

Name of Instructor:
Professor Daniel Faas

Type of Class Arrangement:
Type A

Course Description and Objectives:

Understanding and tackling the migration challenge is key in contemporary societies. This seminar focuses on the educational challenges arising from migration-related cultural and religious diversity. Following an introduction into theoretical approaches to the study of migration, we adopt a comparative case-study approach to discuss similarities and differences between sets of countries. Schools have a crucial role to play in terms of social integration and inclusion. Our emphasis is on assessing educational policies and practices in old migration host societies (e.g. Australia, the Netherlands, Britain, the United States, Canada, Brazil) as well as new migration host countries (e.g. Japan, Singapore, Greece, Ireland). We assess the extent to which countries have adopted a more pluralist or assimilationist stance in response to migration. The seminar also links these discussions to key policy indicators such as the Multiculturalism Policy Index, the OECD PISA studies and the Migrant Integration Policy Index. The seminar is of particular relevance for students in Sociology as well as cognate areas including Education, Migration and Ethnic Studies and Social Policy.

On successful completion of the module, students will be able to:

- critically discuss concepts such as citizenship, multiculturalism, assimilation and integration;
- compare and contrast different educational policies and practices in select old and new migration host societies around the world;
- engage in current academic and educational policy debates;
- assess converging and diverging global educational responses to migration;
- enhance your writing, debating, time management and PowerPoint presentation skills.

Assessment:

The seminar is assessed by a 2,500 word essay (65%), a PowerPoint presentation (25%) and class participation (10%). The essay may be on the same or a different topic to the presentations and should demonstrate critical engagement with the relevant literature.

Teaching Methods:

The seminar will be interactive consisting of a lecturing input, student presentations and discussions of key educational and political issues relating to the migration challenge.

Topics and Seminar Schedule:

Week 1, Session 1

Introducing the Migration Challenge: Theories, Definitions and Concepts

Week 1, Session 2

The Role of Religion in Education Systems around the World

Week 2, Session 3

Diversity in Schools: Good or Bad for Social Cohesion?

Week 2, Session 4

Education in Old Migration Host Societies I: Britain, Netherlands, Germany, Denmark

Week 3, Session 5

Education in Old Migration Host Societies II: USA, Canada, Australia, South Africa

Week 3, Session 6

Education in New Migration Host Societies I: Japan, Singapore, Korea, Turkey

Week 4, Session 7

Education in New Migration Host Societies II: Ireland, Portugal, Greece, Poland

Week 4, Session 8

Migration and Education in the BRIC Countries: Brazil, Russia, India and China

Recommended Readings:

Week 1

Meer, N. and Modood, T. (2012) 'How does Interculturalism Contrast with Multiculturalism?', *Journal of Intercultural Studies* 33(2): 175-196.

Portes, A. & Zhou, M. (1993) 'The new second generation: segmented assimilation and its variants', *Annals of the American Academy of Political and Social Science* 530(1): 74-96.

Joppke, C. (2004) 'The retreat of multiculturalism in the liberal state: theory and policy', *British Journal of Sociology*, 55(2): 237-57.

Faas, D., Smith, A. & Darmody, M. (2018) 'The Role of Principals in Creating Inclusive School Environments: Insights from Community National Schools in Ireland', *School Leadership and Management* 38(4): 457-473.

Faas, D., Darmody, M. & Sokolowska, B. (2016) 'Religious diversity in primary schools: Reflections from Ireland', *British Journal of Religious Education* 38(1): 83-98.

Week 2

Janmaat, J.G. (2014) Do Ethnically Mixed Classrooms Promote Inclusive Attitudes Towards Immigrants Everywhere? A Study Among Native Adolescents in 14 Western Countries, *European Sociological Review* 30(6): 810-22.

Putnam, R.D. (2007) 'E Pluribus Unum: diversity and community in the twenty-first century, The 2006 Johan Skytte Prize Lecture, *Scandinavian Political Studies* 30(2): 137-174.

Vasta, E. (2007) 'From Ethnic Minorities to Ethnic Majority Policy: multiculturalism and the shift to assimilationism in the Netherlands', *Ethnic and Racial Studies* 30(5): 713-40.

- Sunier T. (2009) 'Teaching the Nation: Religious and Ethnic Diversity at State Schools in Britain and the Netherlands', *Teachers College Record* 111(6): 1555-1581.
- Gogolin, I., McMonagle, S. and Salem, T. (2019) Germany. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp. 557-602.
- Goli, M. & Rezaei, S. (2007) 'Denmark', in A. Triandafyllidou and R. Gropas (eds.) *European Immigration: a sourcebook*, Aldershot: Ashgate.

Week 3

- Saha, L.J. (2019) Australia. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.61-104.
- Essack, A. and Hindle, D.B. (2019) Republic of South Africa: An enduring tale of two unequal systems. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.931-998.
- Dworkin, G. and Lopez Turley, R. (2019) United States of America. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.1097-1182.
- Lyon, K., and Guppy, N. (2019) Canada. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.253-300.
- Okano, K.H. (2019) Japan. In: *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.747-782.
- Baysu, G. and Agirdag, O. (2019) Turkey. In: *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.1073-1096.
- Hogan, D. (2014) 'Why is Singapore's school system so successful and is it a model for the West?', Available online at: <http://theconversation.com/why-is-singapores-school-system-so-successful-and-is-it-a-model-for-the-west-22917>

Week 4

- Cherng, H.Y., Hannum, E., Lu, C., Kong, P and Yu, X. (2019) China. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.301-344.
- Goncalves, L.A., da Silva, N.N. and Brooke, N. (2019) Brazil: An overview of research on race and ethnic inequalities in education. In P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.215-252.
- Drobizheva, L., Konstantinovskiy, D., Mukharyamova, L. and Mukharyamov, N. (2019) Russia. In: P. Stevens and G. Dworkin (eds) *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, pp.885-930.
- Faas, D., Sokolowska, B. & Darmody, M. (2015) 'Everybody is Available to Them': Support Measures for Migrant Students in Irish Secondary Schools', *British Journal of Educational Studies*, 63(4): 447-466.
- Teixeira, A. & Albuquerque, R. (2007) 'Portugal', in A. Triandafyllidou and R. Gropas (eds.) *European Immigration: a sourcebook*, Aldershot: Ashgate.
- Palaiologou, N. & Faas, D. (2012) How 'intercultural' is education in Greece? Insights from policymakers and Educators', *Compare* 42(4): 563-584.