

Masters Program
Comparative Studies of Migration, Ethnic Relations and Multiculturalism

European Research Centre on Migration and Ethnic Relations (ERCOMER)

Course 1: International Migration: Theories, Research and Policies

Course outline and manual

CREDITS

7.5 ECTS

LECTURERS- *Prof. Dr. Karen Phalet & Dr. Frank van Tubergen*

CONTENT – *General description of the course*

The course reviews key theories and research on migration, its causes, consequences, and policy implications in the Western world. The course starts with a review of the main theories, and explanations of international migration. Throughout the course, theoretical approaches and empirical studies from different disciplinary traditions are discussed, explaining migration and the integration of first-generation immigrants at micro-, meso-, and macro-levels of analysis. The emphasis of the course is on comparative empirical research examples, strategies and findings. In addition, current controversies in the field of migration studies and implications for immigration policies and public debates will be discussed.

Micro-economics examine migrants as individual wealth maximizers endowed with some measure of human capital and deciding whether to move or stay, and eventually where to move. Going beyond micro-economics, comparative migration research has incorporated macro-level explanations across origin and destination countries (e.g. labour market structures, political regimes, public prejudice, religious difference, or language barriers). In parallel, a growing number of meso-level studies have focused on the mobilisation of 'ethnic' social capital and 'transnational' ties by specific immigrant communities (eg. Mexican communities across the US-Mexican border). Taken together, these studies document the interplay of immigrant origins and resources with institutions and opportunities in more or less welcoming receiving societies. Finally, comparative policy studies analyse the development, implementation and coordination of national and international (eg. EU-level) policies of migration control.

COURSE MATERIALS

A reader including all articles and chapters for this course will be available at the beginning of the course. Optional reading for student presentations is not included in the reader. These materials will be made available by the teachers at least one week before the presentation. There will be no final exam questions about the optional literature. Other course materials (such as the handouts) will be presented via STUDION. Students will have to use STUDION on a regular basis for up to date information on the course.

AIM OF THE COURSE

The aim of the course is to explain and examine the processes underlying contemporary international migration from a theory-guided and comparative approach. Having completed the course students should:

- be able to work with key concepts and definitions related to the research field of migration and the integration of first-generation migrants
- be familiar with the main theories and derive testable predictions at macro, micro and meso levels of explanation
- critically evaluate empirical research strategies and findings on international migration, its causes and consequences

PREPARATION

Class meetings presuppose prior individual *reading of the literature*, work on *assignments*, and *preparation of questions* on the readings. Those who have to give a *presentation* do not have to work on assignments. The questions should be aimed either at *clarifying* what remains unclear in the reading or at *criticizing* major arguments in the readings. Assignments have to be submitted *before* class meetings. Questions will be used in the discussion of the readings.

Students who give a presentation are expected to prepare overhead transparencies (well readable, i.e. bold, font size 16pt or larger) for their presentations. Each student will presumably present once during the course.

CLASS MEETINGS: PROCEDURES

Students read the weekly literature and prepare it in an active and analytical way. During sessions, teachers will introduce the weekly themes; and they coordinate and direct class discussions. Students are expected to write down and bring along their own critical questions and critical comments to be discussed in class. In addition, students make weekly assignments and each student will get the opportunity to present and critically discuss one study in this course. The studies to be presented by students are related to the weekly themes, but they are optional reading for the other students. Students who present do not have to hand in the assignment in the week when they have their presentation. Overall, student participation is essential. The role of the teacher is to give feedback when necessary and to make sure that all important issues and questions are properly covered, so that the learning goals of the course are successfully achieved.

The standard model will be that a class meeting starts with presentations of the optional literature by two students. The time budget per presentation is approximately 15 minutes. After the presentations, the clarification-type questions will be reviewed and discussed. Subsequently, we will turn to the critique-type questions. Since all students have critically reviewed and reconstructed the reading material, a lively discussion is to be expected. We will conclude every week with a discussion of the assignments.

Weekly assignments related to the weekly literature are to be prepared by students in advance and they should be submitted as hardcopy in the mailbox of the respective teacher (Van Unnik building, 14th floor Van Tubergen; 15th floor Phalet) on the Friday preceding the next session before 10 am. This means *no submission by fax, email, or email attachment* unless the teacher explicitly allows otherwise. Assignments and questions have to be handed in typed on A4-format, Times New Roman 12pt, with wide margins. Teachers will provide specific instructions for weekly assignments at least one week in advance.

WEEKLY OVERVIEW

The course comprises 11 weeks, including one week without class meetings (October 17-21), and an examination at the end. Hence there will be 9 class meetings according to the schedule below. In the first week no presentations and assignments of students are to be made.

Topics (teacher)

1. Migration: Explanatory theories (Phalet)
2. Language (Van Tubergen)
3. Ethnic Inter-marriage: who marries whom? (Van Tubergen)
4. Immigration control (Phalet)
5. Economic incorporation over time? (Phalet)
6. Economic incorporation: differences between groups and nations? (Van Tubergen)
7. Economic incorporation: gender inequality? (Van Tubergen)
8. Residential segregation: who lives where? (Van Tubergen)
9. The transnationalism debate (Phalet)
10. Final exam

GRADING & EXAMINATION

Grading will be based on assignments (50%), presentations (10%), and an exam (40%). Students with a grade below 5.5 (fail) have one opportunity for a separate exam after the course. In such cases, the teachers will decide on the nature of the exam (written, oral and/or take home), depending on the specific circumstances of the respective student.

Students are required to attend all class meetings. If a student is unable to attend class incidentally, he or she must inform the teacher, preferable in advance. Repeated absence from class can negatively affect the student's grade. A student who misses three or more meetings will not receive credit for the course.

COURSE MANUAL

Week 1: Migration: explanatory theories (Phalet)

Theories have been developed to explain the onset, continuation and (self)selection of migration flows, as well as the socio-economic and socio-cultural integration of immigrants in receiving societies. Explanations are sought at the micro-level of individual immigrants, their personal backgrounds, motives and qualifications, at the meso-level of immigrant households, networks and community building, or at the macro-level of sending or receiving societies.

The chapters in the handbook of Douglas Massey et al describe how today's migration differs from yesterday's and what these changes imply for classic explanations of migration from micro-economic motives and from push and pull factors. The next chapter reviews theoretical models and innovations, supplementing neoclassical economics with 'the new economics of migration', updating segmented labour market and world systems theories, and evaluating the added explanatory value of social capital theory. Each theoretical piece of the puzzle leads to a set of testable predictions, linking theories to the main research questions that will be discussed throughout the course.

Week 1. Migration: explanatory theories

Massey, D. et al (1998). Chapter 1: New migrations new theories & Chapter 2 Contemporary theories of international migration. In "*Worlds in motion*" Oxford: Clarendon Press (pp. 1-59)

number of pages: 60

Week 2: Language (Van Tubergen)

In this week we discuss the language proficiency of immigrants. It is well known that immigrants who have few command of the host language, have more difficulties in the labour market and have fewer contacts with natives. Why do some immigrants speak the language of the host country fluently, while others have poor language skills?

Chiswick and Miller try to answer this question by studying immigrants' language skills in Canada. They discuss a theoretical model of language acquisition, and use this model to derive a series of factors that influence language acquisition. These factors relate to the individual level (e.g., age at migration, education) and to the contextual level (e.g., geographic distance). Van Tubergen and Kalmijn extend the contextual perspective on language by examining immigrants cross-nationally. They study the language skills of immigrants in nine Western countries, and look at the role of the conditions of the host country, the influence of immigrants' country of origin, and their interplay (i.e., immigrant setting).

Week 2: Language

Chiswick, B.R. and P.W. Miller. 2001. "A Model of Destination-Language Acquisition: Application to Male Immigrants in Canada." *Demography* 38:391-409. [19p.]

Van Tubergen, F. and M. Kalmijn. 2005. "Destination-Language Proficiency in Cross-National Perspective. A Study of Immigrants in Nine Western Countries." *American Journal of Sociology* 110: 1412-51. [39p.]

Number of pages: 58

Optional

Espenshade, T.J. and H. Fu. 1997. "An Analysis of English-Language Proficiency among U.S. Immigrants." *American Sociological Review* 62:288-305. [18p.]

Stevens, G. 1999. "Age at Immigration and Second Language Proficiency among Foreign-born Adults." *Language in Society* 28:555-78. [24p.]

Week 3: Ethnic intermarriage: who marries whom? (Van Tubergen)

In this week we discuss ethnic intermarriage. Basically, two questions are central to our discussion: to what extent do immigrants marry outside their own ethnic group, and if they do, whom do they marry? For various reasons, ethnic intermarriage is important to study. One reason is that marriages between members of different groups indicate frequent social interaction and strong social acceptance between these groups (i.e., social integration). Another reason is that immigrants who marry outside their own group have a better economic position. Finally, children of mixed marriages have less negative attitudes towards other groups, speak the language of the host country better and attain a higher socioeconomic status.

Kalmijn reviews the general literature on intermarriage and homogamy. He argues that three theories have been proposed in this field, i.e. on the role of preferences, structural opportunities, and third parties. Kalmijn discusses the empirical work that has been done to test these theories. He summarizes findings and patterns of intermarriage that have been observed in different countries and time periods, and he ends by suggesting several ways of improving the research field.

The study of Rosenfeld examines ethnic intermarriage in the U.S. context. He specifically focuses on ethnic intermarriage of Mexicans, and instead of looking at the degree of endogamy, he asks with whom Mexicans marry outside their own ethnic group. The study also mentions methodological problems with analyzing ethnic intermarriage.

Van Tubergen and Maas use data for the Netherlands to analyze ethnic intermarriage among first generation immigrants. They show that individual and contextual findings observed in earlier studies are replicated in the Dutch context. They also extend earlier theoretical work by hypothesizing about the influence of religion. Finally, Van Tubergen and Maas show that conclusions based on potentially problematic research designs, used in earlier studies, are replicated when using more refined research methods.

Week 3: Ethnic intermarriage: who marries whom?

Kalmijn, M. 1998. "Intermarriage and Homogamy: Causes, Patterns, Trends." *Annual Review of Sociology* 24:395-419. [25p.]

Rosenfeld, M.J. 2002. "Measures of Assimilation in the Marriage Market: Mexican Americans 1970-1990." *Journal of Marriage and the Family* 64:152-162. [11p.]

Van Tubergen, F. and I. Maas. 2005. "Migration and Inter-marriage in the Netherlands: An Analysis of Population Data." *Paper*, presented at the Spring meeting of the International Sociological Association Research Committee 28, Oslo, Norway, May 6-8. [18p.]

Number of pages: 54

Optional

Hwang, S., R. Saenz, and B. Aguirre. 1997. "Structural and Assimilationist Explanations of Asian American Inter-marriage." *Journal of Marriage and the Family* 59:758-772. [15p.]

Stevens, G. and Swicegood. 1987. "The Linguistic Context of Ethnic Endogamy." *American Sociological Review* 52:73-82. [10p.]

Week 4: Immigration control (Phalet)

The key concept in the Brochmann and Hammar book on migration policies is *control*. In response to massive population movements in the XXth century, national governments have developed various policy instruments with a view to control – and most often restrict - immigration. Brochmann explains mechanisms of external and internal control as they have emerged across EU member states. As the authors point out, these national policies have not been fully successful. What are major obstacles that stand in the way of effective immigration control? The book bundles national case studies of the development and implementation and relative efficacy of immigration control. Brochmann's conclusion in the final chapter that there is no significant control crisis, runs counter to public perceptions and popular arguments about 'the end of the nation state'.

Using quantitative data, Eiko Thielemann's cross-national analyses of policies towards asylum seekers take the perspective of public policy making, aimed at deterring unwanted migration and at addressing the very unequal asylum 'burden sharing'. His findings identify important reasons for existing disparities and coordination problems and they question the effectiveness of unilateral national policies of restrictive immigration control.

Week 4: Immigration control

Brochmann, G. & Hammar, T. (1999) - Chapter 1: "The Mechanisms of Control" (pp 1-26) & Chapter 10: Controlling Immigration in Europe (pp. 297-334). In *Mechanisms of Immigration Control*, Oxford: Berg

Thielemann, E. (2004). *The effectiveness of governments' attempts to control irregular migration*. Paper presented at the Syracuse-Luxemburg Conference, Luxemburg 21-22 June 2004.

Optional:

Cornelius W. A. 2001. Death at the border. *Population and Development Review* 27(4), 661-

685.

van der Leun J. & Kloosterman R. (2004). *Going underground* Paper for UBC PWIAS Workshop, Vancouver March 19-22. (16 p)

Number of pages: 93

Week 5. Economic incorporation over time (Phalet)

In his controversial book 'Heaven's door', Borjas analyses the earnings of immigrants in the US as a function of human capital, cohorts (selection effect) and duration of stay (assimilation effect). He concludes that the increasingly negative self-selection and the limited assimilation of new immigrants call for a drastic policy change towards more restrictive immigration control.

Week 5: Economic incorporation over time

Borjas, G. J. (1999). Chapter 2 "The skills of immigrants" (pp. 19-38) & Chapter 11 "A proposal for an immigration policy" (pp. 189-210). In *Heaven's door* Princeton: Princeton University Press.

Optional reading: the Mexican migration project

Massey, D. S., Durand, J. & Malone, N. J. (2004). Chapter 4 "System specifications: Empirical parameters and constants in the US-Mexican immigration system 1965 – 1985" & Chapter 7 "Conclusion" In *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. New York: Sage.

data source:

Appendix A and B "The Mexican Migration Project (MMP) data base" In *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. New York: Sage.

Number of pages: 40

Week 6. Economic incorporation: differences between groups and nations? (Van Tubergen)

In this week we take a look at contextual differences in immigrants' economic incorporation. For a long time, systematic differences have been found between national origin groups in labor market outcomes. In recent times, researchers have become increasingly aware that immigrants' economic incorporation also differs between destination countries. The aim of this week is to understand why differences exist between immigrant groups and, in particular, between host societies.

Probably because the topic of this week is relatively new, no review of the literature has been done so far. We start reading the theoretically driven empirical work of Model, who was among the first to conduct cross-national comparative studies of immigrants' economic

attainment. She has compared minorities in London and New York, and Black Caribbeans in the USA, the UK, Canada, and France.

Van Tubergen c.s. compare the employment status of immigrants in 18 western countries. They look at the influence of immigration and integration policy to explain the influence of host countries. Furthermore, they argue that the position of immigrants in the labor market is also determined by conditions in their country of origin and characteristics of the immigrant community.

Week 6: Economic incorporation: differences between groups and nations?

Model, S. 1997. "An Occupational Tale of Two Cities: Minorities in London and New York." *Demography* 34:539-550. [12p.]

Van Tubergen, F., I. Maas, and H. Flap. 2004. "The Economic Incorporation of Immigrants in 18 Western Societies: Origin, Destination, and Community Effects." *American Sociological Review* 69:701-24. [24p.]

Number of pages: 36

Optional

Chiswick, B.R. and P.W. Miller. 2002. "Immigrant Earnings: Language Skills, Linguistic Concentration and the Business Cycle." *Journal of Population Economics* 15:31-57. [27p.]

Van Tubergen, F. 2006. "Occupational Status of Immigrants in Cross-National Perspective: A Multilevel Analysis of 17 Western Societies." Forthcoming in *Immigration and the Transformation of Europe*, edited by G. Parsons and T. Smeeding. Cambridge: Cambridge University Press. [20p.]

Week 7. Economic incorporation: gender inequality? (Van Tubergen)

The vast majority of studies on immigrants' economic integration has focused on men. Because the proportion of immigrants that is women has increased in recent times, researchers equally have become more interested in the labor market position of women immigrants. Moreover, it is argued that women have a double disadvantage: as immigrants and as women. In this week, we look more closely at the female population, and compare their situation to that of natives and men.

We begin with the article of Van der Lippe and Van Dijk. They provide an overview of the literature on women's employment. They discuss what theories have been proposed to explain women's economic position in general. Furthermore, they discuss empirical work on women's economic position as measured in terms of economic activity status, number of hours worked, gender segregation, and hourly earnings.

Raijman and Semyonov study the disadvantage immigrant women experience in the labour market in Israel. They find that immigrant women from the less developed countries in Asia and Africa the most disadvantaged group. Elmelech and Lu examine gender inequality among seven ethnic groups in the United States. They provide a descriptive account of poverty as

well as a multivariate analysis that considers age, family structure, human capital, and immigration.

Week 7. Economic incorporation: gender inequality?

Van der Lippe, T. and L. Van Dijk. 2002. "Comparative Research on Women's Employment." *Annual Review of Sociology* 28:221-237.[17p.]

Raijman, R. and M. Semyonov. 1997. "Gender, Ethnicity, and Immigration: Double Disadvantage and Triple Disadvantage among Recent Immigrant Women in the Israeli Labor Market." *Gender and Society* 11: 108-123 [16p.]

Elmelech, Y. and H. Lu. 2004. "Race, Ethnicity, and the Gender Poverty Gap." *Social Science Research* 33:158-176. [19p.]

Number of pages: 52

Optional

Antecol, H. 2001. "Why is there Interethnic Variation in the Gender Wage Gap?" *Journal of Human Resources* 36:119-143. [25p.]

Cotter, D.A., J.M. Hermsen, and R. Vanneman. 1999. "Systems of Gender, Race, and Class Inequality: Multilevel Analyses." *Social Forces* 78:433-457. [25p.]

Week 8. Residential segregation: who lives where? (Van Tubergen)

In this week, we study the residential segregation of immigrants and their descendants: who lives where and why? It is well documented in the literature that immigrants highly cluster in certain regions.

One theoretical approach to understand ethnic segregation is the 'spatial assimilation model'. This model argues that ethnic segregation is transitional, and that, as immigrants and their descendants become more incorporated economically and culturally over time, they move to non-ethnic neighborhoods. This idea is tested in the work of Alba and Logan.

Personal preferences have also been invoked as one of the factors that explains ethnic residential segregation. According to this idea, people have a strong preference to live with coethnics, and small differences in preferences can result in highly segregated communities. This idea is examined in the work of Clark.

Finally, in the study of Logan, Alba and Zhang, the spatial assimilation model and the preference model are integrated by distinguishing between ethnic neighborhoods with few economic resources (immigrant enclave) and ethnic neighborhoods with more economic potential (ethnic enclave). They argue that living in a ethnic enclave is more strongly associated with taste and preference than with economic necessity.

Week 8. Residential segregation: who lives where?

Clark, W.A.V. 1992. "Residential Preferences and Residential Choices in a Multiethnic Context." *Demography* 29:451-466. [16p.]

Alba, R.D., J.R. Logan, B.J. Stults, G. Marzan, and W. Zhang. 1999. "Immigrant Groups in the Suburbs: A Reexamination of Suburbanization and Spatial Assimilation." *American Sociological Review* 64:446-460. [15p.]

Logan, J.R., R.D. Alba, and W. Zhang. 2002. "Immigrant Enclaves and Ethnic Communities in New York and Los Angeles." *American Sociological Review* 67:299-322. [24p.]

Number of pages: 55

Optional

Clark, W.A.V. 1991. "Residential Preferences and Neighborhood Racial Segregation: A Test of the Schelling Segregation Model." *Demography* 28:1-18. [18p.]

Alba, R.D. and J.R. Logan. 1991. "Variations on Two Themes: Racial and Ethnic Patterns in the Attainment of Suburban Residence." *Demography* 28:431-451. [21p.]

Week 9: The transnationalism debate (Phalet)

Transnationalism stands for a new paradigm in migration studies that has recently spurred a wealth of mainly qualitative case studies in the US and in the UK/Europe, challenging one-sided national approaches to immigrant assimilation or multiculturalism in western host countries. In this session, various theoretical meanings, empirical uses and criticisms of the concept are discussed.

Portes et al in their introduction to the 1999 special issue on transnationalism give an overview of the concept of transnationalism and its implications for theory and research in the area of migration studies. They propose a general framework and some definitions and typologies as guidelines for 'transnational' migration studies. In his conclusion of the special issue, Portes argues the relevance of the concept of transnationalism to the perspectives of migrants and their communities, as compared with alternative notions of reactive and linear ethnicity, downward assimilation and dual citizenship.

In the 2002 NIAS workshop on Transnational ties and identities, Steve Vertovec disentangles overlapping concepts and reviews the main critiques of the fashionable transnationalism paradigm. Similarly, in their 2004 paper Waldinger et al criticize approaches from transnationalism and argue why the nation state is still a key actor in the domain of migration and integration.

Week 9: The transnationalism debate

Portes, A et al (1999). The study of transnationalism: pitfalls and promise of an emergent research field. *Ethnic and Racial Studies*, 22(2), 217-233

Portes, A. (1999). Conclusion: Towards a new world: The origins and effects of transnational activities. *Ethnic and Racial Studies*, 22(2), 463-477

Vertovec, S. (2002). *Transnationalism and transformation*. ESF Forward Look workshop "Transnational identities and ties" Wassenaar: December 6-7. (pp. 23-34)

Waldinger, R. & Fitzgerald, D. (2004). Transnationalism in questions. *American Journal of Sociology*, March 2004, 1177-95

Number of pages: 44+

Optional reading:

Students can choose a qualitative case study of transnationalism from the 1999 special issue of *Ethnic and Racial Studies* or from (empirical) papers that are made available on the TRANSCOM / COMPASS websites in the UK.