

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL, POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	DEPARTMENT OF SOCIAL POLICY		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	39	SEMESTER	Summer
COURSE TITLE	MIGRATION AND MIGRATION POLICY		
TEACHING ACTIVITIES If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	6.0
COURSE TYPE Background, General Knowledge, Scientific Area, Skill Development	Background		
PREREQUISITES			
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/438152/		

2. LEARNING OUTCOMES

Learning Outcomes Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>At the completion of the course, students should be able to:</p> <ul style="list-style-type: none"> - Analyze and evaluate the multidimensional aspects of migration. - Identify and distinguish the types of migration movements. - Analyze the theories of economic migration. - Describe the main historical milestones in the post-war migration history of Europe. - Explain the consequences of economic migration for origin and receiving countries. - Analyze and evaluate the main features of migration in Greece. - Describe the contribution of immigrants to the Greek countryside. - Identify the determinants of migrant entrepreneurship. - Analyze the causes and consequences of high-skilled migration (brain drain/gain). - Describe return migration (causes and consequences). - Describe and evaluate the immigration policies of Greece and the EU, their mutual interdependence, their connection with the wider

historical and socio-economic context, as well as the effectiveness of these policies.

- Discuss ethical issues raised by the migration phenomenon with a view to fostering tolerance and reducing discrimination.
- Propose ways of managing migration flows.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use, Adaptation to new situations,
Decision making,
Autonomous work,
Teamwork,
Working in an international environment,
Working in an interdisciplinary environment, Production of new research ideas

Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Autonomous work
Equity and Inclusion
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Migration: concepts and distinctions.
2. Theories of economic migration.
3. A brief migration history of Europe.
4. Economic consequences of migration.
5. Other consequences of migration.
6. Migration in Greece.
7. Migrants and Greek countryside.
8. Migrant entrepreneurship.
9. Skilled migration (Brain Drain).
10. Return migration.
11. Migration policy in the EU.
12. Migration policy in Greece.
13. Ethics of migration.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD Face to face, Distance learning, etc.	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) Use of ICT in Teaching, in Laboratory Education, in Communication with students	Use of ICT in Teaching Use of ICT in Communication with students

<p>TEACHING ORGANIZATION</p> <p>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research& analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</p> <p>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards</p>	<table border="1"> <thead> <tr> <th>Activity</th><th>Workload/semester</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>65</td></tr> <tr> <td>Interactive learning</td><td>45</td></tr> <tr> <td>Bibliographic research & analysis</td><td>40</td></tr> <tr> <td>Total</td><td>150</td></tr> </tbody> </table>	Activity	Workload/semester	Lectures	65	Interactive learning	45	Bibliographic research & analysis	40	Total	150
Activity	Workload/semester										
Lectures	65										
Interactive learning	45										
Bibliographic research & analysis	40										
Total	150										
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Student evaluation languages Greek</p> <p>Method (Formative or Concluding) Summative</p> <table border="1"> <thead> <tr> <th>Student evaluation methods</th><th>Rate</th></tr> </thead> <tbody> <tr> <td>Written exam with multiple choice test</td><td>40</td></tr> <tr> <td>Written Exam with Short Answer Questions</td><td>60</td></tr> </tbody> </table>	Student evaluation methods	Rate	Written exam with multiple choice test	40	Written Exam with Short Answer Questions	60				
Student evaluation methods	Rate										
Written exam with multiple choice test	40										
Written Exam with Short Answer Questions	60										

5. Suggested Bibliography

Artuc, E., Docquier, F., Caglar, O., και Parsons, Ch. (2015). A global assessment of human capital mobility: the role of non-OECD destinations, *World Development*, 65, 6-26.

Baas, M. (2019). The education-migration industry: International students, migration policy and the question of skills. *International Migration*, 57(3), 223-234.

Bade, K.J. (2003). *Migration in European history*. Oxford: Blackwell Publishing.

Beine, M., Docquier, F., και Ozden, C. (2011). Diasporas. *Journal of Development Economics*, 95(1), 30-41.

Bertram, C. (2018). *Do States Have the Right to Exclude Immigrants?*, Cambridge: Polity Press.

Bhagwati, J., και Hamada, K. (1974). The brain drain, international integration of markets for professionals and unemployment. *Journal of Development Economics*, 1(1), 19-42.

Borjas, G.J. (1987). Self-selection and the earnings of immigrants. *The American Economic Review*, 77(4), 531-553.

Borjas, G.J. (1994). The economics of immigration. *Journal of Economic Literature*, XXXII, 1667-1717.

Castles, S., de Haas, H., και Miller, M.J. (2014). *The age of migration: International population movements in the modern world*. London: MacMillan Pres Ltd.

Clemens, M. (2013). *What Do We Know about Skilled Migration and Development?* Migration Policy Institute Policy Brief No 3. Washington DC: Migration Policy Institute.

Czaika, M., και Parsons, C. (2017). The gravity of high skilled migration policies. *Demography*, 54(2), 603-630.

De Haas, H. (2018). *European migrations dynamics, drivers, and the role of policies*. Luxembourg: Publications Office of the European Union.

Docquier, F., και Rapoport, H. (2012). Globalization, brain drain, and development. *Journal of Economic Literature*, 50(3), 681-730.

European Commission (EC). (2015). *A European agenda on migration*. Βρυξέλλες: COM (2015) 240.

European Commission (EC). (2018). *Study on the movement of skilled labour*. Luxembourg: Publications Office of the European Union.

Florida, R.L. (2005). *The flight of the creative class: The new global competition for talent*. New York: HarperCollins.

Gibson, J., και McKenzie, D. (2011). The microeconomic determinants of emigration and return migration of the best and brightest: Evidence from the Pacific. *Journal of Development Economics*, 95(1), 18-29.

Grimm, A. (2019). Studying to stay: Understanding graduate visa policy content and context in the United States and Australia. *International Migration*, 57(5), 236-251.

- Harris, J.R., και Todaro, M.P. (1970). Migration, unemployment and development: A two-sector analysis. *The American Economic Review*, 60(1), 126-142.
- Hosein, A. (2019). *The ethics of migration: An Introduction*. London and New York: Routledge.
- ILO, OECD, World Bank. (2015). *The contribution of labour mobility to economic growth*. Geneva: OECD, ILO, World Bank Publishing.
- IOM. (2019). *Reintegration handbook: Practical guidance on the design, implementation and monitoring of reintegration assistance*. Geneva: IOM.
- IOM. (2020). *World migration report 2020*. Geneva: IOM.
- Kahanec, M., και Zimmermann, K.F. (επιμ.). (2016). *Labor migration, EU enlargement, and the great recession*. DOI: 10.1007/978-3-662-45320-9.
- Katz, E., και Stark, O. (1986). Labor migration and risk aversion in less developed countries. *Journal of Labor Economics*, 4(1), 134-149.
- Kerr, S.P., Kerr, W., Caglar, O., και Parsons, Ch. (2017). *High-skilled migration and agglomeration*. Research Discussion Paper 7. Helsinki: Bank of Finland.
- Labrianidis, L., Sykas, Th., Sachini, E. & Karampekios. (2023). Highly educated skilled migrants are attracted to global cities: the case of Greek Ph.D. holders. *Population, Space and Place*, e2517.
- Labrianidis, L., Sykas, Th., Sachini, E. & Karampekios. (2023). The impact of highly skilled emigrants on the origin country's innovation performance: the case of Greece. *International Journal of Manpower*, 44(8), 1605-1621.
- Labrianidis, L., και Sykas, Th. (2017). Why High School Students Aspire to Emigrate: Evidence from Greece. *Journal of International Migration and Integration*, 18, 107-130.
- Lianos, Th.P. (2003). *Contemporary migration in Greece: economic investigation*. Athens: CPER.
- Lianos, Th.P., and Cavounidies, J. (2012). *Migrant flows in Greece during 20th century*. Athens: CPER.
- Massey, D.S., Arango, J., Hugo, G., Kouaouchi, A., Pellegrino, A., και Taylor, J.E. (2005). *Worlds in Motion: Understanding international migration at the end of the millennium*. New York: Oxford University Press.
- OECD. (2020). *International migration outlook 2020*. OECD Publishing.
- Piore, M.J. (1979). *Birds of Passage: Migrant labor in industrial societies*. New York: Cambridge University Press.
- Saxenian, A. (2002). Transnational communities and the evolution of global production networks. *Industry and Innovation*, 9(3), 183-202.
- Stark, O., και Bloom, D. (1985). The new economics of migration. *The American Economic Review*, 75(2), 173-178.
- Todaro, M.P. (1969). A model of labor migration and urban unemployment in less developed countries. *The American Economic Review*, 59(1), 138-148.
- Wallerstein, I. (1974). *The Modern World-system: Mercantilism and the Consolidation of the European World-economy*. London: Academic Press.
- Κόντης, Α. (2021). *Πολιτική Οικονομία της διεθνούς μετανάστευσης*. Αθήνα: Παπαζήσης
- Λαμπριανίδης, Λ. (2011). *Investing in leaving*. Athens: Kritiki.
- Λαμπριανίδης, Λ., και Συκάς, Θ. (2021). *Brain drain στην Ελλάδα: Μια περίπτωση μετανάστευσης υψηλής ειδίκευσης*. Αθήνα: ΕΑΠ.

Eudoxus

- Κόντης, Α. (2021). *Πολιτική Οικονομία της διεθνούς μετανάστευσης*. Αθήνα: Παπαζήσης
- Λαμπριανίδης, Λ., και Συκάς, Θ. (2021). *Brain drain στην Ελλάδα: Μια περίπτωση μετανάστευσης υψηλής ειδίκευσης*. Αθήνα: ΕΑΠ.
- Goldin, I., Cameron, J., Balarajan, M. (2013). Αυτοί δεν είναι σαν εμάς. Το παρελθόν και το μέλλον της μετανάστευσης. Ηράκλειο: ΠΕΚ