

THE UNIVERSITY OF BRITISH COLUMBIA
POLITICAL SCIENCE 516C/GLOBAL PUBLIC POLICY 591G
DEBATES IN MIGRATION AND CITIZENSHIP
SPRING 2021
Tuesdays, 9am-11.15am Pacific Time (ONLINE on Zoom)

INSTRUCTOR

Professor Antje Ellermann (she/her)

Zoom Office Hours: Mondays, 4:00 – 5:00 pm & Wednesdays 9:00 – 10:00am (Pacific Time) & by appointment (Meeting ID: 982 098 5735, Passcode: 892405)

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Course web page: UBC Canvas

COURSE DESCRIPTION

Human mobility has become one of the most contested issues in contemporary politics. This seminar surveys key scholarly debates in the study of migration and citizenship in political science and cognate disciplines. We comparatively examine in both historical and cross-national perspective the ways in which states and societies (particularly in the Global North) have responded to, and have become transformed by, immigration. The course covers a wide range of topics: theories of international migration, disciplinary approaches to migration studies, immigration and settler colonialism, the ethics of borders, the politics of border control, public opinion on immigration, voting behaviour and populist radical right parties, the making of immigration policy, refugee protection, statelessness and illegality, national identity and citizenship, and multiculturalism and immigrant inclusion.

ACKNOWLEDGMENT

UBC's Vancouver Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

PREREQUISITES

This course is only open to graduate students. While it is primarily intended for students in political science and public policy, subject to the instructor's approval graduate students from cognate disciplines may also enroll.

COURSE LEARNING OBJECTIVES

At the successful completion of the course, students will be able to:

| Course Learning Outcomes |
|--|
| Describe and contrast the range of immigration and integration policies in the Global North and identify and draw policy lessons from their impact on admissions patterns and integration outcomes. |
| Describe and contrast the current and historical determinants of immigration politics in the Global North and assess the relative significance of individual determinants in accounting for patterns of immigration politics. Predict the direction of politics over time and across contexts and identify scope conditions for each prediction. |
| Describe determinants of public opinion on immigration and predict public responses to particular policy choices, identifying scope conditions. Make recommendations for policy makers in how to address public responses. |
| Articulate mature, informed, and balanced solutions to ethical dilemmas arising from the intersection of state sovereignty/border control and human rights. Propose policy recommendations on the basis of these solutions. |
| Critique central arguments of the migration literature from Indigenous perspectives. Identify the role played by immigration, both historically and contemporary, in enabling and perpetuating settler colonialism. Identify the implications of the call for decolonization for immigration policy and immigrant integration. |

COURSE FORMAT

This seminar will be taught synchronously. In recognition of the cognitive strain of Zoom seminars, and in consideration of students who are joining from South Asia, seminars will run from 9am to 11.15am, with a 15 minute break in-between.

READINGS

This course requires a substantial amount of reading. All readings are available electronically on the Canvas course website. Should you have problems accessing any reading, notify me right away.

COURSE ASSIGNMENTS, DUE DATES AND GRADING

1. Class participation (20%)

(For assessment template, see Appendices)

The success of a seminar is first and foremost determined by the degree and quality of student participation. I expect you to:

- attend regularly
- join punctually
- come to class well-prepared to discuss the assigned readings
- pro-actively engage in discussion with fellow students and instructor in ways that do not shy away from challenging views and arguments whilst being respectful of diverse viewpoints
- keep your camera on, unless you have a compelling reason for not doing so and communicate with me about this ahead of time
- refrain from multitasking during class (e.g., checking email)

I will do my best to provide you with reading questions ahead of time that will serve as a reading and discussion guide. Please come prepared to discuss these questions in seminar. Participation will account for 25% of your course grade.

2. Readings review (20%) & class presentation (15%)

(For assessment templates, see Appendices)

For a week of your choice (pending availability, and excluding Weeks 1, 2, 6 & 14), you will write a synthetic review of the assigned readings. Everyone will sign up for these assignments in Week 2. All assignments have to be submitted to the class as an email attachment (Word file, no google docs) by **12pm the Monday before class** so that everyone has the chance to read the paper before class. The readings review will account for 20% of your course grade.

In addition to writing the readings review, you will make a 10-15 minute class presentation.

Presentation

Your presentation should not summarize the readings/readings review (if you do, I will intervene) – others will already be familiar with these texts. Instead:

- Your presentation should apply arguments or concepts central to the readings to a different empirical case and assess their usefulness in understanding the case.
- Format: It is up to you whether you use PPT slides. If you decide to incorporate a video or audio clip this should be no longer than 2 minutes.
- Put effort into your presentation: come with prepared presentation notes but don't let them get in the way of engaging your audience.

Your presentation will account for 15% of your course grade.

Readings reviews

Each week's readings speak to a central debate in migration studies. Your review should

(1) identify the central theme of the readings and critically relate them to each other: What questions do they hold in common? Where do they agree with each other? Where do they differ?

(2) critically engage with the arguments/contributions made by the various authors: What arguments do you find most compelling, and why? What are the strengths/weaknesses of the various readings? How do the various arguments expand our understanding of a substantive or methodological question?

As you assess the readings, consider the following criteria (they may not equally apply to all of the readings):

Theory: Is the theory internally consistent? If it is a causal theory, does it specify causal mechanisms? Is the theory needed for the generation of hypotheses? Is it innovative?

Methods: Is the research design and methods appropriate? What are the limitations arising from the choice of methods? Are these acknowledged?

Evidence: Does the empirical evidence support the argument? Are rival interpretation of the results possible?

Contribution: What does the study contribute to the existing literature? What do we know now that we didn't know before?

Your readings review should

- be 10-12 pages in length, double-spaced. Make sure to reference all sources fully.
- keep all summary to a minimum. Do not summarize entire readings but only those aspects that directly pertain to the questions/arguments you are focusing on. Most of your review should be your own analysis of the readings.

3. Response/reaction paper (10%)

You are required to attend one migration-related research talk at UBC. The UBC Centre for Migration Studies (CMS) has a regular talk schedule and also makes available recordings of past talks (go to "past events"). You are free to choose whatever talk most

interests you – whether past or present. If you wish to attend a non-CMS talk instead, check with me first.

After the talk, write a short response/reaction paper along the lines of discussants' comments. It should be about 3 pages double-spaced, broken into:

- (1) 1 - 1.5 page summary of the talk
- (2) 1.5 – 2 pages assessment of its strengths and weaknesses

I strongly recommend to write the paper right after the talk while everything is still fresh in your mind. The response paper has to be submitted no later than **April 23, 5pm.**

4. Term paper (35%)

Option A: Research paper

This assignment allows you to choose your research question, engage with the relevant literature, and employ empirical evidence to test your argument. Your research question should be a compelling one (typically a puzzle, or a “why” question, work best) and be migration-related. This paper could be a first stab at a paper to be presented at an academic conference, a journal article, or a thesis topic.

Option B: Policy Analysis

This assignment allows you to evaluate specific migration or citizenship policies and to identify and analyze alternative options. Your paper should clearly establish and justify the criteria that you will use to evaluate policy and engage with existing research on the topic. Your paper will conclude with policy recommendations. The format of this paper can be closer to a research report than to a traditional academic paper.

Option C: Literature Review

Choose a substantive or methodological area in migration studies and conduct a literature review. This essay will provide a critical assessment of the “state of the field” – again, this will be selective: like the readings review, this paper will focus on a particular theme or question. Writing a literature review is a great way to explore a literature and identify gaps in knowledge that can then become the focus of your dissertation.

Requirements for *all* options:

- Papers should be 20-25 pages in length
- Students will email the instructor with a one-page proposal (clearly stating which paper option you have chosen) by **March 2, 9am**
- Students will submit the final paper as a Word attachment by **April 23, 5pm.**

LATENESS PENALTIES

Review

If the paper is handed in after the deadline (Tuesday, 12pm) but before class (Wednesday, 2pm), you will receive a **penalty of 2%**. If the paper is not handed in before class, you will receive a **penalty of 5%**. After that the usual term paper lateness policy applies.

Response paper and term paper:

Late submission of these papers will incur a **1% penalty for each day**, including weekend days. The first day's penalty will be incurred by papers that are handed in on the day of the deadline but after the time indicated.

EXTENSIONS

Extensions will be given to students with documented medical problems or in case of serious personal emergency. If you require an extension because of a medical or personal problem **you need to contact me before the deadline and as soon as the problem arises**. Requests for extensions made after the deadline will not generally be considered.

Better safe than sorry

Computers crash, bags get stolen, we've all had our share of bad luck. The loss of your course paper will likely cause you some sleepless nights. Therefore: back-up your work regularly (I suggest at least once an hour) either on a USB stick or, preferably, a server. You should make use of free back-up services, such as Dropbox. You can also keep copies in your email account.

INSTRUCTOR AVAILABILITY

I am available to meet with you, should you have any questions or want to discuss any issues or concerns relating to this course.

My Zoom office hours are listed on page 1 of the syllabus. If you cannot attend my office hours, email me to make an appointment. **Email is generally the best way to reach me.**

EMAIL POLICY

1. **For all questions that will require an answer longer than a short paragraph please see me in office hours instead**
2. During the work week, I generally respond to emails in a timely manner (usually within 48 hours).
3. On weekends, I do not check email regularly. Please do not expect a response before the beginning of the work week.

4. Like face-to-face conversations, emails should convey mutual respect. Specifically, any email should start out addressing the recipient by name (as graduate students, you are welcome to address me by my first name) and should end with the sender's name.

ILLNESS AND ABSENCE

Should you have to miss a class, **please notify me in advance.**

If you miss a class for non-medical/non-personal emergency reasons (such as attending a conference), **you are expected to write a brief (2-3 pages double-spaced) synthesis of the week's readings.** This synthesis is in lieu of participation credits.

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with the Centre for Accessibility, you should notify your instructor at least two weeks before examination dates. **If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.**

For UBC's full policy on academic concessions, see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

REACH OUT AND ASK FOR HELP IF YOU NEED IT

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

GENERAL ACADEMIC POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all

members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

Regular attendance in seminar and participation is expected. All assignments must be completed and handed in.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an assignment deadline, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Accessibility advisor to determine what accommodations/services you are eligible for.

ACADEMIC INTEGRITY AND RESPONSIBILITY

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

RESPECTFUL UNIVERSITY ENVIRONMENT

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

EQUITY AND HARASSMENT

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
<http://amssasc.ca>

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
<http://equity.ubc.ca>

Seminar Schedule and Readings

INTRODUCTION

Week 1 Introduction: Why do People Migrate? January 12

Marta Bivand Erdal & Ceri Oeppen. 2018. "Forced to Leave? The Discursive and Analytical Significance of Describing Migration as Forced and Voluntary." *Journal of Ethnic and Migration Studies* 44(6) 981-998 (read before class)

Carling, Jørgen. 2016. "Why Do People (Want to) Migrate?" (to watch in class)
https://www.youtube.com/watch?v=Jk3n_Bft7QI

Week 2 Disciplinary Approaches to the Study of Migration January 19

Brettell, Caroline B. & James F. Hollifield. 2015. "Migration Theory: Talking Across Disciplines." In: Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 1-21

Hollifield, James F. & Tom K. Wong. 2015. "The Politics of International Migration: How Can We "Bring the State Back In." In: Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 227-288

Either Fitzgerald **or** Abraham:

Fitzgerald, David Scott. 2015. "The Sociology of International Migration," Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 115-147

Abraham, David. 2015. "Law and Migration." In: Brettell, Caroline B. and James F. Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge. 289-317

Wimmer, Andreas & Nina Glick Schiller. 2003. "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review*, 37(3) 576-610

Adamson, Fiona B. & Gerasimos Tsourapas G. 2020. "The Migration State in the Global South: Nationalizing, Developmental, and Neoliberal Models of Migration Management." *International Migration Review*. 54(3) 853-882

BORDERS

Week 3 Immigration and Settler Colonialism January 26

Ellermann, Antje and Ben O’Heran. (Forthcoming). “Unsettling Migration Studies: Indigeneity and Immigration in Settler Colonial States.” In: Catherine Dauvergne (ed.) *Research Handbook on the Law and Politics of Migration*. Edward Elgar.

Frymer, Paul. 2014. “A Rush and a Push and the Land Is Ours”: Territorial Expansion, Land Policy, and U.S. State Formation.” *Perspectives on Politics*, 12(2) 119-144

Laurie K. Bertram. 2018. “‘Eskimo’ Immigrants and Colonial Soldiers: Icelandic Immigrants and the North-West Resistance, 1885”. *The Canadian Historical Review*. 99(1) 63-97

Volpp, Leti. 2015. “The Indigenous As Alien.” *UC Irvine Law Review*, 5, 289-326

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States.* Chapel Hill: Duke University Press. Read Chapter 1 “Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State,” 1-35

Amar Bhatia. 2013. “We Are All Here to Stay? Indigeneity, Migration and ‘Decolonizing’ the Treaty Right to Be Here.” *Windsor Yearbook of Access to Justice*. 13(2): 39-64

Week 4 The Ethics of Borders February 2

Song, Sarah. 2018. “Political Theories of Migration.” *Annual Review of Political Science*. 21, 385–402 (**skim** to get a sense of the larger border debate in political theory)

Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books. Chapter on “Membership,” 31-63

Carens, Joseph. 1987. “Aliens and Citizens: The Case for Open Borders” *The Review of Politics*, 49(2) 251-273. Read pages 251-252, 255-362, 364-273 (**skip** discussion of Nozick and utilitarianism)

Smith, Rogers. 2014. National Obligations and Noncitizens: Special Rights, Human Rights, and Immigration. *Politics & Society* 42(3) 381-398

Ellermann, Antje & Goenaga, Agustín. 2019. “Discrimination and Policies of Immigrant Selection in Liberal States.” *Politics & Society* 47(1) 87-116

Week 5 Mobility and State Control of Borders February 9

Torpey, John. 1998. “Coming and Going: On the State Monopolization of the Legitimate “Means of Movement.” *Sociological Theory* 16 (**only** pages 239-249)

McKeown, Adam. 2012. "How the Box Became Black: Brokers and the Creation of the Free Migrant." *Pacific Affairs* 85(1) 21-45

Matthew Light. 2012. "What Does It Mean to Control Migration? Soviet Mobility Policies in Comparative Perspective" *Law & Social Inquiry* 37(2) 395-430

Steffen Mau, Fabian Gülzau, Lena Laube & Natascha Zaun. 2015. "The Global Mobility Divide: How Visa Policies Have Evolved over Time." *Journal of Ethnic and Migration Studies* 41(8) 1192-1213

Menjívar, Cecilia. 2014. "Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization." *Annual Review of Law and Social Science* 10 353-369

Kalman, Ian. 2018. "Proofing Exemption: Documenting Indigeneity at the Canada–US Border." *Anthropologica* 60(1) 212-222

THE POLITICS OF MIGRATION

Week 6 Reading Week (no class) February 16

Week 7 Public Opinion on Immigration February 23

Hainmueller, Jens, & Hopkins, Daniel J. 2014. "Public Attitudes Toward Immigration." *Annual Review of Political Science* 17(1) 225-249

Paul M. Sniderman, Louk Hagendoorn & Markus Prior. 2004. "Predisposing Factors and Situational Triggers: Exclusionary Reactions to Immigrant Minorities." *American Political Science Review* 98(1) 35-49

Hainmueller, Jens & Dominic Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107(1) 159-187

Wright, Matthew, Morris Levy & Jack Citrin. 2016. "Public Attitudes Toward Immigration Policy Across the Legal/Illegal Divide: The Role of Categorical and Attribute-Based Decision-Making." *Political Behavior* 38(1) 229-253

Week 8 The Rise and Impact of Anti-Immigration Parties March 2

SUBMISSION DEADLINE FOR PAPER PROPOSAL

Ivaresflaten, Elisabeth. 2008. "What Unites Right-Wing Populists in Western Europe? Re-Examining Grievance Mobilization Models in Seven Successful Cases." *Comparative Political Studies* 41(1) 3-23

Steenvoorden, Eefje, and Eelco Harteveld. 2018. "The Appeal of Nostalgia: The Influence of Societal Pessimism on Support for Populist Radical Right Parties." *West European Politics*, 41 (1):28-52

Minkenberg, Michael. 2001. "The Radical Right in Public Office: Agenda-setting and Policy Effects." *West European Politics* 24 (4) 1-21

Van Spanje, Joost. 2010. "Contagious Parties: Anti-Immigration Parties and Their Impact on Other Parties' Immigration Stances in Contemporary Western Europe." *Party Politics* 16(5) 563–586

Westlake, Daniel. 2018. "Multiculturalism, Political Parties, and the Conflicting Pressures of Ethnic Minorities and Far-right Parties." *Party Politics* 24 (4) 421-43

Week 9 The Making of Immigration Policy March 9

Freeman, Gary P. 2006. "National Models, Policy Types, and the Politics of Immigration in Liberal Democracies." *West European Politics* 29(20) 227-247

Boswell, Christina. 2007. "Theorizing Migration Policy: Is There a Third Way?" *International Migration Review* 41(1) 75-100

Ellermann, Antje. 2021. *The Politics of Immigration: Policy Choices in Germany, Canada, Switzerland, and the United States*. New York: Cambridge University Press (read Chapters 1-2 and **either** 3-4 **or** 5-6)

Week 10 The Politics of Protection March 16

Mayblin, Lucy. 2014. "Colonialism, Decolonisation, and the Right to be Human." *Journal of Historical Sociology* 27 423-441

Betts, Alexander. 2010. "Survival Migration: A New Protection Framework." *Global Governance* 16(3) 361-382

Hamlin, Rebecca. 2012. "International Law and Administrative Insulation: A Comparison of Refugee Status Determination Regimes in the United States, Canada, and Australia." *Law & Social Inquiry* 37(4) 933-968

Zaun, Natascha. 2018. "States as Gatekeepers in EU Asylum Politics: Explaining the Non-Adoption of a Refugee Quota System." *Journal of Common Market Studies* 56(1) 44-62

Hovil, Lucy. 2007. "Self-settled Refugees in Uganda: An Alternative Approach to Displacement?" *Journal of Refugee Studies* 20(4) 599-621

CITIZENSHIP AND EXCLUSION/INCLUSION

Week 11 Statelessness and Il/legality March 23

Ngai, Mae M. 2003. "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921–1965." *Law and History Review* 21(1) 69-108

Kristy Belton. 2016. "Rooted Displacement: The Paradox of Belonging among Stateless People." *Citizenship Studies* 19(8) 1362-1025

Menjívar, Cecilia, and Sarah M. Lakhani. 2016. "Transformative Effects of Immigration Law: Immigrants' Personal and Social Metamorphoses through Regularization." *American Journal of Sociology* 121(6) 1818-1855

Ellermann, Antje. 2010. "Undocumented Migrants and Resistance in the Liberal State." *Politics & Society* 38(3) 408-429

Sadiq, Kamal. 2005. "When States Prefer Non-Citizens over Citizens: Conflict over Illegal Immigration into Malaysia." *International Studies Quarterly*, 49(1) 101–122

Week 12 Citizenship and the Nation-State March 30

Brubaker, Rogers. 1990. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5 379-407

Erin Aeran Chung, Darcie Draudt & Yunchen Tian. 2020. "Regulating Membership and Movement at the Meso-level: Citizen-making and the Household Registration System in East Asia" *Citizenship Studies* 24(1) 76-92

Willem Maas. 2008. "Migrants, States, and EU Citizenship's Unfulfilled Promise," *Citizenship Studies*, 12(6) 583-596

Lightfoot, Sheryl. 2013. "The International Indigenous Rights Discourse and Its Demands for Multilevel Citizenship," in Maas, Willem (ed.) *Multilevel Citizenship*. Philadelphia: University of Pennsylvania Press 127-146

Green, Joyce. 2017. "The Impossibility of Citizenship Liberation for Indigenous People." In Jatinder Mann (ed.). *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand*. Palgrave Macmillan, 175-188

Week 13 Multiculturalism and Immigrant Integration/Inclusion April 6

Banting, Keith. 2014. Transatlantic Convergence? The Archeology of Immigrant Integration in Canada and Europe." *International Journal* 69(1) 66-84

Chung, Erin Aeran. 2020. *Immigrant Incorporation in East Asian Democracies*. New York: Cambridge University Press. Chapter 6 only ("Multiculturalism with Adjectives", 163-202)

Bertossi, Christophe. 2011. "National Models of Integration in Europe: A Comparative and Critical Analysis." *American Behavioral Scientist* 55(12) 1561-1580

Wright, Matthew & Irene Bloemraad, 2012. "Is There a Trade-off between Multiculturalism and Socio-Political Integration? Policy Regimes and Immigrant Incorporation in Comparative Perspective," *Perspectives on Politics* 10(1) 77-95

Neureiter, Michael. 2019. "Evaluating the Effects of Immigrant Integration Policies in Western Europe Using a Difference-in-differences Approach." *Journal of Ethnic and Migration Studies* 45(15) 2779-2800

Week 14 Conclusion April 13

SUBMISSION DEADLINE FOR PAPER: April 23, 5pm

APPENDICES

Appendix 1: Class participation assessment

Name:

Grade:

Comments:

| |
|--|
| 1. Knowledge of assigned readings <input type="checkbox"/> Uneven demonstration of knowledge of readings <input type="checkbox"/> Clear and consistent demonstration of knowledge of readings/arguments <input type="checkbox"/> Exceptional understanding of readings/arguments |
| 2. Logic and quality of analysis <input type="checkbox"/> Some gaps in analytical thinking <input type="checkbox"/> Consistent demonstration of analytical thinking <input type="checkbox"/> Exceptional demonstration of analytical thinking |
| 3. Respect of diverse perspectives <input type="checkbox"/> Comments were not always respectful of others' viewpoints <input type="checkbox"/> Comments were consistently respectful |
| 4. Engagement with others <input type="checkbox"/> Comments occasionally engaged with others' contributions <input type="checkbox"/> Comments consistently engaged with and built on others' contributions |
| 5. Clarity of expression <input type="checkbox"/> Comments sometimes lacked clarity <input type="checkbox"/> Comments were consistently clear and well formulated |
| 6. Overall quality of participation <input type="checkbox"/> Did not quite meet expectations <input type="checkbox"/> Fully met expectations <input type="checkbox"/> Exceeded expectations |

7. Overall quantity of participation

- Did not quite meet expectations
- Fully met expectations
- Exceeded expectations

Appendix 2: Class presentation assessment

Name:

Grade:

| |
|---|
| <p>1. Overall consistency with assignment</p> <p><input type="checkbox"/> Didn't fully meet criteria</p> <p><input type="checkbox"/> Right on target</p> |
| <p>2. Choice of case study</p> <p><input type="checkbox"/> Not that suitable</p> <p><input type="checkbox"/> Allowed for effective analysis</p> |
| <p>3. Quality of analysis</p> <p><input type="checkbox"/> Analysis needs sharpening</p> <p><input type="checkbox"/> Analysis is clear and nuanced</p> <p><input type="checkbox"/> Quality of analysis is exceptional</p> |
| <p>4. Presentation style</p> <p><input type="checkbox"/> Delivery needs some improvement</p> <p><input type="checkbox"/> Excellent delivery</p> |
| <p>5. Preparedness for Q&A (where applicable)</p> <p><input type="checkbox"/> Insufficient knowledge of case</p> <p><input type="checkbox"/> Well-prepared for Q&A</p> |

Appendix 3 Readings review assessment

Name:

Grade:

| |
|---|
| <p>1. Consistency with assignment</p> <p><input type="checkbox"/> Some requirements missing</p> <p><input type="checkbox"/> Right on target</p> |
| <p>2. Demonstrated knowledge and understanding of readings</p> <p><input type="checkbox"/> Understanding of readings could be improved</p> <p><input type="checkbox"/> Clear and consistent demonstration of knowledge of readings</p> <p><input type="checkbox"/> Exceptional understanding of readings</p> |
| <p>4. Identification of central themes and authors' engagement with themes</p> <p><input type="checkbox"/> Needs improvement</p> <p><input type="checkbox"/> Right on target</p> |
| <p>5. Engagement with and evaluation of author's arguments</p> <p><input type="checkbox"/> Insufficient justification of assessment</p> <p><input type="checkbox"/> Good engagement and justification of positions taken</p> <p><input type="checkbox"/> Exceptional engagement and justification of positions taken</p> |
| <p>4. Organization</p> <p><input type="checkbox"/> Needs some restructuring/clearer organization</p> <p><input type="checkbox"/> Strong organization</p> |
| <p>5. Citation of sources</p> <p><input type="checkbox"/> Some citation issues</p> <p><input type="checkbox"/> Citations well handled</p> |
| <p>6. Writing style</p> <p><input type="checkbox"/> Major writing problems</p> <p><input type="checkbox"/> Minor writing issues</p> <p><input type="checkbox"/> Excellent writing</p> |