

Immigration in Western Societies

SSI2006/3002

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September 2020

1 Blended learning

In 2020 the module will be delivered in the “blended” format meaning that some teaching will take place online and some on campus. Normally this 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 we learn how to analyse survey data on immigrants and ethnic minorities in R (usually with the data from the Understanding Society survey). We will keep both parts of the module this year and will organise it in the following way.

Both lectures and computer lab sessions will be delivered as pre-recorded videos on ELE. Every week I will upload digitised readings for the week and a 30 minute mini lecture that would introduce you to the readings and highlight the main topics and themes. You will watch the video and then read the texts (between 50 and 150 pages every week). The weekly readings on this module are compulsory.

I will also upload a 30 minute video showing how to do statistical analysis for the week. Since I can move faster in pre-recorded videos than in class (I don't need to deal with technical issues and repeat things as you can always watch the video again) we will cover the same material as in 60-minute in-person lab sessions. I will also upload on ELE annotated R scripts for the analysis.

We will also meet on campus every Monday at 12.30pm for one hour classes. These will be interactive / Q&A sessions where we will mostly discuss the readings for the previous week, and I will also be able to answer your questions about statistical analysis if necessary. I will post the questions for discussion on

ELE in advance. In case we stop teaching on campus or I have to self-isolate we will move the weekly interactive sessions online.

In addition to this, I will hold online office hours on Zoom twice per week to answer any questions.

2 Pre-requisites

The pre-requisites for this module are SSI1005 Introduction to Social Data (former SOC1004/POL1008) and SSI1006 Data Analysis in Social Science 1 (former SOC1041/POL1041). In these two modules you learnt how to use R. We do not cover R basics in this module and I assume you are comfortable using R.

3 Practical arrangements

Lectures and computer lab sessions

- Uploaded on ELE weekly: digitised readings for the week, a video with an introduction to the readings (approx. 30 minutes), and a video with data analysis tutorial (approx. 30 minutes)

Interactive Q&A sessions / seminars:

- Monday, 12.30-1.30pm, Forum Exploration Lab 1

Online office hours:

- Wednesday, 10-11am, and Friday, 10-11am
- Zoom; meeting ID 661 757 1393; password 299445

Email:

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4 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.

The module is part of the Q-Step programme: <http://socialsciences.exeter.ac.uk/q-step/>.

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%: statistical assignment (about 2,000 words). Due 8 December (week 12), 2pm. Please submit the assignment on Bart. The details for the assignment will be uploaded on ELE separately.
 - Is the statistical analysis correct?
 - How well does the analysis support your substantive arguments?
 - How well are substantive arguments developed?
 - Is the analysis well presented? (Referring to the quality of the tables and graphs.)
 - Is the work clearly structured?
- 50%: exam (one hour). To be taken in January 2021. Depending on the situation with COVID-19, this can be either a closed book exam on campus or open book 24 hour exam online. Details will be communicated to you at a later point.
 - Have you answered the question that was asked?
 - Does your answer refer to the specific theories and literature?
 - 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 Arrangements for remote study

Students who have applied and been approved for remote study in 2020 will be able to watch the recordings of on-campus sessions on ELE and ask questions to the module convenor during the office hours (or at separate online sessions that can be arranged if necessary).

7 Weekly content and readings

Week 1. History of post-WWII immigration.

- 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. Theories of migration.

- 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.3 (“Theories of Migration”).
- A.Portes, R.G.Rumbaut. (2014). Immigrant America: A Portrait. 4th ed. University of California Press. Ch.2 (“Theoretical Overview”).

Week 3. Immigration and demographics of Western societies.

- A.Portes, R.G.Rumbaut. (2014). Immigrant America: A Portrait. 4th ed. University of California Press. Ch.3 (“Moving: Patterns of Immigrant Settlement and Spatial Mobility”).
- International Migration Outlook 2019. Ch.1 (“Recent developments in international migration movements and policies”) + the country note on the UK. https://www.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook_1999124x. The 2020 edition will be published in October 2020.
- “Regional ethnic diversity”. (2020). Office for National Statistics. <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest>.

Week 4. 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”).
- International Migration Outlook 2019. Ch.2 (“Labour market outcomes of migrants and integration policies in OECD countries.”). https://www.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook_1999124x.
- H.O.Duleep. (2015). “Chapter 3. The Adjustment of Immigrants in the Labor Market”. In Handbook of the Economics of International Migration.

Week 5. 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.

- Optional: A.Bessudnov & A.Shcherbak. (2020). “Ethnic discrimination in multi-ethnic societies: Evidence from Russia”. *European Sociological Review* 36 (1); 104-120.

Week 6. Selection of immigrants.

- G.Borjas. (2014). *Immigration Economics*. Harvard University Press. Ch.1 (“The 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.

Week 7. Second generation: segmented 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 & V.Nee. (2003). *Remaking the American Mainstream. Assimilation and Contemporary Immigration*. Harvard University Press. Ch.2 (“Assimilation Theory, Old and New”).

Week 8. 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 9. Ethnic intermarriage.

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

- H.Kulu & T.Hanneman. (2019). “Mixed marriages among immigrants and their descendants in the United Kingdom: Analysis of longitudinal data with missing information”. *Population Studies* 73 (2): 179-196.
- Optional: A.Bessudnov & C.Monden. (2020). “Ethnic intermarriage in Russia: The Tale of Four Cities”. SocArXiv. February 6.

Week 10. Attitudes towards immigrants.

- R.Ford. (2011). “Acceptable and unacceptable immigrants: How opposition to immigration in Britain is affected by migrants’ region of origin”. *Journal of Ethnic and Migration Studies* 37 (7): 1017-1037.
- E.Kaufmann & M.Goodwin. (2018). “The diversity wave: A meta-analysis of the native-born white response to ethnic diversity”. *Social Science Research* 76: 120-131.
- Optional: A.Bessudnov. (2016). “Ethnic hierarchy and public attitudes towards immigrants in Russia”. *European Sociological Review* 32 (5): 567-580.

Week 11. 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.
- Office for National Statistics. (2020). *Migration Statistics Quarterly Report: August 2020*.
- Optional: C.Yeo. (2020). *Welcome to Britain: Fixing Our Broken Immigration System*. Biteback. Ch.2, 8.

Week 12. Immigrants in British politics.

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

- E.Kolpinskaya. (2017). “Substantive religious representation in the UK Parliament: Examining Parliamentary Questions for Written Answers, 1997-2012”. *Parliamentary Affairs* 70 (1): 111-131.

8 Computer lab tutorials

Watching the computer lab tutorial 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 statistical assignments.

Some topics for computer lab tutorials

- Are immigrants more or less likely to be unemployed, and how are benefits structured across racial 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?
- Is party support and interest in politics among immigrants stable over time?