Sociology of Migration

Spring 2017

Location: Copenhagen
Credits: 3

Major Disciplines: Ethnic Studies, International Relations, Sociology

Faculty Member: Stine Laursen
Program Director: Neringa Vendelbo
Program Assistant: Alex Berlin

Tuesdays and Fridays 8:30-9:50
Classroom: TBA

Instructor: Stine Laursen, cand.scient.soc. University of Copenhagen (2010), and BSc and MSc in Political Sociology, London School of Economics (2006). Stine has broad research and teaching experience in the area of migration and immigration, including projects in East and Southeast Asia, Africa, and Europe, and she currently teaches courses on immigration policy, sociological theory and comparative politics at the University of Copenhagen. Her interest in immigration stems from both personal and professional experiences.

Description of course: Mass immigration, particularly the question of how to control immigration, has been high on the European agenda for at least the past 15 years. The issue is often framed as a cause of anxiety; culturally, politically, and economically in Europe. Therefore, this course will investigate and question the emergence of a so-called “Fortress Europe” – in particular the securitization and externalization of European borders both discursively and in practice. Furthermore, the different national responses to mass immigration and emigration and their connection with populism and nationalist sentiments, as well as the intersection between development and immigration, will be explored in more depth through case studies of Denmark, Greece, Spain, the UK, Morocco, Syria and Eritrea.

Learning Objectives:

1. Students will be able to critically analyze contemporary debates around immigration, immigration policy, border controls, refugees and integration in Europe and further afield;
2. Students will develop an understanding of historical processes of migration and patterns of migration in Denmark and Europe;
3. Students will learn to understand the mechanisms behind migration processes; why people migrate. They will also become acquainted with different theoretical approaches that explain these mechanisms;
4. Students will be able to identify and differentiate between the major theories of migration utilized in current debates;
5. Students will be able to apply concepts from sociological theories of migration to experiences of migration and integration.
The course will be structured into four overarching themes:

1. The first part of the course will focus on theories of immigration – i.e. why people move?
2. The second part of the course focuses on if people can migrate – what are the policies and frameworks underpinning immigration to Europe? Particularly, what is the rule of the EU and how are European states attempting to control immigration through border controls and immigration policies? What are the immigration histories of different European countries such as Denmark, Spain, Greece and the UK?
3. The third section of the course will summarize and discuss how ethnic and national minorities are incorporated into Western European societies.
4. Last but not least, the final section of the course will focus on the migration-development nexus, attempting to understand the symbiotic relationship between sending and receiving countries through case studies.

Required texts: The majority of the required readings for this course are found on Canvas. Additional readings will be selected as the course progresses based on student interests and current events.

Approach to Teaching: I always come to class well-prepared and energetic and I expect my students to do so too. Together with the students, my goal is to create a Community of Active Learners who are highly motivated to engage with the material and with each other to achieve the course learning objectives, as well as additional objectives we may identify along the way. A class can typically include a mini-lecture and a pair activity, a group activity, and/or a lively class discussion as well as a student presentation. Some classes will include films and guest speakers. At the end of each session, we will summarize the most important theories and information, synthesize it with what we have learned previously, and clarify expectations for upcoming class meetings and assignments. In recognition that learning often takes place outside of class, I will try to be available for informal conversations with students and I am pleased to join students’ outside, class-related activities (study groups, course project work) when invited to do so.

Expectations of the students: Students are expected to have completed the assigned readings prior to each class and be prepared to contribute to the class with questions derived from the readings, and reflections from your own experiences and other courses. If assigned a student presentation, students are expected to come well prepared and ready to discuss.

It is expected that students:

- Are active participants in class discussions
- Study the readings for each class and prepare questions for discussions
- Collaborate actively in groups during class time for knowledge exchange
- Discuss readings and prepare presentations with an assigned study group outside of class
- Develop and exercise critical thinking throughout the course
- Be independent, manage own time and execute self-directed learning.
- Take an active part in creating an interesting and safe classroom environment where different perspectives are presented and discussed openly and without prejudice
• Assist in creating a class culture and community of learners
• Be prepared to discuss your reflections in class and complete assigned readings that will be
  assigned in each class or communicated to you via Canvas.

Participation:

Class participation constitutes a large part of the course grade. To receive a high grade on participation, you
must:

(1) have good class attendance, and arrive on time;
(2) come to class well prepared, having completed all assignments;
(3) contribute meaningfully to class discussions and activities;
(4) demonstrate increasing mastery of the material;
(5) think critically about differing theories, policies, and points of view; and
(6) participate actively in all field studies.

The quality of each student’s work on group activities will be considered as part of the class participation
grade.

It other words, it will not be enough to “be there” for a group activity; you must be a productive participant
in the process and your work must contribute significantly to the final product. I expect students to come to
class having completed the assignments thoroughly and thoughtfully and, therefore, to arrive ready to
discuss, debate, engage, reflect, and question. I expect students to respect various points of view, but also
to challenge one another’s thinking, and my thinking too. Good class participation is not the same as
“talking the most”; rather a measure of each student’s contributions to our shared learning experiences.

Field studies:  Field studies complement your course work by placing you in real-world settings to expand
upon and rethink what we read about and discuss in class, as well as your daily life experiences in Denmark.
You will be expected to prepare for each by completing all readings and preparing questions and engaging
actively and respectfully in the visit and with the people and organizations we meet.

Field Studies:
  • TBA
  • TBA
Grading:

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<tr>
<th>Assignment (subject to modification with notice in class)</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Participation, including participation in field studies, and meaningful contributions to class meetings</td>
<td>25%</td>
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<tr>
<td>Reflection papers</td>
<td>25%</td>
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<tr>
<td>Paper -first and second draft</td>
<td>25%</td>
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<tr>
<td>Working Group Presentation and feedback on other groups’ presentation</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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To be eligible for a passing grade in this class you must complete all of the assigned work.

**Disability and resource statement:** Any student who has a need for accommodation based on the impact of a disability should contact Sean Green (sg@dis.dk) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

**Policies**

**Attendance:** You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Director of Academic Support, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor’s note.

**Lateness and Tardiness:** Students are also expected to arrive punctually for all classes. Unexcused absences will result in a lower course grade. Students are responsible for all work missed due to absence or tardiness. Course assignments must be submitted by the beginning of class on the due date even if the student is absent for full marks.

Students may notify me via email if they are going to miss class or be late to class. Students are responsible for all work missed during their absence, regardless of the reason. Assignments are due on the due date regardless of whether the student is in class at the time when the assignment is due. I will not discuss the impact of an absence on a student’s grade via phone or email. This is to preserve confidentiality.

Please be advised that late papers will be accepted, but the grade for the paper will be reduced by half a point for each day that it is late.
Academic Honesty: Plagiarism and Violating the Rules of an Assignment

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of “F” and can result in dismissal. The students’ home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Other important aspects of academic honesty for this course include accurate reporting of (1) fieldwork experiences and (2) the nature and extent of your contributions to your Working Group outside of class.

Use of laptops or phones in class: Computers, tablets and phones are allowed in class for note taking purposes and group work. Phones are to be shut off during class and texting, Facebooking etc. during class will have a negative impact on your participation grade. If a phone does ring in class the responsible party is expected to bring cake or another snack to class next time, this of course applies to all participants including the instructor.

Schedule of classes, readings to be done for each class, and assignment due dates.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Schedule</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to the course</td>
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<tr>
<td>Field Study</td>
<td>TBA</td>
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</tbody>
</table>
| Class 5 | Denmark and Nationalism | B Anderson, Imagined Communities, 2nd edn, Verso Books, 2006; Introduction s. 1-9
| Class 7 | The EU and immigration | Bigo, Didier
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Reference</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Border controls</td>
<td>T. Gammeltoft-Hansen, The externalisation of European migration control and the reach of international refugee law <em>European Journal of Migration and Law</em> 2010</td>
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<tr>
<td></td>
<td><strong>Study Tour 1/Travel Break</strong></td>
<td></td>
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<tr>
<td>12</td>
<td>Public opinion of immigration and integration</td>
<td>Sides, John and Jack Citrin. 2007. “European Opinion about Immigration: The Role of Identities, Interests and...</td>
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<tr>
<td>Class</td>
<td>Topic</td>
<td>Information</td>
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| Class 14 | Immigration to Greece | J Arango (2013) *Exceptional in Europe? Spain’s experience with immigration and integration* - Migration Policy Institute, 2013  
Lluch, Victor Angel “Spanish apartheid, plastic-wrapped” [https://mondediplo.com/2000/03/11spain](https://mondediplo.com/2000/03/11spain) |
| Class 17 | Sending country perspectives: Morocco | Obinna Anyadike, July 2015  
Morocco: the forgotten frontline of the migrant crisis  
Anderson, Ruben (2015) illegality inc. chapter 4, the border spectacle, p 137-176 |
| --- | --- | --- |

**Travel Break**

ISSN: 1448-1324. [cited 26 Oct 16]. |
| --- | --- | --- |
Fokkema, Tineke (2011) ‘return’ migration intentions among second-generation Turks in Europe: the effect of integration and transnationalism in a cross-national perspective  

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<thead>
<tr>
<th>Class 21</th>
<th>Final project – workshop</th>
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<tr>
<td>Class 22</td>
<td>Final project presentations</td>
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<tr>
<td>Class 23</td>
<td>Final project presentations</td>
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Schedule is subject to change if necessary with as much notice as possible.