

Citizenship and Migration

Spring 2024 – POS 6933

Professor: Hannah M. Alarian (she/her/hers)

Email: halarian@ufl.edu

Office: Anderson Hall 004

Office Hours: M 2–4pm, through [Calendly](#)

Class: Tu 3:00 PM – 6:00 PM

Location: Anderson 216 (Matherly 003)

Website: hannahalarian.com

Course Description

What is citizenship? How are the politics of citizenship and migration manifested in the current political world? 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 comparatively, and 2) to introduce students to a wide range of methods of analysis, theories, and approaches for understanding citizenship and migration at an individual and policy level.

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 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.

Weekly Reading Links

[Week 1](#): January 9

[Week 2](#): January 16

[Week 3](#): January 23

[Week 4](#): January 30

[Week 5](#): February 6

[Week 6](#): February 13

[Week 7](#): February 20

[Week 8](#): February 27

[Week 9](#): March 5

[Week 10](#): March 19

[Week 11](#): March 26

[Week 12](#): April 2

[Week 13](#): April 9

[Week 14](#): April 16

[Week 15](#): April 23

Course Requirements

- (1) [Weekly class participation: 15%](#)
- (2) [Reading responses: 20%](#)
- (3) [Discussion Leaders: 20%](#)
- (4) [Exam: 15%](#)
- (5) [Final Assessment: 30%](#)

Weekly participation – 15%

This is a graduate-level seminar and relies heavily on in-class participation. Students should attend class ready to discuss the reading assigned for that class meeting. Participation can include providing personal insight to the material, outside articles, current events, or responding to classmates. However, participation should always include deep engagement with the arguments, theories, and connections between the assigned readings. Each week, you should at a minimum be able to:

- Identify the main argument, research design, data, cases, and conclusions;
- Contribute meaningfully and constructively to other students;
- Critically engage with and between the readings with respect to their limitations, extensions, and implications for the study of citizenship and immigration

The quality of participation is assessed—not necessarily the quantity. I understand some students may feel uncomfortable speaking in class, but the class and I benefit from hearing a wide range of perspectives. If you are a frequent contributor to class discussion, I urge you to be considerate of your classmates and encourage an open conversation for those who wish to speak.

Reading Responses – 20%

Students will write a concise response to the readings for class review four times throughout the semester (5% each). Responses will be critical summaries of one or more of the readings, including a discussion of the theoretical and methodological strengths, weaknesses, and implications to the broader topic of the week. Responses will also include questions or areas to discuss in the seminar.

We will use these responses to develop our skills in the classroom and beyond – using the report to assist in framing a question for further discussion in class and walking through the review process. You will not need to respond to every assigned reading. Rather, consider what topics, issues, and developments require our attention and closer analysis. If you were to suggest the authors improve upon the paper, what would you suggest and why?

Student scores will be calculated for four (4) out of the twelve (12) possible reading weeks. Reading responses should be no more than 750 words and will be submitted on Canvas by **Monday at 5pm**. Students can submit more than four weeks, with the highest four scores calculated toward their final grade.

Late submissions will receive an automatic 0, and there will be no opportunities to submit additional responses after the last class meeting.

Discussion Leaders– 20%

Students will lead the class to present the readings and their relevant themes twice (10% each) throughout the semester. Students can do this in pairs if they wish (with prior approval) and present for more than two weeks (with the top two scores counting toward their final grade). Students can use PowerPoint or any other medium as they see fit for these presentations. **You will sign up or be randomly assigned on Canvas by January 9th at 11:59pm.**

Weekly discussion leaders will have three key tasks: (1) submitting a discussion memo on the assigned readings; (2) presenting a brief review of the core methods, findings, or/and implications of the assigned readings; and (3) leading a discussion of the assigned readings. Each component of this assignment is described in detail below.

- 1) The discussion memo (25 points) will be no more than 1000 words. Each memo should synthesize all the readings assigned for the week. Memos will also note a minimum of five questions to examine within the seminar. Examples of these questions could be locating major theoretical questions, substantive or methodological innovations or controversies, or newly proposed research questions/extensions. Memos will be submitted for all students to review on Canvas by **Friday at midnight (i.e., 11:59pm)**. All students should come prepared to discuss all submitted responses in class on Tuesday.
- 2) The presentation (25 points) will be a 10-15 minute PowerPoint presentation. You may use another presentation platform of your choice if you prefer. Strong presentations will begin with identifying the theme for the week in the form of a thematic overview of the readings and problems they illuminate. Students should review the assigned readings' core methods, findings, or implications across the week instead of reading-by-reading.
- 3) Finally, the main goal of the assignment is to lead class discussion (50 points). I will be there to support and contribute as necessary throughout your discussion-leading role. This assignment will require students to move beyond summaries of the readings to practice bridging on-the-ground realities with the academic literature. Leaders should further include a discussion of the relevant strengths and weaknesses and invite conversation from the class on questions raised in the set of readings. Performance on both the presentation and discussion leading will be evaluated by both your peers and professor.

This assignment should be used to practice lecture and presentation skills. There are many times in our careers when this skill is necessary—in undergraduate lectures, professional presentations, panels, comprehensive exams, defenses, and job talks. My goal with this assignment is to help develop your confidence within the literature and provide ample opportunities to develop your presentation and teaching skills. I expect students to attend office hours at least once prior to the presentation to prepare for this assignment.

Exam – 15%

There will be one exam in a comprehensive exam format. Students will have 24 hours to answer a single question, and responses must demonstrate original, unique responses. Answers cannot use any assistance from AI, and all student answers will be submitted to Turnitin. Late submissions will receive an automatic zero.

As with all comprehensive exam questions, I will assess responses to the degree they:

- 1) Engage deeply with the question;
- 2) Demonstrate comprehension of the literature;
- 3) Present original ideas;
- 4) Defend one's argument and position and;
- 5) Expand upon the question to speak to one's specific interests within the field.

Final Assessment– 30%

I recognize that students within the class are at different stages in their graduate careers, and therefore different assessments may be more (or less) beneficial. For this reason, I allow students to select their final assessment. Students will have a choice between two options, described in detail below:

- 1) An exam
- 2) A research design paper

Students must inform the instructor by Week Three of which final assessment they will pursue. Students are free to choose either final assessment option. However, I strongly suggest students who (1) plan to write a dissertation involving citizenship or migration and/or (2) those who have passed at least one comprehensive exam select Option 2 as their final assessment.

Option 1: Final Exam

This final assessment will take the form of a minor comprehensive exam. Students will have 48 hours to answer two questions about the field of citizenship and migration studies. Each question will be worth 15% of your total grade. The same evaluation criteria for the exam apply here, with the understanding that answers here will speak to comprehensively to the literature and will thoroughly identify one's own voice and interest within the field.

Again, answers cannot use any assistance from AI or other students. Responses will be submitted to Turnitin, and late submissions will receive an automatic zero.

Option 2: Research Design

The research design paper is in the form of a prospectus to analyze any question of your choice in the field of citizenship and migration (maximum 8,000 words inclusive of references). This may be a first draft of your dissertation prospectus or a prospectus for a grant proposal. Your topic may be one discussed in class or another of your choosing and will require you to conduct a significant degree of independent research.

The research design paper will be assessed on the thoroughness with which the paper successfully:

- 1) identifies a unique and interesting question with the potential to make a concrete contribution to the field;
- 2) covers and analyzes the relevant literature;
- 3) introduces a novel theory or approach to the question;
- 4) discusses and defends the case selection and;
- 5) proposes a methodological approach that is consistent in addressing the nuances of the question and the theoretical mechanisms proposed

You will begin working on this project early on in the course, with an initial proposal—a maximum of 1,000 words—due in the third week to assist in developing the final paper (5% of the total grade). This draft should include, at a minimum, the proposed question, its relevance, and cases the paper will consider. We will also have multiple scheduled opportunities to discuss this paper individually and as a group throughout the class. 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.

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 three required books for this course. However, you may consider purchasing full copies of the following books to guide your research throughout the course. You should find all additional readings online or through the Campus library. You are responsible for completing all readings prior to the class for which they are assigned. Please see me for supplemental reading on any topic.

Required

- Brubaker, Rogers. 1992. [Citizenship and Nationhood in France and Germany](#). Harvard University Press.*
- Dancygier, Rafaela. 2017. [Dilemmas of Inclusion: Muslims in European Politics](#). Princeton University Press.
- Joppke, Christian. 2010. [Citizenship and Immigration](#). Polity.

Recommended

- Anderson, Benedict. 1983. [Imagined Communities: Reflections on the Origin and Spread of Nationalism](#). Verso.* +
- Beaman, Jean. 2017. [Citizen Outsider: Children of North African Immigrants in France](#). University of California Press.*
- Carens, Joseph. 2013. [The Ethics of Immigration](#). Oxford.*
- Goodman, Sara Wallace. 2014. [Immigration and membership politics in Western Europe](#). Cambridge.*
- Mamdani, Mahmood. 2001. [When Victims Become Killers](#). Princeton University.*+
- Mylonas, Harris. 2013. [The Politics of Nation-building: Making co-nationals, refugees, and minorities](#). Cambridge University Press.*
- Norman, Kelsey P. 2021. [Reluctant reception: refugees, migration and governance in the Middle East and North Africa](#). Cambridge University Press.*
- Pailey, Robtel Neajai. 2021. [Development, \(Dual\) Citizenship and Its Discontents in Africa: The Political Economy of Belonging to Liberia](#). Cambridge.*
- Rosenberg, Andrew. 2022. [Undesirable immigrants: why racism persists in international migration](#). Princeton University Press.* +
- Ruhs, Martin. 2013. [The Price of Rights](#). Princeton University Press.
- 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. +

*Available online through the UF library

+ On reserve at Library West

Class Policies

Syllabus

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

Expected Workload

This graduate-level course requires a significant amount of outside work, including reading, writing, analysis, and preparing comments. This can vary by week, but plan accordingly if you are new to graduate coursework. I strongly encourage you to speak to me during office hours if you encounter any struggles or difficulties.

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

I understand that unforeseen events can arise; therefore, missing one class will not harm your grade. If, for some reason, you must miss class outside of one meeting, you must contact me in advance (i.e., prior to class starting).

Late or Make-up Assignments

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 requests. 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.

Contacting the Professor

Students should use Canvas to contact me. Although you may email me at my UF email account, the university strongly encourages us to communicate via Canvas to avoid the potential violations of student confidentiality protected by [FERPA](#). Students should plan to visit my office hours, available by [appointment](#) through Calendly, 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 for 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, weekends, or holidays.

Please plan accordingly to have your questions answered in advance of assignment and exam deadlines.

Referencing the Professor

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

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

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.

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 are unacceptable and devalue 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.

Course Resources

Accessibility Services

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 their instructors when requesting an accommodation. I am always happy to make whatever accommodations you need to succeed in the course.

Technology Resources

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](mailto: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.

Academic Resources

You should take advantage of many other campus, academic resources 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*: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources. teachingcenter.ufl.edu
- *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/>.

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

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. I take these evaluations very seriously and expect students to provide honest, constructive feedback. These evaluations are conducted online at: evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: evaluations.ufl.edu/results.

Semester Schedule

Citizenship: Identifying Policies, Practices, and Promises

Week 1: Introduction

January 9

- Sign up for Discussion Leading
- Syllabus
- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.

Week 2: Depicting Citizenship

January 16

- Joppke, Christian. 2010. *Citizenship and Immigration*. Polity
- Marshall, T.H. 1951. Citizenship and Social Class.
- Brubaker Ch 1 In *Citizenship and Naturalization in France and Germany*.

Week 3: NO CLASS

January 23

Final Assessment Option Decision Due

Final Paper Proposal Option 2: Due 9pm

Week 4: Identity and Nation-Building

January 30

- Anderson, Benedict. Ch. 1, 2 In *Imagined Communities*
- Mylonas, Harris. 2012. Introduction, Ch. 1. In *The Politics of Nation-Building*.
- Mamdani. 2001. Introduction, Ch. 1-3, 5, Conclusion In *When Victims Become Killers*.
- 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 5: Making Citizenship Policy – Traditions and Institutions in Europe and Beyond

February 6

- Brubaker. Introduction, Ch. 2-8 In *Citizenship and Naturalization in France and Germany*.
- Soysal. Ch.s 1-3, 7-8 In *Limits of Citizenship: Migrants and Postnational membership in Europe*.
- Goodman, Sara Wallace. 2012. Fortifying citizenship: Policy strategies for civic integration in Western Europe. *World Politics* 64(4): 659-698.
- Goodman, Sara Wallace. Introduction, Ch. 3 In *Immigration and Membership Politics in Western Europe*
- Bloemraad, Irene. "Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditional Citizenship." *International migration review* 38.2 (2004): 389-426

Week 6: Global Citizenship Policy Debates and Measurement

February 13

- Sadiq, Kamal. Introduction (A Paradox), Ch. 1, 3-4, 7 In *Paper Citizens*
- Pailey, Robtel Neajai. Introduction, Ch. 2-3 In *Development, (Dual) Citizenship and its Discontents in Africa: The Political Economy of Belonging to Liberia*.
- Bloemraad, Irene, and Alicia Sheares. "Understanding membership in a world of global migration:(How) does citizenship matter?" *International Migration Review* 51, no. 4 (2017): 823-867
- Goodman, Sara Wallace. 2023. Citizenship Studies: Policy Causes and Consequences. *Annual Review of Political Science* 26, 135-152.
- Carefully review MIPEX 2017. <http://www.mipex.eu/>
 - **Go far beyond the graphical interface of the site.**

Week 7: Ethics in Policy and Enforcement

February 20

- Shachar, Ayelet. Introduction, Ch. 1, 3, 5 *Ch. 2 and 6 optional* In *The Birthright Lottery*
- Carens, Joseph. Introduction, Ch. 1-4, 8. In *The Ethics of Immigration*
- Bauböck, Rainer and Joppke, Christian. (eds.) 2010. "How liberal are citizenship tests?" EUDOCitizenship forum pp.1-41

Week 8: Exam

February 27

- Receive the exam: 9am
- Return the exam: 9am February 28th

Immigration: How, Who, and Why?

Week 9: Making Migrants and Migration

March 5

- Fitzgerald, David. 2006. "Inside the Sending State: The Politics of Mexican Emigration Control." *International Migration Review* 40.2: 259-293.
- Peters, Margaret E. "Open trade, closed borders immigration in the era of globalization." *World Politics* 67.1 (2015): 114-154.
- Helbling, Marc, and David Leblang. 2019. "Controlling immigration? How regulations affect migration flows." *European Journal of Political Research* 58.1: 248-269.
- Torpey, John. 1998. "Coming and going: On the state monopolization of the legitimate "means of movement"." *Sociological theory* 16.3: 239-259.
- Rosenberg, Andrew. 2022. Chs. 1 and 3 In *Undesirable Immigrants*.
- Morgenstern, Sandra. 2023. "(How) do information campaigns influence migration decisions?" *Journal of Experimental Political Science*: 1-13.
- De Haas, Hein. 2010. "The internal dynamics of migration processes: A theoretical inquiry." *Journal of ethnic and migration studies* 36.10: 1587-1617.

- Hollifield, James F., Valerie F. Hunt, and Daniel J. Tichenor. 2008. "The liberal paradox: Immigrants, markets and rights in the United States." *SMUL Rev.* 61: 67.
- 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.
- Hamlin, Rebecca, and Hillary Mellinger. 2018. "The role of courts and legal norms." In *The Routledge handbook of the politics of migration in Europe*. Routledge. 99-108.

SPRING BREAK

Week 10: Migrant Reception

March 19

- 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.
- Norman, Kelsey. 2021. Chs. 1,2,6 In *Reluctant Reception*.
- Bloemraad, Irene, and Rebecca Hamlin. 2020. Migration, asylum, integration, and citizenship policy. *The new handbook of political sociology*: 880-908.
- Adamson, Fiona B., and Gerasimos Tsourapas. 2020. "The migration state in the global south: Nationalizing, developmental, and neoliberal models of migration management." *International Migration Review* 54.3: 853-882.
- Betts, Alexander. 2021. "Refugees and patronage: A political history of Uganda's 'progressive' refugee policies." *African Affairs* 120.479: 243-276.
- Abou-Chadi, Tarik. 2016. "Political and institutional determinants of immigration policies." *Journal of Ethnic and Migration Studies* 42.13: 2087-2110.
- Holland, Alisha Caroline, Margaret Peters, and Yang-Yang Zhou. 2023. "Left out: How political ideology affects support for migrants in Colombia." *Journal of Politics*.

Week 11: Explaining Migrant Rights & Behavior

March 26

- Ruhs. Ch. 1 & 3 In *The Price of Rights*
- Yang, Philip Q. 1994. "Explaining Immigrant Naturalization." *International Migration Review*, 28(3): 449-477.
- 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.
- Ruedin, Didier. "Participation in local elections: ' Why don't immigrants vote more?'" *Parliamentary Affairs* 71.2 (2018): 243-262.
- Ferwerda, Jeremy, Henning Finseraas, and Johannes Bergh. "Voting rights and immigrant incorporation: Evidence from Norway." *British Journal of Political Science* (2018): 1-18.
- Alarian, Hannah. 2023. Local Suffrage increases Naturalization: Evidence from the European Union. *Working paper*.

- Kayran, Elif Naz, and Merve Erdilmen. "When do states give voting rights to non-citizens? The role of population, policy, and politics on the timing of enfranchisement reforms in liberal democracies." *Journal of Ethnic and Migration Studies* (2020): 1-22.
- Lafleur, Jean-Michel. "The enfranchisement of citizens abroad: variations and explanations." *Democratization* 22.5 (2015): 840-860.
- Wellman, Elizabeth Iams. 2020. Emigrant Inclusion in Home Country Elections: Theory and Evidence from sub-Saharan Africa. *American Political Science Review*

Integration: Expectations and Outcomes

Week 12: Integration in Policy

April 2

- Fouka, Vasiliki. 2023. "State Policy and Immigrant Integration." *Annual Review of Political Science* 27.
- Adida, Claire, David Laitin and Marie-Anne Valfort, "The Muslim Effect on Immigrant Integration in France," *The Washington Post*, 30 September 2014.
- 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.
- 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.
- Alba, Richard and Foner, Nancy. 2014. "Comparing Immigrant Integration in North America and Western Europe: How Much Do the Grand Narratives Tell Us?" *International Migration Review* 48(S1): S263-S291.
- De Graauw, Els, and Floris Vermeulen. 2016. "Cities and the politics of immigrant integration: a comparison of Berlin, Amsterdam, New York City, and San Francisco." *Journal of Ethnic and Migration Studies* 42.6: 989-1012.

Optional Public Writing: O'Grady, Siobhán. 2018. "[After refusing a handshake, a Muslim couple was denied Swiss citizenship.](#)" Peltier, Ellian. 2020. "[No Handshakes, No New Citizens.](#)"

Week 13: Multi-Generational Integration: Politics, Race, and Identity

April 9

- 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.
- Beaman, Jean. 2017. Chs. 1,3,8 In *Citizen Outsider: Children of North African Immigrants in France*.
- Duquette-Rury, Lauren, and Zhenxiang Chen. "Does international migration affect political participation? Evidence from multiple data sources across Mexican municipalities, 1990–2013." *International Migration Review* 53.3 (2019): 798-830.
- Schmitt, Caroline, and Matthias D. Witte. 2021. "Refugees across the generations. Generational relations between the 'GDR children of Namibia' and their children." *Journal of Ethnic and Migration Studies* 47.17: 4118-4134.

- Maxwell, Rahsaan. 2010. "Evaluating migrant integration: Political attitudes across generations in Europe." *International migration review* 44.1: 25-52.
- Fajth, Veronika, and Laurence Lessard-Phillips. 2023. "Multidimensionality in the integration of first-and second-generation migrants in Europe: A conceptual and empirical investigation." *International Migration Review* 57.1: 187-216.
- Jones-Correa, Michael, and David L. Leal. 1996. "Becoming" Hispanic": Secondary panethnic identification among Latin American-origin populations in the United States." *Hispanic Journal of Behavioral Sciences* 18.2: 214-254.

Week 14: Integration Beyond Policy

April 16

- Dancygier. 2018. *Dilemmas of Inclusion*
- 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.
- Kryzanowski, Michal, and Ruth Wodak. 2011. Ch.1, 2, & 6. In *The Politics of Exclusion: Debating Migration in Austria*.
- Ellermann, Antje. "Street-level democracy: How immigration bureaucrats manage public opposition." *West European Politics* 29.2 (2006): 293-309.
- Chung, Erin Aeran. "Workers or residents? Diverging patterns of immigrant incorporation in Korea and Japan." *Pacific Affairs* 83.4 (2010): 675-696.

Week 15: Prejudice and Public Opinion

April 23

- 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, Hannah M., and Michael Neureiter. "Values or origin? Mandatory immigrant integration and immigration attitudes in Europe." *Journal of Ethnic and Migration Studies* (2019): 1-22.
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Optional Public Writing: Jardina, Ashley. 2018. "[What Americans really think about birthright citizenship](#)"

Final Assessment

- **Option 1: Exam**
 - Receive exam April 29th 9am
 - Return exam May 1st 9am
- **Option 2: Paper**
 - Submit paper online May 1st 9am