



Teaching Guide

Teaching Guide				
Identifying Data				2022/23
Subject (*)	History and theories of migratory movements		Code	615525013
Study programme	Mestrado Universitario en Políticas Sociais e Intervención Sociocomunitaria			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	Second	Optional	6
Language	English			
Teaching method	Non-attendance			
Prerequisites				
Department	Ciencias da SaúdeDereito PúblicoSocioloxía e Ciencias da Comunicación			
Coordinador	Brandariz Garcia, Jose angel	E-mail	jose.angel.brandariz@udc.es	
Lecturers	Brandariz Garcia, Jose angel Espíñeira González, Keina Raquel	E-mail	jose.angel.brandariz@udc.es keina.espineira@udc.es	
Web				
General description	In this module, the theoretical links between history and the sociology of migrations will be explored. The main goal is to provide a theoretical and conceptual framework to be applied in the field of international migrations. The module includes working hours, aiming to explore epistemological, methodological and ethnic aspects in migration research and its application to cases of analysis of present realities.			

Study programme competences

Code	Study programme competences
A2	CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.
A5	CE5 - Interpretar as situacións e os procesos de marxinação social e económica de colectivos desde unha perspectiva histórica e macroestrutural.
A8	CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación.
A9	CEM1 - Demostrar coñecementos avanzados sobre os principais movementos migratorios ao longo da historia e a súa relación con procesos de conflictividade e de cohesión social nas sociedades de orixe e destino
A10	CEM2 - Dominar as principais ferramentas conceptuais e técnicas que permiten definir un colectivo e unha problemática migratoria como obxecto de estudo e análise.
A11	CEM3 - Demostrar un coñecemento avanzado e crítico sobre as teorías e os debates académicos actuais de maior relevancia sobre as dinámicas migratorias e os procesos de integración dos colectivos migrantes.
A14	CEM6 - Actuar como profesional competente e cualificado/a no ámbito da análise das migracións internacionais e do traballo con colectivos migrantes.
B1	CB1 - Demostrar coñecementos avanzados, de carácter multidisciplinar, para a investigación e o exercicio profesional no ámbito da exclusión social.
B2	CB2 - Aplicar e integrar os coñecementos a contornos e problemas emerxentes e indefinidos, na práctica investigadora e profesional.
B3	CB3 - Seleccionar o marco científico adecuado para avaliar as evidencias dispoñibles e postular hipóteses razoadas sobre a avaliación previsible dos feitos sociais estudados.
B7	CB7 - Que os estudantes saiban aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornos novos ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.
B14	CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.
B17	CX5 - Elaborar e defender informes, proxectos e memorias no campo das ciencias sociais.
B18	CX6 - Valorar a adecuación das distintas ferramentas teóricas, metodolóxicas e técnicas ás preguntas e os obxectivos específicos formulados sobre a realidade social e as políticas sociais.
B20	CX8 - Aplicar a perspectiva comparada na comprensión das problemáticas sociais e das respostas e solucións políticas.
B21	CX9 - Aplicar unha perspectiva interdisciplinar na análise e a valoración de problemáticas de exclusión e políticas sociais de inclusión e cohesión.



B22	CX10 - Recoñecer e valorar os xuízos de valor e as evidencias nos argumentos que sosteñen as descrições e políticas sobre a realidade social.
C1	CT1 - Adequate oral and written expression in the official languages.
C3	CT3 - Using ICT in working contexts and lifelong learning.
C5	CT5 - Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	CT6 -Acquiring skills for healthy lifestyles, and healthy habits and routines.
C7	CT7 - Developing the ability to work in interdisciplinary and transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.

Learning outcomes			
Learning outcomes		Study programme competences	
1. To interpret facts and social policies from different theoretical paradigms in the field of international migrations.		AC2 AC5 AC9	BC20 BC21 BC22 CC3 CC6
2. Demonstrate an advanced and critical knowledge about the current academic theories and debates of greater relevance to migration dynamics.		AC10 AC11 AC14	BC3 BC14 BC18
3. To master the main conceptual and technical tools that allow to define a migratory reality as an object of study and analysis.		AC8 AC10 AC14	BC1 BC2 BC7
4. Carry out critical analysis of the social reality and professional development linked to the social facts on which one works. Develop the ability to work in interdisciplinary teams.			BC1 BC2 BC3 BC7 BC14 BC17 BC18 BC20 CC1 CC3 CC5 CC7

Contents	
Topic	Sub-topic
1. A historical perspective of international migration theories	1.1. Chicago School: Park and Thomas, and Znaniecki 1.2. Sociology of "Race and Ethnic relations" 1.3. North American contemporary sociology's contribution to migration: Portes and Massey 1.4. French School and its theoretical contribution: Bourdieu and Sayad
2. Explanatory theories of international migration processes	2.1. The push-pull economic model 2.2. Individual action theories 2.3. Social capital and networks theories 2.4. Social mobility theories
3. New theories and approaches in the context of Globalization	3.1. Migration in a globalised world 3.2. Mobility and transnationalism 3.3. Belonging, identity and citizenship 3.4. Border studies
4. Research on migration: debates and dilemmas	4.1. Epistemological issues: reflexivity, subjectivity/objectivity... 4.2. Ethical and methodological dilemmas

Planning



Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A5 A8 A10 B14 C1	1	0	1
Guest lecture / keynote speech	A2 A9 A10 A11 B14 B20	20	0	20
Workbook	A2 A10 A11 C1	0	27	27
Field trip	A2 A9 A10 A11 A14 B2 B7 B14 B21 C1 C7	8	5	13
Workshop	A2 A5 A8 A9 A10 A11 A14 B1 B3 B17 B18 B22 C3 C5 C6	28	42	70
Directed discussion	A2 A10 A11 C1	15	0	15
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	Activities used at beginning of any teaching-learning process to obtain information regarding student competences, interests and/or motivations in relation to specific learning outcomes, which educators may then incorporate in their planning to create more meaningful, effective learning experiences based on students? existing knowledge.
Guest lecture / keynote speech	Lectures with the participation of students.
Workbook	Set of texts and written documentation compiled to deep on the contents of the subject.
Field trip	Activities associated with particular area of study which take place away from university or academic environment (businesses, institutions, organisations, historical sites, etc.), aimed at developing research capacities, including direct, systematic observation, information gathering and product development (project outline, plan, etc.)
Workshop	Training modality oriented to the application of knowledge in which several methodologies can be combined: directed discussion (presentation and comments in class of the texts assigned for reading); Exhibitions, Simulations, Debates, Problem solving, Guided practices, etc. Through these methodologies, the student develops eminently practical tasks on a specific topic, with the support and supervision of the teaching staff.
Directed discussion	Sessions are based on a theoretical introduction to each didactic unit and the collective discussion in class of a series of readings. The active participation of students will be valued.

Personalized attention	
Methodologies	Description
Workshop	Students may consult with the professors in charge the doubts and questions they need in order the correct execution of the activities. To arrange a tutorial, it will be necessary to specify a day and time by email.

Assessment			
Methodologies	Competencies	Description	Qualification
Directed discussion	A2 A10 A11 C1	Students participation in the discussions of the readings suggested will be evaluated	10
Guest lecture / keynote speech	A2 A9 A10 A11 B14 B20	Students participation and the integration of the contents will be assessed.	15
Workshop	A2 A5 A8 A9 A10 A11 A14 B1 B3 B17 B18 B22 C3 C5 C6	The individual participation and the integration of the contents in the activities carried out will be evaluated.	75



Assessment comments

Students must overcome all the evaluation methodologies to pass the module. The responsible teacher reserves the possibility of making any change in the evaluation or other aspects. Those will be notified to the students in advance.

Sources of information

Basic	- Vázquez, A. (2008). Unha visión xeral da emigración galega contemporánea a América e a Europa. X.M. Cid et Alii, Migracións na Galicia contemporánea, Santiago, Sotelo Branco, p. 17-48 - Ribas-Mateos, N. (2004). Una invitación a la sociología de las migraciones. Barcelona: Bellaterra. - Messina, A. ; Lahav, G. (2006). The migration reader: exploring politics and policies. Boulder: Lynne Rienner - Sennett, R. (2014). El extranjero: dos ensayos sobre el exilio. Barcelona: Anagrama - Rea, A. (2009). Sociología de la inmigración. Barcelona: Hacer - Sassen, S. (2013). Inmigrantes y ciudadanos: de las migraciones masivas a la Europa Fortaleza. Tres Cantos: Siglo XXI - Sayad, A. (2010). La doble ausencia: de las ilusiones del emigrado a los padecimientos del inmigrado. Rubí: Anthropos - AA.VV. (2008). Estudios postcoloniales. Ensayos fundamentales. Madrid: Traficantes de Sueños - Terrén, E. (2002). Razas en conflicto: perspectivas sociológicas. Barcelona: Anthropos - Portes, A.; DeWind, J. (2006). Repensando las migraciones internacionales. Nuevas perspectivas teóricas y empíricas. México: Miguel Ángel Porrúa - Massey, D.; Arango, J; Graeme, H. ; Kouaocuci, A.; Pelegrino, A. (2000). Teorías de la Migración Internacional: Una reseña y una evaluación. Revista Trabajo, 3, pp. 5-50. - Mezzadra, S.; Neilson, B. (2013). Border as method, or, the multiplication of labor.. Duke University Press - Houtum, H., Kramsch, O. y Zierhofer, W (eds.) (2005). B/ordering Space.. Londres: Ashgate Publishing. - Anzaldúa, G. (1987). Borderlands / La Frontera. The New Mestiza. . San Francisco: Aunt Lute Books. - Zapata-Barrero, R. (ed.) (2010). Shaping the normative contours of the European Union: a Migration-Border framework.. Barcelona: CIDOB - Houtum, H. (2005). ?The Geopolitics of Borders and Boundaries?. Geopolitics, 10(4): 672-679 - Houtum, H. y T. V. Naerssen (2002). ?Bordering, Ordering and Othering?. Tijdschrift voor Economische en Sociale Geografie, 93/2: 125-136 - Balibar, Étienne (2009). ?Europe as borderland?. Environment and Planning D: Society and Space, 27(2): 190-215 - Andersson, Ruben (2014). "Hunter and Prey: Patrolling Clandestine Migration in the Euro-African Borderlands". Anthropological Quarterly, Vol. 87, No. 1 (Winter 2014), pp. 119- 149 - Tazzioli, Martina (2018). "Containment through mobility: migrants? spatial disobediences and the reshaping of control through the hotspot system". Journal of Ethnic and Migration Studies, Vol. 44, Nº. 16, 2764?2779 - Campessi, Giuseppe and Fabini, Giulia (2020). "Immigration detention as Social Defence: Policing ?Dangerous Mobility? in Italy". Theoretical Criminology, Vol. 24(1) 50? 70 - Bosworth, Mary (2019). "Immigration Detention, Punishment and the Transformation of Justice". Social & Legal Studies, Vol. 28(1) 81?99
Complementary	Allegue, Gonzalo, 1992: Galegos, as mans de América, Vigo, Nigra Barnett, Miguel, 2008: Galego, Xunta de Galicia. Mezzadra, Sandro (2005) Derecho de fuga: migraciones, ciudadanía y globalización. Madrid: Traficantes de Sueños. Houtum, H. y Pijpers, R. (2007) ?The European Union as a Gated Community: The Two-faced Border and Immigration Regime of the EU?. Antipode, 39 (2): 291-309. Houtum, Henk (2010) ?Human Blacklisting: The Global Apartheid of the EU?s External Border Regime.? Environment and Planning D: Society and Space 28 (6): 957?976. Casas Cortés, M., Cobarrubias, S. y Pickles, J. (2011) ?Stretching Borders Beyond Sovereign Territories? Mapping EU and Spain?s Border Externalization Policies? Geopolítica(s). Revista de estudios sobre espacio y poder, 2(1): 71-90. Johnson, Corey; R. Jones; A. Paasi; L. Amoore; A. Mountz; M. Salter ; y C. Rumford (2011) ?Interventions on Rethinking ?the Border? in Border Studies?. Political Geography 2011, vol. 30: 61-69.



Recommendations
Subjects that it is recommended to have taken before
Identity, alterity. and intersectionality/615525006
Subjects that are recommended to be taken simultaneously
Integration and intercultural relations/615525011
Migration policies and migration law/615525012
Subjects that continue the syllabus
The Spanish migration model/615525014
Other comments
1.- A entrega dos traballos documentais que se realicen nesta materia: 1.1. Solicitarase en formato virtual e/ou soporte informático 1.2. Realizarase a través de Moodle, en formato dixital sen necesidade de imprimilos 1.3. De se realizar en papel: - Non se empregarán plásticos. - Realizaranse impresións a dobre cara. - Empregarase papel reciclado. - Evitarase a impresión de borradores. 2.- Débese facer un uso sostible dos recursos e a prevención de impactos negativos sobre o medio natural 3.- Débese ter en conta a importancia dos principios éticos relacionados cos valores da sostenibilidade nos comportamentos persoais e profesionais 4.- Segundo se recolle nas distintas normativas de aplicación para a docencia universitaria deberase incorporar a perspectiva de xénero nesta materia (usarase linguaxe non sexista, utilizarase bibliografía de autores de ambos os sexos, propiciarse a intervención en clase de alumnos e alumnas...) 5.- Traballarse para identificar e modificar prexuizos e actitudes sexistas, e influirase na contorna para modificalos e fomentar valores de respecto e igualdade 6. Deberanse detectar situacións de discriminación por razón de xénero e proporanse accións e medidas para corrixilas 7. Facilitarase a plena integración do alumnado que por razón físicas, sensoriais, psíquicas ou socioculturais, experimenten dificultades a un acceso axeitado, igualitario e proveitoso á vida universitaria8.&nbsp;Nas clases sosterase o principio de debate democrático, escoitando e respetando todas as opinións diversas en torno aos temas tratados, tanto de parte do profesorado como do alumnadoThe principal of democratic debate will be supported in the class sessions: listening to and respecting all of the diverse opinions concerning the topics addressed, whether they are raised by teachers or students.&nbsp;

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.