



## An Immigrant Story

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Summer Semester 2024: 15 April– 19 July 2024

### CATEGORY

Culture and Society

### COURSE STRUCTURE

2 contact hours à 45 min per week (Summer semester: 16 weeks)

### WEEKLY SCHEDULE

#### Time

Day: Tuesday, 4-6 pm c.t. (4:15 – 5.45 pm)

#### Place

Hausvogteiplatz 5-7 (Room 0323-26)

### COURSE LANGUAGE

This course is taught in English, including the readings. For the understanding of the texts and the discussions in class, language-level B2 is required. Some basic German (A2) is recommended for some of the readings in class.

**Language requirements** (Common European Framework of Reference for Languages)

English B2

German A1 (recommended)

### TARGET GROUP

International exchange students of all subjects with a strong interest in the topics of Immigration, Intersectionality, Gender Studies, Anti-Racism, Anti-Semitism and, Integration and Belonging. Berlin Perspectives courses are designed for undergraduate students. Master students may participate if their home university agrees. Regular degree-seeking students can select the course within the elective part of their study program (überfachlicher Wahlpflichtbereich üWP).

### CREDITS = 5 ECTS

The Berlin Perspectives courses are offered by the Career Center as part of the elective program üWP. Registration takes place via Agnes.

All courses are accredited according to the European Credit Transfer System (ECTS).

## COURSE DESCRIPTION

The phrase “Germany is not a country of immigration” has been repeatedly said by German officials. Yet, Germany is the second most popular destination for immigrants (just after the USA). But how is this country now, which less than 100 years ago was home to one of the most racist and xenophobic regimes that have ever existed, the home to so many immigrants? In this class, we will explore the history and the continuing-changing laws behind it, and even more, we will hear firsthand stories from immigrants living in Berlin.

As the course takes place in Berlin, the city will be our study case. From tours organized by immigrants, walks in the diverse Berliner neighborhoods, and interviews with first and second-generation immigrants, this class aims to give a more in-depth, first-hand insight into the condition of immigrants living in Germany. That, remembering to consider history, law, and geography for a richer understanding of the processes that have repeatedly transformed this city (and country) based on the newest intersectional approaches to Anti-Racism, Anti-Semitism, and ‘Integration’ and ‘Belonging.’

## COURSE OBJECTIVES AND LEARNING OUTCOMES

The objective of this Bachelor-level course is to equip students with an in-depth understanding of the topic of migration in Berlin and enable them to read, understand and critically reflect on the most recent theoretical and empirical research in the field. By the end of the course, students will be able to:

### Knowledge

- Understand, describe, and identify the core theories of topic theories of immigration, ‘integration’ and ‘belonging’.
- Account for the stylized facts and direct empirical tests of the core theories of topic immigration in Germany.
- Provide an overview of recent theoretical and empirical developments in the field of immigration in Germany, with an in-depth study case of Berlin.
- Understand and analyze the circumstances surrounding immigration in Germany and especially in Berlin.

### Academic/Transferable Skills

- Analyze and critically reflect on main predictions of core theories of immigration in Germany.
- Select relevant theories and methods for analyzing immigration from an intersectional, Anti-Racist and Anti-Semitic perspectives.
- Communicate and discuss key concepts in the field of immigration in Germany.
- Development of critical skills to understand and analyze immigrant’s situation in Germany and Berlin.

### Competencies

- Read the most recent theoretical and empirical research in immigration studies, having Germany and Berlin as a focus.
- Apply relevant theories and concepts in independent work to analyze new problems and policy proposals in the field of immigration in Germany.

## READINGS

Alyosxa Tudor (2018) Cross-fadings of racialisation and migratisation: the postcolonial turn in Western European gender and migration studies, *Gender, Place & Culture*, 25:7, 1057-1072, DOI: 10.1080/0966369X.2018.1441141

Behr, M. An American in Berlin: reflections on the German demographic challenge, immigration, and national identity. *Popul Res Policy Rev* 25, 465–477 (2006).

<https://doi.org/10.1007/s11113-006-9014-5>

Besten, Olga den. "Local Belonging and 'Geographies of Emotions': Immigrant Children's Experience of Their Neighbourhoods in Paris and Berlin." *Childhood* 17, no. 2 (May 2010): 181–95. <https://doi.org/10.1177/0907568210365649>.

Birdal, E and Trejo Picazo, M. (2023). Access Denied: How EU Citizenship Affects the Reaction to Racism in the Case of Latinx Immigrant Activists in Berlin.

OECD (2018), Working Together for Local Integration of Migrants and Refugees in Berlin, OECD Publishing, Paris, <https://doi.org/10.1787/9789264305236-en>.

Göktürk, D., Gramling, D., & Kaes, A. (2007). Germany in transit: Nation and migration, 1955-2005. In *Germany in Transit Nation and Migration 1955-2005* University of California Press. - chapter about guest arbeiter.

Carnicer, J.A. (2019) 'Transnational migration and educational opportunities: A case study of migration from Brazil to Germany'. *London Review of Education*, 17 (1): 14–25. DOI <https://doi.org/10.18546/LRE.17.1.0>

Çetin Çelik (2015) 'Having a German passport will not make me German': reactive ethnicity and oppositional identity among disadvantaged male Turkish second-generation youth in Germany, *Ethnic and Racial Studies*, 38:9, 1646-1662, DOI:10.1080/01419870.2015.10182987

Green, Simon. (2001) Immigration, asylum and citizenship in Germany: The impact of unification and the Berlin republic, *West European Politics*, 24:4, 82-104, DOI: 10.1080/01402380108425466.

Hagen-Zanker, Jessica. (2008). Why Do People Migrate? A Review of the Theoretical Literature. *SSRN Electronic Journal*. 10.2139/ssrn.1105657.

Kansteiner W. Migration, racism, and memory. *Memory Studies*. 2019;12(6):611-616. DOI:10.1177/1750698019886712.

OECD (2018), "Migration snapshot of the city of Berlin", in *Working Together for Local Integration of Migrants and Refugees in Berlin*, OECD Publishing, Paris.

Mole, Richard (2021) Rethinking diaspora: queer Poles, Brazilians and Russians in Berlin (pp. 57-77) <https://doi.org/10.2307/j.ctv17ppc7d.11>

Tunay Altay, Gökçe Yurdakul & Anna C. Korteweg (2021) Crossing borders: the intersectional marginalization of Bulgarian Muslim trans\*immigrant sex workers in Berlin, *Journal of Ethnic and Migration Studies*, 47:9, 1922-1939, DOI:10.1080/1369183X.2020.1862646

Yurdakul and Kortweg (2020). Boundary Regimes and the Gendered Racialized Production of Muslim Masculinities: Cases from Canada and Germany DOI:10.1080/15562948.2020.1833271

## ASSIGNMENT INFO

### Workload and assignments

In order to be granted 5 ECTS, participants will be asked to

- actively attend all sessions (a minimum of 75% attendance is required for classroom and online sessions)
- prepare and revise the classroom/online sessions
- hand in the following **assignments**:
  - Presentation in teams of a Reading from the syllabus (40% of final grade)
  - Final assignment, which consists of the elaboration of a Portfolio that includes the elaboration of an Audio/Visual Project and a Final Presentation. (60% of final grade)

Failure to fulfill one of the mentioned components results in failure of the class.

### Assessment Components

The final grade will be composed of the above-mentioned assignments.

## YOUR INSTRUCTORS

### **Julia de Freitas Sampaio**

Julia Sampaio is a PhD student at the Humboldt University of Berlin. They are currently conducting research in the field of immigrant integration, but they have dedicated most of their academic life to gender studies. In their current work, they have an intersectional approach to identity and political minorities. They hold a B.A. (2017) from UFGRS (Brazil) in Social Sciences, an M.A (2019) in Social Development and strategies of inclusion from Paul Valéry (France) and they are currently part of the Faculty of Sociology at Humboldt, where they are a Ph.D. candidate.

### **Marco Trejo Picazo**

Marco Trejo Picazo has a B.A. in International Relations (Tecnológico de Monterrey, México) and an M.A. in Political Analysis (Complutense University of Madrid). After gaining experience with Latinx-immigrant organizations in Washington, D.C., he decided to focus on his research interest in social inequality, anti-discrimination policies, and antiracism. Currently, he is researching the Latin American LGBTQ+ immigrant community in Berlin; as a part of the M.A. Research Training Program in Social Sciences at HU-Berlin.

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# COURSE SCHEDULE

2 hours à 45 min per week (14 weeks)

## **Week 1: Introductory class.**

Each student will present themselves, and we will explain how the class will be conducted, the final assignment, and the evaluation methods.

We will also watch the cut version of the TEDx, "The Danger of a Single Story."

(<https://www.youtube.com/watch?v=Drj0cZTBhUI&t=2s>) from Chimamanda Ngozi Adichie and discuss how the concepts of this talk can be applied to the stories of immigrants and immigration in Berlin.

## **Week 2: Geography of immigration: collaborative map.**

What do you think the geography of Berlin is? What is your perception of it? Where do you live in this city? And what people do you see in your neighborhood? We will create a collaborative map of Berlin based on our perception and contrast it with the actual map.

We will also watch two videos about Berlin: "Berlin, Explained"

(<https://www.youtube.com/watch?v=Ucu15Cp56a8>) and "Two Sides of Berlin: Kreuzberg and Marzahn" (<https://www.youtube.com/watch?v=3cUGAaNJkJ8>), to better understand the structure of the city and its neighborhoods.

Reading:

OECD (2018), Working Together for Local Integration of Migrants and Refugees in Berlin, OECD Publishing, Paris, <https://doi.org/10.1787/9789264305236-en>.

## **Week 3: Berlin, dynamic city: 100 years of change.**

A brief introduction history of the last 100 years in Berlin focused on immigration. Presentation of an interactive map of the demographics and how they changed through the previous century.

Reading:

Göktürk, D., Gramling, D., & Kaes, A. (2007). Germany in transit: Nation and migration, 1955-2005. In Germany in Transit Nation and Migration 1955-2005 University of California Press. - chapter about guest arbeiter.

## **Week 4: Becoming an immigrant: incoming and outgoing.**

Presentation of an interactive map of the demographics and how they changed through the last century. In this class, we will discuss the changes Berlin has undergone and how Germany has been a country of emigration, immigration, and passage. How and why have those changes happened, and how do they impact the city? Students will also be presented with a problem regarding public policies about migration and will be divided into two groups. They will then research a bit about the policies' pros and cons, leading to debate about those pros and cons. We will assess them during this task to ensure the discussion flows well and that they reflect on it. The goal of the exercise is for them to start learning how to critically analyze policies and their practical connections with immigrants' lives. It will also help them get to know each other better and increase class interaction.

Reading:

OECD (2018), "Migration snapshot of the city of Berlin", in Working Together for Local Integration of Migrants and Refugees in Berlin, OECD Publishing, Paris.

## **Week 5: Laws about immigration in Berlin - how did they change the city?**

- Renting laws in Berlin, price regulation, and gentrification: how have those laws have changed through the century?
- Guest workers: what are they? How did they impact Germany? Laws of naturalization and Visa Regulations: why does it matter?

Reading:

Simon Green (2001) Immigration, asylum and citizenship in Germany: The impact of unification and the Berlin republic, *West European Politics*, 24:4, 82-104, DOI: 10.1080/01402380108425466

## **Week 6: Why do people immigrate?**

Continuation of the previous week. Debate and in-class research about the reasons behind migration. We will also read a text about our first case study in this class.

Readings:

Hagen-Zanker, Jessica. (2008). Why Do People Migrate? A Review of the Theoretical Literature. *SSRN Electronic Journal*. 10.2139/ssrn.1105657.

Carnicer, J.A. (2019) 'Transnational migration and educational opportunities: A case study of migration from Brazil to Germany'. *London Review of Education*, 17 (1): 14–25. DOI <https://doi.org/10.18546/LRE.17.1.0>

## **Week 7: Racialisation, 'migratisation' and 'Boundary Regimes'.**

This class will pay particular attention to the concepts of coloniality and racialisation and how those affect migration and migrants from a feminist and intersectional perspective.

Readings:

Alyosxa Tudor (2018) Cross-fadings of racialisation and migratisation: the postcolonial turn in Western European gender and migration studies, *Gender, Place & Culture*, 25:7, 1057-1072, DOI: 10.1080/0966369X.2018.1441141

Yurdakul and Kortweg (2020) Boundary Regimes and the Gendered Racialized Production of Muslim Masculinities: Cases from Canada and Germany DOI:10.1080/15562948.2020.1833271

## **Week 8: Immigrant stories - archives, articles, and videos.**

Living history: videos about refugees' experiences. In this class, we will discuss on the concepts of 'belonging', 'integration,' and ethnicity.

Readings:

Çetin Çelik (2015) 'Having a German passport will not make me German': reactive ethnicity and oppositional identity among disadvantaged male Turkish second-generation youth in Germany, *Ethnic and Racial Studies*, 38:9, 1646-1662, DOI:10.1080/01419870.2015.10182987

Besten, Olga den. "Local Belonging and 'Geographies of Emotions': Immigrant Children's Experience of Their Neighbourhoods in Paris and Berlin." *Childhood* 17, no. 2 (May 2010): 181–95. <https://doi.org/10.1177/0907568210365649>.

### **Week 9: EU Immigration v.s. Non-EU Immigration in Berlin.**

Our Guest Lecturer Eyüp Mert Birdal, will present the brand-new collaborative e-book project "Getting Respect in Germany: How People Respond to Racism and Antisemitism". During this special lecture, the students will discuss the compulsory reading after the e-book presentation, and they will have the opportunity to reflect again on the concepts of 'belonging' and 'integration' in the Berliner context. We will analyze the advantages of a European passport and working visas for immigrants in Berlin coming from the Global North. We will keep debating essential issues related to 'integration' for immigrants from the Global South, such as racialization and discrimination at societal, institutional, and day-to-day levels.

Reading:

Birdal, E. and Picazo, M. (2023). Access Denied: How EU Citizenship Affects the Reaction to Racism in the Case of Latinx Immigrant Activists in Berlin. pp 13-32

### **Week 10: Immigration challenges and intersectionality.**

Continuing with the discussion from the previous session, this class will discuss the challenges of understanding migration from an intersectional perspective. When tags such as class, race, sexuality, and gender overlap, how does that impact the experiences one has as an immigrant? Can we talk about migration without taking into account those possible overlaps? The discussion will be conducted to develop a better understanding of the topics together in a safe space where students are encouraged to ask questions about them.

Readings:

Tunay Altay, Gökçe Yurdakul & Anna C. Korteweg (2021) Crossing borders: the intersectional marginalization of Bulgarian Muslim trans\*immigrant sex workers in Berlin, *Journal of Ethnic and Migration Studies*, 47:9, 1922-1939, DOI:10.1080/1369183X.2020.1862646

Mole, Richard (2021) Rethinking diaspora: queer Poles, Brazilians and Russians in Berlin (pp. 57-77) <https://doi.org/10.2307/j.ctv17ppc7d.11>

### **Week 11: Exploring the city "Past is present: a decolonial look at Berlin's African Quarter."**

We will explore the Wedding district of Berlin through the lenses of a "Decolonial Tour".

### **Week 12: Geography of immigration in Berlin.**

Now that we have analyzed why people immigrate and the laws and history behind immigration in Berlin, we will focus on debating how this impacts the geography of the city. We will review the map we created in the first classes, discuss the origins of these demographics, and try to have a critical way of looking at it.

Reading:

Behr, M. An American in Berlin: reflections on the German demographic challenge, immigration, and national identity. *Popul Res Policy Rev* 25, 465-477 (2006). <https://doi.org/10.1007/s11113-006-9014-5>

### **Week 13: Final Presentations I.**

In this session, students will present their final projects to the class and receive feedback from their classmates and instructors.

### **Week 14: Final Presentations II.**

In this session, students will present their final projects to the class and receive feedback from their classmates and instructors.

## **TECHNICAL REQUIREMENTS**

- Registration on Moodle (HU's e-learning platform)

### **in case of online sessions**

- Fully functional device (laptop, tablet, PC)
- Stable internet connection
- Software: Zoom (video/audio)
- *Recommended* hardware: external headset for better sound quality

## **EXPECTATIONS & POLICIES**

**Preparation for lively discussions:** be on time, have at least the required readings completed, and points in mind for discussion or clarification.

**Assignments:** complete all assignments according to the specified requirements on the schedule including handing them over to the lecturer.

**Commitment:** pay particular attention to the lecturer and respect differences of opinions in this international classroom.

**Academic guidelines:** Comply with academic integrity policies. **Plagiarism** in even a small assignment will result in failing the entire course. See **ZSP-HU** (Fächerübergreifende Satzung zur Regelung von Zulassung, Studium und Prüfung der Humboldt-Universität zu Berlin), **§ 111** (Täuschung).

**Attendance policy:** Students must contact their class teachers to catch up on missed work – to excuse absence please contact the lecturer.

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The course and its syllabus are subject to change. Last update: 22 January 2024.