**Political Science 273: Citizenship and Immigration Politics**

**Spring Term 2009**

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This course examines the politics of citizenship and immigration policy in the United States from a comparative perspective. In addition to the U.S. case, the class also examines policy in Australia, Britain, Canada, France, and Germany. What foundational political ideals and traditions shape a nation's laws on citizenship and immigration? How do public opinion, political elites, and interest groups affect the path of immigration controversy over time? What effect do national political institutions have on policy-making? In what ways do domestic and foreign policy concerns interact? As more immigrants become citizens, how does their voice and participation alter the public discourse and politics of immigration?

The class emphasizes participation by all students in class discussions. We will address the content of the assigned readings in a variety of ways, i.e. through some combination of lectures, group discussions, classroom exercises (e.g. informal debates and simulations), and some field trips. Regardless of what type of activity is planned, you should prepare careful notes as you do the readings on *each* of these questions for *every* assigned reading. This will prepare you to participate fully in our class activities.

1.Can you identify an argument? If so, what are the logical steps of the argument? Does the author propose a theory? Can you identify normative assumptions or philosophical foundations of the argument? What is the evidence?

2. Do you find the argument compelling? What are its strengths and weaknesses?

3. How does the analysis in this text stand up alongside the analysis offered by other authors we are reading in this class (or arguments made in other texts you have read)?

4. How well do the theory and/or findings “travel”? i.e. Are they helpful if we want to understand important questions or phenomena *not* directly addressed in this text?

Field trips

The class offers several opportunities for students to participate in field trips to the Twin Cities or to nearby community sites in southern Minnesota so that you can meet with and interact with leaders of community groups that work with immigrants, ethnic minorities, and citizensof First Nations (Native Americans). Because of our location in Northfield, participation in these trips will require some time outside of the regular meeting time for the class. For this reason, participation is optional, but if you cannot join the class in a particular field trip, you are asked to participate in some alternative activity, such as watching a film on a related topic, or investigating the history of a community organization and its work on immigrant rights. Because the community organizations hosting these visits sometimes have to change their schedule, the dates of the trips are subject to change; please stay posted!

Policy on academic honesty

Each written assignment must be the product of your own independent work. You are encouraged to discuss ideas for your papers with classmates, but you must write your papers on your own. Be sure to consult the new College handbook (2007) on academic honesty for details on submission of written work.

Group presentations

Each student will join a working group that will give an oral presentation in the 10th week. Because this is a group project, you will collaborate on the content and style of the entire presentation. However, you should be sure that each member of your group has an equal amount of time to present the themes and empirical findings he or she has thought about and articulated in individual writing assignments for this class. Time management is important when you make your presentation. Half your grade for your oral presentation will be a group grade; half will reflect the instructor’s evaluation of your individual contribution to the group oral presentation.

Required Texts

Lisa García Bedolla. 2005*. Fluid Borders: Latino Power, Politics, and Identity in Los Angeles.* Berkeley, California: University of California.

Stephen Castles and Alistair Davidson. 2000. *Citizenship and Migration: Globalization and the Politics of Belonging*. New York, N.Y.: Routledge.

Additional articles and book chapters are available on e-reserve. Occasionally, the instructor will distribute short readings not on the syllabus for your to look over before a specific class.

Writing requirements

Three one-page response memos, reflecting on a reading or film.

In lieu of exams, you will write two essays, four to five pages in length, double-spaced, one-inch margins all around. The topics are briefly described below; about one week before the due date, you will an essay prompt. Through writing these essays, you will demonstrate your understanding of the course readings, in-class lectures and other activities. To achieve a very good grade, you must present a coherent argument, fully engage all relevant readings assigned to date, and provide some empirical support for your argument. Excellent papers will go beyond this standard to also demonstrate originality of thought and rigor in analytical writing.

Paper 1: The ethics of immigration policy (specific question to be distributed

about one week before due date). Four to five pages in length.

Paper 2: The political rights of immigrants (specific question to be distributed

about one week before due date). Four to five pages in length.

Paper 3: Consider Benhabib’s idea of democratic iterations. How would democratic iterations help resolve ethical and political dilemmas concerning rights for immigrants and refugees? Consider two countries, the U.S. and one other country. Consider whether cultural norms, political-economy, or institutions stand in the way or help reform of laws protecting immigrant rights. Ten pages, double-spaced, one-inch margins all around.

One-page response papers are due in class as shown below in the Schedule of Readings and Discussion Topics.

Submit papers 1, 2, and 3 to me as a Word document by email (to [cwong@carleton.edu](mailto:cwong@carleton.edu)) no later than the due date listed on the Schedule of Readings and Discussion Topics below. Send a copy to yourself as documentation that you submitted the paper on time. The page lengths specified above do not include bibliographies or appendices.

Late papers: Unless you submit documentation of an emergency or illness that prevented you from completing an assignment on time, there is a one half- letter grade penalty for each day your paper is late. The first late day begins immediately after the paper is due (one minute after the due date).

Group oral presentation

You will join one of three panels, which will meet throughout the term at least once every two weeks. Your group will give a panel presentation during Week 10. Your main role on your panel will be to report on your ten page paper. The group as a whole will be responsible for presenting commentary on the specific papers and tying the themes to reading material and discussion topics covered in class.

Grading

Class participation 10% -- preparation and participation in discussion

5% -- performance in debate, week 8

Group Presentation: 13% (group grade 9%; individual grade 9%)

Written exercises 62% composed of the following parts”

Three one-page response papers: 5% each

Two four to five page essays: each 10% of the final grade, total 20%

One ten-page paper, which counts for 18% of the final grade

Class attendance

Regular class attendance and punctuality on everybody’s part are important to build sense of collective participation and responsibility for learning. In exceptional situations, it may be necessary to miss class because of illness or emergency; in that even if you want an absence to be excused, bring written documentation of the reason. More than two unexcused absences will negatively affect your grade.

**Schedule of Reading Assignments and Discussion Topics**

Week 1: Dilemmas of Citizenship and Political Participation in the U.S.

Monday Introduction

Wednesday Immigrant identity and participation in politics

Bedolla, *Fluid Borders*, ch. 2

Friday Immigrant identity and participation, cont’d

Bedolla, *Fluid Borders*, ch 3

Week 2: Changing Concepts of Citizenship on a Global Scale

Monday Politics and Ethics of Immigration and Citizenship Policy in U.S.

Aristide R. Zolberg, *A Nation By Design: Immigration Policy in the*

*Fashioning of America*, Cambridge, MA: Harvard Univ. Press;

pp. 432-460. On e-reserve

***Response memo 1, one-page in length, is due in class (April 6)***

Wednesday Modern-day Dilemmas of Citizenship in Global Perspective

Castles and Davidson, *Citizenship and Migration*, ch. 1

Friday Migration and Minority Formation

Castles and Davidson, *Citizenship and Migration*, ch. 3

Week 3: Immigration, Minority formation, and Varieties of Citizenship Laws

**Monday, April 13: Afternoon field trip to Jane Addams School of Democracy, St. Paul. Depart approx. 12:15 p.m. (exact schedule to be confirmed)**

Monday Civic Participation and Inclusion of New Citizens

Wednesday Becoming Citizens

Castles and Davidson, *Citizenship and Migration*, ch. 4

Friday Politics of Border Control

*The Border Wall.* Wayne Ewing Films.

Video recordingavailable at Gould library.

See film before class.

Week 4: Citizenship and Rights

Monday Meaning of Citizenship

Castles and Davidson, *Citizenship and Migration*, ch. 5

Wednesday An Ethical Perspective on the Rights of Migrants

Seyla Benhabib. 2004. *The Rights of Others*. New York, N.Y.:

Cambridge Univ. Press; pp. 50 (last 2 lines on p. 50) to 56; 171-212.

On e-reserve

Friday Class exercise: Democratic Iterations

**Paper 1, a five-page essay, is due no later than 12 noon on Sunday, April 26.**

Week 5: Immigration Law and Ethical Choices

Monday A Liberal Egalitarian Viewpoint

Joseph H. Carens. 1992. “Migration and Morality: A Liberal Egalitarian Perspective,” in Brian Barry and Robert E. Goodin*, Free Movement: Ethical Issues in the Transnational Migration of People and Money*.” University Park, Pennsylvania: Penn State Univ. Press, ch. 3. On e-reserve

Wednesday A Communitarian Viewpoint

Michael Walzer. 1981. “The Distribution of Membership,” in Peter G. Brown, and Henry Shue, *Boundaries: National Autonomy and its Limits*. New York, N.Y.: Rowman and Littlefield, ch. 1. On e-reserve

Friday A Cosmopolitan Viewpoint

Rogers Smith. 2003. *Stories of Peoplehood: The Politics and Morals of*

*Membership*. New York, N.Y.: Cambridge Univ. Press*.* pp. 186-212*.*

On e-reserve

**Response memo 2, one-page in length, is due in class (May 1)**

Week 6: Citizens of First Nations: Indigenous Peoples

Monday – No class, midterm break.

Wednesday ***Homeland: four portraits of Native action*. Katahdin Productions.**

**Video recording available at Gould library.**

**Thursday, May 7: Field trip to Prairie Island Indian reservation**

Friday Discussion of field trip and film

Winona La Duke. 1999. *All Our Relations: Native Struggles for Land and Life.*

Cambridge, MA: South End Press.

**Paper 2, a five-page essay, is due on Saturday, week 7, 5 p.m.**

Week 7: Immigration Lawmaking in Cross-National Perspective

**This week:** **Field trip to Immigrant Rights Project of UNITE-HERE’s**

**local union in Minneapolis-St. Paul. Time to be arranged.**

Monday What Factors Shape Immigration Policy Choices?

Wayne A. Cornelius and Mark R. Rosenblum. 2005. “Immigration Politics”,

*Ann. Rev. Polit. Sci.* v. 98; pp. 99-113. On e-reserve

Wednesday Policy Advocates

S. K. Ramakrishnan and I. Bloemraad. 2008.

“Introduction: Civic and Political Inequalities.” In *Civic Hopes and Political*

*Realities*; *Immigrants, Community Organizations, and Political*

*Engagement. New York, N.Y.: Russell Sage.* Skim pp. 1-44 for background.

On e-reserve

Carolyn Wong. 2007. *Lobbying for Inclusion: Rights Politics and The Making*

*of Immigration Policy*. Stanford, CA: Stanford Univ. Press.

Excerpts available on Courses folder.

Friday Migrant Organizations

Rahsaan Maxwell. 2008. “Inclusion vs. Exclusion: Caribbeans in Britain

and France. In *Civic Hopes and Political Realities*: pp. 134-159. On e-reserve

Week 8: Politics of Immigrant Inclusion: The U.S. Case

Monday Contested Traditions in America

Roger M. Smith. 1993. “Beyond Tocqueville, Myrdal and Hartz: The

Multiple Traditions in America”. *American Political Science Review 87*

pp. 549-56. On Jstor.

Wednesday Incoherent policy?

Zolberg, *A Nation By Design*, pp. 293-491. On e-reserve

Friday Controversies Over Revising Immigration Law

Class debate on U.S. immigration reform

Week 9: Immigrant Participation in Democratic Life

**This week: Field trip to visit project of Rural Enterprise Center.**

**Date and time to be arranged.**

Monday Refugee Politics and Immigrant Political Culture

Carolyn Wong “Political Culture and Participation in Hmong American Communities.” Unpublished manuscript to be distributed.

Maria de los Angeles Torres. 1999. *In the Land of Mirrors: Cuban Exile*

*Politics in The United States*. Ann Arbor, Michigan: Univ. of Michigan Press;

pp. 105-126. On e-reserve

Wednesday Latinos in Northfield: Civic Engagement and Enterprise

Guest lecture: Reginaldo Haslett-Marroquin

Director, Rural Enterprise Center of Northfield

Friday Electoral Politics and Representation

See film before class, *The Time Is Right For Mee*. Video recording available

at Gould library.

**Response memo 3, one –page in length, is due in class (comment on film),**

**May 29**

Week 10: Group Presentations

Monday Group 1

Wednesday Group 2

Friday Conclusions

Final Exam Period

**Paper 3, ten pages in length, is due on June 8, 10 a.m.**