

Guidelines for home exam, SOSGEO2800, spring 2020

Exam questions

Choose one of the two questions.

1: Explain briefly the different forms of migration to and within Europe today. Choose one form of migration, and discuss this in relation to states' responses, the relation to the majority population (in terms of integration/segregation/assimilation/multiculturalism/etc.), and relevant migration theory/theories. Include relevant concepts and examples from the reading list.

2: Explain the concepts of ethnicity, race and nation. Highlight what these concepts have in common and what sets them apart. Choose one or two of these concepts and discuss their relevance today. Include relevant concepts and examples from the reading list.

General guidelines

For both exam questions, the following requirements are relevant:

- Is the exam question delineated, and is this delineation well grounded?
- Are relevant concepts/theories (from the curriculum) included?
- Are examples from the articles on the reading list included in the discussion?
- Are different perspectives discussed and compared with each other?
- Is the discussion relevant to the exam question?
- Is the exam question answered?
- Does the student demonstrate independence and maturity?
- Is the language clear and well formulated?
- Has the author referred to relevant literature in a clear and consistent manner?

In order to receive a C, the candidate must fulfill the requirements of both explaining and discussing as asked for in the exam question, and show a good overview of the curriculum relevant to the question.

To reach a B or an A, the candidate must use relevant examples from the course literature and show independence in addition to a good overview of the curriculum.

To receive an A, the candidate must in addition show a high level of knowledge, independence and/or originality in the way he/she chooses to solve the question. The best exam answers should succeed in meeting all the requirements above.

E and D answers lack a good delineation of exam questions, do not reflect a sufficient overview of the course literature, and illustrate a weak or limited understanding of central concepts and theories, as well as the empirical phenomena discussed.

An answer that receives the mark D has fulfilled some of the requirements above.

Specific guidelines

1: Explain briefly the different forms of migration to and within Europe today. Choose one form of migration, and discuss this in relation to states' responses, the relation to the majority population (in terms of integration/segregation/assimilation/multiculturalism/etc.), and relevant migration theory/theories. Include relevant concepts and examples from the reading list.

Here, candidates should explain the different forms of migration (legal status): Labour migrants (differentiated by skill level), family establishment/reunification, refugees/asylum seekers (resettlement [UNHCR quota programmes]) = refugees, asylum seekers [become refugees if successful] irregular [visa overstayers, denied asylum seekers...], education migrants. Other categories are for example health, retirement, elite migrants. (These are migration reasons, not legal categories, but it's fine to pick these as well.)

An overview of the different forms of migration is covered in lecture 1.

Candidates should also mention relevant state responses, depending on what category of migration they chose. Some forms of migration are considerably more regulated than others. Different responses/regulations could be tightened asylum regulations, control of irregular migration, increased border controls, outsourcing of implementation of immigration policies, migrant returns, marriage migration.

States' responses are covered in lecture 2.

Candidates should mention the different kinds of relation to the majority population, sometimes called models of inclusion, like integration, segregation, assimilation, multiculturalism. It is not necessary to provide in-depth explanations to all of these, but the one(s) relevant to the chosen migrant category needs to be explained. For the discussion, there are many ways to go from here. The candidates could focus on the historical aspects, on different forms of diversity, on citizenship and naturalization policies, on integration and the welfare state, racism, right-wing populism/nationalism, and more.

Relevant literature is found many places in the curriculum. For example, racism and right-wing populism is covered in lecture 5, citizenship in lecture 7, different forms of diversity in lecture 8, integration and the welfare state in lecture 9, descendants of immigrants in lecture 11. It is also relevant to discuss transnationalism with regard to this question.

The main different theories of migration, as outlined in lecture 2, are push-pull models, neo-classical migration theory, segmented labour market theory, new economics of migration, migrant network theory. Be aware that other, smaller theories from other parts of the curriculum could be used, this is fine.

This assignment requires many explanations/definitions: Migration types, models of inclusion, states' responses, and theories/concepts. The A and B answers will provide clear definitions to all of these things. At the same time, the A and B answers will limit the scope by providing only

the most relevant definitions, thus saving space for the discussion part. The definitions could be provided in a separate section apart from the discussion or throughout the essay, both are fine. This is a very broad assignment. An important part will therefore be limiting the scope. A and B answers will have a consistent “red thread” and a clear structure. D and E answers will be more all over the place.

2: Explain the concepts of ethnicity, race and nation. Highlight what these concepts have in common and what sets them apart. Choose one or two of these concepts and discuss their relevance today. Include relevant concepts and examples from the reading list.

For the first part of the exam question, the students should explain and compare the different concepts (ethnicity, race and nation). The central syllabus text here is Fenton (ch. 1-5) and his focus on the family resemblance between the three concepts, while also highlighting what sets them apart. A general point in lecture 3, where this topic was covered, is that they all are socially constructed concepts. Further, a main point is that all three concepts refer to descent and culture communities, but in addition, **Race** refers to 1) local groups of universal categories of humankind (e.g. afro-americans), and 2) physical/visible difference; **Nation** refers to the assumption that nations link to state or state-like political forms on a territory; **Ethnic groups** refers to 1) a sub-set within nation-state; 2) cultural differences and cultural markers of social boundaries; 3) assumption of otherness (‘foreign’, ‘minority’) in regard to some majority not presumed to be ‘ethnic’.

Brubaker’s article (2009) and his critique groupism is also highly relevant here. That these concepts are perspectives on the world rather than ‘things’ in the world is an important point here. He also compares and discusses race with ethnicity on several dimensions (e.g. race=involuntary, ethnicity=voluntary, race is a product of external categorization, ethnicity of internal categorization), which can be discussed.

There are several ways of answering the second part of the exam question (discuss the relevance of one or two of the terms today). One way could be to demarcate the question is to discuss the relevance in different domains/discourses (scholarly/academically, officially, popularly – a distinction that was made in lecture 3). In the scholarly domain, it is relevant to discuss the relevance of the concepts with reference to theoretical discussions, e.g. whether these concepts are ‘real’ or constructed, primordial or modern, organic or political, affective or instrumentally grounded etc. Different perspectives on particularly ethnicity (covered in lecture 4) can be discussed here (Barth, Weber, competition/group threat theory, ethnic antagonism within class analysis, groupism). In the official discourse domain, the use of race and ethnicity for statistical purposes in different countries could be a relevant entry point of discussion. In the popular discourse domain, the students can draw on concepts from lecture 5 (nationalism, racism and right-wing populism), lecture 8 (diversity and multiculturalism) and lecture 11

(Descendants of immigrants. Theoretical and comparative perspectives). Other ways of structuring the discussion is also possible.

As the first assignment, this exam question hinges on conceptual clarity. The A and B answers will provide clear definitions for ethnicity, race and nation, while at the same time discussing similarities, differences and the complexity of the terms. As these are very broad and disputed concepts, which makes it possible to draw on a broad range of stuff, clearly delineated answers will be rewarded. Delineation is also key in the second part. A and B answers is expected to limit the discussion, this could be e.g. either by domain, by discussing central theoretical debates (primordialism e.g.) or in other ways. A and B answers will have a consistent “red thread” and a clear structure. C answers will provide explanations of the concepts and discuss them in relation to relevant texts from the syllabus, while D and E answers will be more all over the place.