INTERNATIONAL MIGRATION, SOCIAL INTEGRATION AND PUBLIC POLICY (IR204)

**Course duration:** 54 hours lecture and class time (Over three weeks)

**Summer School Programme Area:** International Relations, Government and Society

**LSE Teaching Department:** Department of Government, Department of Sociology and European Institute

**Lead Faculty:** Dr Eiko Thielemann (Dept. of Government/European Institute) and Dr Pat McGovern (Dept. of Sociology)

**Pre-requisites:** At least one introductory course in either social science (e.g. political science, international relations, sociology, economics), history or law.

**Course Outline:**

The course will offer a multidisciplinary approach to the topical subject of international migration, its causes and consequences, and the challenges it presents to policy makers. Popular myths about migrants and migration will be challenged as the course addresses the highly-charged issues of immigration control and migrant integration. The role of employers, governments, and international organizations such as the European Union will be analysed as the course reviews current policy responses to immigration.

Questions examined in the course include:

- Why has migration become one of the defining issues of the 21st century?
- How can one explain differences in national policy responses and their limited effectiveness?
- What role can international cooperation play in migration management?
- Why do immigrants do particular kinds of work?
- What are the problems of migrant integration?
- Has multiculturalism failed as an integration model?

The course is divided into three parts. Part A focuses on the politics of international migration management and migration control policies on both economic migration (including irregular migration and human trafficking) and forced migration (covering asylum-seekers and refugees). Part B provides contemporary sociological perspectives on migrant inclusion, including theories of labour market incorporation; ‘assimilation’ and social integration; multiculturalism, religion, and the ‘second generation’. A final part C addresses some ethical and normative issues of immigration.

The twelve daily sessions for the course will usually consist of a lecture that includes discussion, followed by a class which will allow for further small group work.

**Textbooks:**

- Castles S. and M. J. Miller (2013) The Age of Migration (5th edn);

**Course Structure:**

- Lectures: 36 hours
Objectives, Audience, Learning Outcomes, Assessment

Course Objectives:

The course seeks to provide students with a deeper understanding of the complex and controversial dynamics of international migration, its causes and consequences, and the challenges it presents to policy makers. Popular myths about migrants and migration will be challenged as the course addresses the highly-charged issues of immigration control and migrant integration. The role of employers, governments, and international organizations such as the European Union will be analysed as the course analyses the origins and effectiveness of current policy responses to immigration. Finally, the course also aims to put current policy debates into the context of wider normative debates about the ethics of immigration and immigration controls.

Target Audience

This course is designed as an intermediate-level course. It should appeal to both advanced undergraduate students and professionals who seek to gain a deeper understanding of the controversies around the issue of international migration and the management of movements of people across borders. The multidisciplinary nature of the topic opens up this course to students from different disciplinary backgrounds, such as political science, international relations, law, history, political economy and economics.

Intended Learning Outcomes:

Students who have successfully completed this course should have:

- an understanding of why immigration has become such a dominant political issue, why it poses challenges for liberal societies and why policy-makers have struggled to effectively address them;
- an appreciation of relevant theoretical perspectives as well as empirical knowledge of the causes and consequences of international migration;
- familiarity with the main academic and policy debates in the field of international migration and migrant integration;
- developed their own informed views about the desirability and feasibility of different policy options to address the challenges of international migration.

Assessment:

The formative assessment consists of a blog post of up to 750 words, due on the Saturday at midnight of the first week. This will not count towards students’ final overall grades.

The summative assessment for this course consists of an essay of up to 1500 words (excluding bibliography, word-count must be stated on the first page of the essay), to be uploaded on Moodle by Saturday at midnight of the second week; and a two-hour written exam at the end of the programme (students will be asked to answer two out of eight questions). The precise time and location of the final exam will be circulated during the programme.
LECTURES:

Section A. International Migration and the Ethics of Immigration

1. Cosmopolitan & Communitarian Approaches (Chandran Kukathas)
   - The ethics of immigration controls
   - The feasibility of open borders

Section B. International Migration and Immigration Management

2: Theories of Migration and Migration Policy (Eiko Thielemann)
   - Determinants of international migration
   - The effectiveness of immigration policies

3: National Policies I: Economic Migration (Eiko Thielemann)
   - The impact of immigration on destination countries
   - Temporary migration (guestworker) programmes
   - Migrant amnesties

4: National Policies II: Asylum and Refugees (Eiko Thielemann)
   - The motivations for refugee policies
   - The asylum process and the ‘refugee roulette’
   - Who is granted protection and why?

5: Global Policies: The United Nations (Eiko Thielemann)
   - Global refugee ‘burden-sharing’ initiatives
   - Tradable refugee quotas
   - The Challenges of environmental and climate change migration

6: Regional Policies: The European Union (Eiko Thielemann)
   - The Evolution of the ‘Common European Asylum System’
   - Fortress Europe? The impact of European Cooperation on refugee protection
   - Refugee protection in Europe: Convergence or divergence?

7: Bilateral Policies: Migration & Development (Eiko Thielemann)
• The impact of immigration on development
• Brains drain, brain gain, brain waste
• The role of remittances

Section C. International Migration and Migrant Integration

8. Labour market incorporation (Pat McGovern)

• What do immigrants do?
• Occupational segregation and labour market competition
• Ethnic penalties

9. The vexed problem of ‘assimilation’ (Pat McGovern)

• Assimilation, acculturation and integration
• Language, residential segregation, marriage
• The return of assimilation?

10. Multiculturalism in retreat? (Pat McGovern)

• Multiculturalism and multicultural policies
• Origins and influence
• The end of multiculturalism?

Friday, - Reading Day (no lecture)

11. Religion and migration: inclusion or exclusion? (Pat McGovern)

• Religion and social integration
• Migration, religion and the state
• Islamophobia and migrant exclusion

12. The second generation (Pat McGovern)

• Who are the second generation?
• Visible minorities and racism
• Educational and labour market attainment

Thursday, - Revision Day (no lecture)

Friday, – Exam
CLASSES:

Class 1. The Ethics of Immigration: Cosmopolitan & Communitarian Approaches

Key questions:
1. Can one ethically justify immigration controls?
2. Are immigration controls necessary? Are ‘Open Borders ‘feasible?

Required reading

Additional reading

Class 2. Theories of Migration

Key questions:
1. Why do people migrate?
2. What are the most important determinants of migration flows?
3. Can liberal states have effective immigration policies?

Background reading

Required reading

Additional reading
Class 3. National Policies I: Economic Migration

Key questions:
1. Can immigration help to solve the problems of Europe's economies and welfare states?
2. Are guest-worker programmes doomed to fail?
3. Should states provide amnesties for irregular migrants?

Required reading

Additional reading

Class 4. National Policies II: Asylum & Refugees

Key questions:
1. What has been the principal motivation behind states' asylum and refugee policies?
2. Why do some countries accept more asylum seekers and refugees than others?

Required reading

Additional reading
Class 5. Global Policies: The United Nations

Key questions:
1. Are global burden-sharing initiatives in the interest of asylum-seekers and refugees?
2. How should the international community deal with environmentally induced migration?

Required reading

Additional reading

Class 6. Regional Policies: The European Union

Key questions:
1. Does European Cooperation undermine refugee protection in Europe?
2. Why has Europe tried to develop common European asylum and immigration policies?

Required reading

Additional reading
- Thielemann E. and N. Zaun (2017), Escaping Populism, Safeguarding Human Rights (under review)

Class 7. Bilateral Policies: Migration & Development

Key questions:
1. Are immigration controls in the interest of sending countries?
2. Is international migration good for the development of countries of origin?

Required reading

Additional reading
- Devesh Kapur and John McHale (2003), Migration's New Payoff, Foreign Policy, No. 139, pp. 48-57.

Class 8: Labour market incorporation

Key questions:
1. Why do immigrants find work within a relatively narrow range of occupations?
2. Do immigrants take jobs from local workers?

Background reading

Required reading
Class 9: The vexed problem of ‘assimilation’

Key questions:
1. Why is ‘assimilation’ considered an unhelpful term?
2. Do immigrant groups assimilate over time?

Background reading

Required reading

Additional reading

Class 10. Multiculturalism in retreat?

Key questions:
1. What is multiculturalism?
2. Are multicultural approaches to migrant integration in decline?

Background reading
Required reading

Additional reading

Class 11. Religion: Inclusion or Exclusion?

Key questions:
1. How does religion enable migrant integration?
2. When is religion a source of social exclusion?

Background reading

Required reading
- Foner, N. and Alba, R. (2008) Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion? IMR, 42, 2: 360-392

Additional reading

Class 12. The Second Generation

Key questions:
1. How does religion enable migrant integration?
2. When is religion a source of social exclusion?

Background reading
Required reading

Additional reading

Credit Transfer: If you are hoping to earn credit by taking this course, please ensure that you confirm it is eligible for credit transfer well in advance of the start date. Please discuss this directly with your home institution or Study Abroad Advisor.

As a guide, our LSE Summer School courses are typically eligible for three or four credits within the US system and 7.5 ECTS in Europe. Different institutions and countries can, and will, vary. You will receive a digital transcript and a printed certificate following your successful completion of the course in order to make arrangements for transfer of credit.

If you have any queries, please direct them to summer.school@lse.ac.uk