



Sociological studies of migration and forced displacement

Syllabus

Details of the discipline

Level of Higher Education	The Second (master's level)
Field of Knowledge	<i>05 - social and behavioral sciences</i>
Speciality	<i>054 Sociology</i>
Educational Program	<i>Conflict Resolution and Mediation</i>
Status of Discipline	<i>Normative</i>
Form of Learning	<i>Full-time/Distance Learning</i>
Year of Education, Semester	<i>1 year, the first semester</i>
ECTS	<i>4 credits</i>
Form of Control	<i>Exam</i>
Schedule	<i>Lecture per one week and Practical Classes per one week</i>
Language	<i>English</i>
Information about course leader / teachers	Lecturer: <i>Maksym Yenin, PhD, associate professor,</i> <i>e-mail: yeninmaksym@gmail.com</i> Practical Classes: <i>Maksym Yenin, PhD, associate professor,</i> <i>e-mail: yeninmaksym@gmail.com</i>
Course placement	Moodle KPI named Igor Sikorsky

Curriculum of the discipline

1. Description of the discipline, its purpose, subject of study and learning outcomes

The main purpose of the discipline: the formation of students' ability to analyse migration processes, identify features and factors of interaction of migration and other social processes, apply special methods of its study. The course orients undergraduates on the basic concepts, problems and theories that exist in the subject field of sociology of migration, aimed at learning about the nature, scale, dynamics, causes of migration in today's globalized society, empirical research methods in this field of knowledge. The main tasks: to identify the role of migration as a factor of social transformation in the context of globalization; identify the relationship between migration, socio-political, economic, cultural changes in society; consider the possibility of regulating migration processes; consider the features of the policy of integration of migrants into the host society; to consider IDPs as a social group with special needs, features of state policy, as well as interaction of state bodies with business and civil society on the adaptation and integration of internally displaced persons in Ukraine.

Communication with the teacher is possible and will be encouraged in the classroom, as well as within two hours of consultations with the teacher, which are held according to the schedule available on the website of the Department of Sociology.

In accordance with the requirements of the educational and professional program, the purpose of the discipline is to form students' abilities:

- develop research programs and conduct their own sociological research;
- adhere to the principles of professional ethics and understand the possible consequences of their professional activities for participants in research and social projects, mediation procedures, as well as the general public;
- present sociological research and social projects in a foreign language;
- apply tools for conflict risk assessment and early prevention of conflicts in different spheres of life and at different levels of interaction of social actors.

The task of the discipline is the formation of the following learning outcomes:

1) knowledge about:

- theoretical concepts of studying migration processes;
- the main causes of migration processes;
- the dynamics of migration processes in modern society;
- methods of sociological analysis of migrations and migrants;
- features of regulation of migration processes;
- policy and management approaches to the integration of migrants and IDPs in social communities.

2) skills:

- use relevant sociological concepts, concepts and results of empirical research to describe and explain social phenomena and processes;
- apply sociological theories of conflict, peacekeeping and mediation, features of its transformation and use in practice;
- use information technology to organize and ensure own professional activities in the field of sociology and conflict resolution.

As a result of mastering the discipline students will be able to:

- work with statistical data;
- compare the main sociological theories of migration;
- identify trends in migration processes;
- develop their own management approaches to work with migrants and IDPs;
- to use the knowledge and skills received within the given discipline in professional activity.

Prerequisites and post-requisites of the discipline (place in the structural and logical scheme of education according to the relevant educational program)

The course is primarily related to methodological disciplines.

The content of the discipline

Full-time

Names of sections and topics	Number of hours				
	Total	including			
		Lectures	Seminars	Laboratory (computer workshop)	Independent work of students
1	2	3	4	5	6
Section 1. Theoretical and methodological aspects of the study of migration processes and internally displaced persons					
Topic 1. Migration processes as an object of sociology of migration	10	2	2		6
Topic 2. Formation of the theory of migration: neoclassical theory, structural-historical approach, the theory of "pull-push".	10	2	2		6
Topic 3. Sociological theories of assimilation. Theories of migration in the context of globalization	10	2	2		6
Topic 4. Modern migration trends in the world	10	2	2		6
Topic 5. Formation of migration potential of Ukraine	10	2	2		6
Total for section 1.	50	10	10		30
Section 2. Migration and various spheres of public life					
Topic 6. Migration trends in Ukraine. External and internal migration trends of the Ukrainian population	10	2	2		6
Topic 7. Labour migration: social consequences and ways of regulation	10	2	2		6
Topic 8. IDPs as a social group in the social structure of the Ukrainian population. Adaptation and integration of IDPs	10	2	2		6
Topic 9. Factors and barriers to social adaptation of forced migrants	10	2	2		6
Together under section 2	40	8	8		24
Hours in general	90	18	18		54

Training materials and resources

For successful study of the discipline it is enough to study the educational material, which is taught in lectures, as well as to get acquainted with the literature.

Basic literature

1. Балакірієва О. Вимушені переселенці та приймаючі громади: уроки для ефективної суспільної адаптації й інтеграції (наукова доповідь). НАН України, ДУ «Ін-т екон. та прогнозув. НАН України». К., 2016. 140 с.
2. Доклад ООН: США и Россия – лидеры по числу мигрантов. URL: https://www.bbc.com/russian/russia/2013/09/130912_un_migration_statistics.shtml
3. Звіт національної системи моніторингу ситуації з ВПО червень 2020 року. URL: https://iom.org.ua/sites/default/files/nms_round_14_ukr_web.pdf
4. Ивахнюк И. Развитие миграционной теории в условиях глобализации // Век глобализации. 2015. №1. С. 36 – 51. URL: http://www.socionauki.ru/journal/files/vg/2015_1/pdf/036-051.pdf.
5. Ивахнюк И. Развитие миграционной теории в условиях глобализации (продолжение) // Век глобализации. 2016. №1-2. С. 26 – 43.
6. Лібанова Е. Зовнішні трудові міграції українців: масштаби, причини, наслідки // Демографія та соціальна економіка. 2018. № 2. С. 10 – 26.
7. Лібанова Е. Зовнішня трудова міграція з України: вплив Ковід-19 // Демографія та соціальна економіка. 2020. № 4 (42). С. 25 – 40.
8. Українське суспільство: міграційний вимір : нац. доповідь / Інститут демографії та соціальних досліджень ім. М. В. Птухи НАН України. К., 2018. 396 с.
9. Юдина Т. Н. Социология миграции: Учебное пособие для вузов. М: Академический Проект, 2006. 272 с.

Secondary literature

1. <http://www.sociology.kpi.ua/literature> - кафедра соціології КПІ ім.Ігоря Сікорського
2. Адедиран А. Ключевые вехи становления современной теории миграции в работах западных ученых XX века Вестник РУДН, серия Социология. 2015. № 1. С. 35 – 41.
3. Алешковский И. Тенденции международной эмиграции миграции населения в современной России в условиях глобализации. URL: <https://cyberleninka.ru/article/v/tendentsii-mezhdunarodnoy-migratsii-naseleniya-v-sovremennoy-rossii-v-usloviyah-globalizatsii>
4. Батаева Е., Попова О. Факторы и барьеры социальной адаптации вынужденных мигрантов // Вісник НТУУ «КПІ». Політологія. Соціологія. Право. 2018. №4. С. 20 – 27.
5. Батаева Е., Попова О. Социокультурный капитал вынужденных мигрантов: теория и проблема измерения // Вісник Харківського національного університету імені В.Н. Каразіна, 2017. С. 41 – 52.
6. Безрукова О. Роль семьи в формировании гражданской идентичности детей мигрантов // Социс. 2018. №4. С. 43 – 53.
7. Бондарь Р. Табор уходит в пекло: о поджогах, ненависти по этническому признаку и ромских семьях Русановских садов. URL: <https://commons.com.ua/ru/tabor-uhodit-v-peklo>
8. Болдышева Н. Предпринимательство иммигрантов в США: уроки для России. URL: <http://ecsocman.hse.ru/socis/msg/18911923.html>
9. Варшавер Е. Интеграция мигрантов: что это и какую роль может играть государство // Журнал исследований социальной политики. 2016. №3. С. 313 – 330.
10. Вишневский А., Денисенко М. Миграции в глобальном мире. URL: <https://conf.hse.ru/data/2016/04/14/1129619227/Миграции.docx>
11. Внутренняя миграция: куда едут украинцы в поисках лучшей жизни. URL: <https://www.segodnya.ua/economics/enews/vnutrennyaya-migraciya-kuda-edut-ukraincy-v-poiskah-luchshey-zhizni-1118542.html>
12. Гірник Г. Стан вищої освіти в Україні як чинник формування міграційних установок української молоді // Youth in Central and Eastern Europe. Sociological Studies. 2017. №1. С. 22 – 32.

13. Грник Г. Ціннісні орієнтири у формуванні та реалізації життєвих стратегій українських освітніх мігрантів // Соціальні виміри суспільства. Збірник наукових праць. 2017. Випуск 9. С. 277 – 284.
14. Гриневич Л. У чому полягає освітня проблема на Буковині? URL: <https://pogliad.ua/news/education/ministr-osviti-vvazhae-scho-chernivecka-oblast-pase-zadnih-po-zno-z-ukrayinskoyi-movi-cherez-nacmenshini-309856>
15. Іващенко Є. Внутрішньо переміщені особи: реалії та перспективи // Соціологія, теорія, методи, маркетинг. 2019. №1. С. 181 – 188.
16. Козлова М. Стигма расы // Журнал исследований социальной политики. 2016. №3. С. 347 – 362.
17. Костенко В. Теории миграции: от ассимиляции к транснационализму // Журнал социологии и социальной антропологии. 2014. №3. С. 62 – 76.
18. Кириллова А. Вовлеченность в религиозные практики как фактор интеграции мигрантов // Социс. 2016. №2. С. 119 – 128.
19. Курило И. Низкая рождаемость – не главная демографическая проблема Украины. URL: <https://www.segodnya.ua/ukraine/nizkaya-rozhdaemost-ne-glavnaya-demograficheskaya-problema-ukrainy-intervyu-s-sociologom-1115497.html>
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22. Майданік І. П. Мігранти у великих містах України: склад і соціально-економічна залученість // Український соціум. 2020. № 3 (74): 91–103.
23. Малиновська О. А. Трудова міграція: соціальні наслідки та шляхи реагування. URL: <http://www.niss.gov.ua>
24. Медіна Т., Варга Н. Міграційні орієнтації випускників національних меншин пограничних регіонів Чернівецької та Закарпатської областей (За результатами фокус-груп) // Youth in Central and Eastern Europe. Sociological Studies. 2017. №1. С. 6 – 21.
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26. Овечкина Я. В. Интернет-сообщество дауншифтеров: особенности стиля жизни // Социс. 2016. № 4. С. 131 – 137.
27. Пинчук О. Рынки и рестораны Москвы: сетевые сообщества трудовых мигрантов из Азербайджана // Журнал исследований социальной политики. 2017. №2. С. 251 – 266.
28. Петрушина Т. Соціологічні показники стану ринку праці України: актуальні проблеми та виклики // Українське суспільство: моніторинг соціальних змін. 2018. С. 139 – 147.
29. Погуляйло Т. О. Ресурсний підхід у дослідженні адаптації внутрішньо переміщених осіб // Вісник Національного технічного університету України “Київський політехнічний інститут”. Політологія. Соціологія. Право : зб. наук. праць. Київ, 2021. № 1 (49). С. 44 – 50.
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33. Ручка А., Танчер В. Багатокультурність: чинники, проблеми, нові перспективи суспільного розвитку Український соціологічний журнал. 2017. № 1–2. С. 9 – 16.
34. Селещук Г. Соціальний капітал спільнот українських мігрантів: теоретизації та досвід емпіричного дослідження // Український соціологічний журнал. 2019. Випуск 22. С. 52 – 59.
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53. Todaro M. P., Maruszko L. Illegal Migration and US Immigration Reform: A Conceptual Framework // Population and Development Review. 1987. No. 13. Pp. 102–114.
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Educational content

Methods of mastering the discipline (educational component)

Full-time

Lectures

№ з/п	The title of the lecture topic and a list of key issues (tasks for independent work of the student)
1	<p>Topic 1. Migration processes as an object of sociology of migration</p> <p>Main questions: Migration process as an object of sociological analysis. Historical types of migration. Globalism and anti-globalism as extreme ideological positions in the regulation of migration. Sociology of migration in the structure of sociological knowledge. Typology of migration processes.</p> <p>TIW: Migratory identity and the identity of a potential migrant.</p>

	Literature: Юдина, 2006; Українське суспільство: міграційний вимір : нац. доповідь / Інститут демографії та соціальних досліджень ім. М. В. Птухи НАН України, 2018; Ровенчак, 2018; Castles, 2000.
2	<p>Topic 2. Formation of the theory of migration: neoclassical theory, structural-historical approach, the theory of "pull-push".</p> <p>Main questions: Formation of the modern theory of migration. "Laws of Migration" by E. Ravenstein. Neoclassical theory of migration. Structural-historical approach. The theory of world systems and the concept of a new international economic order.</p> <p>TIW: The model of migration as a balance of gravity and repulsion E. Lee.</p> <p>Literature: Ивахнюк, 2015; Адедиран, 2015; Блантер, 2007; Юдина, 2006; Ravenstein, 1885; Lee, 1966.</p>
3	<p>Topic 3. Sociological theories of assimilation. Theories of migration in the context of globalization</p> <p>Main questions: The theory of assimilation of migrants of the Chicago School of Sociology. The theory of assimilation is revised. Theory of segmental assimilation. Theory of multiculturalism. Theory of migration networks. The theory of transnationalism. The concept of migration systems. The concept of migratory interdependence.</p> <p>TIW: Intellectual migration as a tool in the competition of modern countries.</p> <p>Literature: Юдина, 2006; Ивахнюк, 2016; Костенко, 2014; Saasen, 1998.</p>
4	<p>Topic 4. Modern migration trends in the world</p> <p>Main questions: Increasing the volume and expanding the geography of migration. Increasing the diversity of socio-cultural characteristics of migrants. Expansion of forced migration. Feminization of migration movements. Emigration and solving employment problems.</p> <p>TIW: Key migration strategies.</p> <p>Literature: Юдина, 2006; Вишневский, електронний ресурс; Алешковский, електронний ресурс; Доклад ООН, електронний ресурс.</p>
5	<p>Topic 5. Formation of migration potential of Ukraine</p> <p>Main questions: Causes and preconditions for the development of migration processes. Social and socio-psychological characteristics of potential Ukrainian labour migrants.</p> <p>TIW: Higher education in Ukraine as a factor in the formation of migration attitudes of Ukrainian youth.</p> <p>Literature: Українське суспільство: міграційний вимір : нац. доповідь, 2018; Гірник, 2017; Райт, електронний ресурс; Медіна, 2017.</p>
6	<p>Topic 6. Migration trends in Ukraine. External and internal migration trends of the Ukrainian population</p> <p>Main questions: The scale and direction of labour migration of Ukrainians. Causes of migration. Consequences of migration. Components of external migration. Possibilities of state influence to stop the outflow of migrants abroad.</p> <p>TIW: Internal migration movements.</p> <p>Literature: Українське суспільство: міграційний вимір : нац. доповідь, 2018; Лібанова, 2018; Миграция из Украины растет и приближается к критической. Данные 2018 года, електронний ресурс; Курило, електронний ресурс.</p>
7	<p>Topic 7. Labour migration: social consequences and ways of regulation</p> <p>Main questions: The impact of labour migration on trends in socio-economic development. Impact on the demographic situation and the labour market. The value of migrant remittances and contributions to human capital. The impact of labour migration on the family and the upbringing of children. Responses to the challenges of labour migration. Urgent tasks for solving the problems of labour migration. Managing labour migration in a globalizing world: finding new ways.</p> <p>TIW: Implications of labour migration for social security. Illegal migration and crime. Migrants in big cities.</p> <p>Literature: Майданік, 2020; Малиновська, електронний ресурс; Ивахнюк, 2011; Gusetoiu Alexandru, 2015. Українське суспільство: міграційний вимір : нац. доповідь, 2018; Петрушина, 2018.</p>
8	Topic 8. IDPs as a social group in the social structure of the Ukrainian population. Adaptation and

	<p>integration of IDPs</p> <p>Main questions: Definition of IDPs in legal documents. Reasons for forced migration from Donbass and Crimea. Concepts and criteria for adaptation and integration of internally displaced persons.</p> <p>TIW: Conditions for revocation of immigrant status. Social capital of internally displaced persons and ways to strengthen it. Directions for optimizing the policy of adaptation and integration of IDPs.</p> <p>Literature: Тітар, 2016; Балакірева, 2016; Українське суспільство: міграційний вимір: нац. доповідь, 2018; Іващенко, 2019. Звіт національної системи моніторингу ситуації з ВПО червень 2019 року.</p>
9	<p>Topic 9. Factors and barriers to social adaptation of forced migrants</p> <p>Main questions: Forced migration and levels of social integration into the host community. Factors of social adaptation of migrants. Social barriers to adaptation of migrants.</p> <p>TIW: Religious practices and integration of migrants. Multiculturalism as a cultural strategy.</p> <p>Literature: Батаєва, 2017; Кириллова, 2016; Балакірева, 2016; Ляпина, 2017; Ручка, 2017.</p>

The main tasks of the cycle of seminars (practical) classes:

to form in students:

- ability to work with scientific literature;
- take an active part in the discussion;
- formulate and defend their position;
- develop presentations on key topics.

Seminar (practical) classes

№ з/п	Topic title and list of main questions
1	Topic 1. Migration processes as an object of sociology of migration Questions in the lecture.
2	Topic 2. Formation of the theory of migration: neoclassical theory, structural-historical approach, the theory of "pull-push". Questions in the lecture.
3	Topic 3. Sociological theories of assimilation. Theories of migration in the context of globalization Questions in the lecture.
4	Topic 4. Modern migration trends in the world Questions in the lecture.
5	Topic 5. Formation of migration potential of Ukraine Questions in the lecture.
6	Topic 6. Migration trends in Ukraine. External and internal migration trends of the Ukrainian population.
7	Topic 7. Labour migration: social consequences and ways of regulation Questions in the lecture.
8	Topic 8. IDPs as a social group in the social structure of the Ukrainian population. Adaptation and integration of IDPs
9	Topic 9. Factors and barriers to social adaptation of forced migrants Questions in the lecture.

Independent work of student

1.	<p>Topic. Sociocultural capital of forced migrants: theory and measurement problem.</p> <p>IWS: The concept of socio-cultural capital. Empirical indicators of sociocultural capital of forced migrants.</p> <p>Literature: Батаєва, 2017.</p>
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2.	<p>Topic. Situations with IDPs in Ukraine: results of national monitoring IWS: Characteristics of IDPs and their households. Employment of IDPs. Welfare of IDPs. Access to social services. IDP mobility. Integration into local communities. IDPs who have returned to the territory are not controlled by the government. Literature: Звіт національної системи моніторингу. Ситуації з внутрішньо переміщеними особами за 2019 рік; Титар, 2016; Українське суспільство: міграційний вимір : нац. доповідь, 2018; Іващенко, 2019; Sasse Gwendolyn, 2020.</p>
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Policy and control

The policy of the discipline (educational component)

Working on the course material credit module, students will perform tasks to seminars, home quiz in the form of creative essay writing modular test and pass the oral exam (annex Syllabus). These jobs contribute to deepening the theoretical knowledge of students on selected topics of the module, develop skills of independent work with primary sources, contribute to the formation of theoretical thinking and sociological imagination.

Attendance and performance of tasks

It will be difficult for a student to properly prepare for a practical lesson and test if he or she misses lectures. For students who want to demonstrate excellent learning outcomes, active work in lectures is necessary. However, it is not necessary to work out the missed lectures.

Active student participation in practical classes is mandatory. The student's rating will be largely formed based on the results of his work in practical (seminar) classes. Each missed practical lesson (regardless of the reasons for skipping) reduces the final rating of the student in the discipline. There is no specific number of missed practical classes that will require independent study by the student of relevant topics (tasks) and additional communication in this regard with the teacher. At the same time, a student who missed practical classes may receive a low grade, which will not allow him to enter the exam. In this case, the topics from the missed seminars must be studied, and practical tasks must be completed. The control of knowledge (understanding) of the student of the missed subjects (performance of tasks) will take place during communication with the teacher according to the schedule of consultations available on a site of chair of sociology or during a break in educational employment. The student who completes the relevant tasks (answers the questions) will receive the appropriate points for the rating depending on the quality of the answers (task completion).

Students who missed practical classes may not allow the final rating to decrease by timely (during the semester) working on the relevant topics and completing the tasks provided for missed classes. It is not necessary to wait for the approach of the credit-examination session for the appropriate communication with the teacher. It is worth doing this as soon as the student is ready to demonstrate their knowledge and skills on missed topics.

Topics and tasks for practical classes are provided by syllabus, available from the student's personal account in the system "Campus" or Moodle.

The use of laptops, smartphones, written notes is allowed in lectures and practical classes, but only for the purposes determined by the topic of the lesson and the relevant thematic task. It is not necessary to answer the teacher's questions while reading from the screen of a smartphone, laptop, textbook or notes. This characterizes the level of preparation of the student is not the best. The student's answers can be based on improvised materials, but should be free from reading the text.

Forms of work

Lectures and seminars are held in accordance with the requirements of regulatory and methodological documents and rating system for assessing students' knowledge. Computer presentations with coverage of the main provisions of the topics, taking into account the topics of classes: textbooks, manuals and dictionaries of sociology are used in the lectures.

In seminars, students discuss lecture materials, texts of articles, sociological research, primary sources and professional comments on their content. The seminar gives an opportunity to assess, on the one hand, the level of preparation for it (speech, participation in the discussion, expression of one's own opinion), on the other - to master the tasks of module control. The results of the student's work are evaluated by the teacher according to the current scoring system and indicate the effectiveness of control over the student's work. Criteria for evaluating the performance of seminar tasks are: logical sequence of answers; completeness of disclosure of each issue; analytical reasoning in response; references to sources; validity of personal conclusions.

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>. (other necessary information regarding academic integrity)

Norms of ethical behavior

Norms of ethical behavior of students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Kyiv Polytechnic Institute named after Igor Sikorsky". Details: <https://kpi.ua/code>.

Types of control and rating system of evaluation of learning outcomes (RSE)

Current control: survey on the topic of the lesson, task performance.

Calendar control: conducted twice a semester as a monitoring of the current state of compliance with the requirements of the syllabus.

Semester control: exam.

Evaluation and control measures

The student's rating consists of the points he receives for:

- 1) Work on seminars
- 2) Module control work
- 3) Exam
- 4) Rewards points

Calculation of weight points

The rating system of the credit module consists of the sum of the student's points for all completed control measures during the semester (R_D).

1. Answers to seminars.

Weight score - 7 points when answering most questions. The maximum number of points in all practical classes is equal $r_{sem} = 7 \text{ points} * 9 = 63 \text{ points}$.

2. Module control work. Weight score = 10 points.

3. Exam = 50 points.

Rewards points

Writing texts for the conference - 5 points.

Writing and publishing an article on the problem studied in the discipline in a professional journal not lower than category B - 5-10 points.

Active work at lectures: participation in discussions on problematic issues - 1-2 points.

Conditions for positive intermediate certification:

To receive "passed" from the first intermediate attestation the student must have not less than 21 points, to receive "passed" from the second intermediate attestation the student must have not less than 21 points.

Conditions for admission to the exam:

The condition for admitting a student to the exam is to obtain a preliminary rating of at least 42 points.

The student will receive the highest rating if he takes an active part in the seminars, mostly provides complete and reasoned answers, presents them logically, expresses his own position on debatable issues, demonstrates signs of theoretical thinking and sociological imagination.

Proper preparation of a student for a practical lesson will take an average of 1.5-2 hours.

Detailed expectations from the work of students in each practical lesson, planned for each lesson learning outcomes can be found in the work program of the discipline.

The teacher evaluates the student's work in each practical lesson, but the specific total number of points for work in practical lessons is set by the teacher during the first and second stages of intermediate certification - in the eighth and sixteenth weeks of study, respectively. The student's rating as of the 8th week (according to the results of work on 6-8 practical classes) and the 16th week (according to the results of work on the next 6-8 practical classes) of training is reported to the student in class or in the personal office of the electronic campus.

The student may appeal the teacher's assessment by submitting a complaint to the teacher no later than the next day after the student's acquaintance with the teacher's grade. The complaint will be considered according to the procedures established by the university.

Table of correspondence of rating points to grades on the university scale:

<i>Scores</i>	<i>Mark</i>
100-95	Perfectly
94-85	Very good
84-75	Fine
74-65	Satisfactorily
64-60	Enough
Less than 60	Not allowed
Admission conditions are not met	Not allowed

1. Additional information on the discipline (educational component)

Recommendations for students

Working on the lecture, the student should take notes of the basic concepts, features, classifications, definitions, algorithms, which will be described by the teacher. This will allow the student to better present their position (opinion), critically evaluate the positions (opinions) of other students, ask questions to the teacher and students. The amount of learned material and the depth of its understanding will increase. Preparing for the practical lesson of the student, it is desirable to study the lecture material on a particular topic, to get acquainted with additional resources in the bibliography. If the student is not familiar with the study material, he should listen more carefully to the speakers, and thanks to the information received, try to compensate for the shortcomings of preparation for the lesson. You should not refuse to answer the teacher's questions. Even if the student does not know the answer, it is advisable to try to answer, express their opinion based on their own knowledge, experience, logic of the question and so on. At the same time, one should not be afraid to make mistakes - one of the important tasks of studying social and humanitarian disciplines is to develop skills

of logical thinking, conducting discussions and expressing one's own opinions. However, it should be remembered that ignorance of the material of the discipline is a significant disadvantage of the student's work and will negatively affect his overall rating.

Distance Learning

Synchronous distance learning using video conferencing platforms and a distance learning educational platform at the university is possible.

Inclusive education

Allowed

Appendix 1.

Questions to the MCW. Essay writing (up to 5 pages).

When writing an essay, demonstrate your position on the topic of the essay and the issues rising in publications.

Topic to choose from:

1. Policy of adaptation and integration of internally displaced persons.
2. The policy of regulating migration processes in the modern world.
3. The policy of multiculturalism.
4. Factors and consequences of migration processes.

Appendix 2.

Exam questions.

1. Migration process as an object of sociological analysis. Historical types of migration. Globalism and anti-globalism as extreme ideological positions in the regulation of migration.
2. Sociology of migration in the structure of sociological knowledge. Typology of migration processes.
3. "Laws of Migration" by E. Ravenstein. Neoclassical theory of migration. Structural-historical approach.
4. The theory of world systems and the concept of a new international economic order.
5. The model of migration as a balance of gravity and repulsion E. Lee.
6. Threats to the scale of migration abroad for the development of Ukraine. Dynamics of flows of migrants from Ukraine (by countries). Internal migration movements.
7. Theories of migration. History of the development of the theory of assimilation, the concept of "melting pot" and its critique, the theory of segmental assimilation.
8. Multiculturalism and transnationalism as leading theoretical paradigms of migration.
9. Theory of social networks.
10. The theory of assimilation of migrants of the Chicago School of Sociology.
11. Revised theory of assimilation. Theory of segmental assimilation.
12. The theory of multiculturalism.
13. Theory of migration networks.
14. The theory of transnationalism.
15. The concept of migration systems.
16. The concept of migratory interdependence.
17. Modern migration trends in the world.
18. Causes and prerequisites for the development of migration processes in Ukraine. Social and socio-psychological characteristics of potential Ukrainian labour migrants.
19. Higher education in Ukraine as a factor in the formation of migration attitudes of Ukrainian youth.
20. The scale and direction of labour migration of Ukrainians. Causes and consequences of migration. Possibilities of state influence to stop the outflow of migrants abroad.
21. IDPs as a social group in the social structure of the Ukrainian population. Adaptation and integration of IDPs.

22. Definition of IDPs in legal documents. Reasons for forced migration from Donbass and Crimea. Concepts and criteria for adaptation and integration of internally displaced persons.
23. Conditions for revocation of immigrant status.
24. Social capital of internally displaced persons and ways to strengthen it. Directions for optimizing the policy of adaptation and integration of IDPs.
25. Factors of social adaptation of migrants. Social barriers to adaptation of migrants.
26. Religious practices and integration of migrants.
27. Multiculturalism as a cultural strategy.

Work program of the discipline (syllabus):

Compiled by Maksym Yenin, PhD, Associate Professor, Associate Professor of the Department of Sociology,

Approved by the department _____ (protocol № __ from _____)

Approved by the Methodical Commission of the faculty (protocol № __ from _____)