



Teaching Guide				
Identifying Data				2023/24
Subject (*)	Cooperation, migration. and development		Code	615525015
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	5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Socioloxía e Ciencias da Comunicación			
Coordinador	Espiñeira González, Keina Raquel	E-mail	keina.espineira@udc.es	
Lecturers	Espiñeira González, Keina Raquel	E-mail	keina.espineira@udc.es	
Web				
General description	This course analyses the concepts of development, development cooperation and co-development from a sociological and political perspective. Students will analyse the main development cooperation plans. Special focus will be given to the relations with Mediterranean and African countries.			

Study programme competences / results	
Code	Study programme competences / results
A1	CE1 - Determinar as dimensións e categorías axeitadas para o diagnóstico e a análise científica das situacións de exclusión social.
A2	CE2 - Interpretar os feitos e as políticas sociais desde os distintos paradigmas teóricos vixentes na análise da exclusión.
A6	CE6 - Avaliar a capacidade e eficacia das medidas de intervención para corrixir ou previr situacións e procesos de exclusión social.
A7	CE7 - Identificar e valorar a posibilidade de intervención e prevención en procesos de conflitividade social.
A8	CE8 - Identificar procesos e factores de cohesión social, e deseñar medidas para a súa potenciación.
A10	CEM2 - Dominar as principais ferramentas conceptuais e técnicas que permiten definir un colectivo e unha problemática migratoria como obxecto de estudo e análise.
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.
B5	CB5 - Comunicar con claridade os coñecementos e problemas científicos sobre os que se traballa tanto a un público non experto como de especialistas.
B6	CB6 - Posuír e comprender coñecementos que proporcionen unha base ou oportunidade para ser orixinais no desenvolvemento e/ou a aplicación de ideas, a miúdo nun contexto de investigación.
B13	CX1 - Comprender e integrar coñecementos complexos para traducilos en propostas de investigación e programas de intervención en contextos sociais problemáticos.
B14	CX2 - Realizar unha análise crítica da realidade social e do desenvolvemento profesional vinculada aos feitos sociais sobre os que se traballa.
B15	CX3 - Deseñar, aplicar e avaliar proxectos de investigación en ciencias sociais relacionados cos procesos e as situacións de exclusión social.
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.
C1	CT1 - Adequate oral and written expression in the official languages.
C4	CT4 - Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.



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 / results		
1. To comprehend the existing relations between cooperation, development and migrations. Explore the different approaches and conceptualisations of the co-development idea.	AC1		
	AC2		
	AC6		
	AC7		
	AC8		
	AC10		
2. To understand the evolution of the migration - development nexus within the European Union policy framework.	AC14	BC3	
		BC6	
3. To develop research involving the analysis of practical cases of cooperation for development, linked to the management and governance of migration and borders.		BC1	CC1
		BC2	CC4
		BC5	CC5
		BC13	CC6
		BC14	CC7
		BC15	
		BC17	
		BC18	

Contents	
Topic	Sub-topic
1. Conceptual framework: cooperation, development and migrations	1.1. Development cooperation. The origins 1.2. The nexus migration - development 1.3. The concept of co-development
2. Policies, actors and tendencies in co-development	2.1. Co-development policies 2.2. Modalities and areas of intervention 2.3. Main actors in co-development
3. Cooperation for development and immigration policy in the European Union	3.1. The external dimension of the EU migration policy 3.2. Instruments and areas of intervention in EU co-development policies 3.3. The geographical distribution of aid
4. Migrations and development within the Euro-Mediterranean Partnership	4.1. North African migration systems 4.2. From the Barcelona process to the Union for the Mediterranean 4.3. Mobility partnerships and bilateral agreements 4.4. Present challenges in Mediterranean co-development policies
5. The Euro-African Dialogue on Migration and Development	5.1. Migration systems: Western Sahel and Horn of Africa 5.2. Rabat and Khartoum Processes 5.3. The Second-Generation Partnership Approach 5.4. The Valetta Summit 2015. Present challenges
6. Seminar: Development cooperation and migrations in Latin America	

Planning



Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Directed discussion	A1 A2 A8 A10 A14 B1 B5 B6 B18 C1 C5 C6 C7	25	30	55
Workshop	A1 A2 A8 A10 A14 B1 B5 B6 B18 C1 C5 C6 C7	25	17	42
Long answer / essay questions	A6 A7 B2 B3 B13 B14 B15 B17 C4	4	18	22
Personalized attention		6	0	6

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
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.
Workshop	The sessions will consist on the application of analysis and evaluation tools to cooperation projects in the field of migration. The active participation of the students will be valued.
Long answer / essay questions	Throughout the course students should write an academic essay (4,000 words maximum) addressing a practical case of development cooperation that is linked to the management of migration. This case may be from the present context or have a historical perspective. The essays could be presented in class.

Personalized attention	
Methodologies	Description
Long answer / essay questions	Students can request personalized tutoring by e-mail.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Workshop	A1 A2 A8 A10 A14 B1 B5 B6 B18 C1 C5 C6 C7	The workshops consist of practical activities combining different tests: readings, debates, analysis of secondary sources, problem solving. For face-to-face students, the activities and the accompaniment of the same by the teachers will take place in the classroom. For distance learning students, or students with recognition of part-time dedication and academic dispensation of exemption from attendance, the activities will be carried out individually and must be delivered in writing (through the system enabled for this purpose in the virtual classroom) following the timetable set by the teachers.	40
Directed discussion	A1 A2 A8 A10 A14 B1 B5 B6 B18 C1 C5 C6 C7	The active participation of students will be evaluated by performing the suggested readings for each teaching unit and class discussion.	10
Long answer / essay questions	A6 A7 B2 B3 B13 B14 B15 B17 C4	Writing an essay on the contents of the subject in which the contents, clarity of exposition, analytical skills, reading and formal aspects will be evaluated.	50

Assessment comments



For students with recognition of part-time dedication and academic exemption, a specific tutoring program will be agreed at the beginning of the course, according to their dedication.

In the 2nd opportunity, the evaluation criteria will be the same as those proposed for the 1st call.

It is compulsory to solve the activities in a reasoned way, supporting and arguing based on the documents of the subject and others that may be considered of interest.

The improper use of citations and bibliographical references may result in a penalty in the final grade and plagiarism in the failure of the subject.

The delivery of the work to be done in this subject will be done through the tool provided for it in the virtual classroom, in digital format and on the dates indicated by the teachers.

Sources of information



Basic

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International Organization for Migration (2022) *World Migration Report* Chetail, V. (2008) 'Paradigm and Paradox of the Migration-Development Nexus: The New Border for North-South Dialogue?' *German Yearbook of International Law*, 52: 183-215.

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Raghuram, P. (2009) 'Which Migration, What Development? Unsettling the Edifice of Migration and Development?', *Population, Space and Place*, 15, 103-117. DOI: 10.1002/psp.536

Geiger, M. and Pécoud, A. (2013) 'Migration, Development and the Migration and Development Nexus?', *Population, Space and Place*, DOI: 10.1002/psp.1778

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Guizardi and Grimson (2020) 'Migration and Development Transition. A Perspective from Latin America?', in: *Routledge Handbook of Migration and Development*, edited by Tanja Bastia, Ronald Skeldon Casas, M. and Cobarrubias, S. (2018) 'It is Obvious from the Map!?: Disobeying the Production of Illegality Beyond Borderlines?', *Movements: Journal Fur Kritische Migrations und Grenzregimeforschung*, 4(1): 29-44.

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Zanker, Franzisca (2019) 'Managing or restricting movement? Diverging approaches of African and European migration governance', *Comparative Migration Studies* 7: 17, <https://doi.org/10.1186/s40878-019-0115-9>

Zardo, Federica (2022) 'The EU Trust Fund for Africa: Geopolitical Space Making through Migration Policy Instruments', *Geopolitics*, 27:2, 584-603 <https://doi.org/10.1080/14650045.2020.1815712>

NOTA: Esta bibliografía é susceptible de ser modificada a medida que avanza o curso académico co fin de adecuarse ás necesidades formativas do alumnado

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The external dimension of EU migration policy [Unit 3] · Casas, M. and Cobarrubias, S. (2018) 'It is Obvious from the Map!?: Disobeying the Production of Illegality Beyond Borderlines?', *Movements: Journal Fur Kritische Migrations und Grenzregimeforschung*, 4(1): 29-44. · Cortinovis, R. and Conte, C. (2018) 'Migration-related Conditionality in EU External Funding?', *ReSOMA Discussion Brief*, July 2018. · Gabrielli, L. (2016) 'Multilevel inter-regional governance of mobility between Africa and Europe?', *GRITIM Working Paper Series*, No.30. · Lavenex, S. and Kunz, R. (2008) 'The Migration-Development Nexus in EU External Relations?', *European Integration*, 30(3): 439-457. Refugee crisis 2015 [Unit 3] · den Hertog, L. (2016) 'EU Budgetary Responses to the Refugee Crisis?: Reconfiguring the Funding Landscape?', *CEPS Paper in Liberty and Security in Europe*, No. 93. · Barbulescu, R. (2017) 'Still a Beacon of Human Rights? Considerations on the EU Response to the Refugee Crisis in the Mediterranean?', *Mediterranean Politics*, 22(2): 301-308. · Geddes, A. & Hadj-Abdou, L. (2018) 'Changing the path? EU migration governance after the Arab spring?', *Mediterranean Politics*, 23(1): 142-160. · Hauck, V.; Knoll, A. and Herrero Cangas, A. (2015) 'EU Trust Funds. Shaping more comprehensive external action?' *European Centre for Development Policy Management ECDPM, Briefing Note*, No. 81 · November 2015. North African migration systems [Unit 4] · Collyer, M. (2016) "Geopolitics as a migration governance strategy: European Union bilateral relations with Southern Mediterranean countries", *Journal of Ethnic and Migration Studies*, 42(4): 606-624. · De Haas, H. (2007) 'North African migration systems: evolution, transformations and development linkages?', *International Migration Institute Working paper* n.6. · Kausch, K. (2013) 'The End of the (Southern) Neighbourhood?', 18 Papers IEMed joint series with EuroMeSCo. Barcelona: European Institute of the Mediterranean. EU Migration Partnership Framework [Unit 4] · Broczka, S. and Paulhart, K. (2015) 'EU mobility partnerships: a smart instrument for the externalization of migration control?', *European Journal of Futures Research*, 3: 15. DOI 10.1007/s40309-015-0073-x. · Castillejo, C. (2017) 'The EU Migration Partnership Framework: Time for a Rethink?' *German Development Institute, Discussion Paper* 28/2017. · Collet, E. and Ahad, A. (2017) *EU Migration Partnerships: A work in progress*. Migration Policy Institute, Report.



Reslow, N. and Vink, M. (2015) 'Three-Level Games in EU External Migration Policy: Negotiating Mobility Partnerships in West Africa?', *Journal of Common Market Studies*, 53(4): 857-874. Euro-African Dialogue [Unit 5].

Barslund, M.; Di Salvo, M.; Laurentsyeveva, N.; Lixi, L. and Ludolph, L. (2019) 'An EU-Africa partnership scheme for human capital formation and skill mobility ? MEDAM Project, CEPS, Brussels.' Crawley, H. and Blitz, B.K. (2019) 'Common agenda or Europe's agenda? International protection, human rights and migration from the Horn of Africa?', *Journal of Ethnic and Migration Studies*, 45(12): 2258-2274.

Flahaux, M-L. and De Haas, H. (2016) 'African migration: trends, patterns, drivers?', *Comparative Migration Studies* 4:1, DOI 10.1186/s40878-015-0015-6.

Lebovich, A. (2017) 'Bringing the desert together: how to advance Sahel-Maghreb integration?', *European Council on Foreign Relations, Policy Brief.*

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Complementary

Recommendations

Subjects that it is recommended to have taken before

Information sources and statistical techniques for the analysis of social policies/615525007

Design, management and evaluation of social policies/615525009

Subjects that are recommended to be taken simultaneously

Migration policies and migration law/615525012

History and theories of migratory movements/615525013

Subjects that continue the syllabus

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.