



Teaching Guide

Identifying Data					2024/25
Subject (*)	Migratory movements and co-development	Code	710G05028		
Study programme	Grao en Relacións Internacionais				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Third	Optional	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Humanidades				
Coordinador	Armas Dieguez, Pedro Ramon	E-mail	pedro.armas@udc.es		
Lecturers	Armas Dieguez, Pedro Ramon	E-mail	pedro.armas@udc.es		
Web	http://https://humanidades.udc.es				
General description	Analysis of migratory movements for the understanding of international relations, focused on the connection between migration, territory and geopolitics. After explaining the sources and methods for quantifying demographic balances and migratory theories and typologies, it pays special attention to its impact on co-development.				

Study programme competences / results

Code	Study programme competences / results
A3	CE3 - To know the concepts, theories and techniques applied to the analysis of the actors and international relations, both in the universal and in the regional field, with a perspective both historical and contemporary.
A5	CE5 - To understand and analyze globalization processes, relocation dynamics and alternative strategies.
A8	CE8 - To be able to apply scientific methodology to social, political, economic and legal challenges with an international element.
A10	CE10 - To acquire knowledge of the techniques, working methods and analysis of the humanities, social and legal sciences.
A11	CE11 - To analyze the political, social and economic reality in the framework of international development cooperation.
B1	CB1 - To demonstrate that students demonstrate knowledge and understanding in an area of ??study that is part of the foundation of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from avant-garde of his field of study.
B2	CB2 - That students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of ??study.
B3	CB3 - That students have the ability to gather and interpret relevant data (usually within their area of ??study) to make judgments that include reflection on relevant topics of a social, scientific, or ethical nature.
B6	CG1 - To appreciate diversity and multiculturalism.
B7	CG2 - To acquire the ability to work in an international context.
C3	CT3 - To use the basic tools of information and communication technologies (ICT) necessary for the exercise of their profession and for lifelong learning.
C4	CT4 - To develop for the exercise of a citizenship respectful with the democratic culture, the human rights and the perspective of gender, in the distinct fields of knowledge and in the professional practice, with the aim to achieve a more just and egalitarian society.
C6	CT6 - To acquire life skills and healthy habits, routines and lifestyles, as well as a fair, responsible and efficient use of resources.
C9	CT9 - To have the ability to manage time and resources: develop plans, prioritize activities, identify criticism, set deadlines and meet them.

Learning outcomes

Learning outcomes	Study programme competences / results



Know the sources and methods to analyze migratory flows.	A3 A5 A8 A10 A11	B1 B2 B3 B6 B7	C3 C4 C6 C9
Become aware of the impact of the globalization process and migratory movements on co-development	A5 A8 A10 A11	B3 B7	C4 C9
Critically analyze migration theories and gender inequalities in them	A3 A5 A8 A10	B1 B2 B3	C3 C4
Differentiate migration policies and understand their territorial impact.	A3 A5 A8 A10 A11	B1 B2 B3 B6 B7	C3 C4 C9
To assess the impact of migratory movements today.	A3 A5 A8 A10 A11	B1 B2 B3 B6 B7	C3 C4 C6 C9

Contents	
Topic	Sub-topic
1. Methodology and sources.	1.1. Basic definitions. 1.2. Quantification methods. 1.3. Statistical sources.
2. Migration theories.	2.1. Small-scale theories. 2.2. Large-scale theories. 2.3. Medium-scale theories: co-development.
3. Causes and consequences of migration.	3.1. The causes of migration. 3.2. The consequences of migration.
4. Migration and gender.	4.1. Conceptual definitions. 4.2. Inequality data. 4.3. The gender perspective in migration.
5. Forced migrations.	5.1. The concept of refugee. 5.2. The refugee crisis. 5.3. The typology of forced displacements



6. Mapa da emigración: análise de casos.	6.1. Turkey (hinterland). 6.2. Russia (hinterland). 6.3. China (hinterland). 6.4. India (hinterland). 6.5. Southeast Asia. 6.6. North Africa. 6.7. Sub-Saharan Africa. 6.8. Southern Africa. 6.9. Central America and the Caribbean. 6.10. Andean America.
7. Immigration map: case analysis.	7.1. European Union. 7.2. Nordic countries. 7.3. Persian Gulf. 7.4. Japan. 7.5. Gulf of Guinea. 7.6. South Africa. 7.7. Canada. 7.8. United States. 7.9. Southern Cone. 7.10. Oceania.
8. Globalization and co-development.	8.1. Migration policy and globalization

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A3 A8 A10 B2 B3 B1 C3 C6 C9	20	5	25
Case study	A5 A7 A9 A11 B2 B6 B7 B1 C4 C6 C9	15	35	50
ICT practicals	A3 A8 A10 B2 B3 B1 C3 C6	10	40	50
Document analysis	A3 A8 B3 B7 B1 C6 C9	5	5	10
Mixed objective/subjective test	A3 A5 A7 A8 A10 A9 A11 B2 B3 B6 B7 B1 C3 C4 C6 C9	3	7	10
Personalized attention		5	0	5

(*)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	Master class with combined interactivity. Oral presentation complemented by audiovisual media and questions addressed to students, to transmit knowledge and facilitate learning. The following units will be explained through keynote speech sessions: 1. Methodology and sources, 2. Migration theories, 3. Causes and consequences of migrations, 4. Migration and gender, 5. Forced migrations.
Case study	Study of migratory cases to: encourage inductive and deductive reasoning, establish hypotheses, refute paradigms, confirm theories, propose solutions... Cases are analyzed that have to be understood, evaluated and resolved through a process of discussion in small working groups based on individual reports as "experts". The case study will be applied especially to the following units: 6. Map of emigration: case analysis, 7. Map of immigration: analysis of cases, 8. Globalization and co-development



ICT practicals	Practices with statistical series, cartographic material and audiovisual media, to effectively apply information and communication technologies to the analysis of migratory flows. ICT practices will be applied especially to the following units: 1. Methodology and sources, 3. Causes and consequences of migration.
Document analysis	Introduction to statistical, cartographic and audiovisual documents relevant to geo-demographic analysis, as instruments for application to case studies or as a synthesis of theoretical or practical content. This methodology will be combined with the keynote speech sessions on the following units: 1. Methodology and sources, 4. Migration and gender, 5. Forced migrations.
Mixed objective/subjective test	Exam with essay-type questions and objective type questions, to evaluate the ability to synthesize (for example, definition of concepts) and analytical skills (for example, commentary on textual or graphic material).

Personalized attention

Methodologies	Description
Case study	Specific and individualised learning plan to adjust the student's knowledge and interests, at their own request. The aim is to prepare students for teamwork, to fit their interests into group analysis and to generate solutions to problems arising from migration.

Assessment

Methodologies	Competencies / Results	Description	Qualification
Case study	A5 A7 A9 A11 B2 B6 B7 B1 C4 C6 C9	Study of migratory cases to: encourage inductive and deductive reasoning, establish hypotheses, refute paradigms, confirm theories, propose solutions... Cases are analyzed that have to be understood, evaluated and resolved through a process of discussion in small working groups based on individual reports as "experts".	20
ICT practicals	A3 A8 A10 B2 B3 B1 C3 C6	Practices with statistical series, cartographic material and audiovisual media, to effectively apply information and communication technologies to the analysis of problems arising from migration	40
Mixed objective/subjective test	A3 A5 A7 A8 A10 A9 A11 B2 B3 B6 B7 B1 C3 C4 C6 C9	Exam with essay-type questions and objective type questions, to assess the ability to synthesize (for example, definition of concepts) and the ability to analyze (for example, commenting on textual or graphic material).	40

Assessment comments

Case studies and ICT practicals follow the continuous assessment system/assessment by systematic observation.

Students who want to pass the subject in the 1st opportunity will carry out the case studies and ICT practicals that are indicated, in addition the students must achieve at least 5 points in the mixed objective/subjective test. All the students who in the 1st opportunity have obtained as a final grade of the subject "failed" must attend the 2nd opportunity. Grades obtained in the case studies and ICT practicals will be kept for the 2nd opportunity. Part-time students and students exempt from class attendance will be subject to the "Norma que regula el régimen de dedicación al estudio de los estudiantes de grado en la UDC", of 29 de may 2012, articles 2.3, 3.b. and 4.5.

Note that, if fraud is detected through plagiarism or copying in any of the assessable activities, the subject will be graded with 0.0 points in the corresponding call, regardless of other grades obtained.

Sources of information



<p>Basic</p>	<ul style="list-style-type: none">- Adams L.D. & Kirova A. (2007). Global migration and education: school, children and families. Lawrence Erlbaum Associates, New Jersey- Appleyard R. (2001). The human rights of migrants. Geneve- Boas I. (2015). Climate migration and security. Routledge, New York- Bruck T. & Stojetz W. (2021). Data options for assessing gender dimensions of forced displacement: a background note. World Bank, Washington- Dickinson E. (2016). Globalization and migration: a world in motion. Rowman & Littlefield, Lanham- Glick-Schiller N. & Faist Th. Comp. (2010). Migration, development and transnationalization. Berghahan Books, New York- Global Migration Group (GMC) (2017). Handbook for improving the production and use of migration data. KNOMAD. ONU. World Bank Group, Washington- Graeme H. (2013). Migration and climate change. Edward Elgar, Northampton, Massachusetts- IDMC (2023). Global Report on Internal Displacement (GRID). Internal Displacement Monitoring Centre, Norway- IDMC (2023). Gender dynamics on internal displacement. Internal Displacement Monitoring Centre, Norway- Lange S. et al. (2020). Earth's Future: Projecting exposure to extreme climate impact. Doi.org- Loescher G. (1993). International cooperation and the global refugee crises. Oxford University Press, New York- Marfleet Ph. (2006). Refugees in a global era. Palgrave Macmillan, Hampshire- Massey D.S. & Arango J. Comp. (1998). Worlds in motion: understanding international migration at the end of the millenium. Clarendon Press. Oxford- Massey D.S. & Arango J. Comp (2017). Comprender las migraciones internacionales. Bellaterra, Barcelona- Munck R., Schierup CU. & Delgado R. (2012). Migration, work and citizenship in the new global order. Routledge, London- Olesen H. (2002). Migration, return and development: an institutional perspective. Centre for Development Research, Copenhagen- OIM-IOM (2010). Gender, migration and remittances. International Organization for Migration. Geneve, Switzerland- OIM-IOM (2017). Migration in the 2030 Agenda. International Organization for Migration. Geneva, Switzerland.- OIT-ILO (2023). Global estimates on international migrant workers: results and methodology. ONU-UN- ONU-UN (2023). Gender on the move: working on the migration development nexus from a gender perspective. UN Women- Portes A. (2009). Las migraciones en el mundo. Icaria, Barcelona- Poston D.L. (2019). Handbook of Population. Springer, Switzerland- Robinson J. Comp. (2002). Development and displacement. Oxford University Press, Oxford- Solé C. (2010). Migraciones y desarrollo. Anthropos, Barcelona- Sudmeier-Rieux K. Comp. (2017). Identifying emerging issues and disaster risk reduction, migration, climate change and sustainable development. Cham, Sringer, Switzerland- The World Bank (2005). Remittances: development impact and future prospects. World Bank, New York- Wallerstein I. (2004). World-Systems Analysis: an introduction. Duke University Press <p>

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Complementary	<ul style="list-style-type: none"> - Abad L.V. Comp. (2005). Codesarrollo: migraciones y desarrollo mundial. CIDEAL - Abey G.J. (2022). Gender and migration data. Paper 44, World Bank, New York - Aboussi M. (2012). El codesarrollo ante los retos actuales del transnacionalismo, gobernanza y ciudadanía: aplicaciones al caso hispano-marroquí. Tesis doctoral, Universidad de Granada - Aboussi M. Comp. (2012). El codesarrollo a debate. Editorial Comares, Granada - ACNUR (2009). Política de ACNUR sobre protección de refugiados. Documento UNHCR/DPC/2009/Doc. 02/Rev.1. - Adamu M. (2012). Climate change, gender inequality and migration (Ethiopian case). Lap Lambert Academic Publishing. Saarbrücken - Alonso J.A. Comp. (2004). Emigración, pobreza y desarrollo. Ed. La catarata, Madrid - Bridge (2011). Gender and climate change. Institute of Development Studies (IDS), UK - Bridge (2016). Gender and development in brief. Institute of Development Studies (IDS), UK - Casals C. (2004). Expulsados de su tierra: las personas desplazadas por la fuerza en el mundo. Editorial Milenio, Lleida - Castles S. (2000). International migration at the begining of tha twenty-first century: global trends and issues. International Social Science Journal 65 - Castles S. & Delgado R. Comp. (2007). Migración y desarrollo: perspectivas desde el sur. Universidad Autónoma Zacatecas - Colomer A. (2016). Inmigrantes y emigrantes: el desafío del mestizaje. Ciudad Nueva, Buenos Aires - Cordero R. & Gómez F. (2012). El codesarrollo, una forma de gestionar las migraciones. Editorial Académica Española, London - Delgado R. & Márquez H. Comp. (2013). Desarrollo desigual y migración forzada: una mirada desde el sur global. Universidad Autónoma Zacatecas - Eco U. (2019). Migración e intolerancia. Lumen, Barcelona - GMC (2016). Understanding women and migration. Global Migration Group. KNOMAD. ONU. World Bank Group, Washington - Guallar E. (2023). Cuestión de género. Global Data Institute. OIM, Berlín - Gundel J. (2002). The migration-development nexus (Somalia case). Centre for Development Research, Copenhagen - Hennebry J. & Williams K. (2021). Gender and migration data. OIM, Geneve - Longué O. (2003). Huir para vivir: la libertad de los refugiados en un mundo global. Icaria, Barcelona - Malgesini G. Comp. (1998). Cruzando fronteras: migraciones en el sistema mundial. Icaria, Barcelona - Márquez H. (2012). El mundo al revés: la migración como fuente de desarrollo. Universidad Autónoma Zacatecas - Miguel C. (2016). Refugiadas: una mirada feminista al derecho internacional. Ed. La catarata, Madrid - Monsalve M.E. (2018). Migraciones y su transversalidad: análisis interdisciplinar. Ed. Aldebarán, Cuenca - OIM (2006). Derecho internacional sobre migración: Glosario. Organización Internacional para las Migraciones, Suiza - OIM-IOM (2023). Gender equality and the empowerment of the migrant women. International Organization for Migration. Geneve, Switzerland - Pérez Adroher M. (2010). Después de la migración ¿qué?. Publicaciones Universidad Pontificia de Comillas - Velasco JC. (2016). El azar de las fronteras: políticas migratorias, ciudadanía y justicia. Fondo de Cultura Económica, Ciudad de México <p>
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Recommendations

Subjects that it is recommended to have taken before

Political Geography/710G05004

Geodemography/710G05005

Subjects that are recommended to be taken simultaneously

Applied Anthropology and Cultural Mediation/710G05027

Subjects that continue the syllabus



Regional Analysis of Underdevelopment/710G05047

Other comments

(*)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.