University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Migration, State & Society			
Code: SOCY10022	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points:** **20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education & Social Sciences		
Module Co-ordinator:	E Pietka Nykaza		

Summary of Module
The issue of migration is a publicly volatile topic in most countries, expressed in media metaphors of 'floods' and 'spongers', and institutionalised in policies to build 'fortresses' and force assimilation. What is distinctly lacking in these public discourses and policies is a conceptual, historical and comparative understanding of migration processes. This module encourages students to investigate a range of migration themes in the contemporary world through a combination of conceptual analysis, thematic focuses, and empirical case-studies. The module begins with an examination of migration patterns and key concepts in migration theory. The second part of the module explores key themes related to migration including: human rights, immigration policy and citizenship, forced migration, securitisation, development and integration. Finally, this module focuses on the national case-studies of high-income countries, and inter-relationships between specific countries or regions of the world with respect to migration. The objectives of the course are: to examine the main theories and concepts in the fields of migration studies; to foster a critical understanding of migration processes topics in contemporary societies; and to highlight the need for a better informed public discourse and policies to address these increasingly significant policy issues in the modern world.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)   **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**   At the end of this module the student will be able to:

L1	Exhibit the ability to critically analyse the current academic and policy debates about migration.
L2	Evaluate theoretical perspectives to explain migration flows and migrant experiences
L3	Demonstrate an understanding and capacity to critically analyse different concepts, themes and issues in contemporary migration studies;

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **10** The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts a holistic, global and interdisciplinary perspective and employers are increasingly interested in such skillsets, especially when applied to the highly relevant focus on migration policy. Students will develop a depth of understanding of the values, principles and ideological underpinnings of theories of migration which impact on society at a global level.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Retrieving and examining relevant information from a variety of primary and secondary sources relating to migration through the use of global and interdisciplinary case studies. This applied/practice knowledge and understanding will also be supported by direct engagement with organisations working on these issues. Students will also be expected to apply knowledge and understanding from practice-based work in their assessments.
Generic Cognitive skills	SCQF Level **10** For this module, students will be required to evaluate and develop a critical understanding of competing beliefs, ideas, concepts and issues related to migration narratives and policy . They will draw on logic and reasoning skills to examine these

	topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments.
Communication, ICT and Numeracy Skills	SCQF Level **10** Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding migration. Oral communication will also be developed through seminars to facilitate discussion on different topics and using tact and diplomacy to critically analyse viewpoints through a persuasive argument.
Autonomy, Accountability and Working with others	SCQF Level **10** Taking responsibility for planning time and meeting deadlines for assessments. Exercising autonomy and individual learning through seminar and coursework preparation.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	14
Independent Study	150

	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

de Haas, H. (2023). How Migration Really Works. Pengiun

Bönisch-Brednich et al., (2024). Migrant Narratives: Storytelling as Agency, Belonging and Community. London: Routledge

Collins, F. L. & Carling, J. (2019). Aspiration, Desire and the Drivers of Migration, London: Routledge

Bosniak, L. (2006) The Citizen and the Alien: dilemmas of contemporary membership, Princeton: Princeton University Press

Castles, S. and Miller, M. (2019) The Age of Migration: International Population Movements in the Modern World. 5th ed. Basingstoke: Palgrave Macmillan.

Glorius B. and Grabowska-Lusinska I. (2013) (eds.) Mobility in Transition. Migration patterns after EU enlargement, Amsterdam: IMISCOE

McKeever, A. (2020). Immigration Policy and Right-Wing Populism in Western Europe. Palgrave Macmillan.

Key Journals:

Journal of Ethnic and Migration Studies

Ethnic and Racial Studies

Race & Class

Journal of International Migration and Integration

Forced Migration Review

International Migration Review

International Migration

Journal of Refugee Studies

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG Social Sciences
Moderator	A McKeever
External Examiner	R Ryder
Accreditation Details	
Changes/Version Number	1 No changes for 24/25

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Case Study Plan (20%) – 1000 words
Assessment 2 – Case Study (80%) – 3000 words
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study Plan	✓	✓	✓	✓	N/A	20	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case Study	✓	✓	✓	✓	N/A	80	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	12.3.24	R Gordon
Updated contact hours	12.3.24	R Gordon
Updated Student Attendance and Engagement Procedure	12.3.24	R Gordon
Updated UWS Equality, Diversity and Human Rights Code	12.3.24	R Gordon
Guidance Note 23-24 provided	12.3.24	R Gordon
General housekeeping to text across sections. .	12.3.24	R Gordon

Version Number: MD Template 1 (2023-24)