Excellence Program TSB
Social Cohesion in a Multicultural Society (499105)

Syllabus 2016-2017
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Tim Reeskens
t.reeskens@uvt.nl
S809

GENERAL AIM

Without any doubt, immigration 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 of the literature juxtaposes such positions and considers 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 whether and why immigration is a social problem, (2) to explain what drives migration to Western societies, (3) to understand the origins of prejudice towards immigrants, (4) to explain the mechanisms underlying the integration of immigrants, and (5) explain how immigration affects social cohesion.

CONTENTS

Skepticism about migration to Western societies is repeatedly expressed in public debates. Quite recently, during his Presidential 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, Brussels, and Berlin, all 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 particular questions that are widely spread among public opinion but simultaneously are the starting points of lively academic debates. These questions boil down into four major streams: (1) The determinants of migration to Western societies (sessions 2 & 3); (2) Prejudice towards immigrants (sessions 4 & 5); (3) The incorporation of immigrants (sessions 6 & 7); (4) The effects of immigration on social cohesion indicators (sessions 8, 9, 10, 11 and 12). The course will be commenced by an introductory session on how to conceive of social cohesion in diverse societies, and a closing session on policies and its effects to wrap up the course.

SCHEDULE – Social Cohesion in a Multicultural Society

Date	Time	Room	Topic
Tuesday 31/01	18:45-20:30	AZ 019	Introduction: What is 'Social Cohesion'?
Tuesday 07/02	18:45-20:30	AZ 019	Does the welfare state imbalance migration flows?
Thursday 09/02	17:00	e-mail	Submit you top-5 of cohesion dimensions (FCFS)
Tuesday 14/02	18:45-20:30	AZ 019	Can a wall stop migration?
Tuesday 21/02	18:45-20:30	AZ 019	Do economic crises cause immigrant prejudice?
Tuesday 07/03	18:45-20:30	AZ 019	Can contact foster tolerance towards immigrants?
Tuesday 14/03	18:45-20:30	AZ 019	Are immigrants discriminated against?
Tuesday 21/03	18:45-20:30	AZ 019	Are immigrants ever able to fully assimilate?
Tuesday 18/04	18:45-20:30	AZ 019	Student session 1: Common values
Friday 21/04	17:00	e-mail	Submit blog idea
Tuesday 09/05	18:45-20:30	AZ 019	Student session 2: Social order
Tuesday 16/05	18:45-20:30	AZ 019	Student session 3: Social solidarity
Tuesday 23/05	18:45-20:30	AZ 019	Student session 4: Social capital
Tuesday 30/05	18:45-20:30	AZ 019	Student session 5: Territorial identification
Tuesday 06/06	08:45-10:30	PZ 7	Round Up: Integration Policies to the Rescue?
Thursday 15/06	17:00	e-mail	Deadline paper (e-mail, BlackBoard, hard copy)

SETUP OF SESSIONS

- Each session starts with a pop quiz that will make up 40 per cent of the final grade. The aim of the pop quiz is to make sure you've gone through the weekly literature. More information about the pop quizzes can be found in the "grading" section.

- Because the aim of the pop quizzes is to give you a thorough reading of the literature, the classes will provide information that go beyond the literature, i.e. what is so relevant about the concept of focus, what are the underlying causal mechanisms, why is this empirical approach so suitable for

this kind of research questions, and so forth. The classes are also meant to clearly show the link between sociology and society, showing how sociological research can help understanding topics that fuel public debates.

- To clearly underscore this link, each session is set-up according to what I call "Trumpisms" – popular beliefs that have often (but not exclusively) surfaced during the American Presidential elections on the incorporation of immigrants as well as how immigration affects advanced industrialized societies. For instance, one recurrent theme in the campaign was the belief that building a wall between Mexico and the US will make an end to immigration; more broadly, this line of reasoning falls under the more general question whether immigration policies are able to effectively manage migration flows, which will be discussed in the third class.

- As you will have noticed, there are five 'student sessions'. The content of these sessions is that you (a group of approximately seven students) will teach your fellow students about one of the five social cohesion dimensions, and will count for 30 per cent of the final grade. These cohesion dimensions, as described by urban sociologists Ade Kearns and Ray Forrest (2000), are (1) common values and a civic culture, (2) social order and a social control, (3) social solidarity and reductions in wealth disparities, (4) social networks and social capital, (5) place attachment and identity. As is the case for all weeks, the weekly literature is point of departure for each session. But as a group, you will need to dive into the literature to get a more broader and deeper understanding of the topic. To do so, I will have at least three meetings with each group preceding the presentation: the first one will make you familiar with the hot puzzles within this topic and will provide you with some more literature to make you experts on this topic; the second meeting will help you to find structure in the class you are going to teach, i.e. I can give you advice on structuring as finding elements to keep the class interesting; third and final, a few days before the presentation I will see you to go through your slides (or other kind of presentations you're going to provide) and give some final advice. Evidently, you need to select your preferred social cohesion dimension. To facilitate your choice, read the Kearns & Forrest (2000) paper (see literature list) and watch the three following video clips: number 1, number 2, and number 3. Submit your top-5 of most preferred dimension as soon as possible to t.reeskens@uvt.nl , but no later than Thursday February 9. Based on your top-5, I will assign you to a group on a first come-first serve basis. Beware, because I'd like to have a balance between second and third year students in one group, I do maintain the right to deviate from this first come-first serve rule. Anyway, submitting your preferred cohesion dimension earlier will give you higher odds to study your preferred dimension.

GRADING

- 40 per cent of the final grade will consist of the weekly pop quizzes. As this course consists of 12 sessions for which weekly literature is given (the first session does not count), there will be 12 pop quizzes. Each pop quiz will have five multiple choice questions (four answer possibilities). Evidently, the pop quizzes are not focused on details, but rather aim at making sure that you understand key concepts, grasp causal models, and understand sociological research. Because of tight schedules or extraordinary circumstances, it is okay to drop two pop quizzes (or alternatively: the ten highest grades will be taken into account). In case of missing more pop quizzes, each remaining session will receive

no grade. As a plus: I will also organize a pop quiz on the literature of your topic, which consequently should be piece of cake. The pop quiz is an individual grade, and the results of each week are added to BlackBoard every Friday.

-        30 per cent of the final grade is composed of your performance during the presentation of your topic. Each group should prepare and present on how immigration affects one of the five social cohesion dimensions. As aforementioned, to familiarize you with your dimension, I will help you with literature suggestions; I will further give some tips on how to make your lecture more appealing (i.e. make you acquainted with more general sociological debates on this topic). In the end, the presentation is individually graded according an oral presentation rubric that can be found online. After each sessions, the presenting group will stay for 10 minutes longer to debrief. The individual grade for the presentation part will be posted on BlackBoard on the Friday after the presentation of the final group (i.e. June 9).

-        30 percent of the grade is a short paper that has the structure of a blog (i.e. 800-1000 words). The idea is that you find inspiration for this blog from social life as well from your social cohesion dimension. The social consequences of migration and diversity are a hot topic – every day, newspapers, television journals and online (social) media report on topics concerning migration. Turn an event that sparks your attention into a puzzle, and respond to it in a blog style format. To find inspirations for blogs, check the Monkey Cage, the LSE Blog, or, why not, the *Socioloog des Vaderlands*, among many others. As a way of science communication, writing popular blogs on academic issues becomes increasingly important. In this final assignment, you will demonstrate your writing capacities. The idea is not that you juggle with data, but rather weigh theoretical arguments to explain a social phenomenon. To facilitate this exercise, you are allowed to restrict within your social cohesion dimensions, but you're free to write on whatever topic that fits the course theme. Some dates are important to keep in mind in order to successfully complete your blog. First of all, you should submit a blog proposal to t.reeskens@uvt.nl by 17:00 of Friday April 21 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 maximum 10 working days later; common difficulties will be discussed in class. The final deadline for the blog contribution is Thursday June 15. A digital copy should be submitted to t.reeskens@uvt.nl and need to be submitted to BlackBoard, too. A hard copy should be submitted to my pigeon-hole near my office (S822). Grades on the final blog 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; grades will be communicated by July 1 at latest.

LITERATURE

1/ Introduction: What is 'Social Cohesion'? (January 31, 2017 | AZ 019)

The aim of today's session is to give a general overview of the course. Because a central theme of the course is 'social cohesion', we review the contemporary turn that is given to this sociological concept and provide building blocks to work with towards the rest of the course.

- Kearns, A., & Forrest, R. (2000). Social Cohesion and Multilevel Urban Governance. *Urban Studies, 37*(5-6), pp. 995-1017.
- Three videoclips: number 1, number 2, and number 3.

2/ Does the welfare state imbalance migration flows? (February 7, 2017 | AZ 019)

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/ Can a wall stop migration? (February 14, 2017 | AZ 019)

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 cause outgroup prejudice? (February 21, 2017 | AZ 019)

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/ Can contact foster tolerance towards immigrants? (March 07, 2017 | AZ 019)

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/ Are immigrants discriminated against? (March 14, 2017 | AZ 019)

After reviewing general theories about opinions towards immigrants, we turn the attention to the incorporation of immigrants, first by reviewing integration theories. Labor market data on the socioeconomic incorporation of immigrants continuously show that immigrants do worse compared to native-borns. 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.

7/ Are immigrants ever able to fully assimilate? (March 21, 2017 | AZ 019)

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.

8/ Student session 1: Common values and a civic culture (April 11, 2017 | AZ 019)

From this session onwards, we look at the social consequences of immigration with a session on common values and civic culture, i.e. the first social cohesion dimension described by Kearns & Forrest (2000). Some authors argue that political conflict these days is caused by a clash of cultures or, to use Samuel Huntington's concept (1993), a 'Clash of Civilizations'. The

aim of this session is to review the viability of this concept, and therefore to shed more light on the question if native cultures are incompatible with immigrant cultures.

- Huntington, S. P. (1993). The Clash of Civilizations? *Foreign Affairs, 72*(3), pp. 22-49.
- Inglehart, R., & Norris, P. (2003). The True Clash of Civilizations. *Foreign Policy, 135*(March-April), pp. 62-70.

9/ Student session 2: Social order and social control (April 18, 2017 | AZ 019)

Another oft-heard proposition is that diversity causes crime: in neighborhood with a sizeable immigrant population, crime rates would be higher. However, this idea has been criticized too, for the reason that immigrant communities often have strong social norms. What are the mechanisms behind the link between immigration and crime.

- Ousey, G. C., & Kubrin, C. E. (2009). Exploring the Connection between Immigration and Violent Crime Rates in U.S. Cities, 1980-2000. *Social Problems, 56*(3), pp. 447-473.
- Visser, M., Scholte, M., & Scheepers, P. (2013). Fear of Crime and Feelings of Unsafety in European Countries: Macro and Micro Explanations in Cross-National Perspective. *Social Science Quarterly, 54*(2), pp. 278-301.

10/ Student session 3: Social solidarity and reductions in wealth disparities (May 16, 2017 | AZ 019)

Earlier in this course we touched upon the question if immigrants go disproportionally more to generous welfare states. In addition, public concern grows over the idea that immigration drives down solidarity, consequently eroding the welfare state and 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., Kevins, 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.

11/ Student session 4: Social networks and social capital (May 23, 2017 | AZ 019)

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.

12/ Student session 5: Place attachment and identity (May 30, 2017 | AZ 019)

In this last session about the social consequences of immigration, we turn the attention to national identification. In tandem with globalization, immigration is said to impact identity in two ways, at least in theory. On the one hand, there is the nationalist decline thesis, arguing that because of immigration, people will become less attached to their nation-state, while the nationalist backlash thesis proposes that faced with immigration, people will express stronger nationalist sentiments. In this session, we will discuss which of both dominates.

- Huntington, S. P. (2004). *Who Are We: The Challenges To America's National Identity*. New York: Simon and Schuster.
- Wright, M. (2011). Diversity and the Imagined Community: Immigrant Diversity and Conceptions of National Identity. *Political Psychology, 32*(5), pp. 837-862.

13/ Round up: Integration policies to the rescue? (June 6, 2017 | PZ 7)

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.