1. **Title of the module**

SOCI7550 (SO755) Migration and Belonging

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

School of Social Policy, Sociology and Social Research

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

Level 6

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

15 credits (7.5 ECTS)

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

Autumn

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

None

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

BA Criminology and associated programmes

BA Sociology and associated programmes

BA Social Policy and associated programmes

BA Cultural Studies and Media and associated programmes

Available as a ‘wild’ module

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

8.1 Develop a critical understanding of the process of migration, its diversity and consequences for sending and receiving societies

8.2 Demonstrate knowledge and critical understanding of the key theories and concepts deployed to analyse contemporary processes of migration, transnationalism and diaspora

8.3 Relate processes of migration and transnationalism to wider sociological debates on the politics of social and cultural belonging

8.4 Demonstrate a clear appreciation of the extent to which migration raises complex questions of nationality and citizenship in global societies

8.5 Contextualise specific constructions of individual and collective identities within a variety of migration situations.

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

9.1 Critically evaluate varied multidisciplinary theoretical and analytical approaches

9.2 Analyse and contextualise theoretical and empirical case studies

9.3 Draw on relevant materials and analytical tools to develop considered arguments and evaluations

9.4 Effectively articulate complex arguments in written form, including the ability to structure information in a coherent manner.

1. **A synopsis of the curriculum**

This module aims to develop a critical understanding of one of the most timely and pressing issues of recent times, namely, migration, and its relationship to politics of identities, belonging and citizenship in global societies. It aims to introduce students to key themes and issues related to the social experience of migration in a diversity of contexts. Over the course of the term, we will debate and critically explore the ways in which migrants, refugees and diaspora communities shape their societies of settlement and origin and how they have become key actors of a process of ‘globalisation from below’ at different social and spatial scales. We will critically discuss key concepts and theories deployed to analyse contemporary processes of migration, transnationalism and diaspora and assess their relevance across a wide range of migration case studies. Examples of the central questions this module will address are: what are the main drivers of contemporary migration? To what extent can migrants become transnational citizens? What is the link between migration and homeland development in third world countries? How are gender, class and race relations affected by migration?

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

Brettell, C. and Hollifield, J. F. 2015. *Migration Theory: Talking Across Discipline*. London: Routledge

Castles, S. and Miller, M. J. 2013. *The Age of Migration: International Population Movements in the Modern World*, 3rd Edition, Basingstoke: Palgrave Macmillan

Dickinson, E. 2016. *Globalization and Migration*. London: Rowman and Littlefield.

Faist, T. et al. 2013. *Transnational Migration*. London: Polity

Geddes, A. and Scholten, P. 2016. *The Politics of Migration and Immigration in Europe*. London: Sage.

Vertovec, S. 2010. *Transnationalism*. London: Routledge

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay (2500 words) (50%)

Examination, 2 hour (50%)

13.2 Reassessment methods

 Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Lectures  | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Seminars | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |
| Exam | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** | **🗸** |

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**

Canterbury

1. **Internationalisation**

The subject content of the module will have a strong international dimension (see subject specific learning outcomes 8.1-5 above). The module will explore the ways in which migrants, refugees and diaspora communities shape both their societies of settlement (in Europe and North America) and societies of origin (in particular in Africa, Latin America and South Asia).

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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