



Migration and Development (DVST-842)

Department of Development Studies

National University of Sciences & Technology (NUST)

**MSDS Fall
2025**

Course Details

Course Title: Migration and Development

Course Code: DVST-842

Credit Hours: 3

Program: MS

Course Faculty

Name:

Office Hours:

Contact No:

Email:

Course Description

The course 'Migration and Development' focuses on the processes and structures of migration (national and international) and their relationship with global developmentalism. This course examines in detail the multiple factors of migrations (conflicts, environmental changes, economic opportunities, development induced migration, and migration for socio-political opportunities) and their implications for both home and host countries (remittances, demographic changes, cultural, religious and political implications). In this way, this course aims at understanding migration in the context of both economic globalization as well as nation-states. Given the primacy of economy and economic opportunities, this course focuses on the significance of migration for the developmental objectives on local, regional, and global scales. Based on theoretical and empirical literature and case-studies, this course emphasizes on understanding the migration-development nexus from a transnational perspective.

Course Objectives

'Migration and Development' will help students to understand historical, political, and socio-economic perspectives on migration and various factors that govern the practices of migration (peace, conflict, development, economic opportunities, socio-cultural structures). Also, this course will enable students to develop a critical understanding of migration in relation to the processes of globalization and development.

Learning Outcomes

At the end of the course, students will be able to: understand the theories and perspectives on migration (historical, economic, cultural, and sociological); conceptualize migration in context of economic globalization and international developmentalism; critical evaluation of development as both a cause and/or fruit of migration; interdisciplinarity required to conceptualize development amid high rates of migration all over the globe.

Required Course Material

Recommended Readings:

1. Hass, H. (2021). A Theory of Migration: The Aspirations-capabilities Framework. In *Comparative Migration Studies*, vol. 9, article number 8.
2. Bastia, T., and Skeldon, R. (eds) (2020). *Routledge Handbook of Migration and Development*. New York: Routledge.
3. Panayi, P. (2020). *Migrant City: A New History of London*. New Haven: Yale University Press.
4. Haas, H., (2018[2010]). Migration and Development: A Theoretical Perspective. In *International Migration Review*, vol. 44(1), pp. 227-264
5. Francesca Calò, Simone Baglioni (eds). (2023). *Migrants and Refugees in Europe Work Integration in Comparative Perspective*. Bristol: Policy Press
6. Khonje, W. H. (eds). (2015). *Migration and Development: Perspectives from Small States*. London: The Commonwealth.
7. Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and development review*, 431-466.
8. Catherine K. Ettman, Muhammad H. Zaman, Sandro Galea (eds). (2022). *Migration and Health*. Chicago: University of Chicago Press
9. Sanderson, M. R., & Kentor, J. D. (2009). Globalization, development and international migration: A cross-national analysis of less-developed countries, 1970–2000. *Social Forces*, 88(1), 301-336.
10. Schmidt, J., Kimathi, L., Owiso, M. (eds.) (2019). *Refugees and Forced Migration in the Horn and Eastern Africa: Trends, Challenges and Opportunities*. Cham: Springer
11. Stephan Rother. (2022). *Global Migration Governance from Below Actors, Spaces, Discourses*. Springer
12. Shah, T.H. (2021). *The role of agents in organization of irregular migration from district Gujrat, Pakistan to Europe*. Munich: Central Library Ludwig Maximilian University.
13. Solimano, A. (2004). Globalization, history and international migration: a view from Latin America. *ILO Working Paper*, (37).
14. The World Bank. (2023). *World development report 2023: Migrants, refugees, and societies*. Washington.DC.: The World Bank.
15. Ullah, A., and Haque, S. (2020). *The Migration Myth in Policy and Practice: Dreams, Development and Despair*. Singapore: Springer.
16. Vargas-Silva, C. (2011, October 26). *Migration and development: Policy primer*. The Migration Observatory. University of Oxford. [https://migrationobservatory.ox.ac.uk/wp-content/uploads/2016/04/PolicyPrimer-Migration and Development.pdf](https://migrationobservatory.ox.ac.uk/wp-content/uploads/2016/04/PolicyPrimer-Migration%20and%20Development.pdf)
17. Wickramasinghe, A. A. I. N., & Wimalaratana, W. (2016). International migration and migration theories. *Social Affairs*, 1(5), 13-32.
18. Geiger, M., & Pécoud, A. (2013). Migration, development and the 'migration and development nexus'. *Population, Space and Place*, 19(4), 369-374.

Articles and Cases:

Key texts, readings and articles are mentioned with each topic in Weekly Course Content.

Course Evaluation (Grade Breakup)

Assessment Type	Weightage%	Weightage Range
End Semester Examination	30.0	30.0 – 50.0
Assignments / Project(s) / Case Studies	40.0	10.0 – 40.0
Quiz	10.0	5.0 – 15.0

Mid Term	15.0	15.0 – 25.0
Class Participation	5.0	0.0 – 5.0
Total	100	

Week	Lecture Topic	Learning Objectives
1	<p>Introduction to Migration</p> <p>a) Forms of Migration</p> <p>b) Migration-Development Nexus</p> <p><i>Introduction Chapter from Bachmann-Medick and Kugele (eds). (2018). Migration: Changing Concepts, Critical Approaches. Boston: Walter de Gruyter</i></p> <p>Geiger, M., & Pécoud, A. (2013). Migration, development and the 'migration and development nexus'. <i>Population, Space and Place</i>, 19(4), 369-374.</p> <p>Haas, H., (2010)]. Migration and Development: A Theoretical Perspective. In <i>International Migration Review</i>, vol. 44(1), pp. 227-264</p> <p>Wijers, G. D. M. (2019). The Migration and Development Nexus in Morocco: An Embedded Study of French, German and Dutch returnee entrepreneurship support. In <i>Migration and Development</i>, vol. 10(1), pp. 42-67.</p>	<ul style="list-style-type: none"> • Key Concepts of Migration • Forms of Migration • Relationship of Migration and Development
2	<p>History of Migration and its relationship with Globalization and Development.</p> <p><i>Castles, S. (2002). Migration and Community Formation under Conditions of Globalization. In International Migration Review, vol. 36(4), pp. 1143-1168.</i></p> <p>Sanderson, M. R., & Kentor, J. D. (2009). Globalization, development and international migration: A cross-national analysis of less-developed countries, 1970–2000. <i>Social Forces</i>, 88(1), 301-336.</p> <p>Solimano, A. (2004). Globalization, history and international migration: a view from Latin America. <i>ILO Working Paper</i>, (37).</p> <p>Ullah, A et. al. (2021). Non-Conventional Migration: An Evolving Pattern in South Asia. In <i>Journal of Asian and African Studies</i>. https://doi.org/10.1177%2F00219096211008468</p>	<ul style="list-style-type: none"> • Relationship of Migration and Development • Historical Trajectory of Global Migration • Non-conventional Forms of Migration in the globalized world
3	<p>General Trends of Contemporary Migration on the Global Scale</p> <p><i>Chapter 1 from Castles, et al. (2014). The Age of Migration: International</i></p>	<ul style="list-style-type: none"> • Global trends of migration • Dynamics of migration in 21st

	<p><i>Population Movements in the Modern World. New York: Palgrave Macmillan.</i></p> <p>Castles, S. (2019). <i>International Migration at the Beginning of the Twenty-first Century: Global Trends and Issues. In International Social Science Journal, vol. 68(227-228), pp. 151-162</i></p>	<p>century</p> <ul style="list-style-type: none"> • General issues and challenges of migration
4	<p>Theoretical Perspectives on Migration and Development</p> <p>De Genova, N., Tazzioli, M., Aradau, C., Bhandar, B., Bojadzije, M., Cisneros, J. D., Genova, N. D., Eckert, J., Fontanari, E., Golash-Boza, T., Huysmans, J., Khosravi, S., Lecadet, C., Rojas, P. M., Mazzara, F., McNevin, A., ... Walters, W. (2022). Minor keywords of political theory: Migration as a critical standpoint. <i>Environment and Planning C: Politics and Space, 40(4)</i>, 781–875. https://doi.org/10.1177/2399654420988563</p> <p>Piché, V. (2013). <i>Contemporary Migration Theories as Reflected in their Founding Texts. In Population, vol. 68(1), pp. 141-164.</i></p> <p>Haas, H. (2018[2010]). <i>Migration and Development: A Theoretical Perspective. In International Migration Review, vol. 44(1), pp. 227-264</i></p> <p>Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). <i>Theories of international migration: A review and appraisal. Population and development review, 431-466.</i></p> <p>Wickramasinghe, A. A. I. N., & Wimalaratana, W. (2016). <i>International migration and migration theories. Social Affairs, 1(5), 13-32.</i></p>	<ul style="list-style-type: none"> • How migration and development is connected? • Theoretical approaches to understand migration • Classical theories and contemporary realities of migration
5	<p>Implications of Migration: Political and Climate Change Dimensions</p> <p>Alimia, S. (2019). <i>Performing the Afghan-Pakistan Border Through Refugee ID Cards. In Geopolitics, vol. 24(2), pp. 391-425.</i></p> <p>Ingrid Boas, Hanne Wiegel, Carol Farbotko, Jeroen Warner & Mimi Sheller (2022) Climate mobilities: migration, im/mobilities and mobility regimes in a changing climate, <i>Journal of Ethnic and Migration Studies, 48:14, 3365-3379, DOI: 10.1080/1369183X.2022.2066264</i></p>	<ul style="list-style-type: none"> • How Migration is understood? • Socio-political Dimensions of Migration • Evaluating Migration Policies and Regimes
6	<p>Migration: Challenges and Opportunities for Asia, South Africa, and Europe</p> <p>Kalleberg, A., Hewison, K. (2013). <i>Precarious Work and the Challenge for Asia. In American Behavioral Scientist, vol. 57(3), pp. 271-288.</i></p>	<ul style="list-style-type: none"> • Migration and its Dynamics in Asia • Intra-regional and Inter-regional Migration in Asia • Precarious Work and

	<p><i>Kikkawa, A et al. (2019). International Migration in Asia and the Pacific. Asian Development Bank, Working Paper no. 592.</i></p> <p><i>Manthei, G. (2021). The Long-term Growth Impact of Refugee Migration in Europe: A Case Study. In Intereconomics, vol. 56(1), pp. 50-58.</i></p> <p>Ahmed, I. (2019). The Merowe Dam in Northern Sudan: A Case of Population Displacement and Impoverishment. In Schmidt, J., Kimathi, L., Owiso, M. (eds.) (2019). Refugees and Forced Migration in the Horn and Eastern Africa: Trends, Challenges and Opportunities (pp. 131-154). Cham: Springer</p>	<p>Labor Migration in Asia</p> <ul style="list-style-type: none"> • Dismantling the Myths of Migration in Africa • Migration as a Key to Development in Europe
7	<p>Irregular Migration, Pakistan, and the European Regime</p> <p>A Case Study of Irregular Migration from District Gujrat, Pakistan</p> <p>Shah, T.H. (2021). The role of agents in organization of irregular migration from district Gujrat, Pakistan to Europe. Munich: Central Library Ludwig Maximilian University.</p> <p>The World Bank. (2023). World development report 2023: Migrants, refugees, and societies. Washington.DC.: The World Bank.</p>	<ul style="list-style-type: none"> • Understanding the concept of irregular migration • Human smuggling and human trafficking • Understanding semantic terminology related to irregular migration • The fortress Europe
8	<p>Migration and Development (Pakistan)</p> <p><i>Babar, Z. (2021). Purveyors of dreams: labour recruiters in the Pakistan to Saudi Arabia migration corridor, Migration and Development, 10(1), pp. 68-85</i></p> <p><i>Mosbah, A., et al. (2019). Linking Emigration to Social Development: The Case of Pakistan. In International Journal of Innovation, Creativity and Change, vol. 5(2), pp. 610-626.</i></p>	<ul style="list-style-type: none"> • In-migration and Out-migration from Pakistan • Migration Industry of Pakistan • Development and Migration Nexus in Pakistan
9	Mid Semester Exams	
10	<p>Development Induced Displacement and Migration</p> <p><i>Thomson, F. (2014). Why We Need the Concept of Land-Grab-Induced Displacement. In Journal of Internal Displacement, vol. 4(2), pp. 42-65.</i></p> <p><i>Rogers, S., Wilmsen, B. (2019). Towards a critical geography of resettlement. In Progress in Human Geography, vol. 44(2), pp. 256-275</i></p>	<ul style="list-style-type: none"> • Development Induced Migration • Critical Assessment of Migration and Development • Development and Internal Migration in the developing world
11	Guest Lecture	

12	<p>Methodological Challenges in Studying Migration and Migrant Communities</p> <p><i>Clark-Kazak, C. (2017). Ethical Considerations: Research with People in Situation of Forced Migration. In Refuge, vol. 33(2), pp. 11-17</i></p> <p><i>Zagheni, E. et al. (2022). Computational approaches to migration and integration research: promises and challenges, Journal of Ethnic and Migration Studies, DOI: 10.1080/1369183X.2022.2100542</i></p>	<ul style="list-style-type: none"> • Why studying Migration is Difficult? • Ethical conundrums in understanding Migration and Development Nexus
13	<p>SDGs and Migration: Migration as a Key to Achieve SDGs</p> <p><i>Chiara Denaro , Mariagiulia Giuffr�, UN Sustainable Development Goals and the "Refugee Gap": Leaving Refugees Behind?, Refugee Survey Quarterly, Volume 41, Issue 1, March 2022, Pages 79–107, https://doi.org/10.1093/rsq/hdab017</i></p> <p><i>Gavonel, M. et. al. (2021). The Migration-Sustainability Paradox: Transformations in Mobile Worlds. In Current Opinion in Environmental Sustainability, vol. 49(April), pp. 98-109</i></p>	<ul style="list-style-type: none"> • SDGs and Migration • Globalization and Migration as transformative potential • Is Migration-Development nexus sustainable?
14	<p>Gender, Migration, and Development</p> <p><i>Dankecker, P. (2009). Migrant visions of development: A Gendered Approach. In Population, Space and Place, vol. 15(2), pp. 119-132</i></p> <p><i>Pearson, R., and Sweetman, C. (2019). Introduction: Gender, Development, and Migrants in a Global Economy. In Gender & Development, vol. 27(1), pp. 1-13</i></p>	<ul style="list-style-type: none"> • Gendered dimension of Migration and Development • Visions of Migration and Migrants • Global Economy and Migration: A Social Transformation of Gender Roles
15	<p>Migration from Colonialism to Postcolonial World: The Future of Migration</p> <p><i>Sadiq, K., & Tsourapas, G. (2021). The Postcolonial Migration State. In European Journal of International Relations, vol. 27(3), pp. 884-912</i></p> <p><i>Collins, Francis L. "Geographies of migration II: Decolonising migration studies." Progress in Human Geography 46.5 (2022): 1241-1251.</i></p>	<ul style="list-style-type: none"> • Critical assessment of Migration and its trajectories • Migration from Colonialism to Imperialism • Establishing new territories of power, identities, and governance • Understanding Migration beyond Eurocentricism
16	<p>Term-papers presentations</p>	

17	Course Overview and Student-based Recap	
18		End Semester Exam

Course Policies

Class Participation

An essential part of the learning process is the discussion held in the classroom. You should benefit greatly from the different point of views presented during the lecture. Your active participation in class is therefore an important part of the learning process. I strongly encourage everyone to participate and present constructive points to discussion. Here, solution of the case studies and/or high-lightening of any particular topic by (weak or shy) students are particularly encouraged. Class participation (is non-credit) but it is strongly encouraged throughout the semester, besides your active participation in the class group activities, assignment task etc.

Attendance:

- In the event of a missed session, it is the student's responsibility to consult Qalam and LMS, Class Representative (CR) and other classmates, for the missed content and announcement (quiz or other).
- Class attendance will be taken at the start of each lecture/class. Do not be late for class otherwise you will be marked **ABSENT** for the session(s).
- If you are away on official NUST duty¹, it is the student's responsibility to inform the instructor on time with an official notice² as a proof. Consequently, the student will still be marked as present.
- It is the student's responsibility to continuously monitor his/her attendance on Qalam. **DO NOT ask the instructor to change/modify the attendance** unless there has been an accidental oversight. In such an event, the student should inform the instructor of the error (with proof) **before** the month ends.

Assignments (Group: 3-5 people/Individual):

- Title Page, Table of Contents, Introduction, Body: Headings (sub-headings), Conclusion, Bibliography
- Time New Roman 12 font, 1.15 spacing, APA style of in-text citation,
- Word count: ≈7000 (group) and ≈4000 (individual).
- Prior immediate discussion and approval of the 'Topic' with the instructor (no later than the 2nd week). The topic must be contemporary with significance for local and global societies in the domain of development studies.
- Submission before the MSE and PPT presentation after the MSE till the ESE. (Send PPTs only if asked at the end of your presentation). **No make-up assignments and no late submission.**
- Presentation time is 15 min for groups (3 members present and 2 defend) and 10 min for individuals.
- Group marking (avg. marks) for all the members for their both; written work and presentation.

Quizzes:

Two Quizzes (one before MSE and one after MSE) as **Announced** one week in advance in the class. There will be no make-up or additional quizzes under any circumstances.

Rules & Regulations:

1. Quiz problems/questions will be related to topics covered in the classes.
2. Elaboration of unnecessary information is refrained.

¹ Duties include representing NUST at any forum both at national and international level and being assigned duties by NUST societies/authorities of NUST/S3H.

² An application duly signed by the Principal/Dean of S3H

3. Name and roll number should be clearly mentioned on the answer sheet.
4. Consulting cell phone and other students during the quiz will be assumed as cheating.
5. Turning-in of anyone else's quiz (who is absent) is strictly prohibited.
6. Understanding the Quiz question/statement is part of the assessment.
7. On finishing quizzes, handover it to instructor and leave the room with your belongings. Please wait out-side for your friend(s).
8. No retake of quizzes, once missed.

Academic Dishonesty:

Students need to carefully consider NUST policies regarding plagiarism. Group-work is encouraged but any form³ of plagiarism is a crime and will not be tolerated. Strict action will be taken against any student(s) found plagiarising any material and submitting it as his/her own.

You are responsible for knowing and enacting academic conduct that is in line with the University's statement entitled "Academic Dishonesty" available at:

<http://www.nust.edu.pk/usr/showContents.aspx?mdl=1839>

The statement highlights examples of unacceptable behavior which include, but are not limited to, the following:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work prepared in advance for an in-class examination; taking an examination for another person or conspiring to do so.
- **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute direct quotation, paraphrase, or borrowed facts or information.

It is expected that all work that is handed in will be your own. Any ideas or content that come from another source must be properly cited (including any content taken from the Internet, books, articles, and lectures). It is expected from you that all your work (project, assignment, and presentations) is referenced using this handout.

Moreover, **Turn-It-In** will be used as plagiarism software to evaluate all your submissions. Any acts of plagiarism and cheating will be dealt strictly and in accordance with the policy in place by the University.

Things to Remember

- The dates/weeks provided below are an estimate of due dates for quizzes, assignments and project related material submission. These may be subject to modification by the instructor due to unforeseen circumstances/minor modifications in course. However, until informed so, please consider these dates/weeks as final.

Week	Date	Item Due

Bear in mind that it is the responsibility of the student to continuously keep track of these dates/weeks and the lecture outline.

³ For example submitting someone else's work, past projects or direct material from the internet/books (unless outlined or referenced) as you own

▪ Do's and Don'ts of Class

DO	DONT
Come to class <u>on time</u> and having completed the reading material.	Submit assignments, quizzes late. Such assignments and quizzes will be accepted for marking.
Take notes during the lectures and ask questions until you understand the topic completely.	<u>Cause disturbance</u> in class. If you have a question, address it to the instructor. Instructor can ban you for two weeks due to continuous disturbance in the class.
Ask questions that are relevant to the topic.	Walk in and out of class during the lecture frequently. If you have an emergency, let the lecturer know, even to attend the phone calls. Put your mob. Phones switched off during the lecture.
Let the lecturer know in advance if you need to miss a class due to any official assignment (with proof)	Come to class <u>without your own copy of reading and writing material or casual behaviour.</u>
Respect your classmates' opinions (especially, religious and political) regarding topics under discussion.	Ask the lecturer to reschedule any deadlines.
Constantly monitor the course outline and <u>check the deadlines.</u>	Ask the lecturer to change attendance details. Avail your 25% discount.
Research topics and news items for constructive (and respectful) in-class debates and participate actively in class discussions and class academic activities.	Eat/Drink food in class. Only water is allowed.
Do write some form of identification on each document that is due for submission of any kind.	DO NOT insist instructor for PPTs.
Explore opportunity on and off campus (conference, workshops, trainings etc.)	<u>Laptops/ Mob phones and tablets etc are not allowed during the lectures for personal job work.</u>