



Teaching Guide

Identifying Data					2024/25
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 conflictividade 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.
A12	CEM4 - Explicar os principios básicos que orientan os distintos tipos de políticas migratorias existentes, e analizar a eficacia, o deseño e a xestión destas políticas.
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		
Identify and critically reflect upon issues, theories and the politics of migration and development: causes, interrelationship and possibly policy interventions.	AC1 AC2 AC6 AC7 AC8 AC10		
To understand the evolution of the migration - development nexus within the European Union framework.	AC14	BC3 BC6	
Formulate advanced research questions regarding migration and development.	AC10 AC12 AC14	BC2 BC5 BC6 BC13	
To develop research involving the analysis of practical cases of cooperation for development, linked to the management and governance of migration and borders.		BC1 BC2 BC5 BC13 BC14 BC15 BC17 BC18	CC1 CC4 CC5 CC6 CC7

Contents	
Topic	Sub-topic
1. Conceptual framework: cooperation, development and migrations	1.1. Development cooperation. The origins 1.2. The migration-development nexus 1.3. The concept of co-development
2. Policies, actors and tendencies in the migration-development nexus	2.1. Modalities and areas of intervention 2.2. Network of actors 2.3. Gender and the migration-development nexus
3. Cooperation for development and immigration policy in the European Union	3.1. The external dimension of the EU migration policy 3.2. EU's tools for partnering with third countries 3.3. Externalisation and funding conditionalities 3.4. Economic instruments in EU development policies and the geographical distribution of aid
4. The Euro-Mediterranean Partnership	4.1. North African migration systems 4.2. From the Barcelona process to the Union for the Mediterranean 4.3. Renewed partnership with the Southern Neighbourhood: a New Agenda for the Mediterranean



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
Seminar I: Development cooperation and migrations in Latin America	
Seminar II: The transnational dimension of development in a local perspective	

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	10	10	20
Workbook	A10 A12 B3 B6	10	50	60
Collaborative learning	A6 B2 B5 B13 B14 B15 B17 B18 C1 C4 C6 C7	10	20	30
Seminar	A7 A12 A14 B13 B14 B18 C1	2	7	9
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	The sessions are based on a theoretical introduction to each didactic unit and student participation in guided discussions.
Workbook	Presentation and commentary in class on the texts assigned to each student or group of students.
Collaborative learning	A set of research procedures guided and/or supported by information and communication technologies, based on the organisation of the class into small groups in which students work together to solve tasks assigned by the teacher in order to optimise their own learning and that of the other members of the group.
Seminar	Participation in a seminar organised by experts with experience in the development cooperation sector.

Personalized attention	
Methodologies	Description
Directed discussion Collaborative learning	Students can request personalized tutoring by e-mail.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Directed discussion	A1 A2 A8 A10 A14 B1 B5 B6 B18 C1 C5 C6 C7	Attendance at the lectures and active participation in the discussions arising from them will be assessed.	10
Workbook	A10 A12 B3 B6	The completion of the suggested readings for each unit will be assessed through their presentation in the classroom and/or the development of textual commentaries.	40



Collaborative learning	A6 B2 B5 B13 B14 B15 B17 B18 C1 C4 C6 C7	Carrying out practical activities in teams in which different tests are combined: readings, debates, analysis of secondary sources, problem solving. For students in distance learning or 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 that in the virtual classroom).	50
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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.

All aspects related to "academic dispensation", "dedication to study", "permanence" and "academic fraud" will be governed in accordance with the current academic regulations of the UDC

Sources of information



Basic

Bastia, Tanja and Skeldon, Ronald (eds.) (2020) *Routledge Handbook of Migration and Development*. Routledge

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

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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

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

Básicas Migration-development nexus [Units 1-2] · 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. · Portes, A. (2009) 'Migration and development: reconciling opposite views?', *Ethnic and Racial Studies*, 32:1, 5-22. · Geiger, M. and Pécoud, A. (2013) 'Migration, Development and the Migration and Development Nexus?', *Population, Space and Place*, DOI: 10.1002/psp.1778 · Gamlen, A. (2014) 'The new migration-and-development pessimism?', *Progress in Human Geography*, 17, DOI: 10.1177/0309132513512544

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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.

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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.