COURSE SYLLABUS
2026-2027

Course: **INTERNATIONAL MIGRATIONS**

COURSE DATA	
Degree	Diploma in Humanities and Global Challenges
Academic Year	2026-2027
Credits	6
Course type	Elective
Departament	Sociology and Social Work
Language of instruction	English
Professor	Juan Iglesias Associate Professor, Sociology and Social Work jiglesias@comillas.edu
Timetable	Tuesday 14:30-16:20 y Thursday 14:30-16:20

SHORT DESCRIPTION

International Migration is one of the most relevant issues in our contemporary societies. The foreign-born population has incorporated into the modern societies becoming one of their most significant social groups, creating new social and cultural diversity has to be properly managed and integrated.

The course will focus on international migration trying to understand the causes that created those flows, the process of incorporation of this new population into the host societies, and finally the effects and consequences -economic, political, social, and cultural- of this integration.

Throughout the course, students will approach the international migration process and the social situation of migrants in the receiving societies mainly through documentaries, testimonies, readings, debates, and class lectures.

Students will take active participation in this course, developing their own critical thinking about the subject.

There are no specific requirements to follow this course, except a personal interest in the subject.

CONTENTS AND STRUCTURE

Theme 1: Migratory Flows

Topic 1:Introduction to international migration 1.1 Who are the migrants? Demographic and social profile. 1.2 Current public debates about immigration in modern societies.
Topic 2: Types and Causes of international migration
2.1 Economic Migrants
2.2 Forced migration and refugee
2.3 Mixed Flows
Topic 3: Refugees and international protection system
3.1 The European crisis of refugee system in 2015
3.2 International protection system.
3.3 Social integration of refugees
Topic 4: Policies and management of international migration flows
3.1 The restrictive and hostile paradigm: internal control and border control and externalization 3.2 Programs of Labor circulation
2.1 New immigration and new paradigms 2.2 The Spanish case
Topic 5: Ethnic prejudice, racism and living together

Theme 2: Integration and its variations

Topic 1:The assimilation paradigm Topic 2: Social integration. The rupture of the assimilation canon Topic 4: Migrant's transnational Communities and practices Topic 5: Children of immigrants and segmented assimilation theory. Topic 6: Migration and Global chains of Care Topic 7: Migration and socio-political participation of immigrants

Theme 3: The debate about the consequences of International Migration

METHODOLOGY

The course will be structured as follows:
In class activities
-Theoretical background provided by the teacher in class.
-Documentaries and other audiovisual activities.
-Readings.
-Debates and other forms of student participation through specific subjects and readings.
- Independent learning activities
-Final exam. Short essay about international immigration and its effects.

ASSESSMENT AND GRADING

Assessment type	Assessment criteria	Percentage
Final exam	-Analytical skills -Skills to organize and articulate the main concepts learned during the course	40% of final grade
Group presentation	-Students are able to articulate an academic critical discourse about the topic and presenting it publically. -Students develop competences to work in group.	40% of final grade
Participation	-**Class attendance -Active participation** **-Class attendance -Active participation**	20% of final grade

- Committing any serious academic misconduct, such as **plagiarism** of previously published material, or **copying** in the exam or any other graded activity, **will imply not being able to pass the course in the ordinary assessment period.**

- The **use of AI** to create complete works or relevant parts, without citing the source or the tool or without being expressly allowed in the description of the work, will be considered plagiarism and regulated according to the General Regulations of the University.

- At the beginning of the term the professor will announce the office hours for the course. Tutorials are an essential part of the development of the course, and students may attend tutorials during the course within those office times, but it is recommended that they are arranged in advance with the professor.

- Any non-face-to-face learning activity that requires the submission of an assignment/document, etc. will be submitted by the student through Moodle, always in PDF format.

- To be able to take the final exam, students must not have missed **more than one third of the classes without justification.** If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations). Failure to attend to the first hour of a two-hour lecture, means having missed the whole session in terms of attendance, regardless of whether or not the student the second hour.

STUDENT WORKLOAD (in hours)

CONTACT HOURS	OUTSIDE CLASSROOM	OVERALL
60	180	240

READING LIST / RELEVANT REFERENCES

1) Alba, R., & Foner, N. (2015). Strangers no more: Immigration and the challenges of integration in North America and Western Europe. Princeton University Press. Chapter 1: 'Strangers no more: the challenges of integration'. http://press.princeton.edu/chapters/s10458.pdf
2) Anthias, F., & Pajnik, M. (Eds.). (2014). Contesting integration, engendering migration. Palgrave Macmillan.
3) Bertossi, C., & Duyvendak, J. W. (2012). National models of immigrant integration: The costs for comparative research. Comparative European Politics, 10(3), 237–247. Special Issue The Problems with National Models of Integration.
4) Bommes, M. (2012). Transnationalism or assimilation? In C. Boswell & G. D'Amato (Eds.), Immigration and social systems: Collected essays of Michael Bommes. IMISCOE/Amsterdam University Press.
5) Brubacker, R. (2001). The return of assimilation? Changing perspectives on immigration and its sequels in France, Germany, and the United States. Ethnic and Racial Studies, 24(4), 531–548. https://doi.org/10.1080/01419870120049770
6) Castles, S., De Haas, H., & Miller, M. J. (2014). The age of migration. International population movements in the modern world (5th ed.). Palgrave Macmillan.
7) Charsley, K., Bolognani, M., Ersanilli, E., & Spencer, S. (2020). Marriage migration and integra- tion. Palgrave Macmillan. https://www.palgrave.com/gp/book/9783030402518
8) Crul, M., & Schneider, J. (2010). Comparative integration context theory: Participation and belonging in new diverse European cities. Ethnic and Racial Studies, 33(7), 1249–1268.
9) Dahinden, J. (2016). A plea for the 'de-migranticization' of research on migration and integration. Ethnic and Racial Studies, 39(13), 2207–2225. https://doi.org/10.1080/01419870.2015. 1124129
10) Entzinger, H. (2019). A tale of two cities: Rotterdam, Amsterdam and their immigrants. In P. Scholten, M. Crul, & P. van de Laar (Eds.), Coming to terms with superdiversity the case of Rotterdam. Springer.
11) Entzinger, H., & Biezeveld, R. (2003). Benchmarking in immigrant integration. European Com- mission/ERCOMER. https://ec.europa.eu/home-affairs/sites/homeaffairs/files/e-library/docu ments/policies/legal-migration/pdf/general/benchmarking_final_en.pdf
12) Favell, A. (2001). Integration policy and integration research in Europe: A review and critique. In T. A. Aleinikoff & D. Klusmeyer (Eds.), Citizenship today: Global perspectives and practices. Brookings Institution/Carnegie Endowment for International Peace.
13) Favell, A. (2016). Just like the USA? Critical notes on Alba and Foner's cross-Atlantic research agenda. Ethnic and Racial Studies, 39(13), 2352–2360. https://doi.org/10.1080/01419870. 2016.1203447
14) Fokkema, T., & De Haas, H. (2011). The effects of integration and transnational ties on international return migration intentions. Demographic Research, 25(24), 755–782.
15) Hadj Abdou, L. (2019). Immigrant integration: The governance of ethno-cultural differences. Comparative Migration Studies, 7, 15. https://comparativemigrationstudies.springeropen.com/ articles/10.1186/s40878-019-0124-8
16) Klarenbeek, L. M. (2019). Relational integration: A response to Willem Schinkel. Comparative Migration Studies., 7, 20.

https://comparativemigrationstudies.springeropen.com/articles/10.11 86/s40878-019-0126-6
17) Maxwell, R. (2012). Ethnic minority migrants in Britain and France: Integration trade-offs. Cambridge University Press.
18) Mügge, L. (2016). Transnationalism as a research paradigm and its relevance for integration. In B. Garcés-Mascareñas & R. Penninx (Eds.), Integration processes and policies in Europe: Contexts, levels and actors. Springer Open.
19) Park, R. E., & Burgess, E. (1921). Introduction to the science of sociology. University of Chicago Press.
20) Penninx, R. (2019). Problems of and solutions for the study of immigrant integration. Comparative Migration Studies, 7, 13. https://doi.org/10.1186/s40878-019-0122-x
21) Phillips, D. (2015). Segregation, mixing and encounter. In S. Vertovec (Ed.), Routledge handbook of diversity studies. Routledge. Chapter 36.
22) Portes, A., & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants among post-1965 immigrant youth. The Annals of the American Academy of Political and Social Science, 530, 74–96.
23) Portes, A., Fernandez-Kelly, P., & Haller, W. (2005). Segmented assimilation on the ground: The new second generation in early adulthood. Ethnic and Racial Studies, 28(6), 1000–1040.
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25) Rudiger, A., & Spencer, S. (2003). Social integration of immigrants and ethnic minorities. Paper presented to the Joint European Commission/OECD conference 'The Economic and Social Aspects of Migration'. Brussels, 21–22 January 2003. http://www.oecd.org/els/mig/1551 6956.pdf
26) Rytter, M. (2018). Writing against integration: Danish imaginaries of culture, race and belonging. Ethnos. https://doi.org/10.1080/00141844.2018.1458745
27) Schinkel, W. (2018). Against 'immigrant integration': For an end to neocolonial knowledge production. Comparative. Migration Studies, 6(31). https://doi.org/10.1186/s40878-018- 0095-1
28) Schneider, J., & Crul, M. (2010). New insights into assimilation and integration theory: Introduc- tion to the special issue. Ethnic and Racial Studies, 33(7), 1143–1148.
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30) Spencer, S., & Charsley, K. (2016). Conceptualising integration: A framework for empirical research, taking marriage migration as a case study. Comparative Migration Studies, 4(18). Spencer, S., & Charsley, K. (2021). Reframing 'integration': Acknowledging and addressing five core critiques. Comparative Migration Studies, 9(18).
31) Stepick, A., & Stepick, D. D. (2010). The complexities and confusions of segmented assimilation. Ethnic and Racial Studies, 33(7), 1149–1167. https://doi.org/10.1080/01419871003599518
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33) Vertovec, S., & Wessendorf, S. (Eds). (2010). The multiculturalism backlash: European discourses, policies and practices. Routledge.

Wieviorka, M. (2014). A critique of integration. Identities, 21(6), 633–641. https://doi.org/10.1080/ 1070289X.2013.828615
34) Wimmer, A., & Glick Schiller, N. (2002). Methodological nationalism and beyond: Nation–state building, migration and the social sciences. Global Networks, 2(4), 301–334. https://doi.org/10. 1111/1471-0374.00043
35) Zapata-Barrero, R. (Ed.). (2015). Interculturalism in cities: Concept, policy and implementation. Edward Edgar.