UNIVERSIDADE DA CORUÑA

Teaching Guide

Identifying Data				2023/24	
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	Espiñeira González, Keina Raquel		**E-mail**	keina.espineira@udc.es	
Lecturers	Espiñeira González, Keina Raquel Magazzini , Tina Rivas Quarneti, Natalia Yanaina		**E-mail**	keina.espineira@udc.es tina.magazzini@udc.es natalia.rivas.quarneti@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 ethic aspects in migration research and its application to cases of analysis of current 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 marxinación 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 conflitividade 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 descricións 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 & the role of research	- Overview of historical development of migration theories. - Situating research paradigms in migration studies. - The role of theory in research. - Historical underpinnings of migration theories I: a) Ravenstein. b) Chicago School - Example of migration research: Body-mapping storytelling. - Historical underpinnings of migration theories II: a) The push-pull economic model. b) Individual action theories. c) Social capital and networks theories. d) Social mobility theories.

2. Belonging, identity and citizenship	Citizenship and Integration:
	- The EU concept of immigrant integration, citizenship regimes and policies in a migratory world
	- Minority rights, categories and approaches (how they change over time, and where we are)
	Diversity & Anti-Discrimination Policies in Europe:
	- A brief history of diversity approaches from multiculturalism to superdiversity
	- How does antidiscrimination apply to migration?
	- Religious Diversity Governance in Europe ? problematizing the link between religious and migrant minorities
Seminar 1. Research methods in migration studies: visual methods	- Ethical and practical implications of employing visual methodologies in migration research.
	- The question of representation of migration in public narratives.
	- Ownership and collaboration when conducting research on migration that involves visual methods.
3. Borders, b/ordering and border making	- Contemporary approaches to Border Studies.
	- The everyday construction of borders.
	- Detention, deportability and criminology of mobility.
	- Border aesthetics. The intersection politics/art.
	- Case study: The southern border of Spain
4. Solidarity, activism and global justice from below	- Power in migration as a social movement for justice
	- Irregular migrants as political actors mobilize agency, resources and networks
	- Cities as crucial sites for fostering inclusion and belonging (sanctuary, welcoming, fearless)
	- Activist tactics-migrant struggles, de facto citizenship struggles, border protests
	- Case study: Genealogy of migrant struggles in Spain
Seminar 2. Research methods in migration studies: Ethics is migration, positionality and dilemmas	- Who is a Migrant? Epistemological traps
	- Reflexivity, positionality and intersectionality
	- Critical reflections on research ethics during fieldwork
Seminar 3. Ecofeminist urbanism, care and social mapping	Sessions by guest lecturers (seminar language Spanish/Galician)

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A2 A9 A10 A11 B20 B14	20	0	20
Workbook	A2 A10 A11 C1	0	30	30
Workshop	A2 A5 A8 A9 A10 A11 A14 B1 B3 B17 B18 B22 C3 C5 C6	16	40	56
Collaborative learning	B2 B7 B21	8	12	20
Directed discussion	A2 A10 A11 C1	10	10	20
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
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.

Workshop	Training modality oriented to the application of knowledge in which several methodologies can be combined: 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.
Collaborative learning	Activities aimed at getting students to work together, by developing learning tasks in a small enough group to ensure that everyone participates.
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
Collaborative learning 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
Collaborative learning	B2 B7 B21	The units will have associated activities to be completed in teams.	60
Directed discussion	A2 A10 A11 C1	Students participation in the discussions of the readings suggested will be evaluated	20
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.	20

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.
The fraudulent performance of the assessment tests or activities, once verified, will directly imply the qualification of failure in the call in which it is committed: the student will be graded with a "fail" (numerical grade 0) in the corresponding call of the academic year, whether the offence is committed at the first opportunity or at the second opportunity. To this end, the grade will be modified in the first opportunity report, if necessary.

Sources of information

Basic	[Unit 1] Amelina, Anna; Horvath, Kenneth. Sociology of migration, The Cambridge Handbook of Sociology: Core Areas in Sociology and the Development of the Discipline. Cambridge University Press, 2017, pp. 455-464. O'REILLY, Karen, 2012. International migration and social theory. Basingstoke: Palgrave Macmillan. CHAPTER 3. Theories and Perspectives in Migration Lincoln, Y. S. and Guba, E., G. (2000). Paradigmatic controversies, contradictions and emerging confluences. In N., K. Denzin & Y. S. Lincoln (Eds.). Handbook of qualitative research (2 nd ed.). Thousand Oaks: Sage, pp. 163-188 Carter SM, Little M. Justifying knowledge, justifying method, taking action: epistemologies, methodologies, and methods in qualitative research. Qual Health Res. 2007 Dec;17(10):1316-28. doi: 10.1177/1049732307306927. PMID: 18000071. Shinozaki, K. (2021). Reflexivity and its enactment potential in gender and migration research. The palgrave handbook of gender and migration (pp. 89-103) doi:10.1007/978-3-030-63347-9_6 Ravenstein, Ernst Georg. The laws of migration. Journal of the statistical society of London, 1889, vol. 52, no 2, p. pp. 241-305. Ravenstein, Ernst Georg. The laws of migration. Journal of the statistical society of London, 1885, vol. 48, no 2, p. 167-235 Thomas, William; Znarniecki, Florian. The polish peasant in Europa and America. Horham Press, 1920, vol. 5. Arango, Joaquín. Las Leyes de las Migraciones de Ernst Georg Ravenstein, cien años después. Reis, 1985, no 32, p. 7-26. Wirth, Louis. The Ghetto. American Journal of Sociology. 1927. 33 (1) p 57 71. ISSN/ISBN: 0002-9602; 1537-5390. DOI: 10.1086/214333 Dauder, Silvia García. La historia olvidada de las mujeres de la Escuela de Chicago. Revista Española de Investigaciones Sociológicas (Reis), 2010, vol. 131, no 1, p. 11-41. Massey, Douglas S., et al. Theories of international migration: A review and appraisal. 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Body-map storytelling as research: Methodological considerations for telling the stories of undocumented workers through body mapping, http://www.migrationhealth.ca/undocumented-workers-ontario/body-mapping [Unit 2] Ager, Alastair, and Alison Strang (2008). Understanding Integration: A conceptual framework. Journal of Refugee Studies, 21: 166-91. https://academic.oup.com/jrs/article/21/2/166/1621262 Collyer, Michael, Sophie Hinger and Reinhard Schweitzer (2020). Politics of (Dis)Integration: an introduction, in Politics of (Dis)Integration, Springer. Pp. 1-18. https://link.springer.com/chapter/10.1007/978-3-030-25089-8_1 Triandafyllidou, Anna, Daniela Ghio, Luisa Veronis and Robert McLeman (2023). Complex Migration Flows and Multiple Drivers: What Do We Know? Working Paper No. 2023/05 April 2023. https://www.torontomu.ca/content/dam/centre-for-immigration-and-settlement/tmcis/publications/workingpapers/2023-05-WP-Triandafyllidou-Ghio-Veronis-McLeman.pdf [Unit 3] Johnson, Corey et al. (2011) Interventions on rethinking ?the border? in border studies, Political Geography, 30: 61-69, https://doi.org/10.1016/j.polgeo.2011.01.002 Van Houtum, Henk (2021) Beyond ?borderism?: overcoming discriminative b/ordering and othering, Tijdschrift voor Economische en Sociale Geografie, 112(1): 34-43, https://doi.org/10.1111/tesg.12473 Paasi, Anssi et al. (2022) Locating the territoriality of territory in border studies, Political Geography, 95, https://doi.org/10.1016/j.polgeo.2021.102584 [Unit 4] Wonders, Nancy. and Jones, LC. (2019) Doing and undoing borders: The multiplication of citizenship, citizenship performances, and migration as social movement. Theoretical Criminology 23(2): 136?155. https://doi.org/10.1177%2F1362480618802297 Wonders, Nancy. and Fernández-Bessa, Cristina (2021) Border struggles, political unity, and the transformative power of the local: US sanctuary cities and Spain?s cities of refuge. International Journal for Crime, Justice and Social Democracy. 10(3): 1-15. https://doi.org/10.5204/ijcjsd.2037 Ambrosini, Maurizio and Hajer, Mikel H.J. (2023) Agency, Inclusion and?Political Mobilisation of?Irregular Migrants, in: M. Ambrosini and M.H.J. Hajer (eds.) Irregular Migration. Imiscoe, pp.117-139. [Seminar 1] Desille, Aamandine and Karolina Nikielska-Sekula (2021). Introduction. In: Nikielska-Sekula, K., Desille, A. (eds) Visual Methodology in Migration Studies. IMISCOE Research Series, Springer. https://link.springer.com/chapter/10.1007/978-3-030-67608-7_1 Nikielska-Sekula, Karolina (2021). ?Have You Just Taken a Picture of Me??: Theoretical and Ethical Implications of the Use of Researcher-Produced Photography in

Studying Migrant Minorities. In: Nikielska-Sekula, K., Desille, A. (eds) Visual Methodology in Migration Studies. IMISCOE Research Series, Springer. https://link.springer.com/chapter/10.1007/978-3-030-67608-7_2 [Seminar 2] Scheel, Stephan and Tazzioli, Martina (2022) Who is a Migrant? Abandoning the Nation-state Point of View in the Study of Migration, Mig. Pol. 1, 002, https://doi.org/10.21468/MigPol.1.1.002   Zapata-Barrero, Ricard and Yalaz, Evren (2019) Qualitative migration research ethics: mapping the core challenges. GRITIM Working Papers, no.42, winter 2019. [Seminar 3] Iconoclasistas (2016) Manual of collective mapping. Critical cartographic resources for territorial processes of collaborative creation

Complementary	

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
Students must regularly check the virtual platform and consult the proposed documents and activities.The lecturers will communicate with students through the Virtual Classroom or the UDC email.Communication with the lecturer should be carried out through institutional channels and using the university's email.In this subject:A sustainable use of resources and the prevention of negative impacts on the natural environment must be made.The importance of ethical principles related to the values of sustainability in personal and professional behaviour will be taken into account.In accordance with the different regulations applicable to university teaching, the gender perspective must be incorporated into this subject (non-sexist language will be used, bibliography of male and female authors will be used, the intervention of all students in class will be encouraged, etc.). This will be done in order to identify and modify sexist prejudices and attitudes, and will have an impact on the environment in order to modify them and promote values of respect and equality. Likewise, the right to gender identity will be respected.The full integration of students who, for physical, sensory, mental or socio-cultural reasons, experience difficulties in gaining adequate, equal and profitable access to university life will be facilitated.The principle of democratic debate will be upheld, listening to and respecting all the different opinions on the subjects dealt with, both on the part of the teaching staff and the students.

(*)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.