

COURSE PROGRAMME

1. Information about the programme

1.1 University	University “Alexandru Ioan Cuza” of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Masters
1.6 Programme / Qualification	Lifelong Well-Being and Healthy Aging

2. Information about the course

2.1 Course Name	Population, Migration and Development						
2.2 Course taught by	Lecturer PhD. Raluca-Ioana HOREA-SERBAN						
2.3 Seminary / laboratory taught by	Lecturer PhD. Raluca-Ioana HOREA-SERBAN						
2.4 Year	II	2.5 Semester	I	2.6 Type of evaluation	E	2.7 Course type*	Ob

*OB – Obligatory / OP – Optionally / F – Facultative

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	3	3.2 course	2	3.3 seminary/laboratory	1
3.4 Total number of hours	42	3.5 course	28	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					42
Supplementary study (library, on-line platforms, etc.)					50
Individual study for seminary/laboratory, homeworks, projects, etc.					52
Tutoring					10
Examination					4
Other activities					
3.7 Total hours of individual activity					158
3.8 Total hours per semester					200
3.9 Credit points					8

4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
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5.2 Seminary / Laboratory	It is not necessary
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6. Specific competencies acquired

Professional competencies	<p>CP1. In-depth knowledge of theoretical developments, methodological and practical approaches specific to population, migration and development;</p> <p>CP2. Appropriate use of the scientific language and concepts related to population / migration issues</p> <p>CP3. The use of highly specialized knowledge based on original thinking and research in the field of population, migration and development;</p> <p>CP4. Integrated use of knowledge in the field of population, migration, development and those at the border of related fields - economics, sociology, human resources, demography - to solve new theoretical and practical problems;</p> <p>CP5. Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.</p>
Transversal competencies	<p>CT1. To be able to apply professional research standards;</p> <p>CT2. Advanced computer skills and be able to use IT technologies in professional activity;</p> <p>CT3. To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners;</p> <p>CT4. To be able to consider issues related to public and general welfare within his activity;</p> <p>CT5. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p>CT6. To be able to clarify and systematically assess his mandate, skills, roles and personal expectations;</p> <p>CT7. To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs;</p> <p>CT8. To be able to do prospective design of professional objectives;</p> <p>CT9. To be able to diversify learning styles and forms.</p>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	To support the acquisition of knowledge and skills on the life-course perspective and lifelong well-being
7.2 Specific objectives	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> • address problems critically • reveal organizational and research skills related to population/migration/development issues • critically analyze the different theories, models of population growth and migration flows • recognize the evolution of international migration systems from a geographical perspectives • critically analyze the issue associated with population and migration, taking into account the development of processes that lead to an improvement in the quality of social life • discuss the effect of structural territorial changes related to climate change and contemporary political/social paradigm

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	Evolution and distribution of the world population – Principles and theories of population	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Major regional contrasts and explanatory factors		
3	The Demographic Transition and its many dimensions, reading and applicability in different development scenarios		
4	Population dynamics - Evolution of fertility and birth: construction and analysis of indicators		
5	Population dynamics - Evolution of morbidity and mortality: construction and analysis of		

	indicators		
6	Migration and Migrant: approach and discussion of concepts		
7	Theories and explanatory models of migration		
8	Genesis, evolution and perspectives of international migration systems		
9	Migration and development		

Bibliography

1. Bailey, A. (2005). Making Population Geography. Oxford: Oxford University Press.
2. Bartram, D., Poros, M., Monforte, P. (2014). Key concepts in migration, London: Sage
3. Davies, A; James, A. (2011). Geographies of Ageing: Social Processes and the Spatial Unevenness of Population Ageing. Routledge, London.
4. Dias, S.; Simões, J.; Barros, P.P. (2018), Migration and Health. Coimbra: Almedina.
5. Keskiner, E.; Eve, M.; Ryan, L. (2022), Revisiting Migrant Networks. Migrants and their Descendants in Labour Markets. Berlin: Springer.
6. Haas, H.; Castles, S.; Miller, M. (2020), The age of migration. International population movements in the modern world. Nova Iorque, Gilford Press.
7. Nossa, P. (2020). Aging, financing, and innovation in the health care system: a necessary discussion to maintain the right to health. Saude soc. 29 (2).
8. Vollset, SE, Goren E, Yuan C-W, et al. (2020). Fertility, mortality, migration, and population scenarios for 195 countries and territories from 2017 to 2100: a forecasting analysis for the Global Burden of Disease Study. Lancet, vol.936, 1285-1306.

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	Introductory seminar. Presentation of specific means and working methods. Presentation of the evaluation method.	creative learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Presentation of theoretical models for analysis of indicators of natural population dynamics.		
3	Population fertility indicators – case studies		
4	Population mortality indicators – case studies		
5	Presentation of models for analyzing the spatial mobility of the population.		
6	Indicators of spatial mobility of the population.		
7	Emigration and immigration in Romania		

Bibliography

1. Johnston, R.J., (1994), *The Dictionary of Human Geography*, Blackwell, Oxford
2. Trezona, A., Rowlands, G., & Nutbeam, D. (2018). Progress in Implementing National Policies and Strategies for Health Literacy-What Have We Learned so Far?. *International journal of environmental research and public health*, 15(7), 1554. <https://doi.org/10.3390/ijerph15071554>
3. Working Group for Monitoring Action on the Social Determinants of Health (2018). Towards a global monitoring system for implementing the Rio Political Declaration on Social Determinants of Health: developing a core set of indicators for government action on the social determinants of health to improve health equity. *International journal for equity in health*, 17(1), 136. <https://doi.org/10.1186/s12939-018-0836-7>
4. OCDE (2013). International Migration Outlook 2011. Paris: OCDE Publishing.
5. PNUD (2009). Human Development Report 2009. Overcoming barriers: migrations and human development. PNUD
6. World Health Organisation (2015). *World report on Ageing and Health*, <http://www.who.int/ageing/publications/world-report-2015/en/>.
7. Population Reference Bureau, ONU, New York, www.prb.org.

8. Data bases: Population Reference Bureau, ONU, New York, www.prb.org ;
9. Institute National d'Etudes Démographiques, Paris, www.ined.fr
10. *International Encyclopedia of Human Geography*, Elsevier, 2009, vol.1-12

9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of training, participation and understanding of the population, migration and development issues.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	participation in the final exam and obtaining at least 50% of the score; .	Written examination	50%
10.5 Seminary / Laboratory	- carrying out the works at the seminar and obtaining at least 50% of the score	For the seminar students will choose a topic related to population, migration and development	50%
10.6 Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars			
Final grade is the average of the assessments for the course and seminar			

Date,
17.09.2024

Course coordinator,
Lecturer PhD Raluca-Ioana Horea-Serban

Seminary coordinator,
Lecturer PhD Raluca-Ioana Horea-Serban

Approval date in the department,
19.09.2024

Head of the departament,
Conf. Univ. Dr. Mihaela RĂDOI