The Welfare State and Public Policies (31125)

Edition 2015-2016
Professor: Zenia Hellgren
Language: English
Credits ECTS
Term: Spring

1. Presentation of the course.

The challenges that the settlement of immigrant populations pose to the receiving societies entail the future configuration of the welfare state and the definition and implementation of concepts such as "citizenship", "national community", or "social rights". Taking into account the general context of financial crisis and the ongoing transformation of European welfare states, this course is distributed along three main sections: 1) Immigrant integration in the welfare state; 2) Equality and ethnic pluralism, and 3) The future of multiethnic European societies.

The first, and largest, section is policy-focused and deals with the integration of immigrants into European welfare states, analysing the incorporation of the new residents into the welfare system (including e.g. access to health care, social services, the labour market, education, housing policies, etc.). Here, we will use existing empirical studies to discuss some of the main social challenges related to immigration that are currently played out in European societies: controversies around border control and continuing (irregular) immigration; ethnic segregation and discrimination. We will also discuss different policy approaches towards integration: from assimilation to an understanding of integration as a mutual adaptation process.

The second section of the course is primarily theoretical and focused on the analysis of different perspectives on coexistence in ethnically plural societies: multiculturalism, liberal equality and interculturalism. The overall question during this part of the course will be how "justice" and equality of opportunities can be achieved in increasingly ethnically plural, and divided, societies.

The third section, finally, is intended to encourage the students to look forward. How will multiethnic European societies be configured in the near future? The current panorama may appear discouraging: anti-immigrant parties are increasing their votes in many European countries; media reports are frequent on the radicalization and disintegration among second generation immigrant youth in disadvantaged housing areas. How is it possible, with policy-making as principal tool, to accomplish a more positive development? During this section, the students will also be asked to formulate a short policy proposal within an area related to immigration, to present in class during the last session.

The course will provide students with broad knowledge and multiple perspectives on immigrant integration in European welfare states and the challenges it poses for policy-making. The approach throughout the course will be analytically comparative.

2. Prerequisites for participating in the course.

In order to attend this course students do not need a former specialisation in the Social Sciences. The compulsory courses of this Master program constitute the necessary theoretical and methodological foundation to understand the academic debates linked to the study of the relations between immigration and the Welfare State in contemporary post-industrial societies.

They will also allow the student to contextualise in a more effective way the role of the Welfare State in the productive (associated with the economy), and the reproductive (generally linked to the private and domestic) spheres of society, therefore better understanding the role of migration in those domains.

This course is taught in English, so the students must have a sufficient level of knowledge of this language so as to follow the lectures, do the compulsory readings, conduct bibliographic searches, and present in class one of those readings.

3. Skills to be acquired in the course.

The skills associated with this course can be organised, according to the general classification followed in the whole Master in Immigration Management program, as a set of General and Specific skills.

Among the General skills we can point out:

Instrumental skills:
- Capacity to express and use theoretical concepts (CG 1).
- Capacity to search, manage, analyse, interpret, produce and apply information (CG 2).
- Capacity to generate and organise programs (CG 3).
- Capacity to generate oral and written presentations (CG 4).
- Capacity to manage time according to pre-established objectives (CG 5).
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Interpersonal skills:
- Appreciation of diversity and multiculturalism (CG 6).
- Critical capacity and self-criticism (CG 7).
- Capacity to communicate with experts from other areas of knowledge and to manage conflict situations (CG 8).
- Relational skills for conflict resolution (CG 9).
- Capacity to work in teams in common projects (CG 12).
- Systemic:
- Orientation towards results that provide practical solutions to specific problems (CG 15).
- Capacity to learn and to get adapted to new situations (CG 16).
- Capacity to recognise traditions and cultures from other countries (CG 17).
- Capacity for innovation (CG 19).
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A series of specific skills to be acquired in this course can also be pointed out:
- Capacity to identify the institutional and political opportunity structures available to immigrants.
- Capacity to combine the policies of redistribution and recognition applied to the management of migration.
- Capacity to define the public policies linked to immigration and to other domains of policy.
- Capacity to identify the main trend in the national and International debates about immigration policies and their relation to the Welfare State.
- Capacity to identify and compare the structure and organisation of public administrations involved in the domains of immigration and integration
- Capacity of initiative and strategy to search for information about the situation in other European countries, as well as about the European Union.
- Capacity to design, implement and evaluate policies, programs and plans related to immigration, theoretically grounded and with a comparative perspective.
- Capacity to identify the main issues associated with immigration induced conflicts, and to relate them to a theoretical and applied analysis.

4. Evaluation.

The evaluation of the students participating in this course will be based on three main components:

- Drafting of a Research Project or a Working Paper about a topic related to the course. The content of this document will have to be negotiated with the professor between the third and fourth session of the course. Its length will be approximately 7.000 words, and it will be submitted at the end of the term (50% of the mark).
- Class presentation of one of the compulsory readings during the seminar session of the course (25% of the mark). The student will hand in a scheme with the main ideas structuring his/her presentation (aprox. 1.000 words).
- Active participation during the class debates and discussion of the readings (25% of the mark).

5. Methodology

The course will be primarily based on a combination of lectures by the professor of the course (20 hours), and seminars in which students will make a brief presentation of the key arguments developed through a critical reading of the readings followed by open discussion (10 hours).

Prior to the lectures, students must have carefully and critically read the text assigned as a required reading for each session to establish a dynamic interaction within the class to better grasp the main ideas and concepts addressed by each topic of the program.

After the first day of class, we will proceed to arrange the order of the presentations in the seminars, assigning each student a reading for which he/she will be responsible. The purpose of this presentation will not only summarize the basic arguments raised by the

author of the text, but to promote a debate among students about the issues discussed in reading. At the end of the seminar the student responsible for presenting a text must give to the professor a summary-outline that will be part of his/her evaluation, together with the oral exercise.

At the end of the second quarter each student must submit a project or research working paper resulting from his/her own research on a topic agreed upon with the professor beforehand. Between the third and fourth sessions of the course the nature of this document must be agreed with the professor.

6. Structure of the course and main sources of information.

The course will be divided in three sections, comprising altogether ten sessions of three hours each.

Course program:

I) Immigrant integration in the welfare state

1) Introduction: Welfare regimes and immigration. A European dilemma?

- Schierup, C.U., P. Hansen & S. Castles (2006): Migration, Citizenship, and the European Welfare State: A European Dilemma, Oxford: Oxford University Press. Available online at upf.edu (biblioteca).
  Chapters: 1, 2, 3, 5, 6, 7, 8
- Nannestad, P. (2007). Immigration and welfare states: A survey of 15 years of research, European Journal of Political Economy 23, 512–532.

2) Irregular immigration and the social rights of immigrants

- Arango, J. and Jachimowicz, M. (2005) "Regularizing Immigrants in Spain: A New Approach", published at www.migrationinformation.org on September 1, 2005.
- Sainsbury, D (2006) "Immigrants' social rights in comparative perspective: welfare regimes, forms of immigration and policy regimes" European Journal of Social Policy 16(3)
- Huijts, T., and Kraaykamp, G. (2012) Immigrants' Health in Europe: A Cross-Classified Multilevel Approach to Examine Origin Country, Destination Country, and Community Effects, in International Migration Review, Vol. 46, N. 1, p.p:101–137.

- Hellgren, Z. (2014): "Negotiating the Boundaries of Social Membership. Undocumented Migrant Claims-Making in Sweden and Spain", in Journal of Ethnic And Migration Studies, Vol. 40 (7-8): 1175-1191.

3) Integration and ethnic discrimination

- Penninx, R. & B. Garcés-Mascareñas (2014): "The concept of integration as an analytical and as a policy concept" in B. Garcés-Mascareñas & R. Penninx (eds.) Integration of Migrants into What? Integration processes and policies in Europe. Amsterdam: IMISCOE/Amsterdam University Press

- Brader, T., Valentino, N., y Suhay, E. (2008). "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat", in American Journal of Political Science, Vol. 52, No. 4.
- Safi, M. (2010). Immigrants' Life Satisfaction in Europe: Between Assimilation and Discrimination. European Sociological Review (2010) 26 (2): 159-176.

4) Immigrants and the labor market

- Amuedo-Dorantes, C. y de la Rica, S. (2008). Complements or Substitutes? Immigrant and Native Task Specialization in Spain, FEDEA, Documento de Trabajo, 2008-35, Madrid.
- Hansen, R. (2012). The Centrality of Employment in Immigrant Integration in Europe, Migration Policy Institute, Washington, D.C.
- Dustmann, C. and T. Frattini (2012): Immigration: The European Experience. NORFACE MIGRATION Discussion Paper No. 2012-01

5) Segregation and inequalities in housing and education

- Arbaci, S. (2008). "(Re)Viewing Ethnic Residential Segregation in Southern European Cities: Housing and Urban Regimes as Mechanisms of Marginalisation", in Housing Studies, 23:4, pp. 589-613.
- Phillips, D. (2010): "Minority Ethnic Segregation, Integration and Citizenship: A European Perspective", in Journal of Ethnic and Migration Studies, Vol. 36 (2): 209-225.
- Cebolla Boado, H. (2011). "Primary and Secondary effects in the explanation of immigrant's educational disadvantage". British Journal of Sociology of Education. 32(3):407-430.
- Noack Fekjær, Silje and Birkelund, Gunn Elisabeth "Does the Ethnic Composition of Upper Secondary Schools Influence Educational Achievement and Attainment? A Multilevel Analysis of the Norwegian Case" European Sociological Review 23(3):309-323

II) Equality and ethnic pluralism

6) Multiculturalism and the welfare state

- Taylor, C. (1992): Multiculturalism and the politics of recognition. New Jersey. Princeton University Press.
- Chapters 1, 2, 12 and 13 in Banting, K. and Kymlicka, W. (2006): Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies.

7) The liberal-eqalitarian and feminist critique of multiculturalism

- Fraser, N. (1995). "From Redistribution to Recognition? Dilemmas of Justice a 'Post-Socialist' Age", New Left Review I/212, July-August 1995.
- Moller Okin, S. "Is multiculturalism bad for women?"
- Koopmans, R. (2010) "Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective", in Journal of Ethnic and Migration Studies 36(1):1-26.
- Chapter 6 in Banting, K. and Kymlicka, W. (2006): Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies

8) Interculturalism

- James, M. (2008): Interculturalism: theory and practice. London: The Baring Foundation.
- Sen, A. (2006): Identity and Violence. The illusion of destiny. New York: Norton. Selected chapters to be decided in class.
- Rodríguez García, D. (2010): Beyond Assimilation and Multiculturalism: A Critical Review of the Debate on Managing Diversity. Journal of International Migration and Integration / Revue de l integration et de la migration internationale 08/2010; 11(3):251-271

III) The future of multiethnic European societies

9) What European identity: towards integration or disintegration?

- Peter Huber (WIFO) and Doris A. Oberdabernig (WIFO) (2013): "Does migration threaten the sustainability of European welfare states?" European Commission, Seventh Framework Programme, Work Package 103, Working Paper no 21.
- Schierup, C.U., P. Hansen & S. Castles (2006): Migration, Citizenship, and the European Welfare State: A European Dilemma, Oxford : Oxford University Press. Available online at upf.edu (biblioteca).

Chapters: 9 and 10
- Vertovec, S. (2006): The Emergence of Super-Diversity in Britain. Centre on Migration, Policy and Society Working Paper No. 25, University of Oxford, 2006.

10) Interculturalism in practice

- Zapata-Barrero, R. (2015): Chapter 3: Índice de gobernanza intercultural: tipo ideal y variables significativas in Las condiciones de la interculturalidad, ed. Zapata-Barrero, R. Valencia: Tirant Humanidades (free e-book).
- Gebhardt, D. (2014): Building Inclusive Cities: Challenges in the Multilevel Governance of Immigrant Integration in Europe. Washington DC: Migration Policy Institute
- Waddington, D. Maxwell, B., McDonough, K. Cormierand, A. and Schwimmer, M. (2012): Interculturalism in Practice. Québec's New Ethics and Religious Culture Curriculum and the Bouchard-Taylor Report on Reasonable Accomodation. In Besley, T. and Peters, M. A. (eds.) Interculturalism, Education and Dialogue. New York: Global Studies in Education Vol. 13
- The City of Barcelona's plan for Interculturalism (in English): http://www.bcn.cat/novaciutadania/pdf/en/PlaBCNInterculturalitatAng170510_en.pdf