



Universitat  
Pompeu Fabra  
Barcelona



**IMISCOE Research Cluster: Qualitative and Conceptual Research**  
**#ImiscoeQualiConceptRG**

**The Practice of Qualitative Research in Migration Studies: Ethical Issues as a  
Methodological Challenge**

**Date:** January 25, 2019 (Friday)

**Place:** Universitat Pompeu Fabra – Ciutadella Campus

Roger de Llúria Building, Albert Calsamiglia i Blancafort Hall

**Program**

8:45-9:00 – Welcoming participants

9:00-9:15 – Opening remarks by the coordinators

**09:15-11:00 – Session 1: Positionality and Reflexivity**

- **Ezgi Irgil** (University of Gothenburg): “Are you a Spy?”: Challenges of Conducting Fieldwork in Your Own Country
- **Mackda Ghebremariam Tesfau’** (University of Padova): “KNOCK KNOCK, AM I ALLOWED IN?” Reflexivity and Positionality as Methodological Tools and Ethical Concerns
- **Martha Montero-Sieburth** (Amsterdam University College): When Ethics in Qualitative Research Count: Challenges in Migration Research and the Need for Empathetic Responses
- **Discussant: Ricard Zapata-Barrero**

11:00-11:15 \*\* Break \*\*

**11:15-13:00 – Session 2: Innovative Methods and their Ethical Challenges**

- **Carmen C. Draghici** (University Paris 13 – Sorbonne Paris Cité): Research with Young Children of Migrants: Methodological and Ethical Challenges
- **Melissa Hauber-Özer** (George Mason University) and **Meagan Call-Cummings** (George Mason University): Empowerment or Exposure? Ethical Dilemmas of PAR with Vulnerable Migrants

- **Antía Pérez-Caramés** (University of A Coruna, Spain), **Belén Fernández-Suárez** (University of A Coruna, Spain), **Miguel Egea** (Freelance journalist): Ethical Dilemmas Surrounding a Virtual Ethnography on the new Wave of Spanish Emigration to France
- **Discussant: Evren Yalaz**

13:00 – 14:00 \*\* Lunch \*\*

14:00 – 15:45 – **Session 3: Ethical guidelines, formal procedures, and their limits**

- **Diego Castillo Goncalves** (Trinity College Dublin): Exploring Continuing Tensions between Relational and Procedural Ethical Challenges Encountered in Multi-Jurisdictional Research with Separated Children
- **Stefan Lipan** (University of Liège) and **Félicien de Heusch** (University of Liège): Ethical Clearance as Fieldwork: How Ethical Concerns Structure the Research before Fieldwork
- **Marielle Zill** (Utrecht University): Being Called an ‘Academic Tourist’: Reflecting on the Ethical Implications of ‘Over-Researched’ Places.
- **Discussant: Dirk Jacobs**

15:45 -17:00 –**Closing session**

- **Ricard Zapata-Barrero** (GRITIM-UPF) and **Evren Yalaz** (GRITIM-UPF): Mapping Ethical Challenges in Qualitative Migration Research
- Closing remarks and discussion on publication purposes

## **Program Details:**

### **Session 1: Positionality and Reflexivity**

#### **Ezgi Irgil (University of Gothenburg): “Are you a Spy?”: Challenges of Conducting Fieldwork in Your Own Country**

Migration studies entails ethical and methodological challenges because of both the topic itself being sensitive and the people of interest themselves being vulnerable. These ethical and methodological challenges increase when you are conducting fieldwork in places of relative conflict where the migrants’ or refugees’ are not protected by the law and migrants’ presence can be seen as a challenge both economically and culturally. In research terms, most of the time, these places are also the areas that a researcher are more likely to conduct relatively new data collection in which higher data protection measures are necessary that can lead to adverse consequences. Focusing on Turkey as my main case study, I argue that, in addition to revoking embedded challenges towards migrants and/or refugees, interviewing host community members is a new ethical and methodological challenge in itself for two reasons: (1) researcher’s position as an insider that aims to map out and voice the situation to outsiders can be perceived as ‘betrayal’, and (2) talking to an insider increases the risk of self-censorship by the interviewed. While the first reason creates ethical challenges for the researcher in shaping her/his way of approach to the host community, the second reason results in a methodological challenge of gaining less than desired data during interviews. Targeting these two issues, in this paper, I delineate the challenges of conducting fieldwork in your own country while trying to extract the best possible data.

#### **Mackda Ghebremariam Tesfau’ (University of Padova): “KNOCK KNOCK, AM I ALLOWED IN?” Reflexivity and Positionality as methodological tools and ethical concerns**

The aim of the paper is to identify the main ethical challenges presented during my Phd field-research on “family reception”. “Family reception” is a recent phenomenon (Marchetti 2018), and it is mostly a form of third reception, based on the will of local people and refugees to experience an intercultural cohabitation and, in so doing, meet different needs – both material and relational. The study is a comparative research (Bloemraad 2013) based on participant observation (Jerolmack & Kahn 2018), in-depth interviews (Bichi 2007; Cardano 2011) and interviews with visual questions (Tinkler 2013; Frisina 2013, 2016), conducted with locals (hosting), refugees (hosted), volunteers and reception operators from the associations involved. The research has been carried on in Italy and Spain, and the areas concerned are Padova in Veneto, Parma in Emilia Romagna, and Barcelona in Catalonia.

Participant observation and interviews were almost always conducted in domestic environments. The entry into the participants' sphere of intimacy imposed precautions, beginning with a slow access into the field. I was initially confronted with a positive bias and a sense of debt towards the participants, because "time" and "space" were asked of people already deeply involved in a (time and space consuming) solidarity practice. Of great importance was the attention to the issue of positionality and reflexivity (Stuart 2018; Berger 2015; Frisina 2006), due to a previous experience of living with refugees in my own households. Out of an insider/outsider and sameness/otherness paradigm (Corbin Dwyer & Buckle 2009), I tried to understand the phenomenon in terms of similarity. Positionality and reflexivity were also very important in shaping the interviews with refugees when topics such as racism and discriminations were discussed. The researcher gender and nationality framed her as an "Other" to most of the refugees who participated, but at the same time her race and origin helped her gain a privileged access and insight into refugees' experience of everyday racism (Emirbayer & Desmond 2012).

**Martha Montero-Sieburth** (Amsterdam University College): **When Ethics in Qualitative Research Count: Challenges in Migration Research and the Need for Empathetic Responses**

This paper addresses the cumulative experiences of 37 years of qualitative research collected in different contexts as a migration researcher. Using ethnographic approaches and methodologies, with a particular focus on case study development and ethnographic monitoring, the challenges presented in doing migration research are identified and the methodologies from in-the-field-learning are explained.

Described are the actual challenges that researchers, working with vulnerable groups, especially migrant women, youth and community members confront, and the ethics that are not only critical but necessary.

Among these are: a) ways to conduct research with indigenous and bilingual groups in Mexico and Guatemala, accounting for context, situational stances, use of photography, and data sharing; b) working across social and economic groups, aware of the ideologies of marginalized urban youth and teachers in Costa Rican schools and the outcomes of monitoring a 10 year longitudinal study; c) researching Latino parents' perspective about education within the greater metropolitan Boston area while recognizing the within-group differences among Puerto Ricans, Dominicans and Central Americans; d) analyzing the social and cultural integration of Latin Americans in Tenerife, Canary Islands, particularly Dominican youth learning about intercultural education in a high school and young adults and their relationships to their mothers; e) ethnographic studies of the learning engagement practices of Turkish Dutch and Moroccan Dutch youth in urban 'black' high schools in Rotterdam and Amsterdam; f) using mixed methods, to study the integration of first generation Mexicans in the Netherlands and intergenerational interviews of second generation Mexican Dutch youth and their parents to assess the linguistic and cultural maintenance of Spanish and Mexican culture in the Netherlands; and g) conducting community ethnographies in an area of Amsterdam of the perspectives held by first and

second generation ethnic minorities about gentrification with diverse organizations<sup>1</sup>, and Turkish Dutch, Moroccan Dutch, and Eritrean migrants.

Suggested are ways researchers can consider issues of positionality, transparency, reflexivity, social and moral consciousness, co-membership and joint authorship, quality supervision, and empathetic responses.

## **Session 2: Innovative Methods and their Ethical Challenges**

### **Carmen C. Draghici (University Paris 13 – Sorbonne Paris Cité): Research with young children of migrants: methodological and ethical challenges**

This proposal draws on a qualitative ongoing study on the everyday experiences of children of migrant in preschool, in a disadvantaged neighbourhood, and their cultural repertoire when navigating in two or more cultural contexts. With a socio-anthropological approach in childhood and migration studies, it uses innovative visual data collection (video observation, filmed interviews, school tours with camera, picture taking) that aim at building portraits of children by grasping the point of view of children, preschool staff and parents. The ethical dimension of this study with young children of migrants has been taken into account in all stages of the research by adopting a continuous reflexivity. Besides the very first steps of informed consent of the migrant parents and teachers and the authorisation to film children, I analyse young children's ongoing consent, the power relations between teachers, children and researcher when using the school tour method, and anonymity and confidentiality aspects when processing and publishing visual data. The results show that, due to linguistic limits and cultural different understandings, migrant parents prefer verbal consent over the written and formal one. On the other side, children's consent, due to their young age (3 years old) and limitations in the dominant language, needs to be taken into account by listening to their verbal and non-verbal communication in order to understand the message they transmit. This study shows how I adapted my fieldwork practices according to the participants and their specific context. In order to understand methodological and ethical issues, this proposal highlights the benefits and the limitations of using visual tools with young children of migrants. Finally, drawn from my own experience in the field, I show how I have overcome them, and the lessons learned.

**Key words:** qualitative research, young children of migrants, visual tools, ethics, methods

### **Melissa Hauber-Özer (George Mason University) and Meagan Call-Cummings (George Mason University): Empowerment or Exposure? Ethical Dilemmas of PAR with Vulnerable Migrants**

Participatory action research (PAR) methodology is often presented as a more ethical and empowering approach to research with vulnerable populations such as undocumented migrants, asylum seekers, and refugees. Drawing on critical, emancipatory onto-epistemologies, PAR scholars seek to challenge unequal power dynamics in traditional research by engaging those closest to an issue or concern as co-researchers, aiming to “give voice” to community members' concerns and collaboratively devise and advocate for

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<sup>1</sup> Mama Watoto, Changemarkerz, Right to Education, Women's Empowerment, Police Dialogue

change along with these partners. However, in reality such projects often fail to fully account for the layered vulnerabilities that many migrants experience and the structural inequalities among university-based and community-based co-researchers. Furthermore, the process can evoke deeply personal details and traumatic experiences and even expose participants to community censure or jeopardize their physical safety or legal status.

This presentation will review how recent literature addresses ethical considerations in participatory inquiry with migrants and refugees, with a focus on visual methods such as photovoice. Questions we consider include, does eliciting stories of traumatic displacement experiences empower refugees or stigmatize them? Is it ethical to encourage undocumented teens to participate in advocacy efforts? How can PAR “give voice” in multilingual contexts? The authors will grapple with these dilemmas as they reflect on their experiences during recent PAR projects with migrant populations in the United States. The presentation will close with recommendations on conducting ethical participatory research based on the literature and the authors’ insights.

**Antía Pérez-Caramés** (University of A Coruna, Spain), **Belén Fernández-Suárez** (University of A Coruna, Spain), **Miguel Egea** (Freelance journalist): **Ethical dilemmas surrounding a virtual ethnography on the new wave of Spanish emigration to France**

In this paper, we will address the ethical challenges that emerged when conducting an ethnographic research on an intra-European migratory movement of Spaniards to France organized in virtual imagined communities (as is the case of the Facebook groups “*Espanoles en...*” -“Spaniards in...”-). First of all, we must consider the legal limits imposed by the applicable data protection laws in both countries (origin and destination, in this case, Spain and France) as well as the overarching European Data Protection Legislation. Secondly, Facebook as a private company stocks the contents of the participants’ discourses, constituting then another limit for the use of this information. There is a third element worth considering, the Facebook group administrators, virtual doormen and doorwomen that deal with potential applicants, thus developing inclusionary and exclusionary practices. Finally, there is also the fact that, as researchers, we have also taken advantage of being part of the group in order to contact potential interviewees for our fieldwork; this implying a certain technological, generational and educational bias that is also worth assessing critically. Some other ethical dilemmas when conducting virtual ethnography revolve around how to get an informed consent or how to deal with virtual identities as researchers. In this paper we will also address some other elements concerning virtual ethnographies, such as the process of decision making and the limits that this technique may have.

### **Session 3: Ethical Guidelines, Formal Procedures, and their Limits**

**Diego Castillo Goncalves** (Trinity College Dublin): **Exploring continuing tensions between relational and procedural ethical challenges encountered in multi-jurisdictional research with separated children**

The plight of separated children on the move cannot be perceived as a recent phenomenon. Nonetheless, with an emerging number of children arriving on their own in Europe recently, more attention has been placed by scholars on the complex issues faced by this population, including through qualitative, comparative and multi-jurisdictional research.

The highlighted vulnerability of these children has brought some awareness to the discerning procedural ethical obstacles faced by migration researchers in conducting qualitative research in this area, including on issues around informed consent and confidentiality. Notwithstanding, the multifaceted tensions around negotiation of ethics in this context have been underexplored, being subsumed within barriers encountered in the pursuit of formal 'ethical approval', neglecting therefore its relational nature, and undercutting researchers agency through their field work. Furthermore, ethical guidelines have not paid enough attention to barriers faced by researchers conducting multi-jurisdictional work with separated children, including in dealing with gatekeepers, participants and institutions across different contexts.

This paper provides guidance on these issues by exploring and distinguishing ongoing tensions between relational and procedural ethical challenges encountered in qualitative multi-jurisdictional research with separated children. Part I provides a framework for establishing and discerning these challenges, while part II takes a case study approach, looking at the author's own experiences of negotiating these tensions with different actors involved in this process in Ireland and Italy, suggesting approaches which promise for more considered ways of adapting procedures to anticipated and emergent needs as they unfold.

Part III concludes by shining light on possible ways to improve our responses towards ethical challenges in research with separated children, arguing that we need to holistically shift the way we approach these challenges, in order to avoid a 'tick-a-box', formulaic mentality.

**Stefan Lipan** (University of Liège) and **Félicien de Heusch** (University of Liège): **Ethical clearance as fieldwork: how ethical concerns structure the research before fieldwork**

The ethics of research have been at the core of anthropological methodology ever since the beginning of the discipline. However, in the past years we have seen a different concern among anthropologists about the ethical implications of research due to pressures from ethical clearance procedures of funding bodies. In this paper we address this concern by looking at the ethical challenges faced by a team of researchers in preparing a multi-sited fieldwork about migrants' transnational social protection. We will discuss several points: (a) how the ethical demands of an EU funded project structure both the application writing stage and the pre-research stage; (b) how formal ethical concerns transform the pre-research stage into a research in itself; (c) how the latter places the researcher in a process of moral change and embodiment of moral standards, into an auto-ethnography; (d) and how a team of researchers from different cultural backgrounds is an environment which allows for the discussion of moral aspects which would otherwise be normalised.

**Marielle Zill (Utrecht University): Being called an ‘academic tourist’: Reflecting on the ethical implications of ‘over-researched’ places.**

Difficulties of reaching ‘hard to reach’ groups have resulted in problems of over-research of certain communities and places. However, the ethical dilemmas of over-research remain under-examined within the field of migration studies. In this paper, I address several ethical issues regarding the positionality of the researcher within an over-researched place, the Grandhotel Cosmopolis in Augsburg, Germany. The latter is an alternative approach to asylum accommodation, encompassing state-run asylum seeker accommodation, a café, restaurant, hotel and event space in the inner-city of Augsburg. The Grandhotel Cosmopolis found itself at the height of media attention during the “refugee crisis” and consequentially became a popular destination for both journalists, young researchers and artists seeking to interview or collaborate with asylum seekers. Fieldwork was undertaken between September 2016 – Nov 2017. The paper draws both on reflexive fieldnotes, as well as on interviews with asylum seekers. Two ethical issues regarding places over-research are discussed: Firstly, over-researched places not only affect social relations with civil society, but also impact the outcome, perceived value and public credibility of research. This applies especially to the establishment of trust with vulnerable groups, such as asylum seekers, which may be undermined in settings in which project-based contact is highly prevalent. Secondly, the paper highlights the importance for researchers to listen not only to interviewees’ but also the researcher’s own feelings of discomfort and guilt during the research process, as these feelings may be indicative of hidden power-relations and taken-for-granted assumptions based in neocolonial research traditions of ‘immigrant integration’. Being called an ‘academic tourist’, the paper reflects on the difficulties of managing expectations of both the field and the university and interrogates the different strategies employed to overcome these ethical challenges during the time of fieldwork.

**Participants’ Bios:**

**Meagan Call-Cummings** is an Assistant Professor of Qualitative Methods at the George Mason University’s Graduate School of Education. She writes on critical, participatory, and feminist qualitative methodology, with a specific focus on how validity and ethics are conceptualized. <https://cehd.gmu.edu/people/faculty/mcallcum>

**Diego Castillo Goncalves** is a doctoral researcher in the School of Law, Trinity College Dublin (TCD). Prior to undertaking his PhD, Diego worked as a Legal Advisor with Asylum Access Malaysia, and as the Children's and Young Persons' Officer with the Irish Refugee Council. He is currently engaged as a Project Coordinator with Safe Haven Ireland, an Irish charity focusing on migrant and refugee youth integration. Diego's research interests include asylum, migration, terrorism studies and children's rights.

Diego's PhD research looks at investigating, through a social-legal perspective, how the credibility assessment of separated children seeking protection in Europe is currently being assessed. This is to be achieved initially through comparing Asylum Law and practice between four European states; namely; Ireland, UK, Italy, and France. Furthermore, the



research takes on an empirical approach, by qualitatively looking at children's own experiences of credibility assessment during refugee status determination, describing the effect that this has on a child and on their integration experiences in host-societies.

Academic website: <https://www.tcd.ie/tricc/people/faculty-ahss.php#Law> ;  
<https://www.tcd.ie/tricc/people/PhD.php#Diego-Castillo-Goncalves-PhD>

**C. Carmen Drăghici** is a PhD candidate at University Paris 13-Sorbonne Paris Cité, in France. Her project in Education Sciences focuses on early childhood education and migration in France, and aims to analyse everyday experiences of children of migrants in preschool and the development of their cultural repertoire when navigating in two or more cultural contexts. She obtained her master degree in Education Training and Social Inclusion at University Paris 13-Sorbonne Paris Cité, and engaged in UNESCO's projects at the Department of ECCE (Early Childhood Care and Education) in Paris, as well as in the non-profit organization 'Secours Catholique' in projects with Roma children and their families in Parisian slums. Within IMISCOE, Carmen C Draghici is member of the Standing Committee "Migrant families, children and youth" and of the Standing Committee "Contested Childhoods: Growing up in Migrancy". She was appointed as the PhD Representative of the IMISCOE PhD Network for the period 2016-2017.

**Miguel Egea** is a freelance journalist. He regularly collaborates with digital Spanish media such as ElDiario.es, El Salto, El Confidencial, Píkara Magazine, and La Marea.

**Belén Fernández-Suárez** is Lecturer in Sociology at the University of A Coruna and member of the Research Group on the Sociology of International Migrations (ESOMI). Web: <http://pdi.udc.es/es/File/Pdi/D955G>

Miguel Egea is a freelance journalist. He regularly collaborates with digital Spanish media such as ElDiario.es, El Salto, El Confidencial, Píkara Magazine, and La Marea.

**Mackda Ghebremariam Tesfau'** is a Ph.D student in "Scienze Sociali: interazioni, comunicazione, costruzioni culturali" at Università degli Studi di Padova, under the supervision of Prof. Annalisa Frisina. She holds a Master in Political Philosophy from Università degli Studi di Padova. In her Master' thesis, *Marx sul divano: lo spazio coloniale tra India e Irlanda*, she focused on Marx thought on colonialism and the role of "primitive accumulation" in the *Capital*. Her current research, *Perché non te li por ti a casa tua?*, is a comparative research on the phenomenon of domestic hosting of refugees between Northern Italy and Catalunya. She is a member of InteRGRace: Interdisciplinary Research Group on Race and Racism. Her academic interests are: Migration Studies, Refugees Studies, Critical Race Studies and Post/De-colonial Studies.

<https://socialsciences.fisppa.unipd.it/it/mackda-ghebremariam-tesfau/>  
[https://www.upf.edu/web/gritim/entry/-/-/mackda\\_gt-gmail\\_com/adscipcion/mackda-ghebremariam-tesfau%C2%B4](https://www.upf.edu/web/gritim/entry/-/-/mackda_gt-gmail_com/adscipcion/mackda-ghebremariam-tesfau%C2%B4)

**Melissa Hauber-Özer** is a doctoral student of International Education at George Mason University's Graduate School of Education. Her research focuses on language and literacy

education in migration contexts and employs critical participatory methodology to examine the role of intersectional identities in integration experiences.  
[linkedin.com/in/melissahauber](https://www.linkedin.com/in/melissahauber)

**Félicien de Heusch** joined the Centre for Ethnic and Migration Studies (CEDEM) at the University of Liège in September 2018 as a PhD candidate within the European Research Council (ERC)-funded project “*Migration, Transnationalism and Social Protection in (post-) crisis Europe (MiTSoPro)*”, under the supervision of Dr Jean-Michel Lafleur.

Before joining the CEDEM, he completed a double MA degree in Immigration Studies at the University of Liège and the University Pompeu Fabra in Barcelona, as well as a BA in Anthropology at the National University of Córdoba in Argentina.

His research interests include: social protection, community and family strategies, transnationalism, Senegalese and Haitian migration, migration routes, street vending and social movements. He conducted fieldwork in Argentina, Brazil, Senegal, Spain and Belgium. <http://labos.ulg.ac.be/socialprotection/research-team/felicien-de-heusch/>

**Ezgi Irgil**: I am a PhD candidate in Political Science at the University of Gothenburg. I work in association with Governance and Local Development (GLD) Program. My research is broadly focused on livelihood strategies of refugees, their coping mechanisms, and their agency. In my dissertation, I investigate why refugees choose particular strategies over others and what are the factors that influence this choice in the path to local integration. Prior to pursuing my PhD, I was working as a Research Assistant at the Migration Research Center at Koc University. I got my MA diploma in International Affairs from the George Washington University, Washington, DC, and my BA diploma in Political Science from Bogazici University, Istanbul, Turkey.

GU link: <https://pol.gu.se/english/about-us/staff?languageId=100001&userId=xirgez>

ResearchGate link: [https://www.researchgate.net/profile/Ezgi\\_Irgil](https://www.researchgate.net/profile/Ezgi_Irgil)

**Ştefan Lipan** joined the Centre for Ethnic and Migration Studies (CEDEM) at the University of Liège in September 2018 as a postdoctoral researcher in the ERC-funded project “*Migration, transnationalism and social protection in (post-) crisis Europe*” coordinated by Dr Jean-Michel Lafleur. Prior to that, he worked as a researcher at the Research Institute for Quality of Life, within the Romanian Academy.

He received his PhD in Anthropology from the National School of Political Science and Public Administration Bucharest and an MA in Anthropology from the same university. He spent one year of the MA programme as an Erasmus postgraduate student at the University of Liège in Belgium. His MA research focused on Romanian Roma migrants and explored the mundane crisscrossing of ethnic and religious frontiers.

In his PhD, Ştefan aimed at offering a better understanding of the morality of caring, as it is constructed among and about children in the state foster care system in Bucharest. This pursuit brought forth publications which address the moral dilemmas in the caretakers’ work, the moral construction of the middle class in Bucharest, and the challenges of doing research with and about children in Romania.

His current research interests include social policies, migration, ethnicity, institutionalization, childhood, the ethics of care, work, middle class, and post-socialism.

<http://labos.ulg.ac.be/socialprotection/research-team/stefan-lipan/>

**Dirk Jacobs:** Born in 1971. Ph.D in Social Sciences (Utrecht University). Master in Sociology (UGent). Post-doctoral researcher at KULeuven. Senior researcher at the Group for research on Ethnic Relations, Migration and Equality (GERME) of the Université Libre de Bruxelles (ULB). Professor in sociology at the ULB. Dirk Jacobs is a recognized specialist in the areas of ethnic minorities, social capital, disfavored neighborhoods, racism and xenophobia. He has been in charge of numerous research projects on the regional, national and international level and has benefited from prestigious funding sources such as the ERC Starting Grant (2011), a Scientific Impulse Mandate of the National Research Foundation (2009-2011) and the Fonds d'Encouragement à la Recherche (2006). Dirk Jacobs has also been awarded the tri-annual prize Raymond Derine for human sciences (2001). <http://philoscsoc.ulb.be/fr/users/djacobs>

**Martha Montero-Sieburth** is currently a Lecturer in Social Sciences and Humanities at Amsterdam University College where she has taught since 2012. From 2007 to 2016, she was a Visiting Fellow at the Institute for Migration and Ethnic Studies in the Department of Sociology and Anthropology of the Social Science Faculty at the University of Amsterdam. She is Professor Emerita of the Leadership in Urban Schools Doctoral/Educational Administration Masters Programs at the University of Massachusetts in Boston.

Dr. Montero-Sieburth is a multi-, cross-, and intercultural comparative educator with publications of American urban schooling, Latinos, and Mexicans in New England; bilingualism and curriculum development in Latin America; interculturalism in Spain; Latin Americans in Spain; Turkish Dutch youth in Dutch black high schools, and first and second generation Mexicans in the Netherlands. She has published extensively in English and Spanish and has several co-edited books. Currently, she is teaching students to conduct community ethnographies of diverse ethnic and migrant groups in Amsterdam using ethnographic monitoring.

Martha Montero-Sieburth, [m.a.montero@auc.nl](mailto:m.a.montero@auc.nl) , <http://www.auc.nl/>

**Antía Pérez-Caramés** is Senior Lecturer in Sociology at the University of A Coruna and member of the Research Group on the Sociology of International Migrations (ESOMI). She is currently coordinating the research project “The New Emigratory Wave from Spain: Profiles, Mobility Strategies, and Transnational Political Activism” (CSO2016-80158-R). Web: <http://pdi.udc.es/es/File/Pdi/NH6AF>

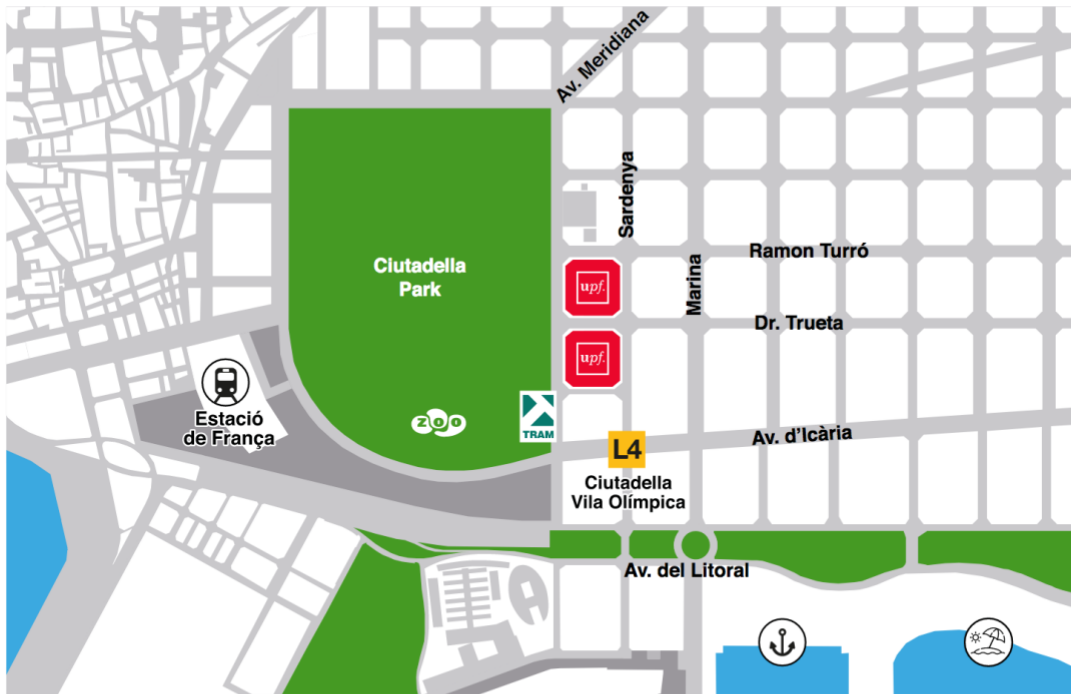
**Evren Yalaz** is a senior postdoctoral researcher at Interdisciplinary Research Group on Immigration, University of Pompeu Fabra (GRITIM-UPF). She holds a Ph.D. from the Department of Political Science at Rutgers University (NJ/USA). Her research interests engage with questions about the political mobilization and participation of migrants; transnationalism; migrants' community organizations; comparative politics of citizenship and integration regimes; qualitative methodology in migration studies. Her dissertation

research examined sources of variations in degrees and trajectories of immigrant political incorporation by focusing on Turkish immigrants and their organizations in Germany and France. She has been involved in various research projects both at national and international level. She co-coordinates IMISCOE Research Group on Qualitative and Conceptual Research in Migration Studies. <https://upf.academia.edu/EvrenYalaz>

**Ricard Zapata-Barrero** is Professor at the Department of Political and Social Sciences, Universitat Pompeu Fabra (Barcelona, Catalonia, Spain). Director of Gritim UPF (Interdisciplinary Research Group on Immigration) and of the Master Degree on Immigration Studies. His main lines of research deal with contemporary issues of liberal democracy in contexts of diversity, especially the relationship between democracy, citizenship and immigration. He is also member of several government advisory boards, and occasional contributor to media and policy debates. He has a handbook on qualitative research applied to political science: (2011) *Manual de investigación cualitativa en la Ciencia Política* (co-authored with Elena Sánchez Montijano). Madrid:Tecnos. ([Abstract and Table of Contents](#)). For his research publications, see <http://dcpis.upf.edu/~ricard-zapata/>

**Marielle Zill** has been a PhD candidate in the department of Human Geography and Planning at Utrecht University since September 2015. She obtained her Bachelor's degree from the University of Bonn, but it was her Erasmus year at the University of Bristol that had the most influence on her future career. Seeking an international environment, she moved to Utrecht for her Master's degree in Human Geography. Marielle wrote her Master's thesis about encounters between local residents and asylum seekers within the 'Grandhotel Cosmopolis', an alternative form of asylum centre, which also ended up being her first case study of her PhD project. Her PhD focuses on the spatial, material and institutional differences in 'openness' of asylum centres and their effect on everyday social relations. Having completed her fieldwork in November 2017, she is currently in the process of analysing and writing up the findings of her two case studies. Although her PhD topic is about asylum accommodation, she considers herself more of an urban geographer than a migration scholar. While her research interests have changed over time, she has always held an interest in cities, difference and processes of social and spatial exclusion. Next to her PhD, she is the host of the gender and geography reading group.

## Campus Map



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