

## Course Outline

### Part I

<b>Programme Title</b>	:	All Undergraduate Programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	<b>Geographies of Migration</b>
<b>Course Code</b>	:	SSC3350
<b>Department</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	EMI
<b>Course Level</b>	:	3

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Globalisation has unleashed a set of new socio-economic and political dynamics that transform the population geographies of the world. This course will explore these changing dynamics lead to quantitative and qualitative changes in the pattern of transnational migration. It will examine topical issues such as the geopolitics of refugees; remittance; high-skilled labour migrants; socio-cultural integration of migrants; and environmental refugees. It will also look at the emergence of global migration governance and focus on how different global, national and urban policy actors have been involved in addressing issues related to forced migration. This course will use contemporary examples to illustrate the complex interplay between globalisation, migration and development.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Explain the factors affecting the dynamics of international migration;
- CILO<sub>2</sub> Explain how migrations engender challenges in the local socio-economic development and human security;
- CILO<sub>3</sub> Examine how different everyday practices of migrants transform the urban landscape;
- CILO<sub>4</sub> Identify the challenges and opportunities of global migration governance in addressing the problems related to transnational migration.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Socio-economic factors in affecting the dynamics	CILO <sub>1,2</sub>	Lectures, Small-group Discussions, Case Studies
Effects of migration on development in the origin and destination of migration, such as human security, remittances, working and living conditions of migrants, poverty and gender issues.	CILO <sub>1,2</sub>	Lectures, Small-group Discussions, Case Studies
Urban migrants and the everyday socio-cultural practices	CILO <sub>3</sub>	Lectures, Small-group Discussions, Case Studies
The roles of major global institutions in addressing issues of migration	CILO <sub>1,4</sub>	Lectures, Small-group Discussions, Case Studies

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual Paper (2,000 words)	60%	CILO <sub>1,2,3,4</sub>
(b) Worksheets (4 in total)	40%	CILO <sub>1,2,3,4</sub>

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Texts

Pécoud, A., & Thiolllet, H. (Eds.). (2023). *Research Handbook on the Institutions of Global Migration Governance*. Cheltenham: Edward Elgar Publishing.

## 7. Recommended Readings

Collier, P., (2013), *Exodus: How Migration is Changing Our World*, New York: Oxford University Press.

Gold, S. and Nawyn, S., (2012), *Routledge International Handbook of Migration Studies*, London: Routledge.

Khory, K., (2012), *Global Migration: Challenges in the Twenty-First Century*, New York: Palgrave Macmillan.

Rosenblum, M., and Tichenor, D., (2013), *The Oxford Handbook of the Politics of International Migration*, New York: Oxford University Press.

Triandafyllidou, A., (2016), *Routledge Handbook of Immigration and Refugee Studies*, Oxon: Routledge.

## 8. Related Web Resources

Nil

## 9. Related Journals

*International Migration*

*International Migration Review*

*Journal of Ethnic and Migration Studies*

*Migration Studies*

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

*Updated July 2025*