



**Universitat Autònoma
de Barcelona**

Migration & Society

2021/2022

Code: 101604
ECTS Credits: 6
Type: OT Year: 3/4 Term: 2

Degree

2501002 Geography and Spatial Planning

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities

Contact

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Use of languages

Principal working language:
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

Along the term, some reading in English, Spanish, Catalan or other latin languages can be suggested to the students.

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

This is a second semester subject of the academic year 2021-2022 that will be generally developed through on-line activities, mainly via Moodle. In addition, the physical participation of students in activities that take place in the Bellaterra campus and surrounding areas is required (e.g. for fieldwork and for written exams).

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 the national and regional levels, special attention will be paid to the case of Spain as a whole and, in particular, to the autonomous community of Catalonia.

Other objectives of this course include developing students capacity for autonomous work and, within this context, contributing to achieve scientific and humanistic rigour in the study of human migration.

Competences

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.

Skills and 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 as well as techniques of analysis in migration studies.
4. Population settlement and migration movements. Approaching Spain as a whole and Catalonia in particular.
5. International migration in Europe within the global context.

Methodology

Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Indications for carrying out practical exercises and exploratory fieldwork visits as well as for participating in debates	12	0,48	1, 2, 4, 7
Indications for preparing and doing the written exams (2 parts) regarding the contents of the subject	26	1,04	2, 3, 4, 7
Type: Supervised			
Indications and comments for preparing an individual essay based on a exploratory research on human migration and society	5	0,2	1, 2, 4
Type: Autonomous			
Students reading: academic books, scientific journal articles and reports, among other publications	15	0,6	2
Students reading: indications, news, etc. that will be suggested by the lecturer in the classroom (or in other places on campus and surroundings) and/or published in the virtual campus (Moodle)	60	2,4	2, 4

Assessment

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 (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 (including books, scientific journal articles, etc.) as well as statistical and cartographical work. At the end of the term, a brief oral presentation of the essay will be offered in video format by the students with the support of a power point file.
- 3) Practical exercises (10%) that will mainly take place on Moodle.
- 4) Exploratory fieldworks and reports (15%): in the presential gathering day (i.e. "Trobada presencial"), the exploratory fieldworks will take place on Bellaterra campus and surroundings areas (e.g. Badia del Vallès town, Bellaterra village and/or southern Sabadell suburbs). Thus it requires the physical presence of students. Posteriorly, a written report based on that experience should be submitted to the lecturer in due course.
- 5) Participation in debates, on-line forums, reviews, assignments and/or other exercises (15%).

-The evaluation will be continuous, most activities will be on-line via the virtual campus (Moodle), etc., but some activities require physical presence in Bellaterra campus. For instance, there will be in-class written exams and fieldwork.

-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 languages are English, Catalan or Spanish.

-The student must take into account the news and information published on the Virtual Campus (Moodle) at least on a weekly basis.

-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.

RESIT:

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

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

Assessment activities

Title	Weighting	Hours	ECTS	Learning outcomes
1 st exam test	10%	1	0,04	2, 3
2 nd exam test	10%	1	0,04	1, 3, 4
Practical exercises, field report and forum participation	40%	10	0,4	3, 5, 7, 8, 9
Final essay based on an exploratory research on human migration and society	30%	15	0,6	1, 2, 4, 6
Introductory essay related to the exploratory research on human migration and society	10%	5	0,2	1, 2, 4

Bibliography

ABULAFIA, D. (2019) *The Boundless Sea: A Human History of the Oceans*, Londres: Penguin Books.

BHABHA, J. (2018) *Can We Solve the Migration Crisis?*, Cambridge, UK / Medford, US: Polity.

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

CLOCHARD, O. (ed.) (2012) *An Atlas of Migrants in Europe. A Critical Geography of Migratory Politics*, Paris: Armand Colin (2a edició; l'original en francès es titula *Atlas des migrants en Europe : géographie critique des politiques migratoires*, publicat per la mateixa editorial).

De HAAS, H.; CASTLES, S.; MILLER, M. (2020), *The Age of Migration. International Population Movements in the Modern World*, Nova York: Guilford Press (6a edició, vegeu: <https://www.guilford.com/books/The-Age-of-Migration/Haas-Castles-Miller/9781462542895>).

- 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*, Roma: 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 (edició original en italià de 2010 titulada *In cammino. Breve storia delle migrazioni*).
- MALGESINI, G.; GIMÉNEZ, C. (2000) *Guía de conceptos sobre migraciones, racismo e interculturalidad*, Madrid: Catarata (2a ed.).
- MARTINIELLO, M.; RATH, J. (eds.) (2010) *Selected Studies in International Migration and Immigrant Incorporation*, Amsterdam: IMISCOE / Amsterdam University Press.
- McAREAVEY, R. (2017) *New Immigration Destinations. Migrating to Rural and Peripheral Areas*, Londres: Routledge.
- MORÉN-ALEGRET, R.; WLADYKA, D. (2020) *International Immigration, Integration and Sustainability in Small Towns and Villages: Socio-Territorial Challenges in Rural and Semi-Rural Europe*, Londres: Palgrave Macmillan / Springer (<https://www.palgrave.com/gp/book/9781137586209#aboutBook>).
- PASTORE, F.; PONZO, I. (eds.) (2016) *Inter-group Relations and Migrant Integration in European Cities. Changing Neighbourhoods*, Heidelberg / New York: Springer Open / IMISCOE (Accès obert: <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 (Accès 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 journals focusing on 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

Software

The usual computer programmes that will be used during this course will be Word, Excel, PDF and Power Point as well as the on-line platform Moodle and, if necessary, TEAMS. In addition, social networks like Twitter can be used too.

