**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Economics and Peripheral Studies | | | | |
| **ACADEMIC UNIT** | Dept. of Balkan, Slavic and Oriental Studies | | | | |
| **LEVEL OF STUDIES** | Graduate | | | | |
| **COURSE CODE** |  | **SEMESTER** | | **5ο** | |
| **COURSE TITLE** | Anthropology of Migration and Diasporas from South-east Europe to the Near East | | | | |
| **INDEPENDENT TEACHING ACTIVITIES** *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* | | | **WEEKLY TEACHING HOURS** | | **CREDITS** |
|  | | | 4 | | 6 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* | | |  | |  |
| **COURSE TYPE**  *general background,  special background, specialised general knowledge, skills development* | Special background | | | | |
| **PREREQUISITE COURSES:** | No | | | | |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | English | | | | |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes | | | | |
| **COURSE WEBSITE (URL)** | https://openeclass.uom.gr/courses/BSO256/ | | | | |

1. **LEARNING OUTCOMES**

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| **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* | |
| 1**. Intellectual Skills**  • Understanding the different aspects of migration, integration, inclusions in relation to anthropological methods and concepts  • Combining interdisciplinary information stemming from the study of empirical data to reach conclusions  • Learning to formulate an argument based on bibliographical research  2. **Research Skills**  • Development of capacities bibliographical research  • Structure of an academic text  • Presentation skills using new technologies  3. **Development of Research Technologies**  • Developing digital research skills  • Deeper understanding and analysis of visual material | |
| **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?* | |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology*  *Adapting to new situations*  *Decision-making*  *Working independently*  *Team work*  *Working in an international environment*  *Working in an interdisciplinary environment*  *Production of new research ideas* | *Project planning and management*  *Respect for difference and multiculturalism*  *Respect for the natural environment*  *Showing social, professional and ethical responsibility and sensitivity to gender issues*  *Criticism and self-criticism*  *Production of free, creative and inductive thinking*  *……*  *Others…*  *…….* |
| * *Search for, analysis and synthesis of data and information* * *Independent and/or team work* * *Respect for difference and multiculturalism* * *Production of free, creative and inductive thinking* | |

1. **SYLLABUS**

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| The course examines different forms of migration, transnational and economic migration, brain drain, gender migration, and compares them to other categories of movement and attitude such as refugee and diaspora. Different approaches to the study of migration will be studied (economic and historical approach network study, global south and migration). Different forms of diaspora are compared, such as historical and contemporary diasporas, diaspora as a double consciousness, the concept of diaspora, and LGBTQ+ communities and online diasporas. Finally, the course will highlight different policies of integration, collective organization and artistic expression of immigrants or diasporas (e.g., literature of immigration, diasporic cinema, etc.). The ethnographic examples will concern migrants from/to the regions of Eastern and South-Eastern Europe as well as the Near East.  The aim of the course is to familiarize the students with the different categories of immigration as well as with the different immigrant communities and diasporas of Northern and South-Eastern Europe & the Near East. The examples of cross-cultural encounters, displacements and the management of the diasporic condition in the wider region of North Africa, SE Europe and the Near East constitute the field of observation of ethnographic and other factual data that allow students to deepen their knowledge in basic anthropological concepts and analytical categories taught in previous years about space and time, region, ethnicity, gender identity and types of community from modernity to the digital age  1 Introduction  2. Methodology Issues  the field of anthropology of immigration-definition, methodology and methods, methodological nationalism, best practices  3. World Migrations and Diaspora (19th century - First half of the 20th century)  world migrations in the 19th century, diaspora and its historical review, immigrant subjectivity, Greek diaspora in the USA  4. International Migration and Diasporic Identities (2nd half-20th-21st)  transnationalism/immigration, globalization, hybrid identities, new diasporas  5. Economy and Immigration and the Economy of Immigration (from 'black' work to the status of precariousness)  Labour, Remittances, Precarity, Ethical and Sympathetic Economy, 'Black'/Grey Economy, Migrant Entrepreneurship  6. Border-Security—National/European Policies  Governmentality, Foucault, security, borders, control  7. Multiculturalism- Xenophobia and Racism  Hospitality, citizenship, anthropology and citizenship, diaspora, naturalization law of blood, law of land, integration, inclusion, multiculturalism    8. Marriages and International Families  Transnational family, caring, letter brides, small weddings  9. Return Migration  Nostos, nostalgia, brain drain, brain drain/gain  10. New Forms of Inclusion-Movements  forms of solidarity, movements, associations, occupations, new technologies  11. Migrations and Art. Literature, Museums and Cinema  Art, representation, migration  12. Presentations  13. Presentations |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY** *Face-to-face, Distance learning, etc.* | Face-to-Face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | ICT in teaching  ICT in the communication with students |
| **TEACHING METHODS**  *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.*  *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* | |  |  | | --- | --- | | ***Activity*** | ***Semester workload*** | | Interactive Teaching | 26 | | Seminars | 26 | | Study and Analysis of bibliography | 50 | | Writing Essay | 48 | |  |  | |  |  | |  |  | |  |  | |  |  | | Course total | ***150*** | |
| **STUDENT PERFORMANCE EVALUATION**  *Description of the evaluation procedure*  *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, 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*  *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Summative evaluation: a written essay and presentation (compulsory), interactive participation, smaller assignments within the class. Τhe essay will be possible for students completing 70% of the attendance of the course. When this is not the case, there will be written examination.  The written assignment (4000, the bibliography is included) should demonstrate that students comprehend the theoretical concerns and can comment on the ethnographic material thoroughly and critically, structure and academic text and academic writing (eg. bibliographic requirements, argumentation) . The paper will necessarily contain two of the key words of the course and will be comparative in nature, i.e. it will compare two cases from the post-socialist world.  Explanation of Grading  9-10: Excellent critical analysis and argumentation, very good use and understanding of anthropological sources, coherent structure, very good use of academic language and conventions  8-7: Good critical analysis and argumentation, good use and understanding of anthropological sources, solid structure although it has minor weaknesses, moderate use of academic language and conventions  5-6: Problematic analysis and argumentation usually contains incoherent argumentation, description without attempting a critical analysis of the sources e.g. emphasizing only the description of empirical examples but showing a basic understanding of the sources, structure lacking clarity and coherence which at least presents a general argument, moderate use of sources but does not contain plagiarism and respects conventions but presents language weaknesses  4 and below No substantial attempt to use academic sources and style e.g. use of main secondary electronic sources which are not confirmed either themselves or their sources or their methodology of a clear argument, problems of understanding the text due to weaknesses in the structure, plagiarism, not respecting the academic conventions, good use of language |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:*  C. Brettell.2003. *Anthropology and migration. Essays on transnationalism, ethnicity, and identity.* Walnut Creek: Altamira Press. Pp.9-23, 23-47.  S. Castles& M.Miller (1998) The Age of Migration. International Population Movement , London/Hampshire: 67-104, 104-141.  Koser, Khalid 2007. International Migration: A Very Short Introduction, Oxford: Oxford University Press 28-41.  S. Vertovec& R. Cohen (eds*)* Migration, Diasporas and Transnationalism*,* Cheltenham: Elgar Reference Collection  Werbner, Pnina. "Global pathways. Working class cosmopolitans and the creation of transnational ethnic worlds." *Social anthropology* 7.1 (1999): 17-35.  *- Related academic journals:*  Journal of Ethnic and Migration Studies  Journal of International Migration and Integration  Migration and Society |