



## COURSE SYLLABUS

### 1. Information about the program

1.1 Higher Education Institution	Babeș-Bolyai University
1.2 Faculty	European Studies Faculty
1.3 Department	International Relations and American Studies
1.4 Field of study	Political Studies
1.5 Study level	MA
1.6 Programme of study/ Qualification	Transatlantic Studies

### 2. Information about the discipline

2.1 Module	<b>Migration Flows in the Transatlantic Region. Case Studies</b>						
2.2 Course holder	Șerban Văetiși, Lecturer						
2.3 Seminar holder	Șerban Văetiși, Lecturer						
2.4 Year of study	3	2.5 Semester	2	2.6. Type of assessment <sup>1</sup>	C	2.7 Type of module <sup>2</sup>	OB

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.1 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	28	3.6 of which for seminar	14
Time distribution: 14 weeks					
Study by using handbook, reader, bibliography and course notes					
Additional library/specialised online research, field research					
Preparation of seminars/laboratories, homework, projects, portfolios and essays					
Tutoring					
Examinations					
Other activities: .....					
3.7 Total no. of hours for individual study					
3.8 Total no. of hours per semester					
3.9 No. of ETCS credit points					

### 4. Prerequisites (where applicable)

4.1 of curriculum	• --
4.2 of competencies	• --

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module

## 5. Conditions (where applicable)

5.1 For the development of the course	• --
5.2 For the development of the seminar/laboratory	• --

## 6. Specific skills acquired

Professional skills	<p>Students following this course are expected to be able to:</p> <ul style="list-style-type: none"> <li>properly understand and use the notions describing the historical and contemporary <b>rationales, types, forms</b> and <b>policies of migration</b> in the Transatlantic region</li> <li>exemplify, present and describe specific aspects of the migration flows, in <b>different historical, political, cultural</b> and <b>geographical</b> contexts</li> <li>identify the major elements, strategies and issues of the <b>migratory practices</b> and the <b>politics of immigration</b> in the Transatlantic region</li> <li>describe and use basic <b>concepts, theories, models</b> and <b>data</b>, appropriate for the field of <b>migration studies</b> (such as the notions of: <i>immigrant experience, migrant community, pull-push factors, migration network, immigration policy, assimilation, transnationalism, immigration trends, modeling migration flows</i> etc.)</li> <li>interpret the particularities of the various <b>historical contexts, ideologies, policies</b>, and <b>motivations</b> within which <b>migration flows occur(ed)</b> in the Transatlantic region: geographical explorations and colonialism; slavery and religious/political persecutions; poverty, refugees and industrialization; urbanization and intern migration; postindustrial workforce migration, transnationalism and globalization)</li> <li>understand the <b>political</b> and <b>socio-cultural roles</b> of immigrant communities in different historical-political contexts and regions</li> <li>present and describe major aspects regarding the recent issues of <b>illegal immigration, anti-immigration sentiments</b> and <b>challenges of immigration policies</b> in both USA and Europe</li> <li>understand and properly address the relationships between <b>immigration</b> and <b>demography, immigration</b> and <b>ethnicity/nationality</b>, and <b>immigration</b> and <b>economy</b></li> <li>understand and properly address the aspects of <b>transformation</b> and <b>challenges of migrant communities</b>, the issues of <b>identity, security, assimilation, socio-economic mobility</b>, cultural-political <b>intergation</b>, and the <b>political roles</b> of migrant communities, locally and as relevant discussion for the Transatlantic regions</li> <li>effectively analyse some <i>case studies</i> reflecting the <b>socio-political condition</b> of immigrant communities and socio-political nature of the migration flows, as discussing the <b>relationship</b> between migration and <b>cultural identity, work, transnational social spaces/institutions</b> or <b>criminalization of immigrants</b></li> </ul>
Interdisciplinary skills	<p>Students following this course are expected to be able:</p> <ul style="list-style-type: none"> <li>to learn from different disciplinary approaches</li> <li>to enhance their ability to read analytically and critically</li> <li>to identify and discuss issues in their proper historical-political and social-cultural contexts</li> <li>to communicate and correlate information and knowledge from different domains and fields of research/interest</li> <li>to debate issues regarding critical or controversial aspects of contemporary society</li> </ul>

## 7. Course objectives (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> <li>▪ The course aims at describing, theorizing and debating the topic of <b>migration flows in the Transatlantic region</b> through: (i) <b>theoretical</b> and <b>methodological</b> aspects of migration studies, (ii) different <b>historical contexts</b> and <b>specific policies</b> of migration in the region, and (iii) some <b>case studies</b> reflecting <b>recent evolutions</b> of the <b>immigration issues</b> in the region</li> <li>▪ The course is designed from the perspective of <b>typical rationales, models, experiences</b> and <b>reactions</b> to migration/emigration/immigration in the region, considering them key examples of how <b>legal systems, governments, policies</b> and <b>social bodies</b> react to issues concerning social, political, economic, and cultural aspects, far beyond the strict issues of migration</li> <li>▪ Students should learn to approach these topics as <b>theoretical</b> discussion, as <b>methodology</b> of data research, and as specific <b>analysis</b> to be correlated with other relevant interpretations of social-political phenomena</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>▪ The students following this course should be able to <b>define</b> and appropriately <b>utilize</b> the major concepts regarding the functioning and the politics of <b>migration</b> in historical-political and social-economic contexts in the region</li> <li>▪ They should be able to <b>describe</b> and <b>discuss</b> the critical issues of: <i>migratory practices and the politics of immigration; immigrant experience and migrant community; illegal immigration and anti-immigration sentiments; immigration and demography; immigration and ethnicity/nationality; immigration and economy; immigration and security; political roles of migrant communities</i> in different contexts, as a relevant analysis for a Transatlantic study.</li> <li>▪ After completing this course the students will learn about the major <b>characteristics of some immigrant groups</b> (notably immigrant ethnic communities in America) and will develop awareness about (a) the <b>motivations</b> and <b>rationales</b> of immigration, (b) the <b>conditions, strategies</b> and <b>experiences</b> of immigrations, and (c) the <b>social, economic, political</b> and <b>legal</b> aspects and implication of immigration, as a relevant phenomenon and topic for Transatlantic studies.</li> </ul>

## 8. Contents

8.1 Lecture	Teaching methods	Observations
<b>1. Introductory Class. Migration Flows in the Transatlantic Regions</b>	Comprehensive lectures, PowerPoint presentations	Materials used in the educational process:
<b>2. Historical Presentation of Migration in the Transatlantic World</b>		
<b>3. Migration as a Personal and Political Experience</b>	Illustrations, contextualizations, debates, specific analyses, critical thinking, reviews	Computer, Projector, PowerPoint presentation (slides), visual illustrations (pictures, maps, charts, videos), handouts of bibliography excerpts.
<b>4. Types of Migration and the Formation of Migrant Communities</b>		
<b>5. Migration Studies and Migration Data</b>	Short video screenings and discussions	
<b>6. Contexts of Migration Flows in the Transatlantic Region (1): Colonialism and Slavery</b>		
<b>7. Contexts of Migration Flows in the Transatlantic Region (2): Industrialization and Urbanization</b>		
<b>8. Contexts of Migration Flows in the Transatlantic Region (3): Transnationalism and Globalization</b>		
<b>9. Issues of Demography and Ethnicity. Politics of Migration in the Transatlantic Region</b>		
<b>10. Case study (1): Migration and Cultural Identity</b>		
<b>11. Case study (2): Work and Migration</b>		
<b>12. Case study (3): Migration and New Transnational Social Spaces</b>		
<b>13. Case study (4): Illegal People and the Criminalization of Immigrants</b>		
<b>14. Conclusive seminar. Researching, Interpreting and Correlating Data about Migration Flows</b>		
<b>Bibliography:</b> <ul style="list-style-type: none"><li>▪ Al-Ali, N., Koser, K., <i>New Approaches to Migration? Transnational Communities and the Transformation of Home</i>, Routledge 2002</li><li>▪ Bacon, D., <i>Illegal People. How Globalization Creates Migration and Criminalizes Immigrants</i>. Beacon Press, 2008</li><li>▪ Dancygier, D., <i>Immigration and Conflict in Europe</i>, Cambridge University Press, 2010</li><li>▪ Koslowski, R., <i>International Migration and the Globalization of Domestic Politics</i>, Routledge, 2005</li><li>▪ Lucassen, D. et al., <i>Migration History in World History</i>, Brill 2010</li><li>▪ Martiniello, Marco; Rath Jan, <i>Selected Studies in International Migration and Immigrant Incorporation</i>, Amsterdam University Press, 2010</li><li>▪ Pagden, A., <i>Peoples and Empires. A Short History of European Migration, Exploration, and Conquest</i>, Modern Library 2000</li><li>▪ Pries, L., <i>New Transnational Social Spaces: International Migration and Transnational</i></li></ul>		

***Companies in the Early Twenty-first Century*, 2001**

- Sorensen, N., Olwig, K., ***Work and Migration: Life and Livelihoods in a Globalizing World***, 2001
- Surkyn, J., ***Demographic Challenges for the 21st Century***, VUB Press, 2008

8.2 Seminar / Laboratory	Teaching methods	Observations
<b>1. Introductory Seminar. Migration Flows in the Transatlantic Regions</b>	Each week, one student will make a seminar article presentations; then every student will receive a <i>handout</i> containing some excerpts from the same reading; then they will be invited to reflect and discuss on some ideas highlighted in the text  Definitions, concepts, analyses, comments, opinions and suggestions will be derived from these presentations and discussions  In weeks no. 11 and 12, students' mid-term essays will be commented; further ideas will be suggested for discussion and debates	Materials used in the educational process:  Computer, Projector, PowerPoint presentation (slides), visual illustrations (pictures, maps, charts, videos), handouts of bibliography excerpts.
<b>2. Historical Presentation of Migration in the Transatlantic World</b>		
<b>3. Migration as a Personal and Political Experience</b>		
<b>4. Types of Migration and the Formation of Migrant Communities</b>		
<b>5. Migration Studies and Migration Data</b>		
<b>6. Colonialism and Slavery</b>		
<b>7. Industrialization and Urbanization</b>		
<b>8. Transnationalism and Globalization</b>		
<b>9. Issues of Demography and Ethnicity. Politics of Migration in the Transatlantic Region</b>		
<b>10. Case study: Migration and Cultural Identity</b>		
<b>11. Case study: Work and Migration</b>		
<b>12. Case study: Migration and New Transnational Social Spaces</b>		
<b>13. Case study: Illegal People and the Criminalization of Immigrants</b>		
<b>14. Conclusive seminar. Preparing exam</b>		
<b>Bibliography:</b> <ul style="list-style-type: none"><li><i>The Immigration to the United States Series</i> (21 volumes on different immigrant ethnic groups )</li></ul>		

**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

Upon completing this course the students will show awareness about the specificity, variety and importance of the *major aspects characterizing the migration flows* in the Transatlantic region (such as the critical histories of colonialism, slavery, racism, and discrimination; the different patterns, practices, motivations and experiences of migration in the region; and the issues of recent immigration, illegal immigration and anti-immigration sentiments) and will understand how these problems may have impact upon communities, nations, continents and the international scene.

In the same time, they will learn about the various modalities in which different immigrant groups either struggle to integrate themselves within socio-economic models and national/global societies, or resist assimilation as response to (percieved) unsuitable policies, social reactions or radically distinct values/ideologies. All these understandings will help students in their future professional lives and working environments, in a context incresingly dominated by population displacement and aspectes related with issues of migration flows.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Lecture	(1) using specific informations, notions and analyses introduced and utilized throughout the course	- testing the knowledge taught/acquired - assessing the capacity to use information, interpret, analyse and suggest solutions	<b>50%</b>
10.5 Seminar	(2) presenting and discussing a bibliography reading; (3) writing seminar essays	- joining the seminar discussions, presenting seminar article review - assessing the individual essays	<b>50%</b>
10.6 Minimum standard of performance: <ul style="list-style-type: none"> <li>• The capacity to properly describe some migration contexts, migration cases and migration issues in the Transatlantic region.</li> <li>• The capacity to correlate the discusion about migration flows with other historical, political, economic, social or cultural aspects of the Transatlantic region.</li> </ul>			

Date  
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Course holder signature

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Seminar holder

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Date of departmental approval

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Head of department signature

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