



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	European Immigration
<b>Course number:</b>	(GI) INRE 3003 BRGE
<b>Programs offering course:</b>	Berlin Open Campus (International Relations and Political Science Track)
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

Subjects of migration vary in different geographies and time scales. Migration is sometimes explored as the movement of people (together with knowledge, goods, capital and networks) across borders. It is understood as a platform of challenges. It is also examined in relation to state policies. The course will provide a detailed review of European immigration particularly since the late 20<sup>th</sup> century. The course is arranged thematically, rather than temporally. By looking at various subjects of European immigration through empirical case studies, it will build up an interactive discussion with some questions: What are the definitions of migration? Who is (not) a migrant? Who has control over the definitions? What are the features of migration? Does it complement, compete with, subvert and/or foreshadow ethnic, national, religious, class and gender identities? How do practices of migration cohabit with the state? What are the references in migration studies to concepts such as multiculturalism, toleration, collective rights, alienation and difference?

### **Learning Objectives**

Upon completion of this course, students will be able to:

- Understand the importance of migration issues in a globalized world and against a background of wars and violence, and how these circumstances affect migration ebbs and flows.
- Understand migration into and within the EU, integration and governance of migration issues in the EU with particular emphasis on Germany.
- Articulate the contexts of migration while keeping in mind the historical ruptures and continuities in the EU, with particular emphasis on Germany.
- Interpret migration into and within the EU through an interdisciplinary perspective.

### **Course Prerequisites**

There are no prerequisites for this course.



## **Methods of Instruction**

The course will consist of a mix of short lectures and discussions. Each session will begin with a short introduction by the instructor. This will be followed by a presentation on that session's topic by a student. Later on, students will discuss the class material among themselves and with the instructor.

Students are expected to do the required readings before class. To prepare in advance for the sessions, the students should pay attention to the following questions: What is the principal issue or topic addressed by the text? What theories/methods does the author use in making their arguments? What are the strengths and what the limitations (contradictions, biases, lacking points) of their arguments? What do these tell us about the author's ideological moorings and political stances?

## **Assessment and Final Grade**

Students will be assessed according to the following criteria:

1. Midterm Exam:	25%
2. Final Exam:	25%
3. Reaction Paper I:	15%
4. Reaction Paper II	15%
5. Participation:	20%
TOTAL:	100%

## **Course Requirements**

### **Midterm and Final Exams**

The midterm exam will be based on the readings, lectures and class discussions of the first three weeks of the course. The final exam will consist of the readings, lectures and class discussions of the second half of the course.

### **Reaction Papers**

There will be two reactions papers in this course, which are related to the film screenings. You will be asked to write approximately 1,200 words for each film, considering the readings and class discussions with well-structured sentences.



**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
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Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

Class 1:1 Introducing the Immigrants of Europe

Learning Goals:

- To examine the main concepts related to the immigration pattern in Europe
- To reflect on the challenges and inspirations of broader concepts like Europe and migration.

Recommended Reading:

Triandafyllidou and Gropas eds. (2007), Chapter 1 and Chapter 10.

Class 1:2 Immigration from a Historical Perspective

Learning Goals:- To explore the ruptures and continuities of immigration in Europe.

- To analyze the structural reasons of migration trends in Europe.

Reading:

Schierup, Hansen and Castles (2006), Chapter 2 and Chapter 6.

#### **Week 2**

Class 2:1 Refugees

Learning Goals:- To compare the contemporary and previous refugee movements in Europe.

- To understand the legal, political, economic, and socio-cultural factors from local, national, regional, and global perspectives.

Reading:

Morris (2001),

UNHCR (2015)

Class 2:2 Site Visit to Refugee Center in Tempelhof Park

Learning Goals:- To evaluate the consequences of refugee movements in the urban space.

- To break the urban governing tools and infrastructure down into components.

Class 2:3 Representation (film screening and discussion)

Learning Goals:- To study the possibilities of representing the immigrants of Europe.

- To deconstruct the binary oppositions of insider and outsider.

*Ali: Fear eats the Soul* (directed by Rainer Werner Fassbinder, 1974)

Reading:

Teraoka (1989),

Anderson (2002)

**Week 3**

Class 3:1 **Midterm Exam** (1 hour)

Immigrant Entrepreneurship

Learning Goal: - To investigate the emergence and development of migrant entrepreneurship in Europe.

- To think about the employment policies and consumption patterns at the intersection of the local and global conditions.

Reading:

Pécoud (2004)

Class 3:2 Law, Citizens and Immigrants  
Learning Goal: - To question the rights and obligations of citizens and immigrants.  
- To challenge the national border regimes and look at the new forms of political participation.

Reading:  
Brubaker (2001),  
Green (2001)

#### **First Film Reaction Paper Due**

#### **Week 4**

Class 4:1 Islam  
Learning Goal: - To historicize the presences and absences of Islam in European cities.  
- To investigate the differences and similarities of living with Islam.

Reading:  
Mandel (1989),  
Soysal (1997),  
Ewing (2003)

Class 4:2 Class, Race and Urban Periphery (film screening and discussion)  
  
Learning Goal: - To make connections to the concepts of class and race.  
- To understand the conflicts between urban centers and peripheries.  
*La Heine* (directed by Mathieu Kassovitz, 1995)

Reading:  
Schönwalder and Söhn (2009),  
Wacquant (1996)

#### **Week 5**

Class 5:1 Ghettos, Metaphors and Social Movements  
Learning Goals: - To study the discourses of ghetto in European cities.



- To make connections between the migrant practices and transnational spaces.

Reading:

Caglar (2001),

Stehle (2012)

### **Second Film Reaction Paper Due**

Class 5:2

Site Visit and Neighborhood Walking Tour around Kottbusser Tor

Learning Goals: - To observe the emergence and development of crucial migrant movements.

- To focus on the right to the city movement.

Reading:

Mayer (2012)

Class 5:3

Music and Youth Culture

Learning Goals: - To open up the impact of popular culture on migrant groups.

- To think about creative ways of self-representation.

Reading:

Kaya (2002)

### **Week 6**

Class 6:1

Concluding Remarks

Learning Goals: - To summarize the crucial findings on the subject of immigrants in Europe.

- To underline future trajectories on European immigration.

Reading:

Soysal (2001)

Class 6:2

**Final Exam**

### **Readings**

Anderson, Susan C. "Outsiders, Foreigners, and Aliens in Cinematic or Literary Narratives by Bohm, Dische, Dorrie, and Oren." *The German Quarterly*, 75(2), (2002): 144-159.

- Brubaker, Rogers. "The return of assimilation? Changing perspectives on immigration and its sequels in France, Germany and the United States." *Ethnic and Racial Studies*, 24(4), (2001): 531-548.
- Çağlar, Ayşe. "Constraining metaphors and the transnationalisation of spaces in Berlin." *Journal of Ethnic and Migration Studies*, 27 (4), (2001): 601-613.
- Ewing, Katherine Pratt. "Living Islam in the Diaspora: Between Turkey and Germany." *The South Atlantic Quarterly*, 102(2/3), (2003): 405-431.
- Green, Simon. "Immigration, Asylum and Citizenship in Germany: The Impact of Unification and the Berlin Republic." *West European Politics*, 24(4), (2001): 82-104.
- Kaya, Ayhan. "Aesthetics of diaspora: contemporary minstrels in Turkish Berlin." *Journal of Ethnic and Migration Studies*, 28(1), (2002): 43-62.
- Mandel, Ruth. "Turkish Headscarves and the 'Foreigner Problem': Constructing Difference through Emblems of Identity." *New German Critique*, 46, (1989): 27-46.
- Mayer, Margit. "The 'Right to the City' in Urban Social Movements." In *Cities for People, not for Profit*, eds. N. Brenner et al. (London: Routledge, 2012).
- Morris, Lydia. "Stratified Rights and the Management of Migration." *European Societies*, 3(4), (2001): 387-411.
- Pécoud, Antoine. "Entrepreneurship and Identity: Cosmopolitanism and Cultural Competencies Among German-Turkish Businesspeople in Berlin." *Journal of Ethnic and Migration Studies*, 20(1), (2004): 3-20.
- Schierup, Carl-Ulrik, Peo Hansen and Stephen Castles. *Migration, Citizenship, and the European Welfare State: A European Dilemma*. (Oxford: Oxford University Press, 2006).
- Schönwalder, Karen and Janina Söhn. "Immigrant Settlement Structures in Germany: General Patterns and Urban Levels of Concentration of Major Groups." *Urban Studies*, 46 (7), (2009): 1439-1460.
- Soysal, Levent. "Diversity of Experience, Experience of Diversity." *Cultural Dynamics*, 13(1), (2001): 5-28.
- Soysal, Yasemin Nuhoğlu. "Changing Parameters of Citizenship and Claims-Making: Organized Islam in European Public Spheres." *Theory and Society*, 26(4), (1997): 509-527.
- Stehle, Maria. "White ghettos: the 'crisis of multiculturalism' in post-unification Germany." *European Journal of Cultural Studies*, 15(2), (2012): 167-181.



Teraoka, Arlene Akiko. "Taking 'Turk': On Narrative Strategies and Cultural Stereotypes." *New German Critique*, 46, (1989): 104-128.

Triandafyllidou, Anna and Ruby Gropas (eds.). *European Immigration: A Sourcebook*. (Hampshire: Ashgate, 2007).

UNHCR. *Asylum Trends 2014*. (Genova: UNHCR, 2015)

Wacquant, Loic. 1996. "Red Belt, Black Belt: Racial Division, Class Inequality and the State in the French Urban Periphery and the American Ghetto." In *Urban Poverty and the Underclass*, ed. E. Mingione. (Oxford: Cambridge, 1996): 234-274.