



CIEE Paris, France

Course title:	European Immigration
Course code:	(GI) INRE 3003 PAFR
Programs offering course:	Arizona State University Global Flex - Course + Internship, Arizona State University Global Flex - 3 Credit, Arizona State University Global Flex - 6 Course Credits, Paris 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:	Spring Block II 2023

Course Description

Subjects of migration vary in 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	20%
2.	Essay 1	20%
3.	Essay 2	20%

4.	e Presentation	20%
5.	Participation	20%
	TOTAL	100%

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.

e 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 in 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 valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over

20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 1.0 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: 2.0 Overview Lecture & Critical Discussion

Migration in Europe (and beyond): 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?

Week 2

Class: 3.0 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

Class: 4.0 Lecture: The Long History of Migration in, to & from Europe

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

Class: 5.0 Site Visit

Week 3

Class: 6.0 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: 7.0 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: 8.0 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: 9.0 Multiculturalism in Crisis: Racism, Extremism & Islamphobia

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 Islamist 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: 10.0 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.

Class: 11.0 Guest Lecture: Talk on the European Migration Crisis

Week 5

Class: 12.0 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

Class: 13.0 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 analyze the role of the media in political discourses about migrants and refugees.

Class: 14.0 Excursion: Multiculturalism Walking Tour

Assignment: Essay 2 Due

Week 6

Class: 15.0 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: 16.0 Assignment: Group Presentations in Class

Class: 17.0 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:

Castles, S., H. de Haas and M. J. Miller (2013), *The Age of Migration: Population Movements in the Modern World*, 5th ed., Basingstoke: Palgrave Macmillan

Additional Readings:

Allen, W. L. (2016), *A Decade of Immigration in the British Press*, Oxford: Migration Observatory, Available at: http://www.migrationobservatory.ox.ac.uk/wp-content/uploads/2016/11/Report-Decade_Immigration_British_Press-1.pdf (Links to an external site.)Links to an external site.

Anderson, B. and S. Blinder (2017), *Who Counts as a Migrant?: Definitions and their consequences*, Oxford: Migration Observatory, Available at: http://www.migrationobservatory.ox.ac.uk/wp-content/uploads/2016/04/Briefing-Who_Counts_Migrant.pdf

Anderson, R. (2014), *A Global Front: Thoughts on Enforcement at the Rich World's Borders*, Available at: https://content.ucpress.edu/ancillaries/12779/andersson_appendix.pdf

Birt, J. (2006) 'Good Imam, Bad Imam: Civic religion and national integration in Britain post-9/11,' *The Muslim World*, 96(4): 687-705.

Brighton, S. (2007) 'British Muslims, multiculturalism and UK foreign policy: 'integration' and 'cohesion' in and beyond the state,' *International Affairs*, 83(1): 1-17

Carr, M (2016), *Fortress Europe: Inside the War against Immigration*, London: Hurst

Conway, D. (2007), *A Nation of Immigrants? A Brief Demographic History of Britain*, London: Civitas, Available online at: <http://www.civitas.org.uk/pdf/ANationOfImmigrants2007.pdf>

Eatwell, R. (2006) *Community Cohesion and Cumulative Extremism in Contemporary Britain*, 'The Political Quarterly', 77(2): 204-16

Favell, A. (2010) 'Integration and nations: the nation-state and research on immigrants in Western Europe.' In M. Martiniello and J. Rath (Eds) *Selected Studies in International Migration and Immigrant Incorporation*. Amsterdam: Amsterdam University Press, 371-404

Fenton, S. and Mann, R. (2011) 'Our Own People': Ethnic Majority Orientations to Nation and Country' in Modood, T. and Salt, J. (eds) *Global Migration, Ethnicity and Britishness*, London: Palgrave Macmillan and the Leverhulme Trust

Ford, R. and Goodwin, M. J. (2014) 'Understanding UKIP: Identity, Social Change and the Left Behind', *The Political Quarterly*, 85 (3): 277-84

Geddes, A. and P. Scholten (2016), *The Politics of Migration and Immigration in Europe*, 2nd ed., London: SAGE

Gilroy, P. (2002) *There Ain't No Black in the Union Jack*. Abingdon: Routledge

--- (2005) *Postcolonial Melancholia*. New York: Columbia University Press

Graves-Brown, P., S. Jones and C. Gamble (eds.) (1996), *Cultural Identity and Archeology: The Construction of European Communities*, London and New York: Routledge.=

The Guardian and the London School of Economics (LSE) (2011) *Reading the Riots: Investigating England's Summer of Disorder*, London, Available at: [http://eprints.lse.ac.uk/46297/1/Reading%20the%20riots\(published\).pdf](http://eprints.lse.ac.uk/46297/1/Reading%20the%20riots(published).pdf) (Links to an external site.)Links to an external site.

Guibernau, M. (2013) *The Identity of Nations*. Cambridge: Polity Press

Hanlon, B. and T. J. Vicino (2014), *Global Migration: The Basics*, London: Routledge

Harkin, F. (2015), "The Gaelic Athletic Association and London's 'Irish' diaspora" in K. Dashper, T. Fletcher and N. McCullough (eds) *Sports Events, Society and Culture*, London: Routledge, pp. 131-144

Jones, R. (2016), *Violent Borders: Refugees and the Right to Move*, London: Verso

Joppke, C. (ed.) (1998), *Challenge to the Nation-State: Immigration in Western Europe and the United States*, Oxford: Oxford University Press

Julios, C. (2008) *Contemporary British Identity: English Language, Migrants and Public Discourse*. Aldershot: Ashgate

Kushner, T. (2012), *The Battle of Britishness: Migrant Journeys 1685 to the Present*, Manchester: Manchester University Press

Kymlicka, W. (2011) 'Multicultural citizenship within multination states', *Ethnic Studies*, 11(3): 281-302

Lowles, N. and Painter, A. (2016) *Fear and Hope: The new politics of identity*, London: Hope Not Hate. Available at: <http://www.fearandhope.org.uk/>

Mandaville, P. (2009) 'Muslim Transnational Identity and State Responses in Europe and the UK after 9/11: Political Community, Ideology and Authority,' *Journal of Ethnic and Migration Studies*, 35(3): 491-506

Modood, T. (2011), 'Multiculturalism, Ethnicity and Integration: Some Contemporary Challenges' in Modood, T. and Salt, J. (eds) *Global Migration, Ethnicity and Britishness*, London: Palgrave Macmillan and the Leverhulme Trust, 40-62

Pagden, A. (2001), *Peoples and Empires: A Short History of European Migration, Exploration and Conquest from Greece to the Present*, New York: Random House

Panayi, P. (2010) *An Immigration History of Britain: Multicultural Racism since 1800*, London: Longman

Parekh, B. (1995), "The concept of national identity", *Journal of Ethnic and Migration Studies*, 21 (2), pp. 255-268

--- (2000), "Defining British National Identity", *The Political Quarterly*, 71 (1), pp. 251-262

Pilkington, H. (2016), *Loud and Proud: Passion and Politics in the English Defence League*, Manchester: Manchester University Press

Pitcher, B. (2015) *The Politics of Multiculturalism: Race and Racism in Contemporary Britain*, Available for free with Creative Commons license at: <https://docs.google.com/viewer?url=http%3A%2F%2Fwww.benpitcher.com%2FBen%2520Pitcher%2520The%2520Politics%2520of%2520Multiculturalism>

Schierup, C-U., P. Hansen and S. Castles (2006), *Migration, Citizenship and the European Welfare State: A European Dilemma*, Oxford: Oxford University Press

Sorohan, S. (2012), *Irish London During The Troubles*, Sallins: Irish Academic Press

Thomas, E.R. (2009) 'Islamic Headscarves in Public Schools: Explaining France's Legal Restrictions.' In M. H. Ross (ed) *Culture and Belonging in Divided Societies*. Philadelphia: University of Pennsylvania Press, 107-12

Winder, R. (2004), *Bloody Foreigners: The Story of Immigration to Britain*, London: Little, Brown

Winter, A. (2013), "Race, Multiculturalism and the 'Progressive' Politics of London 2012: Passing the 'Boyle Test'", *Sociological Research Online*, 18 (2), Available at: [https://www.academia.edu/3308722/Race_Multiculturalism_and_the_Progressive_Politics_of_London_2012_Passing](https://www.academia.edu/3308722/Race_Multiculturalism_and_the_Progressive_Politics_of_London_2012_Passing_to_an_external_site) to an external site.)Links to an external site.

Wood. C. and Finlay, W.M.L. (2008) 'British National Party representations of Muslims in the month after the London bombings: Homogeneity, threat, and the conspiracy tradition,' *British Journal of Social Psychology*, 47(4): 707-26

Wright, M. (2011) 'Diversity and the Imagined Community: Immigrant Diversity and Conceptions of National Identity,' *Political Psychology*, 32(5): 837-62

Online Resources

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

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

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

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

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

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

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