

PSCI 333
Fall 2021
LWH 3071
M/W 2:20-3:35pm
3 credit hours

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Immigration, Ethnicity, and Citizenship College of Arts & Sciences Syllabus

This course is an introduction to the most important political and academic debates surrounding the topic of immigration: How are citizenship and nationhood defined? What is the relationship between ethnicity and citizenship? What comprises our national and ethnic identity? How do our perceptions of citizenship, nationhood, and ethnicity influence each other as well as our outlook on immigration? What are current immigration policies and immigration policy debates in the U.S. and elsewhere? In addressing these questions, this course will explore five major themes: immigration, identity, ethnicity, (trans)nationalism, and citizenship.

Prerequisites:

Undergraduate level PSCI 216 Minimum Grade of C or Undergraduate level AMER 216
Minimum Grade of C

Required Texts

There are three required texts for this course.

- Kunal M. Parker, *Making Foreigners: Immigration and Citizenship Law in America, 1600-2000* (Cambridge University Press, 2015)
- Peter Andreas, *Border Games: Policing the U.S.-Mexico Divide* (Cornell University Press, 2009)
- Marisa Abrajano and Zoltan L. Hajnal, *White Backlash: Immigration, Race, and American Politics* (Princeton University Press, 2017)

Objectives

This course is intended to give students insight into the study of immigration in the U.S. Substantial reading and writing is required, as well as informed class discussions. Students are expected not only to learn the substantive material, but also to apply the theories they learn across multiple areas. By the end of the semester students should have a detailed understanding of immigration to the U.S. Students are also expected to write a paper that demonstrates both their grasp of the material and their ability to generate informed opinions based on empirical research and present their findings to the class.

Academic Integrity Policy

By enrolling in this course, you are bound by the NEIU Student Code of Conduct:
<http://www.neiu.edu/university-life/student-rights-and-responsibilities/student-code-conduct>.

You will be informed by your instructor of any additional policy specific to your course regarding plagiarism, class disruptions, etc.

ADA Statement

Northeastern Illinois University (NEIU) complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. To request accommodations, students with special needs should make arrangements with the Student Disability Services (SDS) office, located on the main campus in room D104. Contact SDS via (773) 442-4595 or <http://www.neiu.edu/university-life/student-disability-services>.

Campus Safety

Web links to Campus Safety: Emergency Procedures and Safety Information can be found on NEIUport on the MyNEIU tab or as follows:
http://homepages.neiu.edu/~neiuTEMP/Emergency_Procedures/MainCampus/.

Course Requirements

- 1) Complete all readings on schedule. If you miss a class, email me for the next reading assignment, as the schedule may change. Bring the assigned readings with you to class.
- 2) Attend on time and actively participate in class discussions. Those who arrive more than 5 minutes late, or who leave in the middle of class, will be marked for half of an absence. Each student is allowed only **three** unexcused absences. Your participation grade will be reduced by one-third of a letter for each unexcused absence over three. Not being active during class discussions will also result in a lowering of your participation grade. During week 6 of the semester I will update you as to your current participation grade, so that you will have an opportunity for improvement. Use of electronic devices such as phones or music players during class is prohibited. Laptops/tablets are permitted for note-taking only.
- 3) Keep up with the news. We will frequently discuss current events as they relate to the concepts we are discussing in class. This way, we will be able to connect what can be abstract ideas to real-world outcomes. Read a newspaper, visit cnn.com, or do anything that helps makes you an informed citizen.
- 4) Take the midterm and final exams. Both will consist of essay questions and will be given in-class. I will likely give you sample questions ahead of the test. Make-up exams will only be given in the event of an emergency, verified with proper documentation.
- 5) Submit all required writing assignments. **Late papers will be penalized one-third of a letter grade for each day they are late** (barring serious emergencies, which must be documented). *For the purposes of this course, "late" is defined as submitted through D2L after the class starting time on the due date of the assignment.* I will not accept submissions via email or in hard copy. Do not wait to the last moment to submit assignments.

Writing Assignment #1: Write 6 short papers summarizing the day's assigned readings. Papers should be approximately 2 pages in length. For each class you may write only one short paper, and you may not submit more than 6 in total.

Writing Assignment #2: You will conduct a research project about a local immigrant community in the Chicago area. This will require significant independent research, both into scholarly works on immigration and how recent arrivals manage and absorb into their adopted country, as well as hands-on ethnographic work in that local immigrant population. Your personal experiences are highly valued, if you or your friends/family are from one of these immigrant communities. This project will culminate in a presentation of your findings to the class.

Your paper must be between 8-12 pages and include appropriate references (either footnotes or parenthetical style is acceptable) as well as a bibliography. The first step will be submission of a topic proposal, describing the community you will study as well as potential sources for research – this will be due no later than **October 4th**. Your paper must be submitted no later than **November 22nd**. You will also have the opportunity, if you wish, to revise your paper after it is returned to you. If you choose to submit a revision you must do so no later than **December 6th**.

All written assignments must be typed in a 12 point font, double spaced, with one-inch margins, and have page numbers. Papers not meeting these criteria will be penalized.

Grading

Work conducted towards the end of the semester will be more heavily weighted in my mind when dispensing final grades; in other words, *improvement counts*.

Attendance/Participation: 20%

Summaries: 20%

Paper: 20%

Midterm: 20%

Final: 20%

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

Incompletes will only be given for valid, documented emergencies.

NOTE ON PLAGIARISM: Any student found plagiarizing work will receive a grade of **zero** for that assignment and an **F** for the course. You will also be reported to the University for violating the academic integrity policy. Plagiarism includes, but is not limited to: direct copying of material that is not your own, copying the material even while providing a citation, or copying ideas without proper attribution. **It is your responsibility to avoid plagiarism; if you are uncertain about what constitutes plagiarism, please ask!**

Schedule of Classes and Exams

August 23rd: Introduction to Immigration Politics

August 25th: Open or Closed?

Michael Walzer, “Membership,” chapter 2 of *Spheres of Justice: A Defense of Pluralism and Equality* (Basic Books, 1983) [D2L]

Aristide R. Zolberg, “Why Not the Whole World? Ethical Dilemmas of Immigration Policy,” *American Behavioral Scientist* 56 (9): 1204-1222. [D2L]

August 30th and September 1st: Birthright Citizenship?

Margaret D. Stock, “Is Birthright Citizenship Good for America?” *CATO Journal* 32 (1): 139-157. [D2L]

Michael Anton, “Citizenship Shouldn’t Be a Birthright,” *Washington Post* July 18, 2018 [D2L]

Jennifer Schuessler, “The History Behind the Birthright Citizenship Battle,” *New York Times* July 19, 2018 [D2L]

Martha S. Jones, “The Real Origins of Birthright Citizenship,” *The Atlantic* October 31, 2018 [D2L]

(September 6th – Labor Day – **No classes**)

September 8th (online session): How Immigration to the U.S. Works

U.S. Department of State website – Immigrate, <https://travel.state.gov/content/travel/en/us-visas/immigrate.html>. [D2L]

Migration Policy Institute – Frequently Requested Statistics on Immigrants and Immigration in the United States [D2L]

Quoctrung Bui and Caitlin Dickerson, “What Can the U.S. Learn From How Other Countries Handle Immigration?” *New York Times*, February 16, 2018 [D2L]

September 13th and 15th: Immigration and Citizenship in American History

Parker, *Making Foreigners*, chapter 1

September 20th and 22nd (online session): Citizenship and the American Revolution
Parker, *Making Foreigners*, chapter 3

NPR, “What Happened to British Loyalists After the Revolutionary War?” [D2L]

U.S. Department of State, “The XYZ Affair and the Quasi-War with France, 1798-1800” [D2L]

September 27th and 29th (online session): Blacks and Indians in Pre-Civil War America

Parker, *Making Foreigners*, chapter 4

October 4th and 6th: National Immigration Policy and Chinese Exclusion
Parker, *Making Foreigners*, chapter 5

October 11th and 13th: The Early 20th Century – Quotas and Japanese Internment
Parker, *Making Foreigners*, chapter 6

Richard Breitman, “Blocked by National Security Fears? The Frank Family and Shifts in American Refugee Policy, 1938-41,” YIVO Institute for Jewish Research [D2L]

October 18th: Re-opening the Gates
Parker, *Making Foreigners*, chapter 7

October 20^h: Midterm Exam

October 25th: Borders and Policing
Andreas, *Border Games*, chapter 1

October 27th and November 1st: Smuggling and the Clandestine Border Economy
Andreas, *Border Games*, chapters 2 and 3

November 3rd The Escalation of Immigration Control
Andreas, *Border Games*, chapter 5

November 8th: Borders and Security After 9/11
Andreas, *Border Games*, chapter 7 and Afterword

Elizabeth F. Cohen, “What Immigration Restrictionists Can’t Foresee,” *The Atlantic* March 13, 2019

November 10th: Immigration, Partisanship, and Race
Abrajano and Hajnal, *White Backlash*, Introduction

November 15th: Backlash and Anxiety
Abrajano and Hajnal, *White Backlash*, chapter 1

November 17th: Immigration and White Partisanship
Abrajano and Hajnal, *White Backlash*, chapter 2

November 22nd: How Immigration Shapes the Vote
Abrajano and Hajnal, *White Backlash*, chapter 3

November 24th: Immigration and Policy Change
Abrajano and Hajnal, *White Backlash*, chapter 6 and Conclusion

Presentations: November 29th, December 1st and 6th

Final Exam: Thursday December 9th 2:00-3:50pm