

## **S6 MIGRATION, INTEGRATION AND ETHNIC RELATIONS**

**July 7 – July 18, 2025**

**UTRECHT SUMMER SCHOOL 2025**

## S6 Migration, Integration and Ethnic Relations

Migration has made European countries ethnically and culturally more diverse. While migrants try to find their way in a new and sometimes hostile environment, host populations also have to adapt to migrants and the new religious and cultural diversity they bring with them. Migrants and host populations face the challenge of acceptance and adaptation in spite of initial resistance, possible social exclusion and explicit political rejection by part of the host population.

This course introduces students to social scientific theories and empirical research on international migration, the integration of immigrants and their children, and reactions of the host society. Throughout, we use an interdisciplinary and analytical approach, drawing on theories and empirical research from sociology, psychology, political science, demography and economics, among others. The two-week course covers a broad range of topics related to migration, development, integration and ethnic relations, such as reasons for international migration, modes of immigrant adaptation, identity, religion, stereotyping, discrimination, inequality, extreme-right wing voting and inter-ethnic contacts.

### COURSE DIRECTOR:

Dr. Floris Peters [f.w.c.peters@uu.nl](mailto:f.w.c.peters@uu.nl)

### COURSE TEACHERS:

Dr. Özge Bilgili	<a href="mailto:o.bilgili@uu.nl">o.bilgili@uu.nl</a>
Dr. Sauro Civitillo	<a href="mailto:s.civitillo@uu.nl">s.civitillo@uu.nl</a>
Dr. Jisu Kim	<a href="mailto:j.kim@uu.nl">j.kim@uu.nl</a>
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Dr. Floris Peters	<a href="mailto:f.w.c.peters@uu.nl">f.w.c.peters@uu.nl</a>
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Dr. Jochem Thijs	<a href="mailto:j.thijs@uu.nl">j.thijs@uu.nl</a>

### TARGET GROUP:

The course is designed for students in the social sciences interested in a *research-oriented* approach to the causes and consequences of migration. It is relevant for students across all disciplines in the social sciences and those who are interested in *theory-driven, quantitative and analytical research* on migration, integration and ethnic relations. The course is suitable for bachelor and master students, but open to PhD's or practitioners as well. Note that a basic understanding of quantitative methodology in social sciences is highly recommended, as many of the readings apply such methods.

### COURSE AIM:

Based on readings, presentations and class discussions, students will build up (a) an overview of the main research questions, theories, and current empirical findings on international migration, integration, and ethnic relations, (b) knowledge of large-scale datasets and understanding of research methods that are commonly used in this field, (c) the ability to critically evaluate empirical research, and (d) the ability to apply this knowledge to new problems within this field. This ability includes generating new research questions, using specific theories to elaborate research questions, formulating hypotheses, and critical reflecting on current trends and debates on migration, integration and ethnic relations.

CREDITS: 3 ECTS + certificate of attendance

All students will receive a certificate of attendance. The grade for this course is based on presentations and group assignments. Preparation for the individual and group assignments occurs partly during class hours. If students are due to unforeseen circumstances unable to attend a class, they should inform the instructor. Students will not receive a grade if they miss more than one class.

PERIOD: July 7-18, 2025

STUDY LOAD:

- A. 10 days of lectures, group assignments and group discussion (daily from 10.00-14.30)
- B. self-study: reading materials daily from 14.30-16.30
- C. short individual assignments, group presentations, group assignments and class discussion

FORMAT OF THE COURSE

The course is planned to take place in-person on site.

INFORMATION AND REGISTRATION

Dr. Floris Peters, [f.w.c.peters@uu.nl](mailto:f.w.c.peters@uu.nl)

Utrecht University

Department of Interdisciplinary Social Sciences / ERCOMER

# Course Schedule

## Week 1

Monday, July 7		
Time	Activity	Description
10:00-10:15	Course introduction	Welcome and course introduction <i>Dr. Floris Peters</i>
10:15-12:15	Lecture	International migration: nuanced perspectives on global trends <i>Dr. Özge Bilgili</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: Opening Ceremony Utrecht Summer School (see the summer school website for details)		

Tuesday, July 8		
Time	Activity	Description
10:00-12:15	Lecture	Conceptualizing and mapping pathways of immigration <i>Dr. Floris Peters</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Wednesday, July 9		
Time	Activity	Description
10:00-12:15	Lecture	Socio-economic integration <i>Dr. Verena Seibel</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Thursday, July 10		
Time	Activity	Description
10:00-12:15	Lecture	Migration and the rise of the radical right <i>Prof. Dr. Marcel Lubbers</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Friday, July 11		
Time	Activity	Description
10:00-12:15	Lecture	Stereotyping and discrimination <i>Dr. Stefanie Sprong</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

## Week 2

Saturday and Sunday, July 12 and 13		
Time	Activity	Description
Free time	Social Programme	See the summer school website for details

Monday, July 14		
Time	Activity	Description
10:00-12:15	Lecture	Ethnic diversity in the school context <i>Dr. Sauro Civitillo</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Tuesday, July 15		
Time	Activity	Description
10:00-12:15	Lecture	Cross-cultural perspectives and acculturation <i>Dr. Jochem Thijs</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Wednesday, July 16		
Time	Activity	Description
10:00-12:15	Lecture	Online integration of immigrants <i>Dr. Jisu Kim</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

Thursday, July 17		
Time	Activity	Description
10:00-12:15	Lecture	Integration in practice: how do policy and the social environment affect refugees' economic and socio-cultural integration? <i>Dr. Meta van der Linden</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
14:30-16:30	Preparation of next course day	Students read the literature for the next day and prepare presentations if necessary
Social program: t.b.a. (see the summer school website for details)		

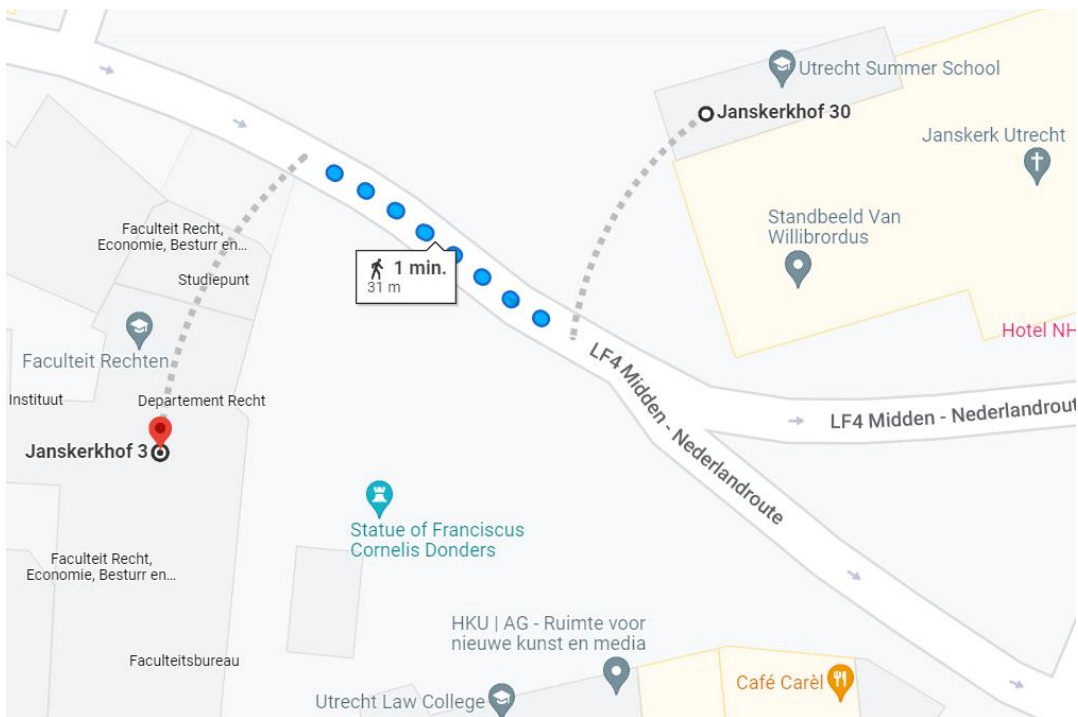
Friday, July 18		
Time	Activity	Description
10:00-12:15	Lecture	Citizenship acquisition in immigrant life courses <i>Dr. Floris Peters</i>
12:15-13:15	Lunch	<i>Lunch will be delivered</i>
13:15-14:30	Interactive session	Group activity, discussion or presentations
16:00	Farewell drinks	

For information about the social program, please have a look [here](#).

## Location of the Summer School course

Address: Janskerhof 2-3, room 0.17 (note: room 0.22 on Tuesday July 8)

This is very close to the Office of the Summer School (Janskerkhof 30a) where students can pick up the keys for their accommodation if they rented a room through the summer school (see map below).



# Course Schedule

July 7 (Monday), 2025

Teacher: dr. Özge Bilgili

## **2. INTERNATIONAL MIGRATION: NUANCED PERSPECTIVES ON GLOBAL TRENDS**

**10.00-12.15** Introductory lecture on international migration

**12.15-13.15** Lunch break

**13.15-14.30** Documentary & In-class discussion

**14.30-16.30** Self-study time

### Literature:

Castles, S. (2013). The forces driving global migration. *Journal of Intercultural Studies*, 34, 122-140.

*All participants are expected to read the literature before class.*

### Group Assignment:

On the basis of the Ellis Island - History of Immigration to the United States documentary students will discuss the similarities and differences in migration patterns across time and space.



**July 8 (Tuesday), 2025**

**Teacher: dr. Floris Peters**

## **2. CONCEPTUALIZING AND MAPPING PATHWAYS TO IMMIGRATION**

**10.00-10.15** Introduction to the program

**10.15-12.15** Lecture on immigrant mobility patterns in the host country context

**12.15-13.15** Lunch break

**13.15-14.10** Group assignment: developing a model for immigrant mobility decisions in host countries

**14.10-14.30** Presentation and plenary discussion of theoretical models

**14.30-16.30** Self-study time

### Literature:

Ahrens, J., Kelly, M., & Van Liempt, I. (2016). Free movement? The onward migration of EU citizens born in Somalia, Iran, and Nigeria. *Population, Space and Place*, 22(1), 84-98.

Czaika, M., & de Haas, H. (2017). The effect of visas on migration processes. *International Migration Review*, 51(4), 893-926.

*All participants are expected to read Ahrens et al. (2016) and Czaika and de Haas (2017) before class.*

### Group Assignment:

Students work in small groups on synthesizing the insights from the lecture by developing a model for mobility decisions of immigrants in the host country context. When doing so, they follow three steps:

- Draw on the readings and the material in the lecture to create an overview of relevant determinants of various forms of mobility
- Formulate theoretical mechanisms associated with these determinants
- Develop a framework (path-model) illustrating how these determinants and their relationships with various forms of mobility are positioned in relation to each other

After 25 minutes, each group briefly presents their model. The following 45 minutes, we jointly discuss similarities and differences between the models of the groups to converge on a final version.

### Supplementary readings (abstracts) for inspiration during the group assignment:

Bilgili, Ö., & Siegel, M. (2017). To return permanently or to return temporarily? Explaining migrants' intentions. *Migration and Development*, 6(1), 14-32.

Van Ham, M., & Feijten, P. (2008). Who wants to leave the neighbourhood? The effect of being different from the neighbourhood population on wishes to move. *Environment and Planning A*, 40(5), 1151-1170.

Hoon, M. D., Vink, M., & Schmeets, H. (2020). A ticket to mobility? Naturalisation and subsequent migration of refugees after obtaining asylum in the Netherlands. *Journal of Ethnic and Migration Studies*, 46(7), 1185-1204.

**July 9 (Wednesday), 2025**

**Teacher: dr. Verena Seibel**

### **3. SOCIO-ECONOMIC INTEGRATION**

**10.00-12.15** Lecture: Socio-economic integration

**12.15-13.15** Lunch break

**13.15-14.30** Group assignment: Literature discussion & In-class assignment

**14.30-16.30** Self-study time

#### Literature:

Griesshaber, N. & Seibel, V. (2014). Over-education among immigrants in Europe: The Value of Civic Involvement. *Journal of Ethnic and Migration Studies*, 41, 379-394.  
<https://doi.org/10.1080/1369183X.2014.915192>

Larsen, E. N., & Stasio, V. D. (2019). Pakistani in the UK and Norway: different contexts, similar disadvantage. Results from a comparative field experiment on hiring discrimination. *Journal of Ethnic and Migration Studies*, 46, 1201-1221. <https://doi.org/10.1080/1369183X.2019.1622777>

*All participants are expected to read the literature before class.*

#### Group Assignment:

In the first part of the group assignment, the teacher will provide several discussion questions about the obligatory literature. Students will provide answers and discuss their answers with the teacher and the whole class. In the second part of the group assignment, students will design their own short questionnaire aiming at measuring the impact of human and social capital on migrants' labor market integration. For this assignment, students will be divided into several groups within which they will design their questions. At the end of the session, each group will present their questions and we discuss the questions together in the plenum.

**July 10 (Thursday), 2025**

**Teacher: prof. Marcel Lubbers**

#### **4. MIGRATION AND THE RISE OF THE RADICAL RIGHT**

**10.00-12.15** Lecture on the radical right and its electorate

**12.15-13.15** Lunch break

**13.15-14.30** Discussion on individual assignment: comparing party programs

**14.30-16.30** Self-study time

Literature:

Edo, A., Giesing, Y., Öztunc, J., & Poutvaara, P. (2019). Immigration and electoral support for the far-left and the far-right. *European Economic Review*, 115, 99-143.

Sipma, T., Lubbers, M., & Spierings, N. (2023). Working class economic insecurity and voting for radical right and radical left parties. *Social Science Research*, 109, 102778.

*All participants are expected to read the literature before class and to make the following assignment, before class.*

Assignment:

Choose a radical right party (preferably from the country you come from, but feel free to choose another radical right party), and read the party program, that mostly can be found on their webpage. Some of the parties give an overview of aims in bullet-points on their websites only, others publish full manifestos. With the two articles in mind that we discuss today, give two possible additional explanations of radical right voting, because of its centrality in the party program.

- Draw a conceptual model (explicating the phenomenon to be explained, and how to explain it) showing how these two additional explanations you find in the party program can be added to the explanations addressed in the two articles we read today.

**July 11 (Friday), 2025**

**Teacher: dr. Stefanie Sprong**

## **5. DEFINING AND MEASURING DISCRIMINATION**

**10.00-11.15** Icebreaker and lecture on defining and measuring discrimination

**11.15-11.45** Group assignment I

**11:45-12.45** Lunch break

**12.45-13.30** Lecture on cumulative and structural discrimination and intersectional approaches

**13.30-14.00** Group assignment II

**14.00-14.30** Presentation and plenary discussion of group assignment

**14.30-16.30** Self-study time

### Literature:

- Gaddis, S.M. (2018). An Introduction to Audit Studies in the Social Sciences. In: Gaddis, S. (eds) *Audit Studies: Behind the Scenes with Theory, Method, and Nuance*. Methodos Series, vol 14. Springer
- Harnois, C. E., Bastos, J. L., & Shariff-Marco, S. (2022). Intersectionality, contextual specificity, and everyday discrimination: Assessing the difficulty associated with identifying a main reason for discrimination among racial/ethnic minority respondents. *Sociological Methods & Research*, 51(3), 983-1013.
- Pedulla, D. S. (2014). The positive consequences of negative stereotypes: Race, sexual orientation, and the job application process. *Social Psychology Quarterly*, 77(1), 75-94.
- Small, M. L., & Pager, D. (2020). Sociological perspectives on racial discrimination. *Journal of Economic Perspectives*, 34(2), 49-67.
- Reskin, B. (2012). The race discrimination system. *Annual Review of Sociology*, 38, 17-35.
- Zhang, N., Gereke, J., & Baldassarri, D. (2022). Everyday discrimination in public spaces: a field experiment in the Milan metro. *European Sociological Review*, 38(5), 679-693.

*All students are expected to read at least 2 of the articles/chapters listed above before class.*

### Group Assignment 1

During the first group assignment, students are divided into small groups and are given a research topic or question. They are then asked to develop a research design and reflect on the pros and cons of their chosen approach, thereby drawing on the concepts covered in the lecture.

### Group assignment 2

For the second assignment, students continue to work in small groups. They are asked to refine their research design and consider to what extent it can capture cumulative and structural forms of discrimination and if an intersectional approach would be meaningful.

**July 14 (Monday), 2025**

**Teacher: dr. Sauro Civitillo**

## **6. ETHNIC DIVERSITY IN THE SCHOOL CONTEXT**

**10.00-11.00** Lecture on stereotypes and discrimination in the school context

**11.00-11.15** Break

**11.15-12.15** Lecture on school diversity climate

**12.15-13.15** Lunch break

**13.15-14.30** Group assignment: active watching of documentary 'Klassen' (Episode 1: Sarah Sylbing and Esther Gould) and discussion about school recommendation and school meritocracy

**14.30-16.30** Self-study time

### Literature:

Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73(6), 781.

Bardach, L., Röhl, S., Oczlon, S., Schumacher, A., Lüftenegger, M., Lavelle-Hill, R., ... & Zitzmann, S. (2024). Cultural diversity climate at school: a meta-analysis of relationships with intergroup, academic, and socioemotional outcomes. *Psychological Bulletin*, 150(12), 1397-1439.

Paul Gorski: Culture and equity in teacher education *podcast*  
<https://www.researchingdiversity.com/episodes/paul-gorski/>

*All participants are expected to read Suárez-Orozco et al. (2018), and Bardach et al. (2024), and listen the podcast before class.*

### Group Assignment:

In the first part of the lecture, we'll discuss psychological phenomena (stereotypes and discrimination) that contribute to the accumulation of educational inequalities in the school context. In the second part, we'll focus on the role of school diversity climate in promoting a sense of belonging and achievement of all students. In the afternoon, students work in groups to, first, identify some of the individual and institutional determinants of inequality, based on the documentary. After the active watching exercise, each group prepares a short presentation to draw some policy implications for educational practice.

**July 15 (Tuesday), 2025**

**Teacher: dr. Jochem Thijs**

## **7. CROSS-CULTURAL PERSPECTIVES AND ACCULTURATION**

**10.00-12.15** Lecture: Introductory lecture on cultural comparison and acculturation

**12.15-13.15** Lunch break

**13.15-14.30** Group assignment: Develop a measurement instrument that is cross-culturally valid

**14.30-16.30** Self-study time

### Literature:

Smith, P. B., Bond, M. H., and Kâğıtçıbaşı, Ç (2006). Chapter 2. Defining the Way Forward: Theories and Frameworks. In *Understanding Social Psychology across Cultures: Living and Working in a Changing world* (E-book: pages 30-55). London: Sage.

*All participants are expected to read this chapter before class.*

### Group Assignment:

For the first 45 minutes, students will work in small groups to develop (initial ideas for) a measure that can be used to assess individual differences in compassion between children from different cultural groups (to be announced). They will also think about ways to examine and ensure the cross-cultural validity of their measure. Students will need to follow a number of necessary (sub)steps in order to complete this task (e.g., thinking carefully about the characteristics of the different populations, defining the construct, etc.), and they can make use of online resources.

In the last 30 minutes, each group will present its ideas to the rest of the class and evaluate and discuss the ideas of the other groups.

**July 16 (Wednesday), 2025**

**Teacher: dr. Jisu Kim**

## **8. ONLINE INTEGRATION OF IMMIGRANTS**

**10.00-12.15** Lecture on online integration of migrants

**12.15-13.15** Lunch break

**13.15-14.00** Interactive assignment

**14.00-14.30** Presentation of group assignment

**14.30-16.30** Self-study time

### Literature:

Kim, J., Sîrbu, A., Giannotti, F., Rossetti, G., & Rapoport, H. (2022). Origin and destination attachment: study of cultural integration on Twitter. *EPJ Data Science*, 11(1), 55.

Kim, J., Sonne, S. E. W., Garimella, K., Grow, A., Weber, I., & Zagheni, E. (2023). Online social integration of migrants: Evidence from Twitter. *Migration Studies*, 11(4), 544-571.

Drouhot, L. G., Deutschmann, E., Zuccotti, C. V., & Zagheni, E. (2023). Computational approaches to migration and integration research: promises and challenges. *Journal of Ethnic and Migration Studies*, 49(2), 389-407.

*All participants are expected to read literature before class.*

### Hands-on session:

Students will work in small groups to create a creative and theoretically-informed collage of social media posts that reflects the online integration journey of immigrants in a specific country. Each group is provided with a brief summary of the country's integration challenges, focusing on key aspects such as:

- Language requirements
- Social and cultural expectations
- Barriers to socio-economic inclusion

For this, each group creates a collage of social media posts that illustrates the online integration journey of immigrants in their assigned country. They should include a short paragraph explaining how their collage reflects key theoretical insights about immigrant integration.

**July 17 (Thursday), 2025**

**Teacher: dr. Meta van der Linden**

**9. INTEGRATION IN PRACTICE: HOW EFFECTIVE IS INTEGRATION POLICY FOR REFUGEES' ECONOMIC AND SOCIO-CULTURAL INTEGRATION?**

**10.00-12.15** Interactive lecture on the effectiveness of integration policy for recently resettled refugees' economic and socio-cultural integration

**12.15-13.15** Lunch break

**13.15-14.30** Group assignment: developing effective integration policies

**14.30-16.30** Self-study time

Literature:

Damen, R., Van der Linden, M., Dagevos, J., & Huijnk, W. (2022). About but not without: Recently Arrived Refugees' Understanding of and Expectations for Integration within a Local Policy Context in the Netherlands. *Journal of Immigrant & Refugee Studies*, 22(2), 278–290.

<https://doi.org/10.1080/15562948.2021.2023720>

Van der Linden, M., & Dagevos, J. (2024). Policy variation and refugee integration: a natural experiment comparing the effects of local integration programs. *Journal of Ethnic and Migration Studies*, 51(1), 24–49. <https://doi.org/10.1080/1369183X.2024.2376210>

*All participants are expected to read literature before class.*

Group Assignment:

Students work in small groups on synthesizing the insights from the lecture by developing an effective and appropriate integration policy. When doing so, they:

- Draw on the readings and the material in the lecture to create an overview of relevant determinants of economic and socio-cultural integration.
- Formulate ideas on what integration policy should look like in practice and how concrete policy objectives can be achieved.
- Develop a research design to test whether the proposed integration policy indeed achieves the suggested policy objectives.

During the plenary, each group briefly presents their policy and study designs. We jointly discuss similarities and differences between the proposed policies and reflect on the study designs to converge on a final version.



**July 18 (Friday), 2025**

**Teacher: dr. Floris Peters**

**10. CITIZENSHIP ACQUISITION IN IMMIGRANT LIFE COURSES: DETERMINANTS AND OUTCOMES**

**10.00-12.15** Lecture on immigrant naturalisation and the citizenship premium

**12.15-13.15** Lunch break

**13.15-14.00** Group assignment: reflecting on the implications of citizenship policies

**14.00-14.30** Presentation and plenary discussion of group assignment

**14.30-16.30** Self-study time

Literature:

Vink, M., Tegunimataka, A., Peters, F., & Bevelander, P. (2021). Long-term heterogeneity in immigrant naturalization: the conditional relevance of civic integration and dual citizenship. *European sociological review*, 37(5), 751-765.

Steinhardt, M. F. (2012). Does citizenship matter? The economic impact of naturalizations in Germany. *Labour Economics*, 19(6), 813-823.

*All participants are expected to read literature before class.*

Group Assignment:

Students are divided in small groups and each allocated a country. For each country, an overview is given of the following aspects of its citizenship policies:

- Residence requirement
- Language tests
- Civic integration tests
- Self-sufficiency requirements
- Administrative costs
- Renunciation requirement

Each group draws on theories introduced in the readings and the lecture to formulate *theoretically-informed* expectations about the consequences of the policies in their allocated country for (1) immigrants' propensity to naturalise and (2) their socio-economic and socio-cultural integration.

During the plenary, each group briefly presents what they expect from the set of policies of their assigned country and why they expect this. We bring these insights together in a joint discussion on how countries may best facilitate immigrant integration through their citizenship regimes.