



## PO/CU 334 MIGRATION, ETHNIC MINORITIES AND MULTICULTURALISM IN EUROPE

IES Abroad Freiburg  
European Union Program Syllabus

**SEMESTER:** Spring/Fall

**DESCRIPTION:**

In the first part the course focuses on the recent developments in asylum migration and the political reactions on the European level. With displacement of people and public reactions in mind, the course reflects critically on the term refugee “crisis” and evaluates its meaning for the EU and its member states. Furthermore, it introduces the students to major theories of migration and to the history of European migration, including labor migration in the 1960s and 1970s, as well as postcolonial migration. Two sessions on internal and irregular migration demonstrate the variety of migration in Europe. In the second part of the course, different policy approaches of EU member states towards immigration and the resulting economic, political, social and cultural conditions for immigrants’ integration are analyzed in a comparative perspective. By getting to know the social realities of different European minority groups, the class investigates integration policies and multiculturalism from a transnational perspective and gets a glimpse on the experiences of migration itself. An outlook to the wider context of European concepts of multicultural society, comparing it to the U.S., and the future of immigrant societies in a globalizing world order will close the seminar.

**CREDITS:** 3

**CONTACT HOURS:** 45 (including course-related trips, for detailed explanation see below)

**INSTRUCTOR:**

**LANGUAGE OF INSTRUCTION:** English

**ADDITIONAL COST:** None

**PREREQUISITES:** Course in European History, Cultural Anthropology, Contemporary Politics

**METHOD OF PRESENTATION:**

A mixture of teaching and learning techniques, including classroom lectures and discussions, group work, independent study, and first-hand experience on course-related excursions. Further information is provided on Moodle. Students are expected to prepare the readings for each session and to discuss them with their fellow students and the professor.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

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|------------------------------|-----|
| • Active Class Participation | 20% |
| • Midterm Exam               | 25% |
| • Essay/Short Paper          | 30% |
| • Final Exam                 | 25% |

**Course Participation**

The participation grade reflects students’ attentiveness and involvement in all kinds of classroom activities, particularly discussions and group work. Students are required to complete all reading assignments and will be expected to demonstrate this through insightful and relevant contributions to in-class discussion.

<b>A</b>	<b>Excellent participation</b> The student’s contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in
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	the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
<b>B</b>	<b>Very good participation</b> The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
<b>C</b>	<b>Regular participation</b> The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
<b>F</b>	<b>Insufficient participation</b> Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.

#### **Midterm Exam**

The mid-term (session 9) covers key aspects of the first half of the course. A study guide and grading rubric will be provided on Moodle.

#### **Final Exam**

The final exam (session 19) covers material of the whole course, with a focus on the second half of the term. A study guide and grading rubric will be provided beforehand.

#### **Essay/Short Paper**

Essay/short paper is a 6-8 page written account of the key insights related to the topic of Challenges and Experiences of Migration in Europe. Guidelines with details of the assessment criteria (content, structure, format) are made available in class.

#### **LEARNING OUTCOMES:**

By the end of the course students will be able to:

- Demonstrate awareness of the relevance, causes, and consequences of migration in international and domestic politics
- Apply social scientific theories and analytical comparative methods to the study of migration in international and domestic politics
- Trace back major migratory movements in Europe and assess their causes and consequences
- Compare different policy approaches to immigrant integration and to evaluate them in general as well as to give examples for the European context
- Discuss the major challenges of migration and multiculturalism in Europe as well as developments on the European level

#### **ATTENDANCE POLICY:**

All IES courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an "F" as the final grade in the course. Any

student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor’s note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student’s responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

#### ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure.”

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 1% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

#### CONTENT:

Week	Content	Assignments
Session 1	<b>Introduction:</b> The “Age of Migration” on a global scale Introduction to the course, course objectives, overview of the syllabus and requirements are presented. We will then get an insight of different theories of migration, discuss the importance of migration and analyze the distinctiveness of the so-called “Age of Migration”	Castles et al. 2014, Introduction, pp. 1-16.
Session 2	<b>Conceptualizing Migration: Theories and Definitions</b> This session will provide an overview over current theories of migration and will work towards a definition of migrants.	Haas et al. 2020, Categories of Migration, pp. 21-41. Recommended: Haas et al. 2020, Theories of Migration, pp. 42-74

Session 3	<b>Historical views: Post-colonial Migration and Labor Migration from the 1950s to the 1970s</b> This session is focused on the history on migration in Europe that culminated in the post-colonial and “Guest-worker” migration. We will discuss how these trends correlate to the political situation in the sub-continent, and the nation building processes within.	Bade 2003, Migration in European History, pp. 221–226. (Decolonization, Colonial and Post-Colonial Migration) and pp. 227–234. (Labor Migration)
Session 4	<b>Asylum Migration and Borderland Security</b> This session will deal with the idea of Fortress Europe. We will take a closer look to the border crossings occurring in the Mediterranean Sea and the security agency Frontex.	de Voss Links 2015, The 2015 refugee Crisis, pp. 22-23 Fine 2018, Back to Frontex: Europe's misguided migration policy.
Session 5	<b>Towards Convergence in the European Union? Facing the current influx of refugees</b> The number of people displaced by war and conflict is the highest seen in Western and Central Europe since the 1990s. We will focus on the political reactions within the European Union and we will discuss how migration challenges the European Union.	Veturi/Vallianatou 2022, Ukraine exposes Europe’s double standards for refugees
Experiencing Europe: “European Parliament” Course-Related Trip Destination: Strasbourg, France (1 day)		
Session 6	<b>Dealing with Anti-Immigrant Sentiment: Right wing populism in the EU</b> During the last years, populist right-wing parties have gained ground in the EU. Many of them use migrants as scapegoats to foster their policy programs. In what ways are they able to put pressure on immigration policies?	Edenberg 2020, Endangered Swedish Values: Immigration, Gender Equality, and “Migrants’ Sexual Violence”, pp. 101-117. Bosen 2020, New Year's Eve in Cologne: 5 years after the mass assaults (news article)
Experiencing Europe: “EU Institutions” Course Related Trip, Destination: Brussels, Belgium, and Paris, France (7 days)		

Session 7	<b>Freedom of Mobility: Internal Migration in the European Union</b>  In this session we focus on labour mobility in Europe and concepts of transnational migration.	Mantu 2020, EU Citizenship, Free Movement, and Covid-19 in Romania, pp. 1-7.
Session 8	<b>At the Margins: Irregular Migrants in Europe</b>  Taking the treatment of irregular migrants in Spain as a starting point we will focus on the diversity of irregular migrants in Europe.	González-Enríquez 2010, Spain: Irregularity as a Rule, pp. 247-266.
Session 9	<b>Mid-term Exam</b>	
Session 10	<b>Conceptualizing Multiculturalism and Ethnic Diversity</b>  In the last decades, migrants more than once brought in their habits and experiences, values and beliefs and therefore challenged national identities. We will walk beyond the usual process of labeling “us and them” and take a closer look to the idea of multiculturalism.	Modood 2008, Difference, Multi, Equality, pp. 37-62.
Session 11	<b>Failure of Multiculturalism? The Dilemma of Who Belongs</b>  Many people have been migrating to EU Member States, often from former colonies or neighboring countries, significantly shaping the social and cultural fabric of their host societies. But an important question remains: do these migrants feel a sense of belonging? In this discussion, we will explore perceptions of multiculturalism in Europe and examine how it influences both migrants and the broader communities they become part of.	Malik 2015, The Failure of Multiculturalism, pp. 21-32.
<b>Experiencing Europe: EU Funds in the Region Course Related Trip</b> Destination: South Baden, Germany (1 day)		
Session 12	<b>Ethnic Notions of Citizenship: Germany – Immigration to a Non-Immigration Country</b>  On the one hand, Germany is proclaiming its “Welcome Culture” letting in great numbers of refugees mainly from Syria. On the other hand, citizenship and full integration is still very hard to achieve. We will discover this discrepancy talking about the historic and current state of integration policies and public reactions in Germany.	Green 2013, Germany: A Changing Country of Immigration, pp. 333-351.

Session 13	<b>Civic Notions of Citizenship: Is Assimilation the Solution in France?</b>  France is a country granting citizenship to those who want to become French – unlike the German tradition. But youth riots of mainly Muslim immigrants since the 1990s seem to show that the “Great Nation” does have massive problems integrating immigrants. After the terrorist Charlie Hebdo attacks 2014 and the attacks at various locations in Paris 2015 – is a politicized Islam the problem?	Fawadleh 2022, Palestinians in France: Integration Versus Community Integration, pp. 1495–1514.
Session 14	<b>Moving towards common grounds in integration policies? A European Comparison</b>  After dealing with different concepts of citizenship and integration, we will analyze the current trends in integration policies in a European comparison.	Penninx et al 2014, European Cities and their Migrant Integration Policies, pp. 4-31.  <b>Essay due!</b>
Session 15	<b>Ethnic Diversity and Social Cohesion</b>  After analyzing different models of integration and getting to know major minority groups in Europe, this session will take a look on the everyday practice of integration. Interaction and trust are therefore seen as key elements of social cohesion, while segregation and ghettoization are identified as source of failed integration.	Buhr (2018), Using the city: migrant spatial integration as urban practice, pp. 307-320.
<p style="text-align: center;"><b>Experiencing Europe: “EU Member States Course Related Trip”</b></p> <p style="text-align: center;">Destinations: 2 countries (see selection in description below) (7 days)</p>		
Session 16	<b>Between Protection and Discrimination: Roma in Europe</b>  The Roma are the largest minority group in Europe. Often caught between protection and discrimination their situation is not easily solved. We will discuss their situation referring to the European legal framework.	Kostadinova, 2011, Minority Rights as a Normative Framework for Addressing the Situation of Roma in Europe, pp. 1-22.
Session 17	<b>European Muslims: Between Integration and Isolation</b>  Muslims form a large and diverse minority group in Europe – many of them came as guest workers, post-colonial migrants and refugees. But are they really integrated? We will have a look at the situation of Muslims in Europe beyond current debates about religious radicalization and terrorism on the one, “Islamophobia” on the other hand.	Khader 2016, Muslims in Europe: The Construction of a “Problem”, pp. 3-24.

Session 18	<b>Conclusion: EU Migration in a Global Context</b>  In our final session we will put EU Migration policy into a global context, and compare it to U.S. migration policies. Furthermore, we will be discussing the future of migration, of multiculturalism and post-migration pluralistic societies.	Haas et al. 2020, Conclusion: Migration in the New World Disorder, pp. 353-369.
Session 19	<b>Final Exam</b>	

#### COURSE-RELATED TRIPS:

- Franco-German History Trip: Alsace, France– 1 day

During the first course-related trip you will visit two significant historical and cultural landmarks in Franco-German history. You will have guided tours and learn about how age-old controversies and catastrophes in the heartland of Europe are represented, the role of memorials in constructing a European identity, and the challenges of overcoming centuries of conflict and rivalry.

- Germany in Europe: Then and Now Trip: Berlin, Germany – 5 days

During the course-related trip to Berlin, you will continue to learn about the past and present of German culture, economy and politics of Germany. Historically this capital is a crucial place if one wants to understand the importance German politics has for the dynamics of European integration. In Berlin you will learn about the fall of the Berlin Wall, the reunification of Europe after the end of the Cold War, the challenges that emerged during the process of post-communist transition and about Germany's hegemonic position within the EU.

- EU Parliament Trip: Strasbourg, France – 1 day

During this one-day trip, which is thematically linked to the second course-related trip (EU Institutions) you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session, get a guided tour through the parliament and meet an MEP who will discuss current events and elaborate on the workings of the European Parliament.

- EU Institutions Trip: Brussels, Belgium and Paris, France – 7 days

This course related trip will take you first to Brussels, the EU's institutional power center. In Brussels you will have the opportunity to meet with not only EU officials but also representatives of national delegations to the EU, think tanks and NGOs, as well as academic experts. The EU institutions you will visit include the European Commission, the Council of the EU and the European Council and you will have a chance to discuss with those actors who draft, shape, and finally take decisions in the European Union. You will continue to have first-hand experience of the EU by visiting various agencies, institutions, and museums in Paris, you will meet French academic experts to discuss French culture, economy, politics, and society.

- EU Funds in the Region Trip: South Baden, Germany– 1 day

This day trip will start with a meeting where an expert from the region will introduce you to EU's agricultural and structural funds and their implementation with examples from the region. Following the meeting you will visit a family farm that is typical for South Baden.

- Member States Trip - 7 days

Students choose one out of the three following course related trip options, e.g.:

- 1) Stockholm, Sweden; Warsaw, Poland/Prague, Czechia
- 2) Rome, Italy; Budapest, Hungary
- 3) Athens, Greece; Sofia, Bulgaria/Bucharest, Romania

The destinations may vary according to topicality and nature of challenges of the EU and its integration process. The member states of the EU are still characterized by different state structures, economic ideologies and cultural identities. This third course-related trip gives you the opportunity to choose between three different field trip options. On these trips, you will learn about the current issues, opportunities and challenges of European integration.

Experiencing the particularities and cultural diversity of these societies is essential in order to understand the variation in terms of domestic debates and national preferences when it comes to such important issues like, for instance, immigration, macroeconomic integration as well as European security.

#### REQUIRED READINGS:

Bade, Klaus J. (2003), *Migration in European history*. Malden, MA: Blackwell Pub (The making of Europe). Available online at <https://onlinelibrary.wiley.com/doi/book/10.1002/9780470754658>.

Bosen, Ralf (2020), New Year's Eve in Cologne: 5 years after the mass assaults | DW | 31.12.2020. In Deutsche Welle, 12/31/2020. Available online at <https://www.dw.com/en/new-years-eve-in-cologne-5-years-after-the-mass-assaults/a-56073007>, checked on 1/10/2022.

Buhr (2018), Using the city: migrant spatial integration as urban practice, In: *Journal of Ethnic and Migration Studies*, 2018, VOL. 44, NO. 2, pp. 307-320.

Castles, Stephen; Haas, Hein de; Miller, Mark J. (2014), *The age of migration. International population movements in the modern world*. 5. ed. Basingstoke: Palgrave Macmillan.

de Voss Links, Vida (2015), The 2015 refugee Crisis, In: *Sister Namibia*, Vol. 27, Issue 3, pp. 22-23,

Edenborg, Emil (2020), Endangered Swedish Values: Immigration, Gender Equality, and “Migrants’ Sexual Violence”. In Ov Cristian Norocel et al. (Eds.), *Nostalgia and Hope: Intersections between Politics of Culture, Welfare, and Migration in Europe*. Cham: Springer International Publishing (IMISCOE Research Series), pp. 101-117.

Fawadleh, Hadeel (2022), Palestinians in France: Integration Versus Community Integration, in: *Journal of International Migration and Integration* vol. 23, pp. 1495–1514.

Fine, Shoshana (2018), Back to Frontex: Europe's misguided migration policy, European council on foreign relations. Available online at: [https://ecfr.eu/article/commentary\\_back\\_to\\_frontex\\_europes\\_misguided\\_migration\\_policy/](https://ecfr.eu/article/commentary_back_to_frontex_europes_misguided_migration_policy/).

González-Enríquez, Carmen (2010), Spain: Irregularity as a Rule. In: Anna Triandafyllidou (Ed.), *Irregular migration in Europe. Myths and realities*. London: Routledge (Research in migration and ethnic relations series), pp. 247–266.

Green, Simon (2013), Germany: A Changing Country of Immigration. In *German Politics* 22 (3), pp. 333–351. DOI: 10.1080/09644008.2013.832757.

Haas, Hein de; Castles, Stephen; Miller, Mark J. (2020), *The age of migration. International population movements in the modern world*. Sixth edition. London: Red Globe Press. Available online at <https://ebookcentral.proquest.com/lib/kxp/detail.action?docID=6235069>.

Khader, Bichara (2016), Muslims in Europe: The Construction of a “Problem”. OpenMind BBVA. Available online at <https://www.bbvaopenmind.com/en/articles/muslims-in-europe-the-construction-of-a-problem/>, checked on 1/10/2022.

Kostadinova, Galina (2011), Minority Rights as a Normative Framework for Addressing the Situation of Roma in Europe. In *Oxford Development Studies* 39 (2), pp. 163–183. DOI: 10.1080/13600818.2011.570864.

Malik, Kenan (2015), The Failure of Multiculturalism. Community versus Society in Europe. In *Foreign Affairs* 94 (2), pp. 21–32. Available online at [https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/fora94&id=312&men\\_tab=srchresults](https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/fora94&id=312&men_tab=srchresults), checked on 1/10/2022.

Mantu, Sandra (2020), EU Citizenship, Free Movement, and Covid-19 in Romania. In *Front. Hum. Dyn.* 2. DOI: 10.3389/fhumd.2020.594987.

Modood, Tariq (2007), *Multiculturalism. A Civic Idea*. Malden, MA: Polity Press.



Penninx, Rinus et al. (2014), European Cities and Their Migrant Integration Policies. KING report. ISMU Foundation - Initiatives and Studies on Multiethnicity. Available online at [https://ec.europa.eu/migrant-integration/library-document/european-cities-and-their-migrant-integration-policies-state-art-study-king\\_en](https://ec.europa.eu/migrant-integration/library-document/european-cities-and-their-migrant-integration-policies-state-art-study-king_en).

Veturi, Emily and Anna Iasmi Vallianatou (2022), Ukraine exposes Europe's double standards for refugees. Available online at: <https://www.chathamhouse.org/2022/03/ukraine-exposes-europes-double-standards-refugees>

## RECOMMENDED READINGS:

### Migration

Adamson, Fiona B., Triadafilopoulos, Triadafilos, and Aristide R. Zolberg (2011), The Limits of the Liberal State: Migration, Identity and Belonging in Europe, in: *Journal of Ethnic and Migration Studies*, vol. 37, no. 6, pp. 843-859.

Anderson, Bridget et.al. (2006), Fair Enough? Central and East European Migrants in Low-wage Employment in the UK. Available at: [http://www.compas.ox.ac.uk/media/PR-2006-Changing\\_Status\\_Fair\\_Enough.pdf](http://www.compas.ox.ac.uk/media/PR-2006-Changing_Status_Fair_Enough.pdf)

Andersson, Ruben (2014), *Illegality, Inc. Clandestine Migration and the Business of Bordering Europe*. Oakland: University of California Press.

Bade, Klaus (2011), *The Encyclopedia of Migration and Minorities in Europe. From the 17<sup>th</sup> Century to the present*. Cambridge: Cambridge university Press.

Bauböck, Rainer (2002), Political Community Beyond the sovereign State, Supranational Federalism and Transnational Minorities. In: Vertovec and Cohen: *Conceiving Cosmopolitanism: Theory, Context, and Practice*.

Block, Laura, and Saskia Bonjour (2013), Fortress Europe or Europe of Rights. The Europeanisation of Family Migration Policies in France, Germany and the Netherlands, in: *European Journal of Migration and Law*, vol. 15, no.2, pp. 203-224.

Brubaker, Rogers (1992), *Citizenship and Nationhood in France and Germany*. Cambridge, Mass.: Harvard Univ. Press.

Brubaker, R. (2017) Populism's Perfect Storm. *Boston Review*. <https://bostonreview.net/politics/rogers-brubaker-populisms-perfect-storm>

Castles, Stephen (2010), Understanding Global Migration: A Social Transformation Perspective, in: *Journal of Ethnic and Migration Studies*, vol. 36, no. 10, pp. 1565-1586.

Caviedes, Alexander (2010), Towards a European Model for High Skilled Labour Migration?, in: Luedtke, Adam (ed.), *Migrants and Minorities. A European Response*, pp. 61-81.

Coleman, David (2008), The demographic effects of international migration in Europe. *Oxford Review of Economic Policy*, vol. 24, no. 3 pp. 452-476.

Crawley, H., & Skleparis, D. (2017). Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe's 'migration crisis'. *Journal of Ethnic and Migration Studies*, 44(4), 1-17.

De Haas, Hein (2010), The Internal Dynamics of Migration Processes: A Theoretical Inquiry, in: *Journal of Ethnic and Migration Studies*, vol. 36, no. 10, pp. 1587-1617.

Delvino, Nicola and Sarah Spencer 2014: *Irregular Migrants in Italy. Law and Policy on Entitlements to Services*. ESRC Centre on Migration, Policy and Society (COMPAS). Available at: [http://www.compas.ox.ac.uk/media/PR-2014-Irregular\\_Migrants\\_Italy.pdf](http://www.compas.ox.ac.uk/media/PR-2014-Irregular_Migrants_Italy.pdf)

Devisscher, Purdy (2011), Legal Migration in the Relationship between the European Union and ACP Countries: The Absence of a True Global Approach Continues, in: *European Journal of Migration and Law*, 13, pp. 53-94.

Emmer, Pieter (2013), Turkey and Europe. The Role of Migration, in: *European Review*, vol. 21, np.3, pp. 394-399.

- Eger, Maureen A. (2010), Even in Sweden: The Effect of Immigration on Support for Welfare State Spending. *European Sociological Review*, vol. 26, no. 2, pp. 203-217.
- Faustmann, Anna (2013), Migration Policy, Integration Policy and Integration Performance: Methodological Challenges of Policy Evaluation. Paper prepared for the ICCP 2013, [http://www.icpublicpolicy.org/IMG/pdf/panel\\_18\\_s2\\_faustmann.pdf](http://www.icpublicpolicy.org/IMG/pdf/panel_18_s2_faustmann.pdf)
- Geddes, Andrew (2000), *The Politics of Migration and Immigration in Europe*, London: SAGE. (IES Library)
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- Haas, Hein de; Vezzoli, Simona; Szczepanikova, Alice; van Criekinge, Tine (2018), *European migrations. Dynamics, drivers, and the role of policies*. Luxembourg: Publications Office of the European Union.
- Hanewinkel, Vera et.al. (2013), Does the Crisis Make People Move? EU Internal Migration and Economic Disparities in Europe, in: *Focus Migration*, vol. 20, pp. 1-24.
- Heckmann, Friedrich (2003), From Ethnic Nation to Universalistic Immigrant Integration: Germany, in: Heckmann, Friedrich and Dominique Schnapper (ed.), *The Integration of Immigrants in European Societies*, pp. 45–78.
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- Mayda, Anna Maria (2006), Who is Against Immigration? A Cross-Country Investigation of Individual Attitudes Towards Immigrants. *The Review of Economics and Statistics*, vol. 88, no. 3, pp. 510-530.
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- Nowicka, Magdalena (2011), Heterogeneity, Borders and Thresholds. How Mobile Transnational Professionals Order the World, in: *Journal of Borderland Studies*, vol. 23 (2), pp. 41-58.

- Ohliger, Rainer, Karen Schönwälder, and Triadafilos Triadafilopoulos (eds.) (2003), *European Encounters. Migrants, Migration and European Societies Since 1945*. Aldershot: Ashgate.
- Okólski, Marek (2007), "Europe in movement: Migration from/to Central and Eastern Europe," Center of Migration Research Working Papers, Nr. 22/80.
- Omar Mahmoud, Toman (2010), *The Economics of Human Trafficking and Labour Migration. Micro-Evidence from Eastern Europe*, in: *Journal of Comparative Economics*, vol. 38, no. 2, pp. 173-188.
- Peridy, Nicolas J. (2006), *Welfare Magnets, Border Effects or Policy Regulations: What Determinants Drive Migration Flows into the EU?*, in: *Global Economy Journal*, vol. 6, no. 4, pp. 1-32.
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## RESEARCH NETWORKS

- Center for the Study of Ethnicity and Citizenship at the University of Bristol: <http://www.bristol.ac.uk/ethnicity>
- COMPAS Centre on Migration, Policy and Society: <http://www.compas.ox.ac.uk/>
- Department of Geography Migration Research Unit UDL London: <http://www.geog.ucl.ac.uk/mru>
- European Research Center on Migration and Ethnic Relations (Ercomer) at the University of Utrecht: <http://www.ercomer.eu/>
- European Network against Racism (ENAR), <http://www.enar-eu.org/>
- European Roma Rights Centre: <http://www.errc.org/>
- Free resource on global social theory, organized by students in the UK asking 'Why is my curriculum white?' <http://globalsocialtheory.org/concepts/transnationalism/>
- Institute for Migration and Ethnic Studies at the Universiteit van Amsterdam: <http://imes.uva.nl/>
- Journal in French: <http://www.hommes-et-migrations.fr/index.php?id=3563>
- Migration Citizenship Education: <http://migrationeducation.org/home.0.html>
- Migration Policy Group: <http://www.migpolgroup.com/>

Sirius Migration Education: <http://www.sirius-migrationeducation.org/>

The Migration Observatory at the University of Oxford: <http://migrationobservatory.ox.ac.uk/>

## NEWS

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15 Years Fortress Europe: <http://15years.morizbuesing.com/>

## MOVIES

El Ejodo: <http://www.theguardian.com/business/2011/feb/07/spain-salad-growers-slaves-charities>

Back to the Fatherland: <http://backtothefatherland.com/>

Interview with Tariq Modood: <http://www.tariqmodood.com/video.html>

Roma Rights: <http://www.errc.org/media/video>

Shahram Khosravi, lecture Oct 2017, Along the Rails with Travelers without Papers: <https://www.hkw.de/en/app/mediathek/video/61019>

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Taiye Selasi: Multi-locality: <https://www.youtube.com/watch?v=LYCKzpXEW6E>

The 50th Anniversary of the Turkish-German Guest Worker Treaty | People & Politics <https://www.youtube.com/watch?v=zw9NNORII3Q>

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