

# **Citizenship and Migration**

## **Special Topics in Political Science**

### **Fall 2020 – POS 6933/4931**

**Professor:** Hannah M. Alarian (she/her/hers)  
**Email:** [halarian@ufl.edu](mailto:halarian@ufl.edu)  
**Office Hours:** M 3– 5pm, by appointment

**Office:** Anderson Hall 004  
**Class:** Th 3:00 PM – 6:00 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 to grant a global perspective on the role of policy, individuals, and their intersection. 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: 20%](#)
- (2) [Reading responses: 20%](#)
- (3) [Reading presentations: 15%](#)
- (4) [Final paper: 30%](#)
- (5) [Proposal Presentation: 15%](#)

#### *Weekly discussion – 20%*

This is a graduate level seminar and therefore relies heavily on 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 – 20%*

Students will write a concise response in the form of a referee report. This response should 1) summarize in your own words the article, 2) thematically identify strengths and weaknesses, and 3) outline next steps to improve the article. Assume these reports will be read by editors and the authors themselves. This means you should work to develop a deep connection to the reading and remain civil. We will use these responses to develop our skills in the classroom and beyond – both using the report to assist in framing a question for further discussion in class and walking through the process of review. 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 the suggest 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 four (4) out of the eleven (11) possible weeks. These responses should not exceed four, single-spaced pages.

### *Discussion Leaders– 30%*

Students will lead the class in pairs to present the readings and their relevant themes twice (15% each) throughout the semester. Students can use PowerPoint or any other medium as they see fit for these presentations. I strongly encourage you to sign up for a week where you will also complete a referee report.

This assignment will require students to move beyond summaries of the readings to practice bridging on-the-ground realities with the academic literature. 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. 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. All students are encouraged to bring in any material outside of the assigned readings (e.g., news articles, videos, research) as you see it relates to class material. Graduate students in particular are encouraged to use this opportunity to practice lecture and presentation skills.

### *Final Research Design– 30%*

A research design 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 ten-to-fifteen page research design will be worth 30% of your grade. You will be assessed on the thoroughness with which you present your question, analyzing the literature, and the extent to which your methods are consistent

with the nuances of the question you pose. Your topic may be one discussed in class or another of your choosing and will require you conduct a significant degree of independent research.

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. 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.

### *Proposal Presentation – 15%*

Students will individually present a brief proposal (fifteen minutes maximum) of your research design. This presentation should focus on defining the problem/puzzle you propose examining, discussion of the relevant literature, argument proposed, and methods for class feedback. In class presentations will take place on November 5<sup>th</sup> to allow for ample time to reflect on your classmates feedback in advance of your final paper submission.

### **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%		

### **Readings**

There are no required books for purchase for this course. I will post a link to the required readings on Canvas. However, you may consider purchasing full copies of the following books 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.
- 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. If you would like supplemental reading on any topic, please see me.

## **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.

### **Expected Workload**

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

For undergraduates in this course, the workload in a three hour graduate seminar will be about 50% more than the workload in a challenging 3000 or 4000 level course.

Keep in mind, however, if in the future you are accepted and enroll in our graduate program, you may be able to use this course in their graduate curriculum. See [here](#) and search for “Undergraduate registration in graduate courses” for more information.

### **Privacy Protection**

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is strictly prohibited. As our class sessions will be live and students should both attend with their camera engaged and participate orally and in writing, lecture and class sessions will never be recorded by the professor nor any student. This policy is in place to ensure the privacy of our classmates and to ensure our material (and our ideas of that material) can be discussed openly and honestly.

### **Cameras On/Off**

This is a discussion-based course and therefore I strongly encourage you to keep your cameras on to help facilitate discussion and help keep us all engaged. Please feel free to use Zoom’s free ‘[virtual background](#)’ feature as desired – no green screen required!

### **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 one class will not harm your grade. However, a pattern of absences will result in a low participation score. If for some reason you must miss class outside of one meeting, you must contact me in advance (i.e., prior to 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.

### **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. 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. This is particularly confusing in courses which mix undergraduate and graduate students. 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.

The use of any other references, titles, or names is not acceptable unless otherwise directly stated.

### **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](http://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.

## 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](https://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

The entirety of our course 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](mailto:helpdesk@ufl.edu). If you use email, write from your [gatorlink@ufl.edu](mailto: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 to our virtual class using your cellphone to participate in class.

### 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](mailto:helpdesk@ufl.edu).
- *Library Support:* [cms.uflib.ufl.edu/ask](https://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources. [teachingcenter.ufl.edu](https://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](https://teachingcenter.ufl.edu)
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio](https://writing.ufl.edu/writing-studio) Now offering [online consultation](#).
- *Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code](https://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](mailto:umatter@ufl.edu), 352-392-1575, [umatter.ufl.edu](http://umatter.ufl.edu))
- *RESPECT – UF Division of Student Affairs* ([respect.ufsa.ufl.edu](http://respect.ufsa.ufl.edu))
- *Counseling and Wellness Center* – available 24/7 (352-392-1575, [counseling.ufl.edu](http://counseling.ufl.edu))
- *Student Health Care Center* (352-392-1161, [shcc.ufl.edu](http://shcc.ufl.edu))
- *Multicultural & Diversity Affairs* (352-392-1217, [multicultural.ufl.edu](http://multicultural.ufl.edu))
- *Hitchcock Field & Fork Pantry*- Assisting members of our campus community who experience food insecurity - [pantry.fieldandfork.ufl.edu](http://pantry.fieldandfork.ufl.edu)
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, [gainesvillepd.org](http://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 [2019-20 Financial Aid Revision](#) Petition and the [2020-2021 Revision Petition](#).

## 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](http://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](http://evaluations.ufl.edu/results).



## Semester Schedule

### Week 1: Introduction

#### September 3

- Syllabus
- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.

### Week 2: Depicting Citizenship

#### September 10

- Joppke Ch. 1-3 In Citizenship and Immigration.
- Marshall, T.H. 1951. Citizenship and Social Class.

*Optional Public Writing:* Mounk, Yascha. 2016. "[Why I Still Want to Be an American Citizen](#)"

### Week 3: Institutional Explanations of Contemporary Policy

#### September 10

- Brubaker. Introduction, Ch. 1- 4 in Citizenship and Naturalization in France and Germany.
- Soysal. Introduction, Ch. 8 in Limits of Citizenship: Migrants and Postnational membership in Europe.
- Hansen, Randall. 2009. "The Poverty of Postnationalism: citizenship immigration, and the new Europe." *Theory and Society* 38(1): 1-24.

### Week 4: Immigration and Integration

#### September 17

- 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.
- Goodman, Sara Wallace. 2012. Fortifying citizenship: Policy strategies for civic integration in Western Europe. *World Politics* 64(4): 659-698.
- Howard, Marc. Ch. 1.
- McDaniel, Paul N., Darlene Xiomara Rodriguez, and Qingfang Wang. "Immigrant integration and receptivity policy formation in welcoming cities." *Journal of Urban Affairs* 41.8 (2019): 1142-1166

*Optional Documentary:* [Becky's Journey](#) (Dir: Plambech, Sine, 2014, 24 minutes)

### Week 5: Immigrant (and Emigrant) Rights

#### September 24

- 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.
- Ruhs. Ch. 1 & 3
- 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. Forthcoming at *American Political Science Review*

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**Week 6: Ethics in Policy and Enforcement**

**October 1**

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

*Optional Public Writing:* Tharrior, Ishan. 2018. "[For migrants, it takes extraordinary acts to earn normal lives.](#)"

**Week 7: Measuring Policy Regimes**

**October 15**

- Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95:3 (September): 529-46
  - **This is a very difficult reading. Please prepare adequate time to get the main points.**
- Goodman, Sara Wallace. "Conceptualizing and measuring citizenship and integration policy: Past lessons and new approaches." *Comparative Political Studies* 48.14 (2015): 1905-1941.
- Boucher, Anna and Justin Gest. 2018. "The Classification of Immigration Regimes" in *Crossroads: Comparative Immigration Regimes in a World of Demographic Change*.
- Carefully review MIPEX 2017. <http://www.mipex.eu/>
  - **Go far beyond the graphical interface of the site.**

**Week 8: Explaining Immigrant Behavior**

**October 22**

- 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. 2020. Local Suffrage increases Naturalization: Evidence from the European Union. Working paper.

**Week 9: Integration**

**October 29**

- 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.

- 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.

*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 10: Presentations!**

**November 5**

**\*In-class [Proposal Presentations!](#)\***

## **Week 11: Prejudice, Public Opinion, and Policy**

**November 12**

- 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.
- 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.

*Optional Public Writing:* Jardina, Ashley. 2018. "[What Americans really think about birthright citizenship](#)"

## **Week 12: Identity and Nation Building**

**November 19**

- Mamdani. 2001. Introduction, Ch. 1-3 in *When Victims Become Killers*.
- Mylonas, Harris. 2012. Introduction, Ch. 1. In *The Politics of Nation-Building*.
- 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 13: Thanksgiving!**

**November 26 – No class!**

## **Week 14: Political Belonging in Democracy**

### **December 3**

- 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.
- Kryzanowski, Michal, and Ruth Wodak. 2011. Ch.1, 2, & 6. In *The Politics of Exclusion: Debating Migration in Austria*.

**\*Final Papers due Tuesday, December 15<sup>th</sup> (11:59pm)\***