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| **Prowadzący** | Dr Piotr Maleszyk, mgr Piotr Wetoszka |
| **Oferta PJO\*** | NIE |
| **Oferta PJOE\*** | TAK |
| **Kierunek, rok, stopień dla PJO (\*obowiązkowe)** |  |
| **Semestr roku 2022/2023** | zimowy |

\* PJO – przedmiot w języku obcym dla studentów polskich / PJOE – przedmiot w języku obcym dla studentów Erasmus+
\*\* zostawić właściwe

BASIC INFORMATION ABOUT THE SUBJECT (INDEPENDENT OF THE CYCLE)

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| **Module name** | Migration research and policy |
| **Erasmus code** | - |
| **ISCED code** |  |
| **Language of instruction** |  |
| **Website** | https://www.umcs.pl/en/courses-in-english-2021-2022,21582.htm |
| **Prerequisites** |  |
| **ECTS points hour equivalents** | Contact hours (work with an academic teacher): 30Total number of hours with an academic teacher: 30Number of ECTS points with an academic teacher: 3Non-contact hours (students' own work): 30Total number of non-contact hours: 30Number of ECTS points for non-contact hours:3Total number of ECTS points for the module: 6 |
| **Educational outcomes verification methods** | Oral exam at the end of the coursePreparation and presentation of individual and group projects |
| Description | The module covers theoretical and practical, research-oriented topics in the field of migration, with a focus on migration economics. By the end of the course, students should understand and explain drivers of different types of migration, their socioeconomic consequences and the actions taken by governments and NGOs to manage migration flows. Also, students will be able to browse, analyze and interpret migration data, and conduct basic migration research. |
| **Reading list** | BASIC READING:Casarico, A., Übelmesser, S. (2018). Migration Policies and the Highly Skilled. IFO, Munich, 1 (16), 28-33.Edo, E. (2019). The impact of immigration on the labor market. *Journal of Economic Surveys*, 3 (33), 922-948.Hinte, H. (2014), What determines the net fiscal effects of migration? *IZA World of Labor*, 78, https://wol.iza.org/uploads/articles/78/pdfs/what-determines-the-net-fiscal-effects-of-migration.pdf?v=1 [25.03.2022].Lofstrom, M., Wang, C. (2019). Immigrants and entrepreneurship. *IZA World of Labor*, 85, https://wol.iza.org/uploads/articles/490/pdfs/immigrants-and-entrepreneurship.pdf [25.03.2022].Max, N. (2014). The wider economic impacts of high-skilled migrants: a survey of the literature or receiving countries. *IZA Journal of Migration*, 3-4, 1-20.O’Reily, K. (2015). Migration theories: a critical overview, https://repository.lboro.ac.uk/ndownloader/files/17103524/1 [25.03.2022].Papademetriou, D. M., Sumption, M. (2011). Rethinking Points Systems and Employer-Selected Immigration. Washington: Institute for Migration Policy.Vargas-Silva, C. (Ed.). (2012). Handbook of research methods in migration. Edward Elgar Publishing.Faggian, A., Rajbhandari, I., & Dotzel, K. R. (2017). The interregional migration of human capital and its regional consequences: a review. Regional Studies, 51(1), 128-143.OTHER MATERIALS AND SOURCES:Borjas, G. J., & Chiswick, B. R. (2019). Foundations of migration economics. Oxford University Press, <https://repofeb.undip.ac.id/8605/1/Foundations%20of%20Migration%20Economics.pdf> [25.03.2022] Migrant Policy Index 2020, https://mipex.eu/ [25.03.2022]Reports and articles published by the Migration Policy Institute, https://www.migrationpolicy.org/ [25.03.2022].UN Database, <https://www.un.org/development/desa/pd/data/global-migration-database> [25.03.2022]OECD Databases on Migration, <https://www.oecd.org/migration/mig/oecdmigrationdatabases.htm> [25.03.2022] |
| **Educational outcomes** | KNOWLEDGEStudents know basic concepts of migration, its divers, and theoretical impacts on sending and receiving countries or regions. They explain how migration policy instruments can be used to control the migration process.SKILLSStudents take part in discussions, provide arguments and defend them, while evaluating social policies and migration effects in the short- and long-run, from the perspectives of sending and receiving countries. They are able to browse, analyze and interpret migration data, and conduct basic migration research using such tools as IDI or a survey.ATTITUDESStudents adopt an open attitude towards evaluating public policies and see them in the wider international context, e.g. as regards brain drain and brain gain. |
| **Practice** | n/a |

INFORMATION ABOUT CLASSES IN THE CYCLE

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| **Website** | [https://www.umcs.pl/en/courses-in-english,21103.htm](https://www.umcs.pl/en/courses-in-english%2C21103.htm) |
| **Educational outcomes verification methods** | Oral exam at the end of the coursePreparation and presentation of a group project |
| **Comments** |  |
| **Reading list** | BASIC READING:Casarico, A., Übelmesser, S. (2018). Migration Policies and the Highly Skilled. IFO, Munich, 1 (16), 28-33.Edo, E. (2019). The impact of immigration on the labor market. *Journal of Economic Surveys*, 3 (33), 922-948.Hinte, H. (2014), What determines the net fiscal effects of migration? *IZA World of Labor*, 78, https://wol.iza.org/uploads/articles/78/pdfs/what-determines-the-net-fiscal-effects-of-migration.pdf?v=1 [25.03.2022].Lofstrom, M., Wang, C. (2019). Immigrants and entrepreneurship. *IZA World of Labor*, 85, https://wol.iza.org/uploads/articles/490/pdfs/immigrants-and-entrepreneurship.pdf [25.03.2022].Max, N. (2014). The wider economic impacts of high-skilled migrants: a survey of the literature or receiving countries. *IZA Journal of Migration*, 3-4, 1-20.O’Reily, K. (2015). Migration theories: a critical overview, https://repository.lboro.ac.uk/ndownloader/files/17103524/1 [25.03.2022].Papademetriou, D. M., Sumption, M. (2011). Rethinking Points Systems and Employer-Selected Immigration. Washington: Institute for Migration Policy.Vargas-Silva, C. (Ed.). (2012). Handbook of research methods in migration. Edward Elgar Publishing.Faggian, A., Rajbhandari, I., & Dotzel, K. R. (2017). The interregional migration of human capital and its regional consequences: a review. Regional Studies, 51(1), 128-143.OTHER MATERIALS AND SOURCES:Borjas, G. J., & Chiswick, B. R. (2019). Foundations of migration economics. Oxford University Press, <https://repofeb.undip.ac.id/8605/1/Foundations%20of%20Migration%20Economics.pdf> [25.03.2022].Migrant Policy Index 2020, https://mipex.eu/ [25.03.2022].Reports and articles published by the Migration Policy Institute, https://www.migrationpolicy.org/ [25.03.2022].UN Database, <https://www.un.org/development/desa/pd/data/global-migration-database> [25.03.2022].OECD Databases on Migration, <https://www.oecd.org/migration/mig/oecdmigrationdatabases.htm> [25.03.2022]. |
| **Educational outcomes** | KNOWLEDGEStudents know basic concepts of migration, its divers, and theoretical impacts on sending and receiving countries or regions. They explain how migration policy instruments can be used to control the migration process.SKILLSStudents take part in discussions, provide arguments and defend them, while evaluating social policies and migration effects in the short- and long-run, from the perspectives of sending and receiving countries. They are able to analyze migration data, design and conduct basic migration research using such tools as IDI or a survey.ATTITUDESStudents adopt an open attitude towards evaluating public policies and see them in the wider international context, e.g. as regards brain drain and brain gain.. |
| **A list of topics** | 1. What is migration? Migration trends and types.
2. Why do people migrate? Theories of migration.
3. Socio-economic consequences of migration
4. Migration of high-skilled workers
5. How to attract talents from abroad? Systems of migration policy.
6. Migration policies: insights from students’ countries
7. The role of urban areas and NGOs in migration policy.
8. Migration data analysis.
9. Designing and conducting migration research.
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| **Teaching methods** | Informative and problem-based lecturesCase-studies with group work and discussionsResearch project |
| **Assessment methods** | Oral exam at the end of the course [40% of the final grade]Presentation of research project outcome [60% of the final grade]Individual and group activity throughout the course is also taken into account.Grading scale:5,0 – 90% of points and above4,5 - 80 - 89%,4,0 - 70 – 79%,3,5 - 60 – 69%,3,0 - 51 – 59%.2,0 - 50% or less |