

**CITIZENS AND STRANGERS**  
**James Simeone, Illinois Wesleyan University**  
**Fall 2012**

**COURSE DESCRIPTION**

In an era of globalization, is citizenship an obstacle to social justice? Citizens are people who belong to and are members of a nation. But after decades of unprecedented global migration, masses of people live as aliens and non-members in foreign nations. Indigenous peoples continue to be treated as strangers in lands they have occupied for centuries. Citizenship promotes attachment and inclusion but simultaneously ranks and excludes. Today more than ever citizens and strangers are counterparts; they oppose but define each other. At the very moment when human rights movements worldwide are pushing to fulfill the promise of equal civil standing, a new wave of nationalism threatens to make the lack of citizenship an excuse for inhumane and unjust treatment.

Taking the counterpart theme as our guide, we will assess the history, ideals, and current practices of civic life. We will ask: Is national citizenship a coherent ideal in world driven by international trade and migration? Should people be free to join states at will? (If goods are free to move about the globe, why not people?) Do the ideals of citizenship help or hinder the achievement of social justice?

**COURSE SCHEDULE**

**Introduction: Citizens and strangers as counterparts**

- 8-28    Topic:            What is a counterpart?  
          Assignment:    Bring a dictionary definition of 'counterpart' to class  
          Reading:        James Joyce, "Counterparts," 55-63 in *Dubliners*  
          Exercise:        Review course goals; explore the role of definition in writing
- 8-30    No class meeting
- 9-4     Topic:            Why does Joyce title his story "Counterparts"?  
          Assignment:    Using a question to uncover meaning  
          Reading:        James Joyce, "Counterparts," 55-63 in *Dubliners*  
          Exercise:        Make a list of possible counterparts in Joyce's short story
- 9-6     *Draft of Essay #1 due in class*  
          Reading:        Joseph Williams, *Style: Toward Clarity and Grace*, 16-65  
          Exercise:        Peer review of essay; discussion of focus, style, and organization;  
                          a mock "Counterparts" essay will be reviewed by the whole class
- 9-7     Conferences
- 9-11    **Essay #1 (interpretative) due in class**
- Part One: Patriots or world citizens?**
- 9-11    Topic:            The case for cosmopolitanism  
          Assignment:    Using definitions to make sense of a complex issue  
          Reading:        Martha C. Nussbaum, *For Love of Country*, 3-17  
          Exercise:        The role of definitions in thinking
- 9-13    Topic:            Patriots respond  
          Assignment:    How making distinctions advances a claim  
          Reading:        Martha C. Nussbaum, *For Love of Country*, 30-37; 61-65; 72-77  
          Exercise:        Specify in one sentence each how Barber, Glazer, and Himmelfarb define patriotism
- 9-11    Immigrant Rights and Immigration Policy Panel 7 PM CNS c102

- 9-18 Topic: *class debate: should we be cosmopolitans or patriots?*  
 Assignment: Using claim-objection-rejoinder to structure debate  
 Reading: Martha C. Nussbaum, *For Love of Country*, 38-44; 53-60; 111-144  
 Exercise: Bring a list of claims and objections to class
- 9-20 *Draft of Essay #2 due in class*  
 Peer review and the use of claim-objection-rejoinder sequences; discussion of revision
- 9-22 Immigration Project Action Event 9-4 Shirk Center Practice Gym
- 9-24 **Essay #2 (argumentative) due 4 PM CLA 251**

**Part Two: Insiders and outsiders as counterparts**

- 9-25 Topic: Outside the sphere of belonging  
 Assignment: Extracting meaning from the setting  
 Reading: Clark, *The Ox-Bow Incident*, 5-53  
 Exercise: Reaction Questions #1:  
 1. What kind of town is Bridger's Wells? What clues does the author offer as to its socio-economic condition? Does this matter?  
 2. What do we learn about the status of the narrator and Gil from their interactions with Canby, Moore, and Farnley?  
 3. What explains Bartlett's success with the crowd?  
 4. What is Davies' theory of law? Why is the sphere of the "bigger we" needed?
- 9-27 Topic: Justice among strangers  
 Assignment: Using the counterparts theme to organize an analysis  
 Reading: Clark, *The Ox-Bow Incident*, 53-94  
 Exercise: List #3: Bring a list of counterparts from the reading to class
- 10-2 Topic: What kind of community is a pack?  
 Assignment: Developing a thesis by interrogating a concept  
 Reading: Clark, *The Ox-Bow Incident*, 95-169  
 Exercise: In class we will free write on the topic of the pack's pecking order
- 10-4 Topic: Mob rule, honor, and the need to belong  
 Assignment: Discussing the constituents of a good thesis  
 Reading: Clark, *The Ox-Bow Incident*, 169-217  
 Exercise: Bring a thesis statement to class
- 10-9 *Draft of Essay #3 due in class*  
 Peer review of essay and discussion of thesis revision
- 10-11 Topic: Learning to revise  
 Assignment: The hows and whys of revision  
 Reading: Bruce Ballenger, *The Curious Writer*, 617-656  
 Exercise: Bring your revised thesis statement to class
- 10-11 SPECIAL EVENT: DINNER AND A MOVIE: *The Ox-Bow Incident* Meet in Shaw 201 at 5:00 PM. We will walk to the Lucca Grill; the movie will begin about 6:30 PM Ames Library, Beckman Auditorium
- 10-12 Conferences
- 10-15 **Essay #3 (interpretive) due 4 PM CLA 251**

### **Part Three: Immigrants and citizens as counterparts**

- 10-16 Topic: Making chips and servicing chip makers  
Assignment: Summarizing an argument  
Reading: Christian Zolniski, *Janitors, Street Vendors, and Activists*, 1-72  
Exercise: Bring to class a one-page summary of Zolniski's argument
- 10-18 Topic: Structure and agency: Stories from the informal economy  
Assignment: Pick a story and explain how it illustrates the roles of structure and agency  
Reading: Christian Zolniski, *Janitors, Street Vendors, and Activists*, 73-105  
Exercise: Applying a theory to a case study
- 10-19 Fall Break Day
- 10-23 Topic: The Mexican immigrant family in the informal economy  
Assignment: Asking questions of a text  
Reading: Christian Zolniski, *Janitors, Street Vendors, and Activists*, 106-144  
Exercise: Bring a list of three questions to class for group discussion
- 10-25 Topic: Immigrants as agents, becoming members  
Assignment: Using definition to structure an explanation  
Reading: Christian Zolniski, *Janitors, Street Vendors, and Activists*, 145-209  
Exercise: Bring definitions of 'structure' and 'agency' to class
- 10-30 *Draft of Essay #4 due in class*  
Peer review of essay and discussion of explanatory style
- 11-1 Topic: Immigrants in rural America  
Assignment: Can immigration save small town America?  
Reading: Patrick Carr, et al., "Can Immigration Save Small-Town America?: Hispanic Boomtowns and the Uneasy Path to Renewal" 38-57  
Exercise: Using free writing to develop ideas
- 11-5 **Essay #4 (explanatory) due 4 PM CLA 251**

### **Part Four: Structure and agency in the politics of immigration**

- 11-6 Topic: Debating immigration policy: left, right, and center perspectives  
Assignment: Asking questions of a text  
Reading: Jane Guskin and David Wilson, *The Politics of Immigration*, 11-61  
Patrick Buchanan, *The Death of the West*, 123-146  
Exercise: Be prepared to discuss the differing perspectives in the two readings
- 11-6 SPECIAL EVENT: *Sentenced Home* at Beckman in Ames Library 6 PM
- 11-8 Topic: *class debate: are immigrants bad for the economy?*  
Assignment: Using claim-objection-rejoinder to structure debate  
Reading: Jane Guskin and David Wilson, *The Politics of Immigration*, 62-72  
George Borjas, *Heaven's Door*, 3-18; 87-104  
Exercise: Bring a list of claims and objections to class
- 11-13 Topic: Should we have open borders?  
Assignment: Preparing an argument outline

- Reading: Jane Guskin and David Wilson, *The Politics of Immigration*, 83-141  
 Stephen Macedo, "The Moral Dilemma of US Immigration Policy," 63-81 in *Debating Immigration*
- Exercise: Bring an outline of Macedo's argument to class

11-15 SPECIAL CLASS AT AMES LIBRARY INSTRUCTION LAB

- Topic: An introduction to library research  
 Reading: Ames Library web site: <http://libguides.iwu.edu/sweet>  
 Assignment: Gathering facts, using sources  
 Exercise: Meet Chris Sweet, university librarian

11-16 Friday conference on specific research question and annotated bibliography with five articles

11-20 SPECIAL CLASS AT AMES LIBRARY (with Chris Sweet only)

- Topic: Using the library to do research  
 Assignment: Bring your narrowed research question to this session  
 Exercise: Finding sources for your theory and case study

11-22 Thanksgiving break

- 11-27 Topic: A debate about structure and agency: Are Mexican gardeners exploited?  
 Assignment: Apply a theory to a debate  
 Reading: Hernan Ramirez and Pierrette Hondagneu-Sotelo, "Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?", *Social Problems*, 70-88  
 Exercise: Write out a one-sentence claim for each side in the debate

11-29 *Draft of Research paper due in class*  
 Peer review and discussion of writing up research

- 12-4 Topic: Combining the explanatory and interpretive essay  
 Assignment: Working to add depth to your argument  
 Reading: *The Allyn & Bacon Handbook*, 581-626  
 Exercise: Discussion of plagiarism and other pitfalls of original research

- 12-6 Topic: APA formatting for a bibliography  
 Assignment: Creating a bibliography for your research paper  
 Exercise: Bring your research paper sources to class in APA format

12-10 READING DAY

12-13 **Research paper (theory and case study) due 3 PM CLA 251**

**CLASS READING**

The following texts should be purchased at the IWU Bookstore:

- Guskin, J. & Wilson, D.L. (2007). *The Politics of Immigration*. New York: Monthly Review Press.  
 Joyce, J. (1914/1991). *Dubliners*. New York: Dover Publications.  
 Nussbaum, M. (2002). *For Love of Country?* Ed. J. Cohen. Boston: Beacon Press.  
 Van Tilburg Clark, W. (1940/1968). *The Ox-Bow Incident*. New York: Penguin Books.  
 Zolniski, C. (2006). *Janitors, Street Vendors, and Activists: The Lives of Mexican Immigrants in Silicon Valley*. Berkeley: University of California Press.

The following texts are available on electronic reserve at Ames Library. Password is 'members'—all lowercase.

- Ballenger, B. (2005). Revision Strategies. In *The Curious Writer* (pp. 617-656) New York: Longman.
- Borjas, G.J. (1999). Chapters 1 & 5. In *Heaven's Door: Immigration Policy and the American Economy*. (pp. 3-18; 87-104) Princeton: Princeton University Press.
- Buchanan, P. (2002). La Reconquista. In *The Death of the West*. (pp. 123-146). New York: St. Martin's Press.
- Carr, P.J., Lichter, D.T., & Kefalas, M. J. (2012). "Can Immigration Save Small-Town America?: Hispanic Boomtowns and the Uneasy Path to Renewal," *Annals of the American Academy of Political and Social Science* Vol.641 May pp. 38-57.
- Macedo, S. (2007). The Moral Dilemma of US Immigration Policy. In *Debating Immigration*. (pp. 63-81). Ed. C. Swain. Cambridge: Cambridge University Press.
- Ramirez, H. and Hondagneu-Sotelo, P. (2009). Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers? *Social Problems*, Vol. 56 No. 1 pp. 70-88.
- Rosen, R.J., & Behrens, L. (2003). The Research Paper. In *The Allyn and Bacon Handbook*. (pp. 581-626) 5<sup>th</sup> Edition. New York: Pearson.
- Williams, J.M. (1981/1990). Clarity and Cohesion. In *Style: Toward Clarity and Grace*. (pp. 16-65). Chicago: University of Chicago Press.

### **COURSE REQUIREMENTS**

The grade in this course is based on 5 papers (including drafts) (85%), and class participation (15%). The precise weight of each requirement is listed below.

Essay #1:	10%
Essay #2:	10%
Essay #3:	20%
Essay #4:	20%
Research paper:	25%
Class discussion:	15%

The class schedule contains many "assignments" that are required as part of the class participation grade. Summaries should be typed, one-page, single-spaced analytical summaries of the argument(s) presented in the passages from the text assigned. Lists should be one page, typed and include page numbers for all textual references. Free writing exercises do not have to be typed.

At anytime before the last class, students may hand in re-writes of the first three essays. However, re-writes must show evidence of a thorough revision; simply responding to comments and correcting grammar and spelling is not real revision. Re-write grades will be averaged equally with the essay grade to produce a final composite grade.

I will keep a regular attendance record. After more than three absences, I shall begin deducting points from your class discussion grade. It is essential that you attend this class regularly. In addition, deadlines are strict since they often are keyed to the class sessions. Assignments will be posted on my homepage—see the address below.

### **COURSE GOALS**

- To develop good habits at all stages of the writing process.
- To learn how to use writing to think and strengthen ideas.
- To learn how to revise writing and to establish the practice of rewriting.
- To learn how to write creatively and to defend a claim clearly.
- To learn to appreciate debate and enjoy contention.
- To learn to use intellectual reflection to focus the process of self-development.

### **OFFICE HOURS**

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