

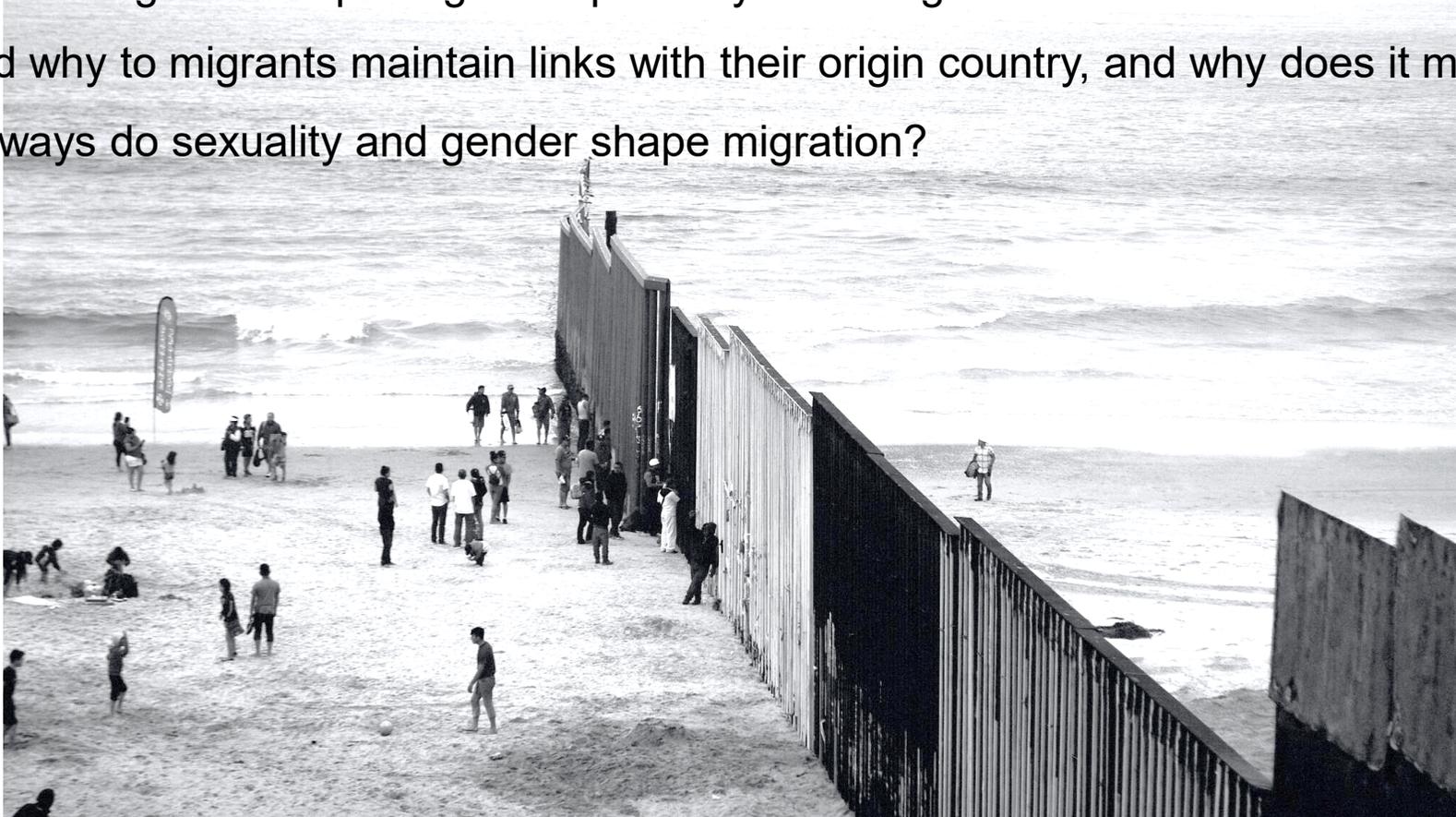
# **Mobilities and Global Inequalities**

**Term 1: 30 credit 3rd year option - International Development**

**Module convenor: Dr Sarah Scuzzarello**

# Core puzzles we'll discuss

- Why do people migrate? And where to?
- How do visa regimes shape migration pathways and migrants' life chances?
- How and why do migrants maintain links with their origin country, and why does it matter?
- In what ways do sexuality and gender shape migration?



# Learning outcomes

- Demonstrate systematic **knowledge** and understanding of key **theoretical perspectives** from **migration** studies and **development** theories and how these intersect.
- Critically **reflect on** the ideas, theories and **assumptions** of **dominant academic and policy approaches** to migration and development.
- **Independently** identify and **analyse** suitable empirical **evidence** and case studies.
- **Critically apply knowledge** of key theoretical perspectives to analyse, evaluate and assess the implications of global forced and voluntary migration for development.
- **Convey clear**, critical, and synthetic **analysis** of issues related to migration-development nexus to informed, non-academic audiences
- **Develop teamwork** and cooperative learning skills



# Aims & key topics

To understand how migration and development are related, and the mutual effects they have on one another.

We will do this by looking at:

- The key debates on the migration-development nexus (e.g. transnationalism; forced migration; economic & developmental effects)
- The main international institutional responses to global migration (e.g. IOM; UNHCR; EU)
- The key components of the migration-development debate (e.g. Climate change and migration; remittances; gender & sexuality; high/low skilled migration)



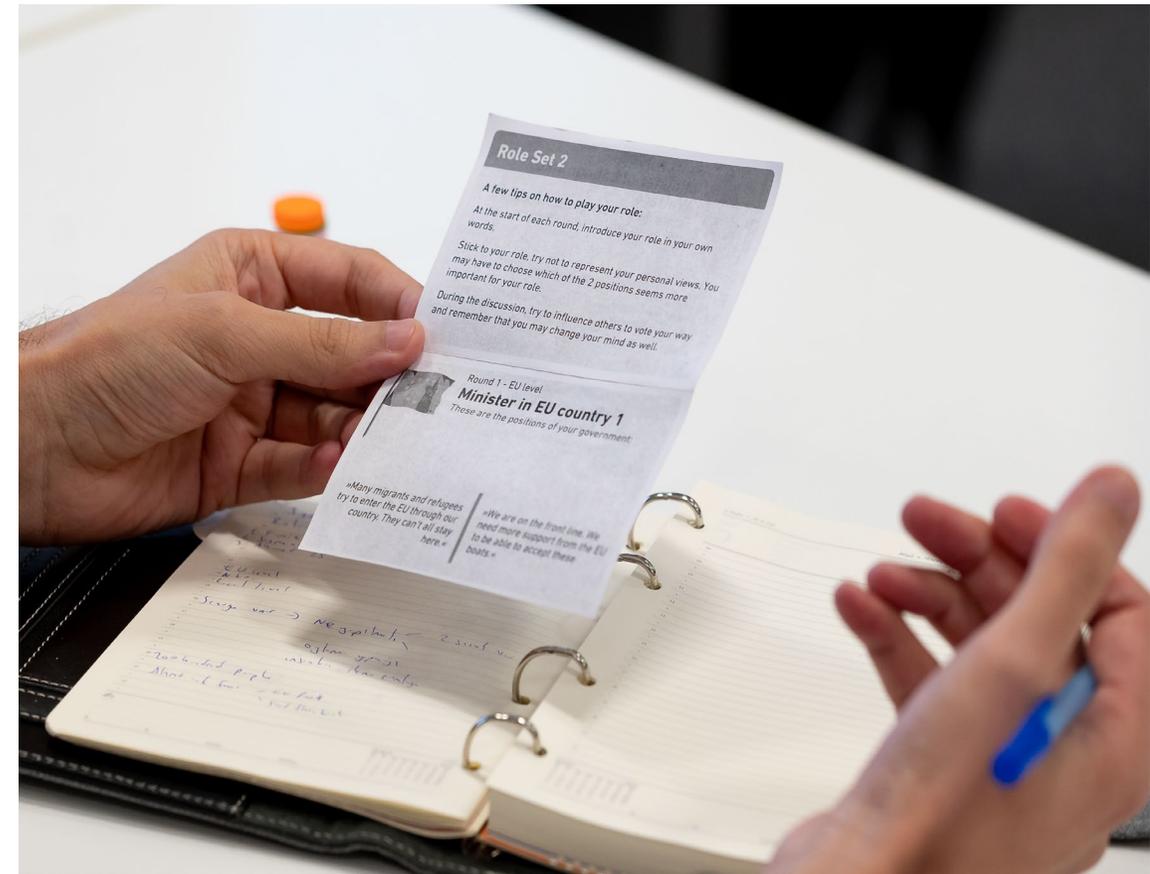
# Learning methods

Two weekly meetings (total: 3h/week):

1-hour tutor-led lecture, with opportunities for Q&A

2-hours interactive seminar, including:

- Group work on academic posters focussing on regional and national migration trends
- Role play on migration governance and its effects on migrants
- Documentary discussions



# Assessments

## Blog

- 1500 words
- convey migration research to a general audience
- Can present drafts during term
- Deadline W11

## Essay

- 3500 words
- Essay outline before submission (optional)
- Scheduled opportunities for 1:1 discussions with convenor



# Examples of students' topics

## Blog

- The remittance trap: How COVID-19 exposed the lie of the Philippines' migration-for-development model
- Invisible care: how female migrant workers keep South Asian cities and families alive
- Durable solutions for protracted refugees? Highlighting protracted displacement economies as an alternative

## Essay

- Governing delay and pressured exit: trans migration from the UK to Thailand
- How does sudden and slow onset environmental change affect patterns of internal migration differently?



# Key-readings

Students will have access to a detailed and comprehensive reading list for each week, as well as a list of suggested readings to expand research into the topic.

If you are interested in looking into the topic already, please see below:

- Jeannette Money and Sarah Lockhart (eds.) 2021. *Introduction to international migration: population movements in the 21st century*. London, Routledge
- Tanja Bastia, Ronald Skeldon (eds.) 2020. *Routledge Handbook of Migration and Development*. London, Routledge
- Heaven Crawley, Joseph Kofi Teye (eds.) 2024. *The Palgrave Handbook of South–South Migration and Inequality*. (**Open Access**)
- Raghuram, Parvati, 2009. Which migration, what development? Unsettling the edifice of migration and development. *Population, Place, and Space*, 15(2): 103-117

# About the convenor

I have been conducting **research** for more than 15 years on issues related to:

- Gender, sexuality and transnational migration;
- migration & integration policies; and
- inter-group relations.

My empirical research has been carried out in Europe and in South East Asia, often applying a cross-national comparative framework.

My **teaching philosophy** is centred around three goals:

- develop research-informed teaching;
- foster students' feelings of 'ownership' of the module; and
- enable every student to achieve success.

- If you have any queries, please contact me by email at

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