Immigration in Western Societies
SSI2006/3002

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1 Pre-requisites

The pre-requisite for this module are SSI1005 Introduction to Social Data. In this module you learnt how to use R. I do not cover R basics in this module and I assume you are comfortable using R at the basic level. You will only need R for data tutorials and presentation. The main focus of this module is on immigration, rather than data analysis in R.

2 Practical arrangements

Interactive lectures / Q&A sessions / seminars:

- Tuesday, 11.30am – 1.30pm, Forum Seminar room 4

Data tutorials:

- Tuesday, 5.30 – 6.30pm, Forum Exploration Lab 1 (fortnightly)

Office hours:

- Tuesday, 10.15 – 11.15am, Clayden 1.05 (please email me in advance to confirm your attendance).

- Alternatively please send me an email to arrange a meeting either in person or online.

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3 Aims of the module

This module introduces you to the study of immigration and immigrants in Western societies, in particular in the UK. The focus is on the position of immigrants / ethnic minorities in the labour markets and educational systems rather than on the legal and humanitarian issues related to immigration. The module has a data analytic component. More specifically, we will analyse data on ethnic minorities in Britain from the Understanding Society, a large UK longitudinal survey. The main purpose of the course is to equip you with main theories and facts about immigration and immigrants in Western Europe (particularly in the UK), as well as to introduce you to relevant data sources and some techniques for the statistical analysis of survey data.

4 Module organisation

The module consists of two parts: 1) lectures and discussion of immigration and ethnic minorities in Western societies (with a focus on Britain), 2) computer lab sessions where you learn how to analyse survey data on immigrants and ethnic minorities in R (with the data from the Understanding Society survey).

At the lectures / discussion sessions I will introduce you to the topic of the week (about 1 hour lecture), followed by a discussion and questions based on the readings for the week that you should complete before coming to class. At the five data tutorials I will demonstrate how to analyse the Understanding Society data in R and answer your questions about the technical part of the module.

I also make available on ELE the recordings of the lectures and data tutorials **from previous years**. These recordings were made in 2020-21 during the pandemic. They are still relevant for the module, however some parts of it have changed since then. The recordings are optional; the intention is to provide extra materials to help you prepare for the essay / presentation.

5 Assessment and marking criteria

Below is the information about the assessments for this module and specific criteria I will use to mark your work.

The generic university marking criteria can be found here: `http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/lts/genericassessment/#six`.

- 50%: recorded presentation with slides (about 10 minutes long). Deadline: **Thursday 8 December** (week 11), 2pm. You will need to record a 10 minute presentation (with about 10 slides, using Microsoft Powerpoint or other software), showing the results of your independent analysis of the Understanding Society data.The details about the assignment will be uploaded on ELE separately.

  - Is the statistical analysis correct?
  - How well does the analysis support your substantive arguments?
  - How well have substantive arguments been developed?
  - Is the analysis well presented? (Referring to the quality of tables and graphs.)

- 50%: essay (2,000 words). Deadline: **Thursday 15 December** (week 12), 2pm. Details about the essay topics will be communicated to you and uploaded on ELE separately.

  - Have you answered the question that was asked?
  - Does your answer refer to the specific theories and literature you studied in this module?
  - Does the answer contain any factual mistakes?
  - Is the argument well developed?
  - Is the answer clearly structured?

Submissions that are late for up to two weeks after the deadline will be capped at 40%. Assignments that are late for longer than two weeks will be marked zero.

You must be the sole author of the work you submit. Please refer to the ELE module on academic honesty and plagiarism: `https://vle.exeter.ac.uk/course/view.php?id=1977`.

6 Weekly content and readings

Week 1. History of post-WWII immigration. Immigration and demographics of Western societies.

- H. de Haas, S.Castles, M.J.Miller. (2019). The Age of Migration. International Population Movements in the Modern World. 6th ed. Red Globe Press. Ch.6 ("Migration in Europe since 1945").

- D.Goodhart. (2013). The British Dream. Successes and Failures of Post-War Immigration. Atlantic Books. Part 2 ("How Did We Get Here?").

- Optional: A.Portes, R.G.Rumbaut. (2014). Immigrant America: A Portrait. 4th ed. University of California Press. Ch.1 ("The Three Phases of U.S.-Bound Immigration").

Week 2. Immigrants in the labour market.

- H. de Haas, S.Castles, M.J.Miller. (2019). The Age of Migration. International Population Movements in the Modern World. 6th ed. Red Globe Press. Ch.12 ("Migrants and minorities in the labour force").

- M.Fernandez-Reino, C.Rienzo. (2022). "Briefing: Migrants in the UK labour market: an overview". The Migration Observatory. University of Oxford. https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-labour-market-an-overview/

- C.Vargas-Silva, M.Sumption, P.W.Walsh. (2022). "Briefing: The fiscal impact of immigration to the UK". The Migration Observatory. University of Oxford. https://migrationobservatory.ox.ac.uk/resources/briefings/the-fiscal-impact-of-immigration-in-the-uk/.

Week 3. Ethnic discrimination in the labour market and in housing.

- M.Bertrand & E.Duflo. (2017). "Field experiments on discrimination". In Handbook of Economic Field Experiments 1, pp. 309-393.

- A.F.Heath & V.Di Stasio. (2019). "Racial discrimination in Britain, 1969-2017: a meta-analysis of field experiments on racial discrimination in the British labour market". British Journal of Sociology 70(5): 1774-1798.

- D.Hangartner, D.Kopp & M.Siegenthaler. (2021). "Monitoring hiring discrimination through online recruitment platforms". Nature 589: 572-576.

- <u>Optional</u>: A.Bessudnov & A.Shcherbak. (2020). "Ethnic discrimination in multi-ethnic societies: Evidence from Russia". European Sociological Review 36 (1); 104-120.

Week 4. Selection of immigrants.

- C.Feliciano. (2018). "Educational selectivity in US immigration: How do immigrants compare to those left behind?". Demography 42 (1): 131-152.

- L.Platt & R.Luthra. (2017). "The changing face of Pakistani migration to the United Kingdom". AAPI Nexus Journal 15.

- <u>Optional</u>: G.Borjas. (2014). Immigration Economics. Harvard University Press. Ch.1 ("The selection of immigrants").

Week 5. Second generation and assimilation.

- A.Portes, R.G.Rumbaut. (2014). Immigrant America: A Portrait. 4th ed. University of California Press. Ch.7 ("Growing Up American: The New Second Generation").

- R.Alba (2020). The Great Demographic Illusion: Majority, Minority, and the Expanding American Mainstream. Princeton University Press. Ch.7 ("Assimilation in the early twenty-first century").

Week 6. Second generation in education.

- C.Dustmann & N.Theodoropoulos. (2010). "Ethnic minority immigrants and their children in Britain". Oxford Economic Papers 62 (2): 209-233.

- D.Wilson, S.Burgess & A.Briggs. (2011). "The dynamics of school attainment of England's ethnic minorities". Journal of Population Economics 24(2): 681-700.

- C.Feliciano & Y.R.Lanuza. (2017). "An Immigrant Paradox? Contextual Attainment and Intergenerational Educational Mobility". American Sociological Review 82(1): 211-241.

Week 7. Ethnic intermarriage.

- E.Kaufman. (2018). Whiteshift. Populism, Immigration and the Future of White Majorities. Allen Lane. Ch.10-11, pp. 431-477.

- R.Alba (2020). The Great Demographic Illusion: Majority, Minority, and the Expanding American Mainstream. Princeton University Press. Ch.4 ("The demographic data system and the surge of young Americans from mixed family background").

- Optional: A.Bessudnov & C.Monden. (2021). "Ethnic intermarriage in Russia: The tale of four cities". Post-Soviet Affairs 37 (4): 383-403.

Week 8. Immigration and crime.

- F.Fasani et al. (2019). Does Immigration Increase Crime? Migration Policy and the Creation of the Criminal Immigrant. Cambridge University Press. Ch. 1. "Immigration and crime: Perceptions and reality", pp. 9-25. Ch. 3. "Immigration and crime in the United Kingdom", pp.54-90.

- C.Kroneberg. (2018). "Reconsidering the Immigration–Crime Nexus in Europe: Ethnic Differences in Juvenile Delinquency", in: F.Kalter et al. (Eds.) Growing up in Diverse Societies: The Integration of the Children of Immigrants in England, Germany, the Netherlands, and Sweden. Oxford University Press. Ch. 13.

Week 9. Attitudes towards immigrants.

- I.Storm, M.Sobolewska, R.Ford. (2017). "Is ethnic prejudice declining in Britain? Change in social distance attitudes among ethnic majority and minority Britons". British Journal of Sociology 68 (3): 410-434.

- M.Sobolewska, R.Ford. (2020). Brexitland. Identity, Diversity and the Reshaping of British Politics. Cambridge University Press. Ch. 4. "Legacies of Empire: Commonwealth Immigration and the Historical Roots of Identity Politics Divides", pp. 85-118.

- C.Schwartz et al. (2021). "A populist paradox? How Brexit softened anti-immigrant attitudes". British Journal of Political Science 51 (3): 1160-1180.

- Optional: A.Bessudnov. (2016). "Ethnic hierarchy and public attitudes towards immigrants in Russia". European Sociological Review 32 (5): 567-580.

Week 10. Immigration policy in Britain.

- I. Spencer. (1997). British Immigration Policy since 1939. The Making of Multiracial Britain. Routledge. Ch.4-5, pp. 82-151.

- R.Partos & T.Bale. (2015). "Immigration and asylum policy under Cameron's Conservatives". British Politics 10 (2): 169-184.

- Optional: C.Yeo. (2020). Welcome to Britain: Fixing Our Broken Immigration System. Biteback. Ch.2, 8.

Week 11. Immigrants in British politics.

- A.Heath et al. (Eds.). (2013). The Political Integration of Ethnic Minorities in Britain. Oxford University Press. Ch.6-8, pp. 105-173.

- R.Dancygier. (2010). Immigration and Conflict in Europe. Cambridge University Press. Ch.3, 5-6. ("Patterns of Immigrant conflict in Great Britain", pp.62-101; "Immigrant-Native Conflict in Two London boroughs"; "Two Faces of Immigrant Conflict in Two Midland Cities "), pp.138-218.

- P.English. (2019). "Visible, elected, but effectively nominal: Visibility as a barrier maintaining the political underrepresentation of Britain's immigrant origin communities". Parliamentary Affairs 72 (3): 542-560.

7 Computer lab tutorials

Attending the data tutorials (and watching the recorded videos) you will learn how to analyse data on ethnic minorities in the UK from the Understanding Society survey (`www.understandingsociety.ac.uk`) using R. You will conduct an independent analysis of these data for your presentations.

Some topics for computer lab tutorials

- Are immigrants more or less likely to be unemployed, and how are benefits structured across ethnic groups?

- What class of jobs are white and non-white immigrants most likely to have, and are they more likely to have a better education?

- Do second generation immigrants feel closer to British society than first generation immigrants?