

PSCI 348 | Immigrants, Citizenship and Nationalism in Europe. SPRING 2025

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Course Description

This course aims to critically engage with issues and discourses of citizenship and national belonging and identities through a comparative perspectives. We will attempt to understand the complexities of citizenship and meanings of national belonging in European nation-states, and how these have been challenged and/or reinforced by immigration. This includes how multiple factors such as cultural, racial and ethnic, class, and gender differences challenge the limits of identities at collective and national levels, how they are exploited by far-right and populist movements, and how parliaments have been changing citizenship and naturalization laws in response to the emergence of large foreign-born populations, and their native-born children.

While broadly looking at dynamics shaping the whole continent, we shall specifically compare and contrast five countries: the UK, France, the Netherlands, Germany, and Greece. Ultimately, the course aims at providing a sound comparative understanding of the divisive debates over immigration, citizenship, and identity which have been raging across Europe.

Learning Goals

This course will primarily teach students to:

- point out the different sources of anxiety related to immigration in western european countries.
- analyse and criticize the concept of 'national identity' and evaluate its impact on the integration of immigrants.
- discuss the different usages of terms such as 'assimilation', 'integration' and—above all—'multiculturalism'.
- analyse the meaning of citizenship and in particular the difference between citizenship laws based on *jus sanguinis* and *jus soli*.
- Critically reflect on how different experiences have impacted responses to migration
- Explore the rise of the far right across select EU countries

Course Requirements and Assessment

CYA Attendance Policy

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential, so attendance at all scheduled meetings is required. All absences are recorded and have consequences that may affect your grade.

You are also expected to always come to class prepared to actively participate in discussions.

Course requirements and Grading system:

- **Class Contribution (10%)**: The classroom is a collaborative learning environment, and sessions work best when students take an active role in discussion and debate. I expect you to come to class having read the assigned material and to participate as fully as possible. Engagement encompasses a wide range of activities, including asking clarifying questions, taking detailed notes, drawing our attention to a relevant passage, and reading it out loud, listening attentively, responding to something that has been said, explaining why you agree or disagree with something, posing questions to your classmates and answering questions posed by others. It is about quality rather than quantity.
- The **mid-term exam will account for 15%** of the final grade.
- **short assignments (20%)**: in select classes you will be asked to provide a short answer to questions based also on the reading(s) of that class **or** select a passage to annotate from a chapter using also pages of your readings. When answering questions, your response must be specific and cannot replicate the source material—in other words don't quote segment of the article as an answer! Responses should not exceed 200 words. Guidelines for annotations are included in the first relevant assignment under class of October 2 on moodle. Answers are uploaded on the moodle prior to class. Any response not completed will result in the loss of 5% mark each time. I will be offering feedback where needed on your assignments. Full completion of all assignments without any major concerns (I will be reaching out of that's the case) will result in full marks.
- **Group presentations (20%)**: students will be responsible for starting the class with a presentation on the readings but also going beyond them. Presentations can draw from the readings of the week but should not summarise them. Rather students should identify a concept/issue/element they want to focus on and structure their presentation around it. Presentations should not be only descriptive but also analytical, connecting the topic with the first half of the course where we discuss conceptual approaches to understanding migration and borders. Presentations should also include two critical questions about the readings that will help facilitate our discussion; Marking is based not only on meeting the minimum requirements but on quality of work.

- **Final project assignments (25%):** Students have a choice. They can prepare an infographic (1A4 page) on an issue relevant to the main themes of the course accompanied by a 2 page academic report or do a another creative assignment (podcast, poster presentation, video etc). Academic sources must be used and properly cited. Lecture/class notes cannot be used as a source. Identify a question/issue that is compelling for you and relates to one or more themes discussed in class. All assignments are presented in the last week of classes. The assignment (presentation/infographic/etc) will count towards 10% and the 2 page academic analysis for another 15%. Students present their work in the final classes. More information will be provided during the course
- **Self-reflection: (10%):** a 1 page self-assessment of the knowledge gained, the potential assumptions negated throughout the course, biases and conflicts. You are asked to explore what you have learnt and utilize the concepts and literature you have read to reflect critically on what were your original perceptions and knowledge prior to this course and how this has changed or be reinforced. This is submitted on the final week of classes and provided you do the work, completion means full marks.

Policy on Assignments and Make-up Work

I consider late work anything that is submitted post deadline unless i have granted an extension. For late submission the assignment will be marked down a grade (e.g. from A range to B range) provided it is submitted with 24 hours delay. Anything beyond that will not be accepted for marking. In case of extenuating life circumstances or serious illness extensions are granted and I will be available to discuss make up and/or late submission. Please reach out in advance to discuss an extension. You are responsible for organizing your schedule and ensuring busy weeks, CYA or personal travels and visits from friends do not affect your ability to submit an assignment.

CYA Policies and Regulations

Academic Accommodations

Students are required to submit an official letter from the office at their school that handles academic accommodations (generally the Office of Disability Services), or to have that office send a letter. Students who have submitted such a letter to CYA should reach out to me at the start of the semester to find ways to ensure I can accommodate you in the specific course.

Site Visits and Accessibility

-In this course engagement is a key part of the grade. Group assignments in class also necessitate that students engage verbally with their peers and with the professor often.

-Throughout the course audiovisual material may be used to complement readings and facilitate discussion in class.

ePolicy on Original Work

Plagiarism is literary theft. As such, it is a serious offense which will not be tolerated either at your home institution or at CYA. Plagiarism on an examination or in a paper will result in an F for the course. You must cite the author of any and all ideas that you use that is neither common knowledge nor your own idea. If you are in doubt, it is safest to cite the source. Your work should be original and reflect your own ideas and thoughts. If you are unsure about what counts as original work, please consult your professor and check the Student Handbook.

Use of Laptops

Students are encouraged to bring In-class or onsite their laptops or notepads since this can facilitate course-related activities including looking up information for in-class assignments. Laptop or other device privileges will be suspended if devices are not used for class-related work. Mobile phones are not allowed in the classroom and students are requested to keep them switched off for the duration of class.

Upgrade to 400-level course

Courses can be upgraded to a 400-level. This constitutes usually 25% additional work on the part of the student. The option to upgrade opens the second week of classes. If you are interested in this option, please talk to me early on so we can identify a topic of interest to you.

Spring 2025 Tentative Schedule

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
1	27/01	INTRODUCTORY CLASS Read this syllabus

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
2	29/01	Migration since 1945 Castles & Miller (2013). <i>The Age of Migration: International Population Movements in the modern world</i> (5 th ed) (Chapter 5)
3	03/02	The limits of the European Union: migration, free movement, and barriers Adamson, F. B., Triadafilopoulos, T., & Zolberg, A. R. (2011). The Limits of the Liberal State: Migration, Identity and Belonging in Europe. <i>Journal of Ethnic and Migration Studies</i> , 37(6), 843–859. doi:10.1080/1369183x.2011.576188 Joppke, C. (1998). Why Liberal States Accept Unwanted Immigration. <i>World Politics</i> , 50(2), 266-293
4	05/02	Citizenship, passport and the right of belonging: a right or privilege? Kapoor, N., & Narkowicz, K. (2017). Unmaking citizens: passport removals, pre-emptive policing and the reimagining of colonial governmentalities. <i>Ethnic and Racial Studies</i> , 1–18. Christian Joppke (1999): How immigration is changing citizenship: a comparative view, <i>Ethnic and Racial Studies</i> , 22:4, 629-652 Odasso, L. (2022). The Everyday Realities of Marriage Migration Erosion of Citizenship and Selective Access to Nationality. https://metropolitics.org/The-Everyday-Realities-of-Marriage-Migration.html
5	10/02	National Identity, European Identity And Core Values Anna Triandafyllidou, A., & Ruby Gropas (2022). What is Europe? (2nd ed.). Routledge. Hans Kundnani (2023). Euro Whiteness: Culture, Empire and Race in the European Project. Hurst Publishing. (selected pages on moodle to read)
6	12/02	Assimilation, Integration, Multiculturalism Macleod, C. (2021). The Changing Concepts around Immigrant Integration. MPI. https://www.migrationpolicy.org/article/changing-concepts-immigrant-integration de Koning, A., Ruijtenberg, W., Chakkour, S., Botton, L., Vollebergh, A., & Marchesi, M. (2023). Migrants, welfare and social citizenship in postcolonial Europe. <i>Journal of Ethnic and Migration Studies</i> , 50(2), 423–441. https://doi.org/10.1080/1369183X.2023.2248398 Will Kymlicka, "The Rise and Fall of Multiculturalism: New Debates about inclusion and accommodation in diverse societies", in Vertovec, Steven and Susanne Wessendorf, eds., <i>The Multiculturalism Backlash: European Discourses, Policies and Practices</i> , London & New York, Routledge, 2010, pp. 32-49.
7	17/02	Securitizing migration in the EU Diez, T., & Squire, V. (2008). <i>Traditions of citizenship and the securitisation of migration in Germany and Britain. Citizenship Studies</i> , 12(6), 565–581. doi:10.1080/13621020802450643
8	24/02	Colonialism, migration and values Rajaram, P. K. (2024). 'They abscond': migration and coloniality in the contemporary conjuncture in Europe*. <i>Cultural Studies</i> , 1–18. https://doi.org/10.1080/09502386.2024.2318555 Hans Kundnani (2023). Euro Whiteness: Culture, Empire and Race in the European Project. Hurst Publishing (Ch3, 69-96)
9	26/02	Islam & Muslim Migrants Tariq Modood, Anna Triandafyllidou and Ricard Zapata-Barrero (2006) <i>Multiculturalism, Muslims and Citizenship: A European Approach</i> , Routledge. Chapters 9 and 10. Kenan Malik, "Why Multiculturalism Failed". <i>Foreign Affairs</i> , March/April 2015. https://www.foreignaffairs.com/articles/western-europe/failure-multiculturalism Kaya, A. (2022) The Crisis Of Civilizational Paradigm: Co-Radicalization Of Islamist And Populist Groups In Europe-moodle
10	05/03	Far right and populism in Europe This time, the far-right threat is real https://www.politico.eu/article/brussels-braces-for-far-right-wave-as-eu-election-looms/ Katherine Kondor and Mark Littler (eds) <i>The Routledge Handbook of Far-Right Extremism in Europe</i> (2023). Selected chapter Evangelos Karagiannis. Nationalism and Europe's Turn to the Right , https://www.iwm.at/Nationalism-and-Europes-turn-to-the-right
11	10/03	Midterm Week
12	12/03	REVIEW SESSION AHEAD OF MIDTERM EXAM
		Midterm Week
		MIDTERM EXAM in CLASS (via moodle)
13	17/03	Its not only about migration: illiberalism and Hungary The class will be asynchronous (prerecorded and uploaded on the moodle) Illiberal Democracy in Hungary: The Social Background and Practical Steps of Building an Illiberal State Timothy Garton Ash (2023) <i>Homelands: a personal history of Europe</i> . Yale University Press, (279-293) Watch: Hello Diktator! https://www.youtube.com/watch?v=0qmdfkGM88U (in german with English subtitles)
14	24/03	Europe's "refugee crisis"

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		Demiri, N. (2015) Refugee crisis in Greece https://gr.boell.org/sites/default/files/uploads/2015/10/refugee_crisis_in_greece.pdf Bousiou, A.(2020) From Humanitarian Crisis Management to Prison Island: Implementing the European Asylum Regime at the Border Island of Lesbos 2015-2017, <i>Journal of Balkan and Near Eastern Studies</i> , 22:3, 431-447, DOI: 10.1080/19448953.2020.1752560
15	26/03	The case of Britain: race, Islam and the multicultural identity- the Rushdie Affair Tariq Modood, Anna Triandafyllidou and Ricard Zapata-Barrero (2006) <i>Multiculturalism, Muslims and Citizenship: A European Approach</i> , Routledge. Chapter 3 Christian Joppke, (2009) "Limits of Integration: Britain and Her Muslims", <i>Journal of Ethnic and Migration Studies</i> , vol. 35, pp. 453-470. Falkenhayner, N. (2014) Making the British Muslim: Representations of the Rushdie Affair and Figures of the War-On-Terror Decade (Europe in a Global Context) Palgrave Macmillan. (segment on moodle)
16	31/03	The case of Britain: Brexit and immigration Timothy Garton Ash (2023) <i>Homelands: a personal history of Europe</i> . Yale University Press, (279-293) Watch: The Brexit effect: how leaving the EU hit the UK FT Film https://www.youtube.com/watch?v=wO2lWmgEK1Y
17	04/04	The case of France Hamel, C. E. (2002). <i>Muslim Diaspora in Western Europe: The Islamic Headscarf (Hijab), the Media and Muslims' Integration in France</i> How France's Far Right changed the debate on immigration HTTPS://WWW.FRANCE24.COM/EN/FRANCE/20240620-HOW-FRANCE-S-FAR-RIGHT-CHANGED-THE-DEBATE-ON-IMMIGRATION 'Not French enough': What it means to be an immigrant in France https://www.aljazeera.com/features/2021/3/2/not-french-enough-what-it-means-to-be-an-immigrant-in-france
18	07/04	Germany: multiculturalism and the role of Turkish diaspora Tariq Modood, Anna Triandafyllidou and Ricard Zapata-Barrero (2006) <i>Multiculturalism, Muslims and Citizenship: A European Approach</i> , Routledge. Chapter 6 The Guardian (2010). Angela Merkel: German multiculturalism has 'utterly failed' HTTPS://WWW.THEGUARDIAN.COM/WORLD/2010/OCT/17/ANGELA-MERKEL-GERMAN-MULTICULTURALISM-FAILED Ayhan Kaya (2018) Right-wing populism and Islamophobia in Europe and their impact on Turkey–EU relations, <i>Turkish Studies</i> , DOI: 10.1080/14683849.2018.149943
19	09/04	The rise of far right in Germany Hunger, T. and Gessler, T (2023). The Politicization Of Immigration And Radical Right Party Politics In Germany. DOI: 10.4324/9781003120049-9
20	23/04	Greece: National identity and citizenship (1990s-2015) Kassimis, Charalambos. "Greece: Illegal Immigration in the Midst of Crisis". Washington: Migration Policy Institute, March 2012. Christopoulos, Dimitris. "An unexpected Reform in the maelstrom of the crisis: Greek Nationality in the time of the Memoranda (2010-2015). <i>Citizenship Studies</i> , 2017.
21	28/04	Discussion on citizenship in Greece with relevant actors
22	30/04	Greece and the rise and fall of Golden Dawn Halikiopoulou, D. and Vasilopoulou, S. (2015). "The rise of the Golden Dawn in Greece". In: G. Charalambous (Ed.), <i>The European Far Right: Historical and Contemporary Perspectives</i> , pp. 23-28, Friedrich-Ebert-Stiftung and Peace Research Institute Oslo (PRIO)
23	05/05	Class projects
24	07/05	Class projects