MA in Ethnic and Migration Studies
Department of Culture and Society
Linköping University

Course Information

Contemporary Issues in Ethnic and Migration Studies:
Migration Policy in the (Trans-)Local Context (7,5 credits)

Course Code: 742A31
Autumn Semester 2022

Course Coordinator: Anna Bredström, e-mail: anna.bredstrom@liu.se

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AIM AND CONTENT OF THE COURSE

The aim of the course is to provide students with advanced knowledge in contemporary issues in ethnic and migration studies focusing specifically on refugee reception across Europe. Refugee reception means to follow both international and supranational laws and conventions to guarantee equal standards of granting asylum. But efforts have to go further to ensure fruitful measures in terms of housing, health care, education and employment, as well as to provide guidance for asylum, detention and attention to vulnerable groups such as unaccompanied minors and victims of torture. All these standards have to be equally applied to all refugees regardless of their country of origin or religious affiliation.

Contrary to those common rules we could observe over the last years in a cross-country comparison across Europe that refugee reception is largely shaped by national and local migration governance. By focusing on refugee reception in different national contexts in Europe, the course enables students to explore differences and similarities in refugee reception across Europe. The students also learn how different welfare and citizen regimes affect migration policy and how to develop a comparative view on migration policies across Europe.

The course is based on an online lecture series open to EuMIGS students (www. eumigs.eu) and additional seminars open only to course participants at Linköping University, University of Neuchâtel and University of Salzburg. The lecture series are structured as four sessions where each session consists of short lectures by two EuMIGS partners and a joint discussion. The seminars are joint seminars where students from the three Universities discuss lectures and assigned readings. All lectures and joint seminars tale place online. In addition, EMS students meet on Campus for an introduction and a final paper seminar.

The lecture series is coordinated by IMIS, University of Osnabrück, and EMS, Linköping University. For a detailed schedule, see time edit.

Zoom links

Lectures: **https://liu-se.zoom.us/j/64682279393?pwd=Q3dnQm5meS9lYWJYT0ZCc3ZRWmN5Zz09**

Meeting ID: 646 8227 9393   ///   Passcode: 708330

Seminars: https://liu-se.zoom.us/j/66230353757?pwd=STRFWFRlY3UrOXA0SVpjUko4QlBXUT09

Meeting ID: 662 3035 3757 ///   Passcode: 354257

Attendance

Attendance at all scheduled master's seminars, lectures, tutorials and group work is firmly expected as the quality of the program inevitably suffers if student participation is failing. Students who due to illness or other personal or private circumstances are prevented from attending class are asked to notify the course director as soon as possible.

Students are welcome and encouraged to attend open events in the REMESO research community, such as the REMESO seminars, PhD defenses and seminars, guest lectures and open workshops. They are also kindly asked to show courtesy in case seating at such events is limited.

Course evaluation

At the end of the course, students participate in course evaluations. The evaluation is anonymous and made by filling out a questionnaire generated by the university's course evaluation system, called *Evaliuate*. Links to this questionnaire is sent to each student's e-mail account after examination on the course.

OVERVIEW OF THE COURSE

07.11 2022	10-12	Introduction	On Campus (see time-edit)
07.11.2022	12-14	Lecture 1 (<u>Damery, Schwenken)</u>	Online
14.11.2022	12-14	Seminar 1 *Readings*: Damery (2021); Schwenken & Schwiertz (2021)	Online
21.11.2022	12-14	Lecture 2 (Oso, <u>Jonitz)</u>	Online
28.11.2022	12-14	Seminar 2 *Readings*: TBA; Campomori & Ambrosini (2020)	Online
05.12.2022	12-14	Lecture 3 (<u>Manatschal, Lang)</u>	Online
12.12.2022	12-14	Lecture 4 (Krifors, Lind)	Online
19.12.2022	12-14	Seminar 3-4 *Readings*: Pecoraro et al. (2022); Lang et al. (2019); Krifors (2022); Sandermann (2017)	Online

09.01.2023	12.00	Paper draft submission, via LISAM collaborative workspace	
12.01.2023	10-15	Paper seminar	On Campus (see time-edit)
20.01.2023	12.00	Deadline, individual paper	LISAM

ABSTRACTS

Lecture 1: Shannon Damery – University of Liège – CEDEM

When a refugee is not a refugee, and child is not a child: Accompanied and unaccompanied migrant children's access to rights in Belgium

This talk focuses on the integration of accompanied and unaccompanied migrant children, especially in Belgium, and in what ways on-the-ground practices diverge from international and supranational conventions. Refugee children's right to education, family reunification, and to have their wishes considered in decisions taken about their lives, are respected to varying degrees. This variation is created by numerous actors and forces, including governmental and civil society actors as well as the children's own mobilization. After touching briefly on the importance of the social construction of childhood, this talk will then draw on fieldwork with young migrants in public spaces and schools in Belgium.

Lecture 1: Helen Schwenken – University of Osnabrück – IMIS

Unifying and dividing feelings: How volunteers in Germany narrate about supporting refugees

Activism and volunteering are emotional matters. On the basis of episodic interviews with people who support refugees in Germany, the presentation reconstructs the emotions that go hand in hand with voluntary action and activism. Both connecting and separating emotional states and dynamics are expressed. These are directed both inwards and outwards. The paper discusses the hypothesis that how these emotions are dealt with is crucial for the further course of engagement.

Lecture 2: Laura Oso- University of A Coruña

Newcomers and "Roots migrants": Welcoming Spaces and rural revitalization of Shrinking areas in Spain

ABSTRACT: TBA

Lecture 2: Elina Jonitz - Erasmus University Rotterdam

Multi-level policies and governance of 'post-2014 migrant integration' in small communities (in the Netherlands)

Similar to other European countries, the Netherlands experienced an increased arrival of asylum seekers in 2015/2016, challenging municipalities to accommodate these newcomers. Whilst much research has focused on the response of large(r) cities to such challenges (Van Breugel, 2020), we know less about the ways in which smaller municipalities and rural areas have approached refugees' settlement and integration.

The talk therefore focuses on how small communities in the Netherlands have dealt with the arrival of refugees after 2014. Based on case studies in four Dutch municipalities (comprising more than 100 qualitative interviews with public and non-public actors as well as newly arrived migrants), the talk zooms in to localized processes of integration (policymaking), paying particular attention to complex multi-level dynamics in local integration governance. In other words, the talk sheds light on the embeddedness of local actors in multilevel frameworks in which regional and national policies and stakeholders play an important role in shaping local integration policymaking – and (to some extent) the other way round. It looks at potential collaborations and tensions between actors at different governance levels. Here, local actors experience (lack of) funding, the enforced distribution of refugees across municipalities, and national policy shifts as main factors for causing tensions. Regional and/or nation-wide city networks and associations play a relevant role in representing local interests at the national level and in developing and changing policies.

Finally, the talk explores (briefly) how access to important services (such as housing and employment) is organized and how local narratives on 'integration' are shaped in small localities which have often faced both more public opposition but also more volunteer refugee support since 2014.

Lecture 3: Anita Manatschal - University of Neuchâtel

How effective are integration policy reforms? The case of asylum-related migrants in Switzerland

The marked increase of asylum seekers arriving in Western Europe in the wake of the Arab Spring in 2015 or, more recently, of the war in Ukraine in 2022, has renewed debates on policy measures countries should put into place to support the integration of asylum-related migrants. Although implemented by many countries in recent years, research has neglected the effect of integration policy reform packages combining economic and social policy measures on asylum-related immigrants' adjustment processes. Exploiting a comprehensive integration policy reform in Switzerland, and using survey data from the Health Monitoring of the Swiss Migrant Population,

and register data on the whole asylum-related population, our difference-in-differences analyses reveal that provisionally admitted individuals benefiting from the reform have higher employment probability, increased income levels, better language skills and feel less lonely or without a homeland relative to comparable asylum seekers who did not benefit from the reform. Robustness checks assessing common pre-reform trends support our findings, which highlight the importance of evaluating entire reform packages when assessing integration policies' effectiveness.

Lecture 3: Stefan Lang - Paris Lodron University of Salzburg

Satellite technology and geospatial tools for humanitarian action

Globally, the number of forcibly displaced people (FDP) reaches close to 90 Mio. A large share of FDP are internally displaced; not crossing international borders means no registration or protection status under UNHCR. But then, where are those people in need? Earth observation (EO) products derived from satellite imagery play a key role in providing relevant and up-to-date information for humanitarian operations (Lang et al., 2019). Amongst the many benefits of remote sensing techniques in disaster- and conflict-related applications, timeliness and objectivity may be regarded as the most critical assets. This applies, for example, to dwelling extraction in refugee camp mapping or deprived urban areas for population estimation, where otherwise, no such figures exist at all, or convey – largely outdated – a distorted view. Recently, improved satellite sensor quality, data fusion techniques, and geospatial data availability in general have shifted the attention of researchers towards the automation information extraction process itself. In cooperation with Médicins Sans Frontières (MSF), one of the largest independent humanitarian organisations worldwide, our Christian Doppler laboratory GEOHUM develops AI-based algorithms and geospatial tools to support logistics, food, water and nutrition supply and public health interventions of MSF and other aid organisations. The talk delivers a critical view on the benefits (and challenges) we face with such technologies at stake, balancing lifesaving action and issues of sensitivity and privacy.

Lecture 4: Karin Krifors - Linköping University - EMS
Conviviality: antiracist potentials of local welcoming cultures

In this talk I will discuss the migrant solidarity movement in Europe. Cultures of welcome and hospitality may challenge notions of migration as economic and cultural burdens, but should, as interventions in migration studies have already pointed out in more general terms, also be critically examined in relation to race and coloniality.

I will present results from fieldwork in community activist groups that aim to create welcoming places outside the larger cities of Sweden, in particular by working towards the expansion of 'the commons'. I will discuss how a critical multiculturalism can be part of this work, when activism engages people with different identifications in terms of migration and race, but how there are no guarantees that hospitality and welcoming cultures present antiracist challenges to status quo local

relations. The talk will discuss the concept of conviviality, as it was re-introduced by Paul Gilroy (2005), and how it can highlight hope and potential for political creativity and different futures.

Lecture 4: Jacob Lind – Malmö University
Unaccompanied refugee minors and youth in Sweden – a review of research in the 21st century

This lecture will discuss a review I have conducted that covers more than two hundred peer-reviewed articles, doctoral theses and scientific reports published in the last three decades, which focus on the category of "unaccompanied" migrant minors and youth in Sweden. In Sweden, more or less all unaccompanied migrants have applied for refugee status, thus a study of the experiences of unaccompanied migrants - or the practices of those who support them - is more or less implicitly also a study of refugee reception. This review focuses on the last three decades since, arguably, during this period the category of "unaccompanied" minors or youth has grown into a central issue in public policy and discourse in Sweden. During 2015, Sweden received - by far - the largest number of asylum seeking unaccompanied minors and youth in Europe per capita and a large number of publications were published in the wake of these developments. I will discuss trends and themes that have developed over time within this large body of research in an attempt to unveil how this key migrant categorisation has been constructed and understood. By including studies conducted within varying fields, such as migration studies, sociology, social work, public health research and psychological research, the review enables a discussion of how the issue of "unaccompanied" minors and youth intersect with other contemporary societal and political issues. The review will also discuss what, if any, aspects of the experiences of unaccompanied minors and youth are worth researching further. The politically contested position of the figure of the "unaccompanied" minor or youth calls for a consideration of what the reasons for further knowledge production within this field is useful for. The review critically discusses the role of this research in relation to parallel political processes that both aim to increase the scope of "unaccompanied" minors' and youth's rights and at the same control and govern their mobility and territorial presence.

REQUIRED READINGS

Campomori, F., Ambrosini, M. (2020) Multilevel governance in trouble: the implementation of asylum seekers' reception in Italy as a battleground. *CMS* 8, 22 https://doi.org/10.1186/s40878-020-00178-1

Damery, Shannon (2021) Home without family, family without home: Young migrants' experiences of home and relationships in the city of Brussels, In Montero-Sieburth, Martha; Mas Giralt, Rosa; Garcia-Arjona, Noemi et al. (Eds.) *Family Practice in Migration: Everyday Lives and Relationships.* Routledge.

Hainmueller, Jens, Dominik Hangartner, and Duncan Lawrence. (2016) When lives are put on hold: Lengthy asylum processes decrease employment among refugees. *Science advances* 2, no. 8.

Krifors, K. (2022). Rural multiculturalism? Migrants, antiracism, and convivial cultures in provincial Sweden. *Ethnic and Racial Studies*, *45*(16), 72-92. https://www.tandfonline.com/doi/abs/10.1080/01419870.2021.1998567

Lang, S., Füreder, P., Riedler, B., Wendt, L., Braun, A., Tiede, D., Schoepfer, E., Zeil, P., Spröhnle, K., Kulessa, K., Rogenhofer, E., Bäuerl, M., Öze, A., Schwendemann, G. and Hochschild, V. (2019) Earth observation tools and services to increase the effectiveness of humanitarian assistance. *European Journal of Remote Sensing*, pp. 1-19. DOI: 10.1080/22797254.2019.1684208

Pecoraro, Marco, Anita Manatschal, Eva GT Green, and Philippe Wanner. (2022) How effective are integration policy reforms? The case of asylum-related migrants. *International Migration*. DOI: 10.1111/imig.12967

Sandermann, P., Husen, O., & Zeller, M. (2017). European welfare states constructing "Unaccompanied Minors" – A. Social Work, 15(2), 18. https://ejournals.bib.uni-wuppertal.de/index.php/sws/article/view/525

Schwenken, H & Schwiertz (2021) Challenging Exclusive Solidarity in Pro-Migrant Practices of Transversal and Inclusive Solidarity. Druckfahnen Jahrbuch Praktische Philosophie.

SCHEDULE
See time-edit

TEACHERS
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EXAMINATION

<u>**Individual assignment**</u>

This assignment is to conduct a small case study of refugee reception in a particular local context, building upon secondary sources and summarized in an individual paper, maximum 3000 words (references not included). The type-face to be used in the paper is Times or Times New Roman, and the spacing should be 1,5. For referencing use either the Oxford system (footnotes) or the Harvard system (parentheses), see the Student manual for further instructions. Please remember to have your name on every page.

Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the re-examination.

Students who have passed an examination may not retake it in order to improve their grades.

The individual paper is to be submitted electronically via LISAM. Deadline is 20 January 2023, 12.00.

Examiner is Anna Bredström.

GRADING CRITERIA

The programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

The individual papers are graded by assessing the quality of the paper in three separate respects.

1) *Language, organisation and formalia.* Teachers look at the treatment of (the English) language and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).

2) *Knowledge and understanding.* Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?

3) *Creativity and critical approach.* Teachers assess the originality and independence reflected in the student's discussion, argumentation and conclusion. Does the student

approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student's own inventions? A new original argument? An innovative conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria (i) *with distinction*, (ii) *satisfactorily*, or (iii) *insufficiently*.

After assessing the examination paper as fulfilling (i) with distinction, (ii) satisfactorily, or (iii) insufficiently the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

A = With distinction in (2) knowledge and understanding and with distinction in either (1) language, organisation and formalia or (3) creativity and critical approach, and satisfactory in the remaining respect.

B = With distinction in either (2) knowledge and understanding or (3) creativity and critical approach and at least satisfactory in other respects.

C = Satisfactory in all three respects.

D = With distinction in (1) "language, organisation and formalia", satisfactory in (2) "knowledge and understanding" but insufficient in (3) "creativity and critical approach".

E = Satisfactory in (2) "language, organisation and formalia" as well as (2) "knowledge and understanding" but insufficient in "creativity and critical approach".

FX = Insufficient in either (1) "language, organisation and formalia" or (2) "knowledge and understanding".

F = Insufficient in both (1) "language, organisation and formalia" and (2) "knowledge and understanding".

EXAMINATION CODES
EXAM 7,5 hp ECTS grading scale A-F

PLAGIARISM
Academic research and studies are based on respect for the work of others. Thus, plagiarism is a serious offense against good academic practice. All written examinations and papers handed in by students in the programme are submitted to *Urkund*, which is a plagiarism-checking tool for teachers. Submitted texts are here checked against a very large database of material taken from the internet, published material and student material. A teacher who detects or strongly suspects plagiarism or other serious breaches of academic discipline is obligated to immediately report the student to The Disciplinary Board at Linköping University. If the Board finds that plagiarism or other violations have occurred, the student may be suspended from studies. For further information on plagiarism and good academic practice, please consult the University Library's webpage *NoPlagiat*: http://noplagiat.bibl.liu.se/default.en.asp.