

**Migration and Citizenship**

Code: 43148  
ECTS Credits: 12

Degree	Type	Year	Semester
4313769 Anthropology: Advanced Research and Social Intervention	OT	0	A

**Contact**

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**Use of languages**

Principal working language: spanish (spa)

**Teachers**

Silvia Carrasco Pons  
Maria Montserrat Clua Fainé  
Jorge Grau Rebollo  
Balint Abel Beremenyi  
Josep Lluís Mateo Dieste

**Prerequisites**

There are no prerequisites.

**Objectives and Contextualisation**

This course is part of the specialization E2 "Spaces and transnational relations" and seeks to train students about the principal concepts and explanatory theories of migrations, social inclusion and exclusion, minorities and citizenship. It aims to develop a comprehensive, comparative and critical analytical perspective in the approach to these topics. Specifically, it centers on (1) migration and education, based on fieldwork and comparative and ethnographic studies, (2) characteristics of the Maghreb and its particular migratory process, (3) the case of the Romani population, and (4) the analysis of notions such as identity, nation and citizenship, bearing in mind different types of discourses.

Objectives:

- To identify and describe the main concepts and explanatory theories of migrations and citizenship.
- To analyse the main models, challenges and tendencies in the management of immigration and diversity, and of the debates related to citizenship.
- To analyse migratory phenomena and situations of exclusion in relation to specific topics and ethnographic areas.
- To develop a comprehensive, comparative and critical analytical perspective about the studied phenomena.

**Skills**

- Carry out theoretical ethnographic research into anthropological topics linked to identity and transnationality.
- Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
- Know the methodological and epistemological developments in the fields of anthropology research and social intervention in contexts of cultural diversity.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Systematically link up concepts, and theories within the discipline so as to analyse specific ethnographic contexts.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use information and communication technologies efficiently to acquire, create and spread knowledge.

## Learning outcomes

1. Analyse specific examples of transnational phenomena and their specific ethnographic contexts.
2. Analyse the historical and cultural context of a theoretical tendency or an anthropological theory.
3. Apply the knowledge acquired to problem-solving in particular ethnographic contexts.
4. Defend arguments clearly, precisely and appropriately within the context, and at the same time value the contributions made by other people.
5. Differentiate between theoretical concepts, concepts belonging to the culture of the anthropologist and those belonging to the culture under study.
6. Find original ways to combine ideas, based on the knowledge acquired, within research work on anthropology and social intervention.
7. Identify particular social and cultural situations and their relation to global phenomena in specific anthropological research work.
8. Identify the main factors that intervene in migratory and/or mobility processes. Identify the main factors that intervene in migratory and/or mobility processes.
9. Study the relationships established by groups with the cultural habits of their places of origin.
10. Understand and use information and communication technologies in accordance with the ethnographic context chosen for study and/or intervention.

## Content

The module is divided in 5 thematic blocks:

### 1. Migrations, minorities and education

[Prof. Responsable: Dr. Silvia Carrasco] (11 sessions, 22 hours)

1. Children of international immigration and conditions of social and educative integration. Theoretical models and traditions of socio-anthropological research on migrations, mobility and education
2. Enculturation, socialization and learning environment: international comparison and intercultural relations in contexts of immigration
3. Connection, disconnection and construction of identity and difference in primary school
4. Processes of minoring and scholar experience: the case of Moroccan immigration and Islam
5. Processes of minoring and scholar experience: debates on the case of the Gypsy group in contemporary Europe
6. Processes of minoring and scholar experience: the case of Romanian immigration
7. From gender to intersectionality. Investigations on youth and immigration
8. Recent comparative projects on migrations and educative policies
9. Ethnographic research, migrations and education in Catalonia: ongoing projects I
10. Ethnographic research, migrations and education in Catalonia: ongoing projects II

### 2. Moroccan migrations to Europe: between two shores

[Prof. Responsable: Dr. Josep Lluís Mateo] (6 sessions, 12 hours)

1. Rethinking the history of migration: from colonialism to Gastarbeiter
2. The chanted emigration: songs as sources of analysis
3. Living in Europe, marrying in Morocco
4. Beards, veils and cultural reconstruction
5. The transnational body: demons on each side of the Strait

### **3. The Roma in Europe: practices of exclusion and the puzzles of inclusion**

[Prof. Responsable: Dr. Bálint-Ábel Bereményi] (4 sessions, 8 hours)

1. The main dilemmas that policy makers, practitioners and researchers face when trying to understand the complexity of causes, patterns and effects of the social exclusion suffered by Roma populations in European societies, in the 21<sup>st</sup> century
2. Debates on the core question, "Who are the Roma?" linked with notions of ethnicity, culture, social class and nation
3. Research projects about different, more or less visible patterns of exclusion (in terms of housing, work and education, etc.)
4. Discussion with respect to concepts such as empowerment, participation, recognition and redistribution from the perspective of policy makers and through the evaluation of public policies
5. Ethnographic studies conducted on different Roma groups in Spain will be overviewed, focusing on methodological and conceptual challenges, as well as their policy and ethical implications

### **4. Identities and citizenship: rethorics of inclusion and exclusion in contemporary world**

[Prof. Responsable: Dr. Montserrat Clua] (6 sessions, 12 hours)

1. Identity - nationality - citizenship: discourses and practices of inclusion and exclusion in transnational globality
2. The notion of identity in western modernity
3. The construction of races and racism
4. From race to ethnic group; from racism to ethnicity and xenophobia
5. Nation, nationalism and the modern nation-state

### **5. Audiovisual anthropology**

[Prof. Responsable: Dr. Jordi Grau] (7 sessions, 14 hours)

1. Audio-visual anthropology and its study: general theoretical issues
2. The audio-visual text. The insertion of audio-visual products in research projects
3. Ethnography and documentary
4. The fiction field. Reflections and refractions
5. Examples of researches combining ethnographic documentary, fiction film and ethnography. Audio-visual technologies for anthropologic investigation: new formats and supports

### **6. Seminar (TBA)**

(2 sessions, 4 hours)

### **Methodology**

- Master classes / expositive lectures
- Reading and analysis of articles/reports of interest
- Presentation / oral exposition of essays
- Debates
- Individual study

### **Activities**

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Masterclasses/ expositive lectures	70	2.8	2, 1, 5, 9, 8, 7
<b>Type: Supervised</b>			
Presentation/ oral exposition of essays/debates	70	2.8	3, 6, 4, 10
<b>Type: Autonomous</b>			
Elaboration of essays	60	2.4	3, 6, 4, 10
Reading and analysis of scientific papers / reports, individual study	100	4	2, 1, 5, 8, 7

## Evaluation

This section of the Study Guide contains all information related to the process of evaluation of the module.

### Assessment of the module:

In order to pass the module, the following aspects are taken into account:

- **Regular assistance and participation:** First, to ensure that the expected learning results are obtained, we consider it fundamental that students assist the classes and participate actively in them. For this reason, students are required to assist at least 80% of each course ("block"). Furthermore, the extent to which they participate in presentations, discussions, training sessions is evaluated. This participation is considered in the final note for each course.
- **Continued assessment of the blocks:** Second, each course or block proposes one or multiple activities that allow a continued assessment of the learning process. The activities can vary from a written test to a presentation in class, computer lab assignments, a review of a few articles or chapters, or a short essay, among others. Jointly, the evaluations for the different courses that make up the module (30%) and the participation in these courses (20%) constitute 50% of the final grade of the module. The deadlines for these activities are indicated by the lecturers.
- **Evaluation of the final paper for the module:** Last, the grade obtained on a final paper constitutes the remaining 50% of the final grade for the module. In the case of the modules that make up the specializations (in particular, E1.1, E1.2, E2.1, E2.2 and E3.1), each student **selects the course that is of major interest for his or her master thesis, from the set of courses that make up the module. The evaluation will be based on this course.** The evaluation can consist of a larger essay of approximately 3,000 / 4,000 words, possibly in the format of an article, a review of a state of the art of a specific theme, or a paper that addresses a specific issue in the discipline on the basis of readings recommended by the lecturer of the course that the student has chosen for evaluation. The deadline for the submission of the final paper is the **20th of April**.

It is essential to respect the deadlines.

Each lecturer determines the way in which papers are to be submitted (through the Campus Virtual, by e-mail or in printed form, in the mailbox of the lecturer). The lecturers communicate the results of the evaluation through the established ways and establish a period of consultation before they communicate the grades to the coordinator of the module. The student can request a tutorial with their lecturers throughout the course if they wish to clarify some point of the contents of the course.

In general, not submitting the documents that are to be evaluated results in the qualification "**Not assessable**". In exceptional, well justified cases, the Committee of the Master Program may propose an alternative procedure for the evaluation.

### General criteria

Assessment is understood as a **continued process** throughout the term.

The qualifications are made on a **scale from 0-10** with one decimal. To pass the subject, a **minimum final grade of 5.0** is needed, as a result of the assessment procedure explained above. Once the subject is passed, **it cannot be subjected to a new evaluation**.

The programming of assessment activities cannot be modified unless an exceptional and well justified reason exists for this, in which case a new program is proposed during the term.

When a student performs an **irregularity** that can lead to a significant variation of the qualification of an assessable activity, **the activity will be qualified with a 0**, independently of the disciplinary process that might follow. In the case that various irregularities in the assessable activities are performed within the same module, the qualification of the module will be 0.

The qualification "**not assessable**" in the final records of evaluation implies the **exhaustion of rights inherent in the enrolment to the module**, although the "not assessable" module will not figure in the academic transcript.

The **copying or plagiarism of material**, both in the case of papers as in the case of exams, constitutes an **offence** that will be sanctioned with the **qualification 0 on the activities, the loss of the right of reevaluation, and being suspended from the module**. "Copying" a paper refers to a student reproducing the whole or part of a paper of another student. Plagiarism is presenting the whole or a part of the text of another author as if it were the student's own, without citing the references, on paper or digitally. Please see the documentation of the UAB about plagiarism on:

[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and active participation in class	20%	0	0	3, 4, 10
Elaboration of reports and essays	30%	0	0	1, 3, 6, 4, 9, 8, 7, 10
individual module essay	50%	0	0	2, 1, 3, 6, 5, 4, 9, 8, 7, 10

## Bibliography

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Anderson-Levitt, K. M. Ed. (2010) *Anthropologies of Education. A Global Guide to Ethnographic Studies of Learning and Schooling*, London: Berghahn Books.

García Castaño, F.J. y Carrasco, S. Eds. (2012) , *Población inmigrante y escuela. Conocimientos y saberes de investigación*. Madrid: Ministerio de Educación

Levinson, B. et al. (1997) *The cultural production of the educated person*, NY: SUNY Press

Spindler, G & L, Eds. (2000) *Fifty years of Anthropology and Education*, NY: LEA

CAMPUS VIRTUAL: textos en pdf de bibliografía especializada y detallada por temas; referentes teóricos, antecedentes de investigación y publicaciones del profesorado del curso.

### 2. Moroccan migrations to Europe: between two shores

Balandier, G. (1971). Teoría de la descolonización. Las dinámicas sociales, Buenos Aires, Ed. Tiempo Contemporáneo.

López García, B.; Berriane, M. (dir.). (2004). Atlas de la emigración marroquí en España, Madrid, Taller de Estudios Internacionales Mediterráneos - Ministerio de Trabajo y Asuntos Sociales - UAM Ediciones.

Mateo Dieste, J.L. (2013). "Estrategias matrimoniales y parentesco entre las clases populares del norte de Marruecos y la emigración a Cataluña", Revista Internacional de Sociología, vol. 71, nº 2, pp. 415-439.

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### **3. The Roma in Europe: practices of exclusion and the puzzles of inclusion**

#### Ethnographies

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