



32324 - Methodological Seminars and Workshops

Syllabus Information

Academic Course: 2019/20

Academic Center: 805 - Official Postgraduate Programme in Politics and Society

Study: 1051 - Master in Migration Studies

Subject: 32324 - Methodological Seminars and Workshops

Credits: 5.0

Course: 1

Teaching languages: Theory: Grupo 1: English

Teachers: Ricardo Zapata Barrero, Juan Carlos Triviño Salazar

Teaching Period: Third Quarter

Presentation

Professors: Juan Carlos Triviño Salazar and Ricard Zapata-Barrero

The general aim of the Research Seminars is to raise awareness about the multifaceted tasks of being a researcher and expert in migration studies. The seminars will be practice-oriented and will have a two-fold function:

- To become a toolkit for writing the M.A. thesis and beyond
- To offer insights from migration scholars, experts and practitioners as to what it is to work in the migration field and learn to do research as a profession.

Associated skills

General objectives

- To introduce the students to the actual development of a research plan in migration studies and how to publicly defend it.
- To introduce students to the major research approaches and methodologies in migration studies.
- To provide knowledge of the crucial issues in methodology and research design which are key for improving initial research proposals on topics about migration and diversity issues.

Cross-cutting objectives

- To provide the students with the tools that incorporate ethical and human values into migration research.
- To encourage the students to underline the social and policy relevance of their research (by linking the research knowledge with the political and social agenda and work impact).

Specific objectives

- To identify the immigration and diversity problematique, as well as the most appropriate methodology for a research design.
- To provide students with practical exercises that confront them to critical decisions a migration scholar must make during their research.
- To familiarise the student to professional avenues a migration scholar can take.

Learning outcomes

- At the end of the course, students will be able to choose their own research approach, justify it and situate it within

the general context of migration studies.

- Students will be capable of designing and planning a conceptual, theoretical and empirical research on immigration and diversity issues.

Contents

Program 2019-2020

Date	Location	Time	Type	Lecturer
10-10-2019	UPF	11h-12.30h	Opening/Welcome Session	Roser de la Torre Villalobos
15-11-2019	UPF	15h-18h	Working Session 1	Ricard Zapata-Barrero
05-12-2019	UPF	15h-17h	Migration Stakeholder 1	Oriol Amoros i March
09-01-2020	UPF	15h-17h	Migration Lecture 1 (Research Forum)	Peggy Levitt
23-01-2020	UPF	15h-18h	Working Session 2	Juan Carlos Triviño Salazar
30-01-2020	IEMed	18.30h-20.30h	Migration Lecture 2	Michael Collyer Chair: L. Gabrielli
27-02-2020	UPF	15h-17h	Migration Debate 1	Miquel Angel Essomba I Gelabert, Eduard Vallory, Chair: Mina Prokic
05-03-2020	UPF	15h-18h	Working Session 3	Juan Carlos Triviño Salazar
12-03-2020	IEMed	18.30h-20.30h	Migration Debate 2	Guia Gilardoni, Ivan Martin: Chair: Luisa Faustini Torres
02-04-2020	TBA	TBA	IEMed Migration Roundtable	TBA
16-04-2020	UPF	15h-18h	Working Session 4	Juan Carlos Triviño Salazar
20-04-2020	IBEI	13.30h-15.30h	Migration Lecture 3 (IBEI)	Thomas Lacroix
07-05-2020	IEMed	18.30h-20.30h	Migration Lecture 4	Abdelrahman Tamimi Chair: J.C. Triviño
21-05-2020	UPF	15h-17h	Migration Stakeholder 2	Estela Pareja

Lectures 2019-2020

1. Roser de la Torre Villalobos (?la Caixa? Banking Foundation, Barcelona, Spain)

Date: Thursday October 10th, 2020

Place: UPF

Title: The Intercultural Community Intervention Project (ICI) promoted by ?la Caixa? Foundation.

Abstract: The Intercultural Community Intervention Project (ICI) encourages social interaction in areas with great cultural diversity to create a more cohesive society. Our aim is to produce a model of social intervention that can be applied to different locations where we operate and that helps to promote intercultural cohesion in society, improving the living conditions of the whole population. To achieve this, we promote a new way of working in society based on the resources available in each area and involving the whole community in its development. We work in collaboration with the public administration and with social organizations in the different areas to ensure this project becomes a model that can be rolled

out to other neighborhoods and towns. Through interdisciplinary teams related to social organizations, preventative and promotional work is carried out of an integrating nature, with the goal of transforming and promoting open processes that involve both citizens and institutions. We focus our actions on education, health and citizen relations. Actions in these three areas emphasize work with children, young people and families. Click [here](#) to know more about the project.

Bio: Roser de la Torre Villalobos graduated in Psychology from the University of Barcelona, including two study abroad experiences at the University of Pennsylvania (USA) and the University of Aarhus (Denmark). She earned a MA in International Relations from the University of Kent and a Postgraduate Degree in Autism from the University of Barcelona. Over the past years, she worked in the international development field in the European Commission (Brussels), in ACCIO (Washington DC) and in the European Institute of the Mediterranean (Barcelona). In 2016, she joined 'la Caixa' Foundation where she has been working in the Social Area since then and she is currently working on the Intercultural Community Intervention Project (ICI Project).

2. Oriol Amorós i March (Ministry of Labour, Social Affairs and Families - Government of Catalonia, Barcelona, Spain)

Date: Thursday December 5th, 2020

Place: UPF

Title: Migration Policies in Catalonia: History, Present and Future Horizons.

Abstract: The main purpose of this lecture is to introduce the students with the migration dynamics in Catalonia from a historical point of view, to overview the current state of the arts and look at the future. This will be done following the link between migration trends and policies, as well as the fact that most of the core policies have always received the support of civil society and political arena, following a bottom up approach. At the end he will explain what the Catalan government is developing following the intercultural paradigm. Catalonia will become the first region in Europe endorsing this intercultural public philosophy.

Bio: Technical agricultural engineer from the Polytechnic University of Catalonia and an Agricultural Engineer from the University of Lleida. Postgraduate in Agricultural Economics and European Union (UdL) and in Management Function in public administrations by ESADE. Member of the Parliament of Catalonia from 2003 to 2006 and from 2010 to 2016, where he has served as a member, spokesman and secretary in various commissions such as Immigration, Territorial Policy, Environment, Health, Business and Employment, Interior, Road Safety, Time Reform, Security and Public Order and the fight against unemployment. From 2006 to 2010 he was secretary for Immigration of the Government of Catalonia, during which the National Immigration Pact, the Law on the reception of immigrants and returned to Catalonia is promoted, the Citizenship and Immigration Board is created. He also participated in the negotiation of the transfer of work permit authorizations to the Government of Catalonia. On January 26, 2016, he was appointed as Secretary of Equality, Migrations and Citizenship, where, among other tasks, the Committee for the Reception of Refugees is being promoted.

Recommended reading:

- Departament de Treball, Afers Socials i Famílies (2019). *Immigració i refugi*. [online] Available at: http://treballiaferssocials.gencat.cat/ca/ambits_tematics/immigracio/

3. Peggy Levitt (Wellesley College, Massachusetts, USA)

Date: Thursday January 9th, 2020

Place: UPF

Title: Migrating People, Migrating Culture: Using National Literature and Art to Understand Who Belongs to the Nation.

Abstract: This lecture explores how 'national literature' and 'national art' is used to create, reinvent, and reposition the nation and its position in the world. Using the cases of Lebanon, Argentina, and South Korea, I explore how these different kinds of nations produce different kinds of national literatures, who gets included as a national cultural producer, what kinds of work national culture is expected to do, and what this tells us about the nation's current understanding of who its members are.

Bio: Peggy Levitt is Chair of the sociology department and the Luella LaMer Slaner Professor in Latin American Studies at Wellesley College and co-Director of Harvard University's Politics and Social Change Workshop. She is also the co-founder of the Global (De)Centre. Her most recent book, *Artifacts and Allegiances: How Museums Put the Nation and the World on Display*, was published by the University of California Press in July 2015. Peggy has received Honorary Doctoral Degrees from the University of Helsinki (2017) and from Maastricht University (2014). She is currently a Robert Schuman Fellow at the European University Institute (2017-2019) and a Distinguished Visitor at the Baptist University of Hong Kong (2019). Her books include *Religion on the Edge* (Oxford University Press, 2012), *God Needs No Passport* (New Press 2007), *The Transnational Studies Reader* (Routledge 2007), *The Changing Face of Home* (Russell Sage 2002), and *The Transnational Villagers* (UC Press, 2001).

www.peggylevitt.org

www.wellesley.edu/sociology/faculty/levitt

www.wcfia.harvard.edu/seminars/tsi

Recommended Readings:

- Levitt, P. and M. Crul (2018). 'Deconstructing and Reconstructing: Embracing Alternative Ways of Producing, Classifying and Disseminating Knowledge.' *Etnološka Tribina* 48 (41): 3-101.
- Levitt, P. and R. de la Torre. 2018. 'Remapping and Rescaling the Religious World from Below: The Case of Santo Toribio and Santa Ana de Guadalupe in Mexico.' *Current Sociology* 66 (3): 337-55.
- Levitt, P. 2015. *Artifacts and Allegiances: How Museums Put the Nation and the World on Display*. University of California Press.

4. Michael Collyer (University of Sussex, Brighton, England)

Date: Thursday January 30th, 2020

Place: IEMed

Title: Hostile Environments in the Mediterranean.

Abstract: Far from a creation of Theresa May in 2013, the hostile environment captures what has become the dominant approach to migration control around the world. It is difficult or expensive to physically prevent unwanted migrants from moving and once they have arrived, it may be too late. So migration controls seek to convey a message that it is not worth their while coming. At the same time, it sends a related message to anxious publics that no expense is being spared to protect them. This is true for migration into wealthy parts of the world, but it is equally the case for migration into cities and for movement of refugees away from certain camps. This paper considers this situation in relation to local and regional contexts in Morocco and Libya, arguing that much of what is usually interpreted as direct control is more usefully understood in terms of deterrence. The concentrated focus on border architecture around the Spanish enclaves of Ceuta and Melilla is as easily explained by messaging as the effectiveness of direct controls. This is also the case for more humanitarian forms of deterrence. What has been called 'warehousing' is explored in the case of refugees from a range of countries attempting to cross from Libya into Egypt in 2011. These migrants were stopped in between the Libyan and Egyptian border posts in a camp that became home to more than 2,000 people. In both cases, the physical barriers were as significant as the messages they were designed to send.

Bio: Michael Collyer is Professor of Geography and Director of Research in the School of Global Studies at the University of Sussex. He is a political geographer with an interest in the relationship between people on the move and state institutions. His most recent book is *Migration*, in Routledge's Advanced Introductions series (with Michael Samers, 2017). This presentation is from an upcoming book *Hostile Environments* (Zed, forthcoming 2020).

Recommended Readings:

- Burrige, A., Gill, N., Kocher, A. and Martin, L. 2017. 'Polymorphic Borders.' *Territory, Politics, Governance* 5 (3): 239-51.
- Collyer, M. 2019. 'From Preventive to Repressive: The Changing Use of Development and Humanitarianism to Control Migration.' In *Handbook on Critical Geographies of Migration*, edited by K. Mitchell, R. Jones and J. Fluri. Elgar. Cheltenham: Edward Elgar Publishing, chapter 13.

5. Debate on Education

Chair/Moderator: Mina Prokic (GRITIM-UPF, Barcelona, Spain)

Participants: Miquel Àngel Essomba i Gelabert (Universitat Autònoma de Barcelona, Spain) and Eduard Vallory (Center for UNESCO of Catalonia, Spain)

Date: Thursday February 20th, 2020

Place: UPF

Framework: With growing diversity, schools are becoming socializing spaces of contact between immigrants and natives, old and new minorities and they have the ability to promote or counter new forms of cohesion and coexistence. Schools need to foster and support not only the integration of students of different ethnic and social origins but also include the different family practices and examine their influence in the student's school integration and achievement. There is an agreement among experts that the education of immigrant students, especially in cases of school segregation and 'white flight' from areas where they concentrate, can be complex. The main reasons are that they may not be familiar with the native language, they can have a different academic level and they usually belong to the poorest sectors of society which makes them more prone to school failure. Added to this, diverging education values between immigrant families and schools can create conflicts in the school environment related to different cultural and religious practices, dissimilarity about how children should be raised, different assumptions about curriculum issues and play related activities. This can pose challenges to the nationalistic paradigm of the current education systems in Europe and to the educational policies that need to be implemented. Theoretical debates about the integration of immigrant students, their academic achievement and involvement of their families in schools, have revolved around different models of integration in the education system. On one hand, there is an assimilation model, based on a monocultural view of schools, and on the other hand, there is an inclusive model, that promotes pluralism and intercultural dialogue.

Considering these positions about the integration of immigrants in the education systems, the debate will offer a panoramic look at the school education practices and policies and give answers to the following questions:

- What actions are needed by schools to provide a smooth integration of immigrants in the host education system?
- How can school failure be prevented for immigrant students?
- What is the role of education and educators in the context of growing diversity?
- What challenges do schools in Catalonia face?

6. Debate on Research-Policy Nexus and the interaction between politicians and researchers in Mediterranean Migration Issues

Chair/Moderator: Luisa Faustini Torres (GRITIM-UPF, Barcelona, Spain)

Participants: Guia Gilardoni (ReSOMA, Milan, Italy) and Ivan Martin (GRITIM-UPF, Barcelona, Spain)

Date: Thursday March 12th, 2020

Place: IEMed

Framework: There seems to be a widespread concern among researchers and policymakers alike that Mediterranean migration needs more evidenced-based policies as well as a joint work of collaboration. This has become even more evident with the advent of the so-called migration crisis in 2015, which challenged migration governance in the region and produced an unprecedented humanitarian crisis. Such context have also reactivated the outspread feeling that politicians, in both sides of the Mediterranean, have been implementing policies that fail to fulfill their stated goals, being highly ineffective and even producing undesirable side-effects. As a result, within the Euro-Mediterranean area, the debate about research-policy nexus seems to be gaining each day more prominence, especially concerning the discussion of what is or should be the role of expert knowledge in policymaking and the extent to which research can shape the policy process and influence the political debate. So far, the most resonated discourse has been that research should aim policy success, being an essential tool to make policies more effective. However, it has been argued that lack of communication and contact between researchers and policy-makers is one of the main obstacles preventing researchers to be policy relevant. For this reason, it is common to hear arguments and initiatives in pro of improving the mechanisms of communication and level of trust, enhancing knowledge exchange and impact.

Undoubtedly, the literature indicates that this nexus is far from being straightforward and that it should be subject to further questioning. In this sense, it should be a matter of debate not only how research might impact policies, but also how the policies and politics in the Euro-Mediterranean region might be affecting knowledge production and transmission. Finally, the ethical implications of the research-policy nexus should be also central for this debate, especially when it comes to an area as controversial as migration issues in the Mediterranean, which suffers from an increasingly politicization and polarization on the one hand, and a pressure for applying an evidenced-based approach on the other.

Further questions for debate:

- To which extent should the relation between researchers and policy-makers lead to the politicization of research? Could it constrain or influence in any sense academic freedom?
- What is the role of science in transforming the social world and with which consequences? Can scientific production only provide solutions for social problems or also create them?
- Should we take for granted that the policy impact of research is necessarily and always good? Even taking into consideration that expert knowledge can either inform policy or legitimize political interventions?
- How to conciliate these two spheres with such different dynamics, priorities and goals? How to make research useful for policy without damaging its capacity of producing critic and independent knowledge?

7. IEMed Roundtable

Date: Thursday April 2nd, 2020

Place: TBA

Title: TBA

Abstract: TBA

8. Thomas Lacroix (University of Poitiers, France)

Date: Monday April 20th, 2020

Place: IBEI

Title: City Networks and Migration Governance.

Abstract: City networks involved in migration issues have mushroomed around the world over the last decade. Some gather a few cities from a local or a national area, others deploy at continental or even a global scales. Some have a militant agenda challenging migration policies, others are initiated by national and international organisations. Despite this diversity, international organisations attempt to co-opt city networks to build up a migration governance system that would rely on non state actors. This paper will address this issue by first mapping the diversity of migration related city networks around the world. It will then examine the efforts of IOM and other international organisations to include these actors into the broader architecture of international migration governance.

Bio: Thomas Lacroix is CNRS research fellow in geography. He works on the relationships between immigrant transnationalism and the state. His work initially focused on Indian and North African transnationalism, with a specific interest in their effects on development and integration. His research now focuses on city networks and the building of a local governance of international migrations. Thomas Lacroix is former Migrinter deputy director. He is currently associate editor of [Migration Studies](#) and research associate at [COMPAS](#), [CERI](#) and [Migrinter](#). He is fellow at the [Institut Convergence Migrations](#). He published in 2016 "Hometown Transnationalism. Long Distance Villageness among Indian Punjabis and North African Berbers" (Palgrave), and "Migrants : l'impasse européenne" (Armand Colin) and "International Migration and Local Governance" (with A Desille, Palgrave) in 2018.

Recommended Readings:

- Del Biaggio, C., T. Rossetto and E. Boriac. 2019. ?Mapping Local Resistance to Anti-Immigration National Law: A Carto-Essay.? *Journal of Research and Didactics in Geography* 1 (8): 89-98.

- Lacroix, Th. And A. Desille. 2018. ?Introduction.? In *International Migrations and Local Governance: A Global Perspective*, edited by Th. Lacroix and A. Desille. London: Palgrave Macmillan, chapter 1.?

9. Abdelrahman Tamimi (Palestinian Hydrology Group for Water and Environmental Resources Development, Ramallah, Palestine)

Date: Thursday May 7th, 2020

Place: IEMed

Title: The Impact of Refugees on the Urban Planning of the Local Communities.

Abstract: Urban planning is known as long term planning for cities to cope with the expansion of cities and population growth, however, urban planning in major Palestinian cities is facing an obstacle since some of them are suffering from the absence of a political solution to the displacement of the Palestinian refugees and to the refugee camps.

The lecture?s objective is to highlight the measurement of indicators regarding the impact of migration on local urban planning such as infrastructure, land use, architecture of the cities, long term planning, land ownership etc. The lecture will use the time series methodology to explain the relationship between each planning indicator and the growth of migration community. The real examples will be presented from different Palestinian Cities such as Nablus, Ramallah and their respective refugee camps. The lecture will highlight the conclusion and evaluation of multidimensional impact of refugees on the future of growing cities under uncertain socioeconomic and political conditions in Palestine.

Bio: Since graduation, Dr. Tamimi has worked in the field of NGOs in the Occupied Palestinian Territories. During the last 25 years, activities focused on water resources and integrated rural development community development. Before the establishment of the Palestinian Authority he had been a member of the group of Palestinian counterparts to the EU and the World Bank. He contributed in the initiation of priorities in planning for strategic projects. He also worked as consultant for institutions working in developing water and environmental projects in the Occupied Territories (UNDP.GTZ, EU, AFD, World Bank. etc.), He acted as Board Member of several local and regional NGOs and was Member of the Steering Committee for Palestinian NGOs Network (PNGO).

Dr. Tamimi is Part Time Lecturer at Alquds University in the feild of Sustainable Development and at Arab American University in the field of Strategic Planning and Fundraising.

He is Co-author of the report prepared for the EU entitled ?Meditereanean challenges 2030? and has several publications of his own related to institutional building, empowerment, stakeholders dialogue and transboundary water conflicts.

Recommended Readings:

- Biermann, F. and I. Boas. 2010. ?Preparing for a Warmer World: Towards a Global Governance System to Protect Climate Refugees.? *Global Environmental Politics* 10 (1): 60-88.
- Bocco, R. 2009. ?UNRWA and the Palestinian Refugees: A History within History.? *Refugee Survey Quarterly* 28 (2-3): 229-52.
- Farishta, A. 2014. ?The Impact of Syrian Refugees on Jordan's Water Resources and Water Management Planning.? A Thesis Presented to the Faculty of Architecture and Planning and Preservation, Columbia University.
- Fabos, A. and G. Kibread. 2007. ?Urban Refugees: Introduction.? *Canada?s Journal on Refugees* 24 (1): 3-10.

10. Estela Pareja (Catalan Refugee Aid Commission, Barcelona, Spain)

Date: Thursday May 21st, 2020

Place: UPF

Title: Racism and Classism: The basis of Fortress Europe : The Need to Address Forced Displacement from a Human Rights Perspective.

Abstract: In recent decades Europe and its Member States have been building a complex system to strengthen, close and control their external border and externalize migration control to third countries. This has been accelerating in recent years due to the global context of economic crisis and the fight against terrorism. Discourses of fear and protectionism have been gaining ground. The rise of the extreme right in Europe is an example of this. However, borders are closed for some but kept open for others. Meanwhile, millions of people suffer the consequences of a global economic system that excludes them and forcibly displaces them from their homes.

In the session we will analyze the different policies that have been built to make Fortress Europe a reality. We will see how these policies are actually based on racist and classist conceptions and not on security and economic sustainability of the welfare state. Moreover, we are going to discuss and argue about the need to address migratory flows from a human rights perspective.

Bio: Director of the Catalan Comission for Refugees (CCAR). Specialist in International Protection and the rights of refugees, she started as a project manager for the CCAR in 2008 and became the organization's director in 2011. Also, she is a founding member of the Asil.Cat network, which was created in 2014 to improve the reception conditions of asylum seekers in Catalonia.

Other areas of her expertise and professional experience are Human Rights and Humanitarian Law, Cooperation for Development from the perspective of institutional strengthening, as well as Election processes. She wrote, coordinated and collaborated in several publications on Humans Rights focused on forced migrations and the right to asylum.

Teaching Methods

The Research Seminars have 13 lessons organized through two types: Working Session and Migration Talks and will be clustered along the three trimesters.

Summary of the 13 lessons

Type	Event	Number of sessions	Length per session (hrs)
Working Sessions	Working Sessions	4	3
Migration Talks	Migration lectures	4	2
	Migration stakeholders	2	2
	Migration debates	2	2
	Migration roundtable	1	2
	Total	13	30

1. Working Sessions (4 sessions x 3 hrs/each = 12hrs)

The Working Sessions are aimed to engage the student to several situations along a research process and through these practices frame several discussions about the task of being a researcher and expert. These sessions will walk the students through the process of writing an academic article. It will also walk the students through the publishing process, applying to competitive EU grants, applying to a Ph.D. program as well as the different nexus between research and policy migration experts may take. The format of the sessions is of thematic workshops where students are expected to prepare some work at home and then interact among themselves and with the professor.

2. Migration Talks

(i) Migration Lectures (4 sessions x 2 hrs/each)

In these sessions, leading guest researchers working on international and global migrations and the inclusion of immigrants will hold a lecture on their current research. They will also focus on the methodological challenges they have faced.

(ii) Migration Stakeholders (2 sessions x 2 hrs/each)

In these sessions, stakeholders who are directly involved with different aspects related to migration dynamics and governance are invited to talk about their practice. The idea is to offer to the students a unique opportunity to interact with social migration entrepreneurs, NGOs and Civil Society Organizations, politicians, public officers, activists and experts.

(iii) Migration Debates (2 sessions x 2 hrs/each)

The debate sessions are aimed to engage the students in contrasting views on different issues related to migration research. The format is to have two guests and a chair who will discuss the converging and diverging views on a given topic or a methodological choice in the framework of migration research.

(iv) Migration Roundtable (1 session x 2 hrs)

The roundtable is a space for the discussion of issues related to the Euro-Mediterranean region and migration. This session is organized by IEMed.

3. The Working Sessions

Session 1. Writing a Master thesis in Migration Studies

This session introduces students to the research design in migration studies and its main components. We will request students one week before to select what for them is a good structure of an article and then we will discuss it in class. We will also request them to search in Google how to write a research article and we will discuss critically their findings. The content of this session seeks to familiarize students with research and to start thinking on how to structure their MA theses. Session 1 will cover:

- Review three main components of the research design: answering the 'What', 'Why' and 'How' questions
- How to write a research article? The usual basic structure: title, abstract, keywords, abstract, Introduction, theoretical/Review section, methodology, findings, discussions, conclusions) - **Useful online resources:** <https://publishingsupport.iopscience.iop.org/questions/structure-and-format-of-your-journal-article/>
- Starting your research: the importance of selecting the right key-words
- How to cite in our research: going through different guidelines (Oxford, Harvard, Chicago, APA) - **Useful online resources:** <https://www.mendeley.com/guides/harvard-citation-guide>
- Collecting data: The importance to draw a strategic plan before collecting data. The use and abuses of Google

Scholar

- Writing a good abstract for your MA thesis - Useful online resources: <http://libguides.usc.edu/writingguide/abstract>

<https://ascelibrary.org/doi/10.1061/%28ASCE%29WR.1943-5452.0000790>

Session 2. Presenting your own research

This session will be devoted to one of the most important elements for those doing studies on migration: communicating their research to specialized audiences. We will follow the format of an academic conference where students will be allocated to thematic panels led by a chair. In each one of the panels, the students will act as discussants of his/her classmates' extended abstract on the research topic for the MA thesis (Please read below). Each student will have 5 minutes to discuss their classmates' work (The professor will organize the panels and the couples presenting and criticizing each other's work).

Research practice 2:

- (Deadline: one week before the session) To write and submit a critical note where the students analyze two academic articles of their choice. In this critical note of 800 words, students must on the one hand, identify the topic, research question, methods and argument defended by the author and on the other, include a short critique to the way the author(s) present these elements thorough the abstract (e.g. Are they informative enough? Do the abstracts miss any element?)
- (Deadline: one week before the session) To write and submit an extended abstract (500 words) of the research topic they plan to present for their MA thesis. This abstract should be submitted to the professor and to the classmate assigned as the discussant.
- To discuss a classmate's extended abstract during the class

Session 3. Strategies to collect, analyze and store data on migration studies

A central component in any research is to collect evidence that contribute to advance the knowledge on a given area. In this session, we will learn different strategies to collect information, analyze and store it. In this session, we will cover topics such as:

- What is good or bad information?
- Selecting useful academic articles
- Strategies to collect data and first research choices: qualitative or quantitative, or both.
- Strategies to analyze data: Organizing the data collected, Ranking information in your research
- Storing the collected data: Academic repositories
- Ethical issues and privacy - **Useful online resources:**

Refugee Studies Centre (2007). ?Ethical Guidelines.? *Refugee Survey Quarterly*, 26 (3).
<http://rsq.oxfordjournals.org/content/26/3/162.full.pdf>

Research Practice 3:

- (Deadline: the day before the session) To write and submit to the professor a data collection plan of 1000 words. The plan must describe the different strategies they will implement to get the information required to answer their MA thesis' research question. Whether they plan to get the information from archival research, existing databases, interviews, etc? To specify and justify the type of data they aim to obtain. For instance, in the case of doing interviews: who are the informants? Why are they selected? In this plan, the student must justify the choices they make.

Session 4. Working as a migration researcher

In Session 4, students will learn different aspects related to the practicalities of being a migration researcher. Starting from the publishing process to the main research centres specialized on migration, this session will cover some of the questions MA students should know while planning a career on migration studies. The session will cover the following topics:

- Publishing process

-Types of publication (articles, books, special issues) - Peer-reviewed Vs. non-peer-reviewed publications

-Publishing journal articles and the different steps to follow (submission, revision, publication)

-Top journals on migration studies - learning about their impact factor

- Where the research is done?

-Research Centres

-International organisations

-Public organizations (National, regional, local level - ministries, local government)

-Consultancy firms

- The components of a competitive research project - Academic process, diffusion and impact

-EU projects on migration

-National projects

-Local, regional.

- What is next?

Thinking about a PhD on migration studies

-Where and how to apply

-Finding funding

-How to prepare your application

Thinking about a career as a migration practitioner

-Working for an international organization

-Working for local, regional, national governments

-Working for an NGO

Before Session 4, students should have done research on:

- Main research centers on migration studies and journals

Research Practice 4:

- (Deadline: one week after the session) Students will put themselves in the position of a researcher submitting a proposal for a project call the professor will make. In this proposal, the student will particularly focus on the academic and policy impact their project aims to make as well as the dissemination strategy they will use.

Evaluation

Students will be graded on:

a) Participation in class (10%)

b) Research Practices of Working Sessions 2, 3 and 4 (10% per exercise).

c) Four critical notes on the Migration Talks (20% each note): we will take the best three.

In these essays of no more than 1000 words students must focus on different ways of listening and analyzing the information received:

1 Critical Note: Choose the five key words of a Migration Lecture or Migration roundtable, rank them and justify your choice and ranking with the information provided

1 Critical Note: Choose the main guiding questions of a Migration stakeholders or Debate and justify your choice with the information discussed

1 Critical Note: Students are required to act as critical thinkers who problematize certain aspects of a Migration Lecture and build arguments that identify strong or weak points of the presentations and ways to improve them.

1 Critical Note: Identify leading scholars related to the research lines related to the Migration Lecture/Stakeholders and Debate, and compare their work with the Migration Session.

Bibliography and information resources

Please, for more information check the *Contents* Section. Thanks