

Information list of a subject

University: Bratislava International School of Liberal Arts (BISLA)	
Faculty:	
Subject code: IR-490	Subject name: Introduction to Migration Studies
Type, scope, and method of educational activities: Two weekly meetings of 90 minutes each, amounting 42 hours total. Every week, the first meeting takes the form of a lecture and the second, of a seminar. (full-time form)	
Number of credits: 5 ECT	
Suggested semester: . Spring semester	
Level of studies: 1	
Conditional previous subjects: none	
Requirements for the course: Course evaluation (%): A – excellent: 100-93%, B – very good: 92-84%, C – good: 83-74%, D – satisfactory: 73-63%, E – sufficient: 62-51%, Fx – fail: 50-0%. Passing the course assumes that student was not absent at more than 4 class sessions. Late arrival is marked as a “tardie”. Three tardies equal one absence. Missing more than 15 minutes of the class is considered an absence.	
Learning outcomes: By the end of this course, students will be able to: <ul style="list-style-type: none"> • Define migration and distinguish between different types of migration • Engage with diverse migrant communities • Explain the push and pull factors that motivate migration • Identify and evaluate the major theories of migration • Analyze the social, economic, and political impacts of migration • Understand the role of migration in global processes • Examining the challenges faced by migrants, mainly with different race and ethnicity, in liberal democracies • Apply critical thinking skills to analyze migration data and research 	
Brief outline of the course: The connection between the courses "African Migration & Return" (Hope College) and "Introduction to Migration Studies" (BISLA) explores the multifaceted topic of migration, integration, and return from an interdisciplinary perspective. Students will become acquainted with contemporary literary theories of migration, as well as the most prominent socio-economic migration theories. They will also gain a comprehensive understanding of various migration trends and categories and their profound impact on the feelings, perceptions, and policies concerning migrants. Through thought-provoking discussions on Chimamanda Ngozi Adichie's novel Americanah, students will embark on a journey of self-exploration, delving into their own sense of identity, differences, and privilege. Furthermore, they will discern similarities with migrants, fostering empathy and a deeper connection with them. The novel's analysis will prompt insightful discussions aimed at acknowledging that even with good intentions, stereotypes can inadvertently be reinforced, highlighting the complications arising from a lack of knowledge and sensitivity to cultural boundaries. Moreover, students will be encouraged to critically reflect on the Western response to migration challenges, developing an awareness of the issue of ethnocentrism, and valuing difference. The course seeks to foster an open-minded outlook and an appreciation for the diversity of perspectives on migration, integration and return.	
Recommended readings:	

- Adichie, C. N. (2014) *Americanah*. New York :Anchor Books, a division of Random House LLC.
- Bean, F. D & S. K. Brown (2015). *Demographic Analysis of Migration*. In C. Brettell & J. F. Hollifield (eds), *Migration Theory: Talking Across Disciplines* (3rd ed.). New York, NY: Routledge. Pp. 67 – 89.
- Ceccorulli, M. (2021). The EU’s Normative Ambivalence and the Migrant Crisis: (In) Actions of (In) Justice. In Ceccorulli, M., E. Fausti, & S. Lucarelli (eds.) *The EU Migration System of Governance*. Palgrave Macmillan: Italy. Pp. 33-56.
- Conick, D. D. (2022). The Refugee Paradox During Wartime in Europe: How Ukrainian and Afghan Refugees are (not) Alike. *Dispatch from the Field. International Migration Review*. DOI: 10.1177/01979183221116874. Pp. 1 – 9.
- Findor, A., Hruška, M., Janovská, P. & Pobudová, P. (2021). Re-examining public opinion preferences for migrant categorizations: “Refugees” are evaluated more negatively than “migrants” and “foreigners” related to participants’ direct, extended, and mass-mediated intergroup contact experiences. *International Journal of Intercultural Relations*. Vol. 80, pp. 262 – 273.
- Demata, M. (2023). *Discourse of Borders and the Nation in the USA*. Routledge: New York, NY. Pp. 49 – 66.
- FitzGerald, D. S. (2020). Remote control of migration: theorising territoriality, shared coercion, and deterrence, *Journal of Ethnic and Migration Studies*, Vol. 46 (1). DOI: 10.1080/1369183X.2020.1680115. Pp. 4-22.
- Hollifield, J. F. & Wong, T. K. (2015). *The Politics of International Migration*. In C. Brettell & J. F. Hollifield, *Migration Theory: Talking Across Disciplines* (3rd ed.). New York, NY: Routledge, pp. 227 – 257.
- Jacková, A. (2022). Život na Slovensku bez kontaktov je tu veľmi ťažký, hovoria sestry Samanta a Barbara. *Fjúžn*. Available at: <https://fjuzn.sk/zivot-na-slovensku-bez-kontaktov-je-tu-velmi-tazky-hovoria-sestry-samanta-a-barbara/>
- Joppke, C. & Morawska, E. (2003). Integrating Immigrant in Liberal Nation-States: Policies and Practices. In: Christian Joppke and Ewa Morawska (eds). *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*. Palgrave Macmillan: New York, NY. Pp. 1 – 36.

Language of the course: English

Notes: -

Evaluation

Total number of evaluated students:

A	B	C	D	E	FX
(percentage of students who got A)	(percentage of students who got B)	(percentage of students who got C)	(percentage of students who got D)	(percentage of students who got E)	(percentage of students who got FX)

Instructor: Mgr. Clarissa do Nascimento Tabosa, PhD.

Date of the last change: 20.02.2024

Approved: Prof. PhDr. František Novosád, CSc.