Master’s programme in Ethnic and Migration Studies 2017/2018

STUDENT HANDBOOK
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Introduction

Welcome to the Master’s Programme in Ethnic and Migration Studies at Linköping University.

This Handbook contains information and guidelines that are essential for students in the Programme. For general information on university-wide matters and student issues, please consult the University’s information sites for students, such as “LiU-My Studies” (Studenttjänster) at www.student.liu.se/studenttjanster?l=en, as well as LiU’s Master’s Student Guide, at http://old.liu.se/utbildning/pabyggnad/studentliv?l=en. Please also consult the contact and links listed in the last section below. The Student Handbook will be revised if the programme structure and surrounding circumstances change.

A first thing to know about the programme: launched in 2016 it is informed by a new approach to the field usually designated as International Migration and Ethnic Relations (IMER). The programme welcomes students of different academic backgrounds to develop a critical and trans-disciplinary understanding of ethnicity and migration in the broad sense. It addresses some of the most challenging issues in today’s world. It aims to relate ethnicity and migration to global economic and cultural change, as well as to systems of domination and movements of resistance. As a student in the programme, you will learn to analyse the causes of migration, as well as its consequences for emerging formations of race, gender, labour, citizenship, health care, welfare and culture. The programme is situated at and run by the Institute for Research on Migration, Ethnicity and Society (REMESO), which is a unit within Linköping University’s Department of Social and Welfare Studies (Institutionen för samhälls- och välfärdsstudier, ISV).

The programme is also characterized by its effort to integrate the humanities and the social sciences. By providing a curriculum that enables a comprehensive grasp of ethnic and migration studies and by offering opportunities for specialization through elective courses, internships, studies abroad and tutorials, the programme prepares for positions in local, national and international organizations, administration, business, government, media and the cultural sector, as well as for further postgraduate studies.

A third crucial feature of the programme is that courses are linked to research at the REMESO Institute. All faculty members engaged in the programme teach in their respective areas of expertise and specialization. Students will thus engage with the very problems and issues that are at stake in contemporary research debates on, for instance, labour and refugee migration, integration of migrants, structures of racism and discrimination, EU migration and asylum.
policy, migrant and minority access to citizenship, welfare and political representation, to mention some examples. Students will also have the opportunity to meet the many guest researchers and speakers who visit REMESO to present ongoing research throughout the academic year.

A full-time, campus-based programme in a research environment

The Master’s Programme in Ethnic and Migration Studies is a two-year programme of full-time campus-based studies. This means that academic studies in the programme roughly equal the efforts of a full-time job. The seminar schedule and reading assignments are calibrated to consume around 40 hours of work per week. Needless to say, this will vary considerably, as it depends on what background knowledge and ambitions students have. Students may be able combine academic work with part-time jobs, but please be reminded that it is expected that you are present at all scheduled seminars and lectures and that you allocate in average 40 hours per week for studying, regardless of possible employment duties elsewhere.

It is worth pointing out that REMESO’s faculty have deliberately chosen the on-campus model with day-to-day and face-to-face pedagogic encounters as opposed to the long-distance and IT-based teaching model that is becoming more frequent at universities worldwide. We know from research and experience that academic quality increases if teaching and tutoring are done in a setting where all involved are physically present.

While teachers make an effort to concentrate activities to the mid-week period (Tuesday-Thursday), so as to facilitate for students who may travel from other places, it is not always feasible to do so, and students should therefore count on activities being scheduled on any day of the five-day working week. We recommend that students live in Norrköping, Linköping or the surrounding area.

Linköping University’s campus in Norrköping is small, but one of Europe’s most spectacular, as it is placed in the midst of a cultural heritage with magnificent century-old industrial buildings and a stunning waterscape of streams, dams, falls and channels that once powered Sweden’s principal centre of cotton, wool and paper manufacturing. Norrköping is a city with a long history of industrialization, migration and multicultural encounters, and it offers its inhabitants a rich social and cultural life.

Students are encouraged to take part in activities organized by student associations and other departments and sections at the university. They also have an opportunity to contribute to public life and campus life, by initiating and organizing events and activities, or by engaging themselves in the city’s fabric of associations and communities – cultural, political, religious, civil, athletic, professional, or other.

Above all, students will benefit from the research environment of REMESO and the Department of Social and Welfare Studies (ISV). They are encouraged to familiarize themselves with the different projects in Ethnic and Migration Studies that are conducted at the Institute. Students should therefore follow REMESO’s webpages, where information
about upcoming seminars, lectures, guest researchers, workshops, conferences and publications is posted.
Academic studies in the programme

The Master’s programme in Ethnic and Migration Studies consists of a mix of mandatory courses along with electives that allow students an individual specialization, options to study abroad, options for internships and research tutorials with faculty. In addition to their course work, students follow thematic seminars and tutorial meetings with the faculty. During their second year, beginning early in the third semester, students attend seminars that address questions of method and topic selection in preparation for the master’s thesis. The fourth semester is mainly devoted to the composition of the master’s thesis.

Organization and management

A programme director, Stefan Jonsson, leads the programme. He is in charge of the overall academic content, quality and development of the programme, its budget frame and its common activities.

The programme is administered by a programme administrator, Gunilla Bygdén. She takes care of registration of students’ academic results and records, as well as other academic formalities.

The programme has a study counsellor, Anna Martin. She is available if students need to resolve issues relating to their academic studies and future careers, ranging from advice on study technique and language support. As the student counsellor is bound by professional secrecy and confidentiality, the students always speak with her in confidence.

The programme also has a director of studies, Anita Andersson, who is in charge of the staffing and scheduling of the programme.

Teachers in the programme are for the most part researchers at the REMESO institute or neighbouring institutions at Linköping University. Each course is directed by a course director, who is responsible for the course and for assessing the students’ results.

Students in the programme will, as described below, meet regularly with programme tutors among REMESO’s senior faculty. Tutors are Anna Bredström, Peo Hansen, Branka Likic-Brboric, Anders Neergaard and Zoran Slavnic.

The programme has a reference librarian, Anna Pettersson, who will ensure that course literature is available for students’ reference in the University Library and that programme students learn to use the library’s multiple resources.
Finally, the study-abroad option of the programme is facilitated by Sara Ahlstedt, REMESO’s coordinator for international studies and research.

Academic studies in the programme are regulated by a Programme Syllabus established by the Faculty of Arts and Sciences. Each course, in turn, is framed by a Course Syllabus, which in general terms codifies its contents, learning aims, forms of examination and rules for enrolment. These official steering documents are implemented through Course Descriptions or Course Information where students find all information they need about course content, scheduling, seminars, teachers and literature.

Students access these and other course documents by logging into LISAM, the University’s digital learning portal with multiple uses for students and teachers.

During the semester students are advised to take a daily look at LISAM. This is the place where information about classes, literature, changes of schedule and other urgent information are posted.

Courses – Year One

In the first two semesters students follow eight mandatory courses of theoretical, thematic as well as methodological profiles. These courses, listed below, are described in detail in the programme syllabus as well as in separate course descriptions, which are made available to the students.

**Historical perspectives on ethnicity and migration, 7.5 credits**  
Historical and sociological perspectives on the ways in which migration has shaped human history and society, related to phenomena such as identity, race, ethnicity, nationhood, citizenship, boundaries and community-formation.

**Intersectional migration studies – bodies, genders, sexualities, 7.5 credits**  
Overviews and in-depth theoretical knowledge in the field of intersectional migration studies, with an emphasis on postcolonial feminist studies, intersectional queer theory and sociocultural perspectives on embodiment.

**The world system in the post-colonial era, 7.5 credits**  
Theoretical contributions of political economy approaches that link globalization to international migration.

**Class, labour migration and globalization, 7.5 credits**  
Problems of increasing inequalities between and within countries and the role of migration in meeting these challenges. Issues of citizenship, inclusion and exclusion are discussed.

**Methodologies in ethnic and migration studies, 7.5 credits**  
Introducing research methods in the social sciences and humanities as applied in studies on ethnic relations, ethnic diversity, migration, discrimination, racism and social inclusion/exclusion.
**Race, ethnicity and migration in culture and the arts, 7,5 credits**

Connecting cultural and aesthetic expressions – such as literary narratives, visual arts, photography, cinema, and the performing arts – to race, ethnicity and migration, intercultural encounters and conditions of exile and diaspora.

**Migration and asylum policy in the European Union, 7,5 credits**

A general survey as well as in-depth scrutiny of migration and asylum policy in the European Union, incorporating contemporary developments as well their historical antecedents. With a focus on for instance, labour migration, irregular migration, border security and migrant integration policy.

**Critical cases in ethnic and migration studies, 7,5 credits**

Students work on limited research tasks in order to collectively produce a report on an issue or area of topical relevance in the field of ethnic and migration studies. This course trains students in collective and project-oriented intervention and investigation in local contexts characterized by migration and diversity.

**Tutorials – Year One**

In addition to their course work, students follow a schedule of tutorial meetings and thematic seminars with faculty. Student groups are assigned a tutor for the first year of their studies. These groups consist of four to eight students. Groups meet every other week with their designated tutors at a scheduled time.

Course directors schedule tutorial sessions for the groups as a mandatory part of each course. For a five-week, 7,5 ECTS course, tutorials typically take place in the second and fourth week of the course, the standard meeting time being Wednesdays 15–16.

*The primary function of the tutorial system in the programme is academic.*

While students and tutors are free to bring up any issues at the tutorial sessions, it is recommended that tutorials be of a variegated character yet focused on the academic life and studies of the students. Tutorials may thus be devoted, in whole or part, to:

- Individual and specific academic concerns. Examples: How is the current course going? Are there concerns about the format, content or examination of the course? Is there a problem with scheduling and information?

- General academic concerns. Examples: What is the point of studying ethnicity and migration? What is a good paper? What unwritten rules regarding gender and ethnicity pertain in academic life?

- Content-related concerns. Examples: We don’t understand these theories that we study in the course, suggest additional texts in relation to these topics! What was the quality of today’s REMESO seminar? How can I best learn the skills to write a better paper?
The tutorial system in the programme also has a political and representative function.

The tutorial system enables students to channel their opinions and exert influence within REMESO, the Department of Social and Welfare Studies, and the University. The tutorial groups offer an occasion for students to address problems or raise concerns about the programme – either individually or as a group – regarding administrative planning and framework or class room atmosphere or the like. These concerns and problems will, if appropriate, be conveyed to the programme director and/or addressed at faculty meetings.

Individual specialization – Year Two

In the third semester, students can select a profile of specialization. This is done either through studies abroad for the entire semester, or through internships and work practice, or through elective courses. Students who do not study abroad during this semester will begin with two in-depth courses, after which they will either go on to a period of internship or follow additional elective courses. There are thus three alternative tracks for the third semester:

1. Studies abroad (30 credits).
2. Mandatory courses (15 credits) and internship (15 credits).
3. Mandatory courses (15 credits) and Elective courses (15 credits).

Studies abroad

During the third semester, or the autumn semester of the second year, the programme offers students a possibility to study abroad. Studies abroad are organized through exchange agreements with partner programmes or partner universities around the world.

The preferred and most focused option is to study abroad at one of our partner institutions in Ethnic and Migration Studies. These institutions include:

- the Master’s programme in Migration and Displacement at the African Centre for Migration and Society, the University of the Witwatersrand, Johannesburg, South Africa;
- the Master’s programme in Migration and Interethnic Relations at the Unit for Research in Migration and Society (URMIS), University of Paris–Diderot. (In French only);
- the Master’s programme in Sociology at the Goethe University in Frankfurt am Main, Germany. (Numerous courses are taught in English).
- Master’s courses at the University of Trento, Italy. (Master’s programmes in Sociology and Social Research and in European and International Studies are taught in English).
• the Master’s programme in International Migration and Intercultural Relations at the University of Osnabrück, Germany. ("Several courses are taught in English, but currently studies at Osnabrück also requires knowledge of German.").

• the Double Degree programme offered by the IMISCOE consortium of collaborating European Master’s Programmes in Migration Studies (including the Universities of Osnabrück, A Coruña, Neuchâtel, and Rotterdam). This option is under development and may not be available until 2018–19. It involves international exchange studies for two semesters and thesis writing at the host institution.

Another good option is to study abroad in at one of the numerous partner universities with which Linköping University’s Faculty of Arts and Sciences maintains exchange general agreements (so called “exchange places for students at the Faculty of Arts and Sciences”).

For more information on all the above options, consult the international office at the Faculty: http://www.student.liu.se/ut/filosofiska-fakulteten/studera-utomlands/hitta-din-utbytesplats?l=sv

Students wishing to take advantage of the possibility to study abroad during their third semester should discuss the courses they plan on taking at the partner institution with study counsellor Anna Martin before submitting their application. Questions regarding the REMESO partner institutions can be directed to the programme director while all questions about the Faculty of Arts and Sciences agreements should be put to FilFak International (e.g. the Faculty international coordinators). The study abroad application is due February 1 (in semester two).

More information about the option to study abroad will be given by Sara Ahlstedt, international coordinator at REMESO, during the first semester.

**Mandatory courses**

The mandatory courses for all who do not choose to study abroad are the following.

**Migration, Health and Biopolitics, 7,5 credits**
A basic assumption of the course is that bodies, emotions and personal relationships are shaped by experiences of migration, ethnic identity and racializing social structures. Students will examine global and national health policy as well as biopolitical regimes with examples such as population control, the history of racial biology, postmodern genetics, colonial psychiatry in addition to migration and trauma.

**Inclusion, citizenship and exclusion, 7,5 credits**
The course offers in-depth knowledge of theories of cultural identity, social inequality, ethnic exclusion and racialization as well as of theories of populism, authoritarianism and claims to ethnic supremacy. The course is informed by a historical and global approach to these issues. Students are encouraged to critically discuss, analyse and interpret the implications of theory for understanding the interconnection of social disadvantage, migration and ethnicity.
Internship

In the second half of the third semester (November–January) students have the opportunity to carry out a period of internship within a relevant organization, with work tasks related to the field of ethnic and migration studies. Such practical work experience and skills training is typically equivalent to 15 credits. The rest of the credits needed to fulfil requirements for the third semester are obtained from course work, as described above.

This internship opportunity is essential for many students. It offers a way to reflect on how to convert into practice the theoretical knowledge that has been acquired in the first year of the programme.

Students are themselves responsible for finding an internship position, making contact with the organization and ensuring that it fulfils established criteria, as stated below. The finding of an internship position thus in itself provides essential training of students’ abilities to introduce themselves and their expertise to potential partners, employers, stakeholders and co-workers. A course director, responsible for the internship option, is available throughout the process for support and advice.

The following criteria apply to organizations offering internships. First, the activity and aims of the organization must be related to issues of migration and ethnicity. Second, tasks assigned to the intern must comply with the aims of the programme as set out in its syllabus. Finally, the student-intern must have a contact person or mentor who is present during the internship period and able to provide supervision.

Examples of organizations and institutions that may offer internships are – municipal, regional or national authorities, offices, committees and task forces for migrant reception, integration and diversity (such as the Swedish Migration Agency, the Swedish Board of Education, Region Östergötland, or the Norrköping Municipality); non-governmental organizations for human rights (such as the Red Cross, Amnesty International, the International Labour Organisation); or organizations and associations dealing with integration, discrimination, diversity and anti-racism,. The student may also find an internship abroad, for instance, through the Erasmus internship programme, or REMESO’s local agreements with civil society organizations in Palestine and Peru.

The student should follow these steps in the application procedure:

- Write a good application (including CV, cover letter and recommendation letter from someone with respect in the field). Make sure to design the application to each organisation individually and do plenty of research beforehand. Send the application to the right person at the organisation. Enclose the reference letter (available at LISAM) stating that you are a student at the programme.

- When you have been accepted as an intern: you fill out a request for internship placement and hand it in to the course director. It is especially important to fill out contact details to the contact person/mentor at the organisation. These forms should be submitted to the course director before June 15, although details can be added or changed at a later stage.
After completion of the internship period students submit a written report, which formally serves as an examination. The report consists of a description of and reflection on the tasks and services the student has performed as an intern, in addition to an analysis of how these tasks and services reflect the general activities and aims of the host organization. The students should also critically reflect on how theoretical perspectives and knowledge may be used and implemented within the concrete and practical activities of the organization.

The programme will inform students about possible internship positions and organizations and institutions that students may approach.

**Elective courses**

Third-semester students who neither study abroad nor will have a period of internship during the second half of the third semester will take elective courses. A list of relevant elective courses on offer for the third semester is communicated to the students early in the second semester. These courses are usually taken at REMESO, but may also be taken in other departments or programmes at Linköping University, or at other academic institutions. Elective courses must be relevant to the area of migration and ethnicity. Information about elective courses are usually given at the beginning of the second semester. Before selecting elective courses, students should consult with the programme director and study counsellor. Selections of courses are generally made in March, and confirmed in August.

-- at REMESO

The following courses are usually offered by REMESO, but are contingent on student interest and teacher availability. As these courses typically involve a small number of students, they usually have the workshop format with substantial portions of self-studies. Sometimes, these courses are organized in conjunction with REMESO’s International Graduate School in Migration and Ethnicity.

**Borders and Identities, 7.5 credits**

This research-based course enables the student to attain in-depth knowledge of historical and sociological perspectives on borders and boundaries and their contingent relation to notions of race, ethnicity, cultural identity and nationality, as well as to social, economic and political processes. Students learn how the state, civil society and the market, as well as demographic changes, have influenced borders and boundaries in regional, national and global settings. Factors such as gender, class and age categorization, etc. are discussed in relation to boundaries of racial, ethnic and cultural categorizations.

**Advanced methodology and methods in Ethnic and Migration Studies, 7.5 credits**

In this research-based course students attain in-depth knowledge of one or several methodological perspectives and methods relevant in the study of migration and ethnic relations. Students develop a level of methodological insight and skills that enable them to resolve demanding research tasks with adequate methods. The relation between methodology and the academic writing process is also addressed in the course.
Contemporary Issues in Ethnic and Migration Studies, 7.5 credits
This course offers an opportunity to attain in-depth knowledge of historical and sociological perspectives on migration and ethnic relations by focusing on a particular area or problem. The course emphasizes the application of theories and concepts, as well as alternative methods for concrete empirical investigations. The course has a workshop format, with substantial portions of independent study.

Special Readings in Ethnic and Migration Studies, 7.5 credits
This course enables individual in-depth studies of a selected area of ethnic and migration studies. The course consists of individual studies under supervision. Teaching is done in the form of a limited number of tutorial sessions, which mainly serve to establish a course bibliography, after which follow a substantial effort of self-studies and the writing of a short examination paper or essay.

– at other master’s programmes at Linköping University
Students may also choose relevant elective courses from the course curricula of other master’s programmes, as well as so-called free-standing courses, offered by Linköping University. Please note that places in such courses are limited and may not always be available. International programmes and subjects to explore include:
   - Applied Ethics
   - Gender studies - Intersectionality and Change
   - International and European Relations
   - Master courses – Analytical Sociology
   - Child Studies

– at other Swedish universities
Finally, elective courses may also be taken at other Swedish universities, provided that the student can find freestanding or single subject courses for which s/he is eligible. Such courses must be on advanced level and relevantly linked to ethnic and migration studies. Students apply for such courses at www.antagning.se. Read more on www.studera.nu. Pre-approval must be obtained from the programme director or study counsellor. This option is not recommended for tuition-paying students, as this choice will entail an additional tuition fee to the other university.

Master’s Thesis and Master’s Seminar
Being a multidisciplinary area, Ethnic and Migration Studies allow students to focus their master’s theses on a great variety of issues and problems. Primary empirical material for a thesis in the programme may thus be gathered from a range of different contexts and research activities: ethnographic fieldwork and interviews (of different kinds), archival research, participant observation, statistical surveys or register-data analysis, analysis of policy documents and official sources, interpretation of media discourses, cultural and aesthetic artefacts as well as sociological and historical theories and discourses about race, ethnicity and migration. Depending on which primary material students focus on, methods and
methodological approaches will vary accordingly: from close readings of texts, to participant observation and interviews, to quantitative analysis – or any combination thereof. One of the strengths of REMESO as a multidisciplinary research environment is its ability to offer adequate supervision within different empirical contexts, methods and methodological approaches. Students are encouraged to adopt a similar multi- or interdisciplinary profile in their research and writing.

In preparation for the master’s thesis, second year students attend a series of seminars devoted to the Craft of Academic Research and Writing. This seminar series begins early in the third semester and will run through the academic year, at the end of which (May-June) it will be transformed into a forum for the presentation and discussion of completed master’s theses. (Students who spend their third semester abroad or are doing internships outside Norrköping will possibly be able to take part of these seminars either live, on link, or through video/audio recording, and they will then join the seminar at the beginning of the fourth semester.)

The purpose of the seminars, which effectively take the place of the tutorial groups of year one, is to ensure that students choose a thesis topic well in advance of their embarking on the task and to equip all students with the tools needed to write an excellent thesis. The seminars thus provide an advanced forum to discuss hands-on issues relating to the supervision process, methods, ethical considerations in doing research, access to informants, archives and data, selection of topics, formalities of writing and disposition of a scholarly argument.

During the third semester, each student will also be assigned an individual supervisor and the topic of the thesis is developed and finally confirmed by the student in consultation with his/her supervisor. Practical, theoretical and ethical issues related to the research process leading to the composition of the master’s thesis are resolved in consultation with the supervisor.

Should a student wish to embark on fieldwork activities for the thesis before s/he has been assigned a supervisor – for instance during the summer between year one and year two – s/he must first obtain clearance from the programme director. The programme’s basic principles regarding fieldwork involving human agents are, first, to avoid that our students get harmed or cause harm to others during their fieldwork and, second, that university policy regarding security and personal safety is followed. As a consequence, no fieldwork that involves human agents and/or non-public or classified source material may be undertaken in preparation for the master’s thesis, without the explicit approval of the supervisor or (in case there is no supervisor) of the programme direction.

The fourth semester is mainly devoted to the composition of the master’s thesis. The master’s thesis is written within the main area of study, Ethnic and Migration Studies. It is normally written in English but may also be written in another language, if the student can present good reasons for doing so and provided that supervisor and faculty have sufficient knowledge of the chosen language.

The length of the MA thesis is normally 60–100 pages. Authors of completed theses will present and defend their work at seminars in June. They will also be assigned (and must fulfil) the role of seminar discussant of a thesis written by a fellow master’s candidate. The Master’s
thesis is graded on the ECTS grading scale (A–F), where A=excellent; B=very good; C=good; D=satisfactory; E=sufficient; and F=fail.

If other course requirements are fulfilled, they may then proceed to graduation to the degree of Master of Arts in Ethnic and Migration Studies. If the student fails to complete the thesis in time for examination at the end of the second year, s/he will get an opportunity to do so as soon as is convenient within the framework of the second-year master’s seminar.
Principles, Instructions and Rules

This section contains instructions, principles and rules of overarching nature that have been adopted by the teachers’ collective at REMESO. The simple yet fundamental purpose of these instructions and rules is to create a stimulating intellectual environment and ensure quality in all aspects of the programme.

Student participation
In order to create a living, critical and innovative intellectual environment, students are always invited to share their constructive views and opinions on all aspects of the programme. They are encouraged to do so at the course evaluations (see below), tutorial sessions, or in conversation with the programme director and study counsellor.

Moreover, as noted above, students are encouraged to create their own fora and associations within the university and the REMESO community, in order to promote their own studies and interests and to work for good causes in accord with the standards of critical scholarship, human rights and democratic values. Students may also call on the programme office to request support for such initiatives.

Attendance
As at other institutions of higher education, the culture of learning at Linköping University builds entirely on the voluntary participation of the students in all scheduled events. Attendance at all scheduled master’s seminars, lectures, tutorials and group work is therefore firmly expected. The quality of the program inevitably suffers if student participation is failing. Students who due to illness or other personal or private circumstances are prevented from attending class are asked to notify the course director well in advance. This will enable teachers to tailor lectures and seminar discussion to the size of the class on each occasion.

Students are welcome and encouraged to attend open events in the REMESO research community, such as the REMESO seminars, PhD defenses and seminars, guest lectures and open workshops. They are also kindly asked to show courtesy in case seating at such events is limited.
Course literature

Students are expected to obtain and read all course literature assigned by their teachers well in advance of seminars. Many of the books that are assigned during the first year of studies are reference works or classics in the field and you will want to return to them. Individual acquisition or purchase of these books is highly recommended. As Linköping University’s Norrköping Campus as of yet has no University bookstore, students will have to find their books at other outlets (which usually means ordering them on the internet).

Under current copyright rules course literature consisting of articles, chapters and selections of less than 15 pages may be freely copied and circulated. Each course director and teacher will instruct students how to obtain such readings (usually by downloading from the LISAM portal).

The University Library, which is the university’s most important institution, keeps all course literature in its collections. This is to say that students should always be able to find their readings in the library. In the standard case, one copy of each assigned text is available for student checkout, and one copy is available in the reference collection tagged to each course. Many of the assigned articles, chapters and books are available in digital form, through the Library’s databases or electronic library, and hence in multiple copies. However, this implies that the number of copies of books and articles that the University Library can provide is usually limited. It is inappropriate to block other students’ access to an assigned text by checking it out and keeping it for oneself, as this will hamper seminar discussions. Students are therefore asked to institute rules, in civil and comradely fashion, for borrowing, sharing and reading existing copies of course literature.

The programme has a reference librarian, Anna Pettersson. She is in charge, among other things, of library acquisition in the field of Ethnic and Migration studies. As part of the introduction to the programme, Anna Pettersson will introduce students to the resources of the library. It is vital for all to attend this introduction to the library. It will save hours of hard work later, and it will show why the library is instrumental to successful studies, especially in the last phase, the Master’s thesis.

Please remember, at the end of the day, it is always the student’s own responsibility to make sure that s/he has read what s/he is supposed to have read in preparation of class.

For emergency purposes, the Programme classroom (B342) holds a small collection of books that can be checked out by students. This collection contains key monographs and books, and does not come near covering all the readings assigned in any of the courses. The library is self-organized and books are checked out by adding your name to the check-out list on the book shelf. Please note that active course literature cannot be taken out of the building. As a courtesy to your classmates, make sure to always write you name on the list when removing a book, and always return books in time.
Classroom culture

Learning is acquired through reading, writing, reflection, deliberation, dialogue and dispute, which require attention and alertness. In consequence of this, students are asked not to use electronic equipment for anything else than classroom relevant tasks, for instance, to take notes and read texts on screen. Students who do not comply with these rules will be asked to store away equipment or leave the classroom. Meanwhile, the programme recognizes that some students need technical equipment as support because of impairment or disability.

Equal Opportunities and Special Needs

Linköping University has a policy for equal opportunities and anti-discrimination. At the Equal opportunities portal, you will find out more about the ways in which the University addresses issues of equality and gender, ethnic and religious diversity, accessibility and participation for people with disabilities, equality of rights and treatment for all, regardless of age or gender identity: (http://liu.se/om-liu/strategi/ett-liu-for-alla/lika-villkor?l=en&sc=true)

The university’s equal opportunity policy entails that students with special needs may request support in their studies, including note taking by a fellow student, talking books and adapted examination forms. Students who require such assistance should contact the Coordinator for students with disabilities or the Study Counsellor of the programme.

Examinations

Examinations in the programme have various formats. The standard format is the individual paper or essay, where students are asked to demonstrate their grounded, independent and creative grasp of the substance of each course. The topics of papers and essays may be more or less specified by the course director. In addition to this format, students are also examined by their active participation in seminars, review papers, group discussions or written questions. It is the course director’s responsibility to decide the adequate examination forms for her/his course.

Student exams are assessed and graded by the course director, unless stated otherwise. The course director will communicate the result of the examination to the programme administrator, Gunilla Bygdén, within twelve workdays after the examination date. The programme administrator enters the result into the students’ academic record and communicates it to the student.

In case students fail examinations, or fail to meet stipulated deadlines, they will be able to complete it at a later date, according to the instructions of the course director. Written examinations and papers should be re-submitted at specific re-examination dates.

Re-examination dates for the Master’s Programme in Ethnic and Migration Studies for the academic year 2017/2018 are Mondays during weeks 5 and 32.
Students with incomplete exams may thus continue to work on their assignments and hand in completed work for examination at these dates, after which they will be assessed within twelve workdays.

In case of two repeated failures to pass an examination, students may ask to have a new examiner assigned to assess his/her work. In such cases, students are asked to contact the Director of Studies. In case of repeated failures, students will re-register for the course next time it is given.

**Plagiarism**

Academic research and studies are based on respect for the work of others. Thus, plagiarism is a serious offense against good academic practice. All written examinations and papers handed in by students in the programme are submitted to *Urkund*, which is a plagiarism-checking tool for teachers. Submitted texts are here checked against a very large database of material taken from the internet, published material and student material. A teacher who detects or strongly suspects plagiarism or other serious breaches of academic discipline is obligated to immediately report the student to The Disciplinary Board at Linköping University. If the Board finds that plagiarism or other violations have occurred, the student may be suspended from studies. For further information on plagiarism and good academic practice, please consult the University Library’s webpage *NoPlagiat: [http://noplagiat.bibl.liu.se/default.en.asp](http://noplagiat.bibl.liu.se/default.en.asp)*.

**Grading Criteria**

As mentioned, the standard form of examination in the programme is the written examination, be it in the form of specific questions or independent papers or reviews. In grading the examinations, the programme uses the Erasmus Credit Transfer System, or ECTS. It contains the following grades: A (excellent), B (very good), C (good), D (satisfactory), E (sufficient), FX (fail – some more work required) and F (fail).

Written papers are graded by assessing the quality of the paper in three separate respects.

1) **Language, organisation and formalia.** Teachers look at the treatment of (the English) language and the general ability of the student to make clear and intelligible formulations. We look at the general structure and disposition of the paper. We inquire whether the fundamental questions are formulated clearly, whether there is a correspondence between the purpose, contents and conclusions of the paper, or, in case of a less academic and more essayistic approach, whether the form is adequate to the content and message. Whenever relevant to the assignment, this also includes traditional formalia respects (e.g. how references, footnotes, literature are handled).

2) **Knowledge and understanding.** Teachers assess whether the student shows real insight into the problem chosen. Has she/he understood relevant theories and concepts? Does the paper show that the student is familiar with the relevant literature? We ask questions
about correctness (or appropriateness) of terminology and the relevance and correctness of facts, presentations of theories and theses described in the paper. We look at the argumentation. Is anything important missing?

3) **Creativity and critical approach.** Teachers assess the originality and independence reflected in the student's discussion, argumentation and conclusion. Does the student approach the subject matter, methodology and theory in a critical manner? Are there things that are really the student’s own inventions? A new original argument? An innovative conclusion? Or a new distinction (which really can be an important thing) or a new theoretical approach?

In each respect, a student can fulfil these criteria to a (i) **high degree**, to an (ii) **acceptable degree**, or (iii) to an **unacceptable degree**.

After assessing the examination paper as fulfilling to a **high**, **acceptable** or **unacceptable** degree the criteria for each of the three respects (1. Language, organisation and formalia; 2. Knowledge and understanding; 3. Creativity and critical approach), the examiner grades the paper in correspondence with the ECTS grading scale, as follows:

- **A** = High degree in all three respects
- **B** = High degree in two respects and acceptable in the third
- **C** = High degree in one respect and acceptable in the other two.
- **D** = Acceptable in all three respects.
- **E** = Acceptable or high degree in “Language, organisation and formalia” as well as “Knowledge and understanding”) but lacking in “Creativity and critical approach”.
- **FX** = Lacking in either “Language, organisation and formalia” or “Knowledge and understanding”.
- **F** = Lacking in both “Language, organisation and formalia” and “Knowledge and understanding”.

**Course evaluations**

It is vital to have student feedback that will help the faculty to improve the programme. At the end of each course, students participate in course evaluations. The evaluation is anonymous and made by filling out a questionnaire generated by the university’s course evaluation system, called KURT. Links to this questionnaire is sent to each student’s e-mail account after examination on each course. Please note that course evaluations are mandatory.
Short on referencing and style

Students are asked to hand in all their written assignments in appropriate and readable shape. The teachers at the programme have therefore decided on the following guidelines.

**Typeface and formatting**

The typeface to be used in written assignments and papers is Times or Times New Roman, and the spacing should be 1.5 or 2.

**Notes and references**

For referencing, we suggest that you use either footnotes/endnotes as in the Chicago and Oxford referencing systems (notes with author name, title, and publication data), or the Harvard system (author name and year of publication in parentheses, or in-text reference). Below are some examples of how this may look.

*The Chicago system (which roughly has the same principles as the Oxford system):*

"Imperialist nostalgia revolves around a paradox: A person kills somebody, and then mourns the victim."¹

¹ Renato Rosaldo, *Culture and Truth: The Remaking of Social Analysis* (Boston: Beacon Press, 1989), 69. [notes either at the bottom of the page (footnotes) or at the end of the paper (endnotes). Full name, title and publication data first time reference appears (as above); last name, short title and no publication data for subsequent references to the same text (as below):]

¹ Rosaldo, *Culture and Truth*, 69.

*The Harvard system:*

"Imperialist nostalgia revolves around a paradox: A person kills somebody, and then mourns the victim." (Rosaldo, 1989: 69).
Your paper would usually end with a list of the references (bibliography). Some examples:

**Books:**


**Chapters in edited volumes:**


**Articles (in journals, periodicals, magazines, newspapers, etc.):**


**Internet sources:**


Translators deserve credit! As authors and editors do. If your reference is a translated text, please include the translator(s) name(s) in reference list (if you use the Chicago or Oxford system also in notes):


If you refer to a later edition or a translation of a text, it is often helpful to the reader if you include the year of its first publication in original:


**General comments**

Referencing is an art in itself, about which one may have endless and more or less fruitful disputes. Choose a system and a practice that suits you. People in the humanities often lean
toward the Chicago or Oxford systems, probably because the compulsory footnote or endnote apparatuses of these systems make it easy to provide swift comments or add qualifications and summaries about the sources s/he refers to. The Chicago system will generate longer footnotes but has the advantage that it makes sense without having to append a reference list at the end, and it thus may end up saving space.

The Harvard system, or variations of it, is increasingly becoming standard in the social sciences. In principle, nothing prevents an author working in the Harvard system from using footnotes or endnotes; but if s/he does so too frequently, the formatted page tends to appear graphically fuzzy and confused, as it will then contain both numerous in-text references and a lot of note numbers.

Hence, if your paper demands moderate to extensive use of footnotes (or endnotes), choose the Chicago or the Oxford system. If you can make do with in-text references and few notes, choose the more space-saving Harvard system.

The baseline is that you must be consistent (same syntax, order and punctuation in all your references) and that you provide all the information a reader will reasonably need in order to assess the character of your reference and gain access to it.

A final word on referencing: among all the crucial rules for fair and honest academic practice in referencing, one is so important that it deserves repetition: never quote or refer to sources second-hand (not to speak of third-hand or fourth-hand, or Wikipedia). If you want to quote something that you find quoted by someone else, look up the original. If you cannot find the original, do not pretend that you did. Failure to observe this rule has ruined thousands of student papers and destroyed academic reputations. For instance, if you want to cite the above quotation by Renato Rosaldo on imperialist nostalgia, you should go to the library and find the book, or you write (here in the Chicago system):


As you see, this reference looks lazy and amateurish, so please always go for the original ☺️.
Faculty (2017–2018)

The teachers in the programme are all doing research in the areas that they teach in their respective courses. This means that courses provide not only an in-depth orientation of knowledge and analysis of each field, but also insights into the production of new knowledge and perspectives in research that is on-going. The teachers you will encounter in the programme represent different approaches and perspectives. The list below presents their profiles and the courses in which they are involved. In addition, students will also meet a number of visiting professors and researchers.

**Sara Ahlstedt** holds a PhD in Ethnic and Migration Studies. Her research and teaching interests focus on queer interventions in the migration field, privileged migration, critical race and whiteness studies, feminist theory, international education from a postcolonial perspective, international development practice and migration, qualitative methodology, and feminist methodology. Her latest publication is ‘Doing “Feelwork”: Reflections on Whiteness and Methodological Challenges in Research on Queer Partner Migration’ in Affectivity and Race: Studies from Nordic Contexts, ed. Rikke Andreassen and Kathrine Vitus. She will defend her dissertation entitled The Feeling of Migration: Narratives of Queer Intimacies and Migrations in the fall of 2016. Sara teaches in ‘Intersectional migration studies – bodies, genders, sexualities’.

**Erik Berggren** holds an MA in political science from the New School for Social Research in New York and is the Communications manager at REMESO as well as director of several outreach programmes at Campus Norrköping. His interests include the intellectual history of populism, racism and migration, with a particular focus on their interfaces with the visual arts. In 2007 he lead the editorial work for the volume *Irregular Migration, Informal Labour and Community: A Challenge for Europe*, (Shaker). He is one of the founders of the Museum of Forgetting, art curator and freelance writer. Since 2014 he has been working with the project “Is This the Time for Art? – on migration and Europe’s border politics. He will teach in the course ‘Race, ethnicity and migration in culture and the arts’.

**Anna Bredström** is senior lecturer at REMESO. Her research explores how race and ethnicity are constructed in medical research and practice, and she is involved in research projects on human genetics; primary health care; sex education; and mental ill-health. In her research, she often makes use of an intersectional perspective, with a particular focus on how race and ethnicity intersects with discourses on gender, sexuality and the body. You will meet her as a teacher in ’Intersectional Migration Studies’ and ’Migration, Health and Biopolitics’.
**Peo Hansen** is professor of political science. His research focuses on European integration, EU migration policy, theories of citizenship and nationalism, postwar European geopolitics, and the history of colonialism and decolonization. His most recent publications include *The Politics of European Citizenship: Deepening Contradictions in Social Rights and Migration Policy* (co-authored with Sandy B. Hager, Berghahn Books, 2012); and *Eurafrica: The Untold History of European Integration and Colonialism* (co-authored with Stefan Jonsson, Bloomsbury 2014). He teaches the course ‘Migration and Asylum Policy in the European Union’. [https://liu.se/medarbetare/peoha18]

**Stefan Jonsson** is professor of Ethnic studies. His research deals with the theory, history and politics of racism, nationalism and colonialism as well as collective identities more broadly. His latest books are *Eurafrica: The Untold History of European Integration and Colonialism*, co-authored with Peo Hansen, and *Austere Histories in European Societies: Social Exclusion and the Contest of Colonial Memories*, co-edited with Julia Willén. You will meet him as director of the master’s programme and as a teacher in 'Historical Perspectives on Ethnicity and Migration’ and ’Race, Ethnicity and Migration in Culture and the Arts’. [https://liu.se/en/employee/stejo01]

**Lisa Karlsson Blom** is a PhD candidate in Ethnicity and Migration at the Institute for Research on Migration, Ethnicity and Society (REMESO). Situated specifically within the field of critical whiteness studies, her research focuses on the relationship between whiteness and anti-racism in contemporary Sweden, where exceptionalism and growing populism co-exist with diversified anti-racist movements. [https://liu.se/en/employee/liska97]

**Khalid Khayati** is a political scientist and holds a PhD in ethnicity. His research is mainly centred on diaspora, transnational relations and the notion of transborder citizenship where the Kurdish populations in Western Europe and especially those in France and Sweden constitute the principal empirical data of the research. Khayati received a DEA (Diplôme d’études approfondies) in political science on Arab & Islam World, at the Institut d’Études Politiques, Aix-en-Provence, France in 1998. Currently, he holds a lectureship at the Department for Studies of Social Change and Culture (ISAK), Linköping University. In terms of research, Khayati is likewise affiliated to the Institute for Research on Migration, Ethnicity and Society (REMESO), Linköping University.

**Martin Klinthäll** is Associate professor in economic history and lecturer at REMESO. His research interests are primarily in the domain of economic demography, in particular migration and labour market integration. He has published work on return migration, migration and health, self-employment, ageing and retirement, as well as on economic structural change and household income disparity. Currently he is leading a research project on self-employment among people with migrant backgrounds. [http://liu.se/medarbetare/markl66]
Karin Krifors is a PhD candidate in Ethnic and Migration studies. Her research is focused on intersections of economy and ethnicity or race, as migration to Europe is increasingly being ‘managed’ in line with different desires of employers and states. This research will be published in the dissertation ’Moral Economy of Managed Migration – negotiating temporary foreign labour in Sweden’ in 2016/2017. Karin has a background in sociology and gender studies and will be teaching on the debates of intersectionality, as well as EU politics on migration. [https://www.isv.liu.se/remeso/staff/krifors-karin?l=en&sc=true]

Branka Likić-Brborić is Associate Professor in Political Science and Professor Designate in Ethnicity and Migration. Her research encompasses areas of globalization and the political economy of post-socialist transformations; EU enlargement, new migrations and the European Social Model; global governance, migrants’ rights and ‘decent work’, as well as comparative studies on citizenship and immigrant integration. Her latest publications include the co-edited volumes Migration, Precarity, and Global Governance: Challenges and Opportunities for Labour (Oxford University Press) and Citizens at Heart? Perspectives on integration of refugees in the EU after the Yugoslav wars of succession. She is responsible for the course Class, Labour Migration and Globalization and coordinates the REMESO Graduate School. [https://liu.se/medarbetare/brali11]

Patricia Lorenzoni holds a Ph.D. in History of Ideas from the University of Gothenburg. Her current research deals with contemporary colonialism in Brazil and how concepts of nation, race, territory and sovereignty take shape in struggles over indigenous land. Her research and teaching interests include political philosophy, coloniality and violence. Her latest book project is the co-editing (together with professor Ulla Manns) of the anthology Etik, politik och historikerns ansvar (Ethics, politics, and the responsibility of the historian), included as volume II in the larger historiographical project Historiens hemvist. She is also active as a freelance essayist and more recently as a filmmaker. She is responsible for the course Inclusion, citizenship, and exclusion.

Catrin Lundström is Associate Professor in Sociology and LiU Research Fellow at REMESO. Her current research examines the intersections of whiteness, gender and Swedishness through a transnational lense. Her books include Swedish Latinas: Race, Class and Gender in the Geography of Swedishness (Makadam, 2007) and White Migrations: Gender Whiteness and Privilege in Transnational Migration (Palgrave, 2014). She has also published extensively in the fields of critical ethnography, critical race and whiteness studies, migration studies, latino/a studies, and feminist sociology, see [https://liu.se/medarbetare/catlu59]

Nedžad Mešić is PhD in Migration and Ethnicity and university teacher in society and culture in a school perspective. His current research deals with adult migrants’ language education and migrant youths’ spare time activities. His latest peer reviewed articles are ‘Roma berry pickers in Sweden: economic crisis and new contingents of the austeriat’, co-authored with Charles Woolfson, and ‘Paradoxes of European free movement in times of austerity: The role of social movement actors in framing the plight of Roma berry pickers in Sweden’. He has
also conducted research of Swedish trade union engagements for undocumented migrant workers. You will meet him as teacher in ‘Class, Labour Migration and Globalization’. [https://liu.se/medarbetare/nedme85]


**Olav Nygård** is a PhD-student at the Institute for Research on Migration, Ethnicity and Society (REMESO). His research deals with how class, gender and immigrant background affect the role of social capital in stratification processes. His current focus is the educational system, but he has also studied diversity in cultural institutions for the Swedish Agency for Cultural Policy Analysis. You will meet him as a teacher in 'Intersectional migration studies: bodies, genders, sexualities'. [https://liu.se/medarbetare/olany64]

**Carl-Ulrik Schierup** is a professor in Ethnic Studies with disciplinary background in social anthropology and sociology. He has published widely on issues of international migration and ethnic relations, globalization, nationalism, multiculturalism, citizenship, working life and labour relations. Among his major works is the book *Migration, Citizenship and the European Welfare State: A European Dilemma* (co-authored with Peo Hansen and Stephen Castles) and the edited book *Migration, Precarity and Global Governance: Challenges and Opportunities for Labour* (co-edited with Ronaldo Munck, Branka Likić-Brborić and Anders Neergaard). You will meet him as a teacher in 'The World System in the Post-colonial Era’. [https://liu.se/medarbetare/carsc04]

**Simone Scarpa** is postdoctoral research fellow with an interest in comparative social policy, urban studies, and quantitative methods. His latest publications are “Immigration policy regimes, welfare states and urban inequality patterns: A comparison between Malmö and Genoa” (*in European Urban and Regional Studies*, 2016) and “How the Swedish model was (almost) lost: migration, welfare and the politics of solidarity” (with Carl-Ulrik Schierup, in *Reimagineering the Nation: Essays on Twenty First Century Sweden*, ed. by Ålund, Schierup, and Neergaard, Peter Lang, 2017). You will meet him as a teacher in "Class, Labour Migration and Globalization" and "Critical methodologies in ethnic and migration studies". [https://liu.se/medarbetare/simsc35].

**Zoran Slavnic** is associate professor of Sociology. His primary research interests are Informalization of economy, Re-commodification of Labour and Migration and the preconditions for self-employment among immigrants in Sweden. His latest publications are:

**Xolani Tshabalala** has a MA degree in Forced Migration from the University of the Witwatersrand, Johannesburg, and is a REMESO PhD candidate. He is completing a thesis on transnational informal livelihood practices across the South Africa - Zimbabwe border. His research interests are in the emerging area of critical border studies, including everyday experiences of economic migration, cross-border livelihood strategies and associated politics of ‘informality’. His teaching includes the course ‘The World System in the Postcolonial Era’. [http://www.isv.liu.se/remeso/staff/tshabalala-xolani/presentation?l=en]

**Julia Willén** is a doctoral candidate in ethnicity and migration at REMESO. Her dissertation concerns the idea of white Africanity and dissident whites in Apartheid South Africa. Other research interests concern postcolonial and decolonial historiography, heritage and memory studies, and critical race and whiteness studies. She is a co-editor of *Austere Histories in European Societies: Social Exclusion and the Contest of Colonial Memories* together with Stefan Jonsson. She will be teaching at the course ‘Race, Ethnicity and Migration in Culture and the Arts’. [https://liu.se/medarbetare/julwi51; http://liu-se.academia.edu/JuliaWill%C3%A9n]

Important Links

My Studies (Studenttjänster): www.student.liu.se/studenttjanster?l=en

University Library’s webpage NoPlagiat: http://noplagiat.bibl.liu.se/default.en.asp.
International exchange places available to students in the Faculty of Arts and Sciences: http://www.student.liu.se/ut/filosofiska-fakulteten/studera-utomlands?l=en.

Academic English Support at Linköping University: www.isv.liu.se/sprakverkstaden/academic-english-support
Ethnic and Migration Studies - For students on the programme: http://old.liu.se/utbildning/pabyggnad/F7MEM/for-students-on-the-programme?l=en

LISAM: https://fs.liu.se/adfs/ls/?wa=wsignin1.0&wtrealm=urn:federation:MicrosoftOnline&wctx=wa%3Dwsignin1%252E0%26rpsnv%3D2%26ct%3D1369314939%26rver%3D6%252E1%252E6206%252E0%26wp%3DMBI%26wreply%3Dhttps%253A%252F%252Fliuonline%252Es harepoint%252Ecom

Equal Opportunities: https://www.student.liu.se/studentstod/lika-villkor?l=en&sc=true

Coordinator for Students with Disabilities: http://www.student.liu.se/studentstod/funktionsnedsattning?l=en

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