

## Migration and Integration (K001286)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits** 6.0

**Study time** 180 h

### Course offerings and teaching methods in academic year 2024-2025

A (semester 1)

English

Gent

lecture

peer teaching

### Lecturers in academic year 2024-2025

Van de Putte, Bart

PS04

lecturer-in-charge

### Offered in the following programmes in 2024-2025

[Master of Science in Sociology](#)

**crdts**

6

**offering**

A

### Teaching languages

English

### Keywords

Migration, integration, segregation, social demography, interventions

### Position of the course

This educational component is part of the Major in Social Demography within the degree program for Master of Science in Sociology. The objective of the course is to offer a framework of analysis for problems related to migration and integration. Attention is paid to sociological approaches on the macro, meso and micro level.

The course contributes to competences in sociology (M.1.1, M.1.2, M.1.3, M.1.4, M.1.5), scientific competences (M.2.2) and social competences (M.5.1, M.5.2, M.5.3, M.5.4).

### Contents

This course starts with an introductory overview of the history, determinants and types of migration. Although we consider migration from an international perspective, we focus on examples from the Belgian/European migration history. In the next section of this course, we discuss the classic theories of integration (e.g. assimilation theory, segmented assimilation theory, ethnic enclave theory and ethnic boundaries theory). The following questions are central to this section: What are the possible outcomes of integration in a society? To which extent are these outcomes dependent on the type of migration and the sociological context of the society? Afterwards, we apply these questions on several topics, such as:

- Marriage patterns of ethnic minorities
- Ethnic residential segregation
- Socio-economic positions of ethnic minorities
- Interethnic relations and discrimination
- Religious practices
- Social cohesion in a super-diverse society

In the last section, we consider the different strategies policy makers can follow to deal with migration and integration.

For course in English Master, this means that the students involved are instructed to prepare, moderate and conclude student debates on current topics. The (written) preparation and execution counts for 10% of the final total.

Examples of discussion topics are: What is the case for open borders?, Should we introduce a full migration stop in Europe?, How can inter-ethnic contacts be stimulated?, Should we ban or allow religious symbols in society?, Why so many young muslims joining Islamic State?, Should we introduce an ethnic quota system as a form of affirmative actions? and Should we prevent or stimulate ethnic enclaves in society?

The aim of the course is to develop an intervention plan.

### Initial competences

To have successfully completed the educational components 'Demography' (2BA Sociology) and 'Social Change' (3BA Sociology), or to have acquired the competences targeted in these components in another way.

### Final competences

To have insight into the causes of integration and segregation, being able to situate these in the social context and to point out the relation with processes of social change.

To be able to integrate theories and findings regarding determinants of integration and segregation in an overarching model of explanation.

To have insight into the macro, meso and micro level consequences of integration and segregation.

To be able to critically interpret the results of research on migration and integration.

To be able to apply in a concrete manner all knowledge acquired in the course to the interpretation of social phenomena observed in everyday reality.

To be able to formulate a critical view on problems related to migration and integration, both in discussion with experts and in the face of society as a whole.

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

### Teaching methods

Lecture, Independent work, Peer teaching

### Study material

Type: Reader

Name: Migration and Integration

Indicative price: Free or paid by faculty

Optional: no

Available on Ufora : Yes

Online Available : Yes

Available in the Library : No

Available through Student Association : No

### References

- 1 Massey, D., Arango, J., Hugo, G. et al. (1993). Theories of international migration: a review and appraisal. *Population and Development Review*, 19, 431-466.
- 2 Zhou, M. (1997). Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation. *International Migration Review*, 31, 975-1008.
- 3 Portes, A. & Manning, R. (1986). The immigrant enclave: theory and empirical examples. In: Olzak, S. & Nagel, J. (Eds.). *Competitive ethnic relations*. Orlando: Academy Press.
- 4 Alba, R. (2005). Bright versus blurred boundaries: second generation assimilation and exclusion in France, Germany and the United States. *Ethnic and Racial Studies*, 28, 20-49.
- 5 Kalmijn M. & van Tubergen F. (2006). Ethnic Intermarriage in the Netherlands: confirmations and refutations of accepted insights. *European Journal of Population*, 22, 371-397.
- 6 Van Kerckem, K. & Van der Bracht, K. & Van de Putte, B. (2013). Transnational Marriages on the Decline: Explaining Changing Trends in Partner Choice among Turkish Belgians. *International Migration Review*, 47, 1006-1038.

- 7 Bolt, G. & Van Kempen, R. (2010). Ethnic segregation and residential mobility: relocations of minority ethnic groups in the Netherlands. *Journal of Ethnic and Migration Studies*, 36, 333-354.
- 8 Wacquant, L. (2012). A Janus-face institution of ethnoracial closure: a sociological specification of the ghetto. In: Hutchison, R. & Haynes, B. (eds.). *The Ghetto. Contemporary global issues and controversies*. Boulder: Westview Press.
- 9 Bonacich, E. (1972). A theory of ethnic antagonism: the split labor market. *American Sociological Review*, 37, 547-559.
- 10 Pager, D., Shepherd, H. (2008). The sociology of discrimination: racial discrimination in employment, housing, credit and consumer markets. *Annual Review of Sociology*, 34, 181-209.
- 11 Pettigrew, T. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49, 65-85.
- 12 Voas, D. & Fleischmann, F. (2012). Islam moves west: religious change in the first and second generations. *Annual Review of Sociology*, 38, 525-545.
- 13 Franken, L. & Loobuyck, P. (2013). Is active state support for religions and worldviews compatible with the liberal idea of state neutrality? A critical analysis of the Belgian case. *Journal of Church and State*, 55, 478-497.
- 14 Kymlicka, W. (2003). Multicultural states and intercultural citizens. *Theory and research in education*, 1, 147-169.
- 15 Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30, 1024-1054.
- 16 Putnam, R. (2007). E Pluribus Unum: Diversity and community in the twenty-first century. *Scandinavian Political Studies*, 30, 137-174.
- 17 Portes, A. & Vickstrom, E. (2011). Diversity, social capital, and cohesion. *Annual Review of Sociology*, 37, 461-479.
- 18 Verkuyten, M. & Martinovic, B. (2012). Immigrants' national identification: meanings, determinants and consequences. *Social Issues and Policy Review*, 6, 82-112.

#### **Course content-related study coaching**

Slides and hand-outs of lecturers are available through Minerva.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Oral assessment

#### **Examination methods in case of periodic assessment during the second examination period**

Oral assessment

#### **Examination methods in case of permanent assessment**

Participation, Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is not possible

#### **Extra information on the examination methods**

Oral exam

- Oral exam with written preparation
- the exam takes place before Christmas holiday

Non-periodic evaluation

- Students prepare a thematic lesson. Both the preparation and the actual lesson are evaluated

#### **Calculation of the examination mark**

Periodic assessment 70%

Non-periodic assessment:

- participation: 10%
- thematic lesson: 20%

Students cannot pass the course if they do not pass for the combination of the periodic assessment and the thematic lesson.

