

**INTA 4803/8803**  
**Immigration, Identity and the Media in the European Union  
and the United States**

**Fall 2011**  
**Wednesdays 3:30 -6:30/Room 307 Habersham**

**Instructor:** Dr. Vicki Birchfield (with Dr. Giovanna Dell'Orto, University of Minnesota)

**Office:** 212 A Habersham

**Office Hours:** Mondays and Wednesdays 11 a.m. to 12 p.m. and by appointment

**Course Overview:**

This seminar uses approaches from international relations, comparative politics and mass communication to study the role that politics and the mass media play in the public debate over immigration at the southern borders of the United States and the European Union. Via ITV technology, we will be connected with instructor Prof. Giovanna Dell'Orto and her students at the University of Minnesota. Our main goal will be to study the problematic of the media and immigration in an interdisciplinary way that includes political, historical, legal, social and cultural perspectives. We will compare the two most hotly contested migration processes, those across the Mexican border into the United States and across the Mediterranean Sea into the European Union. We will focus on the role that both European and American mass media have played in crystallizing frameworks of understanding about immigration and immigrants for the public, and on the consequences of those media images for policy. A thorough and complete reading of the assigned material is required before each seminar session. Meaningful class participation and the development of a research agenda are essential to succeed in this course.

**Required Texts:**

Martin A. Schain. *The Politics of Immigration in France, Britain, and the United States: A Comparative Study*. New York: Palgrave Macmillan, 2008. \* Available for purchase at the Engineer's Bookstore on Marietta St.

The other required readings, detailed in the class schedule below and/or prepared by guest speakers, will be made available on T-Square.

**Course Objectives:**

The principal goal of this course is to integrate theories and methodologies from mass communication, international relations and comparative politics to study the role of the

media in policy issues, particularly immigration processes and immigrants, who are among the most underrepresented groups in today's society. While focusing on the development of analytical and critical skills, inquiry will be driven by three major learning objectives:

\* To advance the understanding of a critical problem at the top of both the national and foreign policy agendas in Europe and the United States;

\* To propose a theoretical model of comparative study of a vital policy question that integrates theoretical and methodological traditions from international affairs (Political Science) and mass communication; and

\* To offer students in the two disciplines an interdisciplinary model that allows them to research questions beyond immigration, in which multiple theoretical traditions can productively interact.

In addition, we will focus on the theoretical and conceptual frameworks of the various readings, so that students will become familiar with theoretical models in communication and political science inquiry as well as their uses in policy research. The ultimate goal is not only to learn about the media and immigration processes, but for students to develop the ability to critique multidisciplinary scholarship, employing a variety of methodological approaches, and then to utilize those approaches in their own analyses of media and policy issues.

On a more empirical level, the goals of this course are for students to:

- Review literature related to the media and immigration processes, applying analytical skills relevant to mass communication or political science research;
- Identify models in literature related their research project, critically analyzing their strengths and weaknesses;
- Become familiar with primary sources pertinent to research in media and policy, and use some of them in trying to answer specific research questions; and
- Produce a paper in which they develop a research agenda and conduct a research project.

### **Course Requirements:**

Class Participation (20% of course grade): Every seminar member is required to read all assigned readings (books and articles) and to participate meaningfully in all class discussions. See below for absence policies.

Class Presentation (30% of course grade): Seminar members will split into four groups and each group will be assigned a topic to research in current media coverage for in-class presentations in weeks 9-10 and 12-13. More detailed instructions will be distributed separately.

Research Paper (50% of course grade): Seminar members will develop a complete, 15-20 page research paper on a topic of their choice related to the role of the media, political

institutions, political culture, economic forces or the politics of globalization (or some selection of these various social forces) in immigration processes, ideally linking it to their chosen area of specialization. There are two parts and deadlines for this assignment (please note that late papers are penalized a letter grade per day):

- On October 26, 2011, each seminar member will turn in the introduction to the paper, to include: Explanation of the problem addressed; research purpose and general research question; conceptual (or theoretical) framework; review of relevant literature; justification for the research (this will count for 20% of the course grade)
- On December 7, 2011, each seminar member will turn in the complete paper, to include: Revised introduction; explication of the method (including specific research questions); findings; discussion (including limitations, unexpected findings, and questions raised for further research); conclusion (this will count for 30% of course grade)

Historians and social scientists typically follow the *Chicago Manual of Style* to format their citations and bibliography; make sure you also use a consistent style. For additional writing help or guidance about citations, proper attribution, please consult the professor. You are encouraged to use the Center for Academic Success, CETL and the writing center. \* Please note that there will be no final exam for this course.

### **Course Procedures:**

Attendance is required for all classes, including occasional ones to which guest speakers might be invited and those featuring student presentations—each unexcused class absence reduces one's course grade by 5%. Late arrivals/early departures and habitual lack of participation in class discussion also adversely affect grades. In class, students are expected to turn off cellular phones, iPods and any other electronic devices that interfere with their and their fellow students' ability to participate. In class, students may not use laptop computers for any other purpose than taking notes from lectures. Students are responsible for all required reading and writing assignments, and for observing all deadlines. One must complete all required work to receive a grade for the course. Graded assignments should be typed and presented in your best writing style.

### **Some Notes About Grading:**

Because faculty members are required to protect students' privacy and because email is not guaranteed to be private, the professor will not discuss students' grades or work via email. Because the seminar has no tests or other such graded measures of your performance until quite late in the semester, feel free to check in with Prof. Birchfield throughout the semester if you have any questions about your performance to date.

Grading Standard: Grades are cumulative across the term, based on the research paper, class participation and assignments. Registration in this course is by A-F only.

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 course requirements in every respect.

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

F – Represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.

I (Incomplete) – assigned at the discretion of the instructor. An incomplete grade will be considered only when documented, extraordinary circumstances beyond control, or ability to anticipate, prohibit timely completion of the course requirements. Incomplete grades are rare. Requires a written agreement between instructor and student.

General Expectations and Extra Credit: Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. A student is not permitted to submit extra work in an attempt to raise his or her grade unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.

Workload Policy: It is expected that the academic work required of Graduate School students will exceed three hours per credit per week, so students should expect to spend more than nine hours in learning efforts per week to satisfactorily complete this course.

Scholastic Misconduct – Definition: Scholastic misconduct is broadly defined as “*any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work.*” **Proven scholastic misconduct will result in a course grade of F.**

Excused Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include illness of the student or his or her dependent, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances also include activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences. The instructor has the right to request verification for absences. Such circumstances do not include voting in local, state, or national elections.

### **Some Guidelines for Your Reading:**

In order to be prepared to discuss all readings for this course, you can use the following questions to engage each reading:

1. What is the author's main argument, or what are the main arguments in the text?
2. What are the strengths and weaknesses of the arguments? Are there conspicuous omissions of topics that might have changed the findings? How do any omissions affect what a reader might conclude regarding mass media or policy?
3. What is the research design? What is the organizing principle (chronology, topical, etc.)? How effective are they?
4. How would you evaluate the quality, credibility and selection criteria of the sources the author consulted? Could the work be improved by a different evidentiary base?
5. Of what larger story/narrative is the text or interpretation presumed to be a part? What assumptions/biases underlie the choice of narrative?
6. What are the author's assumptions about media and policy?
7. Is there a model and/or theory explicit or implicit in the work? What does it say about the media and mass communication?
  - a. What does the author seem to assume about the social, economic, and political contexts to the media under study?
  - b. What do you see in the text regarding structures of power, means of social control, domination? And what seems to be assumed about the media relationship to these?
  - c. What does the author seem to believe about the directionality of effects between media and society? What is the role of media in society?
8. What are significant differences/similarities in relation to other course readings?

## **DETAILED CLASS SCHEDULE:**

### **Week One (Sept. 7): Joint lecture**

Introduction and overview of the course—discussion of assignments; discussion of interdisciplinary project; focus on selected media and immigration issues.

Schain: Introduction; Ana Maria Manzanos Calvo, “Contested Passages: Migrants Crossing the Rio Grande and the Mediterranean Sea,” *South Atlantic Quarterly* 105-4 (Fall 2006): 759-775.

### **Week Two (Sept. 14): Lecture by GD**

Theories and Methodologies—relevant theoretical and methodological approaches from mass communication to study the role of media in immigration policy debates; discussion of:

“A Report on the Media and the Immigration Debate,” Brookings Institution, 2008 (online at:

[http://www.brookings.edu/~media/Files/rc/reports/2008/0925\\_immigration\\_dionne/0925\\_immigration\\_dionne.pdf](http://www.brookings.edu/~media/Files/rc/reports/2008/0925_immigration_dionne/0925_immigration_dionne.pdf)); Matthew A. Baum and Philip B.K. Potter, “The Relationships Between Mass Media, Public Opinion, and Foreign Policy: Toward a Theoretical Synthesis,” *Annual Review of Political Science* 11 (2008); chapter 1 in Derek B. Miller, *Media Pressure on Foreign Policy: The Evolving Theoretical Framework*. New York: Palgrave Macmillan, 2007.

### **Week Three (Sept. 21): Lecture by VB**

Theories and Methodologies—relevant theoretical and methodological approaches from political science to study the role of media in immigration policy debates; discussion of:

“Understanding Immigrant Political Incorporation through Comparison” by Hochschild and Mollenkopf (2009) ; “Work, Welfare and Wanderlust: Immigration and Integration in Europe and North America” by Randall Hansen (2008) and *Transatlantic Trends: Immigration* (2010)

### **Week Four (Sept. 28): Joint Lecture**

History of modern immigration and labor movement through the U.S.-Mexican border and the northern shores of the Mediterranean; historical narratives of immigration in the two areas; discussion of:

Schain, chapters two and eight; Uma Segal, Doreen Elliott, and Nazneen Mayadas, *Immigration Worldwide: Policies, Practices, and Trends* Oxford, 2010 (ch. 2, “Immigration Worldwide: Trends and Analysis”); Thomas Aleinikoff, David Martin, Hiroshi Motomura and Maryellen Fullerton. “A Brief History of Immigration to the United States,” section A, ch. 2 in *Immigration and Citizenship: Process and policy*. 6<sup>th</sup>

ed. West, 2008; chapter 7 in Leonard Dinnerstein and David Reimers. *Ethnic Americans: A History of Immigration*. 5<sup>th</sup> ed. New York: Columbia University Press, 2009; chapter 1 in Leo R. Chavez. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, 2008;

#### **Week Five (Oct. 5): Lecture by VB and guest speakers**

Current policy and legal parameters in the United States and Europe—questions of governance of immigration processes; links between policies and politics; discussion of:  
**\*TBA: Guest speakers will include local immigration attorneys and legal experts**

#### **Week Six (Oct. 12): Lecture by GD**

Media systems in the United States and Europe—role of media in political and policy environments; mainstream media and advocacy media; media coverage of minorities; discussion of:

Chapter 1 in Daniel Hallin and Paolo Mancini. *Comparing Media Systems*. Cambridge University Press, 2004; Rodney Benson, “What Makes for a Critical Press? A Case Study of French and U.S. Immigration News Coverage,” *International Journal of Press/Politics* 2010-15; Teun van Dijk, “New(s) Racism: A Discourse Analytical Approach,” in Simon Cottle, ed., *Ethnic minorities and the media*. (pp. 33-49), Open University Press, 2000; K. Viswanath and Pamela Arora, “Ethnic media in the United States: An Essay on their role in integration, assimilation and social control,” *Mass Communication and Society* 2000, 3.

#### **Week Seven (Oct. 19):**

TBA: Guest lectures by journalists

#### **Week Eight (Oct. 26): Joint Lecture**

##### **RESEARCH PAPER: INTRODUCTION DUE**

Media images of the border—Securitization of the border; physical and economic security; setting up case studies of Italy and Arizona; discussion of:

Chapter 1 in Elspeth Guild. *Security and Migration in the 21<sup>st</sup> Century*. Polity, 2009; Peter Burns and James Gimpel, “Economic Insecurity, Prejudicial Stereotypes and Public Opinion on Immigration Policy,” *Political Science Quarterly* 115-2 2000; Chapter 1 in Vicki Squire, ed. *The Contested Politics of Mobility: Borderzones and irregularity*. Routledge: 2011; Uma Segal, Doreen Elliott, and Nazneen Mayadas, *Immigration Worldwide: Policies, Practices, and Trends* Oxford, 2010 (ch. 3 “United States: The Changing Face of the United States of America,” ch. 10 “Spain: A ‘New Immigration Center,’” and ch. 29 “European Union: Immigration and the European Union”); Chapter 12 in Edward Ashbee, Helene Baslev Clausen, and Carl Pedersen, eds. *The Politics, Economics, and Culture of Mexican-U.S. Migration: Both Sides of the Border*. Palgrave,

2007; chapter 2 in Josel S. Fetzer. *Public attitudes toward immigration in the United States, France, and Germany*. Cambridge University Press, 2000;

**Week Nine (Nov. 2):**

Student case studies presentation—Media coverage of immigration into Italy.

**Week Ten (Nov. 9):**

Student case studies presentation—Media coverage of immigration into Arizona.

**Week Eleven (Nov. 16): Joint Lecture**

Media images of immigrants—Integration and assimilation; focus on issues of religion, race and language; policy issues of welfare and citizenship as inclusion/exclusion tools; setting up case studies of France and **Georgia** discussion of:

Ruud Koopmans, Paul Statham, Marco Giugni and Florence Passy. *Contested citizenship: Immigration and cultural diversity in Europe*. University of Minnesota Press, 2005; Rogers Brubaker. “The return of assimilation? Changing perspectives on immigration and its sequels in France, Germany, and the United States,” *Ethnic & Racial Studies*, Jul2001, Vol. 24 Issue 4; Sean Richey. “The Impact of Anti-Assimilationist Beliefs on Attitudes toward Immigration,” *International Studies Quarterly* (2010) 54. Badredine Arfi. “Euro-Islam’: Going Beyond the Aporiatic Politics of Othering,” *International Political Sociology* 2010 4; Mary E. Odem and Elaine Lacy, eds. *Latino Immigrants and the Transformation of the U.S. South*. University of Georgia Press, 2009 [if we’re doing GA]; ch. 4 in Vicki Squire, ed. *The Contested Politics of Mobility: Borderzones and irregularity*. Routledge: 2011 [if we’re doing MN]; Otto Santa Ana, “‘Like an animal I as treated’: anti-immigrant metaphor in US public discourse,” *Discourse & Society* 1999 10; Steven A. Weldon, “The Institutional Context of Tolerance for Ethnic Minorities: A Comparative, Multilevel Analysis of Western Europe,” *American Journal of Political Science* 50-3 2006; Shireen T. Hunter, ed. *Islam, Europe’s Second Religion: The New Social, Cultural, and Political Landscape* Praeger, 2002 (“Islam in France,” “Islam, the European Union, and the Challenge of Multiculturalism”); ch. 6 in Uma Segal, Doreen Elliott, and Nazneen Mayadas, *Immigration Worldwide: Policies, Practices, and Trends* Oxford, 2010 (“France: Immigration to France: The Challenge of Immigrant Integration”)

**Week Twelve (Nov. 23):**

Student case studies presentation—Media coverage of immigrants in France.

**Week Thirteen (Nov. 30):**



Student case studies presentation—Media coverage of immigration in Georgia.

**Week Fourteen (Dec. 7):**

**RESEARCH PAPER DUE at the beginning of class.**

Student presentation of research papers; review of class; discussion of:

Schain, chapter 11.