

SAMPLE SYLLABUS



Course Title

Transnational Migration, Identity and Citizenship

Course Number

SOC-UA.9943D01, EURO-UA.9943D01, AGT-UF.9301D01, ANTH-UA.9076D01, SCA-UA.9616D01

Instruction Mode: In-Person

Fall 2022

Lecturer Contact Information

Ares Kalandides (he/him/his)

Learner hours (one-on-one meetings) take place regularly and are highly recommended. Your instructor will inform you about available learner hours.

Prerequisites

none

Units Earned

4

Course Details

Wednesdays, 5:15 pm to 8:00pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations so require. You will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

SAMPLE SYLLABUS



Course Description

This course looks at transnational migration and examines how it reconfigures identity and citizenship. It takes the present condition of migration as a point of departure, and studies it through the lens of *social justice*. By examining migration both historically and geographically, this course shows how the construction of the concepts mentioned above is imbued with power relations and how they (can) marginalize socially constructed groups. Moving beyond a simple analysis of social injustice, the course also identifies ways to overcome it. The course is thus intentionally multidisciplinary and incorporates debates from geography, history, sociology, anthropology, and political science, as well as cultural and urban studies. This will permit students from different backgrounds to approach the subject from their own vantage point and with their chosen methodological instruments. Although assessments are based upon individual performance, there is an emphasis on teamwork in class.

Course Learning Outcomes (CLOs)

At the end of this course, you will be able to:

- (1) Analyze current local and global events related to issues of transnational migration, collective identities, and citizenship.
- (2) Evaluate national and international policies that seek to regulate the movement of people and the formation of nation states.
- (3) Appreciate local histories, cultures, and politics, and then situate this knowledge in a comparative perspective.
- (4) Understand the complexity of the world and the varying and uneven degrees of the global interconnectedness of individuals and communities through natural, economic, political, and cultural systems (e.g., climate change, globalization, and sustainability).
- (5) Apply this knowledge both to your everyday life and your academic development.
- (6) Design policy recommendations on issues related to the class.

Course Approach to Teaching & Learning (CATL)

My syllabus design is based on the principle that gaining knowledge can be a joyful experience. This is something that students and lecturers develop together through respectful dialogue in a shared space. As the course draws from several disciplines and integrates various viewpoints and voices, it is open to divergent approaches and critical inquiry on part of the students. There is nothing more exciting than the dynamics that develop when learners, as diverse as the course itself, come together and contribute their thoughts while respecting each other's abilities and background. Several elements of the course can be jointly shaped along the way to adapt to the class's needs. Please talk to me about learner hours (one-on-one meetings) so we can work together on your progress.

Assessment Components

Active class participation: 10%

Weekly reading responses*: 20%

Midterm exam** (due session 6): 10%

Final exam***: 25%

Individual research paper****: 3,500-4,000 words (due session 13): 35%

*Readings/Assignments

Every session is accompanied by readings. Papers can be accessed through the NYU library services. Students are expected to prepare readings in depth and be able to discuss them in class. Any additional reading will be marked as such. Please send a one-page summary (per reading) to your professor at the latest by the Friday before class via Brightspace

SAMPLE SYLLABUS



(Assignments). Additional documents on the weekly assignments (including an aid “How to Read a Paper”) will be posted on Brightspace in the “Supporting Documents” content section.

****Midterm exam**

Session 6 is an exam, in which students will be asked to answer comprehension questions and integrate readings and lectures from previous sessions (90 minutes).

*****Final exam**

In the final exam students are asked to answer comprehension questions and integrate readings and lectures from all sessions (90 minutes).

******Individual research paper**

Particular attention should be paid when choosing the subject, conducting research, and composing the essay (3,500 - 4,000 words). Additional guides (e.g., “How to Perform a Literature Review”, “How to Write a Conceptual Framework”, “The Case Study”) and grading criteria will be found on Brightspace in the “Supporting Documents” content section.

The composition will take place in several parts, and you will receive detailed feedback on all of them. Please check the list of sessions below and the relevant documents on Brightspace for the exact dates.

A first draft of your essay should be delivered by *Session 9* (1,500 - 2,000 words) via Brightspace. This can still be explorative in style and will not be graded. Please talk to me about learner hours (one-on-one meetings) for detailed feedback.

Your final essay, due by *Session 13*, will elaborate on the preliminary one (3,500 - 4,000 words) and should also be sent via Brightspace. Please check the relevant documents on Brightspace for the details on essay structure and the submission process.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves)

All required texts can be found under the Sessions section below and are all available online.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

Session 1 – 7 Sep 2022

Topic(s): Introduction to the basic concepts of the course, *Migration, Identity and Citizenship*.

Reading(s):

- Kofman, E. (2005). Citizenship, migration and the reassertion of national identity. *Citizenship studies*, 9(5), 453-467.

Session learning outcomes: understand basic course concepts and their different meanings; learn how to apply them correctly.

Session 2 – 14 Sep 2022

Individual essay: First ideas on possible topics

Topic(s): Immigrants and refugees today: Setting the scene. Immigrants and refugees.

Reading(s):

SAMPLE SYLLABUS



- UNHCR (2021) Global report 2021. <https://www.unhcr.org/the-global-report.html>
- McDowell, L. (2018). Moving stories: precarious work and multiple migrations. *Gender, Place & Culture*, 25(4). 471-488.

Session learning outcomes: understand the current situation of refugees globally; analyze official documents.

Session 3 – 21 Sep 2022

Individual essay: Final date for choice of general research topic

Topic(s): Immigrants and refugees in Europe. The rise of nationalism.

Guest speaker: Anastasia Zuravel (Ukrainian researcher and activist)

Reading(s):

- Dalakoglou, D. (2016). Europe's last frontier: The spatialities of the refugee crisis. *City*, 20(2), 180-185.
- Bilgic, A., & Pace, M. (2017). The European Union and refugees. A struggle over the fate of Europe. *Global Affairs*, 1-9.
- Lorimer, M. (2021). What do they talk about when they talk about Europe? Euro-ambivalence in far right ideology. *Ethnic and Racial Studies*, 44(11), 2016-2033.
- Czymara, C. S. (2021). Attitudes toward refugees in contemporary Europe: A longitudinal perspective on cross-national differences. *Social Forces*, 99(3), 1306-1333.

Session learning outcomes: analyze the situation of refugees in Europe today; identify and analyze right-wing, anti-immigration rhetoric.

Session 4 – 28 Sep 2022

Topic(s): Historical Background: (Post-) Colonialism, globalization, population movements, expulsions and genocides in the 20th century; The 1951 Refugee Convention.

Reading(s):

- McAdam, J. (2017). The enduring relevance of the 1951 refugee convention. *International Journal of Refugee Law*, 29(1), 1-9.
- Bhabra, G. K. (2017). The current crisis of Europe: Refugees, colonialism, and the limits of cosmopolitanism. *European Law Journal*, 23(5), 395-405.
- Hasian, M. (2020). Opening Up the "Pandora's Box" That Comes with Academic, Legal, and Public Acknowledgments of "Colonial Genocides". In *Debates on Colonial Genocide in the 21st Century* (pp. 117-149). Palgrave Pivot, Cham.

Session learning outcomes: understand how violent conflicts have shaped and are still shaping the world we live in; analyze texts about the enduring consequences of colonialism in current conflicts; apply a differentiated understanding of globalization to the analysis of current events.

Session 5 – 5 Oct 2022

Individual essay: Preliminary literature review of general topic due

Topic(s): Basic concepts: Assimilation and integration; multiculturalism, transnationalism, and cosmopolitanism.

Reading(s):

SAMPLE SYLLABUS



- Palmer, H. (1976). Mosaic versus melting pot?: Immigration and ethnicity in Canada and the United States. *International Journal*, 31(3), 488-528.
- Nail, T. (2015). Migrant cosmopolitanism. *Public Affairs Quarterly*, 29(2), 187-199.
- Agustín, Ó. G., & Jørgensen, M. B. (2019). Solidarity cities and cosmopolitanism from below: Barcelona as a refugee city. *Social Inclusion*, 7(2), 198-207.

Session learning outcomes: apply basic concepts in migration studies to the analysis of current issues regarding migration; evaluate migration policies.

Session 6 – 12 Oct 2022

Individual essay: Choice of case study (if applicable)

Topic(s): Migration to Germany after World War II. Historical background: The Berlin case.

Reading(s):

- Schönwälder, K. (2004). Why Germany's guest workers were largely Europeans: The selective principles of post-war labour recruitment policy. *Ethnic and Racial Studies*, 27(2), pp.248-265.
- Kil, W. & Silver, H. (2006). From Kreuzberg to Marzahn. New migrant communities in Berlin. *German Politics and Society*, 24(4), 95 -121.
- Miera, F. (2008). Transnational strategies of Polish migrant entrepreneurs in trade and small business in Berlin. *Journal of Ethnic and Migration Studies*, 34(5), 753-770.

Session learning outcomes: understand the historical development of migration in Germany; evaluate local policies for migrant integration.

Session 7 – 19 Oct 2022

Individual essay: Conceptual framework due

Topic(s): Migrant communities in Berlin. The Turkish and Vietnamese communities.

Guest Speaker: Cigdem Ipek (social scientist)

Reading(s):

- Kaya, A. (2007). German-Turkish transnational space: A separate space of their own. *German Studies Review*, 483-502.
- Schmitz, Antonie. "Staging a 'Chinatown' in Berlin: The role of city branding in the urban governance of ethnic diversity." *European Urban and Regional Studies* 24, no. 3 (2017): 290-303.
- Barwick, C., & Beaman, J. (2019). Living for the neighbourhood: Marginalization and belonging for the second-generation in Berlin and Paris. *Comparative Migration Studies*, 7(1), 1-17.

Session learning outcomes: apply previous knowledge to the analysis of two immigrant communities in Berlin.

Session 8 – 26 Oct 2022

Individual essay: Case study (descriptive/narrative) due

Midterm exam: Students will be asked to answer comprehension questions and integrate readings and lectures from all previous sessions (90 minutes).

SAMPLE SYLLABUS



Session 9 – 2 Nov 2022

Preliminary essay due

Topic(s): Cultural, ethnic and national identities. From empires to the nation state.

Reading(s):

- Rex, J. (1995). Ethnic identity and the nation state: The political sociology of multi-cultural societies. *Social Identities*, 1(1), 21-34.
- Erel, U. (2018). Saving and reproducing the nation: Struggles around right-wing politics of social reproduction, gender and race in austerity Europe. In *Women's Studies International Forum*, 68, 173-182.
- Ergun, A. (2021). Citizenship, National Identity, and Nation-Building in Azerbaijan: Between the Legacy of the Past and the Spirit of Independence. *Nationalities Papers*, 1-18.

Session learning outcomes: understand the intricacies of the term identity and apply them appropriately; understand the historical background regarding the creation of nation states and how this historical formation can relate to current conflicts.

Session 10 – 9 Nov 2022

Topic(s): Introduction to concepts of citizenship: Citizenship and the nation state.

Reading(s):

- Wimmer, A., & Glick Schiller, N. (2002). Methodological nationalism and beyond: Nation–state building, migration and the social sciences. *Global networks*, 2(4), 301-334.
- Stokke, K. (2017). Politics of citizenship: Towards an analytical framework. *Norsk Geografisk Tidsskrift-Norwegian Journal of Geography*, 71(4), 193-207.
- Axtmann, R. (2018). Collective identity and the democratic nation-state in the age of globalization. In *Articulating the Global and the Local* (pp. 33-54). Routledge.

Session learning outcomes: understand the many meanings of the term *citizenship*.

Session 11 – 16 Nov 2022

Topic(s): T.H. Marshall and approaches to citizenship. Hanna Arendt's "The right to have rights".

Reading(s):

- Turner, B. S. (2009). TH Marshall, social rights and English national identity: Thinking Citizenship Series. *Citizenship studies*, 13(1), 65-73.
- Ingram, J. D. (2008). What is a "right to have rights"? Three images of the politics of human rights. *American political science review*, 401-416.
- Beaman, J. (2016). Citizenship as cultural: Towards a theory of cultural citizenship. *Sociology Compass*, 10(10), 849-857.

Session learning outcomes: apply the concept of citizenship to assess the state of democracies.

Session 12 – 23 Nov 2022

Topic(s): Gender and sexual citizenship.

Guest Speaker: Dimitris Papanikolaou (University of Oxford)

Reading(s):

- Vaiou, D. (2012). Gendered mobilities and border-crossings: From Elbasan to Athens. *Gender, Place & Culture*, 19(2), 249-262.

SAMPLE SYLLABUS



- Richardson, D. (2017). Rethinking sexual citizenship. *Sociology*, 51(2), 208-224.
- Hartal, G., & Sasson-Levy, O. (2017). Being [in] the center: Sexual citizenship and homonationalism at Tel Aviv's Gay-Center. *Sexualities*, 20(5-6), 738-761.

Session learning outcomes: understand possible gender-related dimensions of citizenship and apply them to analyze inclusion and exclusion.

Session 13 – 30 Nov 2022

Individual essay due

Topic(s): Urban citizenship.

Reading(s):

- Vaiou, D., & Kalandides, A. (2017). Practices of solidarity in Athens: Reconfigurations of public space and urban citizenship. *Citizenship Studies*, 21(4), 440-454.
- Eizaguirre, S., Pradel-Miquel, M., & García, M. (2017). Citizenship practices and democratic governance: 'Barcelona en Comú' as an urban citizenship confluence promoting a new policy agenda. *Citizenship studies*, 21(4), 425-439.
- De Graauw, E. (2021). City government activists and the rights of undocumented immigrants: Fostering urban citizenship within the confines of US federalism. *Antipode*, 53(2), 379-398.

Session learning outcomes: understand spatial dimensions of citizenship and apply them to analyze different forms of political participation.

Session 14 – 7 Dec 2022

Topic(s): Bringing it all together: Citizenship and identity, a history of Jewish Berlin.

Reading(s):

- Harris, M. H. (1890). Are the Jews a Nation To-Day?. *The Jewish Quarterly Review*, 2(2), 166-171.
- Zeitlin, S. (1936). The Jews: Race, Nation or Religion: Which? A Study Based on the Literature of the Second Jewish Commonwealth. *The Jewish Quarterly Review*, 26(4), 313-347.
- Sinn, A. A. (2020). Returning to Stay? Jews in East and West Germany after the Holocaust. *Central European History*, 53(2), 393-413.

Session learning outcomes: apply all concepts and learning from class to a particular case study.

Final Exams: 14 Dec 2022

Students will be asked to answer comprehension questions and integrate readings and lectures from all previous sessions (90 minutes).

Recommendations for a Positive Teaching and Learning Environment

Communication between students and the lecturer is key to an inclusive learning environment. For that reason, please use the opportunities that learner hours give you to talk to me. As class always starts punctually, please make sure nobody is disturbed by unnecessary late arrival. Also, please let me know in time if you are going to miss a session, but please remember that attendance is mandatory.

SAMPLE SYLLABUS



Your Lecturer

Teaching, for me, is an exciting, open-ended journey that I take together with my students. While I try to support them with my own experience and knowledge, often, it is my students that help me see the world again through their own eyes. This is a bond that develops between students and lecturer, and it is unique. I have been teaching since the age of 20, more systematically after the age of 40, and of course I have developed with the world around me. I have come to appreciate my students' diverse background and talents, their individual skills and desires, and I am now using this experience to support each one individually and improve my own teaching. Although I am extremely interested in theoretical issues – in particular theories of *place* and *space*, on the one hand, and *democracy*, on the other – I am more concerned with the way that such concepts can be used to help us understand and improve the world around us. This is also reflected in my most recent book, co-edited with two colleagues, *The Routledge Handbook of Place* (2020). I am currently mainly working on issues of citizen participation and democracy.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to NYU Berlin's director or Wellness Counselor. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

SAMPLE SYLLABUS



Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (7) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (8) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (9) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.
- (10) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (11) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on a university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

SAMPLE SYLLABUS



NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Citations Style Guide](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics team in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics team will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

SAMPLE SYLLABUS



Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form](#)
- Email: bias.response@nyu.edu
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

Please consider the environment before printing this syllabus. If printing is necessary, please select only the essential page range.