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| Details zum Modul | | | | | | | | | | | | | | | | | | | | | |
| Code | | | | | | | | | | | | **Studienjahr** | | | | | | | **Studiensemester** | | |
| POL 602 | | | | | | | | | | | |  | | | | | | |  | | |
| Bezeichnung | | | | | | | | | | | | **VL** | **UE** | | | | **LU** | | **ECTS** | | |
| Migration, Diaspora und Flüchtlinge | | | | | | | | | | | | 3 | 0 | | | | 0 | | 5 | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| Sprache | | Englisch oder Deutsch | | | | | | | | | | | | | | | | | | | |
| Studium | | **Bachelor** | | **X** | | | | **Master** | | |  | | | | | **Doktor** | | | |  | |
| Studiengang | | Politikwissenschaft und Internationale Beziehungen / Bachelor | | | | | | | | | | | | | | | | | | | |
| Lehr- und Lernformen | | Der Kurs wird in Vorlesungsform fortgesetzt. | | | | | | | | | | | | | | | | | | | |
| Modultyp | | **Pflichtfach** | | | |  | | | | | **Wahlfach** | | | | | | | X | | | |
| Lernziele | | Ziel des Kurses ist es, das Konzept der Migration im Kontext von Diaspora und Flüchtlingen zu untersuchen. Es ist das Verständnis dieser Konzepte und die Analyse ihrer politischen, wirtschaftlichen und sozialen Ergebnisse durch die großen Migrationswellen in der Welt. | | | | | | | | | | | | | | | | | | | |
| Lerninhalte | | Kursinhalt steht die Themen „Migration und Arten von Migrationstheorien , der Hintergrund der menschlichen Mobilität und die europäischen und weltweiten Trends in der Türkei, Migration und Identität, freiwilliger Migration, Binnenmigration , interne Migration in der Türkei, freiwilliger Migration-II, Auswanderung / transnationale Migration / Staatsbürgerschaft, Arbeitsmigration , Diaspora und die Türkei Ursprung im Ausland, erzwungene Migration, Flüchtlinge in der Türkei, die irregulären Migration, Migration und Sicherheit, Migration und Entwicklung sowie Modelle lebte, in der Türkei und besteht aus Themen wie Migrationsmanagement in der Welt“ aus. | | | | | | | | | | | | | | | | | | | |
| Teilnahmevoraussetzungen | | - | | | | | | | | | | | | | | | | | | | |
| Koordination | | - | | | | | | | | | | | | | | | | | | | |
| Vortrgende(r) | | - | | | | | | | | | | | | | | | | | | | |
| Mitwirkende(r) | | - | | | | | | | | | | | | | | | | | | | |
| Praktikumsstatus | | - | | | | | | | | | | | | | | | | | | | |
| Fachliteratur | | | | | | | | | | | | | | | | | | | | | |
| Bücher / Skripte | | -CASTLES, STEPHEN/MİLLER, MARK (2009) The Age of Migration, MacMillan (Türkçe: Göçler Çağı: Modern Dünyada Uluslararası Göç Hareketleri, Bilgi Üniv. Yayınları), (;2. Chapters)  IOM (2020) The World Migration Report 2020, <https://publications.iom.int/system/files/pdf/wmr_2020.pdf>  -WİCKRAMASİNGHE, A.A.I.N., WİMALARATANA, Wijitapure (2016) International Migration and Migration Theories, Social Affairs.  Vol.1 No.5, 13-32, Fall 2016. (Bu yayının linki en altta verilmiştir.)  -GÜLLÜPINAR, Fuat (2012) Göç Olgusunun Ekonomi-Politiği ve Uluslararası Göç Kuramları Üzerine Bir Değerlendirme, Yalova Sosyal bilimler Dergisi, Year 2012, Volume 2 , Issue 4, s.53-85. https://dergipark.org.tr/en/download/article-file/800901  -FAİST, Thomas (2000), The Volume and Dynamics of International Migration and Transnational Social Spaces (Oxford and New York: Oxford University Press).  - ERDOĞAN, MURAT, KAYA, AYHAN (2015) Türkiye’nin Göç Tarihi: 14. Yüzyıldan Günümüze Türkiye’ye Göçler, Bilgi Üniversitesi yayınevi, İstanbul.  -GEDDES, ANDREW (2003) The Politics of Migration and Immigration in Europe, London: SAGE.  -FAIST, T. (2000). The Volume and Dynamics of International Migration and Transnational Social Spaces, Oxford University Press: Chapter 1 and 2: 1-59  -İÇDUYGU, Ahmet (2004), Transit Migration in Turkey: Trend, Patterns, and Issues;, CARIM Report.  -ADIGÜZEL, Yusuf (2019) 3. Baskı, Göç Sosyolojisi, Nodel Yayınevi, İstanbul.  - GÖLE, NİLÜFER (2015) Gündelik Yaşamda Avrupalı Müslümanlar: Avrupa Kamusal Alanındaki İslam İhtilafları Üzerine Bir Araştırma, Metis Yayınları.  -GÖLE, NİLÜFER (2014) Mahremin Göçü, Hayy Kitap.  -GÖLE, NİLÜFER (2010) İslam ve Avrupa, Metis Yayınları.  -YURDUSEV, Ahmet Nuri (1997)   Avrupa Kimliğinin Oluşumu ve Türk Kimliği; in Atila Eralp (ed.) Türkiye ve Avrupa: Batılılaşma, Kalkınma ve Demokrasi Ankara: İmge Yayınları, 1997.  - İÇDUYGU, AHMET, KİRİŞÇİ, KEMAL (der.) (2009) Land of Diverse Migrations: Challenges of Emigration and Immigration in Turkey – Bilgi Üniversitesi Yayınları, İstanbul.  -GÜR, Timur Han &amp; URAL, Emel (2004) Türkiye’de Kentlere Göçün Nedenleri, Hacettepe Üniv. İİBF Dergisi, Cilt:22, Sayı:1, s.23-38. https://dergipark.org.tr/en/download/article-file/309171  -İÇDUYGU, A., SİRKECİ, I.  and AYDİNGÜN, I. (eds.) (1998). Türkiye’de İçgöç [Internal Migration in Turkey], Tarih Vakfı Yayınları, Istanbul, Turkey. | | | | | | | | | | | | | | | | | | | |
| Weitere Quellen | | -HUYSMANS, Jey (2000), “The European Union and the Securitization of Migration“, Journal of Common Market Studies, 38 (5), 751–777.  -GEDDES, Andrew (2005), “Europe’s Border Relationships and International Migration Relations”, Journal of Common Market Studies, 43 (4), 787–806.  -KAYA, AYHAN (2019) Populism And Heritage in Europe Lost in Diversity and Unity, Routledge.  -KAYA, AYHAN (2019) Turkish Origin Migrants and their Descendants: Hyphenated Identities in Transnational Space. London: Palgrave  -BRUBAKER, Rogers (1992). Citizenship and Nationhood in France and Germany. Cambridge: Harvard University Press.  -NAUJOKS, D. (2009) Dual citizenship. The discourse on ethnic and political boundarymaking in Germany, Focus Migration, policy brief no. 14 A. | | | | | | | | | | | | | | | | | | | |
| Lernmaterialien | | | | | | | | | | | | | | | | | | | | | |
| Dokumente | | - | | | | | | | | | | | | | | | | | | | |
| Hausaufgaben | | - | | | | | | | | | | | | | | | | | | | |
| Prüfungen | | - | | | | | | | | | | | | | | | | | | | |
| Zusammensetzung des Moduls | | | | | | | | | | | | | | | | | | | | | |
| Mathematik und Grundlagenwissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Ingenieurwesen | |  | | | | | | | | | | | | % | | | | | | | |
| Konstruktionsdesign | |  | | | | | | | | | | | | % | | | | | | | |
| Sozialwissenschaften | |  | | | | | | | | | | | | 50% | | | | | | | |
| Erziehungswissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Naturwissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Gesundheitswissenschaften | |  | | | | | | | | | | | | % | | | | | | | |
| Fachkenntnis | |  | | | | | | | | | | | | 50% | | | | | | | |
| Bewertungssystem | | | | | | | | | | | | | | | | | | | | | |
| Aktivität | | **Anzahl** | | | | | | | | | | | | **Gewichtung in Endnote (%)** | | | | | | | |
| Zwischenprüfungen | | 1 | | | | | | | | | | | | 40 | | | | | | | |
| Quiz | |  | | | | | | | | | | | |  | | | | | | | |
| Hausaufgaben | |  | | | | | | | | | | | |  | | | | | | | |
| Anwesenheit | |  | | | | | | | | | | | |  | | | | | | | |
| Übung | |  | | | | | | | | | | | |  | | | | | | | |
| Projekte | |  | | | | | | | | | | | |  | | | | | | | |
| Abschlussprüfung | | 1 | | | | | | | | | | | | 60 | | | | | | | |
| Summe | | | | | | | | | | | | | | **100** | | | | | | | |
| ECTS Leistungspunkte und Arbeitsaufwand | | | | | | | | | | | | | | | | | | | | | |
| Aktivität | | **Anzahl** | | | | | **Dauer** | | | | | | | **Gesamtaufwand (Stunden)** | | | | | | | |
| Vorlesungszeit | | 15 | | | | | 3 | | | | | | | 45 | | | | | | | |
| Selbsstudium | |  | | | | |  | | | | | | |  | | | | | | | |
| Hausaufgaben | |  | | | | |  | | | | | | |  | | | | | | | |
| Präsentation / Seminarvorbereitung | |  | | | | |  | | | | | | |  | | | | | | | |
| Zwischenprüfungen | | 1 | | | | | 1,5 | | | | | | | 50 | | | | | | | |
| Übung | |  | | | | |  | | | | | | |  | | | | | | | |
| Labor | |  | | | | |  | | | | | | |  | | | | | | | |
| Projekte | |  | | | | |  | | | | | | |  | | | | | | | |
| Abschlussprüfung | | 1 | | | | | 2 | | | | | | | 55 | | | | | | | |
| Summe Arbeitsaufwand | | | | | | | | | | | | | | **150** | | | | | | | |
| ECTS Punkte (Gesamtaufwand / Stunden) | | | | | | | | | | | | | | **5** | | | | | | | |
| Lernergebnisse | | | | | | | | | | | | | | | | | | | | | |
| 1 | Die Studierenden analysieren die Konzepte von Migration, Diaspora und Flüchtlingen eingehend. | | | | | | | | | | | | | | | | | | | | |
| 2 | Die Studierenden äußern sich zu Entwicklungen in den Bereichen Migration, Diaspora und Flüchtlinge in der Welt. | | | | | | | | | | | | | | | | | | | | |
| Wöchentliche Themenverteilung | | | | | | | | | | | | | | | | | | | | | |
| 1 | Migration und Arten der Migration | | | | | | | | | | | | | | | | | | | | |
| 2 | Migrationstheorien , der Hintergrund der menschlichen Mobilität und die europäische und weltweite Trends in der Türkei | | | | | | | | | | | | | | | | | | | | |
| 3 | Migration und Identität | | | | | | | | | | | | | | | | | | | | |
| 4 | Freiwillige Migration, Binnenmigration , interne Migration in der Türkei | | | | | | | | | | | | | | | | | | | | |
| 5 | Freiwillige Einwanderung-II, externe Einwanderung / transnationale Migration / Staatsbürgerschaft | | | | | | | | | | | | | | | | | | | | |
| 6 | Arbeitermigrationen | | | | | | | | | | | | | | | | | | | | |
| 7 | Diaspora und die Türkei Ursprung im Ausland | | | | | | | | | | | | | | | | | | | | |
| 8 | Erzwungene Migration, Flüchtlinge in der Türkei | | | | | | | | | | | | | | | | | | | | |
| 9 | Unregelmäßige Migration | | | | | | | | | | | | | | | | | | | | |
| 10 | Migration und Sicherheit | | | | | | | | | | | | | | | | | | | | |
| 11 | Migration und Entwicklung | | | | | | | | | | | | | | | | | | | | |
| 12 | Koexistenzmodelle | | | | | | | | | | | | | | | | | | | | |
| 13 | Migrationsmanagement in der Welt und in der Türkei | | | | | | | | | | | | | | | | | | | | |
| 14 | Allgemeine Bewertung | | | | | | | | | | | | | | | | | | | | |
| 15 | Abschlussprüfung | | | | | | | | | | | | | | | | | | | | |
| Beitrag der Lernergebnisse zu den Lernzielen des Programms (1-5) | | | | | | | | | | | | | | | | | | | | | |
|  | **P1** | | **P2** | | **P3** | | | | **P4** | **P5** | | | | | **P6** | | | | | | **P7** |
| 1 | 5 | | 5 | | 5 | | | | 5 | 5 | | | | | 5 | | | | | | 5 |
| 2 | 5 | | 5 | | 5 | | | | 5 | 5 | | | | | 5 | | | | | | 5 |
| Beitragsgrad: 1: Sehr Niedrig 2: Niedrig 3: Mittel 4: Hoch 5: Sehr Hoch | | | | | | | | | | | | | | | | | | | | | |
| https://obs.tau.edu.tr/oibs/bologna/progLearnOutcomes.aspx?lang=tr&curSunit=5767 | | | | | | | | | | | | | | | | | | | | | |
| Erstellt von: | | | Wis. Mit. Ramazan Emre Midilli | | | | | | | | | | | | | | | | | | |
| Datum der Aktualisierung: | | | 28.04.2022 | | | | | | | | | | | | | | | | | | |