

## CITIZENSHIP, IMMIGRATION POLITICS, AND AMERICAN IDENTITY

Rutgers University-Newark

Political Science 502

Spring 2015, Tuesday 5:30-8:10 pm

Conklin Hall 238

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Office Hours: Thursday 4-5:30 and by appointment

One need only glance at the daily news to find evidence that immigration, notions of citizenship, and understandings of American identity are omnipresent and interweaving facets of American political life.

- ✓ Unauthorized immigrant youth who arrived in the U.S. as young children organized themselves as “Dreamers” and ultimately succeeded at influencing some state legislatures to pass Dream Acts, and President Obama to create Deferred Action for Childhood Arrivals. How did they capitalize on notions of American identity and the American Dream to launch their successful movement? Will their parents be able to hold onto the prospect for regularization that Obama recently ordered in his Deferred Action for Parental Accountability, or will the Republican Congress attempt to derail this program before it starts? And what are the ethical implications of offering legal status to this one slice of the unauthorized population?
- ✓ What do the Charlie Hebdo and related attacks signal about immigrant integration in France? How do we interpret the heroic efforts of some immigrants alongside the murderous actions of others? How will these events influence policy making in France, in Europe, here in the U.S.? What do we make of a reported upsurge of French Jews immigrating to Israel? What are our obligations toward providing opportunities for immigrants? How do societies do so while maintaining security and respecting diversity?
- ✓ Mexico recently began issuing birth certificates to its citizens from its U.S. consulates, as a way to help unauthorized Mexican immigrants prepare their applications for deferred action. Previously, Mexicans needed to obtain these documents in Mexico. How do immigration policies in the U.S. shape policies in other places? How do the interests of individual immigrants and their families align with those of their home and host countries? What do these relationships show about globalization and interdependence? What are the ethical issues that arise?

We could find many more examples of current events and controversies that demonstrate the centrality of immigration and citizenship to US politics and daily life. This course will provide theoretical and analytical frameworks for thinking through questions such as these.

This semester we will examine the nexus of immigration politics, notions of citizenship, and American identity. We will draw on concepts of citizenship to analyze the evolution of immigration policy in the United States, from the 19th Century to the present post-9/11 era, considering how policies convey messages about who counts as American. We will examine immigrant integration into U.S. society, and the work of non-governmental organizations in fostering practices of citizenship and participation. We will consider how policies and political actors (at national and local levels) construct categories of immigrants -- e.g., undocumented, families, skilled workers, refugees -- how racial and gender

hierarchies intersect with these categories, and the consequences of these constructions for immigrants' daily lives. We will trace how immigrants resist exclusionary discourse and practice, and in the process offer new understandings of American identity and ways of life.

Welcome to class!

## TEXTS

**Books** The following required books have been ordered through the Rutgers Bookstore in Bradley Hall and at New Jersey Books, University & Bleeker Streets. They can also be found through online sellers and some are available as e-books. Used copies should be available for most, but some are too recently published.

1. Andreas, Peter. 2009 SECOND EDITION. *Border Games: Policing the US-Mexico Divide*. Cornell University Press.

2. Bloemraad, Irene. *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press (2006)

3. Carens, Joseph H. *The Ethics of Immigration*. Oxford University Press (2013)

4. Coutin, Susan Bibler. *Nations of Emigrants: Shifting Boundaries of Citizenship in El Salvador and the United States*. Cornell University Press (2007)

5. Hinze, Annika. *Turkish Berlin: Integration Policy and Urban Space*. University of Minnesota Press (2013).

6. Jones-Correa, Michael. *Between Two Nations: The Political Predicament of Latinos in New York City*. Cornell University Press (1998)

7. Joppke, Christian. *Citizenship and Immigration* (2010). Polity Press.

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

**Articles and chapters.** Additional required readings are available on Blackboard (under READINGS link). Registered students can access Blackboard at [blackboard.newark.rutgers.edu](http://blackboard.newark.rutgers.edu).

## COURSE REQUIREMENTS

Graduate study in the social sciences uses the practices of reading, writing, and informed discussion to develop students' abilities to think critically, to analyze the political and social world, and to communicate ideas to one another and the broader public. Thus in this course, you will have lots of practice reading material, discussing it with one another, and writing about it.

**Reading.** Each week you will read either selections from a book, an entire book, or a selection of articles. You should read these materials as works of social science, thus differently than you would read a novel or a newspaper. This takes practice, and is difficult at first, so try not to become discouraged! When reading, your aim is to identify and to reflect on:

- The author's purpose for writing the book, the core questions that the author asks,
- The author's conclusions and/or answers to his/her questions,
- The author's core arguments and their evidentiary basis. These may be causal arguments, about how pieces of the social and political world fit together – what factors shape naturalization rates of different immigrant groups, for example. They may be conceptual or definitional arguments

– for example, what are core aspects of citizenship and why? What empirical or logical evidence does the author use to support these arguments?

- Generally, what light does the author shed on notions of citizenship, on conceptions of American identity, on the politics of immigration? What do you know or understand now that you did not know or understand before?

Reading with these questions in mind means you probably should not read the books or articles in chronological order, waiting to see how the story ends. Instead, you should start with the first and last chapters to identify the overarching questions and answers, and to get a preview of the book’s structure and core arguments. Only then should you read the middle chapters, to see how the author constructs and supports the argument and conclusions. (You can even try reading each chapter in this way – the first and last sections, followed by the middle sections.)

**Participation.** Informed participation is critical to the success of this course, and to your own learning process. Our course will proceed as a guided discussion, and I expect all class members to take part as we discuss each week’s readings and their larger implications. I expect you to be respectful of others’ contributions to discussion, to listen closely, and to be mindful of timing and tone. I will manage and guide the discussion.

## WRITING

**Homework.** Each week, students will prepare a short written assignment based on the readings. Bring two copies to class, because I will collect them at the beginning of class, and refer to them during class. I will grade them on a scale of A, A-, B, B-, C, C-, etc. Directions for this assignment are in a separate handout.

**Research Paper.** Students will research and write a 10-12-page research paper that engages class material on citizenship and immigration policy and links it to additional readings on a topic they choose. Students will prepare Research Notes throughout the semester to assemble necessary materials for the paper, including preparing a topic statement, two annotated bibliographies, and a presentation. The final full paper will be due at the end of the semester. You will receive separate handouts about these assignments.

**Course grades** will be calculated as follows:

Weekly assignments	45%
Research Paper	40%
Research Notes & Presentation	15%

Students who are absent more than once during the semester will lose 2 points from their final grade for each unexcused absence. In accordance with university policy, absences can be excused only in the following cases: illness; death in the family; religious observance; official college business. These instances must be documented.

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## COURSE OUTLINE

January 20                      Introduction to class

January 27	Joppke, <i>Citizenship and Immigration</i>
February 3	Carens, <i>The Ethics of Immigration</i> pp. 1-13 and Chapters 2-8
February 10	Coutin, <i>Nations of Emigrants</i>
February 17	Masuoka and Junn, <i>The Politics of Belonging</i>
February 24	<u>Gender, Citizenship and Immigration</u> Kerber, "The Stateless as the Citizen's Other" Bhabha, "The 'Mere Fortuity of Birth'" Banarjee, "Transnational Subcontracting, Indian IT Workers, and the US Visa System" Rodriguez, Excerpt from <i>Migrants for Export</i>
March 3	Bloemraad, <i>Becoming a Citizen</i>
March 10	Jones-Correa, <i>Between Two Nations</i> <b>Research Note 1 due: Topic statement</b>
March 17	No class: Spring break
March 24	Hinze, <i>Turkish Berlin</i> <b>Research Note 2 due: Part I Bibliography</b>
March 31	<u>US Immigrant Integration Policy &amp; Programs</u> Welcoming America web site Make the Road New York web site Mitnik and Halpern-Finnerty, "Immigration and Local Governments: Inclusionary Local Policies in the Era of State Rescaling" Presidential Memorandum "Creating Welcoming Communities and Fully Integrating Immigrants and Refugees"
April 7	Andreas, <i>Border Games: Policing the US-Mexico Divide</i> <b>Research Note 3 due: Part II Bibliography</b>
April 14	<u>Deportation Studies</u> Golash-Boza, "The Immigration Industrial Complex" and "A Confluence of Interests in Immigration Enforcement" Wicker, "Deportation at the Limits of 'Tolerance'" Maira, "Radical Deportation" Peutz, "'Criminal Alien' Deportees in Somaliland"
April 21	Carens, <i>The Ethics of Immigration</i> Chapters 9-13
April 28	<b>TED talks: Student presentations on research readings</b>

**RESEARCH PAPER DUE FRIDAY, MAY 8 BY NOON**