**Course Title:** European Immigration  
**Course Code:** (GI) INRE 3003 CIEE  
**Programs Offering Course:** Open Campus Block  
**Open Campus Track:** International Relations and Political Science  
**Language of Instruction:** English  
**U.S. Semester Credits:** 3.00  
**Contact Hours:** 45.00  
**Term:** Fall Block II 2020

### Course Description

Subjects of migration vary by different geographies and time scales. Migration is sometimes explored as the movement of people (together with knowledge, goods, capital and networks) across borders. It is understood as a platform of challenges. It is also examined in relation to state policies. The course will provide a detailed review of European immigration particularly since the late 20th century. The course is arranged thematically, rather than temporally. By looking at various subjects of European immigration through empirical case studies, it will build up an interactive discussion with some questions: what are the definitions of migration? Who is (not) a migrant? Who has control over the definitions? What are the features of migration? Does it complement, compete with, subvert and/or foreshadow ethnic, national, religious, class and gender identities? How do practices of migration cohabit with the state? What are the references in migration studies to concepts such as multiculturalism, toleration, collective rights, alienation and difference?

### Learning Objectives

By completing this course, students will:

- Examine the importance of migration issues in a globalized world and against a background of wars and violence, and how these circumstances affect migration ebbs and flows.
- Compare migration into and within Europe, integration and governance of migration issues in Europe with particular emphasis on the host country.
- Articulate the contexts of migration while keeping in mind the historical ruptures and continuities in Europe, with particular emphasis on the host country.
- Interpret migration into and within Europe through an interdisciplinary perspective.

### Course Prerequisites

Students should have completed a course in politics, sociology, or history prior to taking this course.

### Methods of Instruction

The course will be interactive between the students and the instructor. Each session will begin with a short introduction by the instructor. This will be followed by a presentation on that session's topic by a student. Later on, students will discuss the class material among themselves and with the instructor.

Students are expected to do the required readings before class. To prepare in advance for the sessions, the students should pay attention to the following questions: What is the principal issue or topic addressed by the text? What theories/methods does the author use in making their arguments? What are the strengths and what the limitations (contradictions, biases, lacking points) of their arguments? What do these tell us about the author’s ideological moorings and political stances?

### Assessment and Final Grade

1. Graded Debate  
2. Essay 1  
3. Essay 2  

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Course Requirements

Graded Debate

Each student is required to participate in a prepared debate session based on selected case studies. The debates will be in groups each given a topic. Each group will have time to prepare for the debate during the session beforehand. Grading will be based on knowledge, participation and preparation demonstrated in the in-class debate.

Essay 1
Essay 2

Students will be required to write two 1500 word essays for this course. Each essay should address one of the weekly themes or topics of the course by invoking reflexive thinking of the site visits, lectures, guest speakers, and texts from the course. The paper will be assessed on structure, clarity, critical analysis/argument, style and referencing. This paper should be written for an academic audience, with appropriate sources to evidence arguments. The topics selected cannot be the same as the presentation topic.

**Note that all written work should use appropriate citations. Students should use Harvard formatting. In class, we will go over how to use Harvard formatting in your writing.

Presentation

In-class presentations will be delivered by students in groups of no more than 2 or 3 people. Each group will choose a topic related to one or more of the themes of the course. The presentation should be in Powerpoint format; it should not last more than 15 minutes, including time for Q and A. Groups should ensure that their topic includes critical analysis and, if possible, cross-references to material discussed in class. Each member of the group must participate in preparing and delivering a portion of the presentation. Presentations will be assessed on five key areas: structure, content, critical analysis, general delivery, communication/presentation skills.

*Note that the PowerPoint presentation should be uploaded to Canvas prior to the class when groups will present their findings. Each student should upload their group’s presentation individually; however, everyone will receive the same grade for the presentation within each group.

Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:
in instructional activities, course content, course tools
with the course instructor, other students, and
by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement.

Academically related activities include, but are not limited to:

• submitting an academic assignment;
• taking an exam or quiz;
• attending a study group that is assigned by the instructor;
• participating in an online discussion about academic matters, designed by the instructor; or
• initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

• logging into an online class without active participation
• contributing to or engaging in the CIEE Orientation or Community Course(s)

First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director.

CIEE instructors / staff will monitor student engagement on a weekly basis.

The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

**Weekly Schedule**

**Week 1**

Class: Introduction to European Immigration

This week involves a comprehensive introduction to the key concepts of (and debates about) immigration, emigration, and the main reasons for migration into, out of and within Europe.

**Required Reading:** Castles, de Haas and Miller, Chapters 1 and 2
Geddes and Scholten, Chapter 1; Anderson and Blinder; Hanlon and Vicino, Chapter 1

Class: 1.1 Overview Lecture & Critical Discussion

**Week 2**
Definitions and Debates

In this class, using students’ own thoughts on, histories and experiences of migration as a resource and point of reference for self-reflexive learning, we will look at the definitions of the key concepts we will be exploring in this course. What is immigration? Why do people migrate? What challenges and opportunities do global patterns of migration create?

Class: 2.1 The Past, Present & Future of Migration in Europe

This week we will examine the history of European immigration, its role in shaping the contemporary social, cultural and political order on the continent and beyond, and ask some preliminary questions about future trajectories for European migration.

**Required Reading:** Castles, de Haas and Miller, Chapters 4 and 5

Geddes and Scholten, Chapter 2; Kushner, Chapters 1, 3 and 9; Panayi, Chapters 1 and 2; Pagden, Chapters 7, 9 and 10; Winter; Graves-Brown, Jones and Gamble (eds.); Joppke (ed.); Conway; Winder
We will trace the role of immigration in the political, social, cultural and economic history of the European continent. In particular, we will focus on 20th and 21st century migratory patterns.

**Assignment:** Graded Debates in Class on Tuesday April 10

**Week 3**

**Class: 3.1** Migration, Multiculturalism & the Politics of (National) Identity

This week, we will explore the relationship between national identity and mass migration, and how states in Europe attempt to manage this relationship. We will look at the challenges posed by increasing diversity within the nation state, and gain an understanding of key concepts such as integration and multiculturalism. We will examine the relationship between migration, diversity and deprivation, and the conflicts to which this gives rise in increasingly globalised European cities.

**Required Reading:** Castles, de Haas and Miller, Chapters 3 and 12

**Additional Reading:** Guibernau, Chapter 1; Julios, Introduction; Panayi, Chapter 6; Modood (2011); Kymlicka; Pettigrew et al; Favell; Gilroy (2002), Chapter 2; Thomas; Wright; The Guardian and LSE, Foreword and Executive Summary; Pitcher, Chapter 2; Schierup, Hansen and Castles, Chapters 2 and 5; Parekh (1995), Parekh (2000)

**Class: 3.2** Lecture: Deconstructing National Identity in a Multicultural Europe

With a focus on Europe and nationalism, we will ask where and what is a ‘national’ identity. What claims are made about the nature of the nation, and how do they contribute to debates and discourses about migration? How have patterns of migration since 1945 impacted on contemporary European society, and what do we mean by multiculturalism? How should society respond to increased diversity, and (how) should it managed by the state? What do we mean by assimilation, and is it different to integration? What is the relationship between toleration and recognition?

**Class: 3.3** Lecture: Carnival, Ritual, Resistance & Riot in the Multicultural City

We will critically explore some of the tensions which exist between the pull to maintain and protect identity and on the one hand, and towards integration on the other. We also examine the cross-sections between different forms of discrimination and deprivation, including racism, poverty and sexism. We will look at how these tensions can lead to injustice and violence.

**Assignment:** Essay 1 Due

**Week 4**

**Class: 4.1** Multiculturalism in Crisis: Racism, Extremism & Islamophobia

To what extent are national identities in Europe seen as being ‘under threat’ under conditions of multiculturalism? With a focus on nationalism, we will ask what happens in places where people feel migration poses a threat to their identity. What is the nature of this threat? We will also explore the parallel issues of Islamism extremism and Islamophobia in European politics.

**Required Reading:** Castles, de Haas and Miller, Chapter 13

**Additional Reading:** Panayi, Chapter 5; Pitcher, Chapters 3 and 5; Fenton and Mann; Birt; Modood (2005); Brighton; Mandaville; Eatwell; Wood and Finlay; Lowles and Painter; Ford and Goodwin, Gilroy (2005); Pilkington, Chapters 5 and 6

**Class: 4.2** Lecture: European Immigration in an Age of Extremes

We will look at the impact of racism and hate crime on migrant communities across Europe, as well as unpacking the parallel phenomena of ‘Islamist’ extremism and Islamophobia and assessing the impact of the ‘war on terror’ on identity in Europe. In particular, we will look at the place of and discourses about migration in the recent Brexit referendum in the UK.
**Week 5**

Class: 5.1 Fortress Europe: Refugees, Risk & Representation

This week, we will examine the causes and consequences as what has been described as a ‘crisis’ on Europe’s borders. We will look at how and why levels of forced migration into Europe are at historic highs, and the risks which migrants and asylum-seekers are prepared to undertake in order to cross what has become an increasingly militarized border regime. We will look at how representation of migrants and asylum seekers in the European media has contributed to the crisis.

**Required Reading:** Castles, de Haas and Miller, Chapters 9 and 10
Anderson; Carr, Chapters 1 and 6; Jones, Chapters 1 and 3; Allen Brick Lane (2007)

Class: 5.2 Lecture: Europe’s Refugee Crisis

In this class we will examine the roots of what has been described as a ‘crisis’ in Europe’s management of migration in general, and forced migration as a result of war in particular. We will revisit the distinction between economic migration and asylum-seeking and analyse the role of the media in political discourses about migrants and refugees.

Class: 5.3 Excursion: Multiculturalism Walking Tour

**Assignment:** Essay 2 Due

**Week 6**

Class: 6.1 Diaspora & Diversity: Convivial Conclusions

In the final week of the course, we will explore the messiness, complexity and dynamism of ‘actually existing’ multiculturalism in increasingly diverse European societies. Drawing on Gilroy’s concept of ‘conviviality’, we will examine the forms of cultural hybridity which characterize the life-worlds of the multicultural city. We will consider what diversity looks like in the host environment and what it looks like in your home context.

**Required Reading:** Gilroy (2005), Chapter 4; Castles, de Haas and Miller, Chapter 14

Class: 6.2 Assignment: Group Presentations in Class

Class: 6.3 Conviviality & the Future of Multiculturalism in Europe

In this concluding class we will review material from the previous six weeks, and ask whether there is cause to be hopeful about the future(s) of European immigration.

**Course Materials**

**Readings**

Course Textbook:


Additional Readings:


Greece to the Present, New York: Random House


Online Resources

Migration Observatory: http://www.migrationobservatory.ox.ac.uk/ (Links to an external site.)

Centre for Migration and Diaspora Studies at SOAS: https://www.soas.ac.uk/migrationdiaspora/ (Links to an external site.)

Our Migration Story: http://www.ourmigrationstory.org.uk/ (Links to an external site.)

Medical Justice: http://www.medicaljustice.org.uk/ (Links to an external site.)

Hope Not Hate: http://hopenothate.org.uk/ (Links to an external site.)

British Future: http://www.britishfuture.org/ (Links to an external site.)

Runnymede Trust: https://www.runnymedetrust.org/ (Links to an external site.)