

Migration and Intercultural Relations

Code: 101246
ECTS Credits: 6

2025/2026

Degree	Type	Year
Social and Cultural Anthropology	OT	3
Social and Cultural Anthropology	OT	4

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

To be a 3rd or 4th year student of the Degree in Anthropology.

Objectives and Contextualisation

The phenomenon of migration and intercultural relations is enormously broad and complex. The general objective of this course is to offer fundamental tools for critical analysis to be able to understand and approximate in an organized way to analyse this reality.

The specific objectives are the following:

1. Familiarize yourself with fundamental concepts and the main explanatory theories of the migratory phenomenon
2. Know the fundamental stages and current trends of international migration
3. Know the main debates on immigration management and diversity
4. Develop a perspective of holistic, intersectional, reflective and critical analysis

5. Develop written and communication skills through individual and group work

Competences

Social and Cultural Anthropology

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Demonstrate skills for working autonomously or in teams to achieve the planned objectives including in multicultural and interdisciplinary contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Producing cultural diversity materials that could have a critical impact on the common sense conceptions.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- 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.
- Students must demonstrate knowledge and understanding of the history of anthropological theory and the genesis of its basic concepts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and critically interpret specific documentary sources.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analysing a contemporary fact from an anthropological perspective.
3. Analysing data critically from anthropological investigations and reports.
4. Assessing critically the explicit and implicit theoretical models in the ethnographic materials.
5. Critically identify and compose a basic bibliography for the field of study.
6. Effectively working in teams and respecting different opinions.
7. Enumerating the theories about human species in their relation to society and culture production.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Explaining the work's results narratively in accordance with the critical standards of discipline and bearing in mind the different target audiences.
10. Identify situations that require improvement or change.
11. Identifying the contemporary interdisciplinary tendencies shared by the Anthropology and social disciplines related to the corresponding field.
12. Identifying the recent disciplinary developments and the correlation between the anthropological theory and the social disciplines related in their historical development and the current interdisciplinary tendencies.
13. Identifying the sociocultural variability in specific ethnographic contexts.
14. Identifying the various relationship processes between human populations and their environment.
15. Integrating interdisciplinary approaches on the fields of education, sex/gender systems and social inclusion-exclusion systems.
16. Producing materials related to the human population-environment relationships that may have a critical impact on the political and common sense conceptions in their respective fields.
17. Proponer proyectos y acciones que estén de acuerdo con los principios de responsabilidad ética y de respeto por los derechos y deberes fundamentales, la diversidad y los valores democráticos.

18. Propose projects and actions that incorporate the gender perspective.
19. Summarizing the acquired knowledge about the relationship between nature, culture and society.
20. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

This is a second semester subject of the third and fourth year of the Degree in Social and Cultural Anthropology, dedicated to offering training on migrations (human mobility) and intercultural relations. Basic concepts, theories, data and trends on international migrations and intercultural relations related to migration will be addressed.

The course is structured in two parts: the first one for the explanation of theoretical contents, and the second for group presentations in class. The first part, of explanation of theoretical contents, is divided into two blocks in turn: 1) International migrations, and 2) Intercultural relations:

Migrations:

- Fundamental concepts about anthropology of migrations.
- Theories and typologies about migrations.
- Global context, historical stages, and trends of international migrations.
- Mobility and control. Forced migration: clandestine migrations and refugees.
- Socio-demographic panorama of international migrations

Intercultural relations:

- Fundamental concepts about culture and diversity. Intersectionality: origin, class and gender.
- Theories and models of diversity management in immigration contexts. Integration, assimilation, multiculturalism and interculturalism.
- Keys and trends in management of immigration and diversity.
- "Second generations". Ancestry and classification. Multiple identities / mixedness.
- Decolonialism and social movements: racism, antiracism, and ethnic revival.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exposición oral de trabajo en grupo	15	0.6	3, 1, 2, 4, 9, 12, 14, 5, 13, 11, 15, 16, 19, 6, 20
Theoretical classes and class debates	30	1.2	3, 4, 9, 12, 14, 13, 11, 10, 15, 17, 19, 6
Type: Supervised			
Final exam	2	0.08	3, 4, 7, 9, 12, 14, 13, 11, 15, 19
Individual tutorials	15	0.6	9, 19
Selection of the topic of group work and feedback during the process	16	0.64	3, 2, 4, 9, 12, 14, 13, 11, 15, 17, 19
Type: Autonomous			
Elaboration of the group work (oral presentation)	36	1.44	3, 1, 2, 4, 8, 9, 12, 14, 5, 13, 11, 15, 16, 18, 19, 6, 20

The methodology of the course is based on: theoretical classes with audiovisual support, reading texts (compulsory and recommended), group work and oral presentation, invited seminars, guided debates in class, and written final exam.

The course is structured in two parts: the first one for the explanation of theoretical contents by the teacher, and the second for group oral presentations in class by students.

The fundamental material of the course is, in addition to the theoretical classes, a selected and thematically organized bibliography, a part of which is compulsory (fundamental) reading for the follow-up and evaluation of the course, and the other complementary part.

Annotation: 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance / Practicum	15%	0	0	3, 1, 2, 4, 7, 9, 12, 14, 13, 11, 10, 15, 16, 17, 19, 20
Final exam	50%	0	0	3, 2, 4, 7, 9, 12, 14, 13, 11, 15, 16, 19
Group oral presentation	35%	0	0	3, 1, 2, 4, 7, 8, 9, 12, 14, 5, 13, 11, 10, 15, 16, 17, 18, 19, 6, 20

CONTINUOUS EVALUATION

This course is designed to be evaluated in-person and with continuous evaluation.

The continuous evaluation is based on the following criteria and percentage distribution:

- Attendance: 15% of the final grade.
- Oral group presentation: 35% of the final grade.
- Final exam: 50% of the final grade.

To be evaluated by continuous evaluation, it is necessary to perform and score on all evaluation criteria (attendance, oral presentation and exam). If not, the student will be listed as "Not evaluable".

All activities presented will be evaluated, and those that are not presented will be recorded as "Not presented."

To participate in the re-evaluation process, the student must have obtained a final average grade of 3.5.

Students are responsible for staying informed through the Virtual Campus, regarding content, deliveries, evaluation, notices and any changes that may occur in the calendar.

Attendance:

Class attendance is essential for continuous assessment.

Group oral presentations and Guest seminars are mandatory and will be considered as Classroom Practices, with mandatory attendance, and their content will be subject to examination questions.

Non-attendance without documentary justification will not be counted as attendance.

In cases of attendance at the total number of classes per less than 80%, a compensatory work will be required; and in cases where attendance is less than 80% for Classroom Practices, a reduction in the final qualification of 0.5 points will be applied.

Punctuality is also required. The professor may establish a time after which students may no longer attend class.

Attendance sheets will be distributed before the start of class and cannot be signed once the class has begun.

Group oral presentation:

The oral presentation will be done in groups of approximately 2-3 people (the limit will be adjusted at the beginning of the course), and will consist of an oral presentation in class, which must also be delivered in PDF(through the enabled space of the Virtual Campus) the same day.

At least two weeks before the start of the presentations, the working groups must have given the teacher (through the enabled space of the Virtual Campus) a brief topic proposal to prepare the work, following the form available in the Virtual Campus. This proposal must contain the basic aspects of the work / presentation: name and surname of the group members, topic (any topic within the areas covered in the course), justification of its relevance, preliminary structure / index of contents, and preliminary bibliography.

The oral presentations' schedule will be posted on the Virtual Campus space. Once scheduled, no changes to the oral presentation dates will be accepted without a good reason.

After each presentation, and following a guide with the evaluation criteria, the teacher will give an evaluative feedback to the group, and will give rise to the open discussion with the whole class group, who will be able to ask questions to the group. Finally, the teacher will evaluate the presentation made by the group.

The group's oral presentation will be evaluated on the basis of the following criteria, all with the same weight:

- Organization and structure, level of writing and expression
- Volume, diversity and adequacy of the sources consulted
- Ability to identify key aspects, critical analysis, and clarity in arguments
- Ability to dialogue and debate using the knowledge acquired

The grade obtained from the group work will be the same for all its components.

Any indication of plagiarism in the work (for which several computer programs are used in use), will mean the automatic fail of the course.

Individual final exam:

The final exam will be individual and without notes. The exam will be based on the overall contents of the course, and may be a test-type exam, or with a combination of definitions of key course concepts, thematic development questions, or commentary based on a paragraph / reading text. mandatory. Both the class notes, the compulsory and complementary bibliography, and the extra materials available on the Virtual Campus will be used for its preparation.

The date of the final exam will be announced during the course.

SINGLE EVALUATION*

*NOTICE IN ADVANCE: This course is designed as an eminently in-person course to be evaluated with continuous evaluation. It is therefore not advisable to choose the single evaluation option.

To choose the option of single evaluation, the student must communicate it with a form within the official period.

Single assessment activities will consist of the following criteria, where more stringency will be applied than in continuous assessment:

1) Individual oral presentation: 25%

With the same characteristics as the continuous evaluation and on the day of the final exam.

2) Individual written work: 25%

To be delivered in paper and in PDF on the day of the final exam, where the theme of the oral presentation will be further developed.

Format: Numbered Table of Contents, Introduction, Descriptive Sections, Conclusions, Bibliography and Annex. Max. 25 pages (not counting the Annexes), margins 2.5 Times New Roman, single spacing.

3) Individual final exam: 50%

With similar characteristics and in the same period as the continuous evaluation exam.

In the case of the single evaluation, the same re-evaluation system will be applied as for the continuous evaluation (see below).

RE-EVALUATION

In order to access the re-evaluation, it is necessary to have completed the continuous evaluation and have failed with an average grade of at least 3.5.

The re-evaluation will not take into account the continuous evaluation tests (neither the oral presentation, nor the exam nor the attendance can be recovered separately), and will consist of a single exam that will account for 100% of the final grade.

Bibliography

MANDATORY READINGS:

1. Arango, Joaquin (2007) "La población mundial". En: J. Romero (coord.) Geografía Humana. Barcelona: Ariel, 2ª edición, Cap. 3 (pp. 57-105). http://ffyl1.uncu.edu.ar/IMG/pdf/Romero-_cap-3-Arango-.pdf
2. Arango, Joaquin (2003) "La explicación teórica de las migraciones: luz y sombra", *Migración y Desarrollo*, 1: 1-29.
http://www.ucm.es/info/gemi/descargas/articulos/42ARANGO_La_Explicacion_Teorica_Migraciones_Luce
3. Haas, Hein de, Castles, Stephen, Miller, Mark J. (2020) "Introduction". In *The Age of Migration: International Population Movements in the Modern World*, 6th edn. Hampshire, UK: Palgrave Macmillan, pp. 1-20: <http://www.age-of-migration.com> [Versión online 2014: <http://migrationmatters.me/wp-content/uploads/2016/11/AgeOfMigrationChapter1and.pdf> [edición online en castellano 2004: http://biblioteca.diputados.gob.mx/janium/bv/ce/scpd/LIX/era_mig.pdf]
4. Rodríguez-García, Dan (2007) "Inmigración y modelos de incorporación: contextos, claves del debate y tendencias de futuro", en Rodríguez García, D., Biles, J., Winnemore, L., Michalowski, I. (2007) *Políticas y modelos de acogida. Una mirada transatlántica: Canadá, Alemania, Francia y los Países Bajos*. Documentos CIDOB Migraciones, 12. Barcelona: Fundación CIDOB, pp. 7-41.
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5. Rodríguez-García, Dan (2017) "Multicultural / Multiculturalismo". En: Cavalcanti, L. et al. (Org.) *Dicionário crítico de migrações internacionais*. Brasília: Observatorio de Migrações Internacionais, Universidad de Brasília, pp. 502-508.
https://www.researchgate.net/publication/264731735_Multicultural_Multiculturalism

6. Rodríguez-García, Dan, Habimana Jordana, Teresa, Rodríguez Reche, Cristina (2021) "'Tú como eres negra, harás de lobo'. El debate pendiente sobre la cuestión de la 'raza' en España". *Periferia: revista de investigación y formación en antropología*, 26 (1): 29-55. <https://doi.org/10.5565/rev/periferia.833>

General textbooks:

- Barañano, Ascension et al. (coords.) (2007) *Diccionario de las Relaciones interculturales. Diversidad y globalización*. Madrid: Complutense.
- Blanco, Cristina (2000) *Las migraciones contemporáneas*. Madrid: Alianza.
- Giménez, Carlos; Malgesini, Gabriela (2000) *Guía de conceptos sobre migraciones, racismo interculturalidad*. Madrid: Catarata.
- IOM (2016) Key Migration Terms: <http://www.iom.int/key-migration-terms>
- Scholten, Peter (Ed.) (2022) Introduction to Migration Studies. An Interactive Guide to the Literatures on Migration and Diversity. Springer. <https://link.springer.com/content/pdf/10.1007/978-3-030-92377-8.pdf>

COMPLEMENTARY READINGS:

1. Migrations

General textbooks:

- Bélanger, Danièle, Silvey, Rachel (2019) "An Im/mobility turn: power geometries of care and migration." *Journal of Ethnic and Migration Studies*, 1-18.
- Blanco, Cristina (2000) *Las migraciones contemporáneas*. Madrid: Alianza.
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- Cresswell, Tim (2006) *On the move. Mobility in the modern western world*. Nueva York: Routledge.
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- IOM (2020) Informe sobre las migraciones en el mundo 2020. <https://www.iom.int/wmr/es/2020>
- Fassin, Didier (2011) "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times", *Annual Review of Anthropology*, 40: 213-226.
- Izquierdo, Antonio; Cornelius, Wayne A. (eds.) (2012) *Políticas de control migratorio: Estudiocomparado de España yEE.UU*. Barcelona: Bellaterra (Resumen online: <http://dag.revista.uab.es/article/view/v60-n2-ortega>)
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- Rodríguez García, Dan (ed.) (2012) *Managing Immigration and Diversity in Canada: A Transatlantic Dialogue in the New Age of Migration*. Montreal and Kingston: McGill-Queen's University Press, Queen's Policy Studies Series.
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- Global Migrant Origin Database - Interactive Map: <http://migrationsmap.net>
- United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org>
- Immigration Data Hub - MPI: <http://www.migrationinformation.org/datahub/>
- Migrant Integration Policy Index: <http://www.mipex.eu/>
- The Age of Migration (Castles and Miller) - Website: <http://www.age-of-migration.com/>
- Stories behind a line (interactive individual migration trajectories): <http://www.storiesbehindaline.com/>
- EU Immigration Portal - European Commission: <http://ec.europa.eu/immigration/>

- Instituto Nacional de Estadística (INE): www.ine.es
- Institut d'Estadística de Catalunya (Idescat): www.idescat.cat

2. Intercultural Relations

Culture and Diversity:

- Aguirre Baztán, Angel (ed.) (1993) Diccionario temático de Antropología. Barcelona: Boixareu.
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Software

To be established at the beginning of the course.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
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(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed