



## SCHOOL OF GLOBAL STUDIES

### **GS2235 Global Migration and Security, 15 credits**

Global migration och säkerhet, 15 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by School of Global Studies on 2019-08-09 and was last revised on 2021-05-11 to be valid from 2021-08-30, autumn semester of 2021.

*Field of education:* Social Sciences 100%

*Department:* School of Global Studies

#### **Position in the educational system**

The course is an elective course in the second cycle.

The course can be part of the following programme: 1) Master's Programme in Global Studies (S2GLS)

*Main field of studies*

Global Studies

*Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

A completed core course of 15 higher education credits in the second cycle within the field of global studies. Alternatively a completed undergraduate degree in social sciences, or the equivalent competence.

Applicants must prove their knowledge of English: English 6/English B from Swedish Upper Secondary School or the equivalent level of an internationally recognized test, for example TOEFL, IELTS, or alternatively a bachelor's degree from an education held in English.

## Learning outcomes

On successful completion of the course the student will be able to:

### *Knowledge and understanding*

- describe the relationship between migration and security in contemporary public and academic debates;
- describe the broader implications of understanding migration as a security issue for migration governance;
- identify key actors, spaces, and technologies involved in processes of securing migration;

### *Competence and skills*

- identify and analytically distinguish different ideas and notions of security and their implications for understanding and governing migration;
- apply different ideas and notions of security to the analysis of actors, technologies and spaces of migration governance in various contexts;
- identify and formulate adequate research problems and research questions in relation to the migration/security nexus;

### *Judgement and approach*

- critically assess the possibilities and limitations of the different approaches to the study of global migration and security.

## Course content

This course focuses on the relationship between global migration and security. Notions of security are increasingly invoked in relation to migration, and in this course we pay explicit attention to how migration is conceived of as a security issue and analyze what implications this has for the understanding of migration as a political and social phenomenon as well as for the ways in which international migration is governed, managed and controlled. Throughout the course we will therefore address questions regarding what kinds of insecurities global migration gives rise to, who is being ‘secured’, through what means, and to whose benefit.

In the course we approach the migration/security nexus from two different directions: from the security studies perspective and from the migration studies perspective. In the first part of the course we analyze contemporary scholarship around the securitization of migration, human security as well as the political economy of migration control. In the second part of the course we look to how the above logics are visible in the technologies used to manage and control global migration and the particular spaces and actors involved in such processes.

The overall aim of the course is to equip students with the knowledge and analytical skills necessary to analyze the relationship between migration and security, and to critically examine its consequences for how migration is understood and managed.

**Form of teaching**

Learning activities in the course include lectures, seminars, group and peer-review assignments.

*Language of instruction:* English

**Assessment**

Examination will take the form of written assignments, oral presentations, participation in peer-review and literature/discussion seminars.

Compulsory attendance applies to the seminars of the course. In case of absence, individual supplementary assignments are required.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

**Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

Participation in seminars, peer-review assignments and oral presentation are marked with grades Pass (G) or Fail (U).

Pass grade on the course requires participation at all seminars and Pass grade on peer-review assignments, oral presentation and written assignments.

Pass with Distinction grade on the course requires Pass with Distinction grade on the examination component for written assignments, in addition to the criteria for a Pass grade.

**Course evaluation**

The course coordinator is responsible for systematically and regularly collecting the students' views of the course, and for making sure that the results of the evaluations in different forms are taken into consideration when developing the course. The results and possible changes to the course will be shared with the students who participated in the evaluation and the next class to take the course.