

Degree programme	Type	Course
Political Science	OP	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

There are no prerequisites required to take the course.

Objectives

The growth of international migration in European societies has become one of the most significant social phenomena and poses major challenges for public policies and for models of social cohesion and coexistence. The general objective of the module is to provide analytical, conceptual, and methodological tools to address these processes of economic, political, and social transformation, from a comparative (European) perspective and with an emphasis on three key axes in managing migration and diversity:

- To analyze migration, asylum, and refugee policies and their impacts from a human rights perspective.
- To examine integration policies from the perspective of equality and redistribution, assessing their effects on social inclusion.
- To explore strategies for the recognition and management of diversity, focusing on coexistence and the protection of rights in multicultural contexts.

Learning outcomes

- CA27 (Assess integration policies in Europe from the perspective of equality and redistribution in different welfare regimes.) Assess integration policies in Europe from the perspective of equality and redistribution in different welfare regimes.
- CA28 (Interpret the role played by gender in migration, integration and public policies from a critical perspective.) Interpret the role played by gender in migration, integration and public policies from a critical perspective.
- KA25 (Identify the social, political and cultural transformations caused by international migrations.) Identify the social, political and cultural transformations caused by international migrations.
- KA26 (Explain the role of migration and integration policies in equality, redistribution and coexistence.) Explain the role of migration and integration policies in equality, redistribution and coexistence.
- SA20 (Analyse the social challenges of migration processes in Europe linked to integration and exclusion.) Analyse the social challenges of migration processes in Europe linked to integration and exclusion.
- SA21 (Apply the gender perspective to the analysis of migration regimes and their impact.) Apply the gender perspective to the analysis of migration regimes and their impact.
- SA22 (Manage bibliographical and empirical information in the field of European migration processes.) Manage bibliographical and empirical information in the field of European migration processes.

Contents

1. Towards a global governance of migrations
2. The axes of migration policy in the EU. The New Pact on Migration and Asylum
3. The axes of migration policy in comparative perspective
4. Asylum and refugee policy in Europe
5. Integration policies and management of cultural diversity in Europe
6. European policies for the integration of ethnic minorities from the perspective of the community
7. Theoretical perspectives on ethnic discrimination and mechanisms to fight it

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Exercises	10	0.4	CA27, KA25, KA26, SA20, SA21
Preparation of oral presentation	45	1.8	KA26, SA22
Tutorial	0	0	KA26, SA20, SA21, SA22
Preparation of 2 individual exercises	70	2.8	CA27, CA28, KA25, KA26, SA20, SA21, SA22
Master classes	20	0.8	CA27, CA28, KA25, KA26, SA20, SA21
Oral presentation	3	0.12	KA26, SA22

The course combines master classes with participatory debates and a role playing exercise

Racist, sexist and lgtbiqphobic views and statements are not welcome

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as literature or information searches, text correction, or translations.

The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these tools have influenced the process and the final outcome of the activity.

Lack of transparency in the use of AI will be considered academic dishonesty and may result in partial or total penalties on the activity's grade, or more severe sanctions in serious cases.

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	Weight	Hours	ECTS	Learning outcomes
Oral presentation	30%	2	0.08	KA25, SA22
Delivery of first assignment (individual)	35%	0	0	KA26, SA20, SA21, SA22
Delivery of second assignment (individual)	35%	0	0	CA27, CA28, KA25, SA22

Continuous assessment includes two different types of evidence:

- INDIVIDUAL ASSIGNMENTS: submission of 2 session analysis reports (35% + 35%)
- ORAL PRESENTATION: group presentations in teams of 2-3 people. *Role-playing* methodology (30%)

Other issues to consider:

- Class attendance is mandatory (80%)
- A minimum score of 4 in the different assessment components is required in order to pass the course, with a final grade of at least 5

Bibliography

At the beginning of the course, the list of required readings for each session will be provided.

Brown, Wendy (2015). *Estados amurallados: soberanía en declive*. Barcelona : Herder

Cachón Rodríguez, Lorenzo y Aysa-Lastra, María (2019). «El Pacto Mundial para la Migración Segura, Ordenada y Regular: *un contrato social internacional*». *Anuario CIDOB de la Inmigración 2019*, p. 84-95. DOI: doi.org/10.24241/AnuarioCIDOBInmi.2019.84. Disponible en:

https://www.cidob.org/articulos/anuario_cidob_de_la_inmigracion/2019/el_pacto_mundial_para_la_migracion_seg

Castles S. (1986) The Guest-Worker in Western Europe - An Obituary. *International Migration Review*. 1986;20(4):761-778.

Castles, Stephen (2006). "Guestworkers in Europe: A Resurrection?" *The International Migration Review*, vol. 40, no. 4, 2006, pp. 741-766.

Ferrero-Turrión, Ruth (2016), "Europa sin rumbo. El fracaso de la UE en la gestión de la crisis de refugiados." en *Revista de estudios internacionales mediterráneos*, 21, 159-176.

https://repositorio.uam.es/bitstream/handle/10486/676928/REIM_21_12.pdf?sequence=1&isAllowed=y

Gouws, Amanda. (2013), Multiculturalism in South Africa: Dislodging the Binary between Universal Human Rights and Culture/Tradition, *Politikon*, 10.1080/02589346.2013.765674, 40, 1, (35-55)

Iredale, R. (2001): "The migration of professionals: theory and typologies." *International Migration*, vol. 38 (5), pp: 7-24.

Meissner, Fran & Steven Vertovec (2015) Comparing super-diversity, *Ethnic and Racial Studies*, 38:4, 541-555

Meyer, J-B (2001) "Network approach versus brain drain: lessons from the diaspora", *International Migration* 39(5): 91-110.

Mezzadra, S y Brett, N. (2017). *La Frontera como Método*. Madrid: *Traficante de Sueños* Disponible en: <https://traficantes.net/libros/la-frontera-como-metodo>

Meyer, J.B. (2001). Network approach versus brain drain : lessons from the diaspora. *International Migration*, Wiley, 2001, 39 (5), p. 91-110. ff10.1111/1468-2435.00173ff. ffird-01730582f

Sassen, S. (2016) "La pérdida masiva de hábitat. Nuevas motivaciones para la migración". *Iglesia Viva*, 270: 11-38. Disponible en: <https://iviva.org/revistas/270/270-11-SASSEN.pdf> ; (Versión original en inglés: A Massive Loss of Habitat: New Drivers for Migration, 2016, *Sociology of Development* 2(2):204-233)

Simon, Patrick (2012) Collecting ethnic statistics in Europe: a review, *Ethnic and Racial Studies*, 35:8, 1366-1391, DOI: [10.1080/01419870.2011.607507](https://doi.org/10.1080/01419870.2011.607507)

Small, Mario L., and Devah Pager. 2020. "Sociological Perspectives on Racial Discrimination." *Journal of Economic Perspectives*, 34 (2): 49-67.

Special Issue:70 years of *International Social Science Journal* Volume 68, Issue 227-228

Vertovec, Steven (2007). "Super-diversity and its implications". *Ethnic and Racial Studies*. 30 (6): 1024-1054.

Zapata-Barrero, R. (2017) Interculturalism in the post-multicultural debate: a defence. *CMS* 5, 14 . <https://doi.org/10.1186/s40878-017-0057-z>

Software

The use of software is not required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE