SOCI 400 – Migration, Citizenship & Immigrant Integration
Winter Semester - 2017
Thursdays 16:35 to 18:25 in Leacock 738

Thomas Soehl: Thomas.soehl@mcgill.ca
Office Hours Wednesday 9:45 to 11:45 in Leacock 729

OUTLINE:
Citizenship profoundly shapes our lives yet it is a concept that is often invisible, even in social science research. In this course we will approach the sociology of citizenship from the perspective of migrants and in the process explore different aspects of citizenship: formal citizenship - citizenship as passport, citizenship as participation in political life, citizenship as identity. Beginning with a brief overview of theories of modern citizenship and how it is linked to the system of nation states, we will then examine how global international migration challenges and re-shapes citizenship. We will examine key theoretical debates in the field as well as selected case studies that engage these debates. To the extent possible
          This course will give you an overview of key theories and debates in the field as well as the methods that researchers have used to empirically engage them.

EVALUTATION:
Participation (20%): The basic requirement is to come to class and do the readings. There are many of them and it is important to stay on top of the material at all times. We will have structured discussions and I expect everyone to participate. The last page of the syllabus has a rubric that I will use to evaluate participation.

Discussion Leading (10%): Once in the semester you will introduce the readings for that week and initiate discussion. This should be very brief. 5 to 8 minutes at most. I will provide some guidelines on how to approach this.

Reading Memos (20%): Starting with the second week of class and with two grace weeks allowed you will write a brief memo on the readings. These reading memos are due by Wednesday at noon as to give everyone a chance to read them. You should post these memos on the discussion board on the mycourses page. I will not grade these memos in any detailed fashion, but will do my best to provide useful feedback.

Attend a research talk (10%): You are at a world-class research university where there is a lot of intellectual activity. You should participate. To provide a little incentive 10% of credit will be given to attending a research talk on a topic related to our course and providing a short (~1 page) summary and reflection memo on it. I will provide the dates of some events during the semester but you can also suggest your own. We will create a list of events on the course website where you can note additional events that might be of interest.

Final paper (40%): Prospectus 5%, Paper 35%. Over the course of the semester you will be writing a research paper. The paper should be related to the theme of the class but the topic will be your choice. You should be ready to give me an idea for your paper by week 8 of the semester at the latest. I will provide parameters for the paper (due date, length etc) early on in the semester.

NOTES/POLICIES

_Tentative nature of the syllabus__:_ This syllabus is my best guess at how the semester will unfold. We may move faster or slower than I anticipate, or I will likely update some of the readings with different material. Thus I reserve the possibility to amend the syllabus at any point during the semester. In fact, class size permitting, it would be highly desirable to adjust the syllabus, to the specific interests of the students.

Language: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Academic Integrity and Misconduct: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Respect and use of electronic devices: Since this course depends on conversation laptops are not permitted in class. My experience is that the presence of computers is really detrimental to interaction. Cell phones should be turned off.

PRELIMINARY Reading list:

1. Introduction:
- Irene Bloemraad. 2000. "Citizenship and Immigration: A Current Review" *Journal of International Migration and Integration* 1:9-37

2. Global inequality and freedom of movement – normative perspectives:
- Walzer, Michael. 1983. *Spheres of justice: A Defense of Pluralism and Equality.* New York: Basic [Chaper 2]. - MYC
- Carens, Joseph. 1987. "Aliens and Citizens: The Case for Open Borders." *Review of Politics* 49 (2)

Recommended:
- Cohen, Jean L. 1999. "Changing Paradigms of Citizenship and the Exclusiveness of the Demos". International Sociology 14(3) 245-268.
- AJ Julius. 2006. "Nagels Atlas" *Philosophy and Public Affairs* 34 (2):176–192

3. Citizenship as Social Closure; Nationalism
- Rogers Brubaker. *Citizenship and nationhood in France and Germany.* Harvard. [Excerpts - MC]

Recommended:
- Michael Billig. 1995. *Banal Nationalism* [Excerpts - MC]
- Andreas Wimmer. 2003. *Nationalist Exclusion and the Nation State* [Chapter 3, e-book]

4. **Identification, Bordering and Enforcement:**
   - John Torpey. 2000. *The Invention of the Passport: Surveillance, Citizenship and the State.* Cambridge [Chapters 1, 5 and Conclusion] – MC
   - Roger Waldinger. 2014. "The politics of cross-border engagement: Mexican emigrants and the Mexican state." *Theory and Society*
   - Ellermann, Antje. 2005. "Coercive Capacity and the Politics of Implementation: Deportation in Germany and the United States" *Comparative Political Studies* 38(10)

   Recommended:
   - Didier Fassin, 2011. "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times," *Annual Review of Anthropology*, 40

5. **States, and Rights**
   - Martin Ruhs. 2013. *The Price of Rights: Regulating International Labor Migration.* Princeton. [e-book, Chapters 1 and 4]
   - Saskia Sassen 1996. *Losing control? sovereignty in an age of globalization* New York: Columbia University Press [Chapter 3] –MC
   - Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50(2):266-293.
   - Zolberg, Aristide.1999. "Matters of State: Theorizing Immigration Policy" in Hirschman et al. *The Handbook of International Migration.* Russell Sage.

6. **Immigration policy: Who should get in?**
   - Freeman, Gary. 1995. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29(4).
   - Brubaker, Rogers. 1995. "Comments on 'Modes of Immigration Politics in Liberal Democratic States'." *International Migration Review* 29(4): 903-908.
   - Joppke, Christian. 2005. *Selecting by Origin: Ethnic Migration and the Liberal State.* Harvard. [Introduction and Chapter on US and Australia]

   Recommended:
   - Fitzgerald and Cook-Martin. 2014. Culling the Masses. [Excerpts TBA]
   - Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50(2):266-293.

7. **From Foreigners to Citizens - Citizenship acquisition**
   - Yasemin N. Soysal. 1994. *Limits Of Citizenship: Migrants And Postnational Membership In Europe* [Excerpts]
   - Irene Bloemraad 2006. *Becoming a citizen.* [excerpts TBD]
   - Fassin, Didier and Sarah Mazouz. 2009. "What Is it to Become French ? Naturalization as a Republican Rite of Institution. *Revue Francaise de Sociologie* 50:37-64
   - Jens Hainmueller et al. 2015. " Naturalization Fosters the Long-Term Political Integration of Immigrants" http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2505196

   Recommended:

- o Yang, Philip Q. 1994. "Explaining Immigrant Naturalization.*" International Migration Review* 28, no. 3: 449–77.
- o Alex Street. 2014. "My Child Will be a Citizen: Intergenerational Motives for Naturalization" *World Politics* 66(2): 264-92

8. Citizenship from afar: Dual Citizenship and Expatriate Voting

- Rainer Bauboeck.. 2006. "Stakeholder Citizenship". *Fordham Law Review*
- Roger Waldinger & Thomas Soehl. 2013. "The Bounded Polity. The limits to Mexican Political Participation" *Social Forces*
- Roger Waldinger. 2015. *The Cross-Border Connection* [Chapter 6] –ebook.

Recommended
- o Andrew Ellis et al. 2007. *Voting from abroad: The International IDEA. Handbook -* http://www.idea.int/publications/voting_from_abroad/
- o 2015 Book Symposium on "The Cross-Border Connection" in *Ethnic and Racial Studies* 38(13)
- o Linda Basch et al. 1994. *Nations Unbound: Transnational Projects, Postcolonial Predicaments, and deterritorialized Nation-States.* Routledge
- o Georges Fouron and Nina Glick-Schiller. 2002. "The Generation of Identity: Redefining the Second Generation Within a Transnational Social Field." In Peggy Levitt and Mary Waters (ed) *The Changing Face of Home.* New York. Russell Sage.

9. Citizenship and nationals – exclusion and right wing politics

- Wimmer, Andreas. 1997. "Explaining Xenophobia and Racism: A critical review of current research approaches." *Ethnic and Racial Studies.* 20(1).
- Hainmueller, Jens and Michael Hiscox. 2010. "Attitudes toward highly skilled and low-skilled immigration: Evidence from a survey experiment." *American Political Science Review* 104(1).
- Daniel Hopkins. 2010. "Politicized Places: Where and When Immigrants Provoke Local Opposition" *American Political Science Review* 2014

Recommended
- o Wesley Hiers, Thomas Soehl and Andreas Wimmer. 2015. "Legacies of geopolitical threat: A macro-historical approach to anti-immigration sentiment in Europe" manuscript.
- o Ruud Koopmans et al 2005. *Contested Citizenship* [Chapter 5]

10. Multiculturalism and Diversity: Comparative Perspectives

- Zolberg, Aristide and Long Litt Woon. 1999. "Why Islam is like Spanish: Cultural Incorporation in Europe and the United States" *Politics and Society* 27(5).
- Brubaker, Rogers. 2013 "Language, Religion, and the Politics of Difference" *Nations and Nationalism* 19.
- Foner, Nancy and Richard Alba. "Immigrant Religion in the US and Western Europe: Bridge or Barrier to Inclusion?" *International Migration Review* 42

11. Multiculturalism – applications and evaluations

- Irene Bloemraad, and Wright, M. 2014. "Utter Failure" or Unity out of Diversity? Debating and Evaluating Policies of Multiculturalism. *International Migration Review* 48(S1): S292-S334.
- Christial Joppke 2009. "Limits of Integration Policy: Britain and Her Muslims" *Journal of Ethnic and Migration Studies.*
- Ruud Koopmans. 2010. "Tradeoffs Between Equality and Difference: Immigrant, Integration, Multiculturalism, and the Welfare State in Cross National Perspective" *Journal of Ethnic and Migration Studies.*

12. Multiculturalism and Diversity – Islam in Europe.
Joppke, Christian. 2009. *Veil: Mirror of Identity.* Polity

Grading Rubric for class participation (developed by Adam Chapnik 2009)

A-	A	B	C	D	F
Actively supports, engages and listens to peers	Actively supports, engages and listens to peers	Makes a sincere effort to interact with peers	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives full prepared at every session	Arrives full prepared at almost every session	Arrives reasonably (if not fully) prepared	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared and rarely participates	Never prepared
Plays an active role in discussions	Plays an active role in discussions	Participates constructively	When prepared, participates constructively in discussions and makes relevant comments based on the assigned material	Comments are generally vague or drawn from outside of the assigned material	Never participates
Comments advance the level and depth of the dialogue	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material		Demonstrates a noticeable lack of interest	Demonstrates a noticeable lack of interest in the material
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	Group dynamic and level of discussion are significantly harmed by the student's presence