

## Group presentations for Methods in Social Research

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### Short description of topics

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#### Week 4 – Ethnography

Group 1 - **Critically review** “Holmes, S. (2013) *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, University of California Press”. (This book is available as e-book via solo.)

Group 2 - **Critically review** “Ossman, S (2013) *Moving Matters: Paths of Serial Migration*, Stanford University Press”. (This book is available as e-book via solo.)

#### Week 5 - Interviewing

Group 1 – **Critically review** an article or book on a study based on interviews selected from a list supplied by the lecturer.

Group 2 - **Make topic list** for a semi-structured mini-interview on a topic assigned by the lecturer. The group will present their topic list (5 minutes). The other students will use this topic list to do mini-interviews while the group members observe. The group members will then report on the results of their ‘pilot-study’ (5 minutes).

#### Week 6 - Surveying

Group 1 - **Critically review** an article or book based on survey research or a questionnaire selected from a list supplied by the lecturer.

Group 2 - **Make a mini-questionnaire** on a case selected from a list supplied by the lecturer. This questionnaire should be send to the lecturer and fellow-students *24-hours before the lecture*. For the presentation the group will explain how it developed the questionnaire (what choices were made, based on what arguments) and will respond to question from fellow-students.

#### Week 7 – Migration data and migration policies

Group 1 – **Critically review** an article or book based on migration data flow or stock data or on migration policy data survey research or a questionnaire selected from a list supplied by the lecturer.

Group 2 – **Develop a policy coding scheme** for a topic selected from a list supplied by the lecturer. The codebook should be send to the lecturer and fellow-students *24-hours before the lecture*. In a 10-minute presentation you will present your approach to coding policies (what choices were made, based on what arguments) and respond to questions from fellow-students.

#### Week 8 - Methods for text analysis

Group 1 - **Critically review** an article or book reporting a (qualitative or quantitative) text analysis study selected from a list supplied by the lecturer.

Group 2 – **Develop a text analysis approach** for a topic selected from a list supplied by the lecturer. You may use any of the analytical methods from the course reading list, or you may develop a new method. Your approach will need to cover selection of documents, coding approach, and code book

(if appropriate). A max 2-page overview of documents selection and coding approach should be send to the lecturer and fellow-students *24-hours before the lecture*. You will present this approach to your fellow-students and will respond to their questions.

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### **Presentation guidelines**

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- The presentation should last a maximum of 15 minutes
- Use of PowerPoint or Prezi is optional
- Use of handouts is optional
- Informal feedback will be given by the lecturer after the lecture
- You may choose a different article/case from the ones listed, but only after asking for consent by the lecturer.
- See each topic for additional instructions

### **Reviews**

For your presentation you are encouraged to choose one of the texts below and inform the lecturer and your fellow students of your choice via email no later than 12.00 of the Friday before the presentation takes place. At the end of the list of suggested texts there are a number of points that I recommend you to cover in your presentation.

### **Methods applications**

For a method application presentation you are offered a range of cases. The outlines of applications below explain what should be shared with the lecturer and fellow students in advance of the lecture. You may develop the method application based on a different case after consultation with the lecturer. If you want to divert from the range of selected cases you should consult the lecturer no later than 16.00 on the Thursday preceding your presentation.

**List of studies for review in MT week 4 presentation - Ethnography**

Group 1- "Holmes, S. (2013) *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, University of California Press". (This book is available as e-book via solo.)

Group 2 - "Ossman, S (2013) *Moving Matters: Paths of Serial Migration*, Stanford University Press". (This book is available as e-book via solo.)

**In your presentation it is recommended you discuss:**

- (1) What is the research question and how did it emerge? Did it change during the course of fieldwork?
- (2) What did the anthropologist do? Where did she/he go? What is the relationship between the field at large and individual research sites?
- (3) How do theory and/or analytical tools function in the book?
- (4) What was the data collected during fieldwork, and how was it analyzed?
- (5) How would you describe the perspective thus produced? How is the ethnographer positioned in relation to it?
- (6) What kind of knowledge has been produced? To what end can it be used and by whom?

**List of studies for review in MT week 5 presentation - Interviews**

- Chantler, K., Gangoli, G., & Hester, M. (2009) 'Forced marriage in the UK: Religious, cultural, economic or state violence?', *Critical Social Policy*, 29(4), 587-612.
- Ehrkamp, P. (2005) 'Placing identities: Transnational Practices and Local Attachments of Turkish Immigrants in Germany', *Journal of Ethnic and Migration Studies*, 31(2), 345-364.
- Faas, D. (2008) ['Constructing identities: the ethno-national and nationalistic identities of white and Turkish students in two English secondary schools'](#), *British journal of sociology of education*, 29(1):37-48
- Fernández-Kelly, P. and L. Konczal (2005) "'Murdering the Alphabet" Identity and entrepreneurship among second-generation Cubans, West Indians, and Central Americans,' *Ethnic and Racial Studies*, 28(6): 1153-1181.
- Haugen, H. Ø. & Carling, J. (2005) 'On the edge of the Chinese diaspora: The surge of baihuo business in an African city', *Ethnic and Racial Studies*, 28(4): 639-662.
- Paul, A. M. (2011) 'Stepwise International Migration: A Multistage Migration Pattern for the Aspiring Migrant', *American Journal of Sociology*, 116(6): 1842-86.
- Pyke, K. & Dang, T. (2003) "'FOB" and "Whitewashed": Identity and Internalized Racism Among Second Generation Asian Americans,' *Qualitative Sociology*, 26(2):147-172.
- Schmidt, G. (2011) 'Law and Identity: Transnational Arranged Marriages and the Boundaries of Danishness' *Journal of Ethnic and Migration Studies*, 37(2): 257-275.
- Sigona, N. (2012) "'I have too much baggage': the impacts of legal status on the social worlds of irregular migrants." *Social Anthropology* 20(1): 50-65.
- van Bergen, D. D., van Balkom, A. J., Smit, J. H., & Saharso, S. (2012) "'I felt so hurt and lonely": Suicidal behavior in South Asian-Surinamese, Turkish, and Moroccan women in the Netherlands,' *Transcultural psychiatry*, 49(1):69-86.
- van Liempt, I. (2011) 'Different geographies and experiences of 'assisted 'types of migration: a gendered critique on the distinction between trafficking and smuggling,' *Gender, Place and Culture*, 18(02): 179-193.
- Van Liempt, I., & Doomernik, J. (2006) 'Migrant's agency in the smuggling process: The perspectives of smuggled migrants in the Netherlands', *International Migration*, 44(4): 165-190.

**In your presentation it is recommended you discuss:**

- (1) The research question(s)
- (2) If applicable; the theory that is being tested (be brief!)
- (3) Sampling method and claims of representativeness
- (4) The method of interviewing (semi-structured, narrative, biographical)
- (5) Positionality of the interviewer(s) (and when different; the researchers)
- (6) Researcher's view on the material produced (see intro Hammersley & Atkinson chapter)
- (7) Findings of the study (be brief!)
- (8) Any critiques of the researcher's decisions in data collection and analysis.

## **List of topics for topic list in MT week 5 interviews**

### **Assignment:**

Make a topic list for a semi-structured mini-interview on one of the cases below. The mini-interview will last about 15 minutes, so you should limit the number of questions. You will get max. 5 minutes to introduce your topic list to your fellow students who will then use them in their practice interviews. Students don't have to be themselves in the interviews; they can take on a role.

While your fellow students do interviews you walk around and observe the results of this pilot. How well the questions that you developed 'work' (Are they clear or confusing? Do they lead to (detailed) answers or does the interview drop dead? Are they suggestive? Is there a good flow?) and at other aspects of the interview such as the techniques used by the student interviewers and answer avoidance strategies by the student respondents. After the break you will report on the results of your pilot-study (5 minutes).

It's up to you to choose the format for the topic list; only give topics, opening questions or main questions with a list of follow-up questions. Please email me (Evelyn) your topic list **by 5pm on Friday of week 4** so I can have a brief look at it, ask for changes to any question/topics I judge too sensitive, and make copies for use in class.

### **Cases**

- A. The Union of British universities is worried about the new regime for student visas leading to a drop in applications. It would like to know more about how the students were affected by the stringent regulations and commissions you to do a study. You decide to visit the United States, China and Brazil to interview visitors of 'study abroad' fairs.
- B. The government of New Zealand would like to know what its international image is; i.e. how people see New Zealand. The input will be used to devise new campaigns to draw more immigrants to New Zealand. It asks you to investigate New Zealand's image among Oxford University students.
- C. Many pensioners from northern Europe have bought retirement properties in Spain. Only a small minority of these people speak Spanish. The German government is worried about how this language barrier may affect health care access for this group of citizens. It commissions you to do a study to determine the health care seeking strategies of German retirement migrants in Spain (do they go to Spanish doctors, if so do they bring a translator, do they seek advice/assistance via other means, etc).
- D. The Japanese government has set-up a scheme to recruit foreign care-givers. So far the scheme has failed to attract many applicants. One reason for this might be that care-givers need to pass a Japanese language test at a high level. The Japanese government commissions you to do a study of the reasons for the low number of applications. You select nurses in Indonesia as your target group.
- E. An NGO in Sri Lanka is running a project to increase prospective migrants;' knowledge of the challenges they might face during immigration. In particular it wants to raise awareness of the challenges in findings a job abroad for people who migrate without the necessary work permits. It asks you to evaluate the effects of this programme by interviewing people in rural areas which are known for producing large number of undocumented migrants.

## **List of studies for review in MT week 6 presentation - surveys**

- Berger, M., Galonska, C., & Koopmans, R. (2004) [‘Political integration by a detour? Ethnic communities and social capital of migrants in Berlin’](#), *Journal of Ethnic and Migration Studies*, 30(3): 491-507
- Berry, J. W., & Sabatier, C. (2010) [‘Acculturation, discrimination, and adaptation among second generation immigrant youth in Montreal and Paris’](#), *International Journal of Intercultural Relations*, 34, 191-207
- Cadge, W., & Ecklund, E. H. (2006) [‘Religious Service Attendance Among Immigrants Evidence From the New Immigrant Survey-Pilot’](#), *American Behavioral Scientist*, 49(11): 1574-1595.,
- Diehl, C., & Blohm, M. (2003) [‘Rights or identity? Naturalization processes among “labor migrants” in Germany’](#), *International Migration Review*, 37(1):133-162.
- Fokkema, T. and de Haas, H. (2011) [‘Pre- and Post-Migration Determinants of Socio-Cultural Integration of African Immigrants in Italy and Spain’](#), *International Migration*,
- Gentsch, K., & Massey, D. S. (2011) [‘Labor Market Outcomes for Legal Mexican Immigrants Under the New Regime of Immigration Enforcement’](#), *Social Science Quarterly*, 92(3): 875-893,
- Levels, M., Dronkers, J., & Kraaykamp, G. (2008) [‘Immigrant Children's Educational Achievement in Western Countries: Origin, Destination, and Community Effects on Mathematical Performance,’](#) *American Sociological Review*, 73(5): 835-853,
- Phalet, K., & Swyngedouw, M. (2002) [‘National identities and representations of citizenship A comparison of Turks, Moroccans and working-class Belgians in Brussels’](#), *Ethnicities*, 2(1): 5-30
- Portes, A., Escobar, C., & Arana, R. (2009) [‘Bridging the gap: transnational and ethnic organizations in the political incorporation of immigrants in the United States’](#), *Ethnic and Racial Studies*, 31(6), 1056-1090.
- Shields, M. A., & Price, S. W. (2002) [‘The English language fluency and occupational success of ethnic minority immigrant men living in English metropolitan areas’](#), *Journal of Population Economics*, 15(1), 137-160.
- Verkuyten, M., and K. Zaremba (2005) [‘Interethnic Relations in a Changing Political Context,’](#) *Social Psychology Quarterly*, 68(4): 375-386,

It is advised that you try to find some documentation of the dataset used in the article of your choice (see course reading list for links to common datasets).

### **In your presentation it is recommended you discuss:**

- (1) The research question(s)
- (2) If applicable; the theory that is being tested (be brief!)
- (3) Sampling method and claims of representativeness: is the sample biased in any way? how do the authors account for that in their discussion of the results?
- (4) Measurement of key dependent and independent variables: no need to discuss all control variables unless you feel that some of the choices made are problematic.
- (5) If the target group includes multiple language groups , how was translation organised (if at all)?
- (6) Results (no need for detailed overview of complex regression tables; just sum up what the authors find)
- (7) Any critiques of the researcher’s decisions in data collection and analysis.

Instead of reviewing an article, you may also review a questionnaire.

### Questionnaires

*Children of Immigrants Longitudinal Study (CILS)* <http://www.princeton.edu/cmd/data/cils-1/>

*Children of Immigrants Longitudinal Study in Four European Countries (CILS4EU)* [http://www.mzes.uni-mannheim.de/projekte/pro\\_zeig\\_e.php?Recno=327](http://www.mzes.uni-mannheim.de/projekte/pro_zeig_e.php?Recno=327)

*Immigration and Intergenerational Mobility in Metropolitan Los Angeles (IIMMLA)*  
<http://www.russellsage.org/research/Immigration/IIMMLA>

*Latin American Migration Project (LAMP)* <http://lamp.opr.princeton.edu/>

*Mexican Migration Project (MMP)* <http://mmp.opr.princeton.edu/>

*Migration between Africa and Europe (MAFE)* <http://www.mafeproject.com/>

*The Integration of the European Second Generation (TIES)* <http://www.tiesproject.eu/>

**In your presentation it is recommended you discuss:**

- (1) The research question(s) – if there is one
- (2) If applicable; the theory that is being tested
- (3) Sampling method and aims of representativity, how is target group identified
- (4) Questionnaire structure; order, length
- (5) Clarity of questions, cultural sensitivity
- (6) Answer scales: symmetric, skewed, labelled, appropriate for the mode of data collection (face-to-face, online, telephone, postal)
- (7) If the target group includes multiple language groups how was translation organised
- (8) Any critiques of the researcher's decisions

## **List of topics for questionnaire in MT week 6**

### **Assignment**

Develop a mini-questionnaire for one of the cases below. The questionnaire should contain no more than 20 questions (it may contain less). Your questionnaire should include both questions and answer scales/categories, though you may opt for a (number of) open-ended question(s).

To help you tailor your questions, each topic gives a short description of the sample you may use. You should not pay any further attention to sampling in your presentation but focus only on the questionnaire.

The questionnaire should be sent to me (Evelyn) and fellow-students 24-hours before the lecture so that all have a chance to reflect on it. In a 10-minute presentation you will present your questionnaire to the class and explain how it was developed (what choices were made, based on what arguments). You will then respond to questions from fellow-students.

### **Cases**

- A. The Union of British Universities is worried about the new regime for student visas leading to a drop in applications. It would like to know more about how the students were affected by the stringent regulations and commissions you to do a study. You have access to a list of email addresses of people who have made enquiries to UK universities about degrees programmes. Some of these students will have applied (and now be accepted) to UK universities, others may not. The survey will be online.
- B. Turkish soaps have become very popular in the Arab world. You would like to know how this has affected how people in Morocco see Turkey as a migration destination. Your sample consists of households in several regions in Morocco (stratified, clustered design). You aim to interview one person (over 18) in each household. The interviews will be face-to-face.
- C. The country Emigry has voting rights for emigrants. During the last election there was a high emigrant turn-out with long queues outside of the Emigry embassies. The non-profit Emigry Institute for Political Research wants to do a survey of emigrant voters to gain more insights into their motivations for participating in the elections and their sources of knowledge on Emigry politics. They have a list of Emigryians abroad that includes many postal and email addresses. You could do a web- or a postal survey.
- D. You are interested in studying Rabat (Morocco) as transit and destination city for Sub-Saharan migrants. You want to know why people are coming to Rabat, and what their planned next steps are. You suspect that education is an important factor; for those who are educated in French, Morocco offers a lot of employment opportunities such as work in call-centres for which many of the locals are not qualified due to their insufficient levels of French. The lower educated however compete with Moroccans for the same type of jobs. You have made contacts with a number of key figures in the city that will help you distribute your survey among Sub-Saharan migrants. You will conduct the survey face-to-face.
- E. For several years, large numbers of Koreans – mainly men – have married foreign partners. The Korean government is worried about the future of the children from these ‘multicultural families’, as they are officially referred to. The government would like to know how the generally poor economic background, vulnerability to racial discrimination and multicultural background affects the well-being and school performance of these children compared to children with two Korean parents. The survey will be done with 16-year olds in a sample of Korean schools. The survey can be done with paper and pencil or online.

## **List of studies for review in MT week 7 presentation – migration and migration policy data**

Gamlén, A., Cummings, M., Vaaler, P. M., & Rossouw, L. (2013). [Explaining the rise of diaspora institutions](#). IMI working paper 78

Goodman, S. W. (2010) '[Integration requirements for integration's sake? Identifying, categorising and comparing civic integration policies](#)', *Journal of Ethnic and Migration Studies*, 36(5): 753-772.

Hatton, T. J. (2004) '[Seeking asylum in Europe](#)', *Economic Policy*, 19(38): 5-62.



- Howard, M. M. (2010) ['The impact of the far right on citizenship policy in Europe: explaining continuity and change'](#), *Journal of Ethnic and Migration Studies*, 36(5), 735-751
- Huddleston, Th. (2013) [The naturalisation procedure: measuring the ordinary obstacles and opportunities for immigrants to become citizens](#) RSCAS Policy Papers 2013/16.
- Koopmans, R., I. Michalowski, and S. Waibel (2012) ['Citizenship Rights for Immigrants: National Political Processes and Cross-National Convergence in Western Europe, 1980–2008'](#), *American Journal of Sociology*, 117(4): 1202-1245.
- Timmer, A. S., and J. G. Williams (1998) ['Immigration Policy Prior to the 1930s: Labor Markets, Policy Interactions and Globalization Backlash'](#), *Population and Development Review*, 24(4):739–771.

**In your presentation it is recommended you discuss:**

- (1) The research question(s) – if there is one
- (2) If applicable; the theory that is being tested (be brief!)
- (3) What kind of policies is the study looking at
- (4) How were policies measured
- (5) If applicable: what migration flows are they looking at
- (6) If applicable: how were the migration data collected
- (7) Findings of the study (be brief!)
- (8) Any critiques of the researcher's decisions

## **List of topics for migration and migration policy data study in MT week 7**

### **Assignment**

Develop a policy coding scheme for one of the cases below. The code book should be no more than 4 pages (shorter is fine). In your codebook you will need to define the policy you are looking at, present the policy indicators, and some rough ideas on scoring. You should also outline (in max. 150 words) how you would go about collecting information on policies (e.g. expert survey, coding laws, etc).

The codebook should be sent to me (Evelyn) and fellow-students 24-hours before the lecture so that all have a chance to reflect on it. In a 10-minute presentation you will present your approach to coding policies (what choices were made, based on what arguments). You will then respond to questions from fellow-students.

### **Cases**

- A. Education, Audiovisual and Culture Executive Agency of the European Commission would like to help member states attract more students from outside the European Union. As part of this programme it would like to have a tool that allows for a quick comparison of student visa regulations. It believes that these regulations deter or attract students from applying in a particular country. It commissions you to create a student visa regulation indicator for the EU member states.
- B. A multinational company wants to open offices in three new countries. It has a strong tradition of intra-company transfers: staff members with a Masters or PhD degree wishing to build a career in the company are expected to work in multiple offices around the globe. It is therefore important that the new offices are in countries with few barriers to this type of intra-company migration. The company commissions you to study 12 and rank them according to their openness to intra-company transfers. They will then select the three highest ranking ones to open new offices.
- C. The UN Committee on the Elimination of Racial Discrimination (CERD) would like to know how widespread affirmative action policies are. It writes out a tender. You decide to apply this tender. As part of your application you present a strategy for measuring and comparing affirmative action policies across the globe.
- D. An NGO working on refugee rights would like to make an overview of best practices in social support for refugees across cities in South Africa. There are some national level guidelines, but cities will have interpreted these in different ways, leading to variation in local policies. You are commissioned to develop a list of policies at the local level that the NGO needs to collect data on to write the overview of best practices.
- E. You are doing your DPhil on migration policies for co-ethnics. You want to compare the rights of such groups as the Nikkeijin (Japanese-Brazilian, Japanese-Peruvians) in Japan, Joseonjok (Korean-Chinese) in Korea, (spät-)Aussiedler (people of German descent born in the former communist states) in Germany.

**List of studies for review in MT week 8 presentation – text analysis**

- Bleich, E. (2011) [‘Social research and ‘race’ policy framing in Britain and France’](#), *The British Journal of Politics & International Relations*, 13(1): 59-74.
- Braun, R. (2011). [‘The diffusion of racist violence in the Netherlands: Discourse and distance’](#). *Journal of Peace Research*, 48(6), 753-766.
- Cheng, L., Igartua, J. J., Palacios, E., Acosta, T. and Palito, S. (2010) [‘Framing Immigration News in Spanish Regional Press’](#), *International Migration*,
- Diani, M. (1996) [‘Linking mobilization frames and political opportunities: Insights from regional populism in Italy’](#), *American Sociological Review*, 1053-1069.
- Helbling, Marc (2012) [Public Debates, Integration Models, and Transnationalism in Western Europe](#), *Journal of Immigrant & Refugee Studies*, 10(3): 241-259
- Jasiewicz, Joanna (2012) [Transnational ties and ethnic activism: The case of Poland](#), *International Sociology*, 27(3):403-421,
- Kim, S. (2012) [‘Racism in the global era: Analysis of Korean media discourse around migrants, 1990–2009’](#), *Discourse & Society*, 23(6): 657-678.
- Koopmans, R. & Statham, P. (2003) 'How national citizenship shapes transnationalism: a comparative analysis of migrant and minority claims-making in Germany, Great Britain and the Netherlands', Joppke, C. and Morawska, E. (eds.) *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*, London: Palgrave
- Korteweg, A. C. and G. Yurdakul (2010) [‘Religion, Culture and the Politicization of Honour-Related Violence: A Critical Analysis of Media and Policy Debate in Western Europe and North America’](#), UN Research Institute for Social Development Programme paper 12
- Nicholls, W. (2014) [‘Between punishment and discipline: comparing strategies to control unauthorized immigration in the United States’](#), *Citizenship Studies*, (ahead-of-print), 1-21.
- Göran & Lasse Lindekilde (2009) [Muslim claims-making in context. Comparing the Danish and the Swedish Muhammad cartoons controversies](#), *Ethnicities*, 9(3):361-382,
- Roggeband, C. & Verloo, M. (2007) [‘Dutch Women are Liberated, Migrant Women are a Problem: The Evolution of Policy Frames on Gender and Migration in the Netherlands, 1995–2005’](#), *Social Policy & Administration*, 41:271–288.
- Saharso, S. & Lettinga, D. (2008) [‘Contentious Citizenship: Policies and Debates on the Veil in the Netherlands’](#), *Social Politics*, 15(4):455-480
- Snow, D. A., Vliegenthart, R., & Corrigan-Brown, C. (2007) [‘Framing the French riots: A comparative study of frame variation’](#), *Social Forces*, 86(2): 385-415.

**In your presentation it is recommended you discuss:**

- The research question(s)
- If applicable; the theory that is being tested (be brief!)
- The method for text analysis used and how this was applied
- Measurement (if applicable)
- Results
- Any critiques of coding or analysis decisions or the interpretation of results

*Note:* If you choose an article that uses “Political Claims Analysis (PCA)” I strongly recommend reading the MERCI codebook and if time allows also the Koopmans & Statham (1999) article that are on the reading list to get a better grasp of what this approach entails.

## **List of topics for week 8 text analysis presentation**

### **Assignment**

Develop a text analysis approach for one of the cases listed below.

You should decide:

- *What kind(s) of documents* you will analyse (eg newspapers, parliamentary documents, policy papers, websites, Facebook pages, twitter feeds, letters, post card)
- If you will analyse *all documents or draw a sample*
- If you decide to draw a *sample*, how will you do this? (eg only the largest newspaper in the country, only the Saturday edition, only a certain newspaper section, specify a time period, only Facebook pages of people aged 18, only twitter feeds from Damascus).
- *What approach to coding you will take* Your approach may use any of the analytical methods from the course reading list (e.g. automated content analysis, frame-analysis, political claims analysis, discourse analysis) a combination of methods, or you may develop a different approach.
- Depending on your chosen approach to coding, *develop a rough code book*. Depending on your coding approach this will either contain key-words, questions and rough answer categories or might not be appropriate at all.

A max 2-page overview of documents selection and coding approach should be sent to me (Evelyn) and fellow-students **24-hours before the lecture** so that all have a chance to reflect on it. You will present this approach to your fellow-students explaining your choices (max 15 minutes) and respond to questions.

### **Cases**

- A. Most European countries have implemented laws that forbid female genital mutilation ('female circumcision'). Now the debate on the circumcision of boys is gaining speed. Circumcision of boys is only common among the small Jewish and larger Muslim minorities in Europe. Some have alleged that plans to ban male circumcision are not so much driven by concerns about the physical and mental well-being of these boys but more by the wish to force cultural minorities to assimilate. Pick a country (or a set of countries) and develop a strategy for studying the motivations in this debate.
- B. In 2013 Turkey adopted a new asylum law. While it still maintains the geographical limitation (ie only people from Europe may claim asylum), it is generally heralded as a big step. Some argue that the desire to become an EU member has been a strong driver of the change in legislation. Others argue that Turkey is pursuing its own agenda and the law fits with its plans to become a global power. Yet others argue it is a logical product of the on-going democratisation process in Turkey, seeing asylum seekers as a new group to whom civil rights are expanded. Develop a strategy for testing these three perspectives.
- C. South-Africa has seen outbursts of xenophobic violence. While visiting South-Africa it is suggested to you that politicians incite xenophobic violence as a way to divert attention from the corruption scandals they are involved in. Develop a strategy for testing this claim via text analysis.
- D. One of the things the EUMAGINE project ([www.eumagine.org](http://www.eumagine.org)) set out to do was to examine the effects of national and local migration discourse on people's migratory aspirations. However the research design (a survey and in-depth interviews) did not incorporate the collection of data on migration discourse. As a background for the analysis of the survey and interview data, information on the migration discourse would be very beneficial. The researchers are particularly interested in changes in the discourse over the last 5-10 years as a consequence of the economic crisis and growing anti-immigrant sentiments in Europe. They would like to know if migration in general, and migration to Europe in particular has come to be seen in a different light. Choose one of the EUMAGINE countries (Turkey, Morocco, Senegal and the Ukraine) and develop a strategy for examining the migration discourse over the past 5-10 years.

- E. Multiculturistan is a medium-sized developed country that has received significant flows of migration from all over the world. While initially most migrants came from neighbouring countries, the last 3 decades migration from more distant countries has grown significantly. These recent migrants are culturally much more distinct from the native population than previous flows. Multiculturistan is very proud of its multicultural policies, that it claimed has helped maintain peace and prosperity. Critics however argue that the policies are problematic because they do not support equality across all groups. They argue that multiculturalism is only directed at the groups that are perceived as most 'foreign', not at the older flows of regional migrants let alone the native population of multiculturistan. Develop a strategy for using text analysis to investigate to what extent the policies are targeted at the whole of multiculturistan or are, as the critics argue, only directly at migrants with more distant origins.