

## Ethics and Migration, advanced course

Ethics and Migration, advanced course  
7.5 credits

Single subject and programme course

721A51

Valid from: 2013 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Applied Ethics	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2014-02-14	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Other Subjects within the Humanities	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2014		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för kultur och samhälle		

## Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen, academic paper 15 ECTS credits included
- English corresponding to the level of English in Swedish upper secondary education (English 6)  
Exemption from Swedish

## Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- analyse important ethical theories of relevance for this course,
- orally and in written form, discuss and analyse ethical problems that may arise in relation to migration,
- employ ethical theory, principles and concepts in an in-depth analysis of a concrete migration issue,
- criticise ethical analyses in a constructive manner,
- demonstrate an open and critical attitude to positions and arguments in ethics and migration.

## Course content

Ethics of migration comprises normative issues related to the different phases of migration and categories of migrants. Reasons for and modes of migration vary as do the impact of migration on receiving, transit and sending countries.

In a first, theoretical part, this course examines fundamental ethical questions related to migrants (regular and irregular) and migration, borders and border control. Arguments for and against immigration restriction as well as rights and duties between nation states and migrants are systematically analysed.

In a second, more applied part, ethical implications of migration flow such as brain drain will be investigated. Prevailing migration management e.g. large-scale surveillance-based migration control will also be critically examined from the perspective of ethics.

## Teaching and working methods

In the course, students read and analyse texts, participate in group discussions, write papers and are actively involved in seminar discussions. In addition, lectures are provided. Language instruction: English

## Examination

Mandatory participation in seminars as well as oral presentations of a smaller written work. Students should also critically discuss written assignments produced by a fellow student. Detailed information about the examination can be found in the courses study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.