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1) Provide the tentative name of the new course and when it is expected to be taught. Explain in what way this course departs significantly from your scholarly or professional training. Provide a description of the work you plan to undertake in developing this course. To the extent possible, cite specific resources that will support your work.

The course name is Immigration and Integration in The Netherlands. The course will be taught in Fall 2020 as part of the ABEF's study abroad program in Maastricht. I will be submitting an application to CC for this course to receive the IL and DE designations.

The textbook, *Migration Theory: Talking Across Disciplines*, will be a primary resource for me as I develop the course. The introduction highlights the lack of cross-disciplinary research in migration theory. Each chapter is dedicated to a single discipline and the specific areas/questions scholars have studied. While it appears that each discipline has monopolized at least one area of migration theory, there are many broadly-defined areas where scholars from a variety of disciplines have researched the "why" and the ultimate "impact". My ultimate goal is to identify 6-8 broad-areas of migration theory that have been studied through different disciplinary lenses. As a microeconomic theorist whose research focuses on auction, the sports industry, and experimental research methods, I know of some labor economists who have studied the effect of (im)migration on labor markets in the U.S. and have built generalized, theoretical models to explain (im)migrant behavior. However, I am unfamiliar with the labor economists who have studied the effect of (im)migration in The Netherlands. More importantly, I am entirely unfamiliar with scholars in political science, sociology, and anthropology who conduct research in migration theory. My understanding of each discipline's research methods ranges from novice to competent. I suspect much of my time will be spent identifying scholarly articles that can be put in conversation with one another as well as articles that can be read and understood by non-majors and students who have never taken a course(s) in the discipline(s).

Below I have outlined the work I plan to complete over the summer:

1. Identify areas that have been studied by scholars in at least two of the following disciplines: economics, political science, sociology, anthropology, and migration studies.
2. Collect research articles where scholars ask questions that overlap with one another. Organize a lecture schedule and reading list. I envision each three hour lecture (or every two lectures) will focus on one of the areas from (1). Thus, students will have multiple readings for each lecture.
3. Prepare reading questions that ask students to consider the research/findings in two ways: (A) As independent or in isolation of other fields of research. Students would focus on the nuts-and-bolts of the research; the framing of the research question, the motivation, the evidence collected, and the primary conclusions. (B) As an interdisciplinary project between all authors assigned for that lecture. The questions assigned will help students identify the overlapping themes, differences in objectives, and how the *limitations* of one study are addressed in another study.

As an example of (1) and (2), I identified the area of “Migrant Labor Force - Who Participates?” and the article/reports listed below would be included on the reading list. I noted the authors’ disciplinary fields after each citation.

- Arends-Tóth, J., & Van de Vijver, F. J. (2009). Cultural differences in family, marital, and gender-role values among immigrants and majority members in the Netherlands. *International Journal of Psychology, 44*(3), 161-169. [Psychology]
- Khoudja, Y., & Fleischmann, F. (2017). Labor force participation of immigrant women in the Netherlands: Do traditional partners hold them back?. *International Migration Review, 51*(2), 506-541. [Sociology, Migration and Ethnic Relations]
- Berkhout, E., Heyma, A., Volkerink, M., & van der Werff, S. (2015). Attracting and retaining highly skilled migrants in the Netherlands. University of Amsterdam. [Economics, Political Science]

For some lectures, I will assign only one reading to each student. I will then group students by their assigned reading and ask them to present the research to the class; this would take the item (A) approach. The class will then come together for a discussion where the students will speak from the perspective/discipline of their assigned authors; this would be an in-class version of the item (B) approach. This lecture format would pull me out of my comfort zone as it is a departure from the traditional chalk-and-talk format of most of the economics courses I teach at Muhlenberg, the exception being the section of the CUE I taught. Lectures in this course would be void of the graphical analysis and mathematical problem solving that is standard to the field.

I should also note that if this course is approved as an IL, it would be one of the only IL courses offered by the ABEF Department. In addition, I plan to pass all of my course materials on to the next ABEF faculty member who travels to Maastricht. While I do not think the department will adopt this course as the “official Maastricht course”, I think today’s political climate has brought greater attention to (im)migration and students are highly interested in it.

2) Specify the time commitment and provide a detailed explanation of how your time will be spent researching the new content or theoretical approach for the new course. Explain how the money will be spent (e.g. conference fees, texts, transportation, computer programs, stipend for time spent developing new course content, etc.).

I expect that developing this course will take a significant amount of my time - I am asking for a 4 week (\$2000) course development grant. I anticipate that reading *Migration Theory: Talking Across Disciplines* will help me identify broad topics/research areas that be the focus of each lecture. The more time consuming task will be locating articles and studies for each topic that focus on (im)migrants in The Netherlands. Using the articles and the *Migration Theory: Talking Across Disciplines* will help me to understand the different disciplinary research methods and construct the type (A) reading questions. I anticipate half of my time will be spent exploring ways to put the texts/authors in conversation with one another.

I would also like to purchase the following books:

- Geddes, A., & Scholten, P. (2016). *The politics of migration and immigration in Europe*. Sage. [\$46]
- The New Odyssey: The Story of the Twenty-First Century Refugee Crisis
- The Unsettling of Europe: How Migration Reshaped a Continent by Peter Gatrell [\$35]
- The Strange Death of Europe: Immigration, Identity, Islam by Douglas Murray [\$26]

Attending an interdisciplinary conference on (im)migration (e.g. migration studies,) would be extremely beneficial. However, all conferences taking place over the summer in North America focus on migration in the United States and/or Mexico. Conferences that focus on European countries all take place in Europe; the conferences include: the annual conferences hosted by the International Migration, Integration, and Social Cohesion and the Maastricht Centre for Citizenship, Migration and Development and the International Conference on Migration and Mobilities. Funding conference travel to Europe for exploratory learning would be a waste of the Center's resources. I will instead use conference proceedings from previous years and 2020 to familiarize myself with scholars and their current projects.

3) If you have received a pedagogical development grant or a course development grant in the past five years, list the amount and date of the grant and briefly discuss the outcome of your work.

I have not received a pedagogical development grant nor a course development grant over the past five years. The Economics program did receive a Mellon Program Development/Review Grant. I also received a Mellon conference travel grant to attend the Conference on Teaching and Research in Economics Education in June 2018.

4) Outline your professional commitments over the summer.

- Participating in the AP Microeconomics Reading from May 28 - June 8.
- I will be submitting a paper to a journal in February 2020. It is possible that the referees will request revisions that need to be completed before the start of the fall semester.
- I have a second paper in the pipeline that I anticipate devoting between 10-15 hours a week working on.
- June advising.

5) Attach a current c.v.

6) Include a letter from your department chair, relevant program director, Writing Program Committee, etc. articulating the need for the new course and the reason the course is beyond the regular course development duties of faculty.

7) In times of financial challenge and in an effort to support as many worthy projects as possible, the Provost may approve partial funding of grant applications. Please indicate in your application whether you would be willing to consider a reduced award amount such should circumstances.

Yes, I would be willing to accept a reduced award.