

Citizenship and Migration

Special Topics in Political Science

Spring 2020 – POS 4931

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Office Hours: M 3– 5pm or by appointment

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Class: Tu 3:00 PM – 4:55 PM;

Th 4:05 PM – 4:55 PM

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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 and review: 20%
- (4) Two exams: 30%
- (5) A final paper (15-20 pages) accounts for 30% of your final grade.

Weekly discussion – 10%

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 (100-200 words). This response should not be mere summaries of the readings, but rather reveal a deep connection to the readings for the week which 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 Tuesday at midnight (i.e., 11:59pm) and be prepared to be discussed in class on Thursday. Student scores will be calculated for ten (10) out of the twelve (12) possible weeks.

Op-ed – 20%

Students will write one brief op-ed on a policy or event related to citizenship and migration in any region of your choosing (800-1200 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 will post their op-ed to Canvas by 11:59pm on February 20th (5%). Students will provide comments to at least two of their fellow classmates op-eds within Canvas. (5%) within the week (e.g., by February 27th at 11:59pm). These responses should be at least 500 words a piece.

Once students receive their peer comments, they will revise their op-ed for final review to Canvas by 11:59pm on March 31st (10%). 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%

These exams will cover material from required readings and lecture, cumulatively. Both exams will consist of multiple-choice and short answer questions. The first exam will constitute 15% and the second will constitute 20% of your total grade.

Final Paper – 30%

The final research paper is the main writing activity for the course. Students will analyze a question of your choice in the field of citizenship and migration studies. This fifteen-to-twenty page paper will be worth 30% 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 three**. You are expected to begin working on this project early on in the course. We will have multiple opportunities to discuss this paper throughout the class, individually and as a group.

A one-to-two 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.

Grading Scale

	A 93–100%	A– 90–92.9%
B+ 87–89.9%	B 83–86.9%	B– 80–82.9%
C+ 77–79.9%	C 73–76.9%	C– 70–72.9%
D+ 67–69.9%	D 63–66.9%	D– 60–62.9%
E < 60%		

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. I do, however, offer two opportunities for extra credit: 1) submitting your op-ed to a reputable source (2%) for publication and 2) publishing said op-ed (3%).

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.

- 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.
- Masuoka, Natalie, and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. University of Chicago 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.

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.

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.

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).

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.

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.

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 your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

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)
- UFPD Office of Victim Services (352-392-1111, police.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.

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:* 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
- Student Complaints On-Campus:* sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code

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

I. Migration and Citizenship Policies

Week 1: Introduction

January 7

- Syllabus

January 9: CANCELED –SOUTHERN POLITICAL SCIENCE ASSOCIATION CONFERENCE

Week 2: Depicting Citizenship

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

January 14

- Joppke Ch. 1: The Concept of Citizenship. In Citizenship and Immigration.
- Marshall, T.H. 1951. Citizenship and Social Class.

January 16

- 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)?

January 21

- 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.

January 23

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

Week 4: Immigration and Rights

Question: Do states want immigration? What policies await when they arrive?

January 28

- 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.

January 30

- 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: Multiculturalism and EXAM I

FINAL PAPER PROPOSAL DUE BY MIDNIGHT

Question: What happens when states work to preserve difference? How does this change (if at all) how we understand formal membership?

February 4 – The Multicultural state

- 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.

February 6 – EXAM I

Week 6: Ethnicity in Policy and Enforcement

Question: How should we measure citizenship? Policy regimes? Is such a feat possible cross-nationally?

February 11

- Shachar. 2009. Introduction & Ch. 1
- Carens. 2013. Ch. 2 & 11.

February 13

- Joppke, Christian et al. 2010. "How liberal are citizenship tests?" EUDOCitizenship forum.
- Massey, Douglas S., Jorge Durand, and Karen A. Pren. 2016. "Why Border Enforcement Backfired." *American Journal of Sociology* 121 (5): 1557– 1600.

Week 7: Measuring Policy Regimes

Question: How should we measure citizenship? Policy regimes? Is such a feat possible cross-nationally?

February 18

- 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.
- 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.
- Helbling, Marc. 2013. Validating integration and citizenship policy indices. *Comparative European Politics*, 11(5), 555-576.

February 20

OP-ED DUE BY MIDNIGHT

- 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?

February 25

- 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.
- Clemens, Michael A. 2011. Economics and emigration: Trillion-dollar bills on the sidewalk?. *Journal of Economic perspectives* 25 (3), 83-106.
- Adamson, Fiona B. 2006. Crossing borders: International migration and national security." *International security* 31 (1): 165-199.

February 27

- 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*

Spring Break: February 29 – March 7

Week 9: Explaining immigration and naturalization

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

March 10

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

March 12

- 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?

March 17 – EXAM II

March 19

- 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

Question: What is the responsibility of the state and of the individual when it comes to integration? Who should 'integrate' at all?

March 24

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

March 26

- "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.
- 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.

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?

March 31

FINAL OP-ED 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.
- Dancygier, Rafaela and Michael Donnelly. 2013. "Sectoral Economies, Economic Contexts, and Attitudes Towards Immigration." *Journal of Politics* 75(1): 17-35

April 2

- 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.
- Paul M. Sniderman, Louk Hagendoorn & Markus Prior. 2004. "Predisposing Factors and Situational Triggers: Exclusionary Reactions to Immigrant Minorities," *American Political Science Review*, 98(1), 35-49
- Masuoka and Junn. Ch. 6

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?

April 7

- Timothy J. Hatton, “The Rise and Fall of Asylum: What Happened and Why?” *The Economic Journal* 119 (2009): pp. 183-213.
- UN International Migration Report 2017
- Betts, Alexander. 2015. “The Normative Terrain of the International Refugee Regime.” *Ethics and International Affairs* 29 (4) 363–375

April 9

- Délano, Alexandra. 2014. The diffusion of diaspora engagement policies: A Latin American agenda. *Political Geography*, 41, pp. 90-100.
- Tsourapas, Gerasimos. 2015. Why Do States Develop Multi-Tier Emigrant Policies? Evidence from Egypt. *Journal of Ethnic and Migration Studies*. 44, pp. 2192–2214.

Week 14: 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?

April 14

- Sadiq. Introduction, Ch. 2.
- Jayal, Niraja Gopal. “The Subject-Citizen: A Colonial Anomaly.” in *Citizenship and its Discontents*.

April 16

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

Week 15: 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?

April 21

- Masuoka and Junn. Ch. 4
- 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.