

## The Sociology of Migrations: The context of Spain and the European Union

Academic Year: ( 2019 / 2020 )

Review date: 27-01-2020

Department assigned to the subject:

Coordinating teacher: SANDELL , FRANK RICKARD

Type: Compulsory ECTS Credits : 6.0

Year : 1 Semester :

## STUDENTS ARE EXPECTED TO HAVE COMPLETED

N.A

## COMPETENCES AND SKILLS THAT WILL BE ACQUIRED AND LEARNING RESULTS.

- \* Abilities to critically analyze contemporary debates around immigration, immigration policy, border controls, refugees and integration in Europe and further afield;
- \* Understanding of historical processes of migration and patterns of migration;
- \* Understanding of the mechanisms behind migration processes; why people migrate;
- \* Acquaintance with different theoretical approaches that explain the above mechanisms;
- \* Ability to identify and differentiate between the major theories of migration;
- \* Ability to apply concepts from sociological theories of migration to experiences of migration and integration
- \* Improved skills in academic writing
- \* Improved presentation skills
- \* Improved analytical skills
- \* Improved capacity to take on collaborative assignments

## DESCRIPTION OF CONTENTS: PROGRAMME

Migration and the consequences of migration has been and still are one of the most important social phenomena in the world. Consequently, it is central for policy makers at all levels including intergovernmental institutions such as the European Union. Migration phenomena are furthermore affecting a broad range of social institutions, social processes, and our way of life. In other words, migration in all its forms has far reaching demographic, cultural, and political implications. This course aim at introducing its students to migration, its problems and opportunities.

The course focus both on past and present migration. It analyses migration from different but related angles such as; demographic, social, political, and economic, with emphasis on the main scientific and political debates. The following broad content outline will be covered:

- 1) History of migration.
- 2) Demography and migration.
- 3) Migration theory ; i.e. explaining migration phenomena.
- 4) Migration policy EU regulation and national policy approaches, with emphasis on the Spanish case.
- 5) Ethnicity, Integration and Segregation in Spain and in the EU.

## LEARNING ACTIVITIES AND METHODOLOGY

Active participation is required, and class attendance is mandatory. The course will be based on lectures, exercises and active learning modules. The lectures introduce the different topics covered in

the course, providing the student with the necessary background to give meaning and content to individual and group exercises. In the active learning modules, the students will be given the possibility to conduct more in-depth studies of migration phenomena and the problems related to them. Students, and groups of students, have to present their work to the rest of the class, with a view to train their capacity to synthesis complex information and presentation skills. Students are also required to be active and critical to the work and presentation of their peers.

#### ASSESSMENT SYSTEM

The student work will consist of four tasks:

- 1) Active Participation. (Presence in class, Readings, class discussion and short exercises) (10%).
- 2) Presentation and essay (25%).
- 3) Individual paper (25%)
- 4) Final exam (40%).

Each element is graded 1-10. Final grade is calculated by multiplying the grade in each element with its weight, and thereafter summing the resulting products. It is not necessary to pass each element (grade 5 or above) to receive a final grade.

#### BASIC BIBLIOGRAPHY

- Andrew Geddes & Peter Scholten. *The Politics of Migration & Immigration in Europe* (2nd edition), Sage, 2016
- Castles, S., De Haas, H & Miller, M. *The age of migration* (5th ed), New York: Palgrave, 2014
- Massey, D., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. *Theories of international migration: A review and appraisal.* , *Population and Development Review*, 19(3), 431-466. , 1993