

HIST 4399/ INT 270 A Refugee Crisis: A Multi-Disciplinary Policy Perspective on European Refugee Crisis

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Course Description

This course is divided into two parts, part 1 taught by Prof. Hawwa Engin, part 2. taught by Mr. Florian Dorner. In Part one, we will look at migration and the situation of children and children's pedagogical needs. There has always been migration in Europe, Germany and in all over the world. However, recently the question on how to deal with the growing number of refugees in Europe and Germany has been given more emphasis and public attention. We will explore the basic terminology regarding migration and refugees and look at the different forms of and reasons for migration chronologically and today. We will then focus on the situation in Germany and look at different migration waves in, to and from Germany and compare that to the migration issue in the US. We will discuss how asylum seekers are treated and how the process is being conducted in Germany to understand the current situation of refugees and refugee children in Germany and related political opinions.

One goal for refugees is to start a new and successful life in a new country, in this context, in Germany. We will explore what leads to successful integration and what the respective society offers or can offer to facilitate integration.

We will then look at the special situation of children in the refugee process and explore how the refugee situation is especially challenging for children.

Students will meet and work with children as part of this class twice a week at a refugee camp, accompanied by an ESC Coordinator at the site, Asma Zarrug. They will plan and engage in meaningful activities with the children at the camp in sessions called "Kids at Play". Thus, we will explore what kind of pedagogy is needed when working with children in this particular setting, how we can activate them without knowing their native language and in the end, how we can reflect on the impressions we gain and the experiences we make when

working with the children at the refugee camp. This will allow students to combine the insights from the theoretical sessions in the seminar with an applied perspective for their research projects.

In part two of the course, we will investigate how increasingly, diversification of and within societies has become a topic of discussion in public debates. New groups are often marginalised based on a perceived *otherness*: Ranging from migrants to homosexual couples, the attitudes towards these groups have undergone multiple changes over the past 20 years.

We will look closer at the historic development of migration in Germany after the Second World War. Examples include the recruitment agreements for *Gastarbeiter* in the 1960s, Reunification, recent EU enlargements, the financial crisis, and recently climate change.

We will then explore explanations for attitudes towards migrants, migrant groups, and. A selection of relevant surveys will be discussed regarding their methodological design and their results. This will tie into a discussion of difficulties with surveys and methodological innovations to surmount those difficulties.

Course Objectives

By the end of the semester, students will:

- Be able to explain the terms immigration, emigration and flight migration and can give examples of different forms of migration. This allows them to explain different motivations of people who have to migrate or flee.
- Know about the different immigrant groups in Germany, more into depth concerning groups after the Second World War, and their life contexts; this allows them to develop different integration concepts and explain the current situation in Germany.
- Be able to describe the asylum process in Germany; they know which criteria are necessary for different forms of protection. This enables them to create different concepts for rejected applicants.
- Describe criteria for successful integration. They are able to formulate integration offers for different migrant groups.
- Be aware of major trends in public attitudes towards migration to and from Germany of the 2000s;
- Be able to explain the intricacies of data collection via different methods and innovations in survey research.
- Have developed awareness for their civic responsibilities by volunteering at the local refugee camp and engaging with children on site.
- Have increased their ability to execute on their academic knowledge through hands-on community engagement.
- Understand the special situation of children in a refugee situation. They will also learn about the special needs these children might have and how they can meet them at “Kids at Play”.
- Can apply pedagogical principles to the sessions they plan with the kids and incorporate different methodological approaches and activities.

Class Schedule and Sequence of Instruction

Schedule

Part 1		<u>Prof. Hawwa Engin</u>
Introduction		Pre-reading requirement for part 1: <i>The Lightless Sky</i> by G. Passarlay
	Session 1	Migration: Terminology and History, reasons and impact.

	Session 2	Migration in Germany: Different migration waves and groups in Germany and their integration into the German society.
	Session 3	Asylum processes and criteria in Germany and Europe, compared to the situation in America.
	Session 4	Children as refugees, their situation and their pedagogical needs in a class room.
Part 2		Mr. Florian Dorner (MA)
Basics	Session 5	Theories of international migration Introduction to the international migration regime Massey , D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: a review and appraisal. <i>Population and Development Review</i> , 19(3), 431-466.R
Migration trends after the Second World War	Session 2	<i>Expanding the labour force</i> Guest workers and family reunions Münz , R & Ulrich, R (1998). Germany and its immigrants: A socio - demographic analysis. <i>Journal of Ethnic and Migration Studies</i> , 24(1), 25-56. DOI: 10.1080/1369183X.1998.9976617
	Session 3	<i>From Sarajevo to Mannheim</i> Valenta , M & Strabac, Z (2013). The dynamics of Bosnian refugee migrations in the 1990s, current migration trends and future prospects. <i>Refugee Survey Quarterly</i> , 32(3), pp. 1–22.
	Session 4	<i>Ethnic German immigrants</i> Spätaussiedler and Reunification Takle , M (2011). (Spät)Aussiedler: From Germans to immigrants. <i>Nationalism and Ethnic Politics</i> , 17(2), 161-181, DOI: 10.1080/13537113.2011.575312
	Session 5	<i>Free movement for everyone</i> EU-enlargement and market forces Favell , A., & Hansen, R. (2002). Markets against politics: migration, EU enlargement and the idea of Europe. <i>Journal of Ethnic and Migration Studies</i> , 28(4), 581-601.
Major trends in the 2000s	Session 6	<i>Humanitarian emergencies in the Mediterranean</i> The Arab world From the Horn of Africa to the heart of Europe Carling , J. (2007). Migration control and migrant fatalities at the Spanish - African borders. <i>International Migration Review</i> , 41(2), 316-343. De Haas , H. (2008). The myth of invasion: the inconvenient realities of African migration to Europe. <i>Third World Quarterly</i> , 29(7), 1305-1322.
	Session 7	<i>Environmental deprivation</i> Climate change as a driver of migration Biermann , F., & Boas, I. (2010). Preparing for a warmer world: Towards a global governance system to protect climate refugees. <i>Global Environmental Politics</i> , 10(1), 60-88.
	Session 8	<i>Marginalised groups 1</i> Female migrants and the new home Kofman , E. (1999). Female "birds of passage" a decade later: gender and

		immigration in the European Union. <i>International Migration Review</i> , 33(2), 269-299.
	Session 9	<i>Marginalised groups 2</i> Religious minorities and adjusting to Germany Yazdiha , H (2018). Exclusion through acculturation? Comparing first- and second-generation European Muslims' perceptions of discrimination across four national contexts. <i>Ethnic and Racial Studies</i> , DOI: 10.1080/01419870.2018.1444186
Attitudes: explanations and data collection	Session 10	<i>The economy, stupid!</i> Education levels and competition for jobs Hainmueller , J., & Hiscox, M. J. (2007). Educated preferences: Explaining attitudes toward immigration in Europe. <i>International Organization</i> , 61(02), 399-442. Mayda , A. M. (2006). Who is against immigration? A cross-country investigation of individual attitudes toward immigrants. <i>The Review of Economics and Statistics</i> , 88(3), 510-530.
	Session 11	<i>Individual and group attitudes</i> Social determinants of attitudes Insights from social psychology Jackson , J.W. (1993). Realistic Group Conflict Theory: A Review and Evaluation of the Theoretical and Empirical Literature. <i>Psychological Review</i> , 43(3): 395-415.
	Session 12	<i>Elites and interactions</i> Group cues and elites Opposition despite interaction Brader , T., Valentino, N. A., & Suhay, E. (2008). What triggers public opposition to immigration? Anxiety, group cues, and immigration threat. <i>American Journal of Political Science</i> , 52(4), 959-978.
	Session 13	<i>Qualitative methodology</i> Observation as scientific method Berger , Roni (2013). Now I see it, now I don't: researcher's position and reflexivity in qualitative research. <i>Qualitative Research</i> , 15(2), 219-234. Sleijpen , M, Mooren, T, Kleber, R J, Boeije, H R (2017). Lives on hold: A qualitative study of young refugees' resilience strategies. <i>Childhood</i> , 24(3), 348-365.
	Session 14	<i>Survey methodology</i> Implicit attitude test List experiments and morphing Aalberg , T., Iyengar, S., & Messing, S. (2012). Who is a 'Deserving' Immigrant? An Experimental Study of Norwegian Attitudes. <i>Scandinavian Political Studies</i> , 35(2), 97-116. Ceobanu , A. M., & Escandell, X. (2010). Comparative analyses of public attitudes toward immigrants and immigration using multinational survey data: A review of theories and research. <i>Annual Review of Sociology</i> , 36, 309-328.

Grading

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets the course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

P - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for a P is at the discretion of the instructor but may be no lower than equivalent to a C-.)

NP - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Grading Scale (Based on points)

95 – 100 A	77 – 79 C+	59 – Lower F
90 – 94 A-	74 – 76 C	
87 – 89 B+	70 – 73 C-	
84 – 86 B	67 – 69 D+	
80 – 83 B-	60 – 66 D	

Assignments

Overall between ~19,000 and ~22,800 characters (count without spaces)

- Discussion prompt in class based on observations on German media's English outlets.
- Term paper (~9,500 and 13,300 characters), due no later than 30 days after the course ended.
- Volunteering twice a week at "Kids at Play" at Patrick Henry Village Refugee Camp.
- Background research and interview on one of the children met during the activities and their presentation in class (~1,900 characters), due on the day of the presentation.
- Two personal development responses on expectation and outcomes of service learning experience (~1,900 each characters), due on the last day of the course.



Other Regulations and Policies

Attendance and Participation

Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class.

Absences and/or a lack of participation in discussions will impact negatively on the final grade. Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.

Students are expected to come to class on time and to have read assigned material before class. There may be an occasional pop quiz to verify whether students have read the assignments before class.

All work must be turned in on time. Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

If it is determined that a student has cheated, he or she may be given an "NP" for the course, and may face additional sanctions from the Study Center.

Warning:

Throughout the course, we may use materials that can be considered inappropriate or distressing. Please use trigger warnings in your presentations where appropriate. Give your fellow students time to leave the room or prepare mentally before showing disturbing materials. This is not to scare anyone away. If you know that you react to certain materials, you are allowed to leave the room. You can still take the class.

Medical conditions

If you have a medical condition that requires us to adapt (e.g. seating arrangements), please let me know. I do not need details, just a heads-up on how we can work together.