

Academic Year: 2016/2017		
Course: Migrações Africanas		
Coordinator: Jorge Malheiros		
Teaching Staff: Jorge Malheiros & Ana Paula Tavares		
ECTS: 6	Weekly Hours: 4h	Typology: TP Theoretical/practical
Contents		
<p>Part A – Concepts, instruments and framing of African migrations</p> <ol style="list-style-type: none"> 1. Concepts, determination of flows and typology of migrations 2. Introduction to the theories explaining migration 3. Main migratory dynamics in the African continent: historical and contemporary elements 4. Migration of Africans to other continents: general framework and specificities of the PALOP <ul style="list-style-type: none"> • Migratory systems, places of origin and destination • Transit migrations and places of passage 5. Issues on the insertion of African migrants <ul style="list-style-type: none"> • Models of insertion of immigrants – experiences and challenges; • Impacts of African migrants in the demography and in the economy of the hosting countries 6. Relation of African migrants with the countries and the origin cultures(s): transnationalism, co-development, economic flows and cultural flows. Notion of diaspora and introduction to the processes of cultural hybridism and reconstruction of identity. <p>Part B - Culture and black identities in the diaspora</p> <ol style="list-style-type: none"> 1. Migrations and diasporas 2. Diasporas and the formation of imagined communities beyond the nation state 3. Pan-africanism, negritude, and identities in the diaspora 4. The Black Atlantic (Paul Gilroy), one world in relation (Edouard Glissant) and their cultures: art, cinema and music <p>(Parts A+B) – Elements/Activities of empirical support to the contents and links of the two blocks of the curricular unit:</p> <ol style="list-style-type: none"> 1. Study visit to a neighbourhood in the Metropolitan Area of Lisbon with a strong presence of immigrants from the PALOP and their descents. Urbanism, culture, art and migration. Interaction with the residents and their representatives. 2. Cinema session or exhibition of a documentary on the African migratory experience followed by analysis and debate. 		
Objectives and skills		
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ To dominate concepts and basic techniques of analysis of international migration in social sciences; ➤ To understand the fundamentals of the main theories explaining international migration; ➤ To understand the framework of international migratory flows, in general, and from the PALOP, in particular, framing them in the global context; ➤ To identify the main challenges concerning the insertion of African populations in the hosting societies; ➤ To acquire knowledge on the political and cultural movements built in the diaspora throughout the 20th century (negritude and pan-Africanism) and their impact in the reflexion on the cultural movements at the transnational level (Ex: the black Atlantic); 		

- To analyse some examples of black cultures of the Atlantic in several registries: art, music and cinema.

Skills:

- Use of simple statistical techniques to determine and analyse international migration;
- Mobilization of theories and concepts in order to interpret and understand the migratory processes;
- Problematisation of the migration and integration processes based on the analysis of data, readings, analysis of documents and direct observation;
- Understanding and problematisation of the concept of black diaspora and transnational cultural movements associated to it;
- Organization and management of team work.

References

1st part

Flahaux, ML and de Haas, H. (2014) *African Migration*. IMI Working Paper Series, 105.

Fonseca, Maria Lucinda (2005), *Migrações e Território. Programa*. Centro de Estudos Geográficos (EPRU, nº64), Lisbon.

Lessault, D. e Beauchemin, C. (2009) « Les migrations d'Afrique subsaharienne en Europe : un essor encore limité », *Populations et sociétés*, n.452.

Zezeza, P.T. (2002). Contemporary African Migrations in a Global Context. *African Issues*, 30(1) The African "Brain Drain" to the North: Pitfalls and Possibilities, pp. 9-14.

Revista *Hommes & migrations*, nº1279, mai-juin 2009. Vários artigos sob o tema geral "L'Afrique en Mouvement".

2nd part

Gilroy, Paul. *The Black Atlantic. Modernity and Double Consciousness*, Cambridge, MA: Harvard University Press 1993.

Glissant, Edouard. *Poétique de la Relation*, Paris: Gallimard 1990.

Sanches; Manuela Ribeiro. org. *Malhas que os impérios tecem. Textos anti-coloniais, contextos pós-coloniais*, Lisbon: Ed. 70, 2011.

Knowledge evaluation methods and their partial grades

Normal regime:

2 written tests (one referring to each of the two parts) - 30% x 2 = 60%

Written research essay done in a group (groups of 2 or 3 students) – 1st part of the curricular unit – (15%)

Oral presentations, individual exercises and group exercises, active participation in the activities of the c. u. (study visit; exhibition of a film / documentary) – 25%

Special regime:

2 written tests which will have a total relative weight of 70% (35%+35%). The remaining 30% of the evaluation will be obtained through the elaboration of two individual written research essays, with an eventual oral discussion.