

Controversies in migration and integration research

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Information on the class

Format: Block Seminar, 4 SWS, twice per month

Recommended for: Students of M.A. Soziologie/European Economic Studies (EES)

Schedule: Twice per month on Fridays, 10:00–14:00, Room F21/03.02

Office Hours: By appointment via email

Max Participants: 20

Course description:

During the seminar, students will have the opportunity to explore several pivotal controversies in the literature on migration and integration. The discussions will delve into whether immigrants are selected based on traits that predict success in the host country, and how such selection impacts both their personal integration outcomes and the prospects for their descendants. We will also examine the aspirations of immigrants, questioning whether and why they consistently hold higher educational and occupational expectations compared to native populations.

Additionally, the course will probe the relationship between immigrants' educational attainment and their labor market outcomes, assessing whether higher education truly affords better employment opportunities. Another focal point will be the impact of cultural identifiers such as ethnic-sounding names and accents, exploring whether these features hinder integration into new environments. The seminar will further address the role of accents as markers for group membership and their consequences for migrants' integration trajectories.

We will explore the so-called integration paradox, which notes that higher-educated new immigrants often perceive more discrimination. Another paradox relates to the 'healthy immigrant effect'—the initial superior health status observed in migrants, which tends to decline towards the host nation's average over time. The refugee mobility puzzle focuses on why refugees often choose to move to cities with high unemployment rates. We will also examine the discrimination in hiring decisions, particularly concerning Muslim women, and how conditions in immigrants' countries of origin continue to affect their lives in destination countries, influencing everything from mental health to socio-economic integration.

Through engaging with these topics, the seminar aims to equip students with a nuanced understanding of the complex dynamics that shape migration and integration processes.

Workflow, Assignment & Grading:

Meetings. The course will run as a series of meetings, in which we will discuss readings covering relevant thematic areas (see Syllabus below) and related questions. Before each session (except Meeting 1), students are required to read ALL readings assigned (except for the ones explicitly marked as optional).

By default, all meetings are presence meetings. However, depending on the circumstances, some of these meetings might be organized in an online format (Zoom-sessions). You will be notified in advance in case a meeting is to be held online.

Presence (either physical or online) itself will not be graded but it may be helpful to obtain a better final grade (see below). In any case, if you do not plan / cannot attend please give me advance notice (it is just polite as well as helpful to plan sessions).

Presentation of the Meeting's reading. These will contain *your summary and deliberations* on the Meeting's reading which I will supply in advance. We will use your Presentation of the Meeting's reading to set up discussions in the class. The presentation topic/day will be assigned to each student or group of students at the first meeting.

All Meeting's reading will be uploaded to VC at least one week in advance (I might revise the syllabus and readings slightly as the course goes). You will also use VC to upload your presentations (please do not send them to me by email!).

The slides for the Presentation of the Meeting's will be due by 16 p.m. Wednesday preceding the session. Each Presentation of the Meeting's reading will count towards individual portfolios (see Grading below).

Discussion questions. These includes *your discussion questions* based on the Meeting's reading. The discussion questions may include own critique, comprehension questions, discussion topics, further research and society questions.

All Meeting's reading will be uploaded to VC at least one week in advance (I might revise the syllabus and readings slightly as the course goes). The discussion questions will be due by 16 p.m. Wednesday preceding the session. Each will count towards individual portfolios (see Grading below). I will not accept discussion questions past the deadline!

Essays. In addition to the presentation of the Meeting's reading, you will also have to write an essay. An essay is a final assignment, which can be either (1) an extended response to one of the questions discussed during our meetings (and/or a question of your own), (2) a meta-analysis testing a specific hypothesis originating from or otherwise relevant to our discussions, (3) a (qualitative or quantitative) data-analysis testing a specific hypothesis originating from or otherwise relevant to our discussions, or (4) an elaboration of a topic/research question(s) for a master's thesis. The essay should be no more than 5,000 words long (incl. text, notes and excl. references). I will announce more specific requirements and post them on VC after the Christmas break. In any case, individual essay proposals will have to be negotiated with me before the work on the essay begins (but no later than the last session!). All essays will be due

by 8 a.m. on March 7th. That is, you will have 4 weeks to write them up after the last session. I will not accept essays past the deadline also!

Grading. I will calculate the final grade according to the following formula: Final grade = 15% * Average grade for the discussion questions + 35% * Grade for the Presentation of the Meeting's reading + 50% * Grade for the essay.

Discussion questions will be graded according to point system: 1 point per submission, with a maximum of 27 points. Discussion questions will be graded on the following scale: 1 – excellent; 2 – very good; 3 – good; 4 – satisfactory; 5 – non-satisfactory.

The presentations will be graded on a similar, albeit more refined, scale as discussion questions (i.e., allowing 1.3, 1.7, etc.). Everyone will get my feedback on the presentations, motivating my evaluation and grades.

The essay will be graded on a similar scale as presentations (i.e., allowing 1.3, 1.7, etc.). Everyone will get my feedback on the essays, motivating my evaluation and grades.

Please keep in mind that in-class discussions may substantially improve your final grade. At the same time, I will not (!) by any means penalize your lack of participation.

Please keep in mind that to get a grade and credits for this course, you need to register for the exam! The exam itself consists in submitting your portfolio, i.e., discussion questions, presentation and the essay.

This course, in conjunction with course “The labor market integration of immigrants: a gendered perspective” by May Samy, constitutes a module. You will be assigned a grade for each of these courses, and these grades will be combined to calculate an overall grade. This cumulative grade will subsequently be applied to the seminar for which you register under the "mit Modulprüfung / module examination" category. For the other seminar, you must register under the "ohne Modulprüfung/ without module examination" designation.

Plan und literature:

The course will consist of the following 7 meetings:

1. 18.10.2024 (2 SWS)

12:00–14:00

Introduction and aims of the seminar, topic assignment.

2. 8.11.2024 (4 SWS)

10:00–12:00

Would teachers with migration background help reduce ethnic disparities in education system?

Dee, T. S. 2004. Teachers, race, and student achievement in a randomized experiment. *Review of Economics and Statistics* 86: 195–210.

Neugebauer, M., Klein, O., & Jacob, M. (2024). Migrant teachers in the classroom: a key to reduce ethnic disadvantages in school? *International Studies in Sociology of Education*, 33(2), 203–221. <https://doi.org/10.1080/09620214.2022.2132983>

Ostermann, C., & Neugebauer, M. (2021). Does Similarity Make a Difference? When Low-SES Students Are Taught by Teachers from Similar Social Origin. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie*, 73(2), 259–283. <https://doi.org/10.1007/s11577-021-00779-3>

12:00–14:00

Are immigrants positively self-selected and how do patterns of self-selection matter for integration outcomes?

Feliciano, C. 2005. Educational selectivity in U.S. immigration: how do immigrants compare to those left behind? *Demography*, 42, 131–152.

Polavieja, J. G., Fernández-Reino, M. & Ramos, M. 2018. Are Migrants Selected on Motivational Orientations? Selectivity Patterns amongst International Migrants in Europe. *European Sociological Review* 34(5): 570–588

Schmidt, R., Kristen, C., & Mühlau, P. (2021). Educational Selectivity and Immigrants' Labour Market Performance in Europe. *European Sociological Review*, 1–17. <https://doi.org/10.1093/esr/jcab042>

3. 29.11.2024 (4 SWS)

10:00–12:00

Immigrant aspiration paradox: what is behind??

Engzell, P. (2019). Aspiration Squeeze: The Struggle of Children to Positively Selected Immigrants. *Sociology of Education*, 92(1), 83–103. <https://doi.org/10.1177/0038040718822573>

Ichou, M. 2014. Who they were there: Immigrants' educational selectivity and their children's educational attainment. *European Sociological Review*, 30(6), 750–765.

Salikutluk, Z. (2016). Why Do Immigrant Students Aim High? Explaining the Aspiration–Achievement Paradox of Immigrants in Germany. *European Sociological Review*, 32(1), 1–12.

12:00–14:00

Do highly-educated immigrants have better labour market prospects than lower-educated?

Chiswick, B. R., & Miller, P. W. (2010). The effects of educational-occupational mismatch on immigrant earnings in Australia, with international comparisons. *International Migration Review*, 44(4), 869–898. <https://doi.org/10.1111/j.1747-7379.2010.00829.x>

Hardoy, I. & Schöne, P. 2014. Returns to pre-immigration education for non-western immigrants: why so low? *Education Economics*, 22, 48–72.

Schaeffer, M., Höhne, J., & Teney, C. 2015. Income advantages of poorly qualified immigrant minorities: Why school dropouts of Turkish origin earn more in Germany. *European Sociological Review*, 32(1), 93–107.

4. 13.12.2024 (4 SWS)

10:00–12:00

Is having an ethnic-sounding name necessarily bad for integration?

Gerhards, J. & Hans, S. 2009. From Hasan to Herbert: Name-Giving Patterns of Immigrant Parents between Acculturation and Ethnic Maintenance. *American Journal of Sociology* 114(4): 1102–28.

Goldstein, J. & Stecklov, G. 2016. From Patrick to John F.: Ethnic Names and Occupational Success in the Last Era of Mass Migration. *American Sociological Review* 81(1): 85–106.

Arai, M. & Skogman Thoursi, P. 2009. “Renouncing Personal Names: An Empirical Examination of Surname Change and Earnings.” *Journal of Labor Economics* 27(1):127–47.

12:00–14:00

Accent as a marker for group membership?

Dollmann, J., Kogan, I., & Weißmann, M. (2024). When your accent betrays you: the role of foreign accents in school-to-work transition of ethnic minority youth in Germany. *Journal of Ethnic and Migration Studies*, 50(12), 2943–2986. <https://doi.org/10.1080/1369183X.2024.2305278>

Kogan, I., Dollmann, J., & Weißmann, M. (2021). In the Ear of the Listener: The Role of Foreign Accent in Interethnic Friendships and Partnerships. *International Migration Review*, 55(3), 746–784. <https://doi.org/10.1177/0197918320988835>

Hwang, S. S., Xi, J., & Cao, Y. (2010). The conditional relationship between English language proficiency and earnings among US immigrants. *Ethnic and Racial Studies*, 33(9), 1620–1647. <https://doi.org/10.1080/01419871003642375>

5. 10.01.2025 (4 SWS)

10:00–12:00

Why do higher educated new immigrants perceive more discrimination?

Schaeffer, M., & Kas, J. (2023). The Integration Paradox: A Review and Meta-Analysis of the Complex Relationship Between Integration and Reports of Discrimination. *International Migration Review*, 019791832311708. <https://doi.org/10.1177/01979183231170809> tba

Tubergen, F. Van. (2024). Perceived Societal Discrimination among Immigrants across 17 European Countries: Extending the Integration Paradox? <https://doi.org/10.31219/osf.io/w3rkj>

Tuppat, J., & Gerhards, J. (2021). Immigrants’ First Names and Perceived Discrimination: A Contribution to Understanding the Integration Paradox. *European Sociological Review*, 37(1), 121–135. <https://doi.org/10.1093/esr/jcaa041>

12:00–14:00

Healthy immigrant effect: Are migrants better health than the host population and why?

Antecol, H., & Bedard, K. (2006). Unhealthy Assimilation: Why Do Immigrants Converge to American Health Status Levels? *Demography*, 43(2), 337–360. <https://doi.org/10.1353/dem.2006.0011>

Domnich, A., Panatto, D., Gasparini, R., & Amicizia, D. (2012). The “healthy immigrant” effect: Does it exist in Europe today? *Italian Journal of Public Health*, 9(3), 1–7. <https://doi.org/10.2427/7532>

Luthra, R., Nandi, A., & Benzeval, M. (2020). Unravelling the ‘immigrant health paradox’: ethnic maintenance, discrimination, and health behaviours of the foreign born and their children in England. *Journal of Ethnic and Migration Studies*, 46(5), 980–1001. <https://doi.org/10.1080/1369183X.2018.1539287>

6. 24.01.2025 (4 SWS)

10:00–12:00

The refugee mobility puzzle: Why do refugees move to cities with high unemployment rate?

Bauer, T. K., Epstein, G. S., & Gang, I. N. (2005). Enclaves, language, and the location choice of migrants. *Journal of Population Economics*, 18(4), 649–662. <https://doi.org/10.1007/s00148-005-0009-z>

Mossaad, N., Ferwerda, J., Lawrence, D., Weinstein, J., & Hainmueller, J. (2020). In search of opportunity and community: Internal migration of refugees in the United States. *Science Advances*, 6(32), 1–7. <https://doi.org/10.1126/sciadv.abb0295>

Wiedner, J., & Schaeffer, M. (2023). Spatial overlap: Trade-offs in Refugees' Residential Choices. <https://doi.org/10.31235/osf.io/rnzbc>

12:00–14:00

Muslim by default or religious discrimination?

Choi, D. D., Poertner, M., & Sambanis, N. (2023). The Hijab Penalty: Feminist Backlash to Muslim Immigrants. *American Journal of Political Science*, 67(2), 291–306. <https://doi.org/10.1111/ajps.12627>

Di Stasio, V., & de Vries, A. M. (2023). Same religion, different treatment. The role of origin country characteristics in employers' decisions to hire Muslims. *Journal of Ethnic and Migration Studies*, 1–24. <https://doi.org/10.1080/1369183X.2023.2286212>

Fernández-Reino, M., Di Stasio, V., & Veit, S. (2022). Discrimination Unveiled: A Field Experiment on the Barriers Faced by Muslim Women in Germany, the Netherlands, and Spain. *European Sociological Review*, 1–19. <https://doi.org/10.1093/esr/jcac032>

7. 24.01.2023 (4 SWS)

10:00–12:00

How and why the situation in the origin shapes refugees' life in the destination countries?

Alrababah, A., Masterson, D., Casalis, M., Hangartner, D., & Weinstein, J. (2023). The Dynamics of Refugee Return: Syrian Refugees and Their Migration Intentions. *British Journal of Political Science*, 1–24. <https://doi.org/10.1017/s0007123422000667>

Sønderskov, K. M., Dinesen, P. T., Hansen, B. T., Østergaard, S. D., & Danckert, B. (2021). Terrorism in the country of origin is linked to deterioration in the mental health of refugees. *Nature Human Behaviour*, 5(11), 1555–1561. <https://doi.org/10.1038/s41562-021-01123-7>

van Tubergen, F., Kosyakova, Y., & Kanas, A. (2023). Religious responses to existential insecurity: Conflict intensity in the region of birth increases praying among refugees. *Social Science Research*, 113, 102895. <https://doi.org/10.1016/j.ssresearch.2023.102895>

12:00–14:00

Last possibility to discuss the proposal of the essay

Q&A / Feedback and reflection