
POSC 35003: Comparative Politics of Immigration and Citizenship

Michael Strausz

Spring 2023

course time: Monday, Wednesday, and Friday, 1:00-1:50

classroom: Sadler 115

office hours: Mondays 10-10:50am, Wednesdays 2:00-3:00pm, Fridays 10-10:50am

office: Scharbauer 2007F

e-mail: [michael.strausz AT tcu.edu](mailto:michael.strausz@tcu.edu)

response time: I will do my best to respond to emails within 24 hours during the week, and within 48 hours during weekends and holidays.

Final Paper Due Date

Final papers are due on **Monday, May 8 at 1:30pm** for all students (i.e. this includes graduating seniors).

Course Description

Immigration is an extremely important topic to politicians, bureaucrats, businesspeople, activists, and voters all over the world. What are the social, political, and economic forces that shape the nature of immigration and immigrant populations? Immigration is a particularly complex issues because people move for a wide variety of reasons including for economic opportunity, to flee oppression and/or violence, to join family, coethnics, and coreligionists, and to flee natural disasters (including those caused by climate change). Once immigrants have arrived in their destination countries, how do the people who were living there react to them? Are they invited to apply for citizenship as a legal status, or to be active participants in the lives of their new communities? And how do the answers to these questions vary over time and between countries?

This class will address the comparative politics of immigration and citizenship through five units. First, we will examine a variety of theories of immigration and citizenship by political scientists and others. Second, we will look at immigration and citizenship as economic issues. Third, we will consider immigration and citizenship as humanitarian issues. Fourth, we will study the comparative politics of integration, citizenship, and belonging. And finally, we will examine scholarship on public opinion about immigration and citizenship. Together, these five units will help you to make sense of one of the most important issues in the world today.

Required Texts / Materials

You are required to purchase one book for this class:

The Good Immigrant, edited by Nikesh Shukla and Chimene Suleyman

This book is available at the TCU Store, and you can also [order it from Amazon](#) (it was \$9.99 the last time I checked).

All other required readings are available on the course's D2L page. I encourage you to bring the book or to print up that day's reading and bring it to class. If you have run out

of free prints from TCU and/or don't have another way to print, please come to my office!

Course Policies and Requirements

Assignments

Reading discussion questions (5% of final grade): Every day with an assigned reading, students are required to post a discussion question about the reading on the relevant threaded discussion on D2L. Discussion questions are due at 9am on the morning that we discuss that reading. Late discussion questions will receive no credit.

Satisfactory discussion questions will earn you a 100 for that day. A discussion question is satisfactory when it demonstrates that you have done the reading and thought about it a bit. Satisfactory questions might be about the overall theme of the reading, about a specific example or quote from the reading, about the implications of the findings and/or methods, etc. Anything is on the table, as long as it is thoughtful, based on the reading, and demonstrates you have thought critically about the issues raised by the reading and the course. If you find yourself struggling to understand the reading, you are always welcome to come to my office hours or make an appointment!

If discussion questions suggest that many of you are not doing the assigned reading, I will give pop quizzes on the readings that will be averaged into this grade. On some days, you may have short homework or in-class assignments that will be averaged into this grade.

You can skip up to two days of posting questions without penalty, but after that, late submission of questions and failure to submit questions at all will result in a grade of zero for that day.

In-class reflections (5% of final grade): At the end of each class session, students will have a few minutes to write one to three sentences on one of these questions:

1. What is something that you learned today?
2. What is the muddiest point for you from today's class?
3. What is something that we touched on today that you want to learn more about?

If students miss a class, they should log in to D2L before the next class to give a brief explanation of why they missed class. These explanations might include "I was sick," "my sister got married," "I was having some family issues," etc. I respect your privacy, so I do not need details in your explanations (no need to tell me about what kind of illness or doctor's appointment, for example).

For each day that a student fills out an appropriate reflection on the class or explanation for why they missed class, that student will get full credit (a 100). Failure to complete a day's prompt will result in a grade of 0 for that day.

Two analysis papers on course themes (each worth 20% of final grade): Throughout the course, I will distribute four sets of prompts for short analysis papers on course themes.

Each of these sets of prompts will ask students to write a short paper that analyzes course materials. Students are required to answer two of these prompts: at least one of the first two prompts, and one additional prompt. These papers will be due on at 1:00pm on February 8, February 27, March 27, and April 12. Students may only complete two of these papers for credit.

Final paper (worth a total of 50% of final grade): Each student will be required to write a research paper about a specific case of migration in the world (contemporary or historic). Students are also required to present their projects to the class. To make this work more manageable, there will be several pieces of the paper due throughout the semester. Specific assignments for each piece will be distributed throughout the semester.

<i>Item</i>	<i>Deadline</i>	<i>Percent of course grade</i>	<i>Length</i>
Topic proposal	2/15	5%	1 page
Outline, thesis statement, and reference page	3/8	5%	2-3 pages
Rough draft of final paper	5/3	2%	5-11 pages
Oral presentation of final paper	4/24-5/1	5%	4-6 minutes
Final paper	5/8	33%	9-11 pages

Overall Grade Breakdown

Assignment	Percentage of final grade
Reading discussion questions	5%
In-class reflections	5%
First analysis paper	20%
Second analysis paper	20%
Final paper topic proposal	5%
Final paper outline, thesis, & reference page	5%
Final paper rough draft	2%
Final paper presentation	5%
Final paper	33%

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the material was returned.

Grading

Grades are determined on a 100-point scale as follows:

A: 93.45 and above	B: 82.45-86.44	C: 72.45-76.44	D: 62.45-66.44
A-: 89.45-93.44	B-: 79.45-82.44	C-: 69.45-72.44	D-: 59.45-62.44
B+: 86.45-89.44	C+: 76.45-79.44	D+: 66.45-69.44	F: 59.44 and below

Extra Credit

If I decide to establish extra credit opportunities, the specifics will be announced in class, posted on D2L, and/or emailed out to all students enrolled in the class. So, come to class, check D2L, and check your TCU email regularly.

Late Work

In general, late assignments lose 10 points (out of 100) per 24 hours late. So, if a paper is due at 2:00pm on Tuesday and you turn it in at 3:00, you will lose 10 points. And if you turn it in after 2:00pm on Wednesday, you will lose 20 points, (and after 2:00 on Thursday, you will lose 30 points... etc.). However, if you miss or are late in submitting any assignment because of an Official University Absence, an illness, or a personal or family emergency, please communicate with me as soon as you can we can discuss rescheduling your work. You don't have to tell me the nature of the illness or emergency; just let me know that you are dealing with an illness or an emergency and we can discuss an alternate deadline for your work.

Office Hours

I encourage students to take advantage of my [office hours](#) in order to ask questions about the course materials or to chat about issues related to the course or political science more generally. While you are free to drop by without an appointment, if you want to make sure that I will be available right when you drop by, please feel free to sign up for an appointment here: <https://calendly.com/michael-strausz/10min>. That link gives you a choice of either an in-person meeting or a Zoom meeting; please feel free to select whichever is more convenient for you. If I am not able to hold in-person office hours at any point, I will email the class and temporarily move office hours to Zoom. If you have classes or other obligations during my office hours and would like to meet with me, please email me to make an appointment.

PowerPoint Slides

Most days in class I will have PowerPoint slides that have three purposes:

1. The slides are meant to help you organize your notes, by showing you what we are discussing and when.
2. The slides might include quotes and/or questions that we will discuss in class.
3. The slides might include photographs, maps, animations, and other types of images to help illuminate class concepts.

The slides are not a transcript of everything that I plan to say in class; they are meant to help you take notes. You will be able to download slides before class (I will have them online a few minutes before class starts) and they will stay up for the whole semester. If

you miss a class, you should download the slides, but you should also borrow notes from a classmate. Once you have looked over the notes that you borrowed, feel free to ask me about any points you want clarification on.

Technology Policy

Students wishing to use computers, tablets, or smartphones to take notes in class are requested to use those devices only for class related purposes. I know how tempting it can be to use an electronic device for Instagram, Facebook, Twitter, Pinterest, Ravelry (the knitting social networking site), Instagram, TikTok, games, and other fun distractions, but if I catch a student doing so, that student will no longer be permitted to bring his or her electronic device to class. Remember that your primary responsibility at TCU is to learn. If you don't trust yourself to avoid online distractions, I encourage you to take notes with a pen or pencil. If I catch you using an electronic device for non-class related purposes during class, you will lose permission to use that device in class for the rest of the semester. Students wishing to make audio or video recordings of classes are required to see me to discuss acceptable use of those recordings and to sign a contract indicating that you will use those recordings responsibly. In the absence of written permission, you are not permitted to make audio or video recordings of classes.

TCU Policies

This course will be conducted in accordance with all relevant TCU policies. For specific language, please see the syllabus appendix on the course's D2L site. The syllabus appendix includes the following policies: Academic Misconduct, Anti-Discrimination and Title IX Information, TCU Policy for Religious Observations & Holidays, and Student Access and Accommodation.

Daily Schedule

18-Jan *Welcome to the class*
No assigned reading.

20-Jan *Immigration and citizenship today*
The Migration Policy Institute's [Top 10 Migration Issues of 2022](#).

Unit 1: Theories of Immigration and Citizenship

23-Jan *Immigration and interest group politics*
Freeman, Gary P. 1995. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29 (4):881-902.

25-Jan *Immigration and institutions*
Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50 (2):266-93.

27-Jan **CLASS IS CANCELLED**

- 30-Jan *Path dependency and party politics*
Goodman, Sara Wallace. 2014. "Explaining civic integration diversity: citizenship legacy and party orientation." In *Immigration and Membership Politics in Western Europe*. Cambridge: Cambridge University Press.
- 1-Feb *Ideas and ignorance*
Boswell, Christina, and Elisabeth Badenhoop. 2021. "'What isn't in the files, isn't in the world': Understanding state ignorance of irregular migration in Germany and the United Kingdom." *Governance* 34:335–352.
- 3-Feb *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.

Unit 2: Immigration and Citizenship as Economic Issues

- 6-Feb *Guestworkers in world history*
Hahamovitch, Cindy. 2003. "Creating perfect immigrants: guestworkers of the world in historical perspective." *Labor History* 44 (1):69-94.
- 8-Feb *The crow is white*
Strausz, Michael. 2019. "The Crow is White: Foreign Labor and the Japanese State." In *Help (Not) Wanted: Immigration Politics in Japan*. Albany, NY: SUNY Press.

First analysis paper due at the beginning of class

- 10-Feb *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.
- 13-Feb *The politics of immigration in labor sending countries*
Rodriguez, Robyn Magalit. 2010. A Global Enterprise of Labor: Mobilizing Migrants for Export." In *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis: University of Minnesota Press.
- 15-Feb *Workshopping final paper proposals*
Final paper proposal due at the beginning of class
- 17-Feb *Coethnics and trainees in Japan*
Tian, Yunchen. 2019. "Workers by any other name: comparing co-ethnics and 'interns' as labour migrants to Japan." *Journal of Ethnic and Migration Studies* 45 (9):1496-1514.

Virtual guest lecturer: Yunchen Tian, Saint Martin's University

20-Feb *Care workers and care drain*
Lutz, Helma, and Ewa Palenga-Möllenbeck. 2012. "Care workers, care drain, and care chains: Reflections on care, migration, and citizenship." *Social Politics* 19 (1):15-37.

Unit 3: Immigration and Citizenship in Humanitarian Perspective

22-Feb *Refugee law and refugees*
Hyndman, Jennifer, and Alison Mountz. 2008. "Another brick in the wall? Neo-Refoulement and the externalization of asylum by Australia and Europe." *Government and Opposition* 43 (2):249-269.

24-Feb **CLASS IS CANCELLED**

27-Feb *Statelessness*
Edwards, Alice, and Laura van Waas. 2014. "Statelessness." In *The Oxford Handbook of Refugee and Forced Migration Studies*, edited by Elena Fiddian-Qasmiyeh, Gil Loescher, Katy Long and Nando Sigona. Oxford: Oxford University Press.

Second analysis paper due at the beginning of class (students are required to write on at least one of the first two analysis papers)

1-Mar *How rich democracies repel asylum seekers*
FitzGerald, David. 2019. "The Catch 22 of Asylum Policy." In *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. New York: Oxford University Press.

3-Mar *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.

6-Mar *Japan's asylum policy*
Strausz, Michael. 2019. "Asylum as Exception." In *Help (Not) Wanted: Immigration Politics in Japan*. Albany, NY: SUNY Press.

8-Mar *From outlines to papers*
Final paper outline, thesis statement, and references due at the beginning of class

10-Mar **CLASS IS CANCELLED**

13-Mar-
17-Mar SPRING BREAK

20-Mar *Forced migration*
Strausz, Michael. 2014. "Forced Migration in Contemporary Asia." In *Oxford Handbook of the International Relations of Asia*, edited by Saadia M. Pekkanen, John Ravenhill and Rosemary Foot. Oxford: Oxford University Press.

Unit 4: Integration, Citizenship, and Belonging

22-Mar *Citizenship and social class*
Marshall, T. H. 1950. "The Development of Citizenship to the End of the Nineteenth Century." In *Citizenship and Social Class, and Other Essays*. Cambridge: Cambridge University Press.

24-Mar *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.

27-Mar *Social class and beyond*
Joppke, Christian. 2010. "The Concept of Citizenship." In *Citizenship and Immigration*. Cambridge: Polity.

Third analysis paper due at the beginning of class.

29-Mar *Do integration policies matter?*
Breton, Charles. 2019. "Do Incorporation Policies Matter? Immigrants' Identity and Relationships with the Receiving Society." *Comparative Political Studies* 52 (9):1364-1395.

31-Mar *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.

3-Apr *Immigrant exclusion in Africa*
Adida, Claire L. 2011. "Too close for comfort? Immigrant exclusion in Africa." *Comparative Political Studies* 44 (10):1370-1396.

5-Apr *Blood and belonging*
Ikeuchi, Suma. 2019. "Of Two Bloods." In *Jesus Loves Japan: Return Migration and Global Pentecostalism in a Brazilian Diaspora*. Stanford: Stanford University Press.

7-Apr GOOD FRIDAY

Unit 5: Xenophobia, Public Opinion, Immigration, and Citizenship

10-Apr *Xenophobia and pandemics*
Xun, Zhou, and Sander L Gilman. 2021. "Xenophobia and COVID-19." In *'I Know Who Caused COVID-19': Pandemics and Xenophobia*. London: Reaktion Books.

- 12-Apr *A hidden immigration consensus?*
Hainmueller, Jens, and Daniel J. Hopkins. 2015. "The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes toward Immigrants." *American Journal of Political Science* 59 (3):529-548.
- Fourth analysis paper due at the beginning of class
- 14-Apr *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.
- 17-Apr *Is the immigration consensus race neutral?*
Newman, Benjamin J, and Neil Malhotra. 2019. "Economic reasoning with a racial hue: Is the immigration consensus purely race neutral?" *The Journal of Politics* 81 (1):153-166.
- 19-Apr *Immigration and public opinion beyond the US*
Valentino, Nicholas A., et. al. 2019. "Economic and Cultural Drivers of Immigrant Support Worldwide." *British Journal of Political Science* 49 (4):1201-1226.
- 21-Apr *The good immigrant*
Selections from Shukla and Suleyman, pages to be announced.
- 24-Apr *Student presentations*
No assigned reading.
- 26-Apr *Student presentations*
No assigned reading.
- 28-Apr *Student presentations*
No assigned reading.
- 1-May *Student presentations*
No assigned reading.
- 3-May *Final paper workshop*
Draft of final paper (at least 5 pages long) due at beginning of class.