

**Migration and Society**

Code: 101604  
ECTS Credits: 6

Degree	Type	Year	Semester
2501002 Geography and Spatial Planning	OT	3	0
2501002 Geography and Spatial Planning	OT	4	0
2501919 Applied Statistics	OT	4	0

**Contact**

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**Use of languages**

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Other comments on languages**

In this course, the working language is English. However, along the term, some reading in Spanish and/or Catalan languages might be suggested.

**Prerequisites**

Students must have passed all the subjects related to the first and second years of their graduate degrees.

In addition, during the first week of term, students must demonstrate that they have already acquired, at least, a B2 level in English language. This is a basic requirement in order to be able to participate in activities of the Migration & Society course during academic year 2018-2019.

This is a second semester course that will be generally developed through the virtual campus (Moodle). Thus a good Internet connection is required along all the term. Furthermore, physical participation in some face-to-face activities will also be required, e.g. practical exercise, exams and fieldwork.

**Objectives and Contextualisation**

*This subject mainly aims to offer conceptual and theoretical tools for the study of human migration movements and settlements. In addition, along the term, some relevant characteristics of the most relevant (international and internal) migration flows and stocks will be approached.*

*During the course, Europe will be the main territory of reference. However, the general world context will also be taken into account along the term. At last but not least, special attention will be paid to the case of Spain as a whole and, in particular, to the autonomous community of Catalonia.*

**Skills**

**Geography and Spatial Planning**

- Analysing and interpreting demographic problems.
- Developing analysis, summary and communication strategies in order to communicate Geography in educational settings.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Summarising and communicating geographical problems to the media.

### **Applied Statistics**

- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Interpret results, draw conclusions and write up technical reports.
- Respect diversity in ideas, people and situations.
- Summarise and discover behaviour patterns in data exploration.

## **Learning outcomes**

1. Classifying problems related to the various demographic phenomena.
2. Contrast and compare different interpretations of demographic and migratory phenomena.
3. Contrasting and comparing relevant geographical data.
4. Contrasting and comparing the different interpretations of the demographic and migratory phenomena in educational settings.
5. Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
6. Engaging in geographical debates respecting the other participants' opinions.
7. Explaining to the media the geographical problems related to the migration process.
8. Explore demographic phenomena on different regional scales and look for patterns of behaviour.
9. Respect diversity in ideas, people and situations.

## **Content**

1. *Introduction to migration studies: Basic concepts.*
2. *Theoretical approaches to human migration.*
3. *Data and information sources. Techniques of analysis.*
4. *Population settlement and migration. Approaching Spain as a whole and Catalonia in particular.*
5. *International migration in Europe within the global context.*

## **Methodology**

*This is a mainly participative on-line course. However, it includes some on-site face-to-face activities, i.e. physical presence. The contents of the subject will be mainly developed as follows:*

- *Along the term, students should read the indications and the various materials published by the lecturer in the virtual campus (Moodle) and, when appropriate, students should send feedback to the lecturer.*
- *During the physical gatherings on Bellaterra campus, students should listen to the oral explanations of the lecturer in the classroom and, when relevant, participate.*
- *Along the term, students should read the books, journal articles, etc. indicated by the lecturer. In addition, students should make an effort in order to put their bibliographic research abilities into practice.*

- Along the term, students should pay attention to the indications provided by the lecturer regarding the course essay, the written exams, the fieldwork and the oral presentations, among other activities.

- During the indicated periods, students should participate in the forums that will be open in the virtual campus.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Indications for carrying out a conceptual-practical exercise (during the Bellaterra campus gathering) and a fieldwork visit (including a posterior field report) as well as for participating in on-line forums.	26	1.04	3, 2, 4, 7
Indications for preparing and doing the exam (2 parts) regarding the contents of the subject	12	0.48	1, 3, 4, 7
<b>Type: Supervised</b>			
Indications and comments for preparing an essay based on a exploratory research on human migration	5	0.2	1, 3, 4
<b>Type: Autonomous</b>			
Students reading: academic books, scientific journal articles, etc. This reading will be useful for the written exams, the essay, etc.	60	2.4	3, 4
Students reading: indications, news, etc. that will be published by the lecturer in the virtual campus	15	0.6	3

## Evaluation

### EVALUATION

\* The main **activities** (and the percentages regarding the global qualification) are the following:

1) **Written exams** (20%): the individual written exams will assess the content of this course, focusing on basic geographical concepts and key issues. The exams are composed by two parts (10% each). These exams will take place in the classroom, i.e. they require physical presence.

2) **Written introduction to the course the essay** (10%): the topic and the places to be studied in the essay have to be agreed with the lecturer during the early weeks of the term. In addition, a **Written course essay and oral presentation of its summary in the classroom** (30%) will be developed: the individual essay will consist of a comparative research focused on international and internal migration in two places (municipalities, regions or countries) located in Europe. The essay will mainly be based on an academic literature review as well as statistical and cartographical work. At the end of the term, a brief oral presentation of the essay will be offered by the students with the support of a power point file.

3) **Conceptual-Practical exercise** (10%) that will take place in the Bellaterra campus gathering, i.e. it requires physical presence.

4) **Exploratory fieldwork and report** (15%): the exploratory fieldwork will take place in the Bellaterra campus surroundings (e.g. Badia del Vallès), i.e. it requires physical presence. Posteriorly, a written report based on that experience should be submitted via Moodle.

5) **Participation in on-line forums, reviews, assignments and/or other exercises** (15%).

-The evaluation will be continuous and most activities will be on-line via the virtual campus (Moodle). However, it will include on-site physical activities too, e.g. in-class practical exercises/assignments, fieldwork, written exams and an oral presentation in the classroom as well as homework, participation, a written essay and assessments.

-The student will have a 'no evaluable' as a final grade if s/he hands in 0% of the course tasks. In other words, if the student does more than a 0% of the tasks s/he will be assessed.

-All activities have a deadline that must be met strictly, according to the proposed schedule. For all the activities, the working language is English.

-The student must take into account the news and information published on the Virtual Campus / Moodle. Usually, the two days devoted to on-line activities will be Tuesdays and Thursdays.

-To pass the subject students need a 5 (minimum) as a global final mark

*VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from Internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.*

#### REASSESSMENT

-Reassessment will be offered to those students who did a continuous and on-site course and failed or did not hand just a few of the assignments or failed one of the exams. Some of the tasks cannot be re-evaluated (e.g. participation).

-Reassessment will consist in a written exam, which will contain all the content given throughout the course, as well as other exercises, essays, etc. that were wrong or were not submitted during the evaluation period.

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
1st part of the exam	10%	1	0.04	3, 2
2nd part of the exam	10%	1	0.04	1, 2, 4
Final essay based on an exploratory research on human migration	30%	15	0.6	1, 3, 4, 8
Introductory essay related to the exploratory research on human migration	10%	5	0.2	1, 4
Practical exercises, field report and forum participation	40% (10%+15%+15%)	10	0.4	2, 5, 7, 6, 9

### Bibliography

\* Some basic bibliographic references:

ABULAFIA, D. (2011) *The Great Sea: A Human History of the Mediterranean*, London: Penguin Books.

BOYLE, P.; HALFACREE, K.; ROBINSON, V. (1998), *Exploring Contemporary Migration*, Harlow (UK): Longman.

CASTLES, S.; De HAAS, H.; MILLER, M. (2013), *The Age of Migration. International Population Movements in the Modern World*, London: Palgrave-MacMillan (5th edition; see additional details on this classic book: <http://www.age-of-migration.com>).

CLOCHARD, O. (ed.) (2012) *An Atlas of Migrants in Europe. A Critical Geography of Migratory Politics*, Paris: Armand Colin (2nd edition; the original French edition was titled *Atlas des migrants en Europe : géographie critique des politiques migratoires*, and it was published by the same publishing company).

GUIBERNAU, M.; REX, J. (eds.) (2010) *The Ethnicity Reader. Nationalism, Multiculturalism and Migration*, Cambridge: Polity Press.

IREDALE, R.R.; GUO, F. (eds.) (2015) *Handbook of Chinese Migration. Identity and Wellbeing*, Cheltenham, UK: Edward Elgar Publishing.

ISHITAKA, Y.; MONTANARI, A. (eds.) (2003) *The New Geography of Human Mobility. Inequality Trends*, Rome (Italy): Home of Geography / IGU / SGI.

JOLY, D. (ed.) (1998) *Scapegoats and Social Actors. The Exclusion and Integration of Minorities in Western and Eastern Europe*, London: Macmillan.

KONDO, A. (ed.) (2001) *Citizenship in a Global World. Comparing Citizenship Rights for Aliens*, New York: Palgrave.

KORDEL, S. et al. (eds.) (2018) *Processes of Immigration in Rural Europe*, Newcastle-upon-Tyne, UK: Cambridge Scholars Publishing

LIVI BACCI, M. (2012) *Breve historia de las migraciones*, Madrid: Alianza Editorial (the original edition in Italian was published in 2010 and it was titled *In cammino. Breve storia delle migrazioni*).

MALGESINI, G.; GIMÉNEZ, C. (2000) *Guia de conceptos sobre migraciones, racismo e interculturalidad*, Madrid: Catarata (2nd ed.).

MARTINIELLO, M.; RATH, J. (eds.) (2010) *Selected Studies in International Migration and Immigrant Incorporation*, Amsterdam: IMISCOE / Amsterdam University Press.

PASTORE, F.; PONZO, I. (eds.) (2016) *Inter-group Relations and Migrant Integration in European Cities. Changing Neighbourhoods*, Heidelberg / New York: Springer Open / IMISCOE (Open on-line access, see: <http://link.springer.com/book/10.1007/978-3-319-23096-2>).

ROBINSON, V. (ed.) (1996) *Geography and Migration*, Cheltenham, UK / Brookfield, US, An Elgar Reference Collection.

SIMON, G. (ed.) (2015) *Dictionnaire des Migrations Internationales*, Paris : Armand Colin.

SMITH, D.P.; KING, R. (2012) "Special Issue: Re-Making Migration Theory: Transitions, Intersections and Cross-Fertilisations", *Population, Space and Place*, 18 (2), 127-224 (Open on-line access via UAB: <http://onlinelibrary.wiley.com/doi/10.1002/psp.v18.2/issuetoc>).

ZINCONE, G.; PENNINX, R.; BORKERT, M. (eds.) (2011) *Migration Policymaking in Europe. The Dynamics of Actors and Contexts in Past and Present*, Amsterdam: IMISCOE / Amsterdam University Press.

\* Some academic journals devoted to human migration studies:

*Asian and Pacific Migration Journal*

*Crossings*

*Frontera Norte*

*International Migration*

*International Migration Review*

*Journal of Ethnic and Migration Studies*

*Journal of Immigrant and Refugee Studies*

*Journal of Intercultural Studies*

*Journal of International Migration and Integration*

*Migraciones*

*Migraciones Internacionales*

*Migration Letters*

*Migration Policy Practice Journal*

*Migration Profiles*

*Migration Studies*

*Mobilities*

*New Community*

*Nomadic Peoples*

*Revue Européenne des Migrations*