



S6 MIGRATION, INTEGRATION AND ETHNIC RELATIONS

July 8 – July 19, 2024

UTRECHT SUMMER SCHOOL 2024

Day-to-day program (as of 15.02.2024)

S6 Migration, Integration and Ethnic Relations

Migration has made European countries ethnically and culturally more diverse. While migrants try to find their way in a new and sometimes hostile environment, host populations also have to adapt to migrants and the new religious and cultural diversity they bring with them. Migrants and host populations face the challenge of acceptance and adaptation in spite of initial resistance, possible social exclusion and explicit political rejection by part of the host population.

This course introduces students to social scientific theories and empirical research on international migration, the integration of immigrants and their children, and reactions of the host society. Throughout, we use an interdisciplinary and analytical approach, drawing on theories and empirical research from sociology, psychology, political science, demography and economics, among others. The two-week course covers a broad range of topics related to migration, development, integration and ethnic relations, such as reasons for international migration, modes of immigrant adaptation, identity, religion, stereotyping, discrimination, inequality, extreme-right wing voting and inter-ethnic contacts.

COURSE DIRECTOR:

Dr. Floris Peters f.w.c.peters@uu.nl

COURSE TEACHERS:

Dr. Özge Bilgili o.bilgili@uu.nl
Dr. Sauro Civitillo s.civitillo@uu.nl
Dr. Valentina Di Stasio v.distasio@uu.nl
Dr. Meta van der Linden m.vanderlinden3@uu.nl
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Dr. Tom Nijs t.nijs@uu.nl
Dr. Floris Peters f.w.c.peters@uu.nl
Dr. Stefanie Sprong s.l.sprong@uu.nl
Dr. Jochem Thijs j.thijs@uu.nl

TARGET GROUP:

The course is designed for students in the social sciences interested in a *research-oriented* approach to the causes and consequences of migration. It is relevant for students across all disciplines in the social sciences and those who are interested in *theory-driven, quantitative and analytical research* on migration, integration and ethnic relations. The course is suitable for bachelor and master students. Note that a basic understanding of quantitative methodology in social sciences is recommended, as many of the readings apply such methods.

COURSE AIM:

Based on readings, presentations and class discussions, students will build up (a) an overview of the main research questions, theories, and current empirical findings on international migration, integration, and ethnic relations, (b) knowledge of large-scale datasets and understanding of research methods that are commonly used in this field, (c) the ability to critically evaluate empirical research, (d) the ability to apply this knowledge to new problems within this field. This ability includes generating new research questions, using specific theories to elaborate research questions, formulating hypotheses, and critical reflecting on current trends and debates on migration, integration and ethnic relations.

CREDITS: 3 ECTS + certificate of attendance

All students will receive a certificate of attendance. The grade for this course is based on presentations and group assignments. Preparation for the individual and group assignments occurs partly during class hours. If students are due to unforeseen circumstances unable to attend a class, they should inform the instructor. Students will not receive a grade if they miss more than one class.

PERIOD: July 8 -19, 2024

STUDY LOAD:

- A. 10 days of lectures, group assignments and group discussion (daily from 10.00-14.30)
- B. self-study: reading materials daily from 14.30-16.30
- C. short individual assignments, group presentations, group assignments and class discussion

FORMAT OF THE COURSE

The course is planned to take place in-person on site.

INFORMATION AND REGISTRATION

Dr. Floris Peters, f.w.c.peters@uu.nl

Utrecht University

Department of Interdisciplinary Social Sciences / ERCOMER

Course Schedule

Week 1

Monday, July 8		
Time	Activity	Description
10:00-10:15	Course introduction	Welcome and course introduction <i>Dr. Floris Peters</i>
10:15-12:15	Lecture	Conceptualizing and mapping pathways of immigration <i>Dr. Floris Peters</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: Opening Ceremony Utrecht Summer School (see the summer school website for details)		

Tuesday, July 9		
Time	Activity	Description
10:00-12:15	Lecture	International migration: trends, theories and research <i>Dr. Özge Bilgili</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Wednesday, July 10		
Time	Activity	Description
10:00-12:15	Lecture	Citizenship acquisition in immigrant life courses: determinants and outcomes <i>Dr. Floris Peters</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Thursday, July 11		
Time	Activity	Description
10:00-12:15	Lecture	Cross-cultural perspectives and acculturation <i>Dr. Jochem Thijs</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Friday, July 12		
Time	Activity	Description
10:00-12:15	Lecture	Migration and the rise of the radical right <i>Dr. Marcel Lubbers</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Week 2

Saturday and Sunday, July 13 and 14		
Time	Activity	Description
Free time	Social Programme	See the summer school website for details

Monday, July 15		
Time	Activity	Description
10:00-12:15	Lecture	Ethnic diversity in the school context <i>Dr. Sauro Civitillo</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Tuesday, July 16		
Time	Activity	Description
10:00-12:15	Lecture	Integration in practice: how do policy and the social environment affect refugees' economic and socio-cultural integration? <i>Dr. Meta van der Linden</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Wednesday, July 17		
Time	Activity	Description
10:00-12:15	Lecture	Stereotyping and discrimination <i>Dr. Valentina Di Stasio</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Thursday, July 18		
Time	Activity	Description
10:00-12:15	Lecture	Ethnic inequalities in education <i>Dr. Stefanie Sprong</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

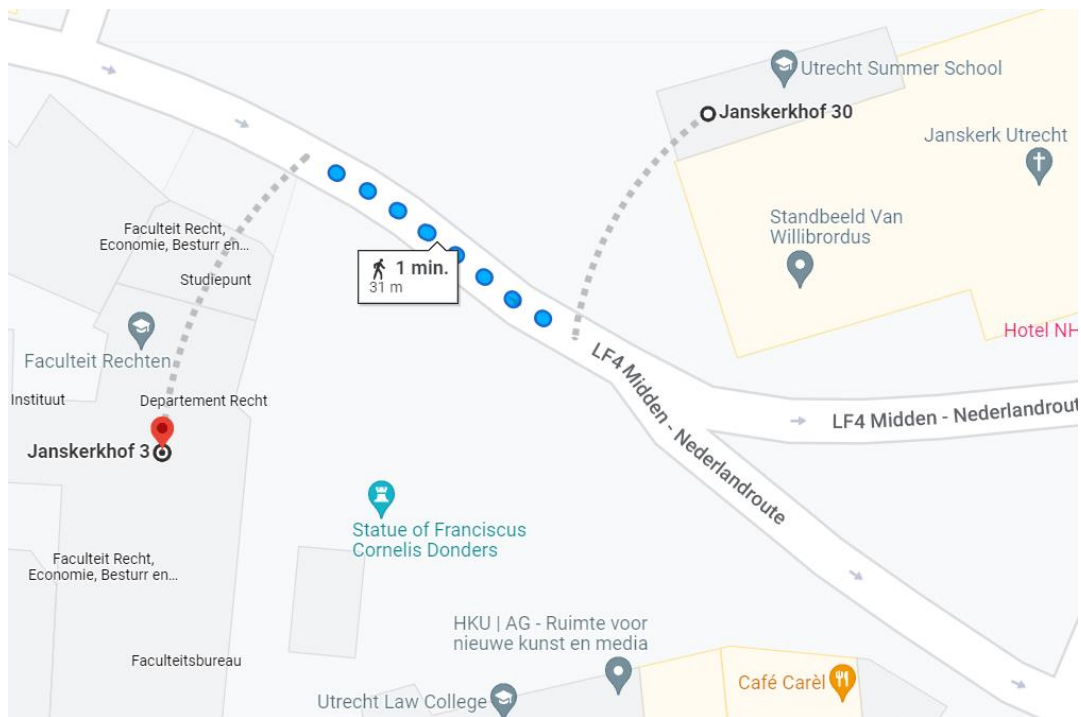
Friday, July 19		
Time	Activity	Description
10:00-12:15	Lecture	Classic and new theories to explain attitudes towards ethnic minorities <i>Dr. Tom Nijs</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
16:00	<i>Farewell drinks</i>	

For information about the social programme, please have a look at https://www.utrechtsummerschool.nl/social_programme

Location of the Summer School course

Address: Janskerhof 2-3, room t.b.d.

This is very close to the Office of the Summer School (Janskerhof 30a) where students can pick up the keys for their accommodation if they rented a room through the summer school (see map below).



Course Schedule

July 8 (Monday), 2024

Teacher: Floris Peters

1. FINDING YOUR WAY: IMMIGRANT MOBILITY PATTERNS IN AND BEYOND THE HOST COUNTRY

10.00-10.15 Introduction to the program

10.15-12.15 Lecture on immigrant mobility patterns in the host country context

12.15-13.15 Lunch break

13.15-14.10 Group assignment: developing a model for immigrant mobility decisions in host countries

14.10-14.30 Presentation and plenary discussion of theoretical models

14.30-16.00 Self-study time

Literature:

Ahrens, J., Kelly, M., & Van Liempt, I. (2016). Free movement? The onward migration of EU citizens born in Somalia, Iran, and Nigeria. *Population, Space and Place*, 22(1), 84-98.

Czaika, M., & de Haas, H. (2017). The effect of visas on migration processes. *International Migration Review*, 51(4), 893-926.

All students are expected to read Ahrens et al. (2016) and Czaika and de Haas (2017) before class.

Group Assignment:

Students work in small groups on synthesizing the insights from the lecture by developing a model for mobility decisions of immigrants in the host country context. When doing so, they follow three steps:

- Draw on the readings and the material in the lecture to create an overview of relevant determinants of various forms of mobility
- Formulate theoretical mechanisms associated with these determinants
- Develop a framework (path-model) illustrating how these determinants and their relationships with various forms of mobility are positioned in relation to each other

After 25 minutes, each group briefly presents their model. The following 45 minutes, we jointly discuss similarities and differences between the models of the groups to converge on a final version.

Supplementary readings (abstracts) for inspiration during the group assignment:

Bilgili, Ö., & Siegel, M. (2017). To return permanently or to return temporarily? Explaining migrants' intentions. *Migration and Development*, 6(1), 14-32.

Van Ham, M., & Feijten, P. (2008). Who wants to leave the neighbourhood? The effect of being different from the neighbourhood population on wishes to move. *Environment and Planning A*, 40(5), 1151-1170.

Hoon, M. D., Vink, M., & Schmeets, H. (2020). A ticket to mobility? Naturalisation and subsequent migration of refugees after obtaining asylum in the Netherlands. *Journal of Ethnic and Migration Studies*, 46(7), 1185-1204.

July 9 (Tuesday), 2024

Teacher: Özge Bilgili

2. INTERNATIONAL MIGRATION: TRENDS, THEORIES AND RESEARCH

10.00-12.15 Introductory lecture on international migration

12.15-13.15 Lunch break

13.15-14.30 Documentary & In-class discussion

14.30-16.30 Self-study time

Literature:

Castles, S. (2013). The forces driving global migration. *Journal of Intercultural Studies*, 34, 122-140.

Group Assignment:

On the basis of the Ellis Island - History of Immigration to the United States documentary students will discuss the similarities and differences in migration patterns across time and space.

July 10 (Wednesday), 2024

Teacher: Floris Peters

3. CITIZENSHIP ACQUISITION IN IMMIGRANT LIFE COURSES: DETERMINANTS AND OUTCOMES

10.00-12.15 Lecture on immigrant naturalisation and the citizenship premium

12.15-13.15 Lunch break

13.15-14.00 Group assignment: reflecting on the implications of citizenship policies

14.00-14.30 Presentation and plenary discussion of group assignment

14.30-16.00 Self-study time

Literature:

Vink, M., Tegunimataka, A., Peters, F., & Bevelander, P. (2021). Long-term heterogeneity in immigrant naturalization: the conditional relevance of civic integration and dual citizenship. *European sociological review*, 37(5), 751-765.

Steinhardt, M. F. (2012). Does citizenship matter? The economic impact of naturalizations in Germany. *Labour Economics*, 19(6), 813-823.

All students are expected to read Vink et al. (2021) and Steinhardt (2012) before class.

Group Assignment:

Students are divided in small groups and each allocated a country. For each country, an overview is given of the following aspects of its citizenship policies:

- Residence requirement
- Language tests
- Civic integration tests
- Self-sufficiency requirements
- Administrative costs
- Renunciation requirement

Each group draws on theories introduced in the readings and the lecture to formulate *theoretically-informed* expectations about the consequences of the policies in their allocated country for (1) immigrants' propensity to naturalise and (2) their socio-economic and socio-cultural integration.

During the plenary, each group briefly presents what they expect from the set of policies of their assigned country and why they expect this. We bring these insights together in a joint discussion on how countries may best facilitate immigrant integration through their citizenship regimes.

July 11 (Thursday), 2024

Teacher: Jochem Thijs

4. CROSS-CULTURAL PERSPECTIVES AND ACCULTURATION

Preparation: read the assigned literature at home

10.00-12.15 Lecture: Introductory lecture on cultural comparison and acculturation

12.15-13.15 Lunch break

13.15-14.30 Group assignment: Develop a measurement instrument that is cross-culturally valid

14.30-16.30 Self-study time

Literature:

Smith, P. B., Bond, M. H., and Kâğitçibaşı, Ç (2006). Chapter 2. Defining the Way Forward: Theories and Frameworks. In *Understanding Social Psychology across Cultures: Living and Working in a Changing world* (E-book: pages 30-55). London: Sage.

All students are expected to read this chapter before class.

Group Assignment:

For the first 45 minutes, students will work in small groups to develop (initial ideas for) a measure that can be used to assess individual differences in compassion between children from different cultural groups (to be announced). They will also think about ways to examine and ensure the cross-cultural validity of their measure. Students will need to follow a number of necessary (sub)steps in order to complete this task (e.g., thinking carefully about the characteristics of the different populations, defining the construct, etc.), and they can make use of online resources.

In the last 30 minutes, each group will present its ideas to the rest of the class and evaluate and discuss the ideas of the other groups.

July 12 (Friday), 2024

Teacher: Marcel Lubbers

5. MIGRATION AND THE RISE OF THE RADICAL RIGHT

10.00-12.15 Lecture on the radical right and its electorate

12.15-13.15 Lunch break

13.15-14.30 Discussion on individual assignment: comparing party programs

14.30-16.30 Self-study time

Literature:

Edo, A., Giesing, Y., Öztunc, J., & Poutvaara, P. (2019). Immigration and electoral support for the far-left and the far-right. *European Economic Review*, 115, 99-143.

Sipma, T., Lubbers, M., & Spierings, N. (2023). Working class economic insecurity and voting for radical right and radical left parties. *Social Science Research*, 109, 102778.

All students are expected to read the literature before class and to make the following assignment, before class.

Assignment:

Choose a radical right party (preferably from the country you come from, but feel free to choose another radical right party), and read the party program, that mostly can be found on their webpage. Some of the parties give an overview of aims in bullet-points on their websites only, others publish full manifestos. With the two articles in mind that we discuss today, give two possible additional explanations of radical right voting, because of its centrality in the party program.

- Draw a conceptual model (explicating the phenomenon to be explained, and how to explain it) showing how these two additional explanations you find in the party program can be added to the explanations addressed in the two articles we read today.

July 15 (Monday), 2024

Teacher: Sauro Civitillo

6. ETHNIC DIVERSITY IN THE SCHOOL CONTEXT

10.00-11.00 Lecture on stereotypes and discrimination in the school context

11.00-11.15 Break

11.15-12.15 Lecture on school diversity climate

12.15-13.15 Lunch break

13.15-14.30 Group assignment: active watching of documentary 'Klassen' (Episode 1: Sarah Sylbing and Esther Gould) and discussion about school recommendation and school meritocracy

14.30-16.30 Self-study time

Literature:

Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73(6), 781.

Schachner, M. K. (2019). From equality and inclusion to cultural pluralism—Evolution and effects of cultural diversity perspectives in schools. *European Journal of Developmental Psychology*, 16(1), 1-17.

Paul Gorski: Culture and equity in teacher education *podcast*

<https://www.researchingdiversity.com/episodes/paul-gorski/>

All students are expected to read Thijs and Verkuyten (2019), and Schachner (2019), and listen the podcast before class.

Group Assignment:

In the first part of the lecture, we'll discuss psychological phenomena (stereotypes and discrimination) that contribute to the accumulation of educational inequalities in the school context. In the second part, we'll focus on the role of school diversity climate in promoting a sense of belonging and achievement of all students. In the afternoon, students work in groups to, first, identify some of the individual and institutional determinants of inequality, based on the documentary. After the active watching exercise, each group prepares a short presentation to draw some policy implications for educational practice.

July 16 (Tuesday), 2024

Teacher: Meta van der Linden

7. INTEGRATION IN PRACTICE: HOW DO POLICY AND THE SOCIAL ENVIRONMENT AFFECT REFUGEES' ECONOMIC AND SOCIO-CULTURAL INTEGRATION?

10.00-12.15 Lecture on the effectiveness of integration policy for recently resettled refugees' economic and socio-cultural integration

12.15-13.15 Lunch break

13.15-14.00 Group assignment: developing effective integration policies

14.00-16.00 Self-study time

Literature:

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46, 5-34.
<https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>.

Damen, R., Van der Linden, M., Dagevos, J., & Huijnk, W. (2022). About but not without: Recently arrived refugees' understanding of and expectations for integration within a local policy context in the Netherlands. *Journal of Immigrant & Refugee Studies*, advanced online publication.
<https://doi.org/10.1080/15562948.2021.2023720>.

All students are expected to read both articles before class.

Group Assignment:

Students work in small groups on synthesizing the insights from the lecture by developing an effective and appropriate integration policy. When doing so, they:

- Draw on the readings and the material in the lecture to create an overview of relevant determinants of economic and socio-cultural integration.
- Formulate ideas on what integration policy should look like in practice and how concrete policy objectives can be achieved.
- Develop a research design to test whether the proposed integration policy indeed achieves the suggested policy objectives.

During the plenary, each group briefly presents their policy and study designs. We jointly discuss similarities and differences between the proposed policies and reflect on the study designs to converge on a final version.

July 17 (Wednesday), 2024

Teacher: Valentina Di Stasio

8. Stereotyping and discrimination

10.00-11.15 Ice-breaker activity on stereotypes; Lecture: stereotypes and prejudice

11.15-11.30 Break

11.30-12.15 Lecture: discrimination

12.15-13.15 Lunch break

13.15-14.30 Group assignment: stigmatization and coping strategies

14.30-16.00 Self-study time

Literature:

Kang, S. K., DeCelles, K. A., Tilcsik, A., & Jun, S. (2016). Whitened résumés: Race and self-presentation in the labor market. *Administrative Science Quarterly*, 61(3), 469-502.

Small, M. L., & Pager, D. (2020). Sociological perspectives on racial discrimination. *Journal of Economic Perspectives*, 34(2), 49-67.

WIRED Podcast. Is your name ruining your life?

Available at: <https://www.goloudnow.com/podcasts/the-wired-podcast-389/is-your-name-ruining-your-life-296939>

(from min. 06.15)

All students are expected to read Kang et al. (2016), Small & Pager (2020) and to listen to the WIRED podcast before class.

Group Assignment:

Students will be allocated into groups. Each group discusses coping strategies such as resume whitening in relation to other stigmatized identities than race or ethnic background, such as religion and sexual orientation, which are considered concealable stigmas. Are coping and stigmatization experiences different, depending on whether stigmatized identities can or cannot be concealed? We will take an intersectional perspective in the general discussion.

July 18 (Thursday), 2024

Teacher: Stefanie Sprong

9. Ethnic inequalities in education

10.00-11.30 Lecture on ethnic inequalities in educational outcomes

11.30-12.15 Group assignment I: Discussing different explanations for educational inequalities

12.15-13.15 Lunch break

13.15-14.00 Group assignment II: designing and evaluating a policy intervention

14.00-14.30 Presentation and plenary discussion of group assignment

14.30-16.00 Self-study time

Literature:

Alba, R., Sloan, J., & Sperling, J. (2011). The integration imperative: The children of low-status immigrants in the schools of wealthy societies. *Annual review of sociology*, 37, 395-415.
<https://doi.org/10.1146/annurev-soc-081309-150219>

Werfhorst, H. G., & Heath, A. (2019). Selectivity of migration and the educational disadvantages of second-generation immigrants in ten host societies. *European Journal of Population*, 35(2), 347-378.
<https://doi.org/10.1007/s10680-018-9484-2>

Dollmann, J., & Weißmann, M. (2020). The story after immigrants' ambitious educational choices: real improvement or back to square one? *European Sociological Review*, 36(1), 32-47.
<https://doi.org/10.1093/esr/jcz042>

All students are expected to read the literature before class.

Group Assignment 1

During the first group assignment, students are divided into small groups and receive some statistics on educational outcomes. They are then asked to discuss the observed differences and come up with potential explanations for any disparities, thereby drawing on the concepts covered in the lecture.

Group assignment 2

For the second assignment, students are again working in small groups. They are asked to choose a possible policy intervention and come up with a research proposal to evaluate the effectiveness of the policy.

During the plenary, each group briefly presents what policy intervention they picked, how they propose to examine if it has an effect, and how they would explain any effect. At the end, there will be a joint discussion on how educational inequalities may best be prevented and/or mitigated and what role researchers can play in this.

July 19 (Friday), 2024

Teacher: Tom Nijs

10. CLASSIC AND NEW THEORIES TO EXPLAIN ATTITUDES TOWARDS ETHNIC MINORITIES

10.00-12.15 Lecture on classic and new theories to explain attitudes towards ethnic minorities

12.15-13.15 Lunch break

13.15-14.30 Group assignment on designing an intervention to foster positive attitudes towards ethnic minorities

14.30-16.00 Self-study time

Literature:

Dovidio, J. F., Love, A., Schellhaas, F. M. H., & Hewstone, M. (2017). Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions. *Group Processes & Intergroup Relations*, 20(5), 606-620. doi:10.1177/1368430217712052

Nijs, T., Martinovic, B., Verkuyten, M., & Sedikides, C. (2021). 'This country is OURS': The exclusionary potential of collective psychological ownership. *British Journal of Social Psychology*, 60(1), 171-195. doi:10.1111/bjso.12386

All students are expected to read Dovidio et al. (2017) and Nijs et al. (2021) before class.

Group Assignment:

Students will be divided into small groups and allocated one of the theories discussed. They will be using the specific theory to design an intervention to foster positive attitudes (or reduce negative attitudes) towards ethnic minorities. They will think about elements of the theory that are particularly useful for the intervention, which population(s) to target, potential pitfalls or unintended side effects (and how to prevent these as much as possible), and, if possible, which other theories might also be applied to the intervention.

Each group will briefly present their intervention and we will discuss the ideas plenary.