NYU London

Class code
HIST-UA 9452.001/ IDSEM-UG 9101.001/SOC-UA 9452.001

Instructor Details
Dr Nicky Busch

Class Details
Immigration - Spring 2018

Prerequisites
Nil

Class Description
This course aims to provide an understanding of immigration and its social and political consequences in Britain, France and Germany from the mid-nineteenth century to the present day. It also examines problems surrounding immigration in contemporary Europe. In particular the course looks at issues concerning racism and multiculturalism in Europe. Finally, the course examines the ways in which immigration is represented in literature and contemporary culture.

Class discussions based on prepared readings, lectures, guest speakers, field trips and three films.

Desired Outcomes
To provide an understanding of the main immigration trends in Britain, France and Germany since 1850

To provide an understanding of the problems attending the social and political integration of immigrants in contemporary Western Europe

To examine the concepts of integration, race and multiculturalism

To examine the ways in which the memory of immigration is represented in literature and contemporary culture

Assessment Components

Class participation (10% of final grade)

Essay 1 (1,500 words) – (20% of final grade).

Film review (1,500 words) – (20% of final grade). Students are asked to select one of the three films viewed in class and provide a critical account of the way in which immigration is addressed in the film.

In-class presentations (20% of final grade) – Ten-minute presentation to be given in class. Suggested presentation topics will be posted on NYU Classes.

Essay 2 (2,000 words) – (30% of final grade) – Essay topics will be provided in class and posted on NYU classes.

Assessment Expectations

Grade A: Exceptional level of accurate, clear and analytical writing

Grade B: Very good level of written work but falling short of the highest level
Grade C: Satisfactory and sufficiently accurate written work

Grade D: Adequate level of written work but weakly analytical

Grade F: Muddled, poorly presented written work

Required Text(s)
L. Lucassen, The Immigrant Threat. The Integration of Old and New Migrants in Western Europe since 1850, University of Illinois Press, 2005 0-252-07294-4


Supplemental Texts (not required to purchase as copies are in NYU-Library)
A Bramwell (ed.), Refugees in the Age of Total War (1988)
A. Cohen and C. Wellman ed, Contemporary debates in applied ethics (2005) 1405115483
Dummett and A.Nichol, Subjects, Citizens, Aliens and Others (1990)
David Feldman, Englishmen and Jews (1994)
Jordan, Bill and Franck Duvell Irregular Migration: The Dilemmas of Transnational Mobility Cheltenham: Edward Elgar, 2002
Robin Gwynne, Huguenot Heritage (1985)
Tony Kushner, Remembering Refugees: Then and Now (2006)
B. Barry, Culture and equality (2001) 0-7456-2228-3

Internet Research Guidelines
There are many internet sites dealing with immigration, above all with contemporary immigration. The BBC website is useful. Among the more specialised websites are the following: www.ein.org.uk, www.immigrationindex.org, http://migration.ucdavis.edu/mn, www.ercomer.org/wwwvl.
Additional Required Equipment
Nil

Session 1

a) **Introduction to the course:** in this session we will discuss expectations regarding class participation, readings, assessment, site visits and guest speakers.

b) **Migration in the contemporary world.**
Screening of documentary ‘Exodus’ and excerpts from Fire at Sea, followed by class discussion.

Key questions: Why do people migrate? What is meant by terms such as ‘economic immigrant’, ‘asylum seeker’ and refugee? Are some migrants more welcome in Western Europe than others? Why is this so? This session introduces a number of issues and debates relevant to this course.

**Essential reading:**

**Supplementary reading:**

Session 2

a) **Defining key terms and concepts: assimilation, integration and multiculturalism**
Key questions: What is meant by the term ‘assimilation’ and how does it differ from ‘integration’? What does ‘multiculturalism’ mean as it is used across different national contexts? This session introduces key terms and concepts that are used in the discussion of immigration across Western European states.

**Essential reading:**
Parekh, Rethinking Multiculturalism (2006) ch.7
F. Fukuyama, ‘Identity and migration’, Prospect, February 2007, 26-31

**Supplementary reading:**
B. Barry, Culture and equality (2001) 0-7456-2228-3

b) **The politics of immigration in contemporary Britain: political parties and the EU question**
Screening of excerpts from news programmes on immigration and the EU followed by class discussion.

Key questions: Why is immigration such an important political issue in the UK? What are the main politic;
parties’ policies in relation to immigration? How does the discussion of immigration in the UK differ from the discussion in the US? In this session we discuss the UK, the EU and the borders of Europe and discuss contemporary immigration debates in the UK.

**Essential reading:**
Evans, G and Menon, A (2017) Brexit and British Politics, Polity. Preface and Chapters 2, 3, 4 and 5.

**Supplementary reading:**
D Goodhart (2013) The British Dream: Successes and Failures of Post-War Immigration

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**Session 3**

Trip to Museum of London in the Docklands
Learning outcomes: In order to understand contemporary migration we need to understand the legacy of British involvement in Empire and the slave trade.

**Essential reading:**
Legacies of British Slave Ownership Data Base. UCL. Available: https://www.ucl.ac.uk/lbs/

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**Session 4**

The ethics of immigration control: the case for open borders and the case for closed borders

Key questions: Are open borders feasible and/or desirable? Is migration a human right? In this session we discuss immigration in terms of rights and ethics.

**Essential reading:**

**Supplementary reading:**

b) The Economics of immigration

Screening of ‘British Workers Wanted’

Key questions: what is the ‘lump of labour fallacy’? How do economists measure the effects of immigration? What are the economic outcomes of immigration in Western Europe? This session looks at migration and its effects on Western European economies.

**Essential reading :**
Ruhs, M and Vargas-Silva, C (2014) Briefing: the Labour Market Effects of Immigration, University of Oxford. Available to download from [www.migrationobservatory.ox.ac.uk](http://www.migrationobservatory.ox.ac.uk)
Class and Red Pepper (2014) Why Immigration is good for all of us

**Supplementary reading:**
Session 5

a) Race, nation and multicultural politics in the UK – GUEST SPEAKER

Essential reading:
Readings will be posted on NYU classes

b) Race and racism in contemporary Europe

Key questions: What is meant by race? Is race a question of biology or culture? How has race been discussed and utilized throughout history? What is meant be eugenics? Why is it necessary to think about ‘race’ when discussing immigration past and present?

Essential reading:
Fanon, F (1952) Black Skin, White Masks. Pluto Press.
K. Malik, The Meaning of Race, ch.6

Supplementary reading:

Session 6

Essay 1 due

b) Class discussion: Brixton – from the Windrush, to riots to gentrification


Supplementary reading:

Session 7

Trip to Black Cultural Archive and Brixton – map will be provided
Note this trip is on a Friday make-up class day.
Session 8

a) Immigration and Film
Fear Eats the Soul, director Rainer Fassbinder (1974)

b) Race, Nation and Multicultural Politics in Germany since 1945

Key questions: How does Germany’s history impact on contemporary attitudes to immigration and ethnic minorities?

Essential reading:

Supplementary reading:
J. H. Brinks, 'Political Anti-Fascism in the German Democratic Republic', Journal of Contemporary History (1997). Online via JSTOR
J Herf, Divided Memory. The Nazi Past in the Two Germanies (Cambridge, Mass. 1997), ch. 1-6, 9-10
B. Niven, Facing the Nazi Past. United Germany and the Third Reich (London, 2002)
K. Jarausch (ed.), After Unity. Reconfiguring German Identity (Cambridge, 1997), ch.1
S. Berger, Inventing the Nation: Germany (London, 2004), ch. 8

Session 9

a) Immigration and Film
La Haine, director Mathieu Kassovitz, 1995

b) Race, Nation and Multicultural Politics in France

Key questions: what are the key issues surrounding immigration in contemporary France? What was the 'headscarf affair'? What can discussion of France’s attitudes to immigrants and ethnic minorities tell us about broader questions about the state and society in France?

Essential reading:
Hargreaves, G (2007) Multi-ethnic France: Immigration, Politics, Culture and Society. ch.4

Supplementary reading:

Session 10

a) Representations of immigration in the arts

Key questions: how is the immigrant experience represented in the arts? What value is there in looking beyond policy, politics, economics discourses?

Essential reading: S Selvon The Lonely Londoners
b) Immigration in history: examining successive waves of immigration across Western Europe

Old and new immigrants in France, Germany and the UK

**Essential reading:**
L. Lucassen, The Immigrant Threat chs 1-7

**Supplementary reading:**
Feldman, D Englishmen and Jews (1994)
Gwynne, R Huguenot Heritage (1985)
B. Anderson, Us and Them?, Chapter 4

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**Session 11**

Film review due

a) Gender and migration

Key questions: What insights can a gendered account of contemporary and historical migration movements provide? Why does gender matter when discussing labour migration?

**Essential reading:**

**Supplementary reading:**

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b) Diasporas and transnational mobility in a global era

Key questions: What is meant by ‘diaspora’? Are diasporas historical or contemporary phenomena? How does diaspora differ from transnationalism?

In class activity: the world in a classroom - mapping the class by diaspora and transnational movements.

**Essential reading:**

**Supplementary reading:**
Benedictus, Leo, London: the world in one city (A special celebration of the most cosmopolitan city in the world), Guardian, 21 January 2005; electronically accessed at http://www.guardian.co.uk/uk/0_1394802.00.html, http://www.guardian.co.uk/uk/article/0_1395534.00.html

**Session 12**

a) **London and Immigration – Trip to Bishopsgate Archive and Brick Lane**

*Essential reading*: G. Dench, K. Gavron, M. Young, The New East End, ch.9

**Session 13**

a) **Refugees: 1930s-2017 GUEST SPEAKER**

*Essential reading:*
- Fargues, P (2015) 2015: The Year we Mistook Refugees for Invaders, Migration Policy Centre
- Additional readings will be posted on NYU Classes.

*Supplementary reading:*
- A Bramwell (ed.), *Refugees in the Age of Total War* (1988)

**Session 14**

Presentations and class discussion

**Session 15**

Final Essay Due. Presentations and class discussion

**Classroom Etiquette**

Toilet breaks should be taken before or after class or during class breaks.

Food & drink, including gum, are not to be consumed in class.

Mobile phones should be set on silent and should not be used in class except for emergencies.

Laptops are only to be used with the express permission of the teacher.

Please kindly dispose of rubbish in the bins provided

**Required Co-curricular Activities**

Nil

**Estimated Travel Costs**

Nil

**Suggested Co-curricular Activities**

Nil
Your Instructor

Dr Nicky Busch is a lecturer at Birkbeck, the University of London. Her research focus is on migration and low-paid and informal labour in the UK. She has published a number of journal articles and book chapters on these subjects. She is currently working on a monograph based on the findings from this project to be published by Zed Books in 2018.

NYU GLOBAL ACADEMIC POLICIES

Policies and procedures for Global Academic Centres, including policies on academic integrity and the Study Away Standard, can be found here:
https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html

Absences: Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found here: http://www.nyu.edu/london/academics/attendance-policy.html

NYU London work submission policies can be found here: http://www.nyu.edu/london/academics/academic-policies.html

Classroom conduct: Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services.

Please refer to the NYU London Disruptive Student Behaviour Policy at https://goo.gl/Nvt5Vu for examples of disruptive behaviour and guidelines for response and enforcement.