

Vesalius College

POL335E Difference, Diversity and Migration in the New Europe

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Office Hours and information

TBA

Lessons

TBA

Course Description & Objectives

Within the last two decades, debates surrounding the issue of migration have gained increased prominence. This is particularly true in the case of the European Union, where not only a visible increase in transnational population flows has occurred, but also an increased awareness that labor mobility is becoming key for the future of EU societies if the union to stay competitive on the global markets. Migration has been linked to political concerns related to the demographic balance in the region, but also to fears about the security and ethnic composition of the European nations. Migration challenges not only the more foundational issue of the future of European identity, but also a variety of social, political and security concerns arising as a result of increasingly salient questions of difference and diversity. This is a function of both the end of the Cold War and trends towards increased globalization witnessed in recent decades. The result is that migration has become a priority issue in Europe and more broadly.

This course will examine migration in Europe by looking at contemporary debates, the economic conditions that impact migration and the policies regarding immigration in the European Union. Topics of analysis will focus on the end of the Cold War and its impact on migratory flows, EU institutional responses to immigration (with specific case studies) and questions and problems regarding the reshaping of national and personal identities. The accommodation of cultural and ethnic differences in host EU countries, including the more encompassing theoretical questions of the relationship of migration to gender, class, religion and ethnicity will also be examined. These issues present both key challenges and opportunities for the future and longevity of European integration, which continues to be at the heart of the EU.

At the end of the course, students should be acquainted with:

- academic and public debates about migration trends in Europe

- theoretical and ethical perspectives on migration-related issues, human rights concerns and various policies on labor mobility and migration management
- the various public and policy responses to migration in key countries of the EU

Teaching methods

The course will consist of lectures delivered by two professors from the UF – an anthropologist and a political scientist. Their differing theoretical perspectives on topics related to migration in Europe are meant to enhance the overall understanding of this complex phenomenon. In-class discussions are also an essential part of the learning process. The course is designed so as to help students to formulate and express their own ideas on the themes taken up.

Course Assignments and Assessment:

Grades will be given both on a 0-20 scale and in a letter grade. The computation of the final grade will be based on the 0-20 scale (which gives a more accurate outcome). Conversion between the two systems of grading will follow the following table. Scores on the 0/20 grade will always be converted in the letter grade that approaches most closely the score.

Grade	Grade points	Score (./20)	Score (./20) rounded to nearest .5	Score (as a %)
A	4,00	17,00	17,0	85%
A-	3,67	16,22	16,0	81%
B+	3,33	15,44	15,5	77%
B	3,00	14,67	14,5	73%
B-	2,67	13,89	14,0	69%
C+	2,33	13,11	13,0	66%
C	2,00	12,33	12,5	62%
C-	1,67	11,56	11,5	58%
D+	1,33	10,78	11,0	54%
D	1,00	10,00	10,0	50%

F	0,00	7,67	Below 10	38%
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The final grade will consist of the following elements:

Presence and participation in class – 10%

In-class presentation – 10%

Mid-term paper-project outline (based on the migration experience journal) – 40%

Final paper – 40%

Regular attendance & participation (10%): Each student is allowed one unexcused absence. Each additional unexcused absence will result in 5 points being deducted from the student’s final grade (100 point scale). Students are required to engage in classroom discussions and be active participants in all class activities to receive full credit for participation, simple attendance is not sufficient. Everyone is required to read the corresponding reading material for each class, on which class discussions will be based.

In-class presentation (10%): Students also will be expected to give one in-class presentation, based on one reading of their choice, listed in the syllabus.

Migration experience journal, leading to an outline for a final paper (30%): Brussels is home to a significant number of immigrant communities. To make the most of the experience of living in this dynamic and very multicultural city students will be asked to keep a journal in which they compile a selection of “migration experience” sketches. These might include photo essays, interviews, media materials or short ethnographic sketches. Projects will be discussed more in depth in class.

Students will be expected to have their journals started at the beginning of class and have substantial material ready by June 15, when they turn in a (one page) outline of a project for their final paper.

Final paper (40%). Students will be given two choices: 1) write an ethnographic essay on a chosen immigrant community in Brussels, based on material selected for the migration experience journal, or 2) pick a topic of interest from among those discussed in class and reading materials (already reported in the outline) and write an analytical essay, discussing applicable theoretical, social and political issues. Ample citations from in-class readings and other sources (including news papers and other electronic journals etc) should be used for both of the proposed paper formats. More details on the final papers will be provided in class.

Academic Integrity

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity. Students caught

receiving or giving illicit aid during an examination will receive an “F” for the examination. Documented plagiarism of a paper will be given a “D” in instances of one or two sentences, and an “F” in more severe cases, and no revision will be allowed in either instance. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

Course Schedule:

Week I: May 25 – May 29: Why Does Immigration Occur?

Massey, Douglas S. 1999. Why Does Immigration Occur? A Theoretical Synthesis. In Hirschman et al., *Handbook of International Migration*. Pp: 34-52.

Saskia Sassen, *Guests and Aliens*, New York: The Free Press, 1999; Chapters 4, 5

Verena, Stolcke. 1999. “New Rhetorics of Exclusion in Europe”. In: *ISSJ*. 159

Week II: June 1 – June 5: Changing Rules of Citizenship and Claim-making

Will Kymlicka and Wayne Norman (eds), *Citizenship in Diverse Societies*, Oxford: Oxford University Press, 2000; (Chapter 1)

Stephen Castles and Alastair Davidson. 2000. From: “Citizenship and Migration” Chapter 3.

Floya Anthias and Gabriella Lazaridis, 2000. From: Gender and migration in Southern Europe, *Women on the Move* Pp: 1-40.

Week III: June 8 – June 12: France: The Civic Nation and Migration

Andrew Geddes. 2002. From: *The Politics of Migration and Immigration in Europe*. Sage. Chapter 3 (Pp. 29-51).

Michel Giraud. 2004. “The Antillese in France: Trends and Prospects”. In: “*Ethnic and Racial Studies*” 27(4):622-640.

Michele Lamont, Anna Morning and Margarita Mooney. 2002. “Particular Universalisms”. In: “*Ethnic and Racial Studies*” 25(3):390-414.

Week IV: June 15 – June 19: The European Union and Migration: Policies and Institutions

Gallya Lahav. 2004, *Immigration and Politics in the New Europe*, Ch’s 1 & 2

Final paper outline due!!!

Week V: June 22 – June 26: Immigration and the challenge of multiculturalism in Britain

Andrew Geddes. 2002. From: *The Politics of Migration and Immigration in Europe*. Sage. Chapter 2 (Pp. 29-51).

Paul Gilroy, *There Ain't No Black in the Union Jack*, Pp. 72-152

Julia Sudbury. 2001. "(Re)Constructing Multicultural Blackness: Women's Activism, Difference and Collective Identity in Britain". In: *Ethnic and Racial Studies*. 24(1):29-49.

Week VI: June 29 – July 3: The 'Others' of Germany

Andrew Geddes. 2002. From: *The Politics of Migration and Immigration in Europe*. Sage. Chapter 4 (Pp. 29-51).

Levent Soysal. 2003. "Labor to Culture: Writing Turkish Migration to Europe" In: *The South Atlantic Quarterly* 102 2/3 Spring/Summer

Talal Asad. 2000. Muslims and EU identity: Can Europe represent Islam Talal Asad. In: *Cultural Encounters: Representing Otherness*. EM Hallam (Ed.). Routledge

Week VII: July 6 – July 10

Review Session & Final Exam