Modulhandbuch

European Master in Migration and Intercultural Relations - Master-Studiengang

im Sommersemester 2019

erstellt am 29.03.2024

mir110 - Introduction to Migration Studies 3
mir120 - Evaluating und Developing Research Methods for Transcultural Contexts 5
mir130 - Theorizing Historical and Contemporary Migration Processes & Intercultural Relations 7
mir210 - Emigration and Immigration: A Northern European Perspective 9
mir220 - Migration between Time and Temporality: Regional Perspectives 11
mir310 - Project-based Internship 14
mir320 - Theory and Methods in Migration Studies 16
mam - MA Dissertation 18

Mastermodule

mir110 - Introduction to Migration Studies

Modulbezeichnung	Introduction to Migration Studies
Modulkürzel	mir110
Kreditpunkte	8.0 KP
Workload	240 h
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Butler, Martin (Modulverantwortung) • Potts, Lydia (Modulberatung)
Teilnahmevoraussetzungen	-
Kompetenzziele	LO1 to LO4• achieved an overview of migration processes and policies in the past and present and be able to critically evaluate their structures, implications, and scenarios for the future, including categories and approaches of migration research; • acquired in-depth knowledge about theories on migration and inter/transcultural relations and multiculturalism and the ability to autonomously contextualise terms and concepts in related fields; • acquired knowledge about and experience with research methods, methodology and knowledge production and be able to reflect their significance, unpredictability and interdependencies in transcultural contexts; • gathered competence to design a research agenda, to develop research projects and to conduct them in a self-reflexive manner in a diverse team; LO7• developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; LO12 to LO16• acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations; • the ability to condense and visualise work results in order to present it to various audiences; • developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; • the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction; • developed competence to initiate, lead and/or participate in team work in inter/transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.
Modulinhalte	The Intensive Phase "Studying Global Migration in the 21st Century" takes place annually in September. Students are provided introductions to their new study and living environment, to all aspects of the programme. Being jointly taught by EMMIR partners, students also become acquainted with partner universities and their Course Directors as well as with the field of study. Teaching focuses on state of the art overviews as well as exemplary approaches to key areas in migration studies and intercultural relations by means of work-shops, lectures, study trips and other formats. In order to share standards for the evaluation of students' work and, as a measure of quality assurance, presentations and written work during the IP is graded jointly by staff of the partner universities. The IP is taught jointly by professors, experts and researchers who will provide you with state of the art overviews as well as exemplary approaches to key areas in migration studies and intercultural relations by means of workshops, lectures, study trips and other forms of teaching.

Literaturempfehlungen	see syllabus and reader
Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	30
Hinweise	-
Modulart	je nach Studiengang Pflicht oder Wahlpflicht

Prüfung	Prüfungszeiten	Prüfungsform
Gesamtmodul	September	1. Active participation – including readings as specified in the syllabus 2. Group presentation of your working group (max. 30 minutes, 50%) 3. Individual paper connected to the topic of your working group (1,000 words, plus title, bibliography and annexes, 50%)

Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Vorlesung		1		14
Tutorium		2		28
Seminar		1		14
Präsenzzeit Modul insgesamt				56 h

mir120 - Evaluating und Developing Research Methods for Transcultural Contexts

Modulbezeichnung	Evaluating und Developing Research Methods for Transcultural Contexts
Modulkürzel	mir120
Kreditpunkte	14.0 KP
Workload	420 h (Contact: 110hrs / Independent studies: 180hrs / Assignments: 130hrs)
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Derwanz, Heike (Modulberatung) • Tietz, Lüder (Modulberatung) • Potts, Lydia (Modulberatung) • Butler, Martin (Modulverantwortung)
Teilnahmevoraussetzungen	mir110
Kompetenzziele	LO3• acquired knowledge about and experience with research methods, methodology and knowledge production and be able to reflect their significance, unpredictability and interdependencies in transcultural contexts; LO4• gathered competence to design a research agenda, to develop research projects and to conduct them in a self-reflexive manner in a diverse team; LO7• developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; LO10to LO 16enhanced proficiency in several languages, applied in research, interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile; • practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; • acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations; • the ability to condense and visualise work results in order to present it to various audiences; • developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; • the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction; • developed competence to initiate, lead and/or participate in team work in inter/transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.
Modulinhalte	The different parts of the module aim at giving students an orientation about methodology and qualitative as well as quantitative methods and at providing them with research tools applicable in the field of migration studies, incl. improved writing skills in English. Seminars, lectures and tutorials are complemented by a range of elective workshops by Oldenburg scholars and international guest scholars. The seminars offered explore the potentials and limits of various research methods from the social sciences, ethnography and cultural studies for research in the field of migration studies. In so doing, the module equips students with a set of tools for the analysis of migration processes and/in transcultural contexts, while critically assessing the formative potential of methodologies and methods in processes of, e.g., knowledge production at the same time. In teams and supported by scholars, students conceptualise their own small-scale research projects: they select a research topic, agree on a research question, develop an adequate theoretical and methodological framework, analyse their data and critically evaluate their findings.

	In addition, academic writing support is provided in different formats – starting with a half-day workshop in October and continuing as individual support throughout the semester.
Literaturempfehlungen	see syllabus
Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	30
Hinweise	-
Modulart	je nach Studiengang Pflicht oder Wahlpflicht

Prüfung	Prüfungszeiten	Prüfungsform
Gesamtmodul	October to January	1. Active participation – including readings as specified in the syllabus 2. Short presentation in one of the seminars (30%) 3. Research Prospectus and Presentation (as a working group) 4. Working group Research Paper (70%)

Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Vorlesung		2		28
Übung		1		14
Seminar		4		56
Präsenzzeit Modul insgesamt				98 h

mir130 - Theorizing Historical and Contemporary Migration Processes & Intercultural Relations

Modulbezeichnung	Theorizing Historical and Contemporary Migration Processes & Intercultural Relations
Modulkürzel	mir130
Kreditpunkte	8.0 KP
Workload	240 h (Contact: 90hrs / Independent studies: 60hrs / Assignments: 90hrs)
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Butler, Martin (Modulverantwortung)
Teilnahmevoraussetzungen	-
Kompetenzziele	LO1• achieved an overview of migration processes and policies in the past and present and be able to critically evaluate their structures, implications, and scenarios for the future, including categories and approaches of migration research; LO2• acquired in-depth knowledge about theories on migration and inter/transcultural relations and multiculturalism and the ability to autonomously contextualise terms and concepts in related fields; LO7• developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; LO11 to LO15 • practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; • acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations; • the ability to condense and visualise work results in order to present it to various audiences; • developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; • the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction;
Modulinhalte	The module familiarises students with a range of theories and theoretical concepts through which processes and phenomena of migration in different historical and regional contexts can be approached. In order to do so, it takes both a historical and a systematic perspective: It sheds particular light 1. on the historical dimension of migration and migration studies in selected European and Non-European (esp. African) contexts as well as on possible futures of migration and migration studies, 2. on postcolonial perspectives on migration and in migration studies, 3. on the relationship between the social, the political, and the symbolic dimension of migration societies by exploring theories of representation, identity, and the subject, and 4. on the situatedness and limits of theories and theoretical concepts, specifically by also addressing non-western epistemologies. In this module, seminars, lectures and tutorials are complemented by an interdisciplinary lecture series and a range of elective workshops by scholars from Oldenburg and by international guest scholars to equip students with the theoretical expertise necessary to navigate the interdisciplinary field of migration studies.
Literaturempfehlungen	see syllabus
Links	-
Unterrichtssprache	Englisch

Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	30
Hinweise	-
Modulart	Pflicht / Mandatory
Modullevel	---

Prüfung	Prüfungszeiten	Prüfungsform
Gesamtmodul	-	1. Active participation and short text presentation in the seminar (10-15 minutes, 30%) 2. A response paper reflecting the text presentation and the discussion in class (1,000-1,500 words, 30%) 3. Book review (2,000-2,500 words, 40%)

Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Übung		2		28
Tutorium		1		14
Seminar		2		28
Präsenzzeit Modul insgesamt				70 h

mir210 - Emigration and Immigration: A Northern European Perspective

Modulbezeichnung	Emigration and Immigration: A Northern European Perspective
Modulkürzel	mir210
Kreditpunkte	12.0 KP
Workload	360 h (The module will be an equivalent of 12 ECTS equivalent to approx. 360 hours.)
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Dozent, Gast (Modulberatung) • Butler, Martin (Modulverantwortung)
Teilnahmevoraussetzungen	mir110, mir120, mir130
Kompetenzziele	Learning Outcomes (LO) (LO 1) achieved an overview of migration processes and policies in the past and present and be able to critically evaluate their structures, implications, and scenarios for the future, including categories and approaches of migration research; (LO 7) developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; (LO 10) enhanced proficiency in several languages, applied in research, interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile; (LO 11) practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; (LO 12) acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations; (LO 13) the ability to condense and visualise work results in order to present it to various audiences; (LO 14) developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; (LO 15) the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction; (LO 16) developed competence to initiate, lead and/or participate in team work in inter/ transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.
Modulinhalte	This module addresses contemporary issues and future scenarios with regard to migration from a regional perspective by focussing on Scandinavia and the Nordic/North European countries. It is based on historical explorations including the analysis of the shift from an emigration to an immigration region and addresses the tension between national and supranational migration policies. This module thus connects the dimensions of territoriality and space, which are of key concern in migration studies, to the dimension of time/temporality, arguing that the concept of time is central to both our understanding of the present and current issues as well as of the past and history. Micro-history will be used as one methodological approach, another perspective is the transnational one which studies processes and relations across individuals and groups located in different countries. On the basis of historical sources and empirical research, migration and migration theory are historicized in order to develop an understanding according to the respective time/temporality. Topics include Scandinavians as settlers and colonizers, their encounters with American natives, their experience as farmers and immigrant families. Subsequently, 19th century labour migration and the world economy are discussed, while immigration restrictions and an emerging transnationalism are linked to concepts of whiteness, ethnicity and globalisation. In addition, contemporary migration, i.e. the refugee, asylum and immigration policies in Scandinavia between internationalism and state prerogative will be addressed.

	Against this backdrop, students develop an understanding of the current migratory landscape in Scandinavian welfare states with Norway as a case study. They learn about processes of labour migration as well as irregular migrants and explorations of migrants' daily life, and are encouraged to reflect on the implications of migrational processes both historically and contemporarily.
Literaturempfehlungen	see syllabus
Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	unbegrenzt
Hinweise	Diese Modul ist eines von zwei Pflichtmodulen im 2. Semester EMMIR und wird komplett an der University of Stavanger gelehrt
Modulart	Pflicht / Mandatory

Prüfung	Prüfungszeiten	Prüfungsform
Gesamtmodul	-	Active participation and reflection pages Final paper (5,000 words)

Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Vorlesung		1		14
Seminar		1		14
Präsenzzeit Modul insgesamt				28 h

mir220 - Migration between Time and Temporality: Regional Perspectives

Modulbezeichnung	Migration between Time and Temporality: Regional Perspectives
Modulkürzel	mir220
Kreditpunkte	18.0 KP
Workload	540 h
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Dozent, Gast (Modulberatung) • Butler, Martin (Modulverantwortung)
Teilnahmevoraussetzungen	-
Kompetenzziele	Learning Outcomes (LO) (LO 2) acquired in-depth knowledge about theories on migration and inter/transcultural relations and multiculturalism and the ability to autonomously contextualise terms and concepts in related fields (modules 11, 13, 22); (LO 3) acquired knowledge about and experience with research methods, methodology and knowledge production and be able to reflect their significance, unpredictability and interdependencies in transcultural contexts; (LO 6) acquired competence to evaluate the relevance of disciplinary as well as multi-/inter- /transdisciplinary approaches to specific research questions including the ability to position his/her own work in the field of studies and its emerging issues; (LO 7) developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; (LO 11) practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; (LO 12) acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations; (LO 14) developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; (LO 15) the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction.
Modulinhalte	1 Migration and Integration The module focuses on integration paradigms in the light of theory, policy (and politics) and practice. Concepts of conformity, assimilation, melting pot and multiculturalism are discussed from synchronic and diachronic perspectives against the backdrop of terms such as integration, welfare and solidarity. The module is divided into three thematic sections: 1. Theorising migration: Students revise, systemise and deepen their knowledge on migration theory and methodological nationalism obtained in the first semester; 2. Integration: Theories and policies concerning immigration, focusing on: inherent nonassimilation, assimilation, integration, multiculturalism, acculturation, inclusion; 3. Welfare state and integration: Students get insights into the welfare state - social policy - integration nexus and discuss recent social dynamics in the EU and globally. 2 Migration, Borders and Citizenship In this module, students familiarise with definitions and basic concepts of borders and citizenship and different understandings of those concepts across disciplines. While borders are understood as symbols through which states, nations and localities define themselves and constitute the division of inside and outside, it is also necessary to reflect on the definitions and implications of geographical territory and socio-cultural spaces. These reflections are

complemented by an assessment of concepts and acts of citizenship and its protagonists. Students discuss borders and citizenship, also reflecting on related issues such as diaspora, human rights, social recognition, transnationalism, globalisation, cosmopolitanism, integration, exclusion, deportability, vulnerability, victimisation and illegality. In order to grasp the contemporary situation in the field of theory, the history of migration research and development of different theories including multidisciplinary research approaches are also taken into account.

3 African Perspectives on migration: Security and Visual Representations of Mobile Lives
This course aims to describe and analyze the main characteristics of African migration, with a special focus on visuals and security aspects. The course will take into account both South-South Migration and South-North Migration, voluntary, forced and circular migration.
The migration process will in particular be understood within the framework of the mobilities paradigm (Urry, 2007). As Schapendonk puts it, “within this paradigm, mobility (instead of only settlement) is perceived as integral to human lives which challenges social science to go beyond their sedentary viewpoints” (Schapendonk, 2010: 293). Terms such as migrant trajectories, (im)mobility, non-linearity and interconnections will, among others, be emphasized.
Furthermore, the course highlights migrants not as victims, nor villains, but as actors, and more specifically actors of development, social change and innovation, both past and present. We will look into the history of migration studies and of slavery and mobility in Africa. Moving into the present, the focus will be on current ‘issue linkages’ between migration, development and security on the African continent. Finally, we will pay special attention to media and the way in which migrants are presented, or present themselves in (visual) ways both on the continent and beyond. To illustrate ongoing migration dynamics, the lecturers will address the above issues in light of their own research (case studies) and other relevant literature and theory. These will also serve as examples of how to proceed in terms of research on African migration.

4 Migration, Gender, Work
Migration as a gendered process - deeply embedded in the structures of different forms of work and exploitation - will be studied from historical and contemporary perspective in the context of different world regions regarding structural social determinants that are keys for comprehending the importance of work and gender in migration processes. Apart from theoretical and historical background, the testimonies of migrants will be the basis for analysis. Personal life stories, testimonies and experiences of migrants are essential to study the role of gender and work in the migration context.
Lectures, workshops and reading groups will provide an in-depth insight into the topics of: restructuring of gender roles; trafficking and other forms of moving for work; “feminization of migration”; global care work and transnational parenthood; identity (re)constructions; self-reflexivity and the ideological position of the student/researcher.

5 Controversies over Multiculturalism
The module is divided into three thematic areas, each focusing on specific concepts and themes related to multiculturalism and multicultural dynamics:
I. Multiculturalism in the light of theory, policy/politics and practice
Students will familiarise themselves with the basic theoretical categories needed for an in-depth understanding of multiculturalism: state, citizenship, patriotism, society, culture, ethnic/national identity, stigma, prejudice, tolerance, diversity. Policies and practices of multiculturalism will be systemised and critically evaluated.
II. Multiculturalism – welfare state – solidarity
Multiculturalism will be considered in the context of welfare states. The concepts of recognition and
redistribution in contemporary welfare regimes will be problematised and their relationship will be discussed in the light of the principle of solidarity.
III. Education for multicultural dialogue
Guidelines and tools for the promotion of intercultural dialogue will be analysed using selected policy
documents. Lectures and workshops will be organised to provide in-depth insights into the above themes. On successful completion of the module the student will be able to critically evaluate theories and policies on multiculturalism with regard to the conceptual, methodological and theoretical issues and confidently take part in discussions on current pressing issues relating to multiculturalism.

6 Intercultural Education
The module is divided into three thematic areas, each focusing on specific concepts and themes related to intercultural education, intercultural dialogue and inclusion:
I. Intercultural education in the light of theory, policy/politics and practice

	Students will familiarise themselves with the basic theoretical categories needed for an in-depth understanding of intercultural education. The development from multicultural to intercultural education, policies and practices in the field of intercultural education will be evaluated. Students will explore and critically evaluate some multicultural / intercultural education models, and discuss policies in selected countries. II. Intercultural competence, intercultural dialogue, prejudices Students will explore the connections between intercultural dialogue and intercultural competence. They will raise awareness of prejudices (towards children of economical migrant and refugees) and overcoming prejudices. The recognition and redistribution of intercultural competence will be discussed in the light of the multi perspective curriculums. Intercultural dialogue will be considered in the context of intercultural education. Guidelines and tools for the promotion of intercultural dialogue will be analysed using selected policy documents. III. Inclusion and cooperation Inclusion will be discussed through the role of teachers, migrants, civil society and the state, especially ministry of education. Students will explore the possibilities for cooperation (instead of tolerance) between school and civil society in the local environment (majority and minority / migrants' communities, associations). The issue of responsibility for preserving migrant children's mother tongue will be discussed, too. Some techniques, best practices for intercultural dialogue between people with different cultural background at schools, in local environments will be introduced. Lectures and workshops will be organised to provide in-depth insights into the above themes. On successful completion of the module the student will be able to critically evaluate theories and policies on intercultural education with regard to the conceptual, methodological and theoretical issues and confidently take part in discussions on current pressing issues relating to intercultural education.
Literaturempfehlungen	
Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	unbegrenzt
Hinweise	Diese Modul ist eines von zwei Pflichtmodulen im 2. Semester EMMIR und wird komplett an der University of Stavanger gelehrt
Modulart	je nach Studiengang Pflicht oder Wahlpflicht
Lehr-/Lernform	In diesem Modul belegen die Studierenden 3 von 6 Veranstaltungen (Submodulen)

Prüfung	Prüfungszeiten	Prüfungsform
Gesamtmodul	-	

Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Vorlesung		1		14
Seminar		1		14
Präsenzzeit Modul insgesamt				28 h

mir310 - Project-based Internship

Modulbezeichnung	Project-based Internship
Modulkürzel	mir310
Kreditpunkte	15.0 KP
Workload	450 h
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Butler, Martin (Modulverantwortung) • Dozent, Gast (Prüfungsberechtigt) • Potts, Lydia (Modulberatung)
Teilnahmevoraussetzungen	EMMIR semester 1 and 2 modules successfully finalized
Kompetenzziele	Learning Outcomes (LO) upon completion fo the module students will have (LO 5) gained experiences in designing and addressing complex and original research ques-tions and be able to independently evaluate research processes and results; (LO 7) developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation and knowledge production; education and citizenship) and acknowledg-es their cross-cutting and strategic relevance in the field of migration and intercultural rela-tions; (LO 8) gained up-to-date expert knowledge in a specific area linking his/her disciplinary with transdisciplinary perspectives and specifying his/her individual profile; (LO 9) gathered experience in the occupational sphere shaping his/her professional profile and employability; (LO 10) enhanced proficiency in several languages, applied in research, interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile; (LO 11) practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; (LO 13) the ability to condense and visualise work results in order to present it to various au-diences; (LO 14) developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; (LO 15) the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective in-teraction; (LO 16) developed competence to initiate, lead and/or participate in team work in in-ter/transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.
Modulinhalte	During the internship, students become familiar with practical activities in relevant professional fields and analyse these in the context of your academic qualifications. The internship module offers the opportunity to tackle specific issues in the field of Migration and Intercultural Relations, and encourages self-reflective application of knowledge and competencies acquired. Students conduct a research project linked to their practical experience. This assignment provides greater insight into project-related work and qualifies them in particular for activities involving evaluation and conceptualisation. The development of a research question, the research design, and the implementation of the project also provide the opportunity to complete independent academic work. Students are assigned a lecturer/professor, who supervises them when conceptualising and carrying out the research project. The internship and the research project included in it may be used as preparatory work for the MA dissertation. The internship offers the possibility of choosing a topic for the MA dissertation in consultation with the institution concerned as well as with EMMIR lecturers/professors, thereby opening up prospects for further cooperation or collaboration.
Literaturempfehlungen	see syllabus
Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	unbegrenzt
Hinweise	-

Modulart			je nach Studiengang Pflicht oder Wahlpflicht	
Modullevel			MM-PB (Professionalisierungsbereichsmodul im Master)	
Prüfung		Prüfungszeiten	Prüfungsform	
Gesamtmodul		submission of assignments four weeks after finalizing the internship	Participation in all preparatory and accompanying activities Proof of a minimum of 300 working hours provided by the internship institution Internship-Log; 25% of the final grade Individual research report (3,000 words); 75 % of the final grade	
Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Projektorientiertes Modul		1		14
Seminar				
Präsenzzeit Modul insgesamt				14 h

mir320 - Theory and Methods in Migration Studies

Modulbezeichnung	Theory and Methods in Migration Studies
Modulkürzel	mir320
Kreditpunkte	15.0 KP
Workload	450 h (Contact: 60hrs / Independent studies: 210hrs / Assignments: 150hrs)
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Mastermodule
Zuständige Personen	• Butler, Martin (Modulverantwortung) • Potts, Lydia (Modulberatung)
Teilnahmevoraussetzungen	-
Kompetenzziele	LO5 to LO8• gained experiences in designing and addressing complex and original research questions and be able to independently evaluate research processes and results; • acquired competence to evaluate the relevance of disciplinary as well as multi-/inter- /transdisciplinary approaches to specific research questions including the ability to position his/her own work in the field of studies and its emerging issues; • developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; • gained up-to-date expert knowledge in a specific area linking his/her disciplinary with transdisciplinary perspectives and specifying his/her individual profile; LO10• enhanced proficiency in several languages, applied in research, interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile; LO11• practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; LO14 to LO16• developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; • the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction; • developed competence to initiate, lead and/or participate in team work in inter/transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.
Modulinhalte	The module is designed for EMMIR students intending to pursue an academic or research career after their graduation. It focuses on issues related to universities or other research institutions as work environment. Students are actively involved in activities connected to research and other academic projects pursued e.g. by the Working Group "Migration – Gender – Politics" or the research cluster "Transculturality and Cultural Mobility" at the School of Linguistics and Cultural Studies. There is also the option to participate in other relevant classes at the University of Oldenburg in the School of Linguistics and Cultural Studies and the Center for Migration, Education and Cultural Studies. The activities are tailored to the interests and expectations of the EMMIR students coming to Oldenburg; one main goal of the module is to develop a comprehensive MA dissertation proposal, if possible based on the research undertaken during the internship.
Literaturempfehlungen	see syllabus
Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	unbegrenzt

Hinweise		-		
Modulart		je nach Studiengang Pflicht oder Wahlpflicht		
Prüfung		Prüfungszeiten	Prüfungsform	
Gesamtmodul		submission of final paper end of semester	1. Active participation and reflection pages as per syllabus 2. Final paper (4-6,000 words)	
Lehrveranstaltungsform	Kommentar	SWS	Angebotsrhythmus	Workload Präsenz
Übung		1		14
Seminar		1		14
Kolloquium		1		14
Präsenzzeit Modul insgesamt				42 h

Abschlussmodul

mam - MA Dissertation

Modulbezeichnung	MA Dissertation
Modulkürzel	mam
Kreditpunkte	30.0 KP
Workload	900 h
Verwendbarkeit des Moduls	• Master European Master in Migration and Intercultural Relations (Master) > Abschlussmodul
Zuständige Personen	• Butler, Martin (Modulverantwortung) • Potts, Lydia (Modulberatung)
Teilnahmevoraussetzungen	60 ECTS
Kompetenzziele	• gained experiences in designing and addressing complex and original research questions and be able to independently evaluate research processes and results; • acquired competence to evaluate the relevance of disciplinary as well as multi-/inter- /transdisciplinary approaches to specific research questions including the ability to position his/her own work in the field of studies and its emerging issues; • developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations; • gained up-to-date expert knowledge in a specific area linking his/her disciplinary with transdisciplinary perspectives and specifying his/her individual profile; • gathered experience in the occupational sphere shaping his/her professional profile and employability; • practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres; • the ability to condense and visualise work results in order to present it to various audiences; • developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes; • the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction;
Modulinhalte	Writing the MA Dissertation is the students' opportunity to prove that they are able to conduct independent scholarly research in an international and transcultural context in the field of migration studies/ intercultural relations. They design their dissertations based on self-conducted research projects, applying and connecting methodological, theoretical, and empirical knowledge. The dissertation should reflect the student's specialisation within the field of migration studies/intercultural relations and prove competence in scholarly work. Dissertations integrate trans-cultural and self-reflective perspectives as well as disciplinary/transdisciplinary international research results. The full cohort meets at the start of semester four in December for a proposal colloquium (various partners involved) at the University of Oldenburg in order to prepare for the MA dissertation on a theoretical and methodological level – in cooperation with students' first examiners (supervisor). Teachers from different partner universities are present and involved. Subsequently, students join supervision groups and have research colloquia at the selected partner university. Students are supposed to dedicate the fourth semester entirely to writing the MA dissertation to be submitted by 30 June. MM41 consists of a) the proposal colloquium at UOL in December, b) a thesis colloquium (with supervision group) and c) the actual dissertation writing
Literaturempfehlungen	individual recommendations

Links	-
Unterrichtssprache	Englisch
Dauer in Semestern	1 Semester
Angebotsrhythmus Modul	jährlich
Aufnahmekapazität Modul	unbegrenzt
Hinweise	-
Modulart	Pflicht / Mandatory
Modullevel	Abschlussmodul (Abschlussmodul / Conclude)

Prüfung	Prüfungszeiten	Prüfungsform
Gesamtmodul	Deadline 30 June	MA dissertation of around 35.000 words (80 pages) plus presentation in proposal colloquium and supervision groups

Lehrveranstaltungsform	Kolloquium
SWS	3
Angebotsrhythmus	--