

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	International, Communication and Civilization Studies		
<b>ACADEMIC UNIT</b>	International, European and Area Studies		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>TME</b> <b>179</b>	<b>SEMESTER</b>	<b>7<sup>th</sup></b>
<b>COURSE TITLE</b>	<b>European Asylum and Immigration Policy</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specific background and specialisation. Skills development.		
<b>PREREQUISITE COURSES:</b>	Formally none. The course "European Law", compulsory 4th semester (TME 280), offers a useful basis for the understanding.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://openeclass.panteion.gr/courses/TME179/">https://openeclass.panteion.gr/courses/TME179/</a>		

### (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*

The student:

- Understands the timelessness and the multifactorial nature of the phenomenon of migrations (migrants - asylum seekers) and becomes familiar with the main categories of migrant populations
- Assesses the pull/push factors of migratory flows and the consequences of migration for both countries of origin and host countries
- Evaluates the parameters and choices of the migration policies of the receiving countries and identify their limits
- Understands the conditions and means of EU involvement in the areas of

migration and asylum, the institutional organisation and the development of the European Area of Freedom, Security and Justice

- Become familiar with the EU's substantive immigration policies towards Member State citizens and third country nationals
- Assess the advantages and disadvantages of the Common European Asylum System
- Evaluate EU actions to combat illegal immigration

### 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?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Research, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Working in an international environment
- Respect for diversity and multiculturalism
- Promotion of free, creative and deductive thinking
- Demonstrate social, professional and ethical responsibility
- Adapting to new situations - managing change
- Awareness of the cause and effect relationship between facts/circumstances and legal/political choices
- Teamwork
- Working and evaluation by electronic means

### (3)SYLLABUS

This course has four main objectives. Firstly, it presents the migration phenomenon and the phenomenon of displaced persons (asylum seekers and others), the consequences they have mainly for the host countries, as well as the main policy (and legal) options available to these countries to manage the above phenomena. Secondly, it presents the gradual development and institutional organisation of the so-called European Area of Freedom, Security and Justice (AFSJ). Thirdly, it examines the substantive migration and asylum policies developed by the EU both towards citizens of other MS (intra-EU migration and European citizenship) and towards citizens of third countries. Finally, it briefly presents the external dimension of these EU policies.

The lectures are organised as follows:

1. The phenomenon of migration: categories of migrant populations - basic characteristics of the phenomenon - history
2. The institution of asylum - displaced persons - international protection - conditions - problems
3. Consequences of migration: for countries of origin/reception - models of migration policies
4. Area of Freedom Security and Justice: creation - evolution - institutional organisation - geographical coverage
5. Schengen: geography - information system - basic principles
6. EU citizens - workers' rights - citizenship
7. EU citizens - conditions for acquiring citizenship in the EU 27 + UK
8. 3rd country nationals - immigration: conditions of entry/residence - rights

- procedures
- 9. 3rd country nationals - asylum: entry/residence conditions - rights - procedures
- 10. Special issues: Citizenship + Dublin Reform
- 11. Illegal immigration: institutions, bodies and mechanisms to combat illegal immigration
- 12. External dimension: Readmission agreements - European Neighbourhood Policy - operational cooperation
- 13. Revision, Q/A, discussion

#### (4)TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face to face, in a classroom. Presentation slides are available on the course platform in advance and students are encouraged to have them printed in class so that they do not have to take many notes.</p> <p>Questions and in-class discussion is encouraged.</p>																									
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>- Using Presentation Software [Power Point]</li> <li>- Use of Uclap Online Question &amp; Answer - Polling Software</li> <li>- Support of the learning process through a dedicated learning platform [e-class] where supporting material is posted and used on a weekly basis: notes, articles, etc.</li> <li>- Communication through announcements and e-mails, both via the interactive platform and by using personal e-mails</li> </ul>																									
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Oral presentations</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Non-guided studying</td> <td style="text-align: center;">120</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>180</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	30	Oral presentations	30	Non-guided studying	120															Course total	<b>180</b>
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<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>- The evaluation language is Greek.</li> <li>- The course description with the weekly modules, the corresponding references from two different textbooks (where available) and the slides are posted before the beginning of each academic year on the Department's website and on the course's electronic platform. Students are also informed from the first class about the course requirements and their own obligations, assessment criteria and semester requirements.</li> <li>- The full potential of the e-class platform is also exploited.</li> <li>- Assessment is by means of a final examination, which is written or oral.</li> </ul>																									

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|  | <ul style="list-style-type: none"><li>- The grading scale is 0-10.</li><li>- A (voluntary) assignment and its presentation in class is foreseen for which students receive a bonus of 0-3 points</li><li>- ERASMUS students only are evaluated on the basis of written assignments in English or French.</li></ul> |
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## **(5) ATTACHED BIBLIOGRAPHY**

- *Suggested bibliography:*

### A. In Greek

Μ. Παπακωνσταντής, «Οι Πολιτικές της ΕΕ: Εξωτερική, Γεωργική και Μεταναστευτική», εκδ. Σάκκουλα, 2017.

Μ. Ανάγνου, "Ο Ευρωπαϊκός Χώρος Ελευθερίας, Ασφάλειας και Δικαιοσύνης (1999-2013)", εκδ. Παπαζήση, 2014.

Π. Φουντεδάκη, Ο. Τσόλκα, Α. Χάνου, «Ελευθερίες - δικαιώματα και ασφάλεια στην Ευρωπαϊκή Ένωση», εκδ. Νομική Βιβλιοθήκη, 2010

### In English

- CH Beck, EU Immigration and Asylum Law: A commentary, Hart, Oxford 2017.
- M. Phelan, Immigration Law Handbook, OUP, Oxford, 2010.
- All the official publications of the EU on the matter, available at <https://op.europa.eu/en/web/general-publications/refugee>

- *Related academic journals:*

- Μετανάστευσης Επίκαιρα <[http://emmedia.pspa.uoa.gr/dhmosieyseis-ekdoseis/metanasteyshe-epikaira\\_.html](http://emmedia.pspa.uoa.gr/dhmosieyseis-ekdoseis/metanasteyshe-epikaira_.html)>
- Journal of International Immigration and Integration
- Journal of Immigrant and Refugee Studies
- Migration Studies
- International Migration Review