**DEPARTMENT:** Sociology and Anthropology  
**TERM** Spring 2021  
**PROFESSOR:** Elke Winter  
**RESEARCH TITLE:** The Race for “Global Talent” at Times of Increasing Social Inequality  
**NUMBER OF STUDENT:** 1-2  
**LANGUAGE:** English  
**ASSIGNMENTS CAN BE SUBMITTED IN FRENCH** □ YES

**RESEARCH DESCRIPTION:**
Political leaders from Nicolas Sarkozy to Donald Trump have expressed their preference for *immigration choisie* over *immigration subie* (chosen, not endured immigration). Indeed, in the global knowledge economy, human capital has become an important economic asset. Over forty percent of United Nations member states intend to increase the number of highly skilled migrants (Czaika and Parsons 2017). Immigration policies around the world have become less restrictive – in terms of scale and ethnic origin – and more selective – in terms of presumed economic utility and class (de Haas et al. 2018). To cite Canada’s Prime Minister Trudeau, “being able to get the top talent and draw on big pools of well-educated, ambitious, forward-thinking and diverse [people] is a hell of a competitive advantage” (IRCC, 2019). The research project examines the race for talent and skilled migrants as a means of economic nationalism in the North American and Europe against the backdrop of increasing social inequality and populism in the receiving societies. Currently, we look specifically for help with the German case study. Most documents and data are available in English (and, to a lesser degree in French), but ability to also read German is an asset. Students will help with collecting, cataloguing documents, synthesize literature and data (academic literature, grey literature, statistics), as well as with producing a country report on economic immigrants and their reception/perception by native-born populations.

In times of COVID-19, we will work from home and meet/communicate remotely (zoom, email). The students will work independently but must be available for short team meetings once a week. This course will take place during the Spring (May 3 to June 12) term, hence 20 h/week for six weeks.

Students will be part of a research team on immigration and economic nationalism in North America and Europe.

**KEY LEARNING ACTIVITIES:**
Students will learn:
- to become a full member of an existing research team
- to work relatively independent, yet collaborate and respect timelines and goals of the collective project
• to collect, summarize, analyze, and evaluate academic literature (how to do a literature review)
• to trace, identify, collect, and catalogue information materials (statistics, “grey literature” from websites, think tanks, academic journal articles) in referencing-software
• to write up research findings and to identify the limitations of their research

They will also
• gain first-hand experience on how to execute a research project
• increase or validate their interests in graduate studies
• become experts on immigration and/or social inequality issues in specific country (learn how to do country case study)