



Immigrant Story: 100 years of transit in Berlin.

Winter Semester 2022: 11 October - 18 February 2022

CATEGORY

Migration and Identity

COURSE STRUCTURE

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

WEEKLY SCHEDULE

Time

Tuesday, 16-18 c.t.

Place

Hausvogteiplatz 5-7, Room 0323-26

COURSE LANGUAGE

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 course topic. 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).

TECHNICAL REQUIREMENTS

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

in case of online classes

- 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 (classmates', lecturers).

Academic guidelines: Comply with academic integrity policies (such as no plagiarism or cheating, nothing unethical) especially the academic honor code and the student code of conduct.

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

COURSE DESCRIPTION

The phrase “Germany is not a country of immigration” has been said by German officials multiple times, and yet, Germany is the second most popular destination for immigrants (just after the USA). But how has this country, which less than 100 years ago was home to one of the most racist and xenophobic regimes that have ever existed, is now home for so many immigrants? In this class we will explore the history and the laws behind it and, even more, we will hear the stories first hand from immigrants living in Berlin. As the course takes place in Berlin, the city will be our study case. From tours organized by refugees, walks in the diverse Berliner neighborhoods and interviews with immigrants, this class aims to give a more in depth, first hand insight on the condition of immigrants living in Germany. That, without forgetting to take history, law and geography into account, for a richer understanding of the processes that have transformed this city (and country) over and over again.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Please specify. Example:

“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
- 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 immigrants in Germany and especially in Berlin.

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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-related questions and possible issues
- 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

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.

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**:
 - **Text presentation** (30% of final grade)
 - **Final assignment**, which consists on a **written paper**. (70% 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 INSTRUCTOR

Julia de Freitas Sampaio

Julia Sampaio is a Ph.D student at the Humboldt University of Berlin. She is currently conducting research in the field of immigrant integration, but she has dedicated most of her academic life to gender studies. In her current work, she has an intersectional approach to identity and political minorities.

She holds 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 she is currently part of the Faculty of Sociology at Humboldt, where she a Ph.D. candidate.

COURSE SCHEDULE

Week 1: Introductory class.

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

We will also watch and discuss the cut version of the TEDex "The danger of a single story" (<https://www.youtube.com/watch?v=Drj0cZTBhUI&t=2s>) from Chimamanda Ngozi Adichie and how the concepts of this talk can be applied to the stories of immigrants and of immigration in Berlin.

Week 2: Geography of immigration: collaborative map.

Questions for students: How do you think the geography of Berlin is? What is your perception of it? Where do you live? And what people do you see there? Trying to create a map of Berlin based on our perception. Presentation of 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.

Readings:

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.

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 last century.

Readings:

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, of passage... how and why those changes have happened and the impact they had on 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 pros and cons of the policies, which will lead to debate those pros and cons. I will assess them during this task to make sure the debate 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 to get to know each other a little bit better and increase class interaction.

Readings:

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?

Readings:

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:

Week 6: "I don't want to be here"

Video about Moria. Contextualization of immigration theory: why do people migrate? In this class, we will also debate racism and xenophobia in Berlin and Germany. I will present to them a few key historical issues and laws, as well as ethnographical material in the form of videos. Students should choose one of the following texts to present (presentations might be done in pairs). Note that students should present one text during this course, so not everyone will present every time.

Readings:

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

Week 7: Why do people immigrate?

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

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 8: Immigration challenges and intersectionality.

In this class, we will talk about the challenges of understanding migration from an intersectional perspective. When tags such as class, race, sexuality 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? A short text will be read in class and a case study will be presented so we can develop a better understanding of the theme together in a safe space where students are allowed to ask questions about the theme.

Week 9: Exploring the city and grounding history.

Grounding History: Tour through some neighborhoods of Berlin. (if it is impossible to do it in person, an online alternative will be presented.)

Week 10: Being an immigrant in Berlin: case studies.

As we already discussed why people immigrate and the German rules about it, this week we will focus on texts about immigration in Berlin. Those texts will explore studies conducted with

immigrants in the city and their perspectives on it. For this class, we will dive deeper into the case of migrant app delivery workers. A guest lecturer, who is a migrant worker in one of those companies will join us to tell us more about their experiences.

Case study reading:

Timko P, van Melik R. Being a Deliveroo Rider: Practices of Platform Labor in Nijmegen and Berlin. *Journal of Contemporary Ethnography*. 2021;50(4):497-523. doi:[10.1177/0891241621994670](https://doi.org/10.1177/0891241621994670)

Recommended reading:

Ognjen Obućina (2013). "Ognjen Obućina (2013). "The Patterns of Satisfaction Among Immigrants in Germany," *Social Indicators Research: An International and Interdisciplinary Journal for Quality-of-Life Measurement*, Springer, vol. 113(3), pages 1105-1127, September. ," *Social Indicators Research: An International and Interdisciplinary Journal for Quality-of-Life Measurement*, Springer, vol. 113(3), pages 1105-1127, September.

Week 11: Immigrant stories - archives, articles, and videos.

Living history: videos about refugees' experiences and students' presentation of selected texts. In this class, we will once again touch on the concept of intersectionality, as the case studies also touch on gender and ethnicity issues.

Students should choose one of the following texts to present (presentations might be done in pairs):

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](https://doi.org/10.1080/1369183X.2020.1862646)

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: [10.1080/01419870.2015.1018298](https://doi.org/10.1080/01419870.2015.1018298)

Week 12: Immigrant stories - archives, articles and videos.

Living history: videos about refugees' experiences and students' presentation of selected texts. In this class, particular attention will be paid to the concepts of coloniality and racialization and how those affect migration and migrants.

Students should choose one of the following texts to present (presentations might be done in pairs):

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](https://doi.org/10.1080/0966369X.2018.1441141)

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 13: Living History.

"Refugee tour" (if it is not possible to do it in person, an online alternative will be presented). Link to the page of the initiative <https://refugeevoicestours.org/>

Week 14: 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 go over the map we created in the first classes and debate the origins of these demographics, as well as try having 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 15: From "ghetto" to "trendy": The impact of demographics and gentrification.

This week will be dedicated to debating how demographics can affect immigrants' lives. We will once again look at the map with a critical approach, but this time focusing on aspects such as gentrification, taking into account how this can impact neighborhoods with a majority of immigrants.

Readings:

Eksner, Julia. "Revisiting the 'Ghetto' in the New Berlin Republic: Immigrant Youths, Territorial Stigmatisation and the Devaluation of Local Educational Capital, 1999–2010." *Social Anthropology* 21, no. 2 (August 2013): 336–55. <https://doi.org/10.1111/1469-8676.12032>

Ayşe S. Çaglar (2001) Constraining metaphors and the transnationalisation of spaces in Berlin, *Journal of Ethnic and Migration Studies*, 27:4, 601-613, DOI: 10.1080/13691830120090403

Week 16: Immigrant Storie's project.

We will start working on the class' final assignment. The final assignment will be a written paper of approx. 25,00 characters including spaces. We will discuss possible topics and how to execute them in class, so we are all on the same page. Like that we can make sure students from different fields will all have a common base. Class wrap-up and feedback on the course.

The course and its syllabus are subject to change. Last update: 31 July 2022