

**Citizenship and Migration**  
**Special Topics in International Relations**  
**PLIR 4500 – 002: Spring 2018**

Instructor: Hannah M. Alarian  
Email: [halarian@virginia.edu](mailto:halarian@virginia.edu)  
Office: Gibson 266

Class: W 6 -8:30pm  
Class Location: New Cabell 383  
Office Hours: Tu, 2-4pm or by appointment

**Course Description**

What does citizenship and migration represent in the current era? This course addresses topics of citizenship, immigration, and integration and their implications for governance, liberalism, and democracy. To this end, the course is driven by macro- and micro-considerations and divided into two components: policy and people. Throughout the course, we will compare definitions, detail change, measure effects, and engage in new research in the growing fields of citizenship and migration. We will largely consider such topics in Western Europe, although we will at times make comparisons and extend our knowledge to contexts beyond the European continent. At the conclusion of this course, students will successfully build upon foundational and contemporary research to move from concept, to measurement, data collection, and analysis.

**Course Requirements**

1. Participation: 30%
2. Response Papers: 20%
3. Paper Presentation: 10%
4. Final Paper: 40%

**Readings**

There are no required books for purchase for this course. I will post all required readings from academic journals, book chapters, and larger works to Collab. However, you may consider purchasing full copies of the following books (for which we will read subsets) to guide your research throughout the course. All texts are also on reserve at the Clemens library.

- Brubaker, Rogers. 1992. *Citizenship and Nationhood in France and Germany*. Harvard University Press.
- Carens, Joseph. 2013. *The Ethics of Immigration*. Oxford.
- Howard, Marc. 2009. *The Politics of Citizenship in Europe*. Cambridge University Press.
- Joppke, Christian. 2010. *Citizenship and Immigration*. Polity.
- Mamdani, Mahmood. 2001. *When Victims Become Killers*. Princeton University Press.
- Ruhs, Martin. 2013. *The Price of Rights*. Princeton.
- Sadiq, Kamal. 2009. *Paper Citizens*. Oxford University Press.
- Shachar, Ayelet. 2009. *The Birthright Lottery*. Harvard
- Soysal, Yasmin. 1994. *Limits of Citizenship: Migrants and Postnational membership in Europe*. University of Chicago Press.

If you would like supplemental reading on any topic, please see me. As the topics covered are ongoing, this syllabus and the assigned readings are subject to change at any point.

You are responsible for completing all readings prior to the class for which they are assigned. Readings are intended to supplement class discussion and instruction. As a result, it is possible not all of the literature will be discussed each class. Students are responsible for both material covered in class and all reading assignments. Additionally, students are expected to keep abreast of current affairs related to migration and citizenship from reputable news sources, including but not limited to the New York Times, BBC, the Wall Street Journal, and the Washington Post.

### *Participation*

Students will attend class ready to discuss the assigned readings and posted discussion questions. As this is a seminar, participation is a significant component of your final grade (i.e., 30%). You will be assessed on your active participation through two tasks: 1) weekly contributions and 2) serving as discussion facilitator for two weeks.

Weekly participation: This includes answering discussion questions, providing personal insight to the material, outside articles, current events, or responding to classmates. Importantly, participation is assessed as quality not quantity of comments.

While I understand some students may feel uncomfortable speaking in class, the class and I benefit from hearing a wide range of perspectives. I encourage you to step outside your comfort zone to ask, answer, or comment on a question from time to time throughout the course. If you are someone who often is a frequent contributor to class discussion, I urge you be considerate of your fellow classmates and encourage an open conversation for those who wish to speak.

Discussion Facilitator: Each student will select **two** sessions for which they will act as discussion leader. As facilitator, students in groups of **three** will 1) post discussion questions to the Collab forum 24 hours prior to class (i.e., 6pm on the preceding Tuesday) and; 2) lead discussion on the assigned readings in class.

Your ultimate job as facilitator is to present your interpretation of the readings, steer discussion, and foster intellectual development through these discussion questions. I am always available to work with you on developing your questions. All students must come to class having reviewed and ready to respond to the posted discussion questions.

### *Response Papers*

Students will complete **two** brief response papers responding to any of the required authors (20% of your final grade). Each response paper will be approximately two typed pages and offer a critical reflection on the assigned reading for a week of your choosing. This can focus on one or several of the readings or themes for the week; it need not address all of the readings or discussion questions for a week. These response papers will be submitted in class no later than the start of class on the week following the chosen topic. Only one of the two response papers may coincide with a week you serve as discussion facilitator. No electronic submissions will be accepted.

### *Final Paper*

The final paper is the main writing activity for the course. This paper will analyze a question of your choice in the field of citizenship and migration studies. This twelve-to-fifteen page paper will be worth 40% of your grade. You will be graded on the thoroughness with which you analyze your topic, and the extent to which your conclusions are consistent with the nuances of the evidence you provide. Your topic may be one discussed in class or another of your choosing and will require you conduct a degree of independent research. All paper topics and questions **must be approved by week five**.

You are expected to begin working on this project early on in course. We will have multiple opportunities to discuss this paper throughout the class, individually and as a group. A one-to-three page proposal of your paper including relevant sources will make up 5% of your paper grade and will serve to help guide toward your final submission. Electronic copies of the final paper must be turned in by the final date and time. No late assignments will be accepted without prior approval.

### *Paper Presentation*

Final paper presentations (10% of the final grade) will be take place on the final day of class. You will be assessed on your argument, ability to convey your information succinctly, and your ability to field questions to fellow classmates. In addition, I expect you to present with a minimum of one multi-media component to be sent by 11:59pm on Tuesday preceding your presentation. More detailed instructions will be given as the class proceeds.

### **Absences**

Absences are factored into participation and presentation grades. I understand that unforeseen events can arise and therefore missing a class will not harm your grade. However, a pattern of absences will result in a low participation score. If for some reason you must miss class outside of one meeting, you must contact me in advance (i.e., prior to Wednesday at 5:59pm).

### **Technology Policy**

Research shows students learn and retain information best taking notes by hand (see <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> for example). As I want to provide the best learning environment, I prefer your laptops, cellphones, and other devices to stay in your bag or at home throughout the duration of our class.

### **Academic Integrity**

The University of Virginia is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. It is essential that all members of the University practice academic integrity and accept individual responsibility for their work and actions. Violating the Academic Integrity Policy is unacceptable, devaluing the teaching and learning experience for the entire community. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions. Should you have questions regarding Academic integrity and honest, I suggest reviewing the policies found on the University website.

## **Equality of Respect and Equality of Justice**

All class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice. I strive to assure that students in this class are treated with equal respect and equal justice. As part of that effort, I identify my office as a safe haven for anyone who believes they are being treated with prejudice or injustice. Moreover, I view it as my essential responsibility to include on this syllabus the Statement on Sexual Violence distributed by the UVa Office of the Dean of Students. You will find that statement, quoted in its entirety, as the Appendix to the syllabus.

## **Resources**

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the Student Disability Access Center as soon as possible, and at least two to three weeks before any assignments are due. I will be happy to make whatever accommodations you may need to be successful in the course. Please be sure that necessary accommodations are properly documented by the SDAC.

If you or someone you know is struggling with gender, sexual, or domestic violence, or is a target of a hate crime, there are many community and University of Virginia resources available including Just Report It, The Office of the Dean of Students: 434- 924-7133 (after hours and weekends 434-924-7166 for the University Police Department; ask them to refer the issue to the Dean on Call), the UVA Women's Center: 435-982-2361, Sexual Assault Resources Agency (SARA) hotline: 434-977-7273 (24/7), Shelter for Help in Emergency (SHE) hotline: 434-293-8509 (24/7). If you prefer to speak anonymously and confidentially over the phone to UVA student volunteers, call Madison House's HELP Line (24/7): 434-295-8255.

## **Semester Schedule**

### **Week 1: Course Introduction**

January 17

- Joppke Ch. 1: The Concept of Citizenship. In *Citizenship and Immigration*.

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## **Policies**

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### **Week 2: Depicting Citizenship Policy**

January 24

- Marshall, T.H. 1951. *Citizenship and Social Class*.
- Joppke. Ch. 2 & 3 in *Citizenship and Immigration*.

### **Week 3: Institutional Explanations of Contemporary Policy**

January 31

- Brubaker. Introduction, Ch. 1 & 4 in *Citizenship and Naturalization in France and Germany*.
- Soysal. Introduction, Ch. 8 in *Limits of Citizenship: Migrants and Postnational membership in Europe*.

- Hansen, Randall. 2009. "The Poverty of Postnationalism: citizenship, immigration, and the new Europe." *Theory and Society* 38(1): 1-24.

#### **Week 4: Political Explanations of Contemporary Policy**

February 7

- Howard. Introduction, Ch. 1 & 2
- Ruhs. Ch. 1,3, & 5
- Goodman, Sara Wallace. 2012. Fortifying citizenship: Policy strategies for civic integration in Western Europe. *World Politics* 64(4): 659-698

#### **Week 5: Multiculturalism**

February 14

- Joppke, Christian. 2004. "The retreat of multiculturalism in the liberal state: theory and policy. *British Journal of Sociology*, 55 (2), 237–257.
- Banting, Keith and Kymlicka, Will. 2013. "Is there really a retreat from multiculturalism policies? New evidence from the multiculturalism policy index." *Comparative European Politics*, 11 (5): 577-598.
- Brubaker, Rogers. 2001. "The Return of Assimilation," *Ethnic and Racial Studies* 24 (4): 531-548.
- Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state." *Annual Review of Sociology* 34.

#### **Week 6: Ethical policy?**

February 21

- Shachar. 2009. Introduction & Ch. 1
- Carens. 2013. Ch. 2 & 11.
- Joppke, Christian et al. 2010. "How liberal are citizenship tests?" *EUDO-Citizenship forum*.

#### **Week 7: Policy measurement**

February 28

- Robert Adcock and David Collier (2001). "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95:3 (September): 529-46.
- Look over MIPEX (2017). <http://www.mipex.eu/>
- Helbling, Marc. 2013. Validating integration and citizenship policy indices. *Comparative European Politics*, 11(5), 555-576.
- Koopmans, Ruud, Ines Michalowski and Stine Waibel. 2012. "Citizenship Rights for Immigrants: National Political Processes and Cross-National Convergence in Western Europe, 1980-2008," *American Journal of Sociology*, 117(4): 1202-1245.

#### **Week 8: Spring break!**

**Week 9: Characteristics of migration**

March 14

- Massey, Douglas S. 1999. Why Does Immigration Occur? A Theoretical Synthesis. In *Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.
- Messina, Anthony. 2007. "The Origins and Trajectory of Post-WWII Immigration" in *The Logics and Politics of Post-WWII Migration to Western Europe*. New York: Cambridge University Press.
- Papademetriou, Demetrios G. 2011. "International migration: Global trends and issues." In *Citizenship, Borders, and Human Needs*. pps. 13-36. ed. Rogers M. Smith. Philadelphia: University of Pennsylvania Press.
- Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics*, 50(2):266-93.
- Freeman, Gary P. 1994. Can liberal states control unwanted migration?. *The Annals of the American Academy of Political and Social Science*, 534(1):17-30.

**Proposals due in class.**

**Week 10: Explaining immigration and naturalization**

March 21

- Alarian, Hannah M., & Goodman, Sara W. 2017. "Dual Citizenship Allowance and Migration Flow: An Origin Story." *Comparative Political Studies* 50(1): 133-167
- Fitzgerald, Jennifer, David Leblang, and Jessica C. Teets. 2014. "Defying the law of gravity: The political economy of international migration." *World Politics* 66(3): 406-445.
- Dronkers, Jaap and Maarten Vink. 2012. "Explaining access to citizenship in Europe: How citizenship policies affect naturalization rates," *European Union Politics*, 13(3): 390-412.
- Yang, Philip Q. 1994. "Explaining Immigrant Naturalization." *International Migration Review*, 28(3): 449-477.

**Week 11: Migrant integration**

March 28:

- Freeman, Gary. 2004. "Immigrant Incorporation in Western Democracies." *International Migration Review* 38 (3):945-50.
- Alba, Richard, Phillip Kasinitz, and Mary Waters. 2011. "The Kids are (Mostly) Alright: Second-Generation Assimilation: Comments on Haller, Portes and Lynch." *Social Forces* 89(3): 763-773.
- Maxwell, Rahsaan. (2010). "Evaluating migrant integration: political attitudes across generations in Europe." *International Migration Review* 44(1): 25-52.
- Milton Gordon. 1964. "The Nature of Assimilation" in *Assimilation in American*

*Life: The Role of Race, Religion and National Origins*. New York: Oxford University Press.

**Week 12: No class.** Class to be rescheduled due to conference

April 4: **Applications beyond Europe**

- Shin, Adrian J. 2017. "Tyrants and migrants: Authoritarian immigration policy." *Comparative Political Studies*, 50(1): 14-40.
- Sadiq. Introduction, Ch. 2.
- Mamdani. Introduction, Ch. 1.

**Week 13: Measuring migration, integration, and citizenship**

April 11

- Wright, Matthew & Bloemraad, Irene. (2012). "Is There a Trade-off Between Multiculturalism and Socio-Political Integration? Policy Regimes and Immigrant Incorporation in Comparative Perspective." *Perspectives on Politics* 10(1): 77-95.
- Koopmans, Ruud. 2016. "Does Assimilation Work? Sociocultural Determinants of Labour Market Participation of European Muslims" *Journal of Ethnic and Migration Studies* 42(2): 197-216.
- Mollenkopf, John, and Jennifer Hochschild. 2010. "Immigrant political incorporation: comparing success in the United States and Western Europe." *Ethnic and Racial Studies* 33 (1):19-38.
- Goodman, Sara, and Matthew Wright. 2015. "Does Mandatory Integration Matter? Effects of Civic Requirements on Immigrant Socio-Economic and Political Outcomes." *Journal of Ethnic and Migration Studies* 41(12): 1885-1908.

**Week 14: Public Opinion**

April 18

- Hainmueller, Jens & Hangartner, Dominik. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination," *American Political Science Review* 107(1): 159-187.
- Ariely, Gal. 2013. "Do those who identify with their nation always dislike immigrants?: An examination of citizenship policy effects," *Nationalism and Ethnic Politics* 18(2): 242-261.
- Sobolewska, Maria, Silvia Galandini, and Laurence Lessard-Phillips. 2017. "The Public View of Immigrant Integration: Multidimensional and Consensual. Evidence from Survey Experiments in the UK and the Netherlands." *Journal of Ethnic and Migration Studies* 43(1): 58-79.
- Dancygier, Rafaela and Michael Donnelly. 2013. "Sectoral Economies, Economic Contexts, and Attitudes Towards Immigration." *Journal of Politics* 75(1): 17-35.

**Week 15: Final Paper Presentations**

April 25

**Final Papers due: Tuesday May 8, 11:59pm.**

## **APPENDIX: STATEMENT ON SEXUAL VIOLENCE**

From the UVa Office of the Dean of Students:

The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that the University and I hold as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the UVA Sexual Violence website that describes reporting options and resources available - [www.virginia.edu/sexualviolence](http://www.virginia.edu/sexualviolence).

As your teachers and as people, know that we care about your well-being and stand ready to provide support and resources as we can. As a faculty member and graduate teaching assistants, we are “Responsible Employees,” which means that we are required by University policy and federal law to report anything you tell us about sexual violence to the University's Title IX Coordinator. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is necessary to ensure the safety of you and the University community. If you would rather keep information confidential, there are “Confidential Employees” you can talk to on Grounds ([http://www.virginia.edu/justreportit/confidential\\_resources.pdf](http://www.virginia.edu/justreportit/confidential_resources.pdf)). The worst possible situation would be for you or your friend to remain silent when there are so many here willing and able to help.