


5.00 credits

30.0 h

Q1

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| Teacher(s) | Bocquier Philippe ;Eggerickx Thierry ; |
| Language : | French |
| Place of the course | Louvain-la-Neuve |
| Learning outcomes | |
| Evaluation methods | <p>Work 1: The description of the proposed comparative study, the description of migration data, and the analysis of internal migration should be posted on Moodle (20 pts - each day of delay reduces the score by 5 points).</p> <p>Work 2: The description of urbanization data, and the analysis of urban transitions should be posted on Moodle (20 pts - each day of delay reduces the score by one point).</p> <p>The written work on the case study between 15 and 20 pages of text (+ Tables + Figures + Appendices) is evaluated on the following criteria:</p> <ul style="list-style-type: none"> - Country overview and rationale for comparison (5) - Describe the sources of data on internal migration in each of the two countries. (5) - Compare internal migration in countries (10) - Describe the sources of data on urbanization in each of the two countries. (5) - To show the factors that differentiate the urban transition in the two selected countries. (10) - Describe the sources of data on international migration in each of the two countries. (5) - Analyzing international migration between these countries (10) - Summary and conclusions (10) - General presentation, written expression, graphics (2) <p>COVID-19: Whatever the mode of teaching, the mode of evaluation remains the same.</p> |
| Teaching methods | <ul style="list-style-type: none"> • Lectures provide concepts and tools, as well as basic knowledge. • The intermediate works make it possible to verify the assimilation by the students of the principles of critical analysis of data on migration and urbanization. • Intermediate work feedback, Q & A session and oral presentation session allow for staging of group work and interaction between students and with teachers. • The final written work assesses knowledge and skills. <p>COVID-19: In code yellow, the auditorium is not large enough to accommodate all the students in person. Teaching will be done in a comodal format (half of the cohort in the classroom, the other half in a distance learning format, alternating from one week to the next).</p> |
| Content | <p>This course aims to provide students with an in-depth comparative view of internal and international migration and urbanization around the world in relation to social and economic transitions from the 19th to the 21st centuries. At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> - Compare migratory and urban situations and developments in the world; - Critically analyze data sources and analyzes of migration and urbanization; - Relate these evolutions with the social and economic transitions of the 20th and 21st centuries. |
| Inline resources | A reading portfolio is offered to students as well as a bibliography of references available in the library. Most references are available on Moodle. |
| Bibliography | <p>Bibliographie mise à disposition à chaque séance en fonction du thème abordée.</p> <p>Bibliography available at each session depending on the theme.</p> |
| Other infos | <p>COVID-19 :</p> <p>In code yellow, the audience is not large enough to accommodate all the students in person. The teaching will be comodal (half of the cohort in the classroom, the other half in the distance learning mode, alternating from one week to the next).</p> <p>The comodal type of teaching does not change the evaluation method, which remains the same.</p> |
| Faculty or entity in charge | PSAD |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Master [120] in Population and Development Studies | SPED2M | 5 | |  |