The course is aimed to students with basic knowledge of international relations, mostly having no or very low level of knowledge in the field of international migration. The course is developed in order to enhance the critical thinking of the students. The course focus is aimed to equally enhance and develop different types of students’ competences (knowledge, skills, and attitudes).

**Competences gained during the course:**

**Knowledge-based:**

Students will:

- Gain solid theoretical background regarding the matter of international migration
- Differentiate among and recognize different categories and forms of migration
- Demonstrate competency over and identify the key issues of migration – reasons, factors, implications
- Demonstrate competency over legal and political documents, laws, conventions and other relevant documents concerning international migration, with focus on national aspects

**Skill – based and attitudinal:**

Students will:

- Improve their cultural competence; learn to assess the multicultural character of the society they are part of
- Critically analyse sources of information concerning international migration
- Enhance their critical thinking by assessing and comparing information about international migration from different points of view
International migration plays an important role in the development discourse because of its large both positive and negative socio-economic implications on the sending as well as receiving countries. For the students of International Economic Relations it is very important to assess migration based on not only one strict approach or to justify only economic reasons and implications but understand also the other important reasons and implications, e.g. social, political, religious, psychological, security etc.. They also have to learn to see migration from the view of a migrant, of sending country (and its nationals and government), receiving country (and its nationals and government) and other, One semester should only provide them with basic knowledge, interconnections, contextual information, which lead to some extent to some reconsiderations of their actual knowledge and attitudes.

In the context of global/development education, it is important to include topics dealing with global South and global North international movements, positive economic implications on the sending countries e.g. in terms of remittances, or even different migrant testimonies. The variety of the teaching methods of the course underlines principles of global education and also allows easier learning for different learning types of students.

**Stručná osnova predmetu/ Course syllabus:**

1. *Introduction to international migration – initial measuring attitudes in class, interactive activities*

   **Aim:**
   To get to know the class, to gain valuable inputs for the following work.

   **Methods:**
   Initial measuring – questionnaire, discussion, activities (maps, population distribution in the world etc.): Sources – e.g. [www.youthdeved.ie](http://www.youthdeved.ie), [www.unidev.info](http://www.unidev.info), [globalnevzdelavanie.sk](http://globalnevzdelavanie.sk)

   Discussion – “Speed Dating” – topic: My attitude towards migrants

   Frontal lecture - Definition of migration, forms of migration, categories

2. *International migration – overview, statistical picture, comparisons, differences among the international, regional and national level*

   **Aim:**
   To provide students with general overview of migration flows in the world.

   **Required reading:**
   Selected parts/chapters from

   **Methods:**
   Presentation, Discussion
   Associations – Migration, Refugees, Forced migration

3. *Historical overview of migration flows internationally, regionally and nationally until 1945*

   **Aim:**
   To provide them with tools in order to understand the historical background of international migration and its implications to the present.

   **Required reading:**
   Selected chapters from
4. Historical overview of migration flows internationally, regionally and nationally from 1945

Aim:
To provide them with tools in order to understand the historical background of international migration and its implications to the present.

Required reading:
Selected chapters from


Methods:
Frontal lecture (optional)
Discussion

5. Theoretical approaches to migration – migration theories - classic approaches

Aim:
To provide students the context of the factors influencing migration.

Required reading:

Methods:
Silent discussion – Why people migrate?
Group work – Presentation of selected migration theories (each group one theory) – pros and cons, application to some historical migration flows and explanation

6. Theoretical approaches to migration – migration theories – new approaches

Aim:
To provide students the context of the factors influencing migration.

Required reading:
- SKELDON, R. – KING, R. 2010. 'Mind the Gap' Integrating Approaches to Internal and
<table>
<thead>
<tr>
<th>7. Forced migration – selected aspects – conflicts, refugees and IDPs</th>
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<tbody>
<tr>
<td><strong>Aim:</strong> To conceptualize international migration from non-economic point of view.</td>
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<td><strong>Required readings:</strong></td>
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<td><strong>Methods:</strong></td>
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<td>Video – film (from <a href="https://www.youtube.com/user/RefugeeStudiesCentre/videos">https://www.youtube.com/user/RefugeeStudiesCentre/videos</a> or <a href="https://www.youtube.com/user/forcedmigration/videos">https://www.youtube.com/user/forcedmigration/videos</a>)</td>
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<tr>
<td>Student presentations – conflict areas in the world and the implications in forced migration</td>
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<td><strong>Discussion</strong></td>
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<th>8. Irregular migration and asylum seekers</th>
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<tr>
<td><strong>Aim:</strong> To conceptualize international migration from non-economic point of view.</td>
</tr>
<tr>
<td><strong>Required readings:</strong></td>
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<tr>
<td>- Triandafyllidou, Dr Anna. Irregular Migration in Europe: Myths and Realities. Ashgate Publishing, Ltd., 2012.</td>
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<tr>
<td><strong>Methods:</strong></td>
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<td>Discussion, (optional - Field trip to the International Organisation of Migration, Human Trafficking Division)</td>
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<th>10. Migration in European Union – selected aspects</th>
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<tr>
<td><strong>Aim:</strong> To apply knowledge concerning international migration to more specific and closer area – European Union and states in it.</td>
</tr>
<tr>
<td><strong>Required readings:</strong></td>
</tr>
<tr>
<td>- Bade, Klaus J. Europa in Bewegung. Migration vom späten 18. Jahrhundert bis zur Gegenwart.</td>
</tr>
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</table>
11. Migration and Integration policies in EU (comparative approach)

Aim:
To provide students with tools to assess effectively different approaches to migrant integration in EU

Required readings:

Methods:
Debate

12. Current migration issues in the world

Aim:
To provide students with tools to assess effectively different approaches to migrant integration in EU

Required readings:

Methods:
Group work