



S6 MIGRATION, INTEGRATION AND ETHNIC RELATIONS

July 13 – July 17, 2026

UTRECHT SUMMER SCHOOL 2026

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 five day 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, discrimination, inequality, and inter-ethnic contacts.

COURSE DIRECTOR:

Dr. Floris Peters f.w.c.peters@uu.nl

COURSE TEACHERS:

- dr. Sauro Civitillo
- dr. Jisu Kim
- dr. Meta van der Linden
- dr. Floris Peters
- dr. Jochem Thijs

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

PERIOD: July 13-17, 2026

STUDY LOAD:

- A. 5 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

Utrecht University

Department of Interdisciplinary Social Sciences / ERCOMER

Course Schedule

| Monday, July 13 | | |
|--|--------------------------------|--|
| Time | Activity | Description |
| 10:00-10:15 | Course introduction | Welcome and course introduction <i>dr. Floris Peters</i> |
| 10:15-12:15 | Lecture | Integration in practice: how do policy and the social environment affect refugees' economic and socio-cultural integration? Dr. Meta van der Linden |
| 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 14 | | |
|--|--------------------------------|--|
| Time | Activity | Description |
| 10:00-12:15 | Lecture | Cross-cultural perspectives and acculturation dr. Jochem Thijs |
| 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 15 | | |
|--|--------------------------------|--|
| Time | Activity | Description |
| 10:00-12:15 | Lecture | Ethnic diversity in the school context dr. Sauro Civitillo |
| 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 16 | | |
|--|--------------------------------|--|
| Time | Activity | Description |
| 10:00-12:15 | Lecture | Online integration of immigrants dr. Jisu Kim |
| 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) | | |

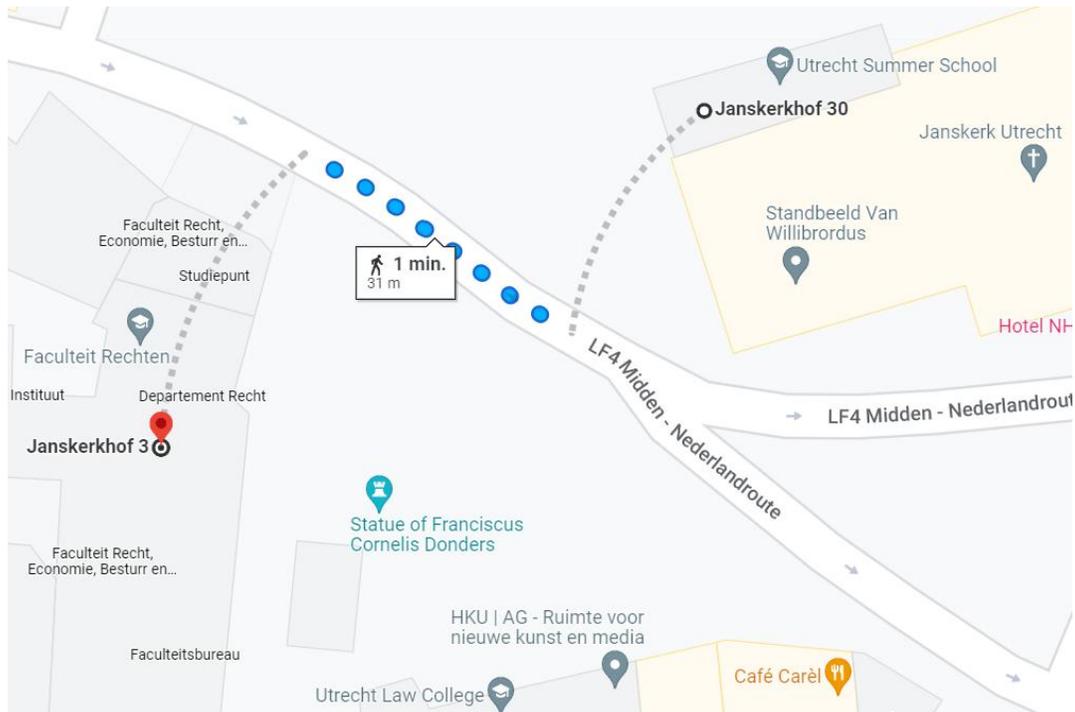
| Friday, July 17 | | |
|-----------------------------|-----------------------|--|
| Time | Activity | Description |
| 10:00-12:15 | Lecture | Citizenship acquisition in immigrant life courses dr. Floris Peters |
| 12:15-13:15 | Lunch | <i>Lunch will be delivered</i> |
| 13:15-14:30 | Interactive session | Group activity, discussion or presentations |
| 14:30 | Farewell drinks | Students read the literature for the next day and prepare presentations if necessary |

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

Location of the Summer School course

Address: Janskerhof 2-3, room t.b.a.

This is very close to the Office of the Summer School (Janskerhof 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 13 (Monday), 2026

Teacher: dr. Meta van der Linden

1. 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 14 (Tuesday), 2025

Teacher: dr. Jochem Thijs

2. 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 Kâğitçibaşı, 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 15 (Wednesday), 2026

Teacher: dr. Sauro Civitillo

3. 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 16 (Thursday), 2026

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 (Friday), 2026

Teacher: dr. Floris Peters

5. 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.