional framework and current problems - Foreign policy, border management policies, irregular migration, returns and asylum - International Human Rights protection, common EU asylum system and Asylum policies in Greece and Cyprus - Relations of Diaspora communities with new migration and refugee flows - Policies for the social, economic and political participation of the 2nd generation-collective organization - The future of immigration and integration policies in Greece, Cyprus and the EU.
Teaching Methodology	<p>The course is taught the distance learning mode of delivery through the Learning Management System (LMS) called Moodle platform. Required and additional readings (e.g. books, articles, websites, newsletters, open educational resources, case studies) in combination with lecture notes that are available for students to use via the LMS. Additionally, a variety of course educational material is accessible to students via the LMS platform such as simple power-point presentations, narrated presentations, annotated presentations, interactive presentations and documents, screen casting documents, podcasting documents, online quizzes, and midterms). Numerous technological means are employed such as communication tools (e.g. video conferencing, audio conferencing and text conferencing), collaboration tools (e.g. discussion forums and blogs) and content development tools.</p> <p>The students are encouraged to communicate with their peers and their instructor(s), in order to take advantage of all available tools for the development of this course. Students are expected to participate to dynamic online interaction activities, via synchronous and asynchronous activities. Students will be asked to be active, wherever appropriate, in asynchronous online activities employing various tools such as discussion forums, wikis, blogs, to interact, communicate and collaborate with other students and their instructor(s). Using the synchronous online tools (such as, teleconferencing, chat rooms, etc.), students will be asked to participate in synchronous online activities/ session in order to interact with the instructor(s) and/or other students on line with reference to specific issues covered in a given unit. Some of the dynamic online interaction activities are part of the assessment. The students are also expected to use various discussion and collaboration tools to coordinate and accomplish group work (e.g. essays, lesson plans, research reports, articles critique).</p>

Bibliography

Collection of scientific articles in Greek and English

REQUIRED Bibliography

- Σαμπατάκου, Ε.-Α. (2010) *Ερμηνεύοντας την εξέλιξη της κοινής μεταναστευτικής πολιτικής της Ευρωπαϊκής Ένωσης: Νομοθετική, θεσμική, επιχειρησιακή εξέλιξη: Δρώντες, δομές και διάδραση*. (Αθήνα: Παπαζήση).
- Kassimeris, C. and M. Vryonides, *The Politics of Education: Challenging Multiculturalism* (London: Routledge, 2012)
- Van Wolleghem, P.G. (2019) *The EU's policy on the integration of Immigrants: A case of Soft-Europeanization?* (London: Palgrave)

ADDITIONAL Bibliography

- Alexiou, A and J. Mavrou, (2017), "Refugees in Cyprus: Local Acceptance in the Past and Present", *Social Sciences* 6, no.4, 111
- Caponio, T. (2021) *Making sense of the multilevel governance of migration: city networks facing global mobility challenges* (Cham: Palgrave Macmillan)
- Campbell, P.Sh. *Music, Education, and Diversity: Bridging Cultures and Communities* (Teachers College Press, 2018)
- Duszczak, M et al., (2020) *Relations between Immigration and Integration Policies in Europe* (London, Routledge)
- Fouskas, Th. (ed.). (2021) *Immigrants, Asylum Seekers and Refugees in Times of Crises: A. An International Handbook on Migration and Refugee Studies, Management Policies and Governance* (Athens, EPLO)
- Gemi, E. (2017), *Socio-economic Integration of Immigrants in Greece* (LAP LAMBERT)
- Iov, C.A. (2020), *Rethinking (In)Security in the European Union: The Migration-Identity-Security Nexus* (Cambridge Scholars Publ.)
- Κατρόγιαννος, Δ., Τζαγκαράκης, Στ. (κ.α.), (2020) *Διαστάσεις της κοινωνικής ενσωμάτωσης των προσφύγων και των μεταναστών στην Ελλάδα*, (Αθήνα: Σιδέρης)
- Lanati, M. and Thiele, R. (2021) "The link between economic growth and emigration from developing countries: does migrants' skill composition matter?", (EUI RSC, no.91, Migration Policy Centre-MPC)
- Lebano, A. et al, (2020) "Migrants' and refugees' health status and healthcare in Europe: a scoping literature review", *BMC Public Health* (20), (1039)
- ΚΥΠΡΟΣ και Μετανάστευση: Αρχές Ένταξης και ο Ρόλος της Τοπικής Αυτοδιοίκησης (Υπουργείο Εσωτερικών)
- Song, S, (2018), *Immigration and Democracy* (Oxford)
- Σπυροπούλου, Α.-Μ. (2016) *Ασυνόδευτοι ανήλικοι ως πρόσφυγες και μετανάστες: Διεθνές, ευρωπαϊκό και εθνικό νομικό πλαίσιο: Νομολογία και διοικητική πρακτική*. (Αθήνα: Νομική Βιβλιοθήκη).

	<ul style="list-style-type: none"> • Triantafylidou A and T. Modood (2017) The Problem of Religious Diversity: European Challenges (Edinburgh: Edinburgh University Press) • Weiner, A et al., (2020), The Routledge Handbook of the Politics of Migration in Europe (London: Routledge) <p>Scientific Journals</p> <p>Forced Migration Review</p> <p>International Journal of Sociology and Social Policy</p> <p>International Migration</p> <p>International Migration Review</p> <p>Journal of Immigrant and Refugee Studies</p> <p>Journal of International Migration and Integration</p> <p>Journal of Refugee Studies</p> <p>Migration Studies</p> <p>Refuge: Canada's Journal on Refugees</p> <p>Επιθεώρηση Κοινωνικών Ερευνών</p> <p>Επιθεώρηση Μεταναστευτικού Δικαίου</p>
Assessment	<p>The students will be evaluated based on the following parameters. All of the assessments are submitted via the LMS in order to go through the plagiarism check (Turn it in). The assessment methods for the course are presented below along with the value of each assessment towards the overall course grade:</p> <ol style="list-style-type: none"> 1. Dynamic online Interaction and online participation and collaboration activities throughout the semester (e.g. discussion forums, use of google docs) (15%) Essay – Suggest Technology Integration Plan for Classroom and School Level (15%) 2. Final project (lesson plan and educational material development) + presentation in class (20%) 3. Final Exam (50%) <p><i>Dynamic Online Interactive Exercises (15%)</i></p> <p>Various interaction and online participation and collaboration activities are scheduled throughout the semester by employing numerous technological tools (e.g. discussion forums, wiki development, use of google docs). The dynamic online activities are scheduled in order for the students to communicate, collaborate, discuss, exchange ideas among them, between the students and the instructor(s) and between the students and the content. The online activities contribute 15% towards students' grades.</p>

	<p><i>Essay – Suggest Technology Integration Plan for Classroom and School Level (15%)</i> The students are expected to develop an essay, an action plan/ a roadmap to suggest their view on the integration policies of the EU. The students are requested to take into consideration various parameters presented and discussed in the course.</p> <p><i>Final project (lesson plan and educational material development) + presentation in class (20%)</i> The final project and its presentation in class counts 25% towards their final grade.</p> <p><i>Final exam (50%)</i> The final exam contributes 50% towards students' final grade and covers all the materials learned during the course.</p>
Language	Greek