

**SOCIAL SCIENCE RESEARCH COUNCIL  
DISSERTATION PROPOSAL DEVELOPMENT FELLOWSHIP  
SPRING 2010 WORKSHOP AGENDA**

**MULTICURALISM, IMMIGRATION, AND IDENTITY IN WESTERN EUROPE AND  
THE UNITED STATES**

<https://workspace.ssrc.org/dpdf/miiweus/default.aspx>

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**Institut d'Etudes Avancées de Lyon, France  
Wednesday June 10-14, 2010**

In both Western Europe and the United States, contemporary immigration has dramatically affected the social construction of ethnic and racial diversity, reshaping political, public, and academic discourses about diversity, citizenship, and common belonging. This process has given rise to a broad range of policies, social practices, and political mobilizations and added new dynamics to the nature of inter-ethnic relationships. The research field “multiculturalism, immigration, and identity in Western Europe and the United States” proposes to question concepts and methods essential to transatlantic comparisons; it also aims to contribute to developing a transatlantic network, involving well-established scholars as well as PhD students from France and the United States.

This is the first of two workshops designed to help students prepare cogent and fundable dissertation proposals in their chosen field. Participants in the workshop are drawn from sociology, geography, and political science, and from a variety of institutions in France and the United States. Their diverse themes of analysis include Muslim claims-making, ethnic businesses, second-generation intermarriage, political mobilization among the undocumented, and ethnic identity. Students plan to conduct research in the United States as well as in a broad range of countries in Europe, including France, the Netherlands, Britain, Spain, and Belgium.

The two goals of the first workshop are 1) to map the research field with respect to contributing disciplines, methods, sources, and area knowledge; and 2) to help prepare fellows for their pre-dissertation summer research. (The goal of the second workshop will be to focus on the mechanics and methods of writing a dissertation proposal). The two goals stand in close relation to each other: through a sustained and structured discussion of student proposals and their component parts, we hope to contribute to the mapping of the research field itself.

### **Workshop Readings and Resources**

Research Field resources will be placed on the relevant Workspace websites. Students will receive separate explanations and detailed instructions about the access and use of the DPDF digital platform.

### **Workshop Assignments**

- **Due May 17, 2010:** Each fellow should prepare a five page (double-space) statement specifying the research question(s) you are asking, describing the method(s) you will employ, and discussing the sources of data you will examine. Please post your paper on the DPDF Workplace site under “Fellows documents” which can be found in the left side bar (after clicking “Fellows documents,” select “upload document”).
- **By the beginning of the workshop:** Read carefully the statements prepared by all the workshop participants. These can be found on the DPDF Workplace site, <https://workspace.ssrc.org/dpdf> under the heading “Research Field Documents.. Note that the site seems to work best with Internet Explorer. Participants will not present their projects at the workshop; it will be assumed that everyone has read closely *all* of the proposals.
- **For our first workshop session (i.e. “Session 2”)** : Please read the following selections which are available on Workspace under “Research Field Documents:”

Christophe Bertossi, “French and British models of integration: public philosophies, policies and state institutions”, COMPAS Working Paper series, University of Oxford, (2007), 57 p.

Nancy Foner, “Black Identities and the Second Generation: Afro-Caribbeans in Britain and the United States,” in Richard Alba and Mary Waters (eds.) *New Dimensions of Diversity: The Second Generation in Comparative Perspective*, NYU Press, forthcoming.

Nancy Foner and Richard Alba, “Immigrant Religion in the US and Western Europe: Bridge or Barrier to Exclusion?” *International Migration Review* (2008): 360-62

- **At the workshop:** Two of you are assigned to introduce the discussion of each project; in other words, each of you will discuss two projects. (Assignments are listed below in the outline of sessions 3-6). Please plan to speak initially for 6-7 minutes on the paper, and to set out in a concise way: what are the research questions (including general orienting questions and more specific question)? What are the methods? What sorts of evidence will be considered and assessed? And how do questions, method, and evidence fit together? You may wish to propose one or two suggestions for the author or pose one or two questions for the group (for example, concerning an additional method, or an alternative way to formulate the question). These discussions should not aim to evaluate or assess the project but rather to introduce our discussions by focusing attention on key issues of research questions, methods, and evidence.

## ***WORKSHOP SCHEDULE***

**Wednesday, June 9:** Arrival. Reading handouts / packets will be distributed at registration along with other materials.

**Thursday, June 10:** Conference

**Friday, June 11:**

**Session 1: Introduction and Purpose of Workshop**

(Friday, 9-12 PM)

**Session 2: Mapping Fields, Asking Questions**

(Friday, 2:00 PM – 5 PM)

The two research directors and some participants in the June 10th conference will discuss two interconnected issues for developing the field: (1) formulating research questions that can be useful for successful transatlantic comparisons and (2) concepts and methods that can be applied and will facilitate such Western Europe-United States comparisons. Participants will reflect on the conceptual and methodological issues raised by their own doctoral research projects, and engage in discussion with scholars from the conference, who have contributed, in their own work, to structuring the field. This will help them find ways to situate their own individual projects in a tradition of research and to collectively question these traditions with the objective of organizing a transatlantic research field.

Cross-national comparisons involving the United States and Western European countries are complicated by the fact that race and ethnicity are embedded in different historical, ideological, political, and social contexts. The scholarly traditions of different countries make analytical categories developed in one national situation difficult to apply to another: notions of ethnicity, race, multiculturalism, integration, and diversity become critical in this context. In developing the field, there is a need to be sensitive to these differences in order to overcome possible mutual misunderstandings. It is also necessary to find a shared language for the field and to clarify and de-emphasize the normative connotations that have been connected with analytic concepts in different national contexts and have played a role in framing research questions (see Bertossi “French and British models of integration: Public philosophies, policies and state institutions”).

Another set of issues concerns the topics and groups a transatlantic comparative perspective should focus on: Which groups should be compared in Europe and the United States? What are the implications of comparing, for example, Muslims in Europe and African Americans in the United States? Should transatlantic comparisons focus solely on immigrant groups? Other aspects of methods used in comparisons need to be clarified and analyzed ranging from multi-sited ethnographic studies to the use of census material and other national datasets (see Foner “Black Identities and Second Generation” and Foner & Alba “Immigrant Religion in the US and Western Europe”). .

### **Sessions 3-6 Saturday and Sunday**

These sessions will focus on student proposals, which have been (roughly) grouped in thematic clusters. We will have about an hour to discuss each proposal. Discussions will begin with two initiators. Each initiator will be asked to speak for 6 or 7 minutes, focusing on research questions, methods, and evidence.

#### **Session 3:** (Saturday, 9 AM – 12:00 PM)

Jessica Sperling, “The Contextual Basis of Ethnic Identity and National Belonging: A Comparative Study of Ecuadorians in New York City and Spain”  
Initiators: Krista Noam, Guillaume MaMung

Thomas Swerts, “Political Subjectivation and the Urban Condition: A Comparative Study of Undocumented Immigrants’ Struggles for Citizenship in Chicago and Brussels”  
Initiators: Evren Yalaz, Matthieu Mazzega

Karim Amellal, “Cultural Demands from Muslim Community Within Health Public Services in France and the Netherlands”  
Initiators: Dorothee Prud’homme, Angelika Schlanger

#### **Session 4:** (Saturday, 2:00 PM – 5 PM)

Evren Yalaz, “Dynamics of Muslims’ Claims Making, Integration, and Marginalization: Muslim Associations in France and the United States”  
Initiators: Thomas Swerts, Emmanuelle Cadet

Thomas Soehl, “Principles of Differentiation: Comparing Religious and Linguistic Boundaries in Immigrant Societies”  
Initiators: Jessica Sperling, Karim Amellal

Matthieu Mazzega, “Constructions and Expressions of Ordinary Anti-Racist Discourses within a Particular National Context: The Case of White Anti-Racist Activism in the Area of Boston”  
Initiators: Thomas Soehl, Clara Rachel Casseus

#### **Session 5:** (Sunday, 9 AM – 12:00 PM)

Angelika Schlanger, “The Integration of Religious Minorities in Western European Societies,”  
Initiators: Krista Noam, Dorothee Prud’homme

Guillaume Ma Mung, “Representation of Spatial Practices in Ethnic Commercial Districts: African and Caribbean Migrants in Paris and London”  
Initiators: Clara Rachel Casseus, Jessica Sperling

Emmanuelle Cadet, “Particular Cultural Heritages and Nations in Search of Cohesion: Analysis of Comparative Cultural Policy between France and Lebanon”  
Initiators: Karim Amellal, Efen Yalaz

**Session 6:** (Sunday, 2:00 PM – 5 PM)

Dorothee Prud'homme, “French Health Care Institutions and Roma Populations: Representations of Identities and Perceptions of Citizenship in a Multicultural Society”  
Initiators: Thomas Swerts, Matthieu Mazzega

Krista Noam, “The Influence of National Context on the Intergenerational Transmission of Culture by Second-Generation Immigrants: An International Comparison”  
Initiators: Angelika Schlanger, Emmanuelle Cadet

Clara Rachel Casseus, “Migrants as Transnational Development Actors: A Comparative Case of Haitians in France and the US and Jamaicans in the United Kingdom”  
Initiators: Guillaume Ma Mung, Thomas Soehl

**Session 7: Looking Forward**  
(Monday, 9 AM – 12:30 PM)

In the first half of the final session, we will revisit the question of the shape and structure of our emerging interdisciplinary field in the light of our discussions of student projects. We will also try to consolidate some of the lessons learned during the workshop, especially as these pertain to the fit between research questions, methods, and evidence.

In the second half of the session, we focus on where to go from here. Students briefly sum up what they want to get out of their summer research. We consider some strategies for making the best use of the period of summer research, and ways of avoiding some common pitfalls. We will also discuss the process of moving forward towards the preparation of a dissertation proposal. And we will discuss our plans for the September workshop.

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FALL 2010 WORKSHOP AGENDA**

**MULICULTURALISM, IMMIGRATION & IDENTITY  
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**Radisson Plaza – Warwick Hotel, Philadelphia**

Wednesday, September 15<sup>th</sup> – Sunday, September 19<sup>th</sup>

This is the second of two annual DPDF workshops designed to help graduate student fellows prepare cogent and fundable dissertation proposals in their chosen field. The two goals of the second workshop are 1) to help fellows synthesize their summer research; and 2) to draft proposals for dissertation funding. The fall workshop focuses on the mechanics and the philosophy of proposal writing. The workshop also aims to challenge fellows to reflect on their summer research in ways that link meaningfully to their research field. In this, the goals of the fall workshop are closely related to the project of mapping a research field that was started during the spring workshop in Lyon.

Fellows will come out of the second workshop with supportive networks, consisting of both mentors and cohorts of new scholars carrying out research in their fields, as well as intellectually mature dissertation proposals.

In light of your evaluations of the first workshop and informal discussions in Lyon, we decided to adopt a somewhat different format for the September 2010 workshop. Following the plenary session, we will begin with a discussion, led by the field directors, on methodological issues in the study of multiculturalism, immigration, and identity in Western Europe and the United States. Then, in a series of six sessions (3-6), students will briefly present the revised draft of their proposal based on their summer fieldwork experiences and respond to questions and comments. The last hour of each of these sessions will be devoted to individual meetings with students to discuss specifics of their research. The final session, on day four, will examine career-building issues as well as ways to develop the research field.

**Workshop Assignments**

- **September 1, 2010 Due on DPDF Workspace site:** Fellows are asked to upload a ten-page (double-spaced) draft dissertation proposal to be discussed during the workshop.

We expect all fellows to read the proposals and engage critically with them in the workshop.

## ***WORKSHOP SCHEDULE***

*ARRIVAL, Wednesday, September 15th: Registration packets will be distributed at check in.*

### **Thursday, September 16<sup>th</sup>**

Session 1: Plenary Session – The Dissertation Proposal: Strategies and Funding Sources  
(Thursday, 9 AM – 12:00 PM)

- Welcome and Introductions
- Dissertation Funder Presentations

Session 2: Methodological Issues in the Research Field

(Thursday, 2:00 PM – 5 PM)

A discussion of methodological issues and problems led by the field directors and including students' reflections on their experiences during and challenges of their summer fieldwork.

### **Sessions 3-6: Friday and Saturday**

The first two hours of each session will be devoted to student presentations, the third hour to individual meetings with students. Each student will have 20 minutes for his/her presentation (followed by 20 minutes of discussion).

Students should organize their presentation to begin with their initial research question (3 minutes); continue with a reflexive account of their summer field research, including methods, surprises, overall lessons (12 minutes); and conclude with a consideration of how the fieldwork affected their original research ideas and questions (5 minutes).

#### Session 3:

(Friday, 9 AM – 12:00 PM)

Jessica Sperling, "The Contextual Basis of Ethnic Identity and National Belonging"

Guillaume Ma Mung, "Representation of Spatial Practices in Ethnic Commercial Districts: African and Caribbean Migrants in Paris and London"

Angelika Schlanger, "The Integration of Religious Minorities in Western European Societies"

Session 4:

*(Friday, 2:00 PM – 5 PM)*

Thomas, Swerts, “Political Subjectivation and the Urban Condition: A Comparative Study of Undocumented Immigrants’ Struggles for Citizenship in Chicago and Brussels”

Karim Amellal, “Cultural Demands from the Muslim Community within Health Public Public Services in France and the Netherlands”

Dorothee Prud’homme, “French Health Care Institutions and Roma Populations: Representations of Identities and Perceptions of Citizenship in a Multicultural Society”

Session 5:

*(Saturday, 9 AM – 12:00 PM)*

Evren Yalaz, “Dynamics of Muslims’ Claims Making, Integration and Marginalization: Muslim Associations in France and the United States

Thomas Soehl, “Principles of Differentiation: Comparing Religious and Linguistic Boundaries in Immigrant Societies”

Matthieu Mazzega, “Constructions and Expressions of Ordinary Anti-Racist Discourses within a Particular National Context: The Case of White Anti-Racist Activism in the Area of Boston”

Session 6:

*(Saturday, 2:00 PM – 5 PM)*

Clara Rachel Casseus, “Migrants as Transnational Development Actors: A Comparative Case of Haitians in France and the U.S. and Jamaicans in the United Kingdom”

Krista Noam, “The Influence of National Context on the Intergenerational Transmission of Culture by Second Generation Immigrants: An International Comparison”

Emmanuelle Cadet, “Particular Cultural Heritages and Nations in Search of Cohesion: Analysis of Comparative Cultural Policy between France and Lebanon”

**Sunday, September 18<sup>th</sup>**

**Session 7: Career Building Issues and Development of the Field**  
*(9 AM – 12:30 PM)*

In this final session, we will revisit the question of the shape and structure of our emerging interdisciplinary field in light of discussions in the two workshops and the conference in Lyon. We will also consider career-building issues, including publication strategies and conference presentations, and discuss ways for students (and field directors) to maintain contact and perhaps organize future collaborations.