**TRANSNATIONAL MIGRATION DEVELOPMENT NEXUS**

**COURSE SYLLABUS SPRING 2023**

**CHARLES UNIVERSITY, PRAHA, CZECHIA**

**INTRODUCTION**

“Transnational Migration Development Nexus” is a 7 Credit Unit course with no pre-requisites or co-requisites. The course is led by Adrian Bailey. Educated at the University of Bristol (UK) and Indiana University (USA) and one of the founding partners of the Charles University – Dartmouth College “American Term” Bailey is Emeritus Professor of Geography, Hong Kong Baptist University. This course draws on his team research on transnational migration and migration policy conducted over the past thirty years in Latin and North America, UK, Central Europe, southern Africa, and East Asia.

**AIMS & OBJECTIVES**

The course rethinks the classical migration development nexus in transnational terms. It offers students entering public policy, the NGO sector, and business with a fresh, critical and constructive perspective that can transcend the zero-sum game politics and economics associated with classical migration development nexus thinking. Course themes differentiate transnational migration from other major types of long-distance migration, including international migration; talent migration; cross-border migration; forced migration, refugee migration and asylum seeking; undocumented migration; diaspora. Key processes and practises that create conditions for and influence the nature of transnational migration development nexus are introduced, and major economic, social, ecological, and political consequences are considered. Extensive use of case-studies emphasises the interdependence of transnational migration and development practices.

**LEARNING OUTCOMES (LOs)**

1. Describe with examples, the classic migration development nexus
2. Critique how selected social practices are re-shaping a transnational migration development nexus
3. Consider the implications of a transnational migration development nexus for policy under conditions of biomedical, economic, geopolitical, and climate insecurity.

**SCHEDULE OF THE COURSE**

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| --- | --- | --- | --- |
| **Date** | **Time** | **Where** | **Lecture Topic** |
| Th 9 Mar | 9:00-10:30 | Online (G2) | Online Lecture 1: Introduction and Assessment Outline |
| Th 16 Mar | 9:00-10:30 | Online (G2) | Online Lecture 2: Classic MDN |
| Tu 21 Mar | 13:10-14:40 | G2 | Lecture 3: The Transnational Turn |
| Th 23 Mar | 9:00-10:30 | G2 | Lecture 4: Practice Theory Critique |
| Fri 24 Mar | 14:00-15:30 | Věž | Lecture 5: Transnational Migration Practices |
| Th 30 Mar | 9:00-10:40 | VG | Lecture 6: Transnational Remitting Practices |
| Fri 31 Mar | 12:20-13:50 | Věž | Lecture 7: Transnational Family Practices |
| Mon 3 Apr | 9:00-10:30 | Z1 | **Assessment 1: Examination** |
| Th 6 Apr | 9:00-10:30 | Online (PR) | Lecture 8: Overseas Communities |
| Th 13 Apr | 9:00-10:30 | Online (VG) | Online Lecture 9: Toward a Transnational Migration Development Nexus |
| Th 20 Apr | 9:00-10:30 | Online(PR) | Online Lecture 10: Transnational Migration Development Issues |
| Fr 21 Apr | 12:20-13:50 | Online (Věž) | **Assessment 2: Written Research Proposal** |

**READINGS**

Each lecture has a key reading which should be read prior to the class:

**Online Lecture 2: Classical MDN**

***Key reading***

Castles, S. 2009. Development and migration or migration and development: what comes first? *Asian and Pacific Migration Journal*, 18 (4), 441-471. Online pdf available at https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=02359ee8cd5120279bb08e715f29d44a306796d2

**Lecture 3: The Transnational Turn**

***Key reading***

Vertovec, S. 1999 Conceiving and researching transnationalism. *Ethnic and Racial Studies* 22: 447-462. Online pdf available at http://www.thedigitalsilkroute.com/images/references/download.pdf

**Lecture 4: Practice Theory Critique**

***Key reading***

Page B and Mercer C 2012 Why do people do stuff? Reconceptualizing remittance behavior in diaspora-development research and policy. *Progress in Development Studies* 12,1: 1-18.

**Lecture 5: Transnational Migration Practices**

***Key reading***

Bailey, A. J., Drbohlav, D., & Salukvadze, J. 2018. Migration and pastoral power through life course: Evidence from Georgia. Geoforum, 91, 97-107.

**Lecture 6: Transnational Remitting Practices**

***Key reading***

Bailey, A.J., Drbohlav, D., and Dzurova, D. 2021. Migrant remitting as transnational practice: Moldovans in Italy and Czechia. Sage Open. Retrieved from https://journals.sagepub.com/doi/10.1177/21582440211016457

**Lecture 7: Transnational Family Practices**

***Key reading***

Bryceson, D., and Vuorela, U. (Eds) 2002 *The Transnational Family*. Oxford: Berg. Chapter 1.

**Online Lecture 8: Overseas Communities**

***Key reading***

Tan, Y., Liu, Xuchun, and Rosser, A. 2021. Transnational linkages, power relations, and the migration-development nexus: China and its diaspora. *Asia Pacific Viewpoint* doi:10.1111/apv.12323

**Online Lecture 9: Toward a Transnational Migration Development Nexus**

***Key reading***

IOM 2020 IOM Institutional strategy on migration and sustainable development. Geneva: IOM. https://www.iom.int

**Online Lecture 10: Transnational Migration Development Issues**

***Key reading***

Galstyan, N and Galstyan, M. 2021 Social remittances during COVID-19: on the “new normality” negotiated by transnational families. *Comparative Migration Studies* doi:10.1186/s40878-021-00263-z

**ASSESSMENTS**

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| --- | --- | --- | --- |
| **Type of Assessment**  | **Weighting** | **LOs** | **Description of Assessment Tasks** |
| 1. Examination |  50% | 1, 2, 3 | In-class short answers and essay question closed-book exam covering lectures 1-7 of the course  |
| 2. Research Proposal | 50% | 2,3 | A 3000 word proposal that enables students to construct a funding bid for policy relevant research on any aspect of the migration development nexus |

**ACADEMIC HONESTY**

The course assessments are designed to show how much progress students have made with the Learning Outcomes. They assume that students work with academic honesty. In this course severe penalties may be given if students are found guilty of academic dishonesty. This can include giving a zero (0) for the assessment. There are three types of academic dishonesty (following Dartmouth’s 2022 Academic Honor principle):

1.Plagiarism. “Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the source. With specific regard to papers, a simple rule dictates when it is necessary to acknowledge sources. If a student obtains information or ideas from an outside source, that source must be acknowledged. Another rule to follow is that any direct quotation must be placed in quotation marks, and the source immediately cited according to the accepted format as provided by the instructor” (quoted from Dartmouth College Academic Honor Principle).

2. Use of the same work in more than one course. “Submission of the same work in more than one course without the prior approval of all professors responsible for the courses violates the principle of academic honesty. The intent of this rule is that a student should not receive academic credit more than once for the same work product without permission. The rule is not intended to regulate repeated use of an idea or a body of learning developed by the student but rather the identical formulation and presentation of that idea. Thus the same paper, computer program, research project or results, or other academic work product should not be submitted in more than one course (whether in identical or rewritten form) without first obtaining the permission of all professors responsible for the courses involved. Students with questions about the application of this rule in a specific case should seek …advice” (quoted from Dartmouth College Academic Honor Principle).

3.Unauthorized collaboration. “Whether or not collaboration in course work (reports, papers, homework assignments, take-home tests, or other academic work for credit) is permitted depends on expectations established in individual courses. Students are sometimes encouraged to collaborate in terms of discussing a research topic, for example, but told to write their papers independently. Students should presume that collaboration on academic work is not permitted, and that submission of collaborative work would constitute a violation of the academic honesty principle.

**ATTENDANCE**

It is required for the examination (April 3rd 9-1040am) and highly encouraged at lectures for many reasons, including: maximum exposure to content; routine can boost wellbeing; builds group dynamic and identity; reduces mis-understandings and save time.