

Liberal Arts and Sciences

Diversity and Community (880047)

Syllabus 2016-2017

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S809

GENERAL AIM

Without any doubt, migration and its consequences has become one of the most salient social problems over the last few decades. Whereas migration to the Netherlands in the 1950s boomed in response to an increasing demand in labor force to contribute to the generation of wealth in a post-war era, at present pessimist voices that debate the economic as well as cultural costs of immigration seem to dominate public discourse. At the same time, a non-negligible share in the literature juxtaposes such positions and consider immigration as beneficial for advanced industrialized societies. Many positions and opinions on immigration and how it shapes Western societies are not always well-informed, neglecting a spate of recent studies that document in a nuanced manner the costs as well as the benefits of migration for Western societies. The aim of this course is to debunk some popular ideas about migration by critically reviewing scientific evidence of how immigration affects Western societies. The study is designed around approximately ten leading questions that dominate not only public discourse, but also social science research. Combined, they allow you to obtain a critical view on migration and its consequences. At the end of this course, you are able (1) to discuss why immigration is a social problem, (2) explain what drives migration to Western societies, (3) understand the origins of prejudice towards immigrants, (4) understand how immigration affects society, (5) apply the mechanisms of immigrant incorporation, (6) further develop scientific reasoning, which included weighing and discussing the relevance of arguments, and (7) able to communicate your academic insights on the social consequences of immigration in a popular yet scientific manner.

CONTENTS

Skepticism about migration to Western societies is repeatedly expressed in public debates. During his primary campaign, Donald Trump defended building a wall between Mexico and the United States, tried to push a ban on Muslim migration, and argued that illegal immigrants are an economical cost and make up most of the criminal gangs. Across Western Europe, the asylum crisis, mostly spurred by atrocities in the Middle East, pushed the limits of solidarity to political refugees. In tandem, the terrorist attacks in Paris and Brussels, linked to Islamic State, seemed to have increased negative sentiments towards immigrants. Not only in public debates, but also among social scientists, vivid debates take place about whether migration lowers the social fabric. For instance, Harvard professor Robert Putnam (2007, p. 142) recently argued that “diversity, at least in the short run, seems to bring out the turtle in all of us.” Yet, empirical findings for Europe don’t always catch up to the American findings.

The aim of this course is to discuss the nuanced way of how immigration affects advanced industrialized societies. To do so, the weekly sessions are organized around questions that are widely spread among public opinion but simultaneously are the starting points of lively academic debates. These questions boil down into five big streams: (1) Migration as a social problem (introductory session); (2) The determinants of migration to Western societies (sessions 2 & 3); (3) Prejudice towards immigrants (sessions 4 & 5); (4) The effects of immigration on social cohesion outcomes (sessions 7, 8 and 9); (5) The incorporation of immigrants (sessions 10, 11 and 12). An additional theoretical session on a topic that you find salient is planned for the session 9; the idea is that in the first half of the course, you submit a topic that appeals to you. Next to the regular sessions, two activities are organized that are suitable to apply academic insights to social life, namely a visit to the Red Star Line (migration) museum in Antwerp (Belgium), and a lecture by a policy practitioner about the incorporation of immigrants.

SCHEDULE – Diversity & Community

Date	Time	Room	Topic
31/08	14:45-16:30	DZ008	Is immigration a social problem?
07/09	14:45-16:30	DZ008	Do welfare states imbalance migration flows?
14/09	14:45-16:30	DZ008	Are fences able to stop migration?
21/09	14:45-16:30	DZ008	Does an economic crisis increase outgroup prejudice?
28/09	14:45-16:30	TBA	Does contact with immigrants foster tolerance?
05/10	15:00	Antwerp	Visit at Red Star Line Museum
12/10	14:45-16:30	DZ008	Does immigration erode the social fabric?
19/10	14:45-16:30	TBA	Are immigrants a pressure for the welfare state?
26/10	14:45-16:30	DZ008	Your topic
02/11	14:45-16:30	TBA	Are immigrants discriminated on the labor market?
09/11	14:45-16:30	DZ008	Are immigrants ever able to fully assimilate?
16/11	14:45-16:30	DZ008	The art of writing a blog
07/12	14:45-16:30	TBA	Latent policy effects
14/12	14:45-16:30	TBA	Round-up (hopefully with a policy practitioner)
23/12	16:00	S822	Paper (blog) deadline
03/02/'17	16:00	S822	Resit (if necessary)

SETUP OF SESSIONS

- The set-up of the sessions are combined lectures and discussions. In the first 45 minutes, the key concepts and theoretical models concerning the weekly literature are being discussed, going beyond the weekly reading. In the subsequent 45 minutes, there is active discussion on the basis of discussion statements as part of the literature. The discussion will mainly albeit not solely revolve around the discussion statements.

- Students are required to read the listed literature in preparation of every session. To further improve the discussion, the lecturer distributes one discussion statement at the end of the preceding lecture. Students are required to individually respond to the discussion statement and submit them to t.reeskens@uvt.nl not later than at 5pm the day preceding the lecture. Missing the deadline will affect your grade, as there is one point deduction for every missed hour.
- There are three *ex cathedra* sessions. The first one on October 5th concerns a visit to the Antwerp Red Star Line Museum. We will enjoy a guided tour through the museum to learn stories about migration from Europe to the US at the end of the 19th and the beginning of the 20th century. The comparison with emigration to the US will allow us to draw parallels (similarities and differences) with contemporary migration experiences. Participation is free but voluntary. Enrollment will be recorded during the fourth session (September 21); logistical details will be communicated later. The second session on November 15 concerns information about how to write a blog. This information session is insightful given that the final paper assignment concerns writing an academic blog contribution. Last but not least, for the final session on December 14, I'd like to bring in a policy practitioner (e.g. a diversity manager from a local municipality) who would like to share his/her experience about incorporation strategies local governments are taking and or considering. Because arrangements are not fully made, this session is still provisional. More information will be given later.

SETUP OF THE DISCUSSION STATEMENT

- A significant chunk [50 percent] of the grade concerns responses to Discussion Statements. They will also guide the discussion, i.e. the second part of the weekly sessions.
- Responses to these discussion statements should be elaborated on max. two pages (12-point font) per statements. Keep in mind that the quality of the response prevails over quantity. Because these discussion points help you to critically review the literature, all weekly readings should be incorporated. An example of a discussion statement as well as an example of a response will be given during the first session.
- In these discussion points, the primary goal is for you to provide your own reflections and thoughts on the assigned readings for that day before we have a chance to engage and discuss them as a group. It are discussion statements, meaning that often there are no right or wrong answers, but responses should distill the consulted literature. Therefore, do remember that because these are formal responses, I want more than a personal opinion. Instead, you should formalize your reflections and reactions, using academic jargon, concepts and information you have been learning along the way, to the extent that you can. As you progress through the course, you are of course welcome to draw connections from later readings, concepts, and responses back to earlier ones. Above all, remember this is your place to shine individually. What catches your eye in one or more of these reading assignments? What strikes you the most when reading them? How do they move you, both intellectually and emotionally? Do you agree or disagree – and why? What is sociologically relevant here?
- Except for the first session (for which no discussion statements will be given), there are ten sessions for which discussion statements will be given. For the final calculation, I will take eight discussion statements into account. This implies that either two discussion statements can be

skipped. Or, alternatively, you are invited to submit ten discussion statements, but in such occasion the two lowest scores will be dropped.

- The grades of the discussion statements (ranging from 0-10) will be posted weekly on BlackBoard. The grade depends on (1) how innovative or original the discussion questions are, as well as (2) how much they are able to stimulate debate, (3) how well they are elaborated, and (4) if additional literature is consulted (in an appropriate way). The Discussion Statements are an individual assignment.

- The grades for the discussion statements will be updated in Grade Center every Monday evening, except in case of extraordinary circumstances. In case less than eight Discussion Statements are handed in, an alternative writing assignment that will cover the course literature will be given.

SETUP OF THE FINAL PAPER

- The final paper will count for 50 percent of the course grade. The paper will be a scientific blog contribution (approximately 1000-1200 words) concerning migration or its consequences for advanced industrialized societies. On the internet, there are some popular scientific blogs (web logs), such as the Monkey Cage, the LSE EUROPP blog, or in Dutch *Me Judice*, *Stuk Rood Vlees*, and *Socioloog des Vaderlands*. All blog contributions start from a relevant social observation, define a small research question, weigh scientific arguments pro and against, and formulate conclusions. The aim of the final paper is to write a blog contribution of the same format, using the same scientific yet accessible jargon.

- To give but one example, it might be possible that you want to frame your paper on the female harassment by immigrant groups in the German railway stations on New Year's Eve 2015/2016. One popular claim was that these attacks were inspired by Muslim culture (i.e. negative opinions about women). In your paper, you are going to provide scientific arguments in favor and against this claim, and critically examine the relevance of both. By weighing the two sides, you should be able to give an informed response to the research question.

- Some dates are important to keep in mind in order to successfully complete your paper. First of all, you should submit a blog proposal to t.reeskens@uvt.nl by 16:00 of Thursday November 10 at the latest. This blog proposal consists of a brief observation, as well as a few expectations of the theories you are going to touch off. You will receive individual feedback during that week; common issues will be discussed in the 'The art of writing a blog'-session. By Friday December 2, you can submit a first draft of your paper by 16:00 to t.reeskens@uvt.nl in order to provide individual feedback at max. one week later. The final deadline for the blog contribution is Friday December 23. A digital copy should be submitted to t.reeskens@uvt.nl and need to be submitted to a blog-website that will be made available later. A hard copy should be submitted to my pigeon-hole at the Sociology Secretary (S822). The resit deadline is February 3, 2017.

- Grades on the Final Paper will depend on (1) choosing an interesting topic (socially and academically relevant); (2) an adequate reading of relevant literature, i.e. giving scientific relevance to the blog; (3) a clear weighing of the arguments involved; (4) an interesting and critical conclusion, i.e. take-away message; (5) stylistic aspects, including language, and lay-out (including appealing graphics or video clips). The Final Paper, i.e. blog contribution, is an individual assignment. The final grade will only be communicated when you have engaged in another students' blog contribution.

Thematical Sessions

1/ Is immigration a social problem? (August 31, 2016 | DZ008)

The refugee crisis, terrorist attacks, pressure on welfare arrangements, ... Newspaper coverage has a clear eye about migration and its consequences. The aim of this first lecture is to assess whether migration can be classified as a 'social problem'. In order to do so, we briefly review the criteria that make social problems, and discuss whether migration fits the definition.

2/ Do welfare states imbalance migration flows? (September 7, 2016 | DZ008)

An oft-heard idea is that immigrants come to advanced industrialized nation-states because of their generous welfare arrangements. The aim of this session is to evaluate the factors that drive migration to European countries, and weigh the relevance of social policies against other theoretically plausible explanations.

- Massey, D. S. (1999). Why Does Immigration Occur? A Theoretical Synthesis. In C. Hirschman, P. Kasinitz, & J. DeWind (Eds.), *Handbook of International Migration. The American Experience* (pp. 34-52). New York: Russell Sage Foundation.
- Hooghe, M., Trappers, M., Meuleman, B., & Reeskens, T. (2008). Migration to European Countries: A Structural Explanation of Patterns 1980-2004. *International Migration Review*, 42(2), pp. 476-504.

3/ Are fences able to stop migration? (September 14, 2016 | DZ008)

Certain politicians assume that strict immigration control is able to halt migration to advanced industrialized nation-states; some even make a plea for fences. In this session, evidence will be presented to what extent this claim holds. To evaluate this proposition, we distinguish between manifest and latent functions of policies.

- Castles, S., & Miller, M. J. (2003). *The Age of Migration. Third Edition* (pp. 94-121). New York: The Guilford Press.
- Cornelius, W. A. (2005). Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004. *Journal of Ethnic and Migration Studies*, 31(4), pp. 775-794.

4/ Does an economic crisis increase outgroup prejudice? (September 21, 2016 | DZ008)

After evaluating drivers for migration, we continue with evaluating how native residents react to immigration. A seminal theory in social science research explains that economic hard times – such as current 'Great Recession' – increase negative sentiments towards immigrants. The theoretical logic of this model will be reviewed in current session; concomitantly, we will discuss the extent to which this theoretical claim holds in reality.

- Sherif, M., Harvey, O. J., Hoyt, B. J., Hood, W. R., & Sherif, C. W. (1961). *Intergroup Conflict and Cooperation: The Robbers Cave Experiment*. Norman: University of Oklahoma Book Exchange.
- Sides, J., & Citrin, J. (2007). European Opinion about Immigration: The Role of Identities, Interests and Information. *British Journal of Political Science*, 37(3), pp. 477-504.

5/ Does contact with immigrants foster tolerance? (September 28, 2016 | room TBA)

Another explanation for negative sentiments towards immigrants lies in the fact that the absence of contact between native residents and immigrants inhibits tolerance between both groups. The 'contact hypothesis' predicts that under a certain set of conditions contact breeds tolerance. This hypothesis and its empirical validity is being discussed in present session.

- Allport, G. W. (1954). *The Nature of Prejudice* (pp. 261-282). Cambridge: Addison-Wesley.
- Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent Advances in Intergroup Contact Theory. *International Journal of Intercultural Relations*, 35(3), pp. 271-280.

6/ Visit to Red Star Line Museum (October 5, 2016 | information TBA)

To give a clearer face to the numbers and statistics that are often presented in scientific research and newspapers, we will visit the Red Star Line Museum in Antwerp. The Red Star Line was a shipping company that operated between Antwerp and North America between 1870 and 1935. The museum tells (a fraction of) the stories of the million of Europeans that migrated to America, and allows us to test the relevance of migration theories.

7/ Does immigration erode the social fabric? (October 12, 2016 | DZ008)

Among social scientists and politicians, particularly in the US, the fear exists that immigration erodes the social fabric: people are less likely to trust each other, participate less in associations, and so on. But what is the theoretical basis of this fear? And does this fear hold based on scientific evidence? Or is this fear solely an American exceptionalism?

- Putnam, R. D. (2007). E Pluribus Unum: Diversity and Community in the Twenty-first Century. *Scandinavian Political Studies*, 30(2), pp. 137-174.
- Van der Meer, T., & Tolsma, J. (2014). Ethnic Diversity and Its Effects on Social Cohesion. *Annual Review of Political Science*, 40, pp. 459-478.

8/ Are immigrants a pressure for the welfare state? (October 19, 2016 | room TBA)

If immigration drives down solidarity, then a plausible consequence might be that immigration is able to erode the welfare state, as well as its public legitimacy. But why are we so hooked up with our welfare state, and is it the case that immigrants undermine the welfare state?

- Soroka, S. N., Johnston, R., Keisling, A., Banting, K., & Kymlicka, W. (2016). Migration and Welfare State Spending. *European Political Science Review*, 8(2), pp. 173-194.
- Reeskens, T., & van der Meer, T. (2016). *The Inevitable Deservingness Gap. A Study into the Insurmountable Immigrant Penalty in Perceived Welfare Deservingness* [Working Paper]. Tilburg: Tilburg University.

9/ Your Topic (October 26, 2016 | DZ008)

Because there are several domains in which immigration can affect advanced industrialized societies, one session is kept blank. The idea is that you communicate, by Wednesday October 5, the topic that you want to dedicate a session about. Consequently, I will organize a balanced session on this topic; a selection of the literature will be communicated by October 14,

whereas the Discussion Statement on this topic will be made available on Wednesday October 19.

10/ Are immigrants discriminated on the labor market? (November 2, 2016 | room TBA)

Labor market data on the socioeconomic incorporation of immigrants continuously show that immigrants do worse. On average, they hold poorer positions on the labor market, are more likely to be unemployed, and their incomes are lower, too. In this session, we will unravel why this is the case. Does this have to do with lower educational qualifications, poorer language skills, a poorer work ethos, or because of discrimination on the labor market?

- Kogan, I. (2004). Last Hired, First Fired? The Unemployment Dynamics of Male Immigrants in Germany. *European Sociological Review*, 20(5), pp. 445-461.
- Baert, S., Cockx, B., Gheyle, N., & Vandamme, C. (2015). Is there Less Discrimination in Occupations where Recruitment is Difficult? *ILR Review*, 68(3), pp. 467-500.

11/ Are immigrants ever able to fully assimilate? (November 9, 2016 | DZ008)

In this session, we will question whether immigrants are ever able to fully assimilate. Some worry that immigrants are unable to fully assimilate, based on evidence of existing gaps between native residents and second and third generation immigrants. In this session, we will depart from American evidence on 'becoming the mainstream' to discuss whether immigrant groups in Europe are able to fully assimilate.

- Alba, R. (2005). Bright vs. Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States. *Ethnic and Racial Studies*, 28(1), pp. 20-49.
- Zhou, M. (1997). Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation. *International Migration Review*, 31(4), pp. 975-1008.

12/ The art of writing a blog (November 16, 2016 | DZ008)

In this session, I will come back to general pitfalls I have encountered when receiving your blog ideas. I will further give some practical ideas about how to write a successful blog, and how to respectfully comment to other blogs.

13/ Latent policy effects (December 7, 2016 | room TBA)

National governments implement immigration and integration policy with the aim to reduce social tensions. An oft-implemented strategy is multiculturalism – granting immigrants group rights. Yet, other strategies are possible, too. The aim of this session is to discuss latent effects of the political strategy of multiculturalism, i.e. what kind of negative unintended consequences the strategy of multiculturalism might entail.

- Koopmans, R. (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), pp. 1-26.
- Citrin, J., Levy, M., & Wright, M. (2014). Multicultural Policy and Political Support in European Democracies. *Comparative Political Studies*, 47(11), pp. 1531-1557.

13/ Round-up (hopefully with a policy practitioner)

The aim of this session is to practically reflect on this course by inviting a policy practitioner (e.g. a diversity manager from a local municipality) who can share his/her experience about incorporation strategies local governments are taking and or considering. Because arrangements are not fully made, this session is still provisional. More information will be given later.