

## **INTL190: Immigrant exclusion around the world**

### Course Summary and Objectives

This is an upper-level undergraduate seminar with two goals: (1) introduce students to theories and empirical evaluations of the causes of immigrant exclusion in a comparative perspective; and (2) prepare students for the successful completion of an original research paper.

The class will introduce students to competing explanations of immigrant exclusion, and evaluate these with regard to immigrant exclusion in the United States, Europe, and the developing world. Theories of immigrant exclusion in the social sciences are two-fold: the economic vs. cultural explanations for immigrant exclusion; and the group threat vs. group contact theory of prejudice. We will cover these two sets of theories, then evaluate them empirically. At the same time, we will analyze and practice, via workshops and assignments, the various elements of a successful social science research paper.

### Requirements

Students will be graded based on class participation, one in-class presentation, and one final paper:

- Class participation (20%): students are expected to complete all the weekly readings before coming to class, and to participate actively in class. This class meets only once a week, so any single absence will count heavily against you (one tenth of your participation grade). I will not accept student absences without a proper reason AND documentation (doctor's note, for example). Even then, only one such absence will be allowed without penalty for the quarter. Attendance in class is good, but not enough: in order to obtain the maximum participation grade each week, you are expected to show that you have completed the assignments for the day, and thought critically about them.
- Student research topics (70%): students will pursue a research topic of their interest (conditional on the instructor's approval), deliver assignments throughout the quarter in order to make progress toward the completion of a final research paper, present their research at the end of the quarter, and turn in an original research paper (20-25pp).
  - Assignments (15%): You have six assignments to complete and turn in throughout the quarter. All assignments are due by email, at noon on the Tuesday before class. All should be typed in 12pt. font, double-spaced. Late assignments will be downgraded a half-letter grade per hour. For example, an A assignment will become an A- assignment if it is turned in between noon and 1pm on the Tuesday before it is due; a B+ assignment if it is turned in between 1-2pm on the Tuesday before it is due, etc...
  - Presentation (15%): You will present your research in the last two weeks of the quarter. Presentations should last 10 minutes, and will be

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followed by 5-7 minutes of Q&A with the class. Your presentation grade will be based on your own presentation, as well as on your input into others' presentations.

- Paper (50%): Your final paper should be 20-25pp long, double spaced, 12 pt. font. It is due at 5pm on Wednesday, June 13, as a PDF document sent to me via email. I will not accept late papers.

### **Course policies**

Please consult <http://students.ucsd.edu/academics/academic-integrity/policy.html> for UCSD's Academic Integrity Policy. Students in this course are expected to comply with this policy. Any student in violation of UCSD's policy will automatically fail this class.

If you have a disability that requires special accommodations, please come see me as soon as possible and present your certification to me and to Ariane Parkes ([aparkes@ucsd.edu](mailto:aparkes@ucsd.edu)).

Plagiarism is a serious offense and will be punished according to UCSD policy. I reserve the right to check a digital form of any of your written work with software designed to check for plagiarism.

### **WEEK 1 (April 4): Introduction**

Content: An introduction to the social scientific study of immigrant exclusion. Discussion of seminar paper and expectations. Screening of KQED video “Immigration Calculations”.

Assignment:

- Read the introduction in Schain, M. 2008. *The Politics of Immigration in France, Britain and the United States*. Palgrave MacMillan.
- Come prepared to discuss your research topic of interest for your final paper.

### **WEEK 2 (April 11): Theoretical overview of group threat vs. group contact theory**

Content: Discussion of readings. Discussion of what makes for a researchable question.

Assignment:

- Read Chapter 3 in Blalock, H.M. 1967. *Toward a theory of minority-group relations*. Capricorn Books, New York.
- Read Chapters 1, 2, 3, 4, 15, 16 of Allport, G. 1954. *The nature of prejudice*. Doubleday, New York.
- Turn in a one-page summary of your final paper topic, laying out what your comparative analysis will be, what challenges you expect to face, and how you might overcome them. Email it to me by noon on Tuesday.

### **WEEK 3 (April 18): Theoretical overview of economic vs. cultural determinants theory**

Content: Discussion of readings. Library workshop by Annelise Sklar.

Assignment:

- Read Chapter 3 in Hardin, R. 1995. *One for All: The Logic of Group Conflict*. NJ: Princeton University Press.
- Read pp. 33-47: Tajfel, H. and Turner, J. 1979. “An Integrative Theory of Intergroup Conflict” in *The Social Psychology of Intergroup Relations*, eds. W. Austin and S. Worchel. Monterrey: Brooks/Cole.
- Turn in a list of 3-5 possible research questions for your final paper. Email it to me by noon on Tuesday.

**WEEK 4 (April 25): Immigrant exclusion in the U.S.**

Content: Discussion of readings. Screening of video TBD.

Assignment:

- Read Hero, Rodney E. and Robert R. Preuhs. 2007. "Immigration and the Evolving Welfare State: Examining Policies in the U.S. States" *American Journal of Political Science* 51(3): 498-517.
- Read Brader, T., Nicholas Valentino and Elixabeth Suhay. 2008. "What triggers public opposition to immigration? Anxiety, group cues and immigration threat" *American Journal of Political Science* 52(4): 959-978
- Turn in an annotated bibliography summarizing what the current academic literature has to say about your topic. Email it to me by noon on Tuesday.

**WEEK 5 (May 2): Immigrant exclusion in Europe I**

Content: Discussion of readings. Students will be grouped into teams of two to complete the following week's assignment.

Assignment:

- Read Schneider, Silke L. 2008. "Anti-immigrant attitudes in Europe: outgroup size and perceived ethnic threat." *European Sociological Review* 24(1): 53-67.
- Read Algan et al. 2010. "The economic situation of first and second-generation immigrants in France, Germany and the United Kingdom." *The European Journal* 120.
- Turn in a 5-7page summary of your preliminary results. Specify which data sources you used, and how your results speak to the theories we have discussed in class. Email it to me by noon on Tuesday.

**WEEK 6 (May 9): Immigrant exclusion in Europe 2**

Content: Discussion of readings. Student presentation and feedback of partners' project. Discussion of what makes a good introduction.

Assignment:

- Read Chapter 1 from Dancygier, R. 2010. Immigration and conflict in Europe.
- Read Quillian, L. 1995. "Prejudice as a response to perceived group threat: population composition and anti-immigrant and racial prejudice in Europe." *American Sociological Review* 60(4): 586-612.
- Read your partner's 5-page summary of results and prepare a quick synthesis, as well as questions you have for feedback. Be prepared to present this to the class.

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**WEEK 7 (May 16): The Muslim challenge**

Content: Discussion of readings. Screening: The Class

Assignment:

- Read Adida et al. 2010. "Identifying barriers to Muslim integration in France" PNAS.
- Read Savelkoul, M., Peer Scheepers, Jochem Tolsma, and Louk Hagendoorn. 2010. "Anti-Muslim attitudes in The Netherlands: tests of contradictory hypotheses derived from ethnic competition theory and intergroup contact theory." *European Sociological Review*. Available online at [www.esr.oxfordjournals.org](http://www.esr.oxfordjournals.org).
- Turn in a first draft of your introduction. Email it to me by noon on Tuesday.

**WEEK 8 (May 23): Immigrant exclusion in the developing world**

Content: Discussion of readings. Discussion of what makes for a successful power point presentation.

Assignment:

- Read Adida, C. 2010. "Too close for comfort? Immigrant exclusion in Africa." *Comparative Political Studies* 40(10): 1370-1396.
- Read selected chapters from Amy Chua's *World on Fire*.

**WEEK 9 (May 30): Student presentations**

**WEEK 10 (June 6): Student presentations**

**FINAL PAPERS ARE DUE BY EMAIL AT 5pm ON WEDNESDAY JUNE 13.  
I WILL NOT ACCEPT ANY LATE PAPERS.**