Immigration, Citizenship, and National Identity

Course Description

Conflicts over immigration have existed in all eras, but globalization processes have contributed to massive mobilization of human beings, across the globe, not only from poor countries to rich, but also among developing countries. Migrants include unaccompanied children, temporary laborers, refugees, asylum seekers, and unwilling migrants who are victims of trafficking rings. To begin to understand the issues, we start the course by examining these global processes and the various reasons for and types of immigration. Then we examine the experience of the immigrant, focusing on the U.S. case. After developing some understanding of the immigrant experience, we take up the question of citizenship—how do we define who is part of a nation and eligible for the rights of membership? We’ll look at Germany and France in comparative perspective with the USA. The next three sections deal with policy and the politics of immigration, focusing on the United States and Mexico. We conclude with a ‘hot of the presses’ ethnographic study by a refugee about the experience of border crossing.

Course Objectives

To understand trends in global migration today, including the types of migration, the policies of “sending” and “receiving” countries which affect migration, the challenges immigrants face in adapting to new societies and that societies face in incorporating immigrants into the nation, the contested meanings of citizenship, and current debates, particularly in the United States, about how to fix an immigration system widely viewed as broken.

Required Books:

- Rogers Brubaker, *Citizenship and Nationhood in France and Germany* (Harvard, 1992). --- We are using about half of this book. A copy is on Course Reserve at the Olin Circulation desk, if you prefer not to purchase it.

Wherever possible, other readings, primarily articles from scholarly journals, will be available on Moodle, but occasionally you will need to use the Course Reserves to read a book chapter.

**Attendance:** You are expected to attend every class. We only meet 29 times, including the first and final days, so missing a class is missing about 5% of the course. *Regardless of the quality of in-class contributions, students with more than two unexcused absences will be penalized in the grading.* Excused absences are those accompanied by written documentation from the Health Center or the Dean, which includes absences for intercollegiate competitions. Athletes who will need to miss two or more classes for games or meets should not have *any* unexcused absences.

**Requirements**

15% **Preparation and class contribution**-- The topics in this course lend themselves to discussion, civil debate, and careful reflection, so we will use in-class discussion and the Moodle forum as means to reflect on readings and share thoughts. Your regular and informed, insightful contributions during class and on the Moodle page, as well as regular attendance, will combine to determine this part of the grade. If either informed contributions or attendance seem to be lagging, I reserve the right to give brief pop quizzes on the previous day’s class or the assigned reading or to call randomly on class members to speak to the class about the day’s reading.

25% **Mid-term** – Take home essay (about 4-6 pages) **DUE OCTOBER 11** (*based on material from start of the semester until Oct. 4)*.

35% **Project** (about 12 pages) that explores issues raised in class, but in a different case (country) or in more depth, using additional primary and secondary sources. Details of the assignment will be given out in September, you must submit a brief progress report in October, and the project can be handed in any time between November 1 and the start of Thanksgiving Break.

25% **Final exam** – December 13, 1:30-3:30 PM. In-class exam, focused on material after the mid-term. This time is set by the Kenyon registrar and you may not take the exam at another time because of job or travel issues. If you have three exams scheduled for December 13, you may seek relief by contacting the Dean for Academic Advising and Support or Associate Provosts Klesner or Sheffield. In a family or health emergency, you would consult the Dean of Students.
Grading standards:

A’s (90% and above) indicate excellence – not just well done, but showing thorough understanding, some depth and originality in dealing with the course materials; carefulness and sophistication in composition, accuracy in detail, etc.

B’s mean good (indeed a B+ means “very good”). Grades in the 80-89 range are for work that is done well, fulfilling the assignment and showing a solid command of the material.

C’s (70-79% range) indicate satisfactory work, showing some effort to address questions and understand material, but little depth and no mastery of the material. Work that relies solely on class material without attention to the readings (or the reverse) may be judged only satisfactory.

D’s indicate poor work, showing a lack of effort, incompleteness, poor grasp of the concepts, much sloppiness in thought or composition, etc. etc.

MOODLE

This syllabus, many readings, and other announcements, details about assignments, supplementary links, etc. will be posted on the course MOODLE site.

Changes: A few are possible

Sometimes adjustments in the readings are necessary, particularly since we are working on current topics, where new reports, data, policies, and tactics emerge daily. Any changes would be announced in class and posted on the class Moodle site.

Disability Accommodations

Students with disabilities who may need academic accommodations should speak with me privately early in the semester to discuss those needs. Also, you are required to register for support services with the Office of Disability Services in the Olin Library, Center for Innovative Pedagogy. Please contact Erin Salva, ODS Coordinator, at PBX 5453 or salvae@kenyon.edu.

Academic Honesty

The work submitted for grades in this course must be done completely and only by the individual student who submits it. Study groups and talking over your plans for a paper with a peer are perfectly fine, indeed encouraged; but the work submitted for a grade must be your own and major new insights from a classmate should be acknowledged in a footnote.

Please note: Submitting the same paper, in whole or in part, to two courses, without prior permission of both instructors, is dishonest. Recording classes and publishing those recordings or lecture material online, without permission of the instructor, is also dishonest, because that work constitutes intellectual property of the instructor.

The Kenyon College Course of Study discusses academic honesty at some length, explaining that while “learning from another artist or scholar is commendable,” it is plagiarism to “use the
ideas (written, oral, graphic or artistic) or the phraseology of another person covertly, so as to represent the material as one's own."

Kenyon faculty members are required to report all suspected academic dishonesty to department chairs. Ignorance of the law, as the saying goes, is no excuse. Unintentional plagiarism is still an infraction against scholarly ethics. You are responsible to read and understand the standards of academic honesty elaborated in the Course of Study and to ask the instructor, or a member of the Academic Infractions Board, in advance of submitting your work, if you have any doubts about how to use and cite sources, information, or ideas.

Date   Topics, Readings (to complete by the date listed) & Assignments

TH Aug 25   Introduction to the Course
            In class: Portes and Rumbaut, chap. 1: “Nine Stories”

            I. GLOBAL MIGRATION

TU Aug 30   Migration “south” to “north”
            Martin, part I (pp. 1-34 and 46-54).
            Portes and Rumbaut, chapter 2.

TH Sept 1   Non-immigrant labor migration (“guest workers”)
            Martin, part II, pp. 55-132

TU Sept 6   Migration within the developing world
            Martin, pp. 34-45 and 133-49 (Thailand case study).
            Additional article to be assigned on Moodle.

TH Sept 8   Refugees, Asylum Seekers, and Children


            Identify, read, and bring to class to share one other article on the topic of refugees, asylum seekers, or unaccompanied children, from a reputable source, but not from MPI.

            II. IMMIGRANTS IN THE UNITED STATES

TU Sept 13   Settlement and adaptation
            Portes and Rumbaut, chaps. 3 and 4
From immigrants to ethnics
Portes and Rumbaut, chap. 5

Also, review 4-5 websites of ethnic American advocacy organizations (see links from Moodle). What are the group’s key issues? How is it organized? Funded? What tone and ideological perspectives are evident from the sites?

Fitting in to a foreign world
Portes and Rumbaut, chaps. 6 and chap 7.


View in class: Postville: When Cultures Collide

Melting Pot or Multiculturalism
Portes and Rumbaut, chapters 8 and 9.


8 PM, Olin Audit. Plan to attend: Faculty Lectureship: Robert Rubin (immigration attorney) “Civil Rights in the Post-Obama Era.” Post your reflections afterward on our course Moodle site.

CITIZENSHIP AND NATIONAL IDENTITY

Meanings of “citizenship”
Brubaker, Introduction and chapter 1 (Course Reserve)


Who is the nation? What is the basis of citizenship?
Brubaker, chapters 2-4 (Course Reserve)


Multiculturalism and Reaction in the Netherlands


**TH Oct 6**

**Fall Reading Period / No Class**

**TU Oct 11**

**Citizenship Process in the United States**

**TAKE-HOME MID-TERM DUE TODAY AT START OF CLASS.**

Sometime over break: Take the U.S. Citizenship Test (on the Moodle site), before class. If you fail, study and take it again!

**IV. U.S. IMMIGRATION POLICY**

**TH Oct 13**

**Early History of US-Mexican Migration**

Massey, Durand, and Malone, Chapters 1-3

**TU Oct 18**

**U.S.-Mexican Immigration Policy**

Massey, Durand, and Malone, chapters 4 and 5

**TH Oct 20**

**Breakdown of the U.S. Immigration System, post 1986**

Massey, Durand, and Malone, chapter 6

In class: “Crossing Arizona” DVD. (PLEASE BE ON TIME!) 
*Afterward, post your reflections on the film, on Moodle.*

**V. MEXICAN IMMIGRATION POLICY & ITS EFFECTS**

**TU Oct 25**

**Impact of Emigration on the “Sending” Country**

Fitzgerald chapters 1-3

**TH Oct 27**

**Mexico’s Policies on Migration**

Finish Fitzgerald

**VI. FIXING U.S. IMMIGRATION POLICY**

**TU Nov 1**

**Social Scientists’ Proposals**

Massey, Durand, and Malone, chapter 7

Portes and Rumbaut, chapter 10 to p.363

**TH Nov 3**

**Enforcement Measures in the US**

*Readings TBA (events may move forward, suggesting new readings)*

**TU Nov 8**

**Partial and Comprehensive Proposals (DREAM, AgJOBS, CIR)**

*Readings TBA (events may move forward, suggesting new readings)*
TH Nov 10  Immigration Politics in the US  
*Readings TBA (events may move forward, suggesting new readings)*

TU Nov 15  Forced Migration  
Beth Herzfeld, Sarah Green, Sarah Epstein and Christine Beddoe, “Trafficking: immigration or human rights concern?”

Then choose 6 other articles from the same issue on trafficking: *Forced Migration Review* 25 (May 2006).

TH Nov 17  Statelessness. Is there a right to citizenship?  

Also peruse the rest of this special issue on statelessness *Forced Migration Review* (PDF at www.fmreview.org.)

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<tr>
<th>Thanksgiving Break</th>
<th><em>Hand in major project before leaving Gambier!</em></th>
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<tr>
<td>TU Nov 29</td>
<td>Begin <em>Illegal Traveler</em></td>
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<td>TH Dec 1</td>
<td>Finish <em>Illegal Traveler</em></td>
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| TU Dec 6           | Ethics of Immigration Policy: Is there a right to migrate? A right to close borders?  
*Readings TBA* |
| TH Dec 8           | Class review and discussion.                   |
| TU Dec 13          | *Final Exam, 1:30-3:30*                         |