

THE UNIVERSITY OF BRITISH COLUMBIA

POLITICAL SCIENCE 516C/GLOBAL PUBLIC POLICY 591G

DEBATES IN MIGRATION AND CITIZENSHIP

SPRING 2019

INSTRUCTOR

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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 and immigration regimes, theoretical approaches to migration studies, immigration and settler colonialism, the ethics of borders, migration control, public opinion on immigration, voting behaviour and populist radical right parties, the making of immigration policy, national identity and citizenship, immigrant inclusion, and multiculturalism and religion.

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 FORMAT

The format of the course will be one three-hour seminar per week.

READINGS

Consider yourselves warned! Students are expected to do a substantial amount of reading for this course.

All readings are electronically (and free-of-charge) available through the Koerner Library. Should you have problems accessing any reading, notify your instructor right away.

COURSE ASSIGNMENTS, DUE DATES AND GRADING

1. Class participation (25%)

(For assessment template, see Appendices)

The success of a seminar is first and foremost determined by the degree and the quality of student participation. Regular attendance is required and students are expected to arrive on time. A high premium will be placed on class participation. Students are expected to come to class well-prepared, and to pro-actively engage in discussion with fellow students and the instructor in ways that do not shy away from challenging views and arguments while being respectful of diverse viewpoints. Whenever possible, the instructor will provide students with questions ahead of time that will serve as a reading and discussion guide. Students are expected to be prepared to discuss these questions in seminar. Participation will account for 25% of the overall course grade.

2. Readings review (25%) and class presentation (10%)

(For assessment templates, see Appendices)

For a week of your choice (pending availability, and excluding Weeks 1, 2 & 7), each student will be required to write a synthetic review of the assigned readings. Students will sign up for assignments in Week 2 of the course. All assignments have to be submitted to the full class as an email attachment (Word file, no google docs) by **12pm the Tuesday before class**. All students are required to read these papers before class. The readings review will account for 25% of your course grade.

You will then make a 10-15 minute class 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 either **zoom in or zoom out** on key analytical points raised in your review. In other words, your presentation provides the space to **elaborate on** and go beyond your written review paper.

In addition to your presentation, you will **facilitate class discussion** for one question listed in your review (see below). Your presentation and class facilitation will account for 10% 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:

Theory: Is the theory internally consistent? Does it specify causal mechanisms? Is it 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?

(3) Conclude the paper with 2-3 questions for class discussion (your instructor will choose one for which you will facilitate discussion)

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. Term paper (40%)

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 provide the instructor with a one-page proposal (clearly stating which paper option you have chosen) by **Wednesday, March 6, 2pm**
- Students will submit the final paper as a Word attachment by **Thursday, April 18, 5pm.**

LATENESS POLICY

Review

If the paper is handed in after the deadline (Tuesday, 12pm) but before class (Wednesday, 2pm), you will receive a **penalty of 5%**. If the paper is not handed in before class you will receive a **penalty of 10%**. After that the usual term paper lateness policy applies.

Term paper

Late submission of this paper 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 typically only be granted to students with documented medical problems or in case of serious personal emergency. In case 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, on 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 office hours are on Tuesdays & Thursdays, 2-3pm (C.K. Choi 322). Because of my responsibilities as Director of the Institute for European Studies, some weeks office hours will have to shift in order to accommodate programming. If you cannot attend my office hours, see me after class or 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 and should end with the name of the addressee.

LAPTOP ETIQUETTE

There will be no use of laptops in class except to access course readings. All note-taking etc. should take place on paper. If you require a laptop accommodation by the Centre for Accessibility, please notify me right in the beginning of the course.

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 (3-5 pages double-spaced) synthesis of the week's readings.**

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.**

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

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 **No class** **January 2**

Week 2 **Theorizing Migration and Immigration Regimes** **January 9**

Massey, Douglas et al. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review*, 19(3): 431-466*

Myron Weiner. 1996. "Bad Neighbors, Bad Neighborhoods: An Inquiry into the Causes of Refugee Flows." *International Security*, 21(1), 5-42*

Boucher, Anna K. & Justin Gest. 2018. *Crossroads: Comparative Immigration Regimes in a World of Demographic Change*. Cambridge: Cambridge University Press. Chapters 2-4*

Week 3 **Approaches to the Study of Migration and Citizenship** **January 16**

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

Gabaccia, Donna R. 2015. "Time and Temporality in Migration Studies." In: Brettell and Hollifield, *Migration Theory: Talking Across Disciplines*. 3rd ed. New York: Routledge: 37-66*

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

Bloemraad, Irene, Anna Korteweg & Gökce Yurdakul. 2008. Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State. *Annual Review of Sociology*, 34(1): 153-179*

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*

Levitt, Peggy and B. Nadya Jaworsky. 2007. "Transnational Migration Studies: Past Developments and Future Trends". *Annual Review of Sociology*, 33(1), 129-156*

BORDERS

Week 4 Immigration and Settler Colonialism January 30

Bauder, Harald. 2011. "Closing the Immigration-Aboriginal Parallax Gap," *Geoforum* 42, 517-519, https://www.researchgate.net/publication/251729944_Closing_the_immigration-Aboriginal_parallax_gap

Stanley, Ann et al. 2011. "Intervention – 'Addressing the Indigenous-Immigration Parallax Gap,'" *Antipode*, <https://antipodefoundation.org/2014/06/18/addressing-the-indigenous-immigration-parallax-gap/>

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*

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*

Bohaker, Heidi & Franca Iacovetta. 2009. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s." *The Canadian Historical Review*, 9(3), 427-461*

Week 5 The Ethics of Borders February 6

Song, Sarah. 2018. "Political Theories of Migration." *Annual Review of Political Science*. 21, 385–402*

Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books. Chapter on "Membership," 31-63 (to be distributed)

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*

Gibney, Matthew J. 2015. Refugees and Justice Between States. *European Journal of Political Theory*. 14(4):448–63*

Ellermann, Antje & Goenaga, Agustin. Forthcoming. *Discrimination and Policies of Immigrant Selection in Liberal States. Policy & Society*. [copy will be distributed]

Week 6 The Politics of Migration Control February 13

Torpey, John. 1998. "Coming and Going: On the State Monopolization of the Legitimate "Means of Movement." *Sociological Theory*, 16, 239-259*

Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics*, 50(2), 266-293*

Bonjour, Saskia. 2016. "Speaking of Rights: The Influence of Law and Courts on the Making of Family Migration Policies in Germany". *Law & Policy*, 38(4), 328-348*

Helbling, Marc & David Leblang (2018): "Controlling Immigration? How Regulations Affect Migration Flows," *European Journal of Political Research**

Mountz, Alison. "The Enforcement Archipelago: Detention, Haunting, and Asylum on Islands." *Political Geography* 30, 118-128*

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

Week 7 No Class (Reading Week) February 20

THE POLITICS OF IMMIGRATION

Week 8 Public Opinion on Immigration February 27

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*

Bansak, Kirk, Jens Heinmueller & Dominik Hangartner. 2016. "How Economic, Humanitarian, and Religious concerns shape European Attitudes toward Asylum Seekers." *Science*, 354(6309), 217-222*

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: 229*

Week 9 Political Behaviour and Populist Radical Right Parties March 6

SUBMISSION DEADLINE FOR PAPER PROPOSAL

Mudde, Cas. 2013. "Three Decades of Populist Radical Right Parties in Western Europe: So what?" *European Journal of Political Research*, 52(1), 1-19*

Golder, Matt. 2016. "Far Right Parties in Europe." *Annual Review of Political Science*, 19(1), 477-497*

Bustikova, Lenka. 2014. Revenge of the Radical Right. *Comparative Political Studies*, 47(12), 1738-1765*

Han, Kyung Joon. 2015. "The Impact of Radical Right-Wing Parties on the Positions of Mainstream Parties Regarding Multiculturalism," *West European Politics*, 38:3, 557-576*

Rafaela Dancygier et al. 2015. "Why Are Immigrants Underrepresented in Politics? Evidence from Sweden" *American Political Science Review*, 109(4): 703-724*

Week 10 The Making of Immigration Policy March 13

Meyers, Eytan. 2000. "Theories of International Immigration Policy - A Comparative Analysis." *International Migration Review* 34(4): 1245-1282*

Freeman, Gary. 2006. "National Models, Policy Types and the Politics of Immigration in Liberal Democracies." *West European Politics* 29(2): 227-247*

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

Ellermann, Antje. "Theorizing Immigration Policy" and "Canada and the Politics of Economic and Family Immigration Policy (book manuscript chapters, to be circulated)

CITIZENSHIP AND INCLUSION

Week 11 National Identity and Citizenship March 20

Boucher, Anna K. & Justin Gest. 2018. *Crossroads: Comparative Immigration Regimes in a World of Demographic Change*. Cambridge: Cambridge University Press. Chapter 6*

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

Howard, Marc Morjé. 2012. "Germany's Citizenship Policy in Comparative Perspective," *German Politics and Society*, 30(1), 39-51*

Mann, Jatinder. 2017. The Redefinition of Citizenship in Canada, 1950s–1970s." In Jatinder Mann (ed.). *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand*. Palgrave Macmillan, 97-116*

Bohaker, Heidi & Franca Iacovetta. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s." *The Canadian Historical Review* 9(3) (2009): 427-461*

Fleras, Augie. 2017. "Rethinking Citizenship Through Transnational Lenses: Canada, New Zealand, and Australia." In Jatinder Mann (ed.). *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand*. Palgrave Macmillan, 15-48*

Week 12 Immigrant Inclusion March 27

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

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

Joppke, Christian. 2007. "Beyond National Models: Civic Integration Policies for Immigrants in Western Europe." *West European Politics* 30(1): 1-22*

Duyvendak, Jan & Peter Scholten. 2012. "Deconstructing the Dutch Multicultural Model: A Frame Perspective on Dutch Immigrant Integration Policymaking." *Comparative European Politics* 10(3): 266-282*

Koopmans, Ruud. 2013. "Multiculturalism and Immigration: A Contested Field in Cross-National Comparison," *Annual Review of Sociology*, 39, 147-169*

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*

Week 13 Multiculturalism and Religion April 3

Modood, Tariq & Riva Kastoryano. 2006. "Secularism and the Accommodation of Muslims in Europe." In: Tariq Modood, Anna Triandafyllidou, Anna & Ricard Zapata-Barrero (eds.). *Multiculturalism, Muslims and Citizenship*. London: Routledge*

Modood, Tariq. 2006. "British Muslims and the Politics of Multiculturalism." In: Tariq Modood, Anna Triandafyllidou, Anna & Ricard Zapata-Barrero (eds.). *Multiculturalism, Muslims and Citizenship*. London: Routledge*

Adida, Claire et al. 2010. "Identifying Barriers to Muslim Integration in France." *Proceedings of the National Academy of Science of the United States of America*, 107(52): 22384-22390*

Ruud Koopmans. 2015. "Religious Fundamentalism and Hostility against Out-groups: A Comparison of Muslims and Christians in Western Europe." *Journal of Ethnic and Migration Studies*, 41(1), 33-57*

Helbling, Marc & Traunmüller, Richard (2018) "What is Islamophobia? Disentangling Citizens' Feelings Toward Ethnicity, Religion and Religiosity Using a Survey Experiment." *British Journal of Political Science*, 1-18*

Brubaker, Rogers. 2013. "Categories of Analysis and Categories of Practice: A Note on the Study of Muslims in European Countries of Immigration." *Ethnic and Racial Studies*, 36(1), 1-8*

SUBMISSION DEADLINE FOR PAPER: Thursday, April 18, 5pm

APPENDICES

Appendix 1: Class participation assessment

Name:

Grade:

Comments:

1. Knowledge of assigned readings

- Little knowledge Partial knowledge of readings/arguments
 Clear and consistent demonstration of knowledge of readings/arguments throughout semester

2. Logic and quality of analysis

- Major clarity problems/contributions were not on target Partial demonstration of analytical thinking
 Consistent demonstration of analytical thinking

3. Respect of diverse perspectives

- Comments were not always respectful of others' viewpoints Comments were consistently respectful

4. Engagement with others

- Little engagement with others' contributions Comments often engaged with others' contributions
 Comments consistently engaged with and built on others' contributions

5. Clarity of expression

- Comments usually lacked clarity Comments were mostly clear
 Comments were consistently clear and well formulated

Appendix 2: Class presentation and discussion facilitation assessment

Name:

Grade:

<p>1. Consistency with assignment</p> <p><input type="checkbox"/> Major requirements missing/too much summary and repetition</p> <p><input type="checkbox"/> Needs tighter focusing/minor requirements missing <input type="checkbox"/> Right on target</p>
<p>2. Logic and quality of analysis</p> <p><input type="checkbox"/> Major logical/clarity problems <input type="checkbox"/> Analysis needs sharpening/logical gaps <input type="checkbox"/> Analysis is clear and logical</p>
<p>4. Discussion questions</p> <p><input type="checkbox"/> Not suitable for generating discussion (too descriptive/insufficiently integrated into theme)</p> <p><input type="checkbox"/> Constructive questions</p>
<p>5. Presentation style</p> <p><input type="checkbox"/> Poor delivery <input type="checkbox"/> Delivery needs some improvement <input type="checkbox"/> Excellent delivery</p>
<p>6. Discussion facilitation</p> <p><input type="checkbox"/> Needs improvement: insufficient preparation</p> <p><input type="checkbox"/> Needs improvement: insufficient engagement with others' contributions</p> <p><input type="checkbox"/> Needs improvement: insufficient respect of diverse perspectives</p> <p><input type="checkbox"/> Exceeded expectations</p>

Appendix 3 Readings review assessment template

Name:

Grade:

<p>1. Consistency with assignment</p> <p><input type="checkbox"/> Major requirements missing <input type="checkbox"/> Minor requirements missing <input type="checkbox"/> Right on target</p>
<p>2. Demonstrated knowledge and understanding of readings</p> <p><input type="checkbox"/> Little or poor understanding of readings <input type="checkbox"/> Understanding of readings could be improved <input type="checkbox"/> Excellent understanding of readings</p>
<p>4. Identification of central themes and authors' engagement with themes</p> <p><input type="checkbox"/> Poor <input type="checkbox"/> Mostly good <input type="checkbox"/> Right on target</p>
<p>5. Engagement with and evaluation of author's arguments</p> <p><input type="checkbox"/> Poor <input type="checkbox"/> Insufficient justification of assessment</p> <p><input type="checkbox"/> Great engagement and justification of positions taken</p>
<p>4. Organization</p> <p><input type="checkbox"/> Major problems <input type="checkbox"/> Needs some restructuring/clearer organization</p> <p><input type="checkbox"/> Strong organization</p> <p>Problems: <input type="checkbox"/> Lacking introductory or concluding entries.</p> <p><input type="checkbox"/> Topic sentences/transitions within entries <input type="checkbox"/> Repetition</p>
<p>5. Citation of sources</p> <p><input type="checkbox"/> Serious citation problems <input type="checkbox"/> Minor citation issues <input type="checkbox"/> Citations well handled</p>
<p>6. Grammar and spelling</p> <p><input type="checkbox"/> Serious writing problems <input type="checkbox"/> Minor writing issues <input type="checkbox"/> Excellent writing</p>