

Citizenship and Migration

Special Topics in Political Science

Fall 2021 – POS 4931

Professor: Hannah M. Alarian (she/her/hers)
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Office Hours: M 4– 6pm, or by appointment
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Grader: Walleign Hassen (whassen@ufl.edu)
Class: Tu 3:00 PM – 4:55 PM;
Th 4:05 PM – 4:55 PM.
Location: Anderson 101

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. The course has two primary aims: 1) to provide a comprehensive, research-based understanding of citizenship and migration in a global context, and 2) introduce students to a wide range of methods of analysis, theories, and approaches to enrich our understanding of issues, perspectives, and methods for understanding citizenship and migration at an individual and policy level.

To this end, the course is driven by macro- and micro-considerations and divided into three components: policy, people, and their intersection in a global context. 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 advanced democracies, although we will at times make comparisons and extend our knowledge to contexts beyond these contexts. 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) [Weekly class discussion: 10%](#)
- (2) [Reading responses: 10%](#)
- (3) [Op-ed: 10%](#)
- (4) [Two exams: 30%](#)
- (5) [Final Paper Proposal, Draft, & Review: 20%](#)
- (6) [Final paper: 20%](#)

Weekly discussion – 10%

This course relies on active and robust in-class discussion. Students should attend class ready to discuss the reading assigned for that class meeting. Participation may include providing personal insight to the material, outside articles, current events, or responding to classmates.

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.

Reading Responses – 10%

Before each week, students must write a concise response to the question posed for the week in the syllabus (250-500 words). This response **should not be summaries of the readings**. I have read (and in some cases written) these assigned readings. Instead, these responses should reflect your own deep connection to the readings for the week. You can build upon a particular theme, issue, question, or argument raised in the readings. Use this evidence to frame a question for further discussion in class. What topics, issues, and developments require our attention and closer analysis? If you were to write a more detailed paper on the topic, what would the focus of that paper be and why? Responses must be submitted to Canvas by Wednesday at 9am (i.e., 8:59am) and be prepared to be discussed in class on Thursday. Student scores will be calculated for five (5) out of the fourteen (14) possible weeks.

Op-ed – 10%

Students will write one brief op-ed on a policy or event related to citizenship and migration in any region of your choosing (800-1000 words). You may use these op-eds to flesh out ideas for your final paper or engage in a separate topic for each topic module.

Students who chose to submit their op-ed to a national or international reputable source for publication will receive extra credit. Those who are successfully published will receive an additional extra credit.

Exams – 30%

There will be a total of two open-book/note exams throughout the course, taken on Canvas. These exams will cover material from required readings and lecture, cumulatively. These tests offer an opportunity to display your application and analysis of important concepts and themes discussed in class. These tests will also not use any ProctorU or HonorLock software. Tests are staggered in point value to reflect growing confidence with the material and course structure. The first test constitutes 10% of your grade and the second 20% of your total grade. No late or makeup tests will be accepted.

Final Paper – 20%

The final research paper is the main writing activity for the course. Students will analyze and compare a single topic of citizenship or immigration in two countries of your choice. This fifteen-to-eighteen page paper will be worth 20% 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.

You are expected to begin working on this project early on in course. We will have multiple opportunities to discuss this paper throughout the course individually and as a group. 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.

Students will also include a response to their peer review comments attached with their final paper submission as a letter to the editor (to be discussed in class). **Submissions without these responses will be deducted 5% of their final paper grade.**

Final Research Paper Proposal, Draft and Review– 20%

In the spirit of moving toward a successful final paper, students will write and submit a brief proposal. This proposal should be **three pages maximum**. At a minimum, this proposal should include a proposed title, question, topic, and cases you will consider in your final paper. Students will post their proposal to Canvas by 11:59pm on September 23rd (5%).

Students will additionally move to write a brief draft of their final paper to assist them in the writing of their final paper. The draft should be eight pages with a one-page reference list. Drafts of these final papers will focus on defining the problem/puzzle examined, argument proposed, and most importantly the proposed study design to test the hypotheses. Students will post their draft to Canvas by 11:59pm on November 9th (10%).

After submission of the Final Paper draft, students will provide comments to one of their fellow classmates drafts within Canvas within two weeks (e.g., by November 23rd at 11:59pm). This response is worth 5% of your total grade. This response should be at least two pages and include: 1) a summary of the argument, 2) indicate strong components of the piece; 3) highlight elements that require additional discussion and; 4) suggestions for improvement.

Grading Scale

	A 94–100%	A– 90–93.9%
B+ 87–89.9%	B 84–86.9%	B– 80–83.9%
C+ 77–79.9%	C 74–76.9%	C– 70–73.9%
D+ 67–69.9%	D 64–66.9%	D– 60–63.9%
E < 60%		

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 Canvas.

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 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.

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.

Class Policies

Syllabus

This syllabus is a living document. This means it is subject to change. All potential changes will be communicated with you in our class meetings and on Canvas.

In-Class Recording

In accordance with recent changes to Florida state law (CS/CS/HB 233), students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Expected Workload

You should be aware that our course requires a *significant* deal of outside work including reading, writing, analysis, and preparing comments. As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

For our 3-credit class, this means you should expect to spend 6-9 hours per week outside of class. This can of course vary by week, but plan accordingly. I strongly encourage you to speak to me in office hours if you encounter any struggles or difficulty.

Lecture Slides

I will post redacted lecture slides on a password protected link on my [website](#) at the conclusion of each class meeting. The password will be provided on the second day of class. The slides are meant as a guide and are in no way a substitute for lecture. My hope is that by providing redacted slides – which will often have definitions – you will not have to spend the entire class furiously note taking and can pay close attention to the lecture, ask questions, and participate deeply in class discussion. If, however, class participation or attendance wanes, I retain the right to end sharing lecture slides.

Grade adjustment policy

I do not under any circumstances round or adjust grades. This policy is not an attempt to be harsh but to hold all students in equal standing.

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 two meetings, you must contact me in advance (i.e., prior to class starting).

Late or Make-up Assignments

As stated above, no late or make-up assignments will be accepted without prior approval. If an assignment is submitted late without prior approval, it will receive a 0.

Generally, at least one week in advance notice is required for assignment or exam extension request. In accordance with university attendance policy, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. Please note that assignment deadlines for other courses will not be considered.

COVID-19 Information

As of the writing of this syllabus, we remain in the midst of a pandemic, with the situation changing daily. I expect everyone to keep current on University and CDC policies and guidance. Please keep in mind that per current University policy, I do not have the authority to shift our class online (i.e., Zoom) for any reason. If you are exposed, sick, quarantined, or believe you have been exposed to COVID-19, your absence from class will be treated as excused. However, students remain responsible for any lectures, assignments, or exams that you may miss in accordance with the university absence policy.

To account for the uncertainty this may bring during the course of the semester, I have built in a degree of flexibility to the design of our course and assignments.

University COVID-19 Protocols

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- **You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.** Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- **If you sick, stay home and self-quarantine.** Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Contacting the Professor

Students should use Canvas to contact me. Although you may email me at my UF email account, the university strongly encourages we communicate via Canvas to avoid the potential of violations of student confidentiality protected by [FERPA](#). I strongly encourage students to visit my virtual office hours, available by [appointment](#), to discuss any questions, comments, or concerns regarding the course.

Email/Messaging Hours

You may email or message me via Canvas at any time that is convenient to you. I will respond within one business day between the hours of 8am and 5pm. If you do not receive a reply from me after 48 hours, please resend your message. Although I may sometimes reply outside of these designated hours, responses cannot be guaranteed after 5pm on weekdays, on weekends, or holidays. **This policy also is in effect for the class grader.** Please plan accordingly to have your questions answered in advance of assignment and exam deadlines.

Referencing the Professor

Often, students have questions over proper naming or titling etiquette for communicating with their professors. In an effort to remove this confusion and reduce email anxiety, you may use any of the following acceptable references in all communication with me throughout the duration of our course.

- Professor Alarian
- Dr. Alarian
- Prof. A.
- Dr. A.

Our grader requests you refer to him as Wallie. The use of any other references, titles, or names is not acceptable unless otherwise directly stated. I expect all communication between us will be professional and appropriate in tone.

Inclusion, Equality, and Respect

Many topics covered in the course can be controversial, divisive, and often difficult. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice. We will work together as a class in this goal and I will continuously check in to ensure all students have the opportunity to be heard, respected, and consider new theories and ideas without prejudice.

Technology Policy

Research shows students learn and retain information best taking notes by hand (see [Scientific American: A Learning Secret - Don't take Notes with a Laptop](#)). As I want to provide the best learning environment, I prefer your laptops stay in your bag or at home throughout the duration of our class. At times, we may use cell phones to conduct real time polling or quizzes during class. I expect your phone to be put away outside of these times.

Academic Integrity

The University of Florida 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. 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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code also specifies a number of behaviors that are in violation of this code and the possible sanctions (sccr.dso.ufl.edu/process/student-conduct-code). Violations of the Honor Code is unacceptable and devalues the teaching and learning experience for the entire community. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Should you have questions regarding academic integrity and honesty, I suggest reviewing the policies found on the University website and/or speaking with me during office hours.

A Note on Requesting Letters of Recommendation

I encourage you to apply widely to any fellowship, internship, training, award, or employment opportunity which comes your way. If you anticipate requesting I write a letter on your behalf, please note that I expect that you have attended multiple office hours and actively participated in class discussion throughout the duration of this course. It is unlikely I will be able to write a letter on your behalf without satisfying both of these conditions. **Attending class itself, in other words, is not sufficient for a letter of recommendation.** You can read more about my letter of recommendation policy on my [website](#).

Course Resources

Accessibility Services

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (dso.ufl.edu/drc). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Technology Resources

All course office hours throughout the semester will take place virtually, requiring the use of a working computer and access to audio-visual resources (e.g., webcam, microphones). If you are struggling to use Zoom or Canvas, please review these [UF Quick Start guides](#). This [link](#) also connects to UF resources regarding internet connectivity.

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or helpdesk.@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Finally, keep in mind that in a pinch you can dial in using your cellphone to participate in office hours.

Academic Resources

There are many other campus, academic resources you should take advantage of throughout the semester. These include:

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Library Support:* <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio Now offering [online consultation](#).
- *Student Complaints On-Campus:* sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code

- *On-Line Students Complaints*: <https://distance.ufl.edu/getting-help/student-complaint-process/>.
- *Career Connections Center*: <https://career.ufl.edu/> Career assistance and counseling.

Crisis Resources

If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- *U Matter, We Care* (umatter@ufl.edu, 352-392-1575, umatter.ufl.edu)
- *RESPECT – UF Division of Student Affairs* (respect.ufsa.ufl.edu)
- *Counseling and Wellness Center* – available 24/7 (352-392-1575, counseling.ufl.edu)
- *Student Health Care Center* (352-392-1161, shcc.ufl.edu)
- *Multicultural & Diversity Affairs* (352-392-1217, multicultural.ufl.edu)
- *Hitchcock Field & Fork Pantry*- Assisting members of our campus community who experience food insecurity - pantry.fieldandfork.ufl.edu
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, gainesvillepd.org)

My (virtual) office door is also always open to you. Please keep in mind I am a Title IX mandatory reporter.

Financial and COVID Related Services

In case of emergency financial need, UF's [Aid-a-Gator program](#) that provides students with emergency funding. The program is intended to “help our students need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.”

HealthStreet [Drive Up Services](#) provides clothing, toiletries, naloxone (Narcan), masks, and medical referrals. HealthStreet also has an [extensive list](#) of resources including: financial assistance, food/grocery and medicine delivery services, online exercise, mental health, recovery, support for parents, and suggestions for ways to socialize while physically distancing.

If you have a family member whose financial situation was affected by the Covid-19 crisis, especially loss of work hours or job, you submit a revision petition for consideration of having their income reevaluated. UF is encouraging these students to complete the [2020-2021 Revision Petition](#).

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Semester Schedule

I. Migration and Citizenship Policies

Week 1: Introduction

August 24

- Syllabus

August 26

- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.
- Joppke Ch. 1: The Concept of Citizenship. In *Citizenship and Immigration*.

Week 2: Depicting Citizenship

Question: What is citizenship? Is there a unified answer?

August 31

- Marshall, T.H. 1951. Citizenship and Social Class.

September 2

- Joppke. Ch. 2 & 3 in *Citizenship and Immigration*.

Week 3: Institutional Explanations of Contemporary Policy

Question: Why do countries define citizenship differently? How can we predict what policy a country will enact (or fail to enact)?

September 7

- 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.

September 9

- Brubaker. Introduction, Ch. 1 & 4 in *Citizenship and Naturalization in France and Germany*.

Week 4: Immigration and Rights

Question: Do states want immigration? Why or why not? What policies await when they arrive – or after they leave?

September 14

- 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.
- Wellman, Elizabeth Iams. "Emigrant inclusion in home country elections: theory and evidence from sub-saharan Africa." *American Political Science Review* 115, no. 1 (2021): 82-96.
- Alarian, Hannah. 2021. Explaining Enfranchisement. *Draft chapter*.

September 16

Guest Speaker: Nathan Crabbe, Gainesville Sun

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

Week 5: Review

September 21 – In class Op-Ed Exercise

September 23 – CLASS CANCELED

FINAL PAPER PROPOSAL DUE BY MIDNIGHT

Use this time to study and work on your paper proposal!

Week 6: Ethics and Multiculturalism

Question: What happens when states work to preserve difference? How does this change (if at all) how we understand formal membership? How should we make citizenship and immigration policy? Is any of this ethical?

September 28

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

September 30

- 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.

Week 7: Ethics

Question: How should we measure any of these concepts?

October 5 - EXAM I

October 7

- Carefully review MIPEX (2017). <http://www.mipex.eu/>

II. Migrants and Citizens

Week 8: Characteristics of Migration

Question: Who is considered a migrant? Who in fact migrates? Do these questions matter and to whom?

October 12

- Papadetriou, 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.
- Adamson, Fiona B. 2006. Crossing borders: International migration and national security." *International security* 31 (1): 165-199.

October 14

- FitzGerald, David. 2015. "The Sociology of International Migration" in Caroline B. Brettell and James F. Hollifield, eds. *Migration Theory: Talking Across Discipline*, p. 115-147
- Frymer, Paul. 2014. "A Rush and a Push and the Land Is Ours": Territorial Expansion, Land Policy, and U.S. State Formation." *Perspectives on Politics*, 12(2), 119-144*

Week 9: Explaining immigration and naturalization

Question: Do policies shape behavior? What is the relationship between sending and receiving state policies?

October 19

OP-ED DUE BY MIDNIGHT

- Yang, Philip Q. 1994. "Explaining Immigrant Naturalization." *International Migration Review*, 28(3): 449-477.
- 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.

October 21

- 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.

Week 10: Stateless Citizens

Question: Who is responsible for statelessness persons in an international context?

October 26 – **EXAM II**

October 28

- Osborn, L. and Russell, Ruby. 2015. "Stateless in Europe: 'We are no people with no nation.'" *The Guardian*.
- Lynch, M. and Blitz, B. "Summary and conclusions" in *Statelessness and Citizenship: A Comparative Study of the Benefits of Nationality*
- Nagel, K. "Dilemmas of stateless nations in the European Union." In *Democracy, Nationalism and Multiculturalism*.

III. Migration and Citizenship in Practice

Week 11: Integration and Social Movements

Question: What is the responsibility of the state and of the individual when it comes to integration? Who should be expected to 'integrate'? How and why do citizens respond to integration?

November 2

- Adida, Claire, David Laitin and Marie-Anne Valfort, "The Muslim Effect on Immigrant Integration in France," *The Washington Post*, 30 September 2014.
- 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.

- “Migrant Men and European Women”, *The Economist*, 16 January 2016.
- 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.

November 4

- Dostal, Jörg Michael. "The Pegida movement and German political culture: Is right-wing populism here to stay?." *The Political Quarterly* 86, no. 4 (2015): 523-531
- Nicholls, Walter, Uitermark, Justus, & van Haperen, Sander. (2021). Dynamics of Distinction and Solidarity within Social Movements: Explaining Relations between Privileged and Underprivileged Groups in the US Immigrant Rights Movement. *Sociological Perspectives*.
- Chung, Erin A. (2010). Workers or residents? Diverging patterns of immigrant incorporation in Korea and Japan. *Pacific Affairs*, 83(4), 675-696.

Week 12: Public Opinion

Question: What drives anti-immigrant sentiment? What tools can actors use to prevent or at least quell violence, segregation, and discrimination?

November 9

FINAL PAPER DRAFT DUE

- 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.

November 11 – NO CLASS! HOLIDAY

Week 13: Diaspora and Refugee Communities

Question: Why and how do states engage with their diasporic and refugee communities? What are the consequences of such policies?

November 16

- 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.
- Alarian, H.M. 2020. Cause or Consequence?: The Alternative for Germany and Attitudes toward Migration Policy. *German Politics and Society*. 38(2):59-89.

November 18

- UN International Migration Report 2017
Betts, Alexander. 2015. “The Normative Terrain of the International Refugee Regime.” *Ethics and International Affairs* 29 (4) 363–375

Week 14: Thanksgiving Break!

November 23 – Work on papers

FINAL PAPER DRAFT COMMENTS DUE AT 11:59 PM

November 25 – THANKSGIVING!

Week 15: Colonialism, Citizenship, and Immigration

Question: What is the role of colonialism in citizenship and immigration? How can it corrupt our meaning of citizenship and immigration? When can it enable freedom?

November 30

- Sadiq. Introduction, Ch. 2.

December 2

- Mamdani. Introduction, Ch. 1. Ch. 4

Week 16: Political Belonging and Behavior in Democracy

Question: Who measures who 'belongs' and what does belonging mean? How do such definitions diverge (or converge) upon our theoretical understanding of citizenship throughout the course? What can be done to bring immigrants into politics? What are the potential downstream consequences for such action (or inaction)?

December 7

- Dancygier, Rafaela M., Karl-Oskar Lindgren, Sven Oskarsson, and Kåre Vernby. 2015. Why are immigrants underrepresented in politics? Evidence from Sweden. *American Political Science Review* 109(4): 703-724.
- Bohaker, Heidi, and Franca Iacovetta. 2009. Making aboriginal people 'immigrants too': A comparison of citizenship programs for newcomers and indigenous peoples in Postwar Canada, 1940s–1960s. *Canadian Historical Review* 90(3): 427-462.

[Final Papers](#) due Friday, December 11th (11:59pm)