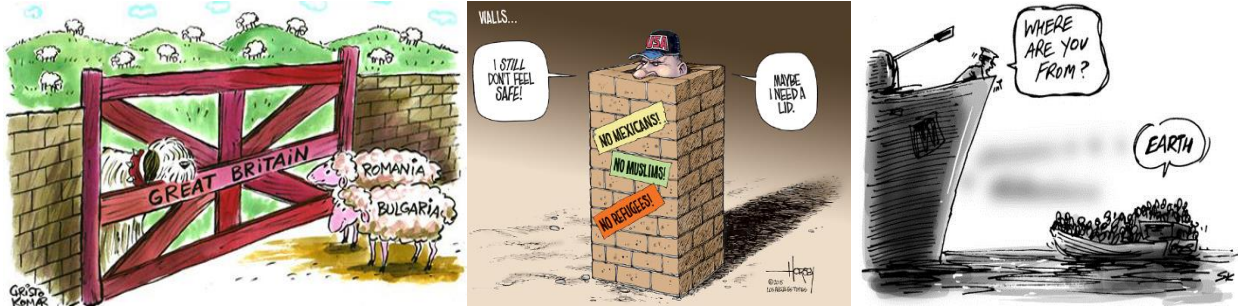


GOV 236 COMPARATIVE POLITICS OF IMMIGRATION

Monday and Wednesday 9:00-10:20pm

Wright 238



Smith College | Spring 2017

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Office Hours: Monday 4:15-5:45pm, Wednesday 10:30am-noon, or by appointment

Course Description

International migration has been one of the signature phenomena in the last few decades. This course examines immigration from a comparative historical and political perspective by drawing on European, American, and Asian examples.

Part I explores theories and empirical evaluations of the economic, humanitarian, and cultural causes of immigration. Specifically we will address the following questions: Who migrates? Why do people migrate? What are the sending and receiving countries?

Part II explores the consequences of immigration faced by receiving countries, as well as immigrants. We specifically focus on how native citizens, politicians, political parties, states, and the media respond to increasing immigration. How are immigrants perceived by public opinion? What are some of the ways politicians and political parties incorporate immigration in their agenda? What are some examples of anti-immigration movements? How do states implement policies and laws to control immigration? We also investigate the raced, gendered, and classed effects of the economic, social, and political integration of immigrants. We end the course on discussions of the meanings, roles, and enactments of societal membership and citizenship.

Course Goals

After successful completion of this course, students will be able to

- Identify and apply theories of immigration
- Examine the historical and political factors that have shaped the causes and consequences of immigration
- Evaluate the empirical evidence supporting various positions within the immigration debate
- Assess the individual, organizational, and contextual factors that facilitate immigrant integration

Required Texts

Electronic articles on Moodle.

Important Dates

- 2/8 Team group leadership topic due
- 3/13 Spring break
- 3/15 Spring break
- 3/20 Blog post assignment overview
- 3/22 Midterm
- 4/3 Blog post topic due
- 5/3 Blog post and presentation due

Course Requirements and Expectations

This course will be in a semi-seminar format where lectures will be given in the first half of the class and followed by discussions and various activities. In this course, I will be facilitating an open, respectful, and informed class setting that considers difference in identity, opinion, experience, and analysis as a fertile space for learning. Such an environment takes effort by both students and the instructor.

As students, your responsibilities are:

- **Preparation:** Complete the required readings before coming to class. We go into details of the assigned reading in class – please also bring the readings of the day to class.
- **Participation:** Participation in class is based on participation in class lecture and discussion, as well as group activities. Write down at least one quote, concept, or idea from the reading that is interesting, provoking, and open to interpretation. This might help you prepare for the class as well as for participation.
- **Respect:** Throughout the course, I would like everyone to feel free to share her/his opinion with one another. In order to do so, we must maintain a civil environment, even when we are discussing controversial topics. You are responsible to actively listen to others and treat others' contributions respectfully (from your peers and me), even if you disagree with them or me. I will not tolerate any language or acts of discrimination and intimidation.

I will contribute to this environment by:

- Treating all students with respect.
- Welcoming diverse viewpoints, experiences, and interpretations of the class materials.
- Challenging your thinking, beliefs, and analysis of issues, concepts, and ideas in this class.
- Making sure every student has the opportunity to speak at least once before allowing students to speak multiple times.

Computer Policy

Some occasions may require you to use computer, cellphone, etc. in class. However, you will not need them most of the time, so please turn off your electronic devices or put them away. While open laptops and other similar devices may be used for note-taking and reading texts, I would rather have you listening to one another with attention. Taking notes by hand has been scientifically proven to help you retain information and perform better in class. Link to the study

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

Nevertheless, I am aware that everyone learns in a different way. Therefore, I will allow it, but I will need you to share your notes that you take on your electronic devices on Google doc at

(https://docs.google.com/document/d/1V9TuY2H0zP1F9X_2x_oGGdupdbNYcjxR0FhO_K--FK8/edit), which will be available for the entire class.

I'm as addicted to social media as anyone, but please do your email/Facebook/Twitter/Snapchat, etc. outside of class.

Course Components

I. Participation (10%)

Your participation grade is based on attendance and participation in class. *You should attend every class. I understand that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than 3 classes, you may have overextended yourself and you may fail this course. You do NOT need to notify me if you intend to miss class for any reason. However, I welcome you to see me about anything that may prevent you from attending class. Our discussions will be confidential and I will do my best to ensure that you succeed in this class.*

Participation requires active involvement in weekly discussions based on reading assignments. **Participation requires that you submit no more than two questions that arise from the assigned readings on Google doc prior to every class.** Additionally, participation also entails any group or individual activity in which we engage in class. *If speaking up may be an issue for you, please see me and we will seek alternative methods for you to participate. If you participate often, allow others to also speak up and avoid monopolizing the conversation.*

II. Midterm Examination (25%)

The midterm exam will be based on the readings, classroom discussions, and multimedia shown in class.

- You will take the exam online on Moodle.
- The exam has a time limit of 1 hour, 20 minutes once you begin the exam.
- You may only submit the exam once.
- The exam will “open” at 6AM. The exam is due by 11:59PM the day of the exam.
- I will distribute a review sheet, post a practice quiz, and hold a review session for the exam.

III. Three Short Responses to Course Readings (15%; each reflection 5%)

You will write three short responses to course materials assigned in this class. You may submit your essay on whichever reading(s) you like; however, you are required to submit it the day the readings are to be discussed (due on Moodle at 9:00am). Each response should critically and constructively explore a theme, debate, method, etc. in one or more readings for that session. You are expected to incorporate your analysis on current events when responding to the readings. You may consider the following:

- What are your immediate reactions to the reading and the author’s findings?
- What are your thoughts on the arguments/theories?
- What are your thoughts on the author’s research method and design to answer her/his research question?
- What would you wish the author had done differently?
- What are you still wondering?
- If you could get coffee with the author, what questions would you ask her/him?
- If you were to engage in similar research, what might your research question and design be?
- How might this article connect with contemporary news event?

Your paper should be 1-2 pages, single spaced. The paper should be broken down into different sections with a section heading. Font: Times New Roman; font size: 12; one-inch margins. APSA, MLA, or any other academic citation style will be accepted.

You need to upload all your assignments on Moodle. I will not accept any hard copy or any assignment via email. Upload a word document saved in your last name_assignment, e.g. Liu_Reflection1

IV. Team Leadership Session on Class Discussion (20%)

With a team, you will lead one classroom discussion on a topic of your choice. You will open the class by delivering a presentation on the articles assigned for that specific topic. You will then lead the class discussion for the day. I will moderate and intervene as necessary. You will decide early on in the semester which date/topic you choose to complete. You will receive a collective grade, but your contribution will be evaluated by your peers, which will

be considered as part of your participation in class. You will inform me of your choice on 2/8.

- Your task is to get the class thinking and talking about a theme or issue related to that week's readings. Presentations should be energetic, interesting and engaging and last around 20-30 minutes.
- Presentations should not seek to cover everything about a topic. Instead, focus your presentation on a key issue, problem, or question people can engage with. It's useful to use multimedia (video, music, image) or draw your experiences.
- Alternatively, students may organize an activity for the group which promotes thinking or discussion about key questions or issues related to that class. In short: Don't be boring!
- Please use props, handouts, etc. Prepare any materials or technology well ahead of time and time your presentation carefully!
- The timing, format and purpose of presentation are very flexible as long as you consult with me in well in advance. I'm open to (almost) any format that gets students engaged with or excited about a problem, idea or issue. Again, don't be boring!
- In preparing for the class discussion, you will write five to ten discussion questions per reading and post them on Moodle (**due at 9am before class begins**).
- You should ground your discussion in the text, citing specific passages to support your discussion. You should demonstrate both a critical engagement with the text, as well as your understanding of the broader argument of the text. You should be prepared to answer your own questions.

V. **Team Blog Post (25%) and Presentation (5%)**

Your final project in this class will be the integration of conceptual “tools” of analysis of a current event related to immigration reported in the political news during this spring. With a team, you will research and interpret a current event/news item of immigration relating to a theme, theory, or topic we examine in class. The event that you choose to evaluate is not restricted to that in the U.S. In fact, I would encourage you to analyze a political event that occurs outside the U.S. You must seek my approval before you begin. You will write a 4-5 page, **single** spaced paper and deliver a presentation in class using course materials and lecture notes to help ground your analysis. Your task is to craft an argument that explicitly addresses the ways in which institutions construct or shape discourses surrounding immigration and/or the ways in which individuals respond to immigration. Together as a class, we will create a blog where your essays will be posted. Each group will receive a joint letter grade and evaluation of their essay. Each group will also be asked to report to me how much effort each member contributes to the essay. You must upload the paper on Moodle by **9am, Wednesday, May 3**.

Your paper should be 4-5 pages, single spaced (Times New Roman font, font size 12, 1 inch margin). The paper should be broken down into different sections with a section heading. Font: Times New Roman; font size: 12; one-inch margins. APSA, MLA, or any other academic citation style will be accepted.

With a group, you will present your analytical analysis of the news event of your choice in effective way to the class, along with several follow-up discussion questions. The goal for this presentation is to create awareness about the ways in which analysis of immigration matters for your chosen event for your chosen event. You are encouraged to make an impact beyond the classroom. The presentations can be done in any format, including using

PowerPoint slides, showing a video clip that you create, designing a social media campaign, skit, etc. The presentations should be no more than 10 minutes. Your media or presentation outline is required to be uploaded on Moodle prior to your presentation so other students in the class have access as well. Each group will also receive a joint letter grade and evaluation of their presentation. Each group will also be asked to report to me how much effort each member contributes to the presentation.

*Late assignments will be penalized 5 points each calendar day after the due date and time. **Missed Exams or assignments:** Illness, death in the family, or other traumatic events unfortunately is part of life. A make-up assignment or exam will be given if you contact me within 24 hours and provide documentation.*

I. Extra Credit

There will be plenty of extra credit opportunities throughout the semester. Most of these involve attending a lecture, film, etc. on campus. In order to earn extra credit, you will upload a short paragraph of your response on Moodle before the end of the semester. The extra credit will be added onto your participation grade. Extra credit opportunities will be announced in class and via News Forum on Moodle. *First extra credit of the semester: upload your favorite immigration political cartoon in the "Extra Credit" folder on Moodle before 9am, 2/2.*

Class Grade Scale

A: 93—100%	B-: 79—82%	D+:65-69%
A-: 90—92%	C+: 76—78%	D: 60-64%
B+: 87—89%	C: 73—75%	F: 59% and Below
B: 83—86%	C-:70-72%	

Grades in this class are based on mastery of the class material. This doesn't just mean attending class and reading the material; it means analyzing and understanding the material—and being able to articulate the material thoughtfully and precisely through assignments, discussion, exams, and essays. At the end of the semester, I do not allow late work or extra credit, "round up," barter, or allow you to do extra work to improve your final grade. There will be, however, plenty of extra credit opportunities throughout the semester.

Class Schedule

The following schedule is subject to change. Ample notice will be given.

Dates	Topic	In-Class Activity and Readings
1/30	International migration	At-home viewing (You may watch one or all of the following films online): <i>Papers: Stories of Undocumented Youth</i> http://smith.kanopystreaming.com/video/papers-stories-undocumented-youth <i>Maid in America</i> http://smith.kanopystreaming.com/video/maid-america <i>Your Day is My Night</i> http://smith.kanopystreaming.com/video/your-day-my-night
2/1	Introduction	Discussion of class expectations, assignments, exam, and reading schedule

2/6	Research session	Neilson Library Research Session with Sika Berger
2/8	How could we study international migration?	Team group leadership topic due in class. Brettell, C.B. and Hollifield, J.F., 2014. <i>Migration theory: Talking across disciplines</i> . Routledge. Chapters 1, 6
2/13	Why do people move?	Brettell, C.B. and Hollifield, J.F., 2014. <i>Migration theory: Talking across disciplines</i> . Routledge. Chapters 2, 3
2/15	Economic migration	Bailey, M. 2005. Welfare and the Multifaceted Decision to Move. <i>The American Political Science Review</i> , 99(1), 125-135. Rudolph, C. 2003. Security and the Political Economy of International Migration. <i>The American Political Science Review</i> , 97(4), 603-620 OPTIONAL: Cortes, P. and Tessada, J., 2011. Low-skilled immigration and the labor supply of highly skilled women. <i>American Economic Journal: Applied Economics</i> , 3(3), pp.88-123.
2/20	Forced migration	Yarris, K. and Castañeda, H., 2015. Special Issue Discourses of Displacement and Deservingness: Interrogating Distinctions between “Economic” and “Forced” Migration. <i>International Migration</i> , 53(3), pp.64-69. Bowstead, J.C., 2015. Forced migration in the United Kingdom: women's journeys to escape domestic violence. <i>Transactions of the Institute of British Geographers</i> , 40(3), pp.307-320.
2/22	Marriage migration	Lu, M. C. W. 2005. Commercially Arranged Marriage Migration Case Studies of Cross-border Marriages in Taiwan. <i>Indian Journal of Gender Studies</i> , 12(2-3), 275-303. Bélanger, D., 2010. Marriages with foreign women in East Asia: bride trafficking or voluntary migration?. <i>Population & Societies</i> , (469), p.1.
2/27	Marriage migration	Leinonen, J. and Pellander, S., 2014. Court decisions over marriage migration in Finland: a problem with transnational family ties. <i>Journal of Ethnic and Migration Studies</i> , 40(9), pp.1488-1506. Alexander, C. 2013. Marriage, migration, multiculturalism: gendering ‘The Bengal diaspora’. <i>Journal of Ethnic and Migration Studies</i> , 39(3), 333-351. OPTIONAL: Lim, T., 2010. Rethinking belongingness in Korea: Transnational migration, “migrant marriages” and the politics of multiculturalism. <i>Pacific Affairs</i> , 83(1), pp.51-71.
3/1	Gendered migration	Lan, P. C. 2008. Migrant women’s bodies as boundary markers: Reproductive crisis and sexual control in the ethnic frontiers of Taiwan. <i>Signs</i> , 33(4), 833-861. Charsley, K. and Liversage, A., 2015. Silenced husbands: Muslim marriage migration and masculinity. <i>Men and Masculinities</i> , 18(4), pp.489-508.

		OPTIONAL: Women on the move: Long-term care, migrant women, and global justice. <i>International Journal of Feminist Approaches to Bioethics</i> , 4(2), 1-31.
3/6	Raced migration*	HAINMUELLER, J. and HANGARTNER, D. (2013) 'Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination', <i>American Political Science Review</i> , 107(1), pp. 159–187. Fuller, S. and Vosko, L.F., 2008. Temporary employment and social inequality in Canada: Exploring intersections of gender, race and immigration status. <i>Social indicators research</i> , 88(1), pp.31-50. OPTIONAL: Romero, M., 2008. Crossing the immigration and race border: A critical race theory approach to immigration studies. <i>Contemporary Justice Review</i> , 11(1), pp.23-37.
3/8	Party politics	You will only need to read ONE of the following readings, which you will be assigned in the previous class. Arzheimer, K. 2009. Contextual factors and the extreme right vote in Western Europe, 1980–2002. <i>American Journal of Political Science</i> , 53(2), 259-275. Meyer, T.M. and Wagner, M., 2013. Mainstream or niche? Vote-seeking incentives and the programmatic strategies of political parties. <i>Comparative Political Studies</i> , 46(10), pp.1246-1272. HOPKINS, D.J. 2010. 'Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition', <i>American Political Science Review</i> , 104(1), pp. 40–60 Vernby, K., & Finseraas, H. 2010. Xenophobia and left voting. <i>Politics & Society</i> , 38 (4), 490–516.
3/13	Spring break	Have fun!
3/15	Spring break	Have fun!
3/20	Blog post assignment overview	We will go over the blog post assignment during class. You will have a chance to meet with your group and discuss potential topics for this assignment.
3/22	Midterm exam	You will be taking the midterm exam following the instructions provided in this syllabus on Moodle at a location of your preference.
3/27	Media*	Van Klingeren, M., Boomgaarden, H.G., Vliegenthart, R. and De Vreese, C.H., 2014. Real world is not enough: The media as an additional source of negative attitudes toward immigration, comparing Denmark and the Netherlands. <i>European Sociological Review</i> , p.jcu089. Hsia, H. C. 2007. Imaged and imagined threat to the nation: the media construction of the 'foreign brides' phenomenon' as social problems in Taiwan. <i>Inter-Asia Cultural Studies</i> , 8(1), 55-85. OPTIONAL: Valentino, N.A., Brader, T. and Jardina, A.E., 2013. Immigration opposition among US Whites: General ethnocentrism or media priming of attitudes about Latinos? <i>Political Psychology</i> , 34(2), pp.149-166.

3/28	Comparative analysis of public opinion	Blog post topic due at 9:00am on Moodle. Ceobanu, A. M., & Escandell, X. 2010. Comparative analyses of public attitudes toward immigrants and immigration using multinational survey data: A review of theories and research. <i>Annual Review of Sociology</i> , 36, 309–328.
4/3	Identity politics in public opinion	Merolla, J, S. K. Ramakrishnan, & C. Haynes. 2013. “Illegal,’ ‘Undocumented,’ or ‘Unauthorized’: Equivalency Frames, Issue Frames, and Public Opinion on Immigration, <i>Perspectives on Politics</i> 11(3): 789-807. OPTIONAL: Dustmann, C., & Preston, I. P. 2007. Racial and economic factors in attitudes to immigration. <i>The BE Journal of Economic Analysis & Policy</i> ,7(1).
4/5	Identity politics in public opinion*	Hainmueller, J., & Hiscox, M. J. 2010. Attitudes toward highly skilled and low-skilled immigration: Evidence from a survey experiment. <i>American Political Science Review</i> , 104(01), 61-84. Devos, T., & Ma, D. S. 2008. Is Kate Winslet more American than Lucy Liu? The impact of construal processes on the implicit ascription of a national identity. <i>British Journal of Social Psychology</i> , 47(2), 191-215.
4/10	Economic integration*	Koopmans, R., 2010. Trade-offs between equality and difference: Immigrant integration, multiculturalism and the welfare state in cross-national perspective. <i>Journal of ethnic and migration studies</i> , 36(1), pp.1-26.
4/11	Social integration: meanings of citizenship	Stavig, L. I. 2015. “I’ll Give You a Dollar If You Give Me Your Papers”: Active Citizenship and Immigrant Women’s Right to Work. <i>Signs</i> , 41(1), 155-178. OPTIONAL: Friedman, S.L., 2010. Determining ‘truth’ at the border: immigration interviews, Chinese marital migrants, and Taiwan's sovereignty dilemmas. <i>Citizenship Studies</i> , 14(2), pp.167-183.
4/17	Integration, Citizenship, and Migrant Experiences	Meeting with members of the Pioneer Valley Workers Center. Location TBA.
4/19	Social integration: citizenship and belonging	Fujiwara, L. 2008. <i>Mothers without citizenship: Asian immigrant families and the consequences of welfare reform</i> . U of Minnesota Press. (Ebook can be accessed at http://site.ebrary.com/lib/smithcollege/reader.action?docID=10233818) Chapters 1, 4, 5,and 6
4/24	Social integration: citizenship and belonging	Fujiwara, L. 2008. <i>Mothers without citizenship: Asian immigrant families and the consequences of welfare reform</i> . U of Minnesota Press. (Ebook can be accessed at http://site.ebrary.com/lib/smithcollege/reader.action?docID=10233818) Chapters 1, 4, 5,and 6
4/26	Migrant experiences	Lan, P.C., 2003. "They Have More Money but I Speak Better English!" Transnational Encounters between Filipina Domestic and Taiwanese Employers). <i>Identities: Global Studies in Culture and Power</i> , 10(2), pp.133-161.
5/1	Migrant experiences	In-class Viewing: <i>The Namesake</i>
5/3	Student presentation on team blog post	Blog post due at 9am on Moodle. Student presentations will occur during class.

