

# **National Identity in Contemporary Germany: Citizenship, Diversity, and Belonging**

Mondays, 16.00 – 18.00, Hausvogteiplatz 5-7, Room 0203

Language requirement: English B2

Ursula Moffitt

## **Course description**

In this course we will explore elite and everyday notions of citizenship and identity. Germany is a culturally and ethnically diverse country, and has been for many decades. Yet, it was only in the year 2000 that laws were changed to allow for non-heritage based citizenship, and only in the past few years that politicians began to acknowledge Germany as a country of immigration. In common usage, the word “German” is still often used to mean exclusively White Germans, drawing a boundary between those with and without so-called migration background. We will discuss the impact of such interpersonal issues, as well as more policy-based regulations using psychological, sociological, and related theories, examining how understandings of German identity affect norms (re)produced in media, policy, education, and everyday life. A focus will be given to narrative and discourse, both as tools for analysis and ways of understanding identity. Berlin will be used as a case study for many of the topics covered, and students will be encouraged to reflect on their own identities and the identities they see enacted around them as they get to know Berlin.

## **Learning objectives**

The aim of this seminar is for students from across disciplines to gain both a theoretical as well as practical understanding of contemporary national identity, citizenship, and belonging in the German context, as well as how these issues relate to Europe and notions of transnationalism.

Students will gain an introduction on how to read, understand, and discuss empirical articles from sociology, psychology, migration studies, education science, and related disciplines. They will engage in exercises in qualitative textual analysis of media-based data and will then have the opportunity to apply the skills they have learned as they work on their own analyses for their final projects.

## **In class expectations**

Discussing topics related to identity can be challenging and sometimes uncomfortable. The aim of this course is not only to gain knowledge from the texts, but also to reflect on our own and others’ experiences. To do so, an open, non-judgmental atmosphere is necessary. Discrimination of any kind will therefore not be tolerated, including racism, sexism, xenophobia, homophobia, transphobia, ableism, and any other form of identity denial or shaming.

## **Requirements and assessment**

Each student should read the assigned articles *before* coming to class. When noted, students should write and upload to Moodle at least one discussion question, based on the readings assigned for that week. A rotating small group of students will act as facilitators, sorting through the questions gathered and leading group discussions.

During the other weeks students should upload short reflection statements (roughly 300 words) connecting theories we have read to examples from everyday life in Berlin.

As a final project, students will have two options:

- 1) Conduct a narrative or discourse analysis of a piece of media related to what it means to be German today, which will be the basis for an 5-7 page paper.
- 2) Create a 3-5 minute identity exploration video using an online platform with specific tools and guidelines. Write a 3-5 page paper engaging relevant theories in relation to the identities explored in the video.

All final projects will be due February 5<sup>th</sup>, 2018 and will be shared and discussed during the final two weeks of the seminar.

### Grading

<i>Attendance and participation</i>	20%
<ul style="list-style-type: none"> <li>• Did the student come to class prepared and ready to take part in the discussion?</li> </ul>	
<i>Discussion facilitation</i>	10%
<ul style="list-style-type: none"> <li>• Did the student work with their peers to foster a meaningful discussion based on the input of other students?</li> </ul>	
<i>Reflection statements</i>	30%
<ul style="list-style-type: none"> <li>• Did reflection statements offer relevant links between theory and everyday life? Were all six completed and uploaded on time?</li> </ul>	
<i>Final project</i>	40%
<ul style="list-style-type: none"> <li>• Did the student follow the guidelines, submit each step of the project on time, and create a meaningful final project?</li> </ul>	

### Syllabus

	Topic and guiding questions	Required reading	Assignment
<b>1</b> 23.10.17  (no class on 16.10.)	<i>Introduction: Who are you?</i>  Which elements of identity are important to each of us and why? Where is there overlap?	Introduction to Socratic Seminars  (to be read in class)	
<b>2</b> 30.10.17	<i>Migrant, expat, foreigner, migration background...</i>  What is "migration background"? How does it fit into the broader history of diversity in Germany?	El-Tayeb (2016) European Others  Statistische Bundesamt (2017) Persons with a migration background	<i>Reflection papers</i> due 29.10. by 5pm
<b>3</b> 6.11.17	<i>Social identity theory and positioning theory</i>  How can we understand our identities in relation to those around us?	Tajfel & Turner (1979) An integrative theory of intergroup conflict  Andreouli (2010) Identity, positioning and self-other relations	<i>Discussion questions</i> due 5.11. by 5pm
<b>4</b> 13.11.17	<i>Theories of nationhood</i>  How do concepts of civic, ethnic, and cultural	Reijerse et al. (2012) Beyond the ethnic-civic dichotomy: Cultural citizenship as a new way of excluding immigrants	<i>Reflection papers</i> due 12.11. by 5pm

	nationalism relate to policies and perspectives?	Meeus, Duriez, Vanbeselaere, & Boen (2010) The role of national identity representation in the relation between in-group identification and out-group derogation	
5 20.11.17	<i>Citizenship and national identity</i>  How does citizenship relate to national identity?	Condor (2011) Towards a social psychology of citizenship?  Sindic (2011) Psychological citizenship and national identity	<i>Discussion questions</i> due 19.11. by 5pm
6 27.11.17	<i>Banal nationalism</i>  Does everyone exhibit national identity in similar ways? Is national identity always accepted in interaction?	Stevenson & Muldoon (2010) Socio-political context and accounts of national identity in adolescence  Antonsich (2015) The 'everyday' of banal nationalism – Ordinary people's views on Italy and Italian	<i>Reflection papers</i> due 26.11. by 5pm
7 4.12.17	<i>Examining identity: forms of analysis</i>  What are narrative and media analysis?	Giles & Shaw (2009) The psychology of news influence and the development of media framing analysis  McLean & Syed (2016) Personal, master, and alternative narratives	<i>Reflection papers</i> due 3.12. by 5pm
8 11.12.17	<i>Ethnic, cultural, and linguistic identity</i>  What are bi- and multicultural identities? How do language and ethnic identity relate to national identity?	Auer (2005) Postscript: Code-switching and Social Identity  Çelik (2015) 'Having a German passport will not make me German': Reactive ethnicity and oppositional identity among disadvantaged second-generation youth in Germany	<i>Discussion questions</i> due 10.12. by 5pm  **Final project topics due**
9 18.12.17	<i>Whiteness and Germanness</i>  How do race and ethnicity relate to German identity?	Müller (2011) Far away so close: Race, whiteness, and German identity  Hubbard & Utsey (2015) A qualitative study of bi-racial identity among Afro-Germans living in Germany	<i>Discussion questions</i> due 17.12. by 5pm
25.12.17 & 1.1.2018	<i>**No class due to winter holidays**</i>		

<b>10</b> 8.1.18	<i>Norms of the nation in education</i>  Do German textbooks reflect German society today?	Faas (2008) From foreigner pedagogy to intercultural education - an analysis of the German responses to diversity  Kotowski, J. M. (2013). Narratives of immigration and national identity: Findings from a discourse analysis of German and U.S. social studies textbooks	<i>Reflection papers</i> due 7.1. by 5pm
<b>11</b> 15.1.18	<i>Neutrality and representation: Religious symbols in the classroom</i>  What are the implications of banning certain symbols and clothing in the classroom?	Anderson (2017) When Muslim women are allowed to wear headscarves in Germany, and when not  Gillborn (2005) Education policy as an act of white supremacy: Whiteness, critical race theory and education reform	<i>Discussion questions</i> due 14.1. by 5pm
<b>12</b> 22.1.18	<i>Racism, belonging, and media representation</i>  How do media representations of everyday topics relate to national identity?	Holmes & Castañeda (2016) Representing the 'European Refugee Crisis' in Germany and beyond: Deservingness and difference, life and death  Vertovec (2011) The cultural politics of nation and migration	<i>Reflection papers</i> due 21.1. by 5pm
<b>13</b> 29.1.18	<i>Place, local, and transnational identity</i>  Why is local identity important? What is transnational identity and how is it enacted?	Baban (2006) From Gastarbeiter to "Ausländische Mitbürger": Postnational citizenship and in-between identities in Berlin  Ehrkamp & Leitner (2003) Beyond national citizenship: Turkish immigrants and the (re)construction of citizenship in Germany	<i>Discussion questions</i> due 28.1. by 5pm
<b>14 &amp; 15</b> 5.2.18 & 12.2.18	<i>Sharing and discussing final projects</i>	No required reading	**All final projects due 5.2.18**