

Approval date: 23/06/2023

COURSE GUIDE

Sociology of the Population and Migrations (2141142)

Grado (Bachelor's Degree)	Grado en Sociología	Branch	Social and Legal Sciences				
Module	Sociología de la Población, Territorio y Medio Ambiente	Subject	Sociología de la Población y de las Migraciones				
Year of study	4 ^o	Semester	1 ^o	ECTS Credits	6	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

It is recommended for the students to have already taken the compulsory course of Demographic Analysis in the 3rd year, 2nd semester. It is imperative that exchange students plan the dates of their stay including the exam dates (available on the website <https://polisocio.ugr.es/>) as this is a compulsory part of the assessment.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- Conceptual and theoretical approaches to the sociology of population and migration.
- Long-term evolution of the population, worldwide and in Spain, and its main determinants, as studied by demography.
- Main theories explaining demographic phenomena and behaviors, based on the interdisciplinary nature of demographic studies.
- Demographic problems associated with overpopulation, urbanization, aging and migration as demographic problems.
- Concepts and theories in the study of migration.
- Social, economic and political consequences of immigration in Spain.
- Study of international migratory movements.

SKILLS

GENERAL SKILLS

- CG02 - Ability to organise and plan
- CG03 - Computer skills related to the field of study
- CG04 - Ability to manage information
- CG05 - Know how to solve problems
- CG07 - Ability to communicate results and knowledge
- CG08 - Ability to work in a team



- CG09 - Skills for interpersonal relationships
- CG10 - Ability to cater for diversity and multiculturalism
- CG11 - Ability to engage in critical reasoning
- CG13 - Commitment to gender equality
- CG14 - Commitment to respect for human rights and non-discrimination
- CG15 - Ability to learn autonomously
- CG20 - Motivation for quality and knowledge
- CG21 - Sensibilidad hacia temas medioambientales
- CG22 - Ability to recognise the global and local character of social phenomena
- CG24 - Ability to recognise the complexity of social phenomena

SUBJECT-SPECIFIC SKILLS

- CE01 - Understand the main concepts and generalisations regarding human society and its processes
- CE02 - Learning of history, theory and its main schools to the present day
- CE05 - Understand the evolution and structure of the relationships between populations, resources and the environment, as well as the study of the techniques and methods of demographic analysis
- CE06 - Knowledge of the basic components of social inequalities and cultural differences
- CE11 - Know the evolution of contemporary societies and their social and political movements
- CE16 - Abilities in developing, using and interpreting social indicators and social measurement instruments
- CE20 - Ability to recognise the complexity of social phenomena
- CE35 - Critical attitude towards social doctrines and practices
- CE36 - Attitudes of professional ethics
- CE37 - Attitude of commitment to social and cultural problems
- CE38 - Ability to recognise diversity and multiculturalism

LEARNING OUTCOMES

- To understand and identify the relationships between demographic analysis, demography and sociology of population.
- To separate, in the study of demographic processes, description and explanation, the purely demographic determinants from the rest of the social determinants.
- To know basic information on the evolution of the world, European and Spanish population and its basic components: fertility, mortality and migration.
- To know the main interpretations and explanations that have been proposed for this evolution.
- To recognize their links with social and economic transformations, from a sociological perspective.
- To use such models and theories as a comprehensive framework for the evolution of specific populations,
- To understand current demographic problems and policies as social constructions, beyond their purely demographic dimensions.
- To have developed a certain reflective and critical capacity on the discipline.

PLANNED LEARNING ACTIVITIES



THEORY SYLLABUS

- **1. The European demographic transition***.
 - Evolution of the world population: from the Paleolithic to the present.
 - The model of the demographic transition.
 - The transition of mortality and fertility in the most developed countries.
 - The transition in less developed countries. Scope and limits of the demographic transition theory.
 - Relations between demographic transition and migration.
 - **2. The health transition.**
 - Mortality evolution.
 - Epidemiological transition and health transition.
 - Age patterns and causes of mortality.
 - Differential mortality and social inequalities.
 - **3. Fertility and family changes.**
 - Intermediate fertility variables.
 - Differential fertility.
 - Economic theories of fertility.
 - Second demographic transition and family changes.
 - Towards a sociological explanation of fertility.
 - **4. Demographic theories, policies and problems.**
 - The relationship between population and resources as a problem.
 - Malthusianism and its critics. World population growth as a problem.
 - Demographic aging in developed countries.
 - **5. What does the sociology of migration study.**
 - Clarifying concepts and sources in the study of migrations.
 - The study of the dynamics of migratory flows.
 - Theories on the causes, sustainability and motivations of migration flows.
 - The transnational, intersectional and intergenerational approach.
 - **6. Migration policies and trends.**
 - New trends in migration: asylum seekers, refugees and borders
 - Migration control and international migration
 - Migration policy models
 - **7. Trajectories, subjectivities and resistances.**
 - Family models and migration.
 - The labour market and migration.
 - Health care and migration.
 - Education, minors and child protection.
 - **8. Migration and coexistence.**
 - Xenophobia, xenophilia and identity.
 - Public attitudes towards immigration.
 - The role of the media.
 - Attention to diversity.
- * The blocks on population and migrations may be interchangeable.

PRACTICAL SYLLABUS

- Reading and commentary of relevant texts on the subject.
- Preparation of presentations of students' group work.
- Carrying out research work.
- Search of documentation in different databases.
- Correct use of textual citations of documents and book references, as well as works of synthesis of the main ideas.



- Use of audiovisual material.
- Open education activities offered by the Faculty.
- The use of PoliSocioLAB (Laboratories of the Faculty of Political Science and Sociology) will be encouraged. The lab includes: Quantitative Studies Laboratory (SPSS, R, Visual QSL, Bellview Cati, Phytion...), Laboratory of Qualitative Studies and Multimedia Analysis (NVIVO, QDA miner liter, Gephi...) and the Radio Laboratory. Depending on the possible teaching coordination with other subjects, this use may take place during the regular teaching hours of this subject or outside this timetable in the form of complementary teaching.

RECOMMENDED READING

ESSENTIAL READING

- Adveev, A., Eremenko, T., Festy, P., Gaymu, J., Le Bouteillec, N. y Springer, S. (2011). Populations et tendances démographiques des pays européens (1980-2010). *Population*, 66(1), 9-133.
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- Blanco, C. (2000). Las migraciones contemporáneas. Madrid: Alianza.
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- Eremenko, T., & González Ferrer, A. (2018). Transnational families and child migration to France and Spain. The role of family type and immigration policies. *Population, Space and Place*, 24(7), e2163.
- Garreta Bochaca, J. (2003): *La integración sociocultural de las minorías étnicas (Gitanos e inmigrantes)*. Barcelona: Anthropos.
- Herrera Ponce, M.S. (2007). *Individualización social y cambios demográficos: ¿hacia una segunda transición demográfica?* Madrid: CIS.
- Leal Maldonado, J. (coord.) (2004). *Informe sobre la situación demográfica en España*. Madrid: Fundación Fernando Abril Martorell.
- Lenoir, R. (1993). Objeto sociológico y problema social. En P. Champagne, R. Lenoir, D. Merllié y L. Pinto (Eds.), *Iniciación a la práctica sociológica* (pp.57-102). México: Siglo XXI.
- Livi-Bacci, M. (2002). *Historia mínima de la población mundial*. Barcelona: Ariel.
- López Sala, A.M. (2005): *Inmigrantes y Estados: La respuesta política ante la cuestión migratoria*. Barcelona: Anthropos.
- Massey, D. S. et al. (1999): *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Clarendon Press.
- Miller, M. J., & Castles, S. (2009). *The age of migration: International population movements in the modern world*. Basingstoke, Hampshire: Palgrave Macmillan.
- Muñoz-Comet, J., & Steinmetz, S. (2020). Trapped in precariousness? Risks and opportunities of female immigrants and natives transitioning from part-time jobs in Spain. *Work, Employment and Society*, 34(5), 749-768.
- Oso, L., Lopez-Sala, A., & Munoz-Comet, J. (2021). Migration policies, participation and



the political construction of migration in Spain. *Migraciones*, 1-29.

- Ribas, N. (2004): *Una invitación a la Sociología de las Migraciones*. Barcelona: Bellaterra.
- Sassen, S. (1990). *The mobility of labor and capital: A study in international investment and labor flow*. Cambridge University Press.
- Susino, J. (2005). *La población y el proceso de urbanización*. En J. Iglesias de Ussel y A. Trinidad Requena (Comps.), *Leer la sociedad. Una introducción a la sociología general* (pp.545-587). Madrid: Tecnos.

COMPLEMENTARY READING

- Abellán García, A. y Puga González, M^a D. (2005). *Una España que envejece*. *Papeles de Economía Española*, 104.
- Arango, J. (1980). *La teoría de la transición demográfica y la experiencia histórica*. *Revista Española de Investigaciones Sociológicas*, 10, 169-198.
- Arango, J. (1992). *Las migraciones internacionales a fines del siglo XX: realidad y teoría*. En C. Moya, A. Pérez-Agote, J. Salcedo, y J. Félix Tezanos (Eds.). *Escritos de teoría sociológica en homenaje a Luis Rodríguez Zúñiga*, (pp.1145-1164). Madrid: Centro de Estudios Políticos y Constitucionales.
- Arango, J. (2004). *La población mundial*. En Romero González, J. (ed.) (2004), *Geografía Humana. Procesos, riesgos e incertidumbres en un mundo globalizado*, (pp. 55-99). Barcelona: Ariel.
- Bade, K.J. (2003). *Europa en movimiento. Las migraciones desde finales del siglo XVIII hasta nuestros días*. Barcelona: Crítica.
- Bardet, J.-P. y Dupâquier J. (dirs.) (2001). *Historia de las poblaciones de Europa*, 3 volúmenes. Madrid: Síntesis.
- Cárdenas Pérez, J. R. (2009). *Reflexiones generales de carácter teórico e histórico sobre la transición demográfica*. *Papeles de Población*.
- Caselli, G., Vallin, J., & Wunsch, G. (2001). *Démographie: Analyse et synthèse*, 6 volúmenes. París: Institut National d'Etudes Démographiques.
- Cipolla, C.M. (1989). *Historia económica de la población mundial*. Barcelona: Crítica, 5^a edición.
- Colectivo IOÉ (2002). *Inmigración, escuela y mercado de trabajo*. Barcelona: Fundación La Caixa.
- Del Campo, S. (1997). *Transición demográfica y componentes del crecimiento*. En J. Botella Llusia y S. Del Campo (Eds.), *La Explosión demográfica y la regulación de la natalidad*. Madrid: Síntesis.
- Delgado Pérez, M. (2004). *La evolución demográfica de España en el contexto internacional, trabajo presentado en ICE Consecuencias de la Evolución Demográfica en la Economía*, mayo-junio 2004, n^o 15.
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- Díaz Fernández, M. y Llorente Marrón, M.M. (2005). *Población y Empleo. El futuro del mercado de trabajo*. *Papeles de Economía*, 104.
- Domingo, A. (2008). *Descenso literario a los infiernos demográficos*. Barcelona: Anagrama.
- Fondo de Población de las Naciones Unidas (anual). *Estado de la población mundial*. Nueva York (<http://www.unfpa.org/swp/>).
- Garrido Medina, L. (2005). *La inmigración en España*. En J.J. González y M. Requena, M.(eds), *Tres décadas de cambio social en España*. Madrid: Alianza Editorial.
- Gil Calvo, E. (2001). *La estructura biográfica del ciclo de vida personal*. En M. Duran et al., *Estructura y cambio social. Homenaje a Salustiano del Campo*. Madrid: Centro de Investigaciones Sociológicas.



- Gómez-Redondo, R. (2001). Mortalidad, salud y desigualdad. En M. Duran et al. Estructura y cambio social. Homenaje a Salustiano del Campo. Madrid: Centro de Investigaciones Sociológicas.
- Gómez-Redondo, R. (2005). La mortalidad en España durante la segunda mitad del siglo XX: Evolución y Cambios. Papeles de Economía Española, 104.
- Harper, Sarah (2016). How population change will transform our world. Oxford University Press.
- Harris, M. y Ross, E.B. (1991). Muerte, sexo y fecundidad. La regulación demográfica en las sociedades preindustriales y en desarrollo. Madrid: Alianza.
- Instituto de Estadística de Andalucía (1999). Un siglo de demografía en Andalucía. La población desde 1900. Sevilla: IEA.
- Izquierdo Escribano, A. (2001). Inmigración y envejecimiento: relaciones complejas. En M. Duran et al., Estructura y cambio social. Homenaje a Salustiano del Campo. Madrid: Centro de Investigaciones Sociológicas.
- Martínez Pastor, J. I. (2007). Nupcialidad y cambio social en España. Madrid: Centro de Investigaciones Sociológicas.
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- Livi-Bacci, M. (2012). Breve historia de las migraciones. Madrid: Alianza.
- Meadows, D., Randers, J., Meadows, D., & Pawlowsky, S. (2006). Los límites del crecimiento: 30 años después. Barcelona: Galaxia Gutenberg.
- MeilLandwerlin, G. (2005): La Población Española. Madrid: Acento. Versión disponible en http://www.uam.es/personal_pdi/economicas/gmeil/espaniol/docencia/sociologia_poblacion/poblacion.pdf
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- Nadal, J. (1976). La población española (siglos XVI-XX). Barcelona: Ariel.
- Overbeek, J. (1984). Historia de las Teorías Demográficas. México: Fondo de Cultura Económica.
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- Reher, David S. (2004). The demographic transition revisited as a global process. Population, Space and Place, 10, 19-51.
- Reher, D. S. (2011). Economic and social implications of the demographic transition. Population and Development Review, 37, 11-33.
- Requena, M. (2005). Bases demográficas de la sociedad española. En J.J. González J.J. y M. Requena (eds), Tres décadas de cambio social en España. Madrid: Alianza Editorial.
- Ribas Mateo, N. (2004). Una invitación a la sociología de las migraciones. Barcelona: Bellaterra.
- Sánchez Barricarte, J. J. (2008). El crecimiento de la población mundial: Implicaciones socioeconómicas, ecológicas y éticas. Valencia: Tirant lo Blanch.
- Susino, J. (2006). Entre el análisis demográfico y la teoría de la población: bases de una experiencia docente. En M. Sánchez Martínez y C. Hita Alonso, La enseñanza universitaria de la sociología, (pp.97-121). Granada: Universidad de Granada.
- Tapinos, G. (1988). Elementos de Demografía. Madrid: Espasa Calpe.
- Vallin, J. (1995). La demografía. Madrid: Alianza Universidad.
- Van Bavel, J. & Reher, D. S. (2013). The baby boom and its causes: What we know and what we need to know. Population and Development Review, 39(2), 257-288.
- Vinuesa Angulo, J. (2005). Dinámica demográfica, mercado de vivienda y territorio.



Papeles de Economía, 104.

- Weeks, J.R. (1984). Sociología de la población. Introducción a los conceptos y cuestiones básicas. Madrid: Alianza.
- Wilson, C. (2011). Understanding global demographic convergence since 1950. Population and Development Review, 37(2), 375-388.

RECOMMENDED LEARNING RESOURCES/TOOLS

- <http://esomi.es/> The Sociology of International Migration Team (ESOMI) was created in 2004 by Antonio Izquierdo Escribano and develops its main lines of research in the area of international migration.
- <http://selene.uab.es/cedime>. Immigration Studies Group of the University of Barcelona (CEDIME), of the Department of Sociology of the Autonomous University of Barcelona directed by Professor Carlota Solé.
- <http://www3.upco.es/pagnew/iem/>. Instituto Universitario de Estudios sobre Migraciones of the Universidad Pontificia de Comillas, directed by Professor Rosa Aparicio. It has a biannual publication: Migraciones.
- <http://www.emigratio.com/>. Web site aimed at the international scientific community working in the field of migration studies and population mobility. Links to groups and research centers in the field of migration worldwide.
- <http://www.uu.nl/uupublish/onderzoek/onderzoekcentra/ercomer/24638main.ht> European Research Centre on Migration and Ethnic Relations (ERCOMER) of the University of Utrecht. It has two periodicals: New Community and The Journal of the European Research Centre on Migration and Ethnic Relations.
- <http://www.lse.ac.uk/collections/ASEN/>. Association for the Study of Ethnicity and Nationalism (ASEN), part of the London School of Economics.
- <http://www.imis.uni-osnabrueck.de/>. Institute for Migration Research and Intercultural Studies (IMIS), part of the University of Osnabrück, Germany.
- <http://www.cmsny.org/>. "Centre d'Information et d'Études sur les Migrations Internationales" (CIEMI), publishes the journal Migrations Société. It is located in Paris and is part of the G. B. Scalabrini Federation, to which also belong the CSER of Rome, the "Centro de Estudos Migratórios" (CEM) of Brazil, or the CEMLA of Argentina, among others. The above-mentioned centers, together with others, form the Federation of Centres for Migration Studies (FCMS) of the Center for Migration Studies (CMS) in New York, which publishes the prestigious International Migration Review.
- <http://www.ccis-ucsd.org/> Center for Migration Studies from a comparative perspective, under the University of California-San Diego. It is directed by Professor Wayne Cornelius.
- <http://lamp.opr.princeton.edu/home-es.htm>. The Latin American Migration Project (LAMP) and the Mexican Migration Project are two multidisciplinary research projects organized by researchers from Latin America and the United States. The leadership is based at Princeton University (Douglas Massey) and the University of Guadalajara (Jorge Durand).
- <http://cmd.princeton.edu/index.shtml>. The Center for Migration and Development at Princeton University. It is directed by Professor Alejandro Portes.
- <http://www.unfpa.org/public/> United Nations Population Fund. Among other activities, it publishes an annual State of World Population report.
- www.juntadeandalucia.es/institutodeestadistica/ Instituto de Estadística de Andalucía. Contains not only data but also demographic and other reports, as well as links to other national and international sites.
- <https://www.ine.es/> National Institute of Statistics. With databases in INEBase and links to other pages with statistical and demographic information.
- <https://www.gapminder.org/> Swedish organization that promotes the use of information



and statistics that allows to see the relationship between demographic variables and the Millennium Development Goals of the United Nations.

- <http://www.ced.uab.es/> The Centre d'Estudis Demogràfics (CED) is a research center on population structures and dynamics, created in 1984 through an agreement between the Generalitat de Catalunya and the Universitat Autònoma de Barcelona. It carries out research and training in demographic issues.
- <http://www.demogr.mpg.de/en/> The Max Planck Institute for Demographic Research (MPIDR), based in Rostock, is one of the most important demographic research centers; it is part of the Max Planck Society, the most important research center in Germany. Its focus is on demographic change in the world, aging, fertility, and others.

TEACHING METHODS

- MD01 - Master class/lecture
- MD02 - Discussion and debate sessions
- MD03 - Problem solving and practical case studies
- MD07 - Seminars
- MD09 - Source and document analysis
- MD10 - Group projects
- MD11 - Individual work

ASSESSMENT METHODS (Instruments, criteria and percentages)

ORDINARY EXAMINATION DIET

The evaluation will be based on individual and group work, evaluation tests and follow-up during the course. Attendance and participation in classes and practices is necessary for the follow-up of the course and is required for the students (except if they have opted for the single final evaluation).

Regarding the evaluation tools:

- 60-70% of the grade: written test about the theoretical and practical contents of the subject, with format to be determined in the didactic guide that will be available in PRADO.
- 30-40% of the grade: evaluable practices carried out during the course, whose schedule and details will be specified in the didactic guide that will be available in PRADO.
- Extraordinary exams will be governed by the same criteria for the students attending the course.

Following the recommendations of the CRUE and the Secretariat of Inclusion and Diversity of the UGR, the systems of acquisition and evaluation of competences included in this teaching guide will be applied according to the principle of design for all people, facilitating the learning and demonstration of knowledge according to the needs and functional diversity of the students.

The evaluation system, regime of calls, curricular compensation, incidence examinations, grading and review of grades is regulated by the Regulations on Evaluation and Grading of Students of the University of Granada, approved by the Governing Council of November 9, 2016 and correction of errors of December 19, 2016. For more information, please consult: http://secretariageneral.ugr.es/bougr/pages/bougr112/_doc/examenes/

EXTRAORDINARY EXAMINATION DIET



Students who have not passed the continuous evaluation in the ordinary call must take a written test that will cover all the material studied in the theoretical and practical sessions, which will comprise:

- 60-70% of the grade: theoretical contents of the subject.
- 30-40% of the grade: questions or exercises of application of what has been learned in practice.

SINGLE FINAL ASSESSMENT (evaluación única final)

Students who opt for the single final evaluation must take a written test that will cover all the material studied in the theoretical and practical sessions, which will comprise:

- 60-70% of the grade: theoretical contents of the subject.
- 30-40% of the grade: questions or exercises of application of what has been learned in practice.

ADDITIONAL INFORMATION

- In the non face-to-face evaluation tests, mechanisms of proof of authorship by the students will be included. In any case, the appropriate legal and security guarantees will always be preserved, respecting the fundamental rights to privacy and intimacy, observing the principle of proportionality.
- The mere repetition of the content of the course materials will be negatively evaluated in the development sections of the exams of all the calls.
- Anti-plagiarism instruments will be used for correction.
- Assignments submitted after the deadline will be rejected, unless under exceptional circumstances previously discussed with the teacher.

