

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:	R Gordon		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1		Term 2	✓	Term 3		

Learning Outcomes: (maximum of 5 statements)	
On successful completion 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,

	<p>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.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding migration.</p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Taking responsibility for planning time and meeting deadlines for assessments.</p> <p>Exercising autonomy and individual learning through seminar and coursework preparation.</p>	
Pre-requisites:	<p>Before undertaking this module the student should have undertaken the following:</p>	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module follows the flexible, hybrid learning module. This means that the module will be delivered via a series of <u>on campus workshops</u>. In addition to scheduled mandatory contact hours you will be required to engage with class materials and reading via Aula, which is our the VLE (Virtual Learning Environment). The Aula site for this course provides the core, as well as additional and support, materials that the module requires and is built upon.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
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)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>de Haas, H. (2023). How Migration Really Works. Penguin</p> <p>Bönisch-Brednich et al., (2024). Migrant Narratives: Storytelling as Agency, Belonging and Community. London: Routledge</p> <p>Collins, F. L. & Carling, J. (2019). Aspiration, Desire and the Drivers of Migration, London: Routledge</p> <p>Bosniak, L. (2006) The Citizen and the Alien: dilemmas of contemporary membership, Princeton: Princeton University Press</p> <p>Castles, S. and Miller, M. (2019) The Age of Migration: International Population Movements in the Modern World. 5th ed. Basingstoke: Palgrave Macmillan.</p> <p>Glorius B. and Grabowska-Lusinska I. (2013) (eds.) Mobility in Transition. Migration patterns after EU enlargement, Amsterdam: IMISCOE</p> <p>McKeever, A. (2020). Immigration Policy and Right-Wing Populism in Western Europe. Palgrave Macmillan.</p> <p>Key Journals:</p> <p>Journal of Ethnic and Migration Studies</p> <p>Ethnic and Racial Studies</p> <p>Race & Class</p> <p>Journal of International Migration and Integration</p> <p>Forced Migration Review</p> <p>International Migration Review</p> <p>International Migration</p> <p>Journal of Refugee Studies</p>	
<p>(**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)</p>	
Engagement Requirements	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and</p>	

Case Study Outline	✓	✓	✓	✓	20	0	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Case Study	✓	✓	✓	✓	80	0	
Combined Total For All Components					100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

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