

PSCI 5915A
Special Topics in Political Science
Between Here and There: The Political Incorporation of
Immigrants

Time: Tuesday, 8:35 a.m. – 11:25 a.m.
Course location available on Carleton Central

I General information

Instructor: Steve White
Office: B657 LA(Loeb)
Office Hours: Tuesdays, 12:30–2:30 p.m., or by appointment (in person, or via Zoom)
Email: StephenWhite@cunet.carleton.ca

All email communication is to be via official Carleton university e-mail accounts and/or Brightspace, not personal emails.

II Course description

Immigrants are unlike any other citizens. When they leave their countries of origin, many immigrants bring with them political ideas and habits shaped by their experiences there. When they arrive in a new country, they are often treated quite differently from other citizens, both by the state and society. This course examines the many forces that affect how immigrants think and act politically, focusing on the roles of context (the social, economic and political environment in both the country of origin and the host country) and individual experiences (e.g. economic hardship, discrimination) in structuring the political attitudes and behaviour of immigrants.

III Course format

Weekly seminars will focus on topics and readings identified in the schedule. The weekly assigned readings should be completed in advance of the class. Although many of the assigned readings incorporate analyses of mass survey data, a deep familiarity with survey methodology is not a prerequisite for this course. Understanding the theories and conclusions, rather than the detailed empirical evidence supporting those theories and conclusions, is emphasized. Students will be introduced to core concepts in survey design and interpretation during the course.

IV Learning outcomes

By taking this course, students will:

- Develop a strong base of knowledge about the scope and limits of immigrant adaptation to new political settings
- Build advanced skills in synthesizing existing research to develop an argument
- Learn to critically assess the methodological choices and empirical claims of social science research

V Texts

Required Text(s):

All required course material is available online through the Ares library reserve system on Brightspace. Required readings for each week are listed in the course schedule.

VI Evaluation at a glance

Component	Value	Due Date
Attendance/Participation	25%	Cumulative
Midterm test	25%	In Class November 5
Short responses (four @ 5% each)	20%	Submitted online October 1, October 15, November 26, December 3, December 10
Final examination	30%	Examination period

VII Evaluation in detail

Attendance/Participation (25%): Students are expected to attend every class and be prepared to participate in discussions of the assigned topics and readings. More specifically, in each class students should contribute to discussions about the readings, with respect to methodology, themes, concepts, theories and hypotheses, and quality of evidence. Aside from the introductory class, for which attendance is not mandatory, students may miss for any reason one additional class at no penalty. Students who are unable to attend additional classes must have a valid and documentable reason for absence (e.g. bereavement) or they will be advised to withdraw from the course.

Midterm test (25%): On November 5, students will answer two essay questions of equal value covering content up to and including the October 29 class. One question will be provided a week in advance of the test, and all students will be required to answer it. Students will choose one of two additional questions to answer. These two questions will not be provided in advance.

Students are permitted to bring a single, one-sided page of notes to the test (8.5 x 11-inch paper, Times New Roman 12 pt font), which must be submitted along with the completed test. These notes will not be evaluated.

Short responses (20% – four @ 5% each): Students will craft four 500 to 750-word responses to questions about the topic, readings, and class discussion in particular weeks. A single question will be provided following the September 24, October 8, November 19, November 26, and December 3 classes. Students must answer **any four** of these five questions (that is, you will not submit a response for a class of your choice). Each response is due one week after it has been assigned. Each response should primarily answer the question by referencing the class discussion.

Final examination (30%): Students will answer one from a choice of three essay questions provided at least one week advance of the examination. These questions will cover course content and require students to do research (i.e. find and study materials in addition to course readings) in preparation for the examination. **Students are permitted to bring a single, two-sided page of notes to the test (8.5 x 11-inch paper, Times New Roman 12 pt font), which must be submitted along with the completed examination.** These notes will not be evaluated. The examination will be held in the official examination period at a time and date scheduled by the University.

VIII Course schedule and assigned readings

September 10: Introduction

Ramakrishnan, S. Karthick. "Incorporation versus Assimilation." *Outsiders No More?: Models of Immigrant Political Incorporation* (2013): 27.

Minnite, Lorraine. "Lost in translation? A critical reappraisal of the concept of immigrant political incorporation." *Bringing Outsiders In: Transatlantic Perspectives on Immigrant Political Incorporation* (2009): 48–59.

Bloemraad, Irene, Victoria M. Esses, Will Kymlicka, and Yang-Yang Zhou. "Unpacking immigrant integration: Concepts, mechanisms, and context." *World Bank* (2023).

September 17: Origins

Just, Aida. "Political regimes and immigrant party preferences." *Comparative Political Studies* 52, no. 5 (2019): 651–686.

Wals, Sergio C. "Does what happens in Los Mochis stay in Los Mochis? Explaining postmigration political behavior." *Political Research Quarterly* 64, no. 3 (2011): 600–611.

Soehl, Thomas, Dietlind Stolle, and Colin Scott. "The politics left behind: how pre-migration and migration experiences shape Syrian refugees' interest in home-country politics." *Journal of Ethnic and Migration Studies* 50, no. 4 (2024): 914–935.

September 24: Resocialization

De Rooij, Eline A. "Patterns of immigrant political participation: Explaining differences in types of political participation between immigrants and the majority population in Western Europe." *European sociological review* 28, no. 4 (2012): 455-481.

Finifter, Ada W., and Bernard M. Finifter. "Party identification and political adaptation of American migrants in Australia." *The Journal of Politics* 51, no. 3 (1989): 599-630.

Li, Ruoxi, and Bradley M. Jones. "Why do immigrants participate in politics less than native-born citizens? A formative years explanation." *Journal of Race, Ethnicity, and Politics* 5, no. 1 (2020): 62-91.

October 1: Citizenship

Just, Aida, and Christopher J. Anderson. "Immigrants, citizenship and political action in Europe." *British Journal of Political Science* 42, no. 3 (2012): 481-509.

Hainmueller, Jens, Dominik Hangartner, and Giuseppe Pietrantuono. "Catalyst or crown: Does naturalization promote the long-term social integration of immigrants?." *American Political Science Review* 111, no. 2 (2017): 256-276.

Kolbe, Melanie, and Markus ML Crepaz. "The power of citizenship: How immigrant incorporation affects attitudes towards social benefits." *Comparative Politics* 49, no. 1 (2016): 105-123.

October 8: Policy

Hansen, Randall. "Why both the left and the right are wrong: Immigration and multiculturalism in Canada." *PS: Political Science & Politics* 50, no. 3 (2017): 712-716.

Wright, Matthew, and Irene Bloemraad. "Is there a trade-off between multiculturalism and socio-political integration? Policy regimes and immigrant incorporation in comparative perspective." *Perspectives on Politics* 10, no. 1 (2012): 77-95.

Ersanilli, Evelyn, and Ruud Koopmans. "Do immigrant integration policies matter? A three-country comparison among Turkish immigrants." *West European Politics* 34, no. 2 (2011): 208-234.

Goodman, Sara Wallace, and Matthew Wright. "Does mandatory integration matter? Effects of civic requirements on immigrant socio-economic and political outcomes." *Journal of Ethnic and Migration Studies* 41, no. 12 (2015): 1885-1908.

October 15: Networks

Zingher, Joshua N., and M. Steen Thomas. "Patterns of immigrant political behaviour in Australia: An analysis of immigrant voting in ethnic context." *Australian Journal of Political Science* 47, no. 3 (2012): 377-397.

Bratsberg, Bernt, Jeremy Ferwerda, Henning Finseraas, and Andreas Kotsadam. "How settlement locations and local networks influence immigrant political integration." *American Journal of Political Science* 65, no. 3 (2021): 551–565.

Cho, Wendy K. Tam, James G. Gimpel, and Joshua J. Dyck. "Residential concentration, political socialization, and voter turnout." *The Journal of Politics* 68, no. 1 (2006): 156–167.

October 22 READING WEEK (NO CLASS)

October 29: Prejudice

Dancygier, Rafaela M., Karl-Oskar Lindgren, Sven Oskarsson, and Kåre Vernby. "Why are immigrants underrepresented in politics? Evidence from Sweden." *American Political Science Review* 109, no. 4 (2015): 703–724.

Just, Aida, and Christopher J. Anderson. "Opinion climates and immigrant political action: A cross-national study of 25 European democracies." *Comparative Political Studies* 47, no. 7 (2014): 935–965.

Oskooii, Kassra AR. "Perceived discrimination and political behavior." *British Journal of Political Science* 50, no. 3 (2020): 867–892.

November 5 MIDTERM ASSESSMENT

November 12: Identity

Leszczensky, Lars, Rahsaan Maxwell, and Erik Bleich. "What factors best explain national identification among Muslim adolescents? Evidence from four European countries." *Journal of Ethnic and Migration Studies* 46, no. 1 (2020): 260–276.

De Vroome, Thomas, Marcel Coenders, Frank Van Tubergen, and Maykel Verkuyten. "Economic participation and national self-identification of refugees in the Netherlands." *International migration review* 45, no. 3 (2011): 615–638.

Jones-Correa, Michael, Helen B. Marrow, Dina G. Okamoto, and Linda R. Tropp. "Immigrant perceptions of US-born receptivity and the shaping of American identity." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 4, no. 5 (2018): 47–80.

November 19: Second Generation

Simonsen, Kristina Bakkaer. "What it means to (not) belong: A case study of how boundary perceptions affect second-generation immigrants' attachments to the nation. In *Sociological Forum*, vol. 33, no. 1, pp. 118–138. 2018.

Çelik, Çetin. "'Having a German passport will not make me German': Reactive ethnicity and oppositional identity among disadvantaged male Turkish second-generation youth in Germany." *Ethnic and Racial Studies* 38, no. 9 (2015): 1646–1662.

Wong, Janelle, and Vivian Tseng. "Political socialisation in immigrant families: Challenging top-down parental socialisation models." *Journal of Ethnic and Migration Studies* 34.1 (2008): 151-168.

November 26: Transnationalism

Chaudhary, Ali R. "Voting here and there: Political integration and transnational political engagement among immigrants in Europe." *Global Networks* 18, no. 3 (2018): 437-460.

Waldinger, Roger, Thomas Soehl, and Nelson Lim. "Emigrants and the body politic left behind: results from the Latino National Survey." *Journal of Ethnic and Migration Studies* 38, no. 5 (2012): 711-736.

Lien, Pei-te. "Pre-emigration socialization, transnational ties, and political participation across the pacific: A comparison among immigrants from China, Taiwan, and Hong Kong." *Journal of East Asian Studies* (2010): 453-482.

December 3: Effects

Besco, Randy. "Rainbow coalitions or inter-minority conflict? Racial affinity and diverse minority voters." *Canadian Journal of Political Science/Revue canadienne de science politique* 48, no. 2 (2015): 305-328.

Triadafilopoulos, Triadafilos, and Zack Taylor. "The political foundations of Canadian exceptionalism in immigration policy." *International affairs and Canadian migration policy* (2021): 13-40.

Voss, Kim, Steven Lauterwasser, and Irene Bloemraad. "Inactive and Quiescent? Immigrant Collective Action in Comparative Perspective, 1960 to 1995." *Socius* 10 (2024): 23780231241249932.

IX Policies and Procedures

Late Penalties: All assignments are due on the dates specified in the course outline. Late assignments will be subject to a penalty of 5% for each day beyond the due date up to a maximum penalty of 30%.

Extensions: No extensions on assignments will be granted after their due dates.

Use of Artificial Intelligence: *The use of generative artificial intelligence (AI) tools to produce assessed content is not permitted in this course.* It is considered a violation of academic integrity standards. Please refer to the policy in the Appendix of this document.

E-mail: Students must use a Carleton e-mail account in all correspondence. Always indicate the course number (PSCI 5915A) in your correspondence.

Accommodations: Students requiring accommodations other than those outlined in the "Academic Accommodations" section of this document should speak with the instructor in

the *first week* of the course.

Appeals: A grade appeal form will be provided on Brightspace. Students who wish to appeal a grade should fill out the form and submit it to the instructor within one week of receiving the grade.

Sharing Course Materials: Teaching and learning activities, including videos, lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. *Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).*

Recording Lectures: *Students are not permitted to record lectures, meetings, office hours, or tutorials without the consent of the instructor.*

Collaborative Work: Two or more students are not permitted to submit the same work for evaluation. *Submitting the same assignment as another student will be considered plagiarism.*

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your

control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.