

Carleton University
Fall 2019
Department of Political Science

PSCI 5915 (Section F)

Between Here and There: The Political Incorporation of Immigrants

Mondays 11:35 a.m. – 2:25 p.m.

Please confirm location on Carleton Central

Instructor: Steve White

Office: Loeb D696

Office Hours: Mondays, 2:30-4:30 p.m. (or by appointment)

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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 political attitudes and behaviour.

Course Objectives

By taking this course, students will:

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

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, and you are expected to keep up with the weekly readings.

Course Materials

Required Texts

All course material is available through the ARES system on CULearn.

Evaluation

Overview

Assignment	% Final Grade	Due Date
Seminar participation	20%	Throughout course
Weekly reading responses	15%	Before each class (on cuLearn)
Take home assignment 1	10%	October 11 (on cuLearn)
Take home assignment 2	20%	December 5 (on cuLearn)
Term paper	35%	December 14 (on cuLearn)

Term Work

Seminar Participation (20%): You are expected to attend every class, and be prepared to participate in discussions of the assigned topics and readings. More specifically, in each class you should contribute to discussions about the readings, with respect to methodology, themes, concepts, theories and hypotheses, quality of evidence, and the implications for political science and public policy.

Weekly Reading Responses (15%): You will write ten short responses (each valued at 1.5% of the final course grade), each of which responds to **one** of the readings from a particular week of seminar readings.

In each response, you may address the reading in any one of the following ways:

- Identify the main argument of the reading, and explain how it is related to other readings from that week.
- Explain what you believe are the most significant contributions of the reading, and/or areas where you think the reading is weak. You may focus on concepts, theories and hypotheses, or the quantity or quality of evidence.
- Identify what you believe to be the implications of the research: for political science, public policy, or normative implications.
- Identify a question (or questions) the reading provokes, but has not answered.

Each response should be approximately **150-200 words**. You are not required to consult any sources beyond the class readings.

For each response submitted, you will receive full marks as long as the response sufficiently demonstrates you have read the assigned reading.

The response is due at the beginning of the class for which the readings are assigned. Submit your responses on cuLearn. (file name format: e.g. "s_white_sept_17_response.docx")

Take Home Assignments (30%): Each take-home assignment is an open-book assignment. The purpose of the assignments is to assess your comprehension of the course material by giving you the opportunity to synthesize and analyze readings across multiple topics in light of our seminar discussions. The first assignment, valued at 10% of the course grade, will cover assigned readings and seminars up to and including October 7. The second assignment, valued at 20% of the course grade, will cover all assigned readings and seminars up to and including December 2. Students will be provided with the first assignment questions by September 10, and the second assignment questions by October 28.

- The **first assignment** will ask you to answer any **ONE** question from a choice of three; the **second assignment** will ask you to answer any **TWO** questions from a choice of four.
- Responses should be in essay form, and should include a thesis and paragraphs. Introductions should be very short (essentially, to present the thesis. A concluding paragraph is unnecessary.
- Unless otherwise stated in the question, all course readings on the course outline assigned up to the due date of the assignment are pertinent to each answer. No materials other than those assigned in the course outline are required to answer the questions.
- Cite sources in text, using the parenthetical author, date system, e.g. (Bilodeau, 2008) or (Thomas et al., 2011). You do not need to provide page numbers in your citations. You do not need to provide a reference list. Do not use any direct quotations in your answers.
- Your answer should be between **1000-1250 words**. Answers significantly shorter than the suggested range are unlikely to have sufficient breadth or depth. Answers significantly longer than the suggested range (e.g. 1300+ words) will probably be unnecessarily long. Be succinct.

- The expectation is that, for the typical student, each assignment question will take two to three hours to write a response. That expectation assumes that students have read and are familiar with the course material, and need only to refer to their readings for recall and clarification.

Answers will be assessed according to these criteria:

- Synthesis of course material (50%): how well are you able to bring together disparate research and identify relevant commonalities and differences?
- Comprehension of course material (35%): do you understand the *concepts, arguments, and – broadly – the empirical evidence* in the course readings?
- Writing and organization (15%): Given the writing and organization, is it possible to evaluate criteria 1 and 2? Or does disorganization and grammatical errors impair meaning?

The first assignment is due at the end of the day on October 11. The second assignment is due at the end of the day on December 5. Submit your assignments on cuLearn. (file name format: "s_white_assignment_1.docx")

Term Paper (30%): This assignment requires you to craft a literature review on a topic related to the study of immigrant political incorporation. Your topic may be based on one of the weekly seminar topics, or may be focused on a particular country or migrant group. You should select a topic with a body of existing research sufficient to conduct a literature review. ***Please consult with the instructor prior to settling on a topic.***

The purpose of this review is not to merely summarize research on the topic. The literature review should be used to:

- Discover what has, or has not been investigated on that topic
- Learn how others have defined key concepts
- Learn how others have measured key concepts
- Identify possible relationships between concepts
- Identify sources of data (evidence) that other researchers have used
- Identify research questions that have not yet been asked, or answered, as well as the (possible) reasons they have not yet been asked or answered

The review should be **3500-4000 words** (excluding references).

The number of academic sources cited will vary considerably, depending on the topic. At a minimum, **12 academic sources should be cited**. Students should use the Chicago author-date citation style.

Three dimensions of the literature review will be evaluated. Generally, the first two dimensions are given the greatest, and nearly equal, weight:

- Your stated objectives, and the quality of the subsequent analysis in relation to those objectives
- The relevance, and breadth and depth, of evidence brought to bear in achieving the stated objectives
- Organization and writing

Further details about conducting the literature review will be provided in the October 7 seminar.

The December 6 seminar will be a workshop, in which you will present your preliminary ideas for your paper and receive constructive feedback from the instructor and students.

The term paper is due at the end of the day on December 14. Submit your assignments on cuLearn. (file name format: "s_white_term_paper.docx")

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 3% for each day beyond the due date.

Electronic Submission of Assignments: Students are responsible for successfully submitting assignments by following instructions on cuLearn and ensuring the correct assignment file is uploaded. Check to confirm you have not uploaded a blank document, draft version, or a corrupted file.

Extensions: No extensions on assignments will be granted after their due dates. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

E-mail: Students must use a Carleton e-mail account in all correspondence.

Schedule

Seminars will not be held October 14 (Thanksgiving) or October 21 (Term break). All university courses follow the Monday schedule on December 6.

September 9: Introduction

No readings assigned

September 16: Conceptualizations: "Integration", "Incorporation", "Assimilation", or What?

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.

Li, Peter S. "Deconstructing Canada's discourse of immigrant integration." *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale* 4, no. 3 (2003): 315-333.

September 23: Pre-migration Context and Post-migration Political Attitudes and Action

Bilodeau, Antoine. "Migrating Gender Inequalities? Immigrant Women's Participation in Political Survey Research." *International Migration Review* 50, no. 4 (2016): 951-976.

Bueker, C.S., 2005. Political incorporation among immigrants from ten areas of origin: The persistence of source country effects. *International Migration Review*, 39(1), pp.103-140.

Bilodeau, Antoine. "Is democracy the only game in town? Tension between immigrants' democratic desires and authoritarian imprints." *Democratization* 21, no. 2 (2014): 359-381.

September 30: Pre-migration and Post-migration Experiences: Complexities

Jones-Correa, Michael. "Does Prior Socialization Define Patterns of Integration? Mexican Immigrants and Their Political Participation in the United States." *Just Ordinary Citizens?: Towards a Comparative Portrait of the Political Immigrant* (2016): 83.

Black, J.H., R.G. Niemi, and G.B. Powell. 1987. Age, Resistance, and Political Learning in a New Environment: The Case of Canadian Immigrants. *Comparative Politics*, 20(1): 73-84.

Lundström, Catrin, and France Winddance Twine. "White migrations: Swedish women, gender vulnerabilities and racial privileges." *European Journal of Women's Studies* 18, no. 1 (2011): 67-86.

October 7: Political Resocialization

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied psychology*, 46(1), 5-34.

Reeskens, Tim, and Matthew Wright. "Host-country patriotism among European immigrants: A comparative study of its individual and societal roots." *Ethnic and Racial Studies* 37, no. 14 (2014): 2493-2511.

Breidahl, K.N. and Larsen, C.A., 2016. The myth of unadaptable gender roles: Attitudes towards women's paid work among immigrants across 30 European countries. *Journal of European Social Policy*, 26(5), pp.387-401.

October 28: Agents of Resocialization: Local Communities and Networks

Just, Aida, Maria Elena Sandovici, and Ola Listhaug. "Islam, religiosity, and immigrant political action in Western Europe." *Social science research* 43 (2014): 127-144.

Liu, Wenlin, and John Gastil. "Pathways of immigrant political socialization: Examining the role of news media, social connections, and community interaction." *Journal of Intercultural Communication Research* 43, no. 3 (2014): 238-263.

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

November 4: Children of Immigrants

Humphries, Melissa, Chandra Muller, and Kathryn S. Schiller. "The political socialization of adolescent children of immigrants." *Social science quarterly* 94.5 (2013): 1261-1282.

Terriquez, Veronica, and Hyeyoung Kwon. "Intergenerational family relations, civic organisations, and the political socialisation of second-generation immigrant youth." *Journal of Ethnic and Migration Studies* 41, no. 3 (2015): 425-447.

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 11: Xenophobia, Prejudice, and Discrimination

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.

Pérez, Efrén O. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics." *American Journal of Political Science* 59, no. 3 (2015): 549-564.

Just, Aida. "The far-right, immigrants, and the prospects of democracy satisfaction in Europe." *Party Politics* 23, no. 5 (2017): 507-525.

November 18: Bright versus Blurred Boundaries

Alba, Richard. "Bright vs. blurred boundaries: Second-generation assimilation and exclusion in France, Germany, and the United States." *Ethnic and racial studies* 28, no. 1 (2005): 20-49.

Simonsen, Kristina Bakkær. "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.

Simonsen, Kristina Bakkær. "How the host nation's boundary drawing affects immigrants' belonging." *Journal of Ethnic and Migration Studies* 42, no. 7 (2016): 1153-1176.

November 25: The Impact of Policies

Joppke, Christian. "Civic integration in Western Europe: three debates." *West European Politics* (2017): 1-24.

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.

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.

December 2: Transnationalism

Bloemraad, Irene. "Who claims dual citizenship? The limits of postnationalism, the possibilities of transnationalism, and the persistence of traditional citizenship." *International migration review* 38, no. 2 (2004): 389-426.

Wong, Lloyd L. "Transnationalism, active citizenship, and belonging in Canada." *International Journal* 63, no. 1 (2008): 79-100.

Pérez-Armendáriz, Clarisa, and David Crow. "Do migrants remit democracy? International migration, political beliefs, and behavior in Mexico." *Comparative political studies* 43, no. 1 (2010): 119-148.

December 6: Term Paper Workshop

No readings assigned

Academic Accommodations

Requests for Academic Accommodation

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

Pregnancy obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course. 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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment

returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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