

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	183-63-19	SEMESTER	B
COURSE TITLE	European Policies for Migration		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	7.5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory/ General background, specialised general knowledge, skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-----		
COURSE WEBSITE (URL)	http://www.soc.aegean.gr/ext-files/pm/mps/ekeo-2019-183-63-19-en.pdf		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education*

Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of the course students should be capable to:

- Understand basic theoretical approaches to European policies for migration
- Understand basic theoretical approaches to Greek policies for migration
- Critically engage to the recent migrating crisis and its effects for Europe and Greece
- Develop his knowledge around the European and Greek migration policies, in the context of the ongoing migrating crisis

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Adapting to new situations

Respect for difference and multiculturalism

Decision-making

Respect for the natural environment

Working independently

Showing social, professional and ethical

Team work

responsibility and sensitivity to gender issues

Working in an international environment

Criticism and self-criticism

Working in an interdisciplinary environment

Production of free, creative and inductive thinking

Production of new research ideas

- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Production of free, creative and inductive thinking
- Associate principles of dialogue to sociology of knowledge underlying teacher's pedagogical & didactical practices
- Perceive these different dimensions and make connections between them in the everyday educational praxis phenomenon

(3) SYLLABUS

The first modules of the course introduce basic concepts related to population migration and migration policies in the European Union (EU) and the EU sub-states. Consequently, extensive reference is made to the social transformations and economic developments associated with the characteristics of EU Member States,

as well as to the influential factors of changing or overturning these relationships in times of combined crisis and destabilization with increased migratory and refugee flows. Impacts that are mainly identified in challenging the linear course of a social model of well-being, on intercultural issues, as well as on smooth social integration, coexistence and social cohesion. Particular emphasis is given to the issues related to forced displacement of populations with refugee profiles and their treatment through the commitment on the international law by the host countries and the processing of the asylum requests accordingly. In light of the foregoing, we will study what we now call the 'refugee crisis' in Greece and Europe

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p><i>Face-to-face and distance learning</i></p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of the e-class platform</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p><i>Lectures</i></p>	<p>39 hours</p>
	<p><i>Workshops</i></p>	<p>75 hours</p>
	<p><i>Study and analysis of bibliography</i></p>	<p>74 hours</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p>Course total</p>	<p>188 hours</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires,</i></p>	<p>The course combines a theoretical outline with the presentation of empirical, quantitative and qualitative examples, drawn from international scientific literature and related research findings, thus introducing the students to their central research questions. This procedure is enhanced with student essays, which will investigate critical issues of current affairs, hence covering issues related to the broader spectrum of theoretical</p>	

<p><i>short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>and applied demographic and social research. Courses are interactive while the essay progress is monitored as the course progresses. Assessment results from the presence of the student in the course, the active participation in discussions and the preparation of the research work, which should be done in full compliance with the principles of academic and scientific ethics.</p>
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(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Ρόντος Κ., Ναγόπουλος Ν., Πανάγος Ν., (2017), «Το Προσφυγικό-Μεταναστευτικό Φαινόμενο στη Λέσβο και η Τοπική Κοινωνία: Στάσεις και Συμπεριφορές», εκδόσεις Τζιόλα, Θεσσαλονίκη.
- Nagopoulos N. (2013), "Migrants' integration policies and social rights," in the collective volume, Trubeta S. (ed.): *The Refugee and Migrant Issue*. Papazissi
- Ager A., Strang A. (2008), “Understanding integration: a conceptual framework”, *Journal of Refugee Studies*, 21(2) p. 166-191.
- Rontos K Nagopoulos N, Panagos N. (2019), *The refugee and immigration phenomenon in Lesvos, Greece and the local community: Attitudes and behavior*, Cambridge Scholars Publishing
- Nagopoulos N. (with Psimitis M., Georgoulas S., (2017), *Refugee crisis and the Greek Public Services: mapping of the contribution of public services in Lesvos concerning reception, registration, accommodation and care facilities, and the asylum procedures*, Adedy – Koinoniko Polykentro
- Nagopoulos N. (2012), *Promote Immigrant Volunteering to Reclaim Community Life*, Ance, Uni Aegean, E.C .
- Nagopoulos N. (2016): “Sociological Aspects of the Refugee Crisis” Presentation at the opening ceremony of the International Conference on Social Sciences, 9th ICSS IX Dubrovnik
- Nagopoulos N., Rontos K. (2014), “The Determination of Social Integration of Migrants within the Framework of Employment Policy: The Case of Greece in Times

of Crisis”, in the collective volume : *The Social Impacts of the Eurozone Debt Crisis*, Cambridge Scholars Publishing

-Nagopoulos N. (2013), "Migrants' integration policies and social rights," in the collective volume, Trubeta S. (ed.): *The Refugee and Migrant Issue*. Papazissi

-Nagopoulos N., Koutsou S. (2013), “Social integration of migrants in Greece. Housing and health services” in Rontos, K., Nagopoulos N., (ed.), *Theoretical and technical documentation for integration policy for third country nationals in the context of the application of an integrated information system*, European Fund For Integration of Third-Country Nationals /University of Aegean, p. 124-138

-Ξενάκης Χ. και Χλέτσος Μ. (eds), 2002, «Μετανάστες και Μετανάστευση», εκδόσεις Πατάκη, Αθήνα.

-Papataxiarhis E. H (2016), “The ‘European refugee crisis’ and the new patriotism of ‘solidarity’”, *Synchrona Themata*, issue 132-133, p. 7-28.