

## Migration and Society: an Interdisciplinary Introduction (H002395)

Due to Covid 19, the education and assessment methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 5.0**                      **Study time 150 h**                      **Contact hrs**                      45.0h

**Course offerings and teaching methods in academic year 2021-2022**

A (semester 2)	English	Gent	group work	20.0h
			lecture	25.0h

**Lecturers in academic year 2021-2022**

Derluyn, Ilse	PP04	lecturer-in-charge
Toma, Sorana	GE39	co-lecturer
Vandevoordt, Robin	PP04	co-lecturer
Verhaeghe, Floor	PP04	co-lecturer

**Offered in the following programmes in 2021-2022**

	crdts	offering
<a href="#">Master of Science in Social Work and Social Welfare Studies</a>	5	A
<a href="#">Exchange Programme in Educational Sciences</a>	5	A
<a href="#">Exchange Programme in Political and Social Sciences</a>	5	A
<a href="#">Ghent University Elective Courses</a>	5	A
<a href="#">Ghent University Elective Courses</a>	5	A
<a href="#">Ghent University Elective Courses</a>	5	A
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<a href="#">Ghent University Elective Courses</a>	5	A
<a href="#">Ghent University Elective Courses</a>	5	A

**Teaching languages**

English

**Keywords**

Migration, interdisciplinarity, migration governance, migration laws, superdiversity, integration, discrimination

**Position of the course**

This educational component is a university-wide elective course. Migration is a highly diverse and fast changing phenomenon, with implications for all the institutions of our societies. As such, it is studied by an increasing number of disciplines, each with its own focus, questions and preferred methods. This course will give students enrolled in 3rd Bachelor and Master programs across Ghent University, a multi- and interdisciplinary introduction to migration studies. Key concepts will be explained, and important theories and authors from different disciplinary traditions will be presented. All of this is done in a critical manner, which is also accessible to students with very diverse disciplinary backgrounds.

**Contents**

The course is divided into two parts. In the first part, we offer a general introduction of key concepts and debates in migration studies. The lectures present

the global patterns and trends of international migration; the governance and politics of migration; its legal pathways; its determinants and imaginaries; and superdiversity and integration. They draw on a broad set of disciplines - social-demography, geography, political science, law, economics, social work, educational sciences, anthropology, sociology and history, among others, but each lecture takes a specific discipline as a starting point. The main goal is that students gain a broad grasp of the field of migration studies, which enables them to explore more specific approaches and issues.

In the second part, we offer a more focused discussion of specific issues, including: family; discrimination; health and care; contentious movements and mobilities; housing and homemaking; communication and representation. These are set up as dialogues between two disciplines approaching the same issue through a different lens. The double goal of this part is to provide a more in-depth view on current debates on migration, and to foster interdisciplinary dialogue. The specific topics will (partly) change across the years to reflect contemporary debates in the field.

### Initial competences

None

### Final competences

- 1 To be able to critically follow the public and political debates related to migration, asylum, integration and discrimination
- 2 To be able to critically interpret the results of multidisciplinary research on international migration
- 3 To integrate cultural sensitivity and respect for diversity, pluralism and tolerance in your own field of scientific study and work
- 4 To have insight into interactions between disciplines and into multidisciplinary issues, as applied in the case of migration
- 5 To be able to write a group paper on topics concerning migration, using the most recent studies and insights from the social sciences.

### Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Group work, Lecture

### Extra information on the teaching methods

**Introductory lectures.** The first 6 lectures will each be given by one expert speaking from a specific disciplinary lens covering a broad span of concepts, theories and findings relevant to different dimensions of migration. Each lecture will try to answer a (broad) key question: Has the world become more migratory? How is migration governed? Why do people move? How are they integrated in their host societies, and how do these societies change in the process? These lectures will also showcase the contributions that different disciplines have made to achieving a holistic understanding of the multifaceted nature of migration.

**Topic-focused lectures** The last 6 lectures will focus on specific topics and life domains impacted by migration. They will each be taught by two experts from different disciplines, engaged in an interdisciplinary dialogue. This is followed by a discussion, moderated by a group of students, on how the two perspectives may complement each other. The students/moderators will be able to prepare beforehand based on prior readings given by the lecturers.

**Group work.** From week 1 students are divided into groups of 3 to 6 persons, ideally composed of students with different disciplinary backgrounds. Every group analyzes a case study, combining insights from at least two disciplines. Every group is coached by a member of the CESSMIR consortium, who can be professor, post-doc, PhD student or teaching assistant. The lecturers and coaches provide a list with possible case studies, based on input from the wider CESSMIR network. These cases consist of migration issues that can be linked to the topics discussed in the first and second part of the course, and that are realistic to be explored by empirical visits to 'the field'. The coach helps to formulate an initial research question, suggests initial literature references and provides feedback. The groups

are expected to work independently and contact the coach for feedback or support.  
The end product is a group essay.

### **Learning materials and price**

Syllabus, articles, book chapters  
Estimated cost: 60 EUR

### **References**

### **Course content-related study coaching**

Syllabus of texts will be provided through Ufora  
Slides and hand-outs of lecturers are available through Ufora  
Guidance: questions during lectures, seminars  
Guidance: group assignments will be coached by CESSMIR-members (see supra).

### **Assessment moments**

end-of-term and continuous assessment

### **Examination methods in case of periodic assessment during the first examination period**

Written examination

### **Examination methods in case of periodic assessment during the second examination period**

Written examination

### **Examination methods in case of permanent assessment**

Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

### **Extra information on the examination methods**

Written exam assessing the broad knowledge acquired in both the introductory and the thematic lectures.  
Group assignment assessing the ability to critically approach a migration-related topic from different disciplinary perspectives.

### **Calculation of the examination mark**

Written exam 50%  
Group assignment 50%

### **Facilities for Working Students**

Facilities:

1. Possible exemption from educational activities requiring student attendance, a task is imposed in substitution after discussion with the lecturer
2. Possible rescheduling of the examination to a different time in the same academic year
3. Feedback can be given by email, by telephone or during an appointment during or after office hours