

TRANSMIC – Second training session

Law School, University of Minho

Monday 20th April – Friday 24th April 2015

Venue: Seminar Room ED1033, Law School Building, Gualtar

Campus, Braga



Universidade do Minho
Escola de Direito

Programme

Monday 20th April 2015

- 09:00 – 09:30 Welcome and introduction
- 09:30 – 12:30 Socio-cultural perspectives on transnational migration – *Valentina Mazzucato*
- 12:30 – 13:30 Lunch
- 13:30 – 15:30 Ethics of transnational migration research – *Valentina Mazzucato*
- 15:30 – 16:00 Coffee-break
- 16:00 – 18:00 Presentation skills introductory seminar – *Joanna Nestorowicz*

Tuesday 21st April 2015

- 09:00 – 12:30 Private International Law aspects of transnational migration – *Gerard-René de Groot*
- 12:30 – 13:30 Lunch
- 13:30 – 15:30 Ethics of transnational migration research – *Valentina Mazzucato*
- 15:30 – 18:00 Project meeting

Wednesday 22nd April 2015

- 09:00 – 12:30 Political perspectives on transnational migration – *Jean-Michel Laffleur*
- 12:30 – 13:30 Lunch
- 13:30 – 15:30 Comparative Law – *Patrícia Jerónimo Vink*
- 15:30 – 16:00 Coffee-break
- 16:00 – 18:00 Presentation skills assessment – students' presentations chaired by *Maarten Vink*

Thursday 23rd April 2015

- 09:00 – 12:30 Economic perspectives on transnational migration – *Pawel Kaczmarczyk*
- 12:30 – 13:30 Lunch
- 13:30 – 15:30 Quantitative Methods – *Pawel Kaczmarczyk and Joanna Nestorowicz*
- 15:30 – 16:00 Coffee-break
- 16:00 – 18:00 Presentation skills assessment – students' presentations chaired by *Patrícia J. Vink*

Friday 24th April 2015

- 09:00 – 12:30 Economic perspectives on transnational migration – *Pawel Kaczmarczyk*
- 12:30 – 13:30 Lunch
- 13:30 – 15:30 Quantitative Methods – *Pawel Kaczmarczyk* and *Joanna Nestorowicz*
- 15:30 – 16:00 Coffee-break
- 16:00 – 18:00 Presentation skills assessment – students' presentations chaired by *Clara Calheiros*

Socio-cultural perspectives on transnational migration

Prof. Valentina Mazzucato, Maastricht University

In an era of global connections, with new and improved mobile telephone and computer technologies, cheap airplane and telephone costs, movement and communication between large distances is easier and cheaper than even just 50 years ago. These possibilities allow migrants to create and maintain linkages with people back home as well as with people in countries to which they migrate with much greater frequency and speed. Goods, money, services and ideas flow through transnational migrant networks. Ultimately these flows have an impact on social, political, economic and cultural phenomena in migrant sending countries as well as in the neighbourhoods and cities that migrants live in. Yet migration studies have been characterized by a dichotomous view that either focuses on migrants' lives in the receiving country or in the sending country.

Transnationalism arose in the 1990s in reaction to the dichotomous conceptualization of migration that dominated migration studies at the time. The founding 'mothers' of transnationalism, Basch, Glick Schiller and Szanton Blanc, have defined it as "the processes by which immigrants forge and sustain multi-stranded social relations that link together their societies of origin and settlement" (1994: 7). Subsequently, other definitions have been given relating it to economic occupations and activities, or ideas and feelings of solidarity across boundaries, reflecting the diversity of disciplines the concept has attracted. Some have criticized the concept particularly with regards to its claimed novelty as linkages with home have characterized migratory flows throughout history. We will review the different conceptualizations of transnationalism, its critiques and what implications a transnational approach has for conducting research on transnational migration.

Core Literature

- Charsley, K. (2005). Unhappy husbands: Masculinity and migration in transnational Pakistani marriages. *Journal of the Royal Anthropological Institute (N.S.)*, 11 (1): 85-105. [E-Journal]
- Glick Schiller, N., Basch, L., and Szanton Blanc, C. (1992). Transnationalism: A new analytic framework for understanding migration. In *Annals New York Academy of Sciences* 645 (1): 1-24 [E-Journal].
- Guarnizo, L., Portes, A., & Haller, W. (2003). Assimilation and transnationalism: Determinants of transnational political action among contemporary migrants. *American Journal of Sociology*, 108 (6): 1211-1248. [E-Journal]
- Holdaway, J., Levitt, P., Fang, J. and Rajaram, N. (2015). Mobility and health sector development in China and India. *Social Science & Medicine* 130 (2015): 268 – 276. doi: <http://dx.doi.org/10.1016/j.socscimed.2015.02.017> [E-Journal].
- Manuh, T. (1999). "This place is not Ghana": Gender and rights discourse among Ghanaian men and women in Toronto. *Ghana Studies* 2 (1999): 77-95 [E-reader].
- Mazzucato, V. (2011). Reverse remittances in the migration–development nexus: Two-way flows between Ghana and the Netherlands. *Population, Space and Place* 17 (5): 454-468. [E-Journal]

- Portes, A. (2001). Introduction: The debates and significance of immigrant transnationalism. *Global Networks*, 1 (3): 181-194. [E-Journal]
- Wimmer, A. and N. Glick Schiller (2002). Methodological nationalism and beyond: Nation-state building, migration and the social sciences. *Global Networks* 2 (4): 301-334. [E-journal].

Additional Literature

- Dreby, J. (2007). Children and Power in Mexican Transnational Families. *Journal of Marriage and Family*, 69 (4): 1050-64. [E-Journal]
- Kleist, N. (2008). Mobilising 'the Diaspora': Somali transnational political engagement. *Journal of Ethnic and Migration Studies*, 34(2): 307-323. [E-Journal]
- Levitt, P., & de la Dehesa, R. (2003). Transnational Migration and the Redefinition of the State: Variations and Explanations. *Ethnic and Racial Studies*, 26 (4): 587-611. [E-Journal]
- Madianou, M. & Miller, D. (2011), 'Mobile phone parenting: Reconfiguring relationships between Filipina migrant mothers and their left-behind children', *New Media & Society* 13(3): 457-470. [E-Journal]
- Mazzucato, V., Cebotari, V., Veale, A., White, A., Grassi, M., Vivet J. (2014). International parental migration and the psychological well-being of children in Ghana, Nigeria, and Angola. *Social Science and Medicine* (2014) <http://dx.doi.org/10.1016/j.socscimed.2014.10.058>. [E-Journal]
- Mazzucato, V., R. van Dijk, C. Horst, P. de Vries (2004). Transcending the nation: Explorations of transnationalism as a concept and phenomenon. In D. Kalb, W. Pansters and H. Siebers (eds.) *Globalization and Development: Themes and Concepts in Current Research*, pp. 131-162. Dordrecht: Kluwer Academic Publishers [E-reader]
- Parreñas, R. (2010). Homeward bound: the circular migration of entertainers between Japan and the Philippines. *Global Networks*, 10 (3), 301-323. [E-Journal]
- Vertovec, S. (1999). Conceiving and researching transnationalism. *Ethnic and Racial Studies*, 22 (2): 447-462. [E-Journal]
- Yeoh, B.S., Huang, S. (2010). Transnational domestic workers and the negotiation of mobility and work practices in Singapore's home-spaces. *Mobilities*, 5 (2): 219-236. [E-Journal]

Additional Literature - Methods

- Marcus, G. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology*, 24, 95-117. [E-Journal]
- Mazzucato, V. (2009). Bridging boundaries with a transnational research approach: A simultaneous matched sample methodology. In M. Falzon (Ed.), *Multi-Sited Ethnography. Theory, Praxis and Locality in Contemporary Research* (pp. 215-232). Farnham: Ashgate.

Ethics of transnational migration research: the researcher writing 'on behalf of others'

Prof. Valentina Mazzucato, Maastricht University

As researchers on transnational migration, you will be reporting on findings about migrant populations, either by representing what they have said to you, for example in interviews, or by representing what others say about them. In all cases, you, the researcher, have an important role in conveying messages about 'the other'. Sometimes these 'others' are vulnerable groups in society. Often they come from societies and cultures that are not the same as the one of the researcher. Sometimes they are illiterate or low educated and cannot write their stories themselves. What power do we have as researchers when representing the 'other' and how do we ethically deal with this power? In this session we will discuss the two readings below and relate them to our own research projects.

Core Literature

- Kapoor, I. (2004). Hyper-self-reflexive development? Spivak on representing the Third World 'Other'. *Third World Quarterly*, 25 (4), 627-47. [E-Journal]
- Venkatesh, S. (2002). Doing the Hustle: Constructing the Ethnographer in the American Ghetto. *Ethnography*, 3, 91-111. [E-Journal]

Presentation skills

Prof. Joanna Nestorowicz, University of Warsaw

Whether or not you receive a grant, convince someone to your idea, or receive valuable feedback for your research very often depends on a single speech. How to make the most of it?

The workshop aims at:

- a) providing the participants with the knowledge on the specificity of communicating research results in the form of public speeches;
- b) providing the participants with the skills necessary to capture and keep the audience's attention and to communicate research results fluently, concisely and in an interdisciplinary environment;
- c) rising the participants' awareness of the culture of public speaking, including time management of a speech and the importance of preparation for public presentations.

The abovementioned aims will be accomplished through an interactive workshop during which the participants will practice: introducing themselves to big audiences, using the power of their voice, giving impromptu and rehearsed short speeches, and presenting elevator pitches concerning their own research.

The topics covered during the workshop will include: stance, eye contact, gestures, movement on stage, the 4Ps of vocal variety (power, pitch, pauses, pace), unnecessary sounds, storytelling, jargon.

*Before the workshop please **prepare a 5-7 min. speech concerning your research**. The aim of the speech should be to inform an interdisciplinary(!) audience about your project's contribution to the advancement of your academic field. Bear in mind that during this speech you will not be able to use slides. All presentations delivered over the course of the week should follow the abovementioned scheme. During the presentations you will be expected to apply the knowledge gained during the workshop.*

Private International Law aspects of transnational migration

Prof. Dr. Gerard-René de Groot, Maastricht University

The following issues will be addressed:

- 1) What is Private international law (PIL)?
- 2) The three elements of PIL:
 - A) International jurisdiction
 - B) Selection of the applicable law via conflict rules
 - C) Recognition of foreign judgments and documents
- 3) Sources of PIL:
 - A) Domestic sources
 - B) International conventions (Hague Conference/ CIEC)
 - C) European law
- 4) The structure of conflict rules
- 5) The application of foreign law and the public policy exception ('ordre public')
- 6) The recognition of foreign judgments or documents and the public policy exception ('ordre public')
- 7) PIL problems of international migrants
 - A) Migration of European citizens within the EU
 - B) Migration of non-EU citizens to the EU
 - C) Migration of (ex-)non-EU citizens within the EU
- 8) The increasing Europeanisation of PIL
- 9) Towards an obligation to recognize decisions of other Member States?
 - A) Obligation to recognize judgments of Courts of other MS?
 - B) Obligation to recognize documents issued in other MS?
 - C) Obligation to recognize judgments/ documents of non EU countries, but recognized in another MS
- 10) The public policy exception within the EU

Core Literature

Basedow, Jürgen (2012). (contribution on) Private International Law (PIL). *Encyclopedia of European Private Law* (pp. 1339-1344). Oxford: Oxford University Press.
Lipstein, Kurt (1981). *Principles of the Conflicts of Laws: National and International*. The Hague: Martinus Nijhoff.

Ethics of transnational migration research: preparing your research for formal ethical review

Prof. Valentina Mazzucato, Maastricht University

Increasingly, research projects in Europe need to undergo an ethical review. This can be done by an ethics review board (also called Internal Review Boards (IRB)) of the university carrying out the research; or at the level of the funding body, such as the European Commission. Sometimes, funding bodies require that an ethics self-assessment be made when submitting a proposal. In this session you will complete an ethics self-assessment for your project, we will review the self-assessment in class, and go over the basic elements that should be included.

Please complete the following assignment:

Assignment – due on April 15, 2015

submit to: Prof. Valentina Mazzucato via e-mail: v.mazzucato@maastrichtuniversity.nl

(they will be circulated amongst course participants)

The three files below under 'core literature' show:

- a) What has been put in the TRANSMIC proposal with regards to ethics. Read this carefully as it indicates what your specific project has to do to comply with the ethics procedures laid out in the document.
- b) The response we got from the European Commission in which they identify the gaps that are present in the TRANSMIC application.
- c) The European Commission's guidelines for conducting an ethics self-assessment. This document shows the basic elements that should be included in a self-assessment of your project. Focus on sections 2 and 4 and in the respective tables, focus on the column marked 'information to be provided'.

In order to satisfy the requirements of the EC, we will draft an ethics self-assessment for each individual TRANSMIC project. Your assignment is to draft this self-assessment (approximately 2 pages) for your project. Carefully consider the aspects as they are defined in the European Commission's guidelines (document c).

If applicable to your project, draft:

- a letter of consent for research participants of your project (for example, people you will interview)
- an information brochure that explains to research participants what your project is about, in simple and accessible language.

If your project has limited ethical aspects because it does not entail any or only limited data collection with human subjects, please draft a self-assessment anyway and additionally, draft a self-assessment for the following research project:

You are interested in understanding how Ghanaian migrant children/youths (1st, 1.5 and 2nd generation) aged between 11 and 18 years, living in the Netherlands relate to Ghana, their parents' country of origin. You will do this by a) conducting a survey in secondary schools in the Netherlands amongst Ghanaian children; b) selecting 20 case study youths (between the ages of 15-21) and conducting in-depth interviews with them as well as some observation by accompanying them to social events (e.g. a birthday party; shopping, etc); c) conducting multi-sited ethnography by following some of the youths on their trips to Ghana. What are the ethical considerations for this research project?

Core Literature

- a. File 'Ethical Issues in TRANSMIC grant documents' – this file contains the sections in the TRANSMIC grant application documents that addressed how ethics will be handled.
- b. File 'ERR TRANSMIC' – this is the reply of the European Commission to the TRANSMIC proposal. They are not satisfied with the level of detail we provided and want us to conduct self-assessments for each project.
- c. File 'How to complete your self-assessment' – these are the guidelines prepared by the European Commission for Horizon 2020 projects.

Political perspectives on transnational migration

Prof. Jean-Michel Lafleur, University of Liège

In this lecture we will pay particular attention to political transnationalism as a concept that allows exploring, on the one hand, immigrants' cross-border formal and informal political practices and, on the other hand, sending countries policies towards citizens abroad. Following an introduction on the origins and the main characteristics of the concept, we will move on to specific examples of transnational political practices and policies. This discussion will rely on the existing literature and on fieldwork conducted with immigrants in Europe and Latin America. Overall, this lecture intends to provide students with an overview of theoretical developments and with methodological insights on how to conduct research in the field of political transnationalism.

Core Literature

- Boccagni, P., Lafleur, J.-M. & Levitt, P. (2015). Transnational Politics as Cultural Circulation: Toward a Conceptual Understanding of Migrant Political Participation on the Move. *Identities*. Available <http://dx.doi.org/10.1080/17450101.2014.1000023>.
- Martiniello, M. & Lafleur, J.-M. (2008). 'Towards a Transatlantic Dialogue in the Study of Immigrant Political Transnationalism. *Ethnic and Racial Studies*, 31, 4: 645-63.

Additional Literature

- Gamlen, A. (2008). The Emigration State and the Modern Geopolitical Imagination. *Political Geography*, 27, 8: 840-56.
- Lafleur, J.-M. (2013). *Transnational Politics and the State. The External Voting Rights of Diasporas* (chapter 1). New York: Routledge.

Comparative Law

Prof. Patrícia Jerónimo Vink, University of Minho

Most projects in TRANSMIC have a comparative law component, even if some of the projects are not strictly speaking studies in comparative law (since they are not aimed primarily at identifying similarities and differences between national legal systems and at providing explanations for the similarities and differences observed). Whether the goal is e.g. to understand how Latin American migrants navigate informal and formal systems of social welfare in Europe and “at home” or to understand the links between new modes of citizenship and return migration in China and India, a description of the legal framework in place in each of the countries considered is necessary. This introductory course is designed to draw attention to some of the pitfalls involved in the study of foreign legal systems, in particular when the research covers legal systems which are culturally remote from the comparatist’s own legal system. Issues to be addressed are, among others: *a)* access to primary sources (statutes and regulations, case law, administrative decisions, etc.) in the original language; *b)* translation of legal concepts; *c)* legal transplants; *d)* balance between discovering common features and detecting contrasting features; *e)* legal context and non-legal context to specific legal provisions.

Core Literature

Dannemann, Gerhard (2006). Comparative Law: Study of similarities or differences? In M. Reimann/R. Zimmermann (eds.), *The Oxford Handbook of Comparative Law*. Oxford: Oxford University Press.

Additional Literature

Samuel, Geoffrey (2014). *An Introduction to Comparative Law Theory and Method*. Oxford: Hart Publishing.

Economic perspectives on transnational migration

Prof. Paweł Kaczmarek, University of Warsaw

Most of migrant flows worldwide constitute – explicitly or implicitly – economically motivated movements. Thus it becomes crucial to address several issues lying in the very centre of the economic debate on migration, its causes and consequences. What are the drivers of non-settlement forms of migration? Are wage differences a necessary and sufficient condition for migration to occur? Are migrants a random sample of the sending population or do they rather follow a particular selection pattern? Why do migrants remit? What are the impacts of migration on those left behind in terms of money flows or human capital formation? We will answer those questions and try to economically assess transnational migration as a process linking countries of origin and destination.

The overall aim of the course is to address selected economic approaches to transnational migration. We will discuss – both theoretically and empirically – what could be the value added of economic methods for understanding international migration and for your specific research. On the theoretical level we will refer to simple economic models, on the empirical level we will discuss the results of selected studies with special focus on methodological issues. Thus the class aims at providing the participants with the skills necessary to critically consume and utilize economically oriented approaches to transnational migration.

The class will focus on following topics:

- (1) **Selectivity of migration / selectivity of return** (Sources of migration selectivity, How to explain and how to model selectivity patterns? Importance of selectivity for empirical research and public policies)

Selected readings

Borjas, George (1987). Self-selection and the earnings of migrants. *American Economic Review* 77(4): 531-53.
McKenzie, David and Hillel Rapoport (2010). Self-selection patterns in Mexico-U.S. migration: the role of migrant networks. *Review of Economics and Statistics* 92(4): 811-821.
McKenzie, David, Gibson, John and Steven Stillman (2010). How Important is Selection? Experimental Vs Non-experimental Measures of the Income Gains from Migration. *Journal of the European Economic Association* 8(4): 913-945.

- (2) **Migration as a risk diversification strategy** (Migration as a part of households' economic strategies, Role of market failures, Importance of reference groups, Networks as an infrastructure)

Selected readings

Stark, Oded(1991). *The migration of labor*. Cambridge, MA: Basil Blackwell.

Stark, Oded and David Bloom (1985). The new economics of labor migration. *The American Economic Review* 75(2): 173-178.

Guilmoto, Christophe Z. and Frederic Sandron (2001). The Internal Dynamics of Migration Networks in Developing Countries. *Population: An English Selection* 13(2): 135-164.

- (3) **Remittances as a transnational practice** (Between altruism and self-interest, Role of contractual arrangements, Migration and remittances as a self-insurance mechanism, Remittances and permanent / temporary migration)

Selected readings

Rapoport, Hillel and Frederic Docquier (2006). The economics of migrants' remittances, in S.-C. Kolm and J. Mercier Ythier, eds.: *Handbook of the Economics of Giving, Altruism and Reciprocity*, Amsterdam: North Holland, Chapter 17.

Garip, Filiz (2012). An Integrated Analysis of Migration and Remittances: Modeling Migration as a Mechanism for Selection. *Population Research and Policy Review* 31(5): 393-433.

Amuedo-Dorantes, Catalina and Susan Pozo (2011). Remittances and Income Smoothing. *American Economic Review* 101(3): 582-87.

- (4) **Brain gain vs. brain gain** (Migration and human capital formation, Traditional and 'modern' approaches to mobility of the highly skilled, Migration and individual decisions of those left behind)

Selected readings

Stark, Oded, Helmenstein, Christian and Alexia Prskawetz (1997). A brain gain with a brain drain. *Economics Letters* 55: 227–234.

Beine, Michael, Docquier, Frederic and Hillel Rapoport (2001). Brain drain and economic growth: theory and evidence. *Journal of Development Economics* 64: 275-289.

Mountford, Andrew (1997). Can a brain drain be good for growth in the source economy? *Journal of Development Economics* 53(2): 287–303.

Background knowledge on migration theories would be helpful but is not necessary. Part of the class will be devoted to group discussion of papers and this will require some work in advance (details to follow).

Quantitative Methods

Prof. Paweł Kaczmarszyk and Prof. Joanna Nestorowicz, University of Warsaw

Are migrant remittances an economic necessity or a social norm? During the class we will answer this question by means of quantitative data analysis. The lecture will be a practical exercise which will take you step by step through the research process and build your intuition necessary for interpreting quantitative studies. They will concern both the strengths and weaknesses of statistical inference. The training will provide you with selected tools for analyzing and searching for patterns in quantitative data in your own research projects.

The class aims at:

- a) providing the participants with the knowledge on: the possibilities and limitations of quantitative analysis, good and bad practices in quantitative research design, fallacies in data interpretation, data presentation/visualization methods;
- b) providing the participants with the skills necessary to: compute descriptive statistics; determine the extent of selectivity in a migration process; interpret the outcomes of basic quantitative analyses such as OLS regressions; analyze bivariate relationships (correlations, scatter plots);
- c) rising the participants' awareness of the ethics of reporting quantitative data as well as of the weight of statistical inference in social research.

The topics covered during the lecture and hands-on exercises will include: basic statistical methods (data preparation, descriptive statistics, hypothesis testing, OLS regression), strengths and weaknesses of the quantitative approach (ecological fallacy, causation vs. correlation, statistical errors and confidence intervals), selectivity and endogeneity (the selectivity index, selection bias).

References:

Hardy M. A., Bryman A. (2004). *Handbook of Data Analysis*. SAGE Publications Ltd.

No preparation for the course is needed. Further reading materials will be provided during the training.