

# SOC 797 Contemporary Migration Research

## SPRING 2021

### Instructors:

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### Guest lecturers:

Prof. RNDr. Dušan Drbohlav, CSc., Charles University, Prague

Mgr. Petra Ezzeddine, Ph.D., Charles University, Prague

Mgr. Alica Rétiová, FSS MU

Mgr. Ivana Rapoš Božič, FSS MU

### Course Description

There could hardly be a more important topic in contemporary societies than international migration. In today's globalized world, there are more than 272 million migrants and the trend toward movement across borders is only increasing. Migration is a hot-button issue in many countries, with politicians, the media and the public speaking out, especially concerning unauthorized migrants and refugees. Exploring the phenomenon of migration can involve multiple perspectives and methods. In this course, we focus on various methods for researching people on the move, from ethnographies of borders to rich, detailed biographical interviews, to the analysis of media and online materials. We also consider the reflexivity of the researcher, looking at the intersection of activism and social scientific investigation. The ultimate goal is to gain a better understanding of contemporary migration in a global context.

### Course objectives

By the end of the course, students will be able to:

- Describe and consider the phenomenon of contemporary international migration in a global context
- Investigate localized migration events
- Conceptualize the methods of migration research and assess the appropriateness of single methods for a concrete research design
- Design a research study on a migration issue
- Assess the possible contribution of academic knowledge to non-academic social fields

### Conditions for Passing the Course

1. Participation in class (discussions, group projects) (25%)
2. Written Assignments (30%)  
5 points for each home assignment (discussion papers and peer-to-peer feedback)
3. Final paper (3,000 – 4,000 words) (45% - 10% for the draft and 35% for the final paper)

Subject	Points	Delivery term	Notes
Discussion Papers	25	Thursdays at 11:00	Sessions 2, 3, 4, 5, 6 (5 points each)
Class Participation	25	Fridays in class	Sessions 2, 3, 4, 5, 6 (5 points each)
Draft of the paper	10	Monday, May 24 at 11:00	
Peer review of paper draft	5	Thursday, May 27, 23:59	
Final research paper	35	Sunday, June 20 at 23:59	

### Evaluation is based upon this scale:

- 90-100 points - A
- 80-89 points - B
- 70-79 points - C
- 66-69 points - D
- 60-65 points - E
- 0-59 points - F

### Study Materials and Instructions

- For each session, readings are specified in the syllabus. All the required texts are available in electronic form in the IS Study Materials folder and are linked to the Interactive Syllabus.
- Instructions for group projects will be specified in class.
- Instructions for the assignments will be available in the Study Materials.
- Please, check the **Interactive Syllabus** regularly for actual readings and study instructions.  
<https://is.muni.cz/auth/el/fss/jaro2020/ESOn4007/index.qwarp>

### Timetable

The course is taught regularly in double-block sessions once in two weeks (even weeks) from 10:00 until 13:40 online on zoom. Links to zoom sessions will be sent by the lecturers in advance.

### Academic Honesty

The Faculty of Social Studies at MU expects students to know the study rules and maintain academic honesty by refraining from plagiarism and from cheating during exams. Plagiarism means that one presents other peoples' ideas as one's own and does not credit the author. Plagiarism is one of the most serious breaches of ethical standards in the academic environment, for it denies the mission of the university and the meaning of studying. From a legal perspective, plagiarism is the stealing of intellectual property. The official FSS policy on academic honesty is available in the course's interactive syllabus in IS. Academic dishonesty is not tolerated under any circumstances at FSS. **The minimum penalty for academic dishonesty is expulsion from the course, a grade of F for the semester, and referral to the Faculty disciplinary committee.**

### Course Schedule:

#### Session #1 – INTRODUCTION TO THE COURSE (March 5) (Jaworsky/Klvaňová)

We have linked the Syllabus and the Discussion Paper Guideline files in the Interactive Syllabus

#### Session #2 ONLINE AND MEDIA RESEARCH (March 19) (Jaworsky)

#### Readings Prior to Class:

Jaworsky, Bernadette N. 2016. *The Boundaries of Belonging. Online Work of Immigrant-Related Social Movement Organizations*. Cham, Switzerland: Palgrave Macmillan. **READ ONLY CHAPTER 1 (pp. 1-34) and CHAPTER 3 (pp. 67-112).**

Binder, Werner and Bernadette Nadya Jaworsky. 2018. "Refugees as Icons: Culture and Iconic Representation." *Sociology Compass*. DOI: 10.1111/soc4.12568.

**Discussion Papers:** to be submitted to IS-Study Materials-Homework Vault by **March 18, 11:00** (please check the discussion paper guidelines in Study Materials)

**Additional Readings (recommended):**

Lenette, Caroline. 2016. "Writing with light: An iconographic-iconologic approach to refugee photography." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 17(2), art. 8. Retrieve from <http://www.qualitative-research.net/index.php/fqs/article/view/2436>.

Chouliaraki, Lilie and Tijana Stolic. 2017. "Rethinking Media Responsibility in the Refugee 'Crisis': A Visual Typology of European News." *Media, Culture & Society* 39(8): 1162-1177.

Jaworsky, Bernadette N. 2016. *The Boundaries of Belonging. Online Work of Immigrant-Related Social Movement Organizations*. Cham, Switzerland: Palgrave Macmillan. (Remaining Chapters 2, 4, 5, 6)

**Session #3 – RESEARCH ON PUBLIC PERCEPTION OF MIGRATION (April 9)  
(Jaworsky/Klvaňová/Rétiová/Rapošová)**

**Readings Prior to Class:**

Löfflmann, G., Vaughan-Williams, N. 2018. "Vernacular imaginaries of European border security among citizens: From walls to information management." *European Journal of International Security* 3 (3): 382-400.

Parks-Yancy, R. Shih, J. DiTomaso, N., Post, C. 2009. "TALKING ABOUT IMMIGRATION AND IMMIGRANTS: A Qualitative Exploration of White Americans' Attitudes." *International Review of Modern Sociology* 35 (2): 285-306

Ferreira, V., S. 2014. "Arts and tricks of comprehensive interview." *Saude e Sociedade* 23(3): 979-992.

**Discussion Papers:** to be submitted to IS-Study Materials-Homework Vault by **April 8, 11:00** (please check the discussion paper guidelines in Study Materials)

**Additional Readings (recommended):**

Czaika, M., Di Lillo, A. 2018: The geography of anti-immigrant attitudes across Europe, 2002–2014, *Journal of Ethnic and Migration Studies*.

Heath, A. Davidov, E. Ford, R. Green, E., Ramos, A., Schmidt, P. 2019. "Contested terrain: explaining divergent patterns of public opinion towards immigration within Europe, *Journal of Ethnic and Migration Studies*.

Löfflmann, G., Vaughan-Williams, N. 2017. "Narrating identity, border security and migration: critical focus groups and the everyday as problematic". *Critical Studies on Security*.

**Session #4 – GEOGRAPHY APPROACHES (April 30) (Drbohlav/Klvaňová)**

**Readings Prior to Class:**

Pisarevskaya, Asya, Nathan Levy, Peter Scholten, Joost Jansen. 2019. "Mapping migration studies: An empirical analysis of the coming of age of a research field" *Migration Studies* (online publication)

King, Russel. 2012. "Geography and Migration Studies: Retrospect and Prospect." *Population, Space and Place* 18 (2): 134-153.

**Discussion Papers:** to be submitted to IS-Study Materials-Homework Vault by **April 29, 11:00** (please check the discussion paper guidelines in Study Materials)

**Additional Readings (recommended):**

TBA

**Session #5 – BIOGRAPHICAL RESEARCH (May 14) (Klvaňová)**

**Readings Prior to Class:**

Eastmond, M. (2007). "Stories as Lived Experience: Narratives in Forced Migration." *Research Journal of Refugee Studies* 20(2): 248-264. [17 p.]

Goncharova, G. N. (2016). "Getting inside the migrants' world(s): Biographical interview as a tool for (re)searching transcultural memory." *Crossings: Journal of Migration & Culture*, 7 (1): 43-61.

Breckner, R. (2014) "Collective Identities in Migration. Biographical Perspectives on Ambivalences and Paradoxes." *Sociology and Anthropology*, 2, 15-24. doi: 10.13189/sa.2014.020103 [10 p.]

**Discussion Papers:** to be submitted to IS-Study Materials-Homework Vault by **May 13, 11:00** (please check the discussion paper guidelines in Study Materials)

**Additional Readings (recommended):**

Riemann, G. (2003). "Doing Biographical Research." *Qualitative Social Forschung*, 4 (3). (Articles analyzing the interview with Turkish migrant woman in Germany).

O'Neill, M. and R. Harindranath (2006). "Theorising narratives of exile and belonging: the importance of Biography and Ethno-mimesis in 'understanding' asylum." *Qualitative Sociology Review*, Vol. II Issue 1. ([http://www.qualitativesociologyreview.org/ENG/archive\\_eng.php](http://www.qualitativesociologyreview.org/ENG/archive_eng.php)) [15 p.]

Erel, U. (2007). "Constructing Meaningful Lives: Biographical Methods in Research on Migrant Women." *Sociological Research Online*, 12 (4), <http://www.socresonline.org.uk/12/4/5.html>.

**Session #6 – ACTIVISM IN RESEARCH (May 28) (Ezzeddine/Jaworsky)**

**Readings Prior to Class:**

Kellett, Peter. 2009. "Advocacy in Anthropology: Active Engagement or Passive Scholarship?" *Durham Anthropology Journal* 16(1): 22-31.

Anderson, Bridget. 2003 "Just Another Job? The Commodification of Domestic Labor." In *Global Woman: Nannies, Maids and Sex Workers*, edited by Barbara Ehrenreich and Arlie Hochschild. London: Granta Books, pp. 104-114.

Andersson, Ruben. 2017. "The Price of Impact: Reflections on Academic Outreach Amid the 'Refugee Crisis.'" *Social Anthropology*. Published online at: doi:10.1111/1469-8676.12478.

**Discussion Papers:** to be submitted to IS-Study Materials-Homework Vault by **May 27, 11:00** (please check the discussion paper guidelines in Study Materials)

### **Additional Readings (recommended):**

Sidiropulu Janků, Kateřina. 2015. "Researching with Respect, Remembering with Dignity: Day after Day." In *Doing Research, Making Science: The Memory of Roma Workers*, edited by Kateřina Nedbálková and Kateřina Sidiropulu Janků. Brno: Muni Press, pp. 21-53.

Kubala, Petr. 2015. "How Was This Exhibition Written and Read?" In *Doing Research, Making Science: The Memory of Roma Workers*, edited by Kateřina Nedbálková and Kateřina Sidiropulu Janků. Brno: Muni Press, pp. 189-263.

Letiecq, Bethany and Leah Schmalzbauer. 2012. "Community-based Participatory Research with Mexican Migrants in a New Rural Destination: A Good Fit?" *Action Research* 10(3): 244-259.

LERI project website:

<http://fra.europa.eu/en/project/2015/local-engagement-roma-inclusion-leri-multi-annual-roma-programme>

### **Homework assignments:**

1. Final paper draft: to be submitted to IS-Study Materials-Homework Vaults by **Monday, May 24, at 11:00.**
2. Peer-to-peer feedback on your colleague's paper proposal: to be submitted to IS-Study Materials-Homework Vaults and to your assigned peer by **Thursday, May 27, 23:59.**