

# Immigration in Western Societies

SOC2091/SOC3091/POL2091/POL3091

Dr Alexey Bessudnov

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## 1 Practical arrangements

### Lectures and group debates

- Monday, 9.30-11am, Forum SR 10 The America Room

Lectures and group debates alternate every week.

### Computer lab sessions (taught by Dr Patrick English):

- Tuesday, 1.30-2.30pm, Old Library PC Cluster

### Office hours:

- Dr Alexey Bessudnov (Clayden 1.05):

- Monday, 2-3pm
- Thursday, 10-11am

- Dr Patrick English (Clayden 1.02):

- Tuesday, 3-4pm

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## 2 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 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 the UK) and the USA, 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/>.

### 3 Assessment and marking criteria

Below is the list of assignments for this module with the criteria we are going to use to mark your work.

- 40%: statistical assignment (about 1,500 words). Due 10 December, 2pm. Please submit the assignment on eBart. 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 the substantive arguments developed?
  - Is the analysis well presented? (Referring to the quality of the tables and graphs.)
  - Is the work clearly structured?
- 40%: exam (one hour). To be taken in January 2018. The date will be communicated to you at a later point.
  - Did you answer 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?
- 20%: group presentations. (Please see below for the details.)  
**For the group debates you will be assessed as a team.**

- How well are you familiar with the academic research and factual evidence for your question?
- Are three parts of your presentation clearly structured with each addressing some specific questions/aspects or are they repetitive?
- Do you engage with the arguments of your opponents? Do you ask challenging questions to the opposing team?
- How well do you handle the questions?
- Do you present well? Have you made it interesting for the audience to listen to you?

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

You must be the sole author of the report you submit. Please refer to the ELE module on academic honesty and plagiarism for more information about plagiarism and how to avoid it: <https://vle.exeter.ac.uk/course/view.php?id=6000>.

## 4 Syllabus plan

### Lectures

1. Introduction. History and theory of immigration (23 September)
2. Immigrants in the labour market (30 September)
3. Second generation of immigrants (14 October)
4. Immigration policy in Britain (28 October)
5. Public attitudes towards immigrants (11 November)
6. Immigrants in the political system (25 November)
7. Revision session (9 December)

### Group debates

For the group debates you will split into ten teams of two or three people each. For each of the five debates you will be given a statement, and the teams

will prepare a presentation to support or oppose the statement (this will be determined in advance randomly).

The statements for the debates are the following:

1. “Immigration is good for the British economy” (7 October)
2. “The focus on ethnic minorities in education had a negative impact on White working class children” (21 October)
3. “London is no longer an English city (John Cleese)” (4 November)
4. “Britain should introduce a burqa ban” (18 November)
5. “Brexit will reduce immigration to the UK” (2 December)

Before the debate the teams must email me a two-page summary of their main arguments, with references and bibliography. To prepare for the debates you should consult the literature provided below, but feel free to use other literature as well.

We will follow a slightly modified format of the Karl Popper debates (see [https://debate.uvm.edu/dcpdf/KPDRules\\_Mead.com.pdf](https://debate.uvm.edu/dcpdf/KPDRules_Mead.com.pdf) for a brief description). Each team will select three speakers. The remaining member of the team will do background research, help the speakers prepare and will participate in cross-examination.

The team that supports the statement is designated as Team 1, and the team that opposes the statement is designated as Team 2.

1. Team 1, 1st speaker. Introducing the team, the topic and briefly presenting the main arguments of Team 1 in a structured way (6 minutes).
2. Cross-examination of the 1st speaker of Team 1 by Team 2 (3 minutes).
3. Team 2, 1st speaker. Analogous to Team 1.
4. Cross-examination of the 1st speaker of Team 2 by Team 1.
5. Team 1, 2nd speaker. Summarising the results of the cross-examination, developing the arguments in more detail and attacking the arguments of the opposing team (5 minutes).
6. Cross-examination of the 2nd speaker of Team 1 by Team 2 (3 minutes).
7. Team 2, 2nd speaker.

8. Cross-examination of the 2nd speaker of Team 2 by Team 1.
9. Answering questions from the audience, both teams (20 minutes).
10. Team 1, 3rd speaker. The analysis of the arguments of both teams, summary of where they clash and where they agree, emphasizing key arguments of Team 1 (5 minutes).
11. Team 2, 3rd speaker.
12. Voting

For the group debate you will be assessed as a team.

### **Computer lab sessions**

At the computer lab sessions you will learn how to analyse data on ethnic minorities from the Understanding Society, a large UK longitudinal survey ([www.understandingsociety.ac.uk](http://www.understandingsociety.ac.uk)), using R.

#### **Some topics for computer lab sessions**

- 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 1st generation immigrants?
- Is party support and interest in politics among immigrants stable over time?
- Are there different attitudes toward different types of immigrants? (Using the European Social Survey.)

## **5 Reading list**

### **General reading:**

- S.Castles, H.de Haas & M.Miller. (2014). The Age of Migration. International Population Movements in the Modern World. 5th ed. Palgrave Macmillan. This is a popular international textbook on immigration, although it does not have a specific focus on the issues we deal with in this module. [**Recommended:** ch. 2 on the theories of immigration and ch.5 on the history of migration in Europe since 1945.]
- P.Coller. (2013). Exodus: How Migration is Changing Our World. Oxford University Press. An exploration of various aspects of modern immigration by an Oxford professor of developmental economics. [**Recommended:** ch.8-10 on the economic and political effects of immigration on the countries of origin.]
- D.Goodhart. (2013). The British Dream: Successes and Failures of Post-War Immigration. Atlantic Books. David Goodhart is a journalist, not an academic. He is quite sceptical about mass immigration to the UK, and in the liberal world of the academia and media this is an unusual stance. [**Recommended:** ch. 2 for the group debate 3 and ch.6-8 on the political dilemmas of immigration.]
- A.Porter & R.Rumbaut. (2014). Immigrant America: A Portrait. 4th ed. University of California Press. The most authoritative textbook on immigration and ethnic minorities in the USA. Many themes and theories can be applied to the UK as well. [**Recommended:** ch. 7 on the new second generation. Think about how (if) this applies to the UK. Other chapters optional, but recommended to those of you who are interested in immigration in the USA.]
- A.Messina. (2007). The Logics and Politics of Post-WWII Migration to Western Europe. Cambridge University Press. [**Recommended:** Ch. 2 provides a useful overview of the post-war immigration in Europe.]
- G.Borjas. (2014). Immigration Economics. Harvard University Press. A state-of-the-art review of the economic approach to immigration by a leading scholar in the field. [**Recommended:** Ch. 1 on the selection of immigrants.]
- I.Spencer. (1997). British Immigration Policy Since 1939: The Making of Multi-Racial Britain. Routledge. A historical account of the British immigration policies in the post-war period up to 1991. [Optional reading.]

- E.Kaufmann. (2018). Whiteshift: Populism, Immigration and the Future of White Majorities. Allen Lane. The main theme of the book is the rise of Western ethno-nationalism as a response to mass immigration, but it also explores other topics such as demographic consequences of the increasing ethnic diversity. Kaufmann is a professor of politics at Birkbeck College in London and has unconventional (at least in the academic world) views about immigration, arguing that the demographic change in the West is real and some concerns about immigration are justified and not necessarily based only on prejudice. [**Recommended:** ch.10-13 on the future of white majorities.]
- J.Portes. (2019). What Do We Know and What Should We Do About Immigration? Sage. A short overview of immigration in Britain from a pro-immigration economist. [**Recommended:** it is a short book (about 80 small pages), so please read all chapters.]
- R.M.Dancygier. (2010). Immigration and Conflict in Europe. Cambridge University Press. The book explores variations in political conflict around immigration across counties and cities, with the main focus on Britain and Germany. [**Recommended:** ch.5 for the debate 3.]
- International Migration Outlook 2019. OECD. The most up-to-date data on international immigration flows and policies. [https://www.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2019\\_c3e35eec-en](https://www.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2019_c3e35eec-en). [**Recommended:** chapter on the UK.]
- Office for National Statistics migration data and reports. <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration>. [**Recommended:** the latest Migration Statistics Quarterly report (August 2019 at the time of writing the syllabus.)]

### Computer lab sessions

There are many books and online resources that can help you with data analysis in R.

- List of books related to R: <https://www.r-project.org/doc/bib/R-books.html>
- W.N.Venables, D.M.Smith and the R Core Team. An Introduction to R. <https://cran.r-project.org/doc/manuals/r-release/R-intro.pdf>.

- DataCamp: [www.datacamp.com](http://www.datacamp.com). A useful website with short online courses on R at different levels.

### Readings for the debates

I provide some literature below for your reference, but you should also explore other sources. Please see also see the list of books above.

#### 1. “Immigration is good for the British economy”.

- C.Dustmann & T.Frattini. (2014). “The fiscal effects of immigration to the UK”. *The Economic Journal* 124: F593-F643. <https://academic.oup.com/ej/article/124/580/F593/5076967>.
- R.Rowthorn. (2014). “Large-scale immigration. Its economic and demographic consequences for the UK”. Civitas: Institute for the Study of Civil Society. [https://www.civitas.org.uk/reports\\_articles/large-scale-immigration-its-econ](https://www.civitas.org.uk/reports_articles/large-scale-immigration-its-econ)
- G.Borjas. (2014). Immigration Economics. Ch.1 (“The selection of immigrants”), pp.8-37. Available as an ebook in the library. [http://encore.exeter.ac.uk/iii/encore/record/C\\_\\_Rb3194422?lang=eng](http://encore.exeter.ac.uk/iii/encore/record/C__Rb3194422?lang=eng).
- J.Portes. (2019). What Do We Know and What Should We do About Immigration. Ch.3. (Please see on ELE).
- “Are Migrants an Economic Benefit to the UK?”. (2016). Migration Watch briefing paper MW 386. <https://www.migrationwatchuk.org/pdfs/Economics-MW386.pdf>
- “Economic Impacts of Immigration to the UK”. (2016). Migration Watch briefing paper MW 235. <https://www.migrationwatchuk.org/pdfs/Economics-MW235.pdf>

#### 2. “The focus on ethnic minorities in education had a negative impact on White working class children”.

- C.Dustmann & N.Theodoropoulos. (2010). “Ethnic minority immigrants and their children in Britain”. *Oxford Economic Papers* 62: 209-233. <https://doi.org/10.1093/oep/gpq004>.
- C.Dustmann, T.Frattini & C.Lanzara. (2012). “Educational achievement of second-generation immigrants: An international comparison”. *Economic Policy* 27 (69): 143-185. <https://doi.org/10.1111/j.1468-0327.2011.00275.x>.



- S.Burgess. (2014). “Understanding the Success of London’s Schools”. The Centre for Market and Public Organisation. Working paper No 14/333. <http://www.bristol.ac.uk/media-library/sites/cmpo/migrated/documents/wp333.pdf>.
- N.Plaister & D.Thomson. (2019). “Looking at the London effect five year on: parts one and two”. Education Data Lab. <https://ffteducationdatalab.org.uk/2019/08/looking-at-the-london-effect-five-years-on-part-one/> and <https://ffteducationdatalab.org.uk/2019/08/looking-at-the-london-effect-five-years-on-part-two/>
- “Pressure on Healthcare, Schools, Roads and Trains”. (2019). Migration Watch briefing paper 433. <https://www.migrationwatchuk.org/briefing-paper/433/pressure-on-healthcare-schools-roads-and-trains>.

### 3. “London is no longer an English city”.

- “John Cleese Suggests London Isn’t ‘Really an English City’”. New York Times. 30 May 2019. <https://www.nytimes.com/2019/05/30/world/europe/john-cleese-london.html>.
- E.Kaufmann. “Just How English Is London?” UnHerd. 2019. <https://unherd.com/2019/06/just-how-english-is-london/>.
- “Regional ethnic diversity”. (2018). Office for National Statistics. <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest>. (Note that the data come from the 2011 census and things have changed since then.)
- D.Goodhart. (2013). The British Dream, ch. 2 (“The Way We Live Now”). Available as an ebook in the library: [http://encore.exeter.ac.uk/iii/encore/record/C\\_\\_Rb2851503?lang=eng](http://encore.exeter.ac.uk/iii/encore/record/C__Rb2851503?lang=eng).
- R.Dancygier. (2010). Immigration and Conflict in Europe, ch.5 (“Immigrant-Native Conflict in Two London Boroughs”). [http://encore.exeter.ac.uk/iii/encore/record/C\\_\\_Rb2553964?lang=eng](http://encore.exeter.ac.uk/iii/encore/record/C__Rb2553964?lang=eng).

### 4. “Britain should introduce a burqa ban”.

- J.Kramer. (2004). “Taking the veil: How France’s public schools became the battleground in a culture war”. The New Yorker. 14 November. <https://www.newyorker.com/magazine/2004/11/22/taking-the-veil>.

- S.Silvestri. (2016). “Comparing burqa debates in Europe: Sartorial styles, religious prescriptions and political ideologies”. In Ferrari, S. and Pastorelli, S. eds. Religion in the Public Spaces: A European Perspective. Farnham: Ashgate. [http://www.academia.edu/download/31325500/silvestri\\_burqa\\_in\\_Ferrari\\_Pastorelli.pdf](http://www.academia.edu/download/31325500/silvestri_burqa_in_Ferrari_Pastorelli.pdf). (Please also see on ELE).
- M.Hill. (2013). “Legal and social issues concerning the wearing of the burqa and other head coverings in the United Kingdom”, in: Ferrari, S. and Pastorelli, S. eds. The Burqa Affair Across Europe: Between Public and Private Space. Farham: Ashgate. (See on ELE).
- P.Bruckner. (2010). “Unveiled. A case for France’s burqa ban”. World Affairs 173(4): 61-65. <https://www.jstor.org/stable/41290263>.
- I.Zempi. (2019). “Veiled Muslim women’s view on law banning the wearing of the niqab (face veil) in public”. Ethnic and Racial Studies. <https://doi.org/10.1080/01419870.2019.1588985>.

##### **5. “Brexit will help reduce the levels of immigration to the UK”.**

- D.S.Massey. (2015). “Uninformed policies and reactionary politics. A cautionary tale from the United States”, in: C.Dustmann. (Ed.) Migration: Economic Change, Social Challenge. Oxford University Press. (Available in the library, also see on ELE).
- J.Portes. (2019). What Do We Know and What Should We Do About Immigration, ch.5 (“What should we do about immigration?”). Please see on ELE.
- “How to deliver a significant reduction in non-EU net migration”. (2018). Migration Watch briefing paper MW 453. <https://www.migrationwatchuk.org/briefing-paper/453>
- “Estimate of post-Brexit migration levels under the White Paper proposals”. (2019). Migration Watch briefing paper MW 461. <https://www.migrationwatchuk.org/briefing-paper/461/estimate-of-post-brexit-migration/>
- ONS data on international migration. <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration>

- Migration Statistics Quarterly reports.  
<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/august2019>