

# Immigration to Western Europe and the U.S.

Spring 2016

Building B6, 23-25, Room A 204

Wednesdays: 3:30 – 6:45pm

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**Instructor:** Ms. Tamara van der Does

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## Course Description

Recent attacks in France and Belgium by descendants of immigrants and the rise of far right political groups have brought to light issues in immigrant incorporation in Western Europe. These issues, however, are not new and nation states have long tried to create policies that affect migration and incorporation. In the U.S., recent immigration of children from South America displayed both the harsh conditions of life in the children's home countries but also the animosity towards integration in U.S. towns. The lack of public support and the grim educational and economic outcomes of children of immigrants call into question classic theories of assimilation developed in the U.S. and provide new grounds to develop research on immigration.

This class will provide students with a theoretical background to understand the current issues surrounding immigration across countries. During the class, we will first discuss major theories on migration and immigrant incorporation. Then, we will apply these theories to the European and North American context and evaluate their claims using recent empirical data. To that end, we will compare policies of different countries and investigate the role of nation-states in controlling borders and reinforcing a system of stratification. We will discuss native's attitudes towards immigrants and boundaries within countries created around racial, ethnic and religious differences. Finally, we will analyze the outcomes of second generation immigrants' incorporation.

## COURSE REQUIREMENTS

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After a brief introduction by the teacher to the historical context and main theoretical ideas, this class will be focused on discussions of the readings. We will discuss the trends in different countries and areas of the world, the empirical evidence, potential issues with the presented framework, and solutions or new directions for research. It is critical that students do the readings and come prepared to talk.

## Memos (50%)

The best way to understand the readings and to be prepared for discussion in class is to write about it. Starting the second week, all students will have to write one paper on the readings assigned for class. You can use the driving questions in the schedule below to guide your reading. Your memo should include the following:

1. Summarizing the articles: What are the main arguments of the texts?
2. Comparing the articles: What are similar arguments or points of contention between the articles?
3. If possible, connect with other articles read in class and previous class discussions.
4. Choose one of the two articles:
  - o Are you convinced by the argument? If not, what would make it better? If you are convinced, what empirical evidence supports the argument?
  - o Is this theory generalizable to other countries and other groups today?
5. 3-5 questions for the class to discuss. These questions should be related to the rest of your paper and will be used for discussion in class. They will be graded on how well they spark a conversation and count towards your participation grade.

These papers will be **2 to 3 pages double-spaced** and should be **emailed each Tuesday (except for the first and last weeks) before class by 7pm**. Late memos will receive zero points. The lowest grade will be dropped before calculating the final grade. This means you can skip one week but then all the remaining memos will count towards your grade.

## Attendance and Participation (20%)

This class is not a lecture class but instead an exercise in academic research and discussion. It is extremely important that you **attend class and participate**. You need to come to class prepared to talk. Moreover, you can use what you wrote in your Memo to share your ideas with your classmates. **Half of the grade** will be based on your class **attendance**. The other 10% will be determined by several factors:

1. Good questions for discussion in the Memos
2. General comments or questions to the instructor
3. Participation in small groups conversation
4. Presentation of ideas to the class and responding to other's comments

## Presentation (30%)

In groups of 2 or 3, you will present one immigrant group in one country (Western Europe or in the United States). You will present on the following topics:

1. The history of migration: when did it start? Have there been changes and trends? (use tables and graphs)
2. What might have affected these migration trends? (Connect to class)
  - o What context in the origin country might have led to people leaving?
  - o What country policies in the host country might have shaped these migration trends?
  - o What global and economic trends might have had an effect?
3. The current status of the immigrant group and their descendants (use tables and graphs)
  - o The total number of foreign-born of your immigrant group in the country today? What is the proportion of your group compared to natives and other immigrant groups?
  - o How many have naturalized? If possible, how many are descendants from this group?

- Pick one demographic characteristic of the group (residential patterns, educational attainment, poverty, racial diversity, family structure, citizenship status, political participation, identity) and discuss the patterns.
4. What policies might have shaped the incorporation of this group? (Connect to class)
- What policies on citizenship or immigrant rights might have affected the trends you find?
  - Could native's attitudes in the host country or the racial, ethnic and religious context have an effect on incorporation patterns?

The presentations will be on the last day of class (**June 1<sup>st</sup>**) and should be between around **20 minutes**.

### Extra Credit Points (Utrecht Students)

In order to receive the 2 additional credit points (ECTS) they need for this course, students from Utrecht will have to write a short paper on a second immigrant group in the same country (You can use the same sources for the data). They should write a 3-4 pages paper (double spaced) comparing the two immigrant groups, not including figures. This paper will be **due Friday June 3<sup>rd</sup> at 7pm by email**. 10% of your grade will be deducted for every day late and I will not accept your paper after 72 hours.

### Summary of Grades

<b>Memos</b>	50%
<b>Final Presentation</b>	30%
<b>Participation</b>	20%

### Final Grading Scale

95-100%	1
90-94.9%	1.3
85-89.9%	1.7
80-84.9%	2
75-79.9%	2.3
70-74.9%	2.7
65-69.9%	3
60-64.9%	3.3
55-59.9%	3.7
50-54.9%	4
0-49.9%	F

## COURSE READING SCHEDULE

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This is a tentative schedule for the course that **may need slight adjustments** as we move through the semester. Any changes will be announced in class prior to the effective date and you are responsible for keeping up with those changes.

### Week 1 (April 20<sup>th</sup>) Introduction: Migration Flows and Theories on Migration

Driving Questions:

- ⇒ Where do people migrate?
- ⇒ Why do people migrate?
- ⇒ What global forces shape migration?
- ⇒ What are the effects of migration on the origin countries?

To Read (No Memo due):

- Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis."
- Sassen, Saskia. 1998. America's Immigration 'Problem.' Pp. 31-53 in *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York: New Press.

### Week 2 (April 27<sup>th</sup>) Theories on Incorporation: New Assimilation and Segmented Assimilation

Driving Questions

- ⇒ How are people incorporated into the host society?
- ⇒ What country level and individual level factors shape incorporation?
- ⇒ What changes happen to the 2<sup>nd</sup>, 3<sup>rd</sup> and subsequent generations?
- ⇒ Is a complete assimilation possible?
- ⇒ What empirical work has been able to test and what are the different findings? (Discussion of the final presentation)

To Read (Memo due April 26<sup>th</sup> at 19:00):

- Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530:74–96.
- Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press. (Chapters 1, 2, pp. 1-66).

### Week 3 (May 4<sup>th</sup>) The Role of the State in Shaping Migration

Driving Questions:

- ⇒ What are the policies in place today?
- ⇒ How do different countries try to shape migration and control their borders?
- ⇒ Is it possible for states to have control on migration flows?
- ⇒ How to decide who is refugee or an undocumented immigrant?
- ⇒ How do supra-national entities (the EU) change the dynamics?

To Read (Memo due May 3<sup>rd</sup> at 19:00):

- Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy." in *The handbook of international migration the American experience*, edited by C. Hirschman, P. Kasinitz, and J. DeWind. New York: Russell Sage Foundation.
- Ortega, Francesc and Giovanni Peri. 2013. "The Effect of Income and Immigration Policies on International Migration." *Migration Studies* 1(1):47–74.

## Wee 4 (May 11<sup>th</sup>) The Role of the State in Shaping Incorporation

Driving Questions:

- ⇒ What are the policies that affect membership and belonging
- ⇒ How do countries differ in their policies on incorporation?
- ⇒ Do these policies have the intended consequences?
- ⇒ How do policies reinforce pre-existing inequalities?
- ⇒ What policies could be put in place to improve immigrant incorporation?
- ⇒ Should countries accommodate immigrant cultural and religious practices?

To Read (Memo due May 10<sup>th</sup> at 19:00):

- Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology* 34(1):153–79.
- Koopmans, Ruud. 2010. "Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective." *Journal of Ethnic and Migration Studies* 36(1):1–26

## Week 5 (May 18<sup>th</sup>) Native's Attitudes Towards Immigrants and Migration

Driving Questions:

- ⇒ What are native's attitudes towards migration and immigrants
- ⇒ How do they vary by country?
- ⇒ What are the individual and country-level factors shaping attitudes?
- ⇒ Do these opinions are affected and have an effect on policy and national politics?
- ⇒ Should and how could we change the attitudes towards migration?

To Read (Memo due May 17<sup>th</sup> at 19:00):

- O'Neil, Kevin and Marta Tienda. 2010. "A Tale of Two Counties: Natives' Opinions Toward Immigration in North Carolina." *International Migration Review* 44(3):728–61.
- Schlueter, Elmar, Bart Meuleman, and Eldad Davidov. 2013. "Immigrant Integration Policies and Perceived Group Threat: A Multilevel Study of 27 Western and Eastern European Countries." *Social Science Research* 42(3):670–82.

## Week 6 (May 25<sup>th</sup>) Boundaries around Race, Ethnicity, and Religion

Driving questions:

- ⇒ What is the current racial, ethnic and religious landscape in the US and Western Europe?
- ⇒ How is immigration changing this landscape?
- ⇒ How are immigrants affected by these boundaries and hierarchies?
- ⇒ How can immigrants use classifications for organization and political movements?

To Read (Memo due May 24<sup>th</sup> at 19:00):

- Alba, Richard. 2005. "Bright vs. Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States." *Ethnic and Racial Studies* 28:20–49.
- Lamont, Michèle. 2003. "Who counts as 'them'?: Racism and virtue in the United States and France." *contexts* 2(4): 36-41.

## Week 7 (June 1<sup>st</sup>) Empirical Findings on Migration and Incorporation

Presentations

Related Readings (No Memo due):

- Schönwälder, Karen and Janina Söhn. 2009. "Immigrant Settlement Structures in Germany: General Patterns and Urban Levels of Concentration of Major Groups." *Urban Studies* 46(7):1439–60
- Massey, Douglas S. and Nancy A. Denton. 1985. "Spatial Assimilation as a Socioeconomic Outcome." *American Sociological Review* 50(1):94–106.
- Heath, Anthony F., Catherine Rethon, and Elina Kilpi. 2008. "The Second Generation in Western Europe: Education, Unemployment, and Occupational Attainment." *Annual Review of Sociology* 34(1):211–35.
- Baysu, Gülseli and Helga de Valk. 2012. "Navigating the School System in Sweden, Belgium, Austria and Germany: School Segregation and Second Generation School Trajectories." *Ethnicities* 12(6):776–99.
- Feliciano, Cynthia. 2006. "Beyond the Family: The Influence of Premigration Group Status on the Educational Expectations of Immigrants' Children." *Sociology of Education* 79(4):281–303.
- Jiménez, Tomás R. 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology* 113(6):1527–67
- Diehl, Claudia and Rainer Schnell. 2006. "'Reactive Ethnicity' or 'Assimilation'? Statements, Arguments, and First Empirical Evidence for Labor Migrants in Germany." *International Migration Review* 40(4):786–816.
- de Hoon, Sean and Frank van Tubergen. 2014. "The Religiosity of Children of Immigrants and Natives in England, Germany, and the Netherlands: The Role of Parents and Peers in Class." *European Sociological Review* 30(2):194–206.