

# Native born but not yet citizen

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PROPOSITIONS  
accompanying the dissertation

**Native born but not yet citizen**

Citizenship and educational outcomes of the children of immigrants in the Netherlands

by Marie Labussière

1. Citizenship studies and the literature on the second generation have mostly developed in isolation. A life course approach to the citizenship of the children of immigrants provides a comprehensive theoretical framework for jointly considering family, temporal and institutional dynamics (*Chapter 2*).
2. Naturalisation laws not only affect the propensity of immigrants to naturalise; in *ius sanguinis* citizenship regimes, such as the Netherlands, they indirectly affect their children's access to host country citizenship. Failure to account for these intergenerational impacts leads to an underestimation of the long-term effects of naturalisation reforms (*Chapter 3*).
3. The acquisition of host country citizenship is not a one-time event but a process that leaves a lasting mark on the life courses of individuals. Focusing on trajectories rather than static outcomes provides insights into these temporal dynamics (*Chapter 4*).
4. The effects of citizenship on educational outcomes are not uniform over time or between individuals. In fact, citizenship matters most when it is acquired in early childhood and by families facing structural constraints in the host society (*Chapter 5*).
5. In a context where the integration outcomes of the children of immigrants are under public and policy scrutiny, it is important to draw attention to the legal barriers that these youth may face in their daily lives.
6. The dominant approach of comparing the children of immigrants with so-called "native" youth obscures important differences *among* immigrants' descendants, including differential access to host country citizenship.
7. In studies of the children of immigrants, quantitative migration scholars often include children with only one foreign-born parent, although youth with a native parent may face vastly different opportunities and constraints than those born to two foreign-born parents. Conflating the two groups without substantive justification leads to significant conceptual and empirical ambiguity.
8. The term "second generation *migrant*", often used in migration studies, contributes to a language of exclusion by portraying the children of immigrants as foreigners in their country of birth.
9. The COVID-19 pandemic was a reminder of the importance of ensuring the transparency of scientific results and improving the ways they are communicated to the public. In this regard, recent research practices that facilitate access to data, codes and the analysis process should receive further institutional support.
10. "All models are wrong; the practical question is how wrong they have to be to not be useful" (Box & Draper 1987, p.74).