Anyone born in the United States is automatically an American citizen. In most European countries, birthright citizenship is rarely guaranteed unless one's parents are already citizens. The Netherlands and Germany have recently made it easier to become German and Dutch nationals, while one of the few European countries that had birthright citizenship (Ireland) abandoned it at around the same time. And, try as one might, it is very difficult to give up Moroccan citizenship, even when one wants to!

This course seeks to examine the very different conceptions of citizenship in different states and at different times, particularly through the lens of migration. What does being a citizen of a state mean in a modern sense, and why is it the focus of so much of the current European and American debate over migration? How are policies about who belongs and who becomes a citizen determined? How has naturalization policy changed over time, and how have debates over citizenship and migration changed the overall political system?

Course Objectives:

The course begins with background on immigration and immigration politics, and then moves into the different understandings of citizenship that exist in the U.S. and Europe. From there, it examines the different ways that policies are implemented, as well as the way that these policies are debated in the political sphere. Multiculturalism and its effects on the citizenship debate are also examined, and the course ends with a look at transnationalism and other phenomenon that may continue to change the face of migration and citizenship. Readings focus on citizenship from an institutional or state perspective, rather than the individual experience of acquiring citizenship, but it is expected (and encouraged) that these perspectives will also come up in discussions and student writing.

Students should leave the course with an understanding of the varieties of citizenship that exist across
the world, and how those policies have been debated in the political arena. They should be able to make normative claims for and against expanded citizenship, and understand the costs and benefits of naturalization policies for countries. Lastly, they should be able to understand the historical development of these policies, and be able to anticipate or understand future developments in countries' citizenship regimes.

Requirements:

It is assumed that students will have done the readings prior to class, and this will be a discussion-oriented seminar. To facilitate this, students will be required to submit brief, 1-page response papers for 7 of the 12 weeks following the shopping week.

There will be four exam-style prompts assigned, one each at the end of Unit 2, 3, 4 and 5. A 3-4 page response will be due at the beginning of the following class, and students are required to complete any three of the four assignments. These should be well-edited, should argue a clear thesis, and should answer the prompt given. Students may submit an additional paper for extra credit (at half the weight of the required papers).

Students will have three options for the final assignment and need only do one of the following; all will be weighted equally:
1. A 12-15 page term paper on the topic of the student's choice
2. A 10-12 page senior thesis proposal on a topic related to the course
3. 2 800-1000 word critical book reviews on additional readings, selected by the student and instructor together.

Grading:

Grades will be assigned as follows: Class Participation (including collaborative reading online): 20%; Response Papers: 15%; Short Essays: 30%; Final Assignment (including proposal): 35%. Late assignments will not be accepted at all, barring exceptional circumstances and with a letter from your House Dean explaining the reasons.

Accommodations for students with disabilities

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner.

Collaboration Policy

Discussion and the exchange of ideas are essential to academic work. For response papers, book reviews and the final paper in this course, you are encouraged to consult with your classmates on the choice of topics, to share sources, and to engage in peer review. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc), you must also acknowledge this assistance in the submitted paper. Help from resources like the College Writing Center and the Departmental Writing Fellow are also encouraged, but this assistance must also be acknowledged. The exams at the end of each unit are not meant as collaborative assignments, however, and students must not discuss these with each other while working on them. Students who acknowledge they have read and agree to this collaboration policy by e-mailing the instructor with a list of which course assignments allow and do not allow collaboration, by the beginning of the second class section, will receive a small (edible) reward during that class; students who do not get nothing but a disapproving look from the instructor.
Required Books (available at the Coop):
- Irene Bloemraad: Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada, California 2006

Course Schedule
Note: The electronic syllabus on Canvas will always be the most-up-to-date version of this schedule.

Unit 1: Background
What are the current trends in migration, and to whom do current citizenship policies apply?
What is the current political atmosphere surrounding migration and citizenship?

Jan. 25 (Shopping Week): Immigration Trends in the United States and Europe
- OECD International Migration Outlook 2016, Chap. 1, pp 7-8, 13-52 (read for big picture and broad view of data; don't worry about specific details yet)

Feb. 1: Immigration Politics in the United States and Europe
- Sara Wallace Goodman, Immigration and Member Politics in Western Europe, Oxford: 2014. pp. 1-12, 16-36
- Yascha Mounk, “Why I Still Want to Be an American Citizen,” Slate, 12/6/16

Unit 2: The Meaning of Citizenship
How do states and polities determine what citizenship should mean? How has this changed across time? How have nationalism and discourses about human rights affected citizenship and naturalization policies?

Feb. 8: What is Citizenship? Part 1
- Howard, pp. 1-16
- Christian Joppke, Immigration and Citizenship, Polity: 2010, Chapter 1, pp. 1-33
- Elizabeth F. Cohen, “Carved from the Inside Out”, in Debating Immigration, Carol Swain, editor. pp. 32-45

Feb. 15: What is Citizenship? Part 2
- http://www.bbc.co.uk/programmes/p03njc35 - Sandel on Borders

Unit 3: Types of Citizenship Policy
How have citizenship policies been amended during current waves of immigration? What approaches have been adopted? How have they affected migrants? How have they affected countries' political debates?

Feb. 22: Trends in Citizenship Policy, Part 1
Unit 2 Paper Due
- Howard, Chapters 2 & 3, pp. 37-70
Chapter 4 “From Manifest Destiny to Multicultural Diversity in the Settler Countries,” pp. 89-123

- *Tuaua v United States* (D.C. Cir. 2015)

March 1: Trends in Citizenship Policy, Part 2

- Howard, Chapters 4-7, pp. 73-168
- Peter H. Schuck, "Immigrants' Political and Legal Incorporation in the United States after 9/11: Two Steps Forward, One Step Back" in *Bringing Outsiders In*, Jennifer Hochschild and John Mollenkopf, eds., Cornell: 2009, pp. 158-175

March 8: Citizenship, Integration and Incorporation

- Bloemraad, Introduction and Chapters 1, 2, and 4, pp. 1-101, 138-160

Q & A with Immigration Attorney, Details TBA

March 22: Debating Naturalization Policy

1-2 Page Final Paper Proposal Due!

- Readings on DREAM ACT/DACA (TBD)

Unit 4: Multiculturalism and Citizenship

What is multiculturalism, and is it still a relevant concept? What normative arguments have been made for and against multiculturalism as a policy? Why has so much of the multiculturalism debate in Europe focused on Islam, and should it have?

March 29: Origins of Multiculturalism

Unit 3 Paper Due


April 5: The Backlash

- Christopher Caldwell, *Reflections on the Revolution in Europe*, Chapter 6

Unit 5: The Future of Citizenship?

What other trends are emerging in citizenship policy, and how might these debates develop in the future?

April 12: Transnationalism

Unit 4 Paper Due

April 19: Refugees and Asylum Seekers
- David Haines, Safe Haven? A History of Refugees in America, pages TBD
- Reading on Refugee Crisis, German Perspective, TBD
- Reading on Refugee Crisis, SE Europe Perspective, TBD

Q & A with Prof. Jill Goldenziel, Marine Corps University, Details TBA

April 26: Future Trends
- Ron Hayduk, Democracy for All, Routledge: 2006, Chapter 4, pp. 57-86
- Additional readings as events warrant

Unit 5 Paper due Wednesday, May 3 at 3:01pm.
Final Assignments due Thursday, May 11 at 12:01pm.