1. **Title of the module**

POLI9400 (PO940) - Theories of Migration, Integration and Citizenship

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

International Migration MA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. gain a clear understanding of and be able to describe and apply migration theory to specific migratory and integration situations;
3. understand the differences between jus soli and jus sanguinis citizenship policies, as well as understanding the distinction between formal citizenship and substantive citizenship and the significance of those distinctions;
4. understand the complex nature of international migration from a range of disciplinary perspectives;
5. identify the strengths and limitations of distinctive disciplinary perspectives on the migration field;
6. assess the extent to which different theoretical perspectives can illuminate concrete examples of international migration.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1. Conduct effective in-depth, independent research into a particular problem;

2. Synthesize and analyse disparate material;

3. Apply theoretical concepts to case studies;

4. Analyse case studies in an interdisciplinary manner, applying appropriate theoretical concepts;

5. Think clearly about reading material and discussion and to express reasoned arguments verbally in a seminar setting;

6. Develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format.

1. **A synopsis of the curriculum**

This module will present key theories of migration, integration and citizenship from a variety of disciplinary perspectives, primarily sociological and political science, but including elements of anthropology and psychology. This curriculum will ensure that students gain an understanding of the most significant theories in the field, including the importance of the context of reception, including government policy and public opinion as well as institutional factors. Through the presentation and discussion of the theories, students will gain the knowledge of how the theories are applied to specific examples/case studies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* The Age of Migration, 4th or 5th edition, by Stephen Castles, Hein de Haas and Mark Miller
* Gordon, M. 1964. Assimilation in American Life: The Role of Race, Religion and National Origins. New York: Oxford UP.
* Heisler, B.S. 2000. “The Sociology of Immigration: From Assimilation to Segmented Integration, from the American Experience to the Global Arena.” In: Migration Theory: Talking Across Disciplines, eds. Caroline B. Brettell and James F. Hollifield. London: Routledge.
1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Presentation (10%)

Essay, 5000 words (90%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Research Paper | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentations  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018