

ACADEMIC PROGRAM
BETWEEN TWO WORLDS: LIFE IN MIGRATION

A. General Information

1. Academic Unit	VICERRECTORÍA DE PREGRADO					
2. Degree	PUBLIC RESPONSIBILITY TRACK					
3. Course Name	BETWEEN TWO WORLDS: LIFE IN MIGRATION					
4. Code	CLDR20252					
5. Location in Curriculum	Bachelor					
6. Credits	4					
7. Course Type	Mandatory		Elective	X	Optional	
8. Duration	Bimestral	X	Semestral		Annual	
9. Weekly Modules	Theoretical	2	practical Classes		Assistantship	
10. Academic Hours	Classes	32	Teaching Assistantship			
11. Prerequisite	None					

B. Contribution to the Graduate's Profile:

Taking into account the changes in the work environment, mainly those that have to do with the global environment, diversity and an interdisciplinary perspective, Universidad del Desarrollo has proposed to train its students through an Educational Project that, together with delivering a solid disciplinary training and in coherence with the needs of the world of work, develops in students new skills, competencies and knowledge that allow them to successfully face the professional scenario that awaits them at the end of their undergraduate training.

In this context, the Track courses or thematic routes arise, with the purpose of contributing through extradisciplinary training, so that students can participate in more enriching learning experiences that will prepare them for a changing world of work.

The course *“Between two worlds: life in migration”*, is part of the **Responsibility Public Track**. This course supports the UDD graduate profile by helping students better understand migration in today's world, especially through the lens of Afghan experiences. It encourages students to think critically, communicate clearly, and reflect on global issues like identity, displacement, and inequality. By listening to real stories and exploring migration's social and cultural impact, students build empathy, intercultural skills, and a stronger sense of social responsibility which are tools they can use in any career or community setting, thus paying tribute to the following UDD generic competency: Public Responsibility, Global Vision and Critical Thinking.

C. Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
<i>Public Responsibility</i>	<p>Understands the role they can play in helping build a more fair and welcoming society, especially for people who are vulnerable or displaced.</p> <p>Becomes more aware of different cultures and the world's shared challenges through the study of Afghan migration and other global experiences.</p> <p>Practices looking at migration from different points of view, asking good questions, and thinking more deeply about what they see in the world.</p>
<i>Global Vision</i>	
<i>Critical Thinking</i>	

D. Units, Content and Learning Outcomes

Units and Content	Competency	Learning Outcomes
<p>Unit 1: Foundations of Migration Studies</p> <ul style="list-style-type: none"> ● Introduction to the course and its goals ● Key concepts, definitions, and historical context of migration ● Overview of Afghanistan: society, culture, and recent history ● General overview of Afghan migration: causes and patterns 	<p><i>Public Responsibility</i></p> <p><i>Critical Thinking</i></p>	<p>Understands the foundational concepts and terms related to migration through guided readings and introductory discussion.</p> <p>Analyzes historical and geopolitical contexts that influence Afghan migration by reviewing case studies and documentary material.</p> <p>Identifies structural and personal causes of migration from Afghanistan through classroom-based case analysis.</p>
<p>Unit 2: Global and Regional Forces Behind Migration</p> <ul style="list-style-type: none"> ● The role of global powers and regional actors in driving migration ● Overlooked contributions of Afghan migrants in host societies ● The impact of migration on countries of origin 	<p><i>Global Vision</i></p> <p><i>Public Responsibility</i></p>	<p>Evaluates the influence of international relations on migration patterns using group discussions on global migration data.</p> <p>Recognizes the positive economic and cultural contributions of migrants through reflection on guest speaker sessions.</p>

<ul style="list-style-type: none"> • Benefits and implications of return migration 		<p>Analyzes how migration reshapes both origin and host countries via class debates.</p> <p>Reflects on the role of return migration in reconstruction and reconciliation through written assignments.</p>
<p>Unit 3: Challenges in Transit and Integration</p> <ul style="list-style-type: none"> • Poor migration policies and their impact on crime and marginalization • Media and social networks: their role in migration narratives • The challenge of integration: identity, adaptation, and discrimination • Ethnic, racial, and religious minorities in the migration experience • Climate change as an emerging driver of displacement 	<p><i>Public Responsibility</i></p> <p><i>Critical Thinking</i></p>	<p>Critically assesses how narratives and policies shape the migrant experience by analyzing selected news coverage and policies.</p> <p>Explains the barriers to integration and how they affect identity and belonging through comparative group projects.</p> <p>Discusses the intersection between migration, minority status, and climate vulnerability during seminar-style discussions.</p>
<p>Unit 4: Lived Experience and Reflection</p> <ul style="list-style-type: none"> • Inviting real migrants to share their stories • Film viewing and discussion: interpreting migration through media • Exploring food, memory, and cultural expression among migrants • Challenges of second and third-generation migrants • Final reflections and conclusions: connecting personal stories to global realities 	<p><i>Global Vision</i></p> <p><i>Public Responsibility</i></p>	<p>Engage empathetically with the lived experiences of migrants by participating in storytelling sessions</p> <p>Analyze migration through creative, personal, and cultural expressions in media critique sessions</p> <p>Reflect on intergenerational migration challenges and their long-term impacts by writing short essays</p> <p>Synthesize learning into a final multimedia presentation that connects personal stories to broader global patterns</p>

E. Teaching Strategies

To support a dynamic and student-centered learning environment, this course will use a blend of interactive, reflective, and experiential methods. These strategies are designed to foster active participation, critical thinking, and empathy — essential skills for understanding migration and its human implications.

Case-Based Learning: Students will examine real-life migration stories, especially from Afghan individuals and communities, to connect theory with human experience.

Power Point Presentations: Each session will be supported by visual presentations that help organize information, illustrate key concepts, and maintain student engagement.

Guest Speakers / Migrant Voices: Inviting Afghan migrants or local experts to share their personal stories and perspectives on migration.

Guided Film Discussions: Films and documentaries related to migration will be analyzed collectively to develop critical and empathic reflection.

Collaborative Projects: Group work will encourage students to explore topics like integration, return migration, or media representation through research and creativity.

Reflective Journals: Students will keep a journal to document their evolving thoughts and emotional responses throughout the course.

Thematic Seminars and Open Dialogue: Sessions will include facilitated debates and discussions to explore controversial or complex themes around migration.

F. Evaluation Strategies

There will be one cumulative assessment (**midterm 1**) during the bimester. These will be graded and are designed to evaluate the level of learning achieved up to that point in the course.

The remaining percentage of the course grade prior to the **final Exam** will be based on a combination of additional partial assessments, which may include:

- a) Oral Presentations
- b) Assignments and class participation
- c) Short written reflections after key sessions

These formative assessments are meant to support continuous learning and provide students with opportunities to apply course concepts, engage with the material, and demonstrate progress throughout the course.

* Passing Grade:

- Students must earn a grade above 3.0 on the exam to pass the course.

Attendance Requirement:

The course and/or activity includes a mandatory attendance requirement. This means that any student who does not meet this requirement will not be allowed to take the Final Exam for the subject, as stipulated in the Academic Regulations for Regular Students. The number of permitted absences will be detailed in the respective schedules of each course and/or academic activity and will be communicated at the beginning of the academic term.

Note: If the course is delivered in a virtual format, attendance records will also be part of the course completion criteria. Attendance will be recorded as follows:

1. **Synchronous virtual classes:** Attendance will be recorded during the session, based on student connection at the time the class is held, according to the course schedule.
2. **Asynchronous virtual classes:** Attendance will be considered as fulfilled through the on-time submission of assignments, tasks, or any required deliverables by the established deadlines.
3. **Blended (b-learning) courses:** Attendance will be recorded for both in-person and virtual sessions, based on the class schedule defined for the course. For virtual sessions, attendance will be recorded either during the session by logging in at the scheduled time or through the timely submission of assignments, tasks, or other required deliverables by the specified deadlines.

Students whose health renders them unable to complete any assignment should contact the professor BEFORE DEADLINES under non-exceptional circumstances.

G. Learning Resources

- UNHCR. (2023). Global Trends: Forced Displacement in 2023.
- Human Rights Watch (2023). "I Thought Our Life Might Get Better": Returning Afghan Refugees Face Abuse, Poverty and Uncertainty.
- Barfield, T. (2010). *Afghanistan: A Cultural and Political History*. Princeton University Press.
- Monsutti, A. (2005). *War and Migration: Social Networks and Economic Strategies of the Hazaras of Afghanistan*. Routledge.

Complementary Bibliography:

- Saikal, A. (2012). *Modern Afghanistan: A History of Struggle and Survival*. I.B. Tauris.
- Schmeidl, S. & Karokhail, M. (2009). *The Role of Non-State Actors in "Community-Based Policing" – An Afghan Example*. Peacebuilding Journal.
- International Crisis Group (2023). *Afghanistan Briefing Reports*.
<https://www.crisisgroup.org>

Web and Digital Resources:

- [Afghanistan Analysts Network](#) – In-depth political and social analysis.
- IOM Afghanistan – Data and reports on Afghan migration.
- UNHCR Afghanistan – Up-to-date country updates, refugee statistics, and documentation.
- UDD Virtual Classroom (Canvas/Moodle) – Main platform for accessing readings, lectures, and discussions.

Other Learning Tools:

- Documentary screenings such as *Midnight Traveler*, *Sonita*, and *The Patience Stone* followed by student-led discussions.
- Recorded interviews and testimonies from Afghan migrants in Chile and other countries (provided via course platform).
- Multimedia storytelling assignments that integrate research with narrative expression.
- Online forums where students can engage in intercultural dialogue and reflection activities.