

Understanding Anti-Immigrant Attitudes

Lecturer: Katarina Aslan
Designed for: M.A. and B.A. students
Semester: Summer semester 2021
Language: English
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How - and through what mechanisms - do anti-immigrant stereotypes emerge? This one semester course designed for M.A. and interested B.A. students will explore the processes of negative attitude formation toward immigrants, emphasizing the emergence, evolution, and replication of anti-immigrant stereotypes. The background factors impacting anti-immigrant attitudes, such as education, social status, social contacts, will also be examined, along with the dominant sociological theories explaining the variation in the attitudes toward immigrants. The course will also cast light on the less known yet puzzling phenomenon of negative anti-immigrant stereotypes in the midst of co-ethnic 'old' immigrants.

The course will be divided into two parts; in the first part we will deal with the main theoretical background and concepts. Students will get acquainted with the main categories and fundamental literature in problematic of the anti-immigrant attitudes. In the second part students will have the opportunity to held discussions about specific case studies, think about historically, politically, and culturally conditioned approaches to immigrants and different perceptions of racial and ethnic differences.

The aim of the course is, in addition to the mentioned acquaintance with the main academic literature also to introduce students to the sociological background for understanding often publicly discussed topics (Migration crisis in Europe, Black life matters movement in U.S.) and to enable them to form and articulate their opinion as a social scientists.

Lectures will take place in the form of distance learning on the zoom platform, students will receive the link by email before the beginning of the semester.

Requirements:

During this course you will have the opportunity to get a total of 100 points for:

- a) preparation and presentation of **the project** for one of **the case studies** (lesson 9-12, max. **25 p.**)
- b) handover of assigned **homework** (in the form of a short reflection on the required **readings**, max 4x5 = **20 p.**)
- c) final written **exam** (max **55p.**)

Extra points: you can earn **10 extra points** if you voluntarily prepare a short summary of the previous lecture, lead a short discussion (prepare 2-3 questions for your classmates) and eventually add some own reflection to the topic.

100-91 p. => A
90-81 p. => B
80-71 p. => C
70- 61 p. => D
60-51 p. =>E
50 p. and less => F (failed)

Imported notes regarding the requirements:

- a) The presentation of your project must contain **a slide presentation** and **handout** – it is important to send the handout to email address: katarina.aslan@fsv.cuni.cz **at least 3 days before** the date of the presentation to check
- b) The **minimum scope** of the completed homework is **300 words**. The students are supposed to send it **at least 24 hours before** the lesson.

Outline:

1. Introduction

Introducing the lecturers and students; introducing the syllabus of the course: course structure, course requirements, readings; introducing the phenomena of the course.

2. Why we talk anti-immigrant attitudes?

This first class will answer the question of importance of talking anti-immigrant attitudes, will introduce to brief history of immigration, and define the basic terms and concepts used throughout the course: prejudice, stereotypes, attitudes, etc.

Allport, G. W. (1954). The nature of prejudice. -> p. 4- 16 (Chapter 1: What is the problem?)
<https://chartable.com/podcasts/psychology-495055/episodes/7026127-racisms-shades-of-gray>
<https://www.bbc.com/news/world-europe-53764449>

3. Stereotypes: how they emerge and how they evolve

This class draws on social psychology literature to cast light on the structural causes leading to the emergence of stereotypes against strangers – xenos – members of variously defined outgroups. It will also seek to explain why – and through which mechanisms – stereotypes about the strangers, particularly immigrants, evolve.

Billings, A. C., & Parrott, S. (Eds.). (2020). Media Stereotypes. Bern, Switzerland: Peter Lang US -> 223-229 (Chapter 12 Stereotypes of immigrants and refugees)
https://www.nber.org/system/files/working_papers/w25333/w25333.pdf
<https://choice.npr.org/index.html?origin=https://www.npr.org/sections/codeswitch/2014/02/11/275087586/study-stereotypes-drive-perceptions-of-race>

4. Measurements

This class will introduce the major methods dealing with measuring stereotypes, racism and bias (Stereotype Content Model, Social dominance orientation and other)

Caprariello, P. A., Cuddy, A. J., & Fiske, S. T. (2009). Social structure shapes cultural stereotypes and emotions: A causal test of the stereotype content model. *Group Processes & Intergroup Relations*, 12(2), 147-155.

Jane Elliot's Blue eyes experiment: <https://www.youtube.com/watch?v=ebPoSMULI5U>

5. Why we feel threatened by outgroups

This class will introduce the major theories of why ingroup members feel threatened by outgroups, such as Intergroup Threat Theory, Social dominance theory and how these theories can be applied on anti-immigrant research.

Küpper, B., Wolf, C., & Zick, A. (2010). Social status and anti-immigrant attitudes in Europe: An examination from the perspective of social dominance theory. *International Journal of Conflict and Violence (IJCV)*, 4(2), 205-219.

Millions of migrants, just no Muslims (Poland): <https://www.youtube.com/watch?v=TYSX2vI7oPk>
Pretty radical (Poland) <https://www.youtube.com/watch?v=Ia5YkZfz-4>

6. Which factors shape the attitudes toward immigrants

This class will focus on the factors shaping our negative – neutral, or positive – attitudes toward immigrant groups, such as education, social status, cultural proximity, extent of intergroup contact, etc.

Hainmueller, J., & Hiscox, M. (2007). Educated Preferences: Explaining Attitudes toward Immigration in Europe. *International Organization*, 61(2), 399-442.

BBC Big Idea – Contact theory: <https://www.bbc.co.uk/sounds/play/po6bro68>

7. Summary of theoretical part

The purpose of the summary (in form of midterm exam or small group discussions) will be to test the students' knowledge of the concepts and theories pertaining to the first block of the course.

8. Case Study 1: What is behind Western Europe's failing in integration process?

This seminar will draw on the well-known cases of anti-immigrant attitudes in Western Europe. We will take a deep look into historical background and the circumstances that accompanied the arrival and integration of 3 large groups of immigrants during the 20th century in the countries of Western Europe (the Turks in Germany, the Algerians in France, and the Caribbean people in Great Britain)

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.

9. Case Study 2: Racism in America

This seminar will draw on the dominant attitudes pioneered by US scientists to measure the attitudes between main racial groups. Topics like the Black life matters movement and Muslim Immigration ban will be discussed.

<https://www.youtube.com/watch?v=tkpUyB2xgTM>

<https://www.youtube.com/watch?v=O5FBjyqfoLM>

Iceland, J. (2004). Beyond black and white: metropolitan residential segregation in multi-ethnic America. *Social Science Research*, 33(2), 248-271.

10. Case Study 3: Civil war in Syria and mass immigration to Europe

This seminar will draw on recent events of consequences of civil war in Syria and new "migration dilemma" which European states have been facing.

<https://www.youtube.com/watch?v=BINllMxMtCk>

<https://www.youtube.com/watch?v=zCETbbvEChY>

https://youtu.be/e7QErh_nvyY

11. Case Study 4: Australia as a model country

It is believed that Australia is one of the most receptive to immigration among well developed nations. The average of 25 surveys conducted in Australia in the period 1999–2010 find out that about 52% of Australian population support the current immigration level or even support an increased intake. But still, current government decided to cut immigration. This seminar will discuss these contradictions.

<https://www.youtube.com/watch?v=niQMmARwHyo>

<https://www.nytimes.com/2019/04/22/world/australia/immigration.html>

<https://www.youtube.com/watch?v=6wdf3Z2h2fg>

12. Case Study 5: Czech Republic

This seminar will expound the paradoxes of Czech "migrantophobia": why strong anti-immigrant sentiments have prevailed in a country with a tiny share of immigrant communities.

<https://www.europenowjournal.org/2017/02/09/why-is-the-czech-republic-so-hostile-to-muslims-and-refugees/>