



## **Seminar: Making Immigration Successful in the West A Review of Migration from the Global South to Western Countries since 1945**

**Diplomatische Akademie Wien  
Vienna School of International Studies  
Second Trimester 2018–2019  
Tuesdays, 14:15-16:00**

### **QUICK FACTS**

- Instructor: Dr. Emmanuel Comte
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- Meetings: Tuesdays, 14:15-16:00
- Office hours: Wednesdays, 14:00-15:00 (Office 46, 2<sup>nd</sup> floor, Mezzanine Corridor).
- Website: All the readings are available on the DA Intranet (in the “Library & Course Materials” section under “e-books”). The article by Andall will be made available under the syllabus link.

### **COURSE DESCRIPTION**

This seminar will consider the options to make immigration successful in Western countries by reviewing the reasons why most of these countries have implemented restrictive policies towards immigration from the Global South and why this issue has been so salient in political debates. To better understand the problem, we will review the role of international inequalities, rivalries between European workers and immigrant workers, the exclusionary nature of Western labour markets, the gradual constitution of a new poor class of immigrant background in Western societies, the rising conflict surrounding immigration in the West, and the shortcomings of the strategy of closed borders. The seminar will allow students to think deeper and with a broader perspective about the recent migration crises at Western borders, the violence surrounding immigrants, and the anti-immigrant backlash in Western politics. By the end of the semester, students will be capable to grasp the complexity of the migration problem in the West and think critically and comprehensively about the various scenarios to deal with this challenge.

### **GRADING**

Informed discussions will play an important role in this seminar. To be able to contribute to those discussions, you will need to complete the readings. In addition, you will carry out documentary research, which will allow you to enter deeper into the subject matter. The final grade will be the result of three grades of equal weight:

1. Class participation throughout the trimester;
2. One reading presentation in class once in the trimester;
3. The submission and presentation in class of primary sources once in the trimester.



**Class participation:** You need to complete the readings before each session. To prepare for the class discussion, react to what you read. What do you learn in your reading? How do the author's findings inform your understanding of broader questions? Which criticisms can you prepare against the author's argument? Through those questions, prepare useful quotations, with exact page numbers, for the class discussion. Grading will be proportional to the quantity of your interventions in class, weighed by their quality. Quality is a function of the level of accurate reading that the intervention demonstrates. To maintain the group dynamics, any absence that is not justified by cogent reasons with supporting evidence will unfortunately for you result in penalties in your final grade. If you thus miss one third of the sessions, you will not be able to pass the course.

**Reading presentation:** You will prepare once in the trimester a presentation of a reading and thus launch yourself class discussion. The presentation should last between five and maximum ten minutes. You will need to review in your presentation the following questions. What is the structure of the paper/book? In particular, what is the structure of the introduction and conclusion? What is the author's main point? Is it convincingly demonstrated? How to criticize the author's argument on the basis of primary evidence?

**Research of primary evidence:** Once in the trimester, you will turn in by email to the instructor, 24 hours before the relevant session, i.e., by Mondays 14:15, around 3,000 words (no more, no less) of primary notes of your choice in a Word file. These notes must be drawn from around 4 different sources, one of which should be quantitative. You will find at the end of the syllabus a list of resources helping you to find primary sources. You will select important and interesting sources that highlight the topic of the session. The title of this session will be the title of your primary notes. You should not copy the full content of a document that you have found, but only those extracts that are the most useful for the session's topic. Your grade will depend on the three following factors: are your notes actually extracts of primary (and not secondary) documents? Are the passages you have quoted relevant for the topic of the session? Can this information complete, rather than duplicate, the perspectives you were able to find in the readings for the session? You will present your findings in five minutes during the session. You must expect to have bonuses when you have a high density of quantitative evidence and when you have been able to find interesting sources in other resources than those provided at the end of this syllabus. One table is worth 400 words; one image or graph is worth 200 words. For tables, like previously stated, do not merely copy-paste a screenshot of an entire table; instead, reconstruct a table yourself by keeping only the most interesting data of the original table. Write in bold at the top of your quotations of each source, the author, title, date, and reference, including URL. The URL should point directly towards the source (and not towards a general website). Sources should be ordered chronologically in your notes. Please find at the end of the syllabus a model to follow. Documents can be in English, French, German, Italian, or Spanish (but you should not quote sources in a language that you do not know well). Please be aware that, for group work purposes, your notes will be circulated to the entire group before the session.



## **SCHEDULE OF CLASSES AND READING LIST**

### **8<sup>th</sup> January: Making immigration successful in the West?**

Introduction, presentation of the syllabus, and review of the work of the trimester.

### **15<sup>th</sup> January: What can we draw from the experience of Turkish guest workers to Germany?**

Miller, Jennifer A., *Turkish Guest Workers in Germany: Hidden Lives and Contested Borders, 1960s to 1980s*, (German and European Studies, number 29) Buffalo, NY: University of Toronto Press, 2018, xii-271 pp.

### **22<sup>nd</sup> January: Why do immigrants fuel the informal economy?**

- Baldwin-Edwards, Martin, and Joaquin Arango (eds.) *Immigrants and the Informal Economy in Southern Europe*, London: Frank Cass, 1999, 272 p.
- Andall, Jacqueline, “Immigration and the Legacy of Colonialism: The Eritrean Diaspora in Italy,” in J. Andall and D. Duncan (eds.) *Italian Colonialism: Legacy and Memory*, Bern: Peter Lang, 2005, pp. 191–217.

### **29<sup>th</sup> January: How does immigration in the West contribute to stability and development in the Global South?**

Germano, Roy, *Outsourcing Welfare: How the Money Immigrants Send Home Contributes to Stability in Developing Countries*, Oxford: Oxford University Press, 2018.

### **5<sup>th</sup> February: How do trade unions relate to immigrant workers?**

Marino, Stefania, Judith Roosblad, and Rinus Penninx (eds.), *Trade Unions and Migrant Workers. New Contexts and Challenges in Europe*, Cheltenham: Edward Elgar Publishing, 2017.

### **12<sup>th</sup> February: Are minimum wages against immigrants?**

Linder, Marc, *Migrant Workers and Minimum Wages: Regulating the Exploitation of Agricultural Labor in the United States*, Boulder, Colorado: Westview, 1992, XXI-322 p.

### **19<sup>th</sup> February: What are the dilemmas in the regulation of immigrant labour?**

Ruhs, Martin, *The Price of Rights: Regulating International Labor Migration*, Princeton, NJ: Princeton University Press, 2013.

### **26<sup>th</sup> February: What is the role of companies in making immigration successful?**

Peters, Margaret E., *Trading Barriers: Immigration and the Remaking of Globalization*, Princeton, NJ: Princeton University Press, 2017.

### **5<sup>th</sup> March: What are the costs of controlling immigration and the alternatives?**

Hollifield, J., P. L. Martin, and P. Orrenius, (eds.), *Controlling Immigration: A Global Perspective*, Third Edition, Stanford, California: Stanford University Press, 2014.



## Online Resources to Find Primary Sources

### International Quantitative Sources

EC Europa: <https://ec.europa.eu/migrant-integration/home> (integration indicators by country).

Eurostats:

- Main homepage: <http://ec.europa.eu/eurostat/web/main/home>.
- EU Labour Force Survey: <https://ec.europa.eu/eurostat/web/microdata/european-union-labour-force-survey>.
- Statistics on migration and migrant population: [http://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration and migrant population statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration_and_migrant_population_statistics).
- Asylum requests: [http://www.europarl.europa.eu/external/html/welcomingeurope/default\\_en.htm](http://www.europarl.europa.eu/external/html/welcomingeurope/default_en.htm).

Gap Minder: <https://www.gapminder.org/data/>.

Migration Portal: <https://migrationdataportal.org/>.

OECD:

- Migration databases: <http://www.oecd.org/els/mig/oecdmigrationdatabases.htm>.
- International migration policies and data: <http://www.oecd.org/migration/mig/>.
- Statistics and data directorate: <http://www.oecd.org/sdd/>.

“Our World in Data” project by the Oxford Martin Programme on Global Development at the University of Oxford: <https://ourworldindata.org/>.

UNHCR: Migratory situation in the Mediterranean since 2014: <http://data2.unhcr.org/en/situations/mediterranean>.

Unemployment in Africa: UNIDO (Industrial Development Organisation), ECOWAS (ILO definition).

UN Population Division:

- <http://www.un.org/en/index.html>
- <https://esa.un.org/unmigration/>
- <https://esa.un.org/unpd/wpp/Graphs/DemographicProfiles/>

World Bank statistics:

- GDP per capita (current US\$) per country, since 1960. Online: <http://data.worldbank.org>.
- Remittances: <http://www.worldbank.org/en/topic/migrationremittancesdiasporaissues/brief/migration-remittances-data>
- Stocks of migrants: <http://databank.worldbank.org/data/reports.aspx?source=global-bilateral-migration>



- Labour force by educational attainment by country:  
<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/0,,cont entMDK:21866422~pagePK:64214825~piPK:64214943~theSitePK:469382,00.html>

### **International qualitative sources**

EU Institutions Press Release Database: <http://europa.eu/rapid/> (for the conclusions of European Councils).

Eur-lex: <https://eur-lex.europa.eu/homepage.html?locale=en>.

The Geography of Transport Systems: <https://transportgeography.org>.

Governments' documents from various countries: <http://catalog.crl.edu/search~S1>.

ICTWSS: Database on Institutional Characteristics of Trade Unions, Wage Setting, State Intervention and Social Pacts in 51 countries between 1960 and 2014: <http://www.uva-aias.net/en/ictwss>.

UNHCR: 1951 Conference of Plenipotentiaries on the Status of Refugees and Stateless Persons (preparatory works):  
<http://www.unhcr.org/search?comid=3c07a8642&cid=49aea9390&scid=49aea9398>.

### **British sources**

BBC Archive: <http://www.bbc.co.uk/archive/>

British Cartoon Archive: <http://library.kent.ac.uk/cartoons/>.

British Living Standards 1900-1960: <http://www.sussex.ac.uk/britishlivingstandards/>.

British Union History: <http://www.unionhistory.info/britainatwork/>.

Immigration to Britain: <http://www.movinghere.org.uk/>.

Metropolitan Police, Office of the Commissioner Records:  
<http://discovery.nationalarchives.gov.uk/SearchUI/Collection/Display?uri=C10813>

Migration Observatory of Oxford University:  
<http://www.migrationobservatory.ox.ac.uk/resources/>.

Spectator Online Archive available at: <http://archive.spectator.co.uk/>.

The British Online Archives (BOA): <https://microform.digital/boa/>.

TUC History Online: <http://www.unionhistory.info/>.

UK Cabinet papers 1915–86: <http://www.nationalarchives.gov.uk/cabinetpapers/default.htm>

UK Economic and Social Data service: <http://www.esds.ac.uk/>

UK Legislation: <http://www.legislation.gov.uk/>

UK Office of National Statistics: <http://www.statistics.gov.uk/default.asp>.

UK Online Social Survey Material:  
<http://www.esds.ac.uk/qualidata/online/about/introduction.asp>

UK Parliamentary Debates (searchable full-text): <http://hansard.millbanksystems.com/>.

### French sources

Base de données d'archives numérisées sur l'histoire de l'immigration en France:  
<http://odysseo.generiques.org>.

Bibliothèque diplomatique numérique : <http://bibliotheque-numerique.diplomatie.gouv.fr/MEAE/?mode=desktop>.

Documents diplomatiques français numérisés: <http://bibliotheque-numerique.diplomatie.gouv.fr/MEAE/?mode=desktop>.

Débats de l'Assemblée nationale en ligne (classés par législature): [www.archives.assemblee-nationale.fr](http://www.archives.assemblee-nationale.fr).

Débats et travaux du Sénat en ligne : <http://www.senat.fr/seances/comptes-rendus.html>.

Gallica (ressources de la BNF en ligne) : <https://gallica.bnf.fr/accueil/?mode=desktop>.

INSEE : <https://www.insee.fr/fr/accueil>.

Législation française: <https://www.legifrance.gouv.fr>.

Musée de l'histoire de l'immigration : <http://www.histoire-immigration.fr/ressources>.

Parlement: <http://www.archivesdefrance.culture.gouv.fr/annuaire-services/parlementaires/>.

### German sources

Digitized German newspapers: <http://zefys.staatsbibliothek-berlin.de/en/>

GESIS Cologne database on migration in Europe: [www.gesis.org/migration](http://www.gesis.org/migration).



### **Japanese sources**

National Diet Library: <http://www.ndl.go.jp/en/>.

### **Spanish sources**

National Institute of Statistics (INE): <http://www.ine.es/en/welcome.shtml>.

### **US sources**

Bureau of Labor Statistics.

Charles University of Prague Collection of documents of 20<sup>th</sup>-century American history:  
<http://tucnak.fsv.cuni.cz/~calda/UnitList02.html>.

Current Population Survey.

FRUS:

- [Foreign Relations of the United States](#) via the University of Wisconsin Libraries
- [Department of State, Office of the Historian](#)
- [Hein Online](#)

Gallup polls about immigration: <http://news.gallup.com/poll/1660/immigration.aspx>.

Truman papers: <https://trumanlibrary.org/publicpapers/index.php>.



## Example of primary notes (extract):

**Council of the European Union, 12909/00 “Draft text of the Joint Employment Report 2000 — Part II: the Member States”, 10 November 2000. France. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52000DC0551>.**

- P. 43: “It has been decided to introduce a new system for reducing the non-wage labour costs of enterprises that have concluded agreements on the reduction of working time, in order to lower the tax burden on labour, especially unskilled and low-paid labour. The average rate of taxation of labour is still too high, however.”
- P. 47: “In order to reduce the fiscal pressure on labour, especially unskilled and low-paid labour, a further reduction in non-wage labour costs for the lowest wages, which is reserved for enterprises that have concluded agreements on the 35-hour working week, was introduced in 2000.”
- P. 48: “Other specific measures are the inclusion in the agreements signed by enterprises of measures to combat discrimination in recruitment as a condition for benefiting from reduced social security contributions”.

**Council of the European Union, 14378/02 “Draft text of the Joint Employment Report 2002”, Brussels, 19 November 2002. <http://eur-lex.europa.eu/legal-content/ro/TXT/?uri=CELEX%3A52002DC0621>.**

- Executive Summary.
  - P. 40: “Member States [...] efforts concentrate on [...] reduction of the VAT rate in labour-intensive services”.
  - P. 44: “Targeted reductions in SSC (mainly employers' contributions) have [...] been introduced particularly for the low-paid, for hiring new staff and for the long-term unemployed, for keeping older workers on the payroll, school leavers (Belgium, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Sweden, Denmark and Portugal).”
- France. P. 74: “Arrangements for reducing charges on the low-paid and measures to give young people work have contributed to a sharp rise in jobs, an appreciable lowering of labour costs for low-skilled sectors or people with little experience, and a reduction of ‘inactivity traps’”.

**Discours de Nicolas Sarkozy devant le Congrès américain, 7 novembre 2007. Source: <http://www.voltairenet.org/article152875.html>.**

« Notre monde est instable, il est dangereux. Je l'affirme, les États-Unis d'Amérique ont besoin d'une Europe forte, déterminée. L'Union européenne est en passe, avec le traité simplifié, de sortir de dix années de débats sur ses institutions, et donc de paralysie. L'Europe sera bientôt dotée d'un Président stable et d'un Ministre des Affaires Étrangères plus puissant pour sa politique étrangère et de sécurité. Je veux vous expliquer que l'Europe doit désormais relancer le grand chantier de ses capacités militaires. L'ambition que je propose à nos partenaires part d'un constat simple : il y a plus de crises que de capacités pour y faire face. L'OTAN ne peut être partout. L'Union Européenne doit être capable d'agir, dans les Balkans ou au Congo, demain au Soudan ou au Tchad. Pour cela, les Européens doivent faire un effort accru. [...] je souhaite que dans les années qui viennent, les Européens se donnent les moyens d'assurer une part croissante de leur défense. [...] Tous nos Alliés, à commencer par les États-Unis, avec lesquels nous partageons le plus souvent les mêmes intérêts et les mêmes



adversaires, ont un intérêt stratégique à ce que l'Europe s'affirme comme un partenaire de sécurité crédible et fort. Dans le même temps, et avec la même force, connaissant bien l'histoire politique de mon pays, je veux affirmer mon attachement à l'OTAN. Je le dis à la tribune de ce Congrès, plus l'Europe de la Défense sera aboutie, plus la France sera résolue à reprendre toute sa place dans l'OTAN. [...] Une Europe de la défense crédible et forte au sein d'une Alliance renouvée. »