1. **Title of the module**

POLI9550 (PO955) - Human Security in Forced Migration

POLI9551 (PO955) - Human Security in Forced Migration

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 and Spring

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

None

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

MA/PDip/PGCert [Specialisation] or MA in [Primary Specialisation] with [Secondary Area of Specialisation] (Brussels). All MA programmes in the School of Politics and IR (Canterbury).

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1. Have an advanced understanding of the concept of human security and how it applies in forced migration in a multi-disciplinary way;

2. Have an advanced understanding of forced migration typologies, including the migration cycle, mixed flows and the non-binary nature of migration;

3. Have an understanding of the nature and role of borders, border control and the securitisation of borders;

4. Identification of the effects on mental health of conflicts, including the impact of war, forced migration, internal displacement, torture, and trafficking

5. Have an advanced understanding of the provision of health and social care services for refugees and (forced) migrants and of the challenges forced migrants face in accessing the services available both during and after migration.

1. **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 analyze disparate material;

3. Apply theoretical concepts to case studies;

4. Analyze 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**

The module will broadly discuss the impact of the experience of forced migration upon the individuals and communities involved, both in sending, receiving and transit countries. In this module, we understand forced migration to be a broad concept which includes conflict- and climate-event-generated refugees, asylum-seekers, internally displaced persons (IDPs), victims of trafficking, irregular migrants, unaccompanied minors, as well as political refugees, and others still. Migration is understood to include both South-North and South-South migration.

The module will be framed by the concept of human security, as well as theoretical and conceptual approaches to the overall well-being of forced migrants. Well-being so stated includes not only the granting of refugee status – often mistakenly seen as the end of the experience of forced migration – but broader social integration, inclusion and sense of belonging, as well as health and mental health. The concept of borders and border control, including the securitisation of borders and more conceptual borders, such as that between citizen and non-citizen, child and adult, forced and voluntary returnee, will be explored. These overarching concepts will then be maintained throughout the term via a discussion of topics such as human security, health and mental well-being and a variety of forced migrants including, but not restricted to asylum-seekers and refugees.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Andersson, R. (2016). “Europe’s failed fight against irregular migration: ethnographic notes on a counterproductive industry” Journal of Ethnic and Migration Studies, http://dx.doi.org/10.1080/1369183X.2016.1139446

Betts, A. (2010).“Survival Migration: a New Protection Framework”, Global Governance, 16(3), 361-82.

Department of Heath (2000) Framework for the Assessment of Children in Need and their Families, London, The Stationary Office

Carens, J. (2014) An overview of the ethics of immigration, Critical Review of International Social and Political Philosophy, 17(5), 538-559

Castles, S (2003) ‘Towards a Sociology of Forced Migration and Social Transformation’. Sociology. Vol 37(1): 13-34. BSA Publications Ltd.

Lutz, L. (2010): Gender in the Migratory Process, Journal of Ethnic and Migration Studies, 36(10), 1647-1663

Majumder, P. et al. (2015). 'This doctor, I not trust him, I'm not safe': The perceptions of mental health and services by unaccompanied refugee adolescents.’ International Journal of Psychiatry, 61(2), 129-136

Methmann, C and A. Oels. (2015) “From ‘fearing’ to ‘empowering’ climate refugees: Governing climate-induced migration in the name of resilience”, Security Dialogue 46(1), 51-68.

O’Connell Davidson, J (2011).”Moving Children? Child trafficking, child migration and child rights” Critical Social Policy 31: 454 DOI: 10.1177/0261018311405014

Paris, R. (2001). “Human Security: Paradigm Shift or Hot Air?” International Security 26(2), 87-102.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

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

Essay 5000 words 100%

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** |  |  |  |  |  |  |  |  |  |  |  |
| **Lecture** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| **Seminar** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *5000 word essay* | **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 and Canterbury

1. **Internationalisation**

This module is inherently internationally focussed, examining the nature of forced migration; exploring the nature of borders, border control and the securitisation of borders. The module will draw on expertise within the School of Politics and International Relations, which is international in its academic staff. Furthermore, the School typically attracts an international student body at the Masters level, and staff are experienced in teaching and supporting international students.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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