

## **POLI 390 - Honours Seminar**

# The Politics of Immigration and Ethnic Diversity

*2016-2017 Term II (Thursday 2PM-5PM)*

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## **Overview**

As the title indicates, the seminar will focus on ethnic diversity and immigration and their implications for politics. This topic is in some ways an ‘excuse’ to look at all the different ways in which political science can approach a question or a phenomenon (it also happens to be what most of my own work is about). Although readings are selected to reflect the breadth of political science (political theory, qualitative work, quantitative work), a good amount of these papers use statistics so consider yourself warned. A certain knowledge of multivariate statistics will be helpful, but is not required.

## **Objectives and Structure**

This is an intensive 6-unit seminar, requiring twice as much work as a typical 3-unit political science course. As implied above, the major objectives of this course are for (1) you to develop a deeper understanding of the basic building blocks of empirical political science and (2) to improve your ability to read, write and discuss academic political science at an advanced level (which also means: in an efficient way). The ultimate goal of the seminar is to prepare students to move on to the next step: the Honours Thesis.

Students will usually read around four to five articles or book chapters each week, averaging roughly 150 pages per week. These are the same readings that would be assigned to PhD students, so do not expect them to be easy. Many of the readings are quite technical, using unfamiliar words, symbols and/or methods. In other words: you won’t be able to read them an hour before the seminar.

Not only are students responsible for having done the readings prior to each class, they are responsible for actively participating in discussing the readings in class. Participation is crucial to the success of any seminar, which is why 30% of the final mark is for participation. In the second week of class, I will provide you with a guide to participation. This includes how to act as lead discussant for the two weeks you selected (more on that below), how to participate meaningfully during a discussion, and how to be constructive in your “peer-reviewing” of other people’s work.

One half of your final mark is based on two papers. Students will write two discussion papers during the term, which they will share with their fellow classmates, receive feedback on, and rewrite prior to submitting for a final mark. In the second week of class, I will provide you with a guide on how to write these review essays. We will also discuss in class the expectations regarding participation and writing, and you will receive considerable feedback throughout the term about your in-class participation and your writing.

### **Assessments**

- Review essays (2 x 25%)
- Participation (30%)
- Peer-review (10%)
- Lead presentation (2 x 5%)

### **Timeline for papers**

- Paper 1 (Week 2 to Week 7)
  - Individual meeting week of February 12th
  - First draft posted online by: February 24th
  - Individual meeting (if desired) week of February 27th
  - Feedback deadline: March 3rd
  - Individual meeting (if desired) week of March 6th
  - Final submission deadline: March 10th
- Paper 2 (Must cover the second part in some ways and address some methodological concern)
  - Individual meeting week of April 3rd
  - First draft posted online by: April 10th
  - Individual meeting (if desired) week of April 10th
  - Feedback deadline: April 17th
  - Individual meeting (if desired) week of April 17th
  - Final submission deadline: April 24th

## **Lateness and Attendance**

*Lateness* There will be a 5% grade penalty per business day for late papers. The penalty for late peer-reviewing will be 100%, i.e. you will not get any marks for it. It is fine to be late if you are the only person suffering for it, but in the case of feedback, other students are the ones that will suffer most from it, which means a steep penalty.

Please note that accommodations will not be made for foreseeable circumstances, such as having multiple papers due in the same week. Accommodations are reserved for unforeseeable events that are outside a student's control (e.g., illness, a death in the family). When there is a difficult situation that is foreseeable, it is your responsibility to organize your work for this course so that you can nonetheless turn in the assignment on time.

Due date extensions will usually not be granted for work lost due to computer crashes or the loss of a computer file. The reason for this is that there are simple and free ways of regularly and automatically backing up your work.

*Attendance* Attendance is expected to every class. If you miss a class without a valid reason, your participation grade will be affected. The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance if you will require any accommodation on these grounds.

*Academic Dishonesty* Any form of academic dishonesty will be severely penalized according to the university guidelines. Please review the University Calendar for the university policy on cheating, plagiarism, and other forms of academic dishonesty. The Library also has a helpful web page on plagiarism.

## **How this will work**

There is no textbook or coursepack with this course. You do not need to purchase anything. All the readings will be made accessible online, most often through the Library using your CWL. Each week has around 4 to 5 readings, whether scientific journal articles, book excerpts, or chapters. If you are looking for additional readings (not necessary) when writing your essays, I would be happy to provide you with some suggestions.

## **Course Website**

We will share a Google Drive with a series of folders. That's where I'll post readings that are not accessible otherwise. This is also where you will post your essays and comment on other people's essay. You can have access to the drive via this [link](#) (you may have to create a Google account if you don't have one already)

## **A Typical Week**

On a typical week, students who were assigned as Leads will make a quick presentation (about 15 minutes each). Lead students will close their presentation with a series of questions that

they think should be addressed in the discussion (again, a full guide will follow). We will then decide on how to approach that given week (one paper after another? thematically?) and open the floor to discussion. You are expected to engage meaningfully every week, not just when you are Lead.

## Course Outline

This is a preliminary outline. Although the weekly themes will remain, I reserve the right to change some of the readings with a reasonable advance notice. There are a lot to choose from and I might find a new, cool paper that better fits with the theme or better complements some of the readings.

The references below have links to the papers if they are available online. You may need to connect through your CWL.

### Introduction

#### Presentation and Organization (Week 1 - JAN 5th)

No reading

#### Setting the stage (Week 2 - JAN 12th)

- Grofman, B. (1997). Seven durable axes of cleavage in political science. *Contemporary Empirical Political Theory*, pages 73–81
- Shapiro, I. (2002). Problems, methods, and theories in the study of politics, or what's wrong with political science and what to do about it. *Political Theory*, 30(4):596–619
- Mahoney, J. and Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. *Political analysis*, 14(3):227–249
- Mahoney, J. (2008). Toward a unified theory of causality. *Comparative Political Studies*, 41(4):412–436
- Druckman, J. N., Green, D. P., Kuklinski, J. H., and Lupia, A. (2011). *Cambridge handbook of experimental political science*. Cambridge University Press (Chapter 1 and 2)

### Theoretical Foundation

#### Borders (Real and Imagined) (Week 3 - JAN 19th)

##### Leads: Alice and Emily

- Carens, J. H. (1987). Aliens and citizens: the case for open borders. *The review of politics*, 49(02):251–273
- Carens, J. (2016). In defence of birthright citizenship. In *Migration in Political Theory: The Ethics of Movement and Membership*. Oxford University Press (online book)
- Miller, D. (2016). Is there a human right to immigrate. In *Migration in Political Theory: The Ethics of Movement and Membership*. Oxford University Press (online book)
- Bail, C. A. (2008). The configuration of symbolic boundaries against immigrants in europe. *American Sociological Review*, 73(1):37–59

## **Accommodating Diversity** (Week 4 - JAN 26th)

### **Leads: Grace and Emma**

- Taylor, C. et al. (1994). *Multiculturalism: Examining the politics of recognition*. Princeton, NJ: Princeton University Press
- Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. New York, NY: Cambridge University Press (CH 5-6, pp. 75-130)
- Barry, B. (2002). *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, MA: Harvard University Press (CH 4, pp. 112-154)
- Bouchard, G. and Taylor, C. (2008). *Fonder l'Avenir, Le Temps de la Conciliation: Rapport de la Commission Bouchard-Taylor*. Quebec Government, Quebec (Summary (p.15-22) and Chapter 7: The Quebec System of Secularism (p. 131-154))

## **Citizenship, National Identity, and Belonging** (Week 5 - FEB 2nd)

### **Leads: Emil and Alberto**

- Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso (Introduction (pp.1-9))
- Marshall, T. H. (1950). *Citizenship and social class*, volume 11. Cambridge
- Brubaker, R. (1992). *Citizenship and nationhood in France and Germany*. New York, NY: Cambridge University Press (Chapter 1 (pp.21-34) - Citizenship as Social Closure)
- Miller, D. (2000). *Citizenship and national identity*. Cambridge Polity (Chapter 2-3, pp.24-61)
- Joppke, C. (1999). How immigration is changing citizenship: a comparative view. *Ethnic and racial studies*, 22(4):629–652

## **Individual Attitudes**

### **Prejudice** (Week 6 - FEB 9th)

#### **Leads: Andrew and Eliot**

- Allport, G. (1954). *The Nature of Prejudice*. Addison-Wesley, Cambridge, MA (Chapter 1-3 (pp. 3-47))
- Kinder, D. R. (2013). Prejudice and politics. In Huddy, L., Sears, D., and Levy, J., editors, *The Oxford handbook of political psychology*. Oxford University Press (Online Book)
- Weber, C. R., Lavine, H., Huddy, L., and Federico, C. M. (2014). Placing racial stereotypes in context: Social desirability and the politics of racial hostility. *American Journal of Political Science*, 58(1):63–78

- Valentino, N. A., Hutchings, V. L., and White, I. K. (2002). Cues that matter: How political ads prime racial attitudes during campaigns. *American Political Science Review*, 96(01):75–90

And try the Implicit Attitudes Test

### **Threat and Intergroup Conflict** (Week 7 - FEB 16th)

**Leads: Kaelin and Rosalie**

- Brewer, M. B. (2001). Ingroup identification and intergroup conflict. In Ashmore, R. D., Jussim, L., and Wilder, D., editors, *Social Identity, Intergroup Conflict, and Conflict Reduction*, pages 17–41. New York, NY: Oxford University Press (Online Book)
- Huddy, L. (2004). Contrasting theoretical approaches to intergroup relations. *Political Psychology*, 25(6):947–967
- Enos, R. D. (2014). Causal effect of intergroup contact on exclusionary attitudes. *Proceedings of the National Academy of Sciences*, 111(10):3699–3704
- Pérez, E. (2015). Xenophobic rhetoric and its political effects on immigrants and their co-ethnics. *American Journal of Political Science*, 59(3):549–564
- Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: a field experiment in rwanda. *Journal of personality and social psychology*, 96(3):574

### **READING WEEK**

### **National identity and immigration** (Week 8 - MAR 2nd)

**Lead: Grace**

- Sniderman, P. M., Hagendoorn, L., and Prior, M. (2004). Predisposing factors and situational triggers: Exclusionary reactions to immigrant minorities. *American Political Science Review*, 98(01):35–49
- Citrin, J., Johnston, R., and Wright, M. (2012). Do patriotism and multiculturalism collide? competing perspectives from canada and the united states. *Canadian Journal of Political Science*, 45(3):531–552
- Breton, C. (2015). Making national identity salient: Impact on attitudes toward immigration and multiculturalism. *Canadian Journal of Political Science*, 48(2):357–381
- Transue, J. E. (2007). Identity salience, identity acceptance, and racial policy attitudes: American national identity as a uniting force. *American Journal of Political Science*, 51(1):78–91

## Explaining opposition to immigration (Week 9 - MAR 9th)

Leads: Emil and Andrew

- Hainmueller, J. and Hopkins, D. J. (2015). The hidden american immigration consensus: A conjoint analysis of attitudes toward immigrants. *American Journal of Political Science*, 59(3):529–548
- Bansak, K., Hainmueller, J., and Hangartner, D. (2016). How economic, humanitarian, and religious concerns shape european attitudes toward asylum seekers. *Science*, 354(6309):217–222
- Citrin, J. and Sides, J. (2008). Immigration and the imagined community in europe and the united states. *Political Studies*, 56(1):33–56
- Harell, A., Soroka, S., and Iyengar, S. (2016). Locus of control and anti-immigrant sentiment in canada, the united states, and the united kingdom. *Political Psychology*

## Policies (Causes and Effect)

What we talk about when we talk about policies (Week 10 - MAR 16th)

Leads: Eliot and Alberto

- Freeman, G. P. (1995). Modes of immigration politics in liberal democratic states. *International migration review*, pages 881–902
- Banting, K. and Kymlicka, W. (2006). *Multiculturalism and the Welfare State: Recognition and redistribution in Contemporary Democracies*. New York, NY: Oxford University Press (pp.51-58)
- Joppke, C. (2004). The retreat of multiculturalism in the liberal state: theory and policy. *British Journal of Sociology*, 55(2):237–257
- Banting, K. and Kymlicka, W. (2013). Is there really a retreat from multiculturalism policies: New evidence from the multiculturalism policy index. *Comparative European Politics*, 11(5):577–598
- Howard, M. M. (2010). The impact of the far right on citizenship policy in europe: explaining continuity and change. *Journal of Ethnic and Migration Studies*, 36(5):735–751
- Goodman, S. W. (2010). Integration requirements for integration's sake? identifying, categorising and comparing civic integration policies. *Journal of ethnic and migration studies*, 36(5):753–772



### **The effect of policies on immigrants** (Week 11 - MAR 23rd)

**Leads: Rosalie and Alice**

- Koopmans, R. (2010). Trade-offs between equality and difference: Immigrant integration, multiculturalism and the welfare state in cross-national perspective. *Journal of Ethnic and Migration Studies*, 36(1):1–26
- Wright, M. and Bloemraad, I. (2012). Is there a trade-off between multiculturalism and socio-political integration? policy regimes and immigrant incorporation in comparative perspective. *Perspectives on Politics*, 10(1):77–95
- Bloemraad, I. (2006). Becoming a citizen in the united states and canada: Structured mobilization and immigrant political incorporation. *Social Forces*, 85(2):667–695
- Jens Hainmueller, Dominik Hangartner, and Giuseppe Pietrantuono. Catalyst or Crown: Does Naturalization Promote Long-Term Social Intergration of Immigrants? *American Political Science Review*, *forthcoming*

### **The effect of policies on the “majority”** (Week 12 - MAR 30th)

**Lead: Emma**

- Weldon, S. (2006). The institutional context of tolerance for ethnic minorities: A comparative, multilevel analysis of western europe. *American Journal of Political Science*, 50(2):331–349
- Wright, M. (2011). Policy regimes and normative conceptions of nationalism in mass public opinion. *Comparative Political Studies*, 44(5):598–624
- Banting, K. and Kymlicka, W. (2006). *Multiculturalism and the Welfare State: Recognition and redistribution in Contemporary Democracies*. New York, NY: Oxford University Press (CH1 - Second part)
- Wright, M., Johnston, R. C., Citrin, J., and Soroka, S. (2016). Multiculturalism and muslim accommodation policy and predisposition across three political contexts. *Comparative Political Studies*

### **International consequences of migration**

#### **Migration and terrorism** (Week 13 - April 6th)

**Leads: Kaelin and Emily**

- Bove, V. and Böhmelt, T. (2016). Does immigration induce terrorism? *The Journal of Politics*, 78(2):572–588
- Milton, D., Spencer, M., and Findley, M. (2013). Radicalism of the hopeless: refugee flows and transnational terrorism. *International Interactions*, 39(5):621–645
- Messina, A. M. (2014). Securitizing immigration in the age of terror. *World Politics*, 66(03):530–559

- Avdan, N. (2014). Do asylum recognition rates in europe respond to transnational terrorism? the migration-security nexus revisited. *European Union Politics*, 15(4):445–471