



ES/SO/PO363 EQUITABLE LIVING: MIGRATION, HUMAN RIGHTS AND THE CITY
A GLOBAL PILLARS COURSE
IES Abroad Berlin

IES ABROAD'S GLOBAL PILLARS – SUSTAINABLE LIVING, EQUITABLE LIVING, HUMAN WELL-BEING – INTEGRATE MOST OF THE UN SUSTAINABLE DEVELOPMENT GOALS (SDG'S). THE GLOBAL PILLARS COURSES USE THE PILLARS AS A REFERENCE FRAMEWORK, ADOPT A PROBLEM-BASED LEARNING METHODOLOGY, AND BUILD A MULTIDISCIPLINARY LEARNING COMMUNITY. THIS COURSE FOCUSES ON THE EQUITABLE LIVING PILLAR.

“Migration is an expression of the human aspiration for dignity, safety and a better future” – Ban Ki-Moon¹.

There is a common perception that international migration is threatening due to the sheer number of immigrants as well as the financial impact or risk immigrants may pose to a nation's ability to care for or sustain its citizens. However, according to the latest data, less than 4% of people move permanently from their country of origin and global remittances are over 700 billion dollars (UN, 2022). In simple terms, there are not only fewer migrants than common perception would lead one to believe but also, they are responsible for generating a tremendous amount of wealth. This gap in public perception and data presents an opportunity for a more nuanced and informed consideration of both contemporary and historical migration and their impact on local communities. In this course, we aim to foster a deeper understanding of the intertwined relationships between human mobility, colonial histories, and urban spaces. Ultimately, our goal is to empower students to engage in meaningful reflections and actions towards fostering more just and equitable living conditions for all individuals.

Through project-based learning, students will be able to apply global frameworks such as the SDGs and the Universal Declaration of Human Rights to local challenges around migration through an interdisciplinary approach. Students will be asked to identify the most pressing challenges around migrant communities and human rights in their host city and apply methods and tools based on the current working methodology used by NGOs and other social entities. In this context, we will refer to the Right to the City concept which is central to debates about urban inequality, displacement, and who gets to belong in a rapidly urbanizing world. Working in small teams, students will develop an innovative project idea that can offer solutions to an identified challenge, considering the environmental, political, economic, historical and social characteristics of Berlin, their host city.

Substantive field visits and connections with local stakeholders, such as grassroots initiatives, start-ups or public institutions, will allow students to gather valuable data and information as they develop their projects. Project-based learning will culminate in each team delivering a multimedia presentation to the group. Upon successful completion of this course, students will earn a micro-credential in Equitable Living and project development that will demonstrate their literacy around the topic and their ability to find innovative solutions to complex problems. (This course was previously taught as “Equitable Living: The Human Right to Migration”)

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

¹ Ban Ki Moon speech at the *High-level Dialogue on International Migration and Development*, held at UN Headquarters, 4 October 2013, New York.

METHOD OF PRESENTATION:

The main outcome of this course is the challenge to design a project idea aimed at addressing an issue affecting migrant communities identified in the students' host city and getting insights from local stakeholder. The methods of presentation are designed to support the students in this challenge. The following approaches will be used:

- Lectures: the faculty and selected guest lecturers will present key concepts from different disciplinary perspectives to explore the interconnectivity between them.
- Group presentations: student groups will give short presentations to the other groups on their work on the assignments. Students will be expected to give feedback to the other groups.
- Assignments and mid-term evaluation: students will work on a total of 8 assignments. These assignments are designed to build upon each other as milestones. For the mid-term evaluation, students will present the first stage of their project proposal, defining the migration challenge in their host city to be addressed in more depth.
- Project proposal: groups will develop a project proposal designed to improve equity in relation to migration in their host city. Students will have to develop relevant, feasible, context-specific and innovative solutions linked to migrant communities.
- Materials in Moodle: key readings, videos and online resources designed to develop a general understanding of the subject matter and trigger discussion.
- Course-related trips: student participation in the course-related trips is mandatory. Students will use these trips to inspire their project proposals and give them a chance to receive feedback from experts in the field. Groups will document the trips so they can share their insights and learnings with the other groups.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation – 20%
- Assignments – 70%
 - Regular assignments – 35%
 - Skills mapping? - 5%
 - How can I rewrite a newspaper article about a migration problem? 10%
 - Critical mapping of migrant movements - 10%
 - How equal is the host city - 10%
 - Project proposal development – 35%
 - Problem Analysis - Defining the challenge to be addressed - 15%
First written deliverable
Canva presentation
 - Project written proposal - 10%
 - Final Multimedia presentation - 10%
- Course-related trips soundscapes – 10%

Participation: Participation is essential in this course. Students are required to study assigned materials and to participate actively both in their group activities and in their discussions with other groups. A general participation rubric will be shared with students at the beginning of the course.

Group Assignments: Assignments will work as progress milestones guided by the faculty. Students will work as a group to complete project related assignments and activities during the semester. Each student should equally contribute to the groups' project, and this will be reflected in the individual grades. The starting point will be a comparative analysis of the migrant communities of the host cities. The second step will consist of identifying a key challenge in their host city and designing a project to tackle it within the frame provided by a local organization. At the end of the course, each group will deliver a multimedia presentation on their final project proposal. Each group will receive feedback from their peers and from the instructors. Rubrics will be provided to guide the students in completing their assignments, leaving also space for originality and creativity. Grades will be awarded based on individual and group contributions, the clarity and creativity of solutions tailored to the local context, but also on the groups' ability to work together, and to exchange ideas.

Summaries of course-related trips: Summaries of course-related trips and guest speakers will be shared with other groups with soundscapes uploaded on social media with the hashtag #IESequitabliving. Soundscapes are sound recordings that track our perceptions and the changes in the environment while we are on the move. These 'image-less videos' enable us to share how we experienced our surroundings.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Recognize and explain the complexity and linkages of migration and human rights at different scales.
- Learn to analyze these challenges in an integrated way incorporating the ecological, social and economic dimensions, as well as human rights, environmental justice and gender.
- Identify the key challenges migrant communities face in the host location.
- Compare and critique equity and justice policies affecting different migrant communities.
- Learn from the problem-solving experiences of people working on the topic of migration.
- Use of different tools and methods in project planning and design.
- Differentiate what makes solutions around the topic feasible or not.
- Present and communicate ideas to a broader audience within the IES Community and beyond.
- Work collaboratively with international and interdisciplinary teams.
- Analyze the successes and failures of initiatives to address migration.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending classes has an impact on your learning and academic success. For this reason, attendance is required for all classes, including course-related trips. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Week	Content	Readings and materials
Week 1	Introduction Get familiar with course structure, learning tools and dynamics Learn about migration history of Berlin	Read: United Nations, Department of Economic and Social Affairs, <i>Sustainable Development Goals</i> , available: https://sdgs.un.org/goals United Nations 1948, A/RES/3/217 A - Universal Declaration of Human Rights - UN Documents: Gathering a body of global agreements Watch: What is ArcGIS StoryMaps?
Week 2	Intersections of migration, decolonial theory, and human rights Explore different migration theories Analyze the impact of colonialism on migration patterns. Review migration in the context of universal human rights	Read: Bastia, T., Datta, K., Hujo, K., Piper, N., & Walsham, M. (2023). Reflections on intersectionality: a journey through the worlds of migration research, policy and advocacy. <i>Gender, Place & Culture</i> , 30(3), 460–483. https://doi.org/10.1080/0966369X.2022.2126826 Giuliani, Gaia (2016) "THE MEDITERRANEAN AS A STAGE: BORDERS, MEMORIES, BODIES". In Proglia, Gabriele (Ed), <i>Decolonising the Mediterranean: European Colonial Heritages in North Africa and the Middle East</i> , Cambridge Scholars Publishing, 91-104. Listen: The Cities of Refuge Podcast S1E15: Human rights in urban debates on migration and diversity https://podcasts.apple.com/de/podcast/s1e15-human-rights-in-urban-debates-on-migration-and/id1543987084?i=1000527840257 Watch: What is Intersectionality? https://youtu.be/cNEDS5BP_C8

Week 3	Field trip Get inspired for your project idea get a chance to receive feedback from experts in the field.	
Week 4	Cities, diaspora and transnationality Exploring the relationships between cities, diasporas, and transnational politics in the context of Berlin.	Read: Finlay, R. (2019). A diasporic right to the city: the production of a Moroccan diaspora space in Granada, Spain, <i>Social & Cultural Geography</i> , 20:6, 785-805. https://doi.org/10.1080/14649365.2017.1378920 Kron, S., Christoph, L., & Lebuhn, H. (2020). <i>Migration and global solidarity in the city</i> . Rosa-Luxemburg-Stiftung. https://www.rosalux.de/en/publication/id/41606/migration-and-global-solidarity-in-the-city Chambers, R. (2006). Participatory Mapping and Geographic Information Systems: Whose Map? Who is Empowered and Who Disempowered? Who Gains and Who Loses?, <i>EJISDC</i> 25(1), 1-11. https://doi.org/10.1002/j.1681-4835.2006.tb00163.x Yuval-Davis, N. (2006). Belonging and the politics of belonging. <i>Patterns of Prejudice</i> , 40(3), 197–214. https://doi.org/10.1080/00313220600769331 Watch: BBC Two - Exodus: Our Journey, Our Journey to Europe, Episode 1
Week 5	Right to the City? How equal is your host city -problem tree What problems around urban equity can we identify in each host city? Which of these catches the group's interest? How do the different disciplines from the group's members address this problem?`	Read: Eizenberg, Efrat, and Yosef Jabareen, 2017, "Social Sustainability: A New Conceptual Framework" <i>Sustainability</i> 9, no. 1: 68. Sustainability https://www.mdpi.com/2071-1050/9/1/68 King, L. R. (2019): Henri Lefebvre and the Right to the City, in: Sharon Meagher and Joe Biehl, eds. <i>Philosophy of the City Handbook</i> (Routledge), doi.org/10.4324/9781315681597
Week 6	Mid-term problem analysis Group work autonomously on the problem analysis	
Week 7	Identifying solution Reverse brainstorming Conduct research for: Defining the local context and how it relates to the selected challenge.	Watch: Find unexpected solutions with Reverse Brainstorming: https://www.youtube.com/watch?v=tEKb4ManS6w

Week 8	Field trip Get inspired for your project idea get a chance to receive feedback from experts in the field.	
Week 9	Developing the theory of change Students will become familiar with the concept of a Theory of Change and its role in linking planned activities to the desired long-term impact.	Read: Patricia Rogers, 2014, "Theory of Change", <i>Methodological Briefs—Impact Evaluation No. 2</i> , UNICEF Office of Research, Florence. Available online at: brief_2_theoryofchange_eng.pdf (unicef-irc.org) Rikke Friis Dam; Teo Yu Siang, 2022, Stakeholder Mapping: The Complete Guide to Stakeholder Maps. Available online at: https://www.interaction-design.org/literature/article/map-the-stakeholders
Week 10	Interview week Students will conduct an interview with a relevant stakeholder, collecting valuable information to shape and enhance their project proposal	
Week 11	Field trip Get inspired for your project idea get a chance to receive feedback from experts in the field.	
Week 12	Project proposal development Groups will finalize projects and prepare presentations.	
Week 13	Final presentations and course conclusions	Final presentation

COURSE-RELATED TRIPS:

Students will attend visits to a range of human rights and migration-related projects in their center location, as well as visiting experts in different fields. These activities will be scheduled on the face-to-face dates. Some of the trips will be designed before the semester starts, whereas others will be recommended by faculty in response to the development of the group's research. At the start of the program, students will be given guided tours of their host city, designed to introduce them to the key migration issues and concerns in the local context.

REQUIRED READINGS:

- Bastia, T., Datta, K., Hujo, K., Piper, N., & Walsham, M. (2023). Reflections on intersectionality: a journey through the worlds of migration research, policy and advocacy. *Gender, Place & Culture*, 30(3), 460–483. <https://doi.org/10.1080/0966369X.2022.2126826>
- Chambers, R. (2006). " [Participatory Mapping and Geographic Information Systems: Whose Map? Who is Empowered and Who Disempowered? Who Gains and Who Loses?](#)," *EJISDC* 25(1), 1-11.
- Eizenberg, Efrat, Yosef Jabareen (2017), "Social Sustainability: A New Conceptual Framework" *Sustainability* 9, no. 1: 68. [Sustainability | Free Full-Text | Social Sustainability: A New Conceptual Framework \(mdpi.com\)](#)
- Giuliani, Gaia (2016) "The Mediterranean as a Stage: Borders, Memories, Bodies". In Proglia, Gabriele (Ed), *Decolonising the Mediterranean: European Colonial Heritages in North Africa and the Middle East*, Cambridge Scholars Publishing, 91-104 [AFTERWORD THE MEDITERRANEAN AS A STAGE: BORDERS, MEMORIES, BODIES GAIA GIULIANI](#)

- James, Paul, Liam Magee, Andy Scerri, Manfred Stege (2015), *Urban sustainability in theory and practice: circles of sustainability*, New York: Routledge, Chapters 1 and 2, pp 3-37, available at: [\(6\) Urban Sustainability in Theory and Practice: Circles of Sustainability \(2015\) | Paul James, Andy Scerri, and Liam Magee - Academia.edu](#)
- King, L. R. (2019): Henri Lefebvre and the Right to the City, in: Sharon Meagher and Joe Biehl, eds. *Philosophy of the City Handbook* (Routledge), doi.org/10.4324/9781315681597 (15 pages)
- Kron, S., Christoph, L., & Lebuhn, H. (2020). *Migration and global solidarity in the city*. Rosa-Luxemburg-Stiftung. <https://www.rosalux.de/en/publication/id/41606/migration-and-global-solidarity-in-the-city>
- Ricee, Susanne (2023), *Social Sustainability, Everything You Need to Know*. Available: <https://diversity.social/social-sustainability/>
- Rikke Friis Dam; Teo Yu Siang (2022) *Stakeholder Mapping: The Complete Guide to Stakeholder Maps*. Available online at: <https://www.interaction-design.org/literature/article/map-the-stakeholders>
- Rogers, Patricia (2014), "Theory of Change", *Methodological Briefs—Impact Evaluation No. 2*, UNICEF Office of Research, Florence. [brief_2_theoryofchange_eng.pdf \(unicef-irc.org\)](https://www.unicef.org/evaluation/files/2014/06/brief_2_theoryofchange_eng.pdf)
- Rodríguez, E. (2018). Conceptualizing the Coloniality of Migration: On European Settler Colonialism-Migration, Racism, and Migration Policies. In: Bachmann-Medick, D. and Kugele, J. ed. *Migration: Changing Concepts, Critical Approaches*. Berlin, Boston: De Gruyter, pp. 193-210.
- United Nations, Department of Economic and Social Affairs, *Sustainable Development Goals*, available: <https://sdgs.un.org/goals>
- United Nations (1948), [A/RES/3/217 A - Universal Declaration of Human Rights - UN Documents: Gathering a body of global agreements](#)
- Yuval-Davis, N. (2006). Belonging and the politics of belonging. *Patterns of Prejudice*, 40(3), 197–214. <https://doi.org/10.1080/00313220600769331>

RECOMMENDED READINGS:

This is a list of readings recommended by the faculty which students can draw on during the semester to help them tackle issues or questions that arise during their research. The faculty team will also recommend additional other readings and materials throughout the semester, adapting to the direction that the teams' research is taking.

- Eurostat, *Sustainable Development in the European Union: Overview of Progress towards the SDGs in an EU context*, available: <https://ec.europa.eu/eurostat/documents/4031688/11010788/KS-01-20-192-EN-N.pdf/ae63aff0-a6f3-1d47-da83-c6886b9daaab?t=1592486268000>
- Carling, J., & Schewel, K. (2018). Revisiting aspiration and ability in international migration. *Journal of Ethnic and Migration Studies*, 44(6), 945–963.
- Chelleri L. and Olazabal M. (eds.) 2012. *Multidisciplinary perspectives on urban resilience: a workshop report*, Bilbao: Basque Centre for Climate Change, Chapter 1, "Why Urban Resilience?", pp 7-19, available for download: <https://www.urbanresilienceresearch.net/2016/02/04/our-first-book-on-urban-resilience-available-online/>
- International Institute for Sustainable Development, *Sustainable Development*, available: <https://www.iisd.org/about-iisd/sustainable-development>
- Rodríguez, E. 2018. Conceptualizing the Coloniality of Migration: On European Settler Colonialism-Migration, Racism, and Migration Policies. In: Bachmann-Medick, D. and Kugele, J. ed. *Migration: Changing Concepts, Critical Approaches*. Berlin, Boston: De Gruyter, pp. 193-210.
- WWAP (United Nations World Water Assessment Programme)/UN-Water. 2018. *The United Nations World Water Development Report 2018: Nature-Based Solutions for Water*. (P. 21-36 and 79-87) Paris, UNESCO. Available online at: <http://www.unwater.org/publications/world-water-development-report-2018/>
- Zapata-Barrero, R., & Awad, I. (2024). *Migrations in the Mediterranean: IMISCOE Regional Reader* (p. 428). Springer Nature. <https://doi.org/10.1007/978-3-031-42264-5>

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