PS 311: IMMIGRATION, CITIZENSHIP, AND THE STATE
(CROSS-LISTED WITH GIS, HUMAN RIGHTS, SOCIAL POLICY; RELATED INTEREST: FRENCH STUDIES, GERMAN STUDIES)
FALL 2011 | TUESDAYS AND THURSDAYS, 1:30-2:50PM | OLIN 203

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Course Overview:

As migration has become an increasingly global phenomenon, more and more immigrant-receiving countries around the world find themselves embroiled in the same debates over immigration and citizenship. In this class we examine how and why political conflicts over immigration and citizenship arise and are played out in sometimes similar, sometimes dissimilar ways across different national settings. We start with the United States but then look for parallels and comparative reference elsewhere, including the leading immigrant-receiving democracies in Western Europe and East Asia. In each case, we first consider political debates around immigrants’ entry, from border control and admissions policies—e.g. visa quotas/categories and their determinants, the regulation of undocumented migration, the acceptance of asylum seekers—to concerns over immigrants’ perceived impact on jobs, taxes, and public services. We then consider the politics around immigrants’ membership and belonging, including policies concerning immigrants’ political, social, and cultural integration, and questions of multiculturalism and assimilation. The aim of this course is not to weigh in on any side of any particular debate, but to give students the analytical tools with which to compare and contrast the relevant issues, actors, political institutions, and political processes that form the basis of immigration-related policy debates in a variety of different national contexts.

Course Requirements

Grades in this class will be based on the following; NOTE: Assignments turned in late will not be accepted, so please plan accordingly. All written assignments should be typed, double-spaced, with 1” margins and in 12-point font, preferably Times New Roman.

Class Participation (25%): Students are expected to have read and be prepared to discuss all of the required readings before each class.

Online Reading Responses (25%): Brief (500 words maximum) evaluation of / response to readings of your choice, to be posted by 7pm the day before class each week.

Original Research Papers (50%): 15-20 page paper, which students will have the chance to work through several drafts of over the course of the semester; Proposal/abstract due October 4; First paper draft due November 1; Second (peer-review) draft due November 29; Final draft due December 6; In-class presentations during last two days of classes. (See me to discuss sources outside of the assigned readings that you can draw upon)

Option 1: Compare what went into the development of at least two distinct sets of immigration and citizenship policy regimes, either two different periods within the same country, or two separate countries along the same time lines. What explains their similarities and differences? What goes into immigration and citizenship policymaking, and what explains variation across different settings?

Option 2: Profile and compare paths to the political membership of at least two immigrant groups in the U.S. or another country, or the same migrant group living in two different countries. What explains the relative success or failure of immigrants’ political integration from one place to the next?
**Option 3:** For current or would-be senior thesis writers writing about immigration politics: consult with me about using this paper assignment to develop part or all of your senior thesis.

**Grading Criteria:** All assignments will be graded according to the following criteria: 1) originality and strength of the argument, 2) clarity and organization, 3) factual accuracy and correct use of course material, and 4) accessibility and quality of writing. Grades will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Exceptional work. Shows near perfect understanding of course material, as well as exceptional analytic rigor and originality.</td>
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<tr>
<td>B</td>
<td>Good work. Shows a strong grasp of course material, as well as some analytical rigor. Still shows original or thought-provoking work, but may have some weaknesses.</td>
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<tr>
<td>C</td>
<td>Poor work. Serious errors or misunderstanding of course material. Hard to discern what student is arguing or trying to say.</td>
</tr>
<tr>
<td>D</td>
<td>Very poor work. Student appears to have made little to no effort. Very serious errors or misunderstanding of course material. No idea what student is arguing or trying to say.</td>
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<tr>
<td>F</td>
<td>Little or no work. Student either did not turn in work or what was turned in showed no effort to keep up with course material.</td>
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**COURSE AND COLLEGE POLICIES**

**Attendance:** Students are expected to attend all classes. While many students miss one or two classes, excessive absenteeism will affect a student’s grade. Students are accountable for any work missed during absences from class. Absences for religious holidays will be accommodated if the student informs the professor of the absence in advance. Absences for family emergencies or serious illnesses will be addressed on a case-by-case basis with proper documentation.

**Academic honesty:** Students are expected to turn in their own original, individual work. Plagiarism is a serious breach of academic trust, and will not be tolerated. Plagiarism is intentionally or knowingly using someone else’s ideas, words, or thoughts without giving proper credit to the source. All work for which another source is not cited is assumed to be yours. Material taken from another source must be cited by footnotes or other means.

**Accommodations for students with disabilities:** If you anticipate issues related to the format or requirements of the course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal disability-related accommodations are necessary, it is important that you register with the administration so that accommodations can be arranged for this course and your future courses.
Required Texts Available for Purchase


Digital copies of all other assigned readings are available on ReserveDirect.

Suggested additional readings (not required) are either on ReserveDirect, or in hard copy held on reserve at the library.

**Tips on doing the assigned readings:**

When reviewing assigned readings, focus less on the specific details of each country case study and more on the main points and arguments of each reading, and how these connect with the main themes of the course. Please ask for help if at any point you are having trouble identifying or understanding the authors' general arguments.

**Media resources:**

In addition to the assigned and suggested readings, students are welcome to draw on documentary film and visual media for ideas and contextual reference. A selection of recommended audio-visual media, much of which is available online or through the library, is attached at the end of this syllabus.

**Class schedule and assigned readings**

**August 30, Day 1:** Introductions and discussion of course themes

[Preview: categories of migration and membership, the U.S. example. Questions to ponder: The U.S. is a nation of immigrants, but how/when did the first national "immigration" policies come about, and why so late? In what context did the 14th amendment—critical to today's debates—arise? Have the politics over immigration changed over time in the U.S.? What do you think are the prospects for immigration reform during the first Obama administration?]

Read/discuss in class:


[Suggested additional readings:]

[http://www.migrationinformation.org/Profiles/display.cfm?ID=766](http://www.migrationinformation.org/Profiles/display.cfm?ID=766)

**September 6, Day 2:** Conceptualizing immigration and citizenship debates


[Suggested additional readings:]


September 13, Day 3: The politics behind immigration and citizenship policies, a theoretical overview


[Suggested additional readings:]


**September 20, Day 4: Border politics in America: historical perspectives**


[Suggested additional readings:]


**September 27, Day 5: Part two: contemporary admissions debates**


[Suggested additional readings]


October 4, Day 6: Background to immigration and border politics in Europe  [Paper proposal / abstract due]


[Suggested additional readings]


October 11: Fall Break, no class

October 18, Day 7: Part two: contemporary debates, citizenship in the EU versus individual member states


October 25, Day 8: Immigration and Citizenship Politics in Japan and East Asia

Qs: How do immigration debates play out in a non-Western context? In what ways are the political conflicts surrounding immigration in the advanced industrial democracies of East Asia similar or dissimilar to the contexts of the other countries we’ve looked at?


[Suggested additional readings]


November 1, Day 9: Race, ethnicity, and immigrants’ political integration in the U.S. [First paper drafts due]

Qs: Do immigrants impact American society and culture more, or is it the other way around? And why does it matter?


[Suggested additional readings]


November 8, Day 10: Multiculturalism and diversity debates in the U.S.


[Suggested additional readings]


November 15, Day 11: Race, identity, and immigration politics in France and Europe


[Suggested additional readings]


**November 22, Day 12: Race, identity, and immigration politics in Japan and South Korea**


[Suggested additional readings]


**November 29, Day 13 [Second, peer-review paper drafts due]**

[Peer review session]

**December 6, Day 14 [Final papers due]**

[Paper presentations]

**December 13, Day 15**

[Paper presentations]
A Recommended Selection of Film / Visual Media:

On immigrants’ entry and membership in the U.S.:
* Becoming American: The Chinese Experience, program three, “No Turning Back” (2003, 88 min), on the effect of 1965 immigration reforms on U.S. Chinese communities; also program two, “Between Two Worlds” and program one, “Gold Mountain Dreams”
* Patrolling the Border: National Security and Immigration Reform (2005, 22 min), on modern U.S. border patrol strategies
* Rights on the Line: Vigilantes on the Border (2005, 43 min), on the Minuteman Project
* Snakeheads (1996, 27 min), on human trafficking by Chinese smuggling groups
* Abandoned, the Betrayal of American Immigrants (2000, 55 min), on U.S. detention and deportation policies
* Well Founded Fear (2000, 119 min), on the process of seeking asylum in the U.S.

On immigrant labor in the U.S.:
* Farmingville (2004, 79 min), tracks political mobilization and all sides of the debate about how to handle undocumented labor migration in one New York suburban community
* Go Back to Mexico! (1994, 57 min), on the lead-up to the passage of Prop 187 in CA
* Made in LA: Hecho en Los Angeles (2007, 70 min), on LA sweatshop workers organizing
* Mexico City: The Largest City (Global Cities: Immigration and the World Economy series, 2004, 26 min), on emigration and immigration politics in Mexico

On assimilation/integration in the U.S.:
* Letter Back Home (1994, 14 min), on Lao and Cambodian youths in San Francisco’s Tenderloin district
* Lost Boys of Sudan (2004, 87 min), on Sudanese war orphans’ adjustment to life in Texas
* The English-Speaking Amendment (1986, 28 min), on the political debate over making English the official language of the U.S.

On tensions around ethnic diversity in Europe and the EU:
* Help Wanted: Dynamics of the EU Labor Market (2007, 26 min), on the transition from temporary to permanent immigration patterns in Europe
* Inside the European Union: Parliament Under Pressure (2007, 26 min), on the politics behind comprehensive EU immigration laws
* La Haine (Criterion edition, 2007, 97 min), a fictional though prescient portrayal of the lives of immigrant youths in a Paris ghetto, filmed 10 years before the suburban riots of 2005
* London: The Post-Imperial City (Global Cities: Immigration and the World Economy series, 2004, 26 min), on immigration and economic conditions in London
* Frankfurt: The Euro-City (Global Cities: Immigration and the World Economy series, 2004, 26 min), on immigration and economic conditions in London

On immigration and integration considerations in the Asia-Pacific region:
* Singapore: The Price of Prosperity (1997, 30 min), on the molding of a “homogenous and efficient” society in pursuit of economic development
* Tokyo: The Neon City (2005, 26 min), on labor migrants and ethnic tensions in Tokyo
* Shimon: Fingerprint (1990, 28 min), on zainichi Korean activism against the Alien Registration Law and the fingerprinting of foreign residents