Semester 3: Migration & Citizenship 27½ ECTS

Theme & Project	Qualitative Methods	Quantitative Methods	Skills
20 ECTS	2.5 ECTS	2.5 ECTS	2.5 ECTS
Economics Social Psychology Public international law Public Policy Intervention Mapping	Case study design Interview methodology Transcription Qualitative Data Analysis	Regression Analysis (OLS/logit) using Python and Google Colab	Global Citizenship skills Linking research and policy Cancel culture and con-tentious communication Ethnocentrism Cultural appropriation Positionality and diversity Conflict management Resilience
GLO2111 GLO2211 GLO2341	GLO2121	GLO2221	GLO2131 GLO2231

Description

This course provides students with an overview of the complexities of contemporary mobility trends and their legal, psychological, and social consequences for individual identities, global citizenship and inclusion. This course encourages students to take two perspectives in understanding human movement: the analytical and the experiential.

On the analytical level, the course will address the core concepts and theories related to migration and citizenship, including legal categories and channels for mobility and the individual motivations for mobility. Within the course, students will also explore challenges and opportunities arising during migration processes and as a consequence of non-mobility. Furthermore, students will learn about psychological, legal and societal consequences of such migration processes. Questions of identity, belonging, connectedness to communities, inclusion/exclusion, integration, and eventual (transnational) citizenship will be explored through qualitative and quantitative data.

On the experiential level, students will be encouraged to explore different facets of migration through interrogation of their own and others' migration trajectories and aspirations. Students will have the opportunity to define and explore a research question related to meso- and macro-level migration structures, which could include policies and programmes at global, regional, national, and local level that shape migration opportunities, experiences, and outcomes. In the semester project, students will confront how inequality in entrenched in global migration systems by answering the question "What is the power of my passport?". In examining the legal dimensions of nationality and citizenship, students also explore how the constraints or opportunities leant by legal systems interact with personal mobility aspirations and intentions.

Students will also get acquainted with a framework, Intervention Mapping, to design needs-based interventions that will develop their skills relevant for the semester project, as well as future intervention approaches in the upcoming semesters. Intervention development, on an individual or policy level, is a complex endeavor and requires not only topical knowledge, but also structural and conceptual skills.

Contributing Faculties

- Faculty of Health, Medicine & Life Sciences
- Faculty of Law
- Faculty of Psychology & Neuroscience

- School of Business & Economics

Intended Learning Outcomes

Theme & Project

Students attain the ability to:

T1. identify and describe the relationship between global systems (e.g., economic, legal, political) and population movements; identify potential causes and consequences for population movements on micro-, meso-, and macro-levels;

T2. identify and describe how disciplines such as psychology, law, and economics explain migration and its consequences for individuals, societies, and the interactions between them;

T3. identify and assess the (un)intended consequences of research on human mobility for its subjects, including through informing and justifying/legitimising policies and interventions used to shape migration and its pathways;

T4. examine and critique the role different stakeholders play in shaping how migration is framed, and identify the different motivations, resources, and constraints those stakeholders may have that influence their actions and perceptions of migration (also applicable to methods, skills and project);

T5. understand and apply the principles of systematic intervention development (intervention mapping) to a migration context and be able to communicate the intervention proposal to stakeholders;

T6. assess the intended and unintended consequences of migration-related laws, policies, and programmes on relevant actors (e.g., non-migrants in countries of origin, non-migrants in countries of residence, policy makers in countries of origin and residence) and systems (e.g., labour markets, social institutions);

T7. debate and reason about individual views on migration with others across cultural, normative, and disciplinary boundaries (also applicable to skills);

T8. identify and assess the ethical dimensions of attitudes and decisions related to migration, and be able to debate and justify those choices and their consequences for others in a global world (also applicable to methods, skills and project);

IM1. have basic insights into the structured development of interventions, taking the needs of the target population and intervention goals into account;

IM2. assess and suggest refinements to a policy, programme, or intervention design related to a meso-level migration structure (e.g., integration policy, programme to support mental health services for refugees);

P1. synthesise and integrate knowledge from psychology, law, and social science disciplines like economics to develop a multidisciplinary lens through which human mobility can be assessed;

P2. apply insights from lectures and readings to assess potential causes and consequences of real-life migration cases;

P3. assess and suggest refinements to a policy, programme, or intervention design related to a meso-level migration structure (e.g., integration policy, programme to support mental health services for refugees).

Methods

Students attain the ability to:

M1. recognize case study as a research methodology, with specific focus on process tracing and causal relationships;

M2. recognize the process of interviewing as a qualitative research method, including participant recruitment, style of interview, researcher reflexivity, and ethical awareness;

M3. produce an interview as qualitative data, which is transcribed and coded in relation to case study research parameters;

M4. understand what kinds of relationships are modelled with linear and logistic regression, and understand the difference between simple and multiple regression models;

M5. understand the assumptions and limitations of linear regression models;

M6. address methodological issues of confounding and effect modification with statistical models;

M7. understand different procedures for selecting variables when fitting a multivariable model and their advantages and limitations;

M8. conduct proper regression analyses with real-world data using the available statistical software package;

M9. read, understand and critically assess methodologies, analyses and conclusions of own analyses and those of research papers using regression models;

M10. effectively communicate numerical results of a statistical model in technical and non-technical jargon, conveying the meaning, limitations and implications of the data analysis;

M11. integrate the findings of data analysis and other sources of evidence into assessments of the specific topic under scrutiny (Migration & Citizenship dataset);

M12. understand basic differences (and similarities) between causal and statistical models;

M13. understand Pearl's working definition of causation;

M14. translate causal conceptual models into directed acyclic graphs (DAGs);

M15. identify the various roles of variables (confounding, mediation, moderation) in a DAG;

M16. know how to use data visualisation software;

M17. communicate about migration issues in a nuanced way using different communication media, including social networking platforms (e.g. infographics);

M18. understand the theory underlying intervention development and know how to apply the Intervention Mapping Approach.

Skills

Students attain the ability to:

S1. develop a lifelong learning attitude, and maintain an open, curious and critical attitude about migration throughout the semester (also applicable to theme);

S2. have basic insights into concepts of culture, cultural shock and cultural transitions;

S3.   be able to create alternative perspective to cultural situation;

S4.   identify the origins of own attitudes, perceptions, and biases related to migration;

S5.   be able to recognize own implicit assumptions;

S6.   recognize the complex and unconscious operation of cultural meanings;

S7.   identify strategies to cope with stressful situation;

S8.   communicate about migration to different stakeholder groups in a well-reasoned and persuasive manner that is tailored to specific cultural contexts (also applicable to project);

S9.   collaborate with others in multi- and interdisciplinary teams on complex migration topics;

S10. describe and debate migration issues in a nuanced way in English, the mother tongue, and one additional foreign language;

S11. use 21st century technology competently and critically in information gathering, analysis of data, and communication about migration (also applicable to methods and project).