

Washington University
Department of Political Science

Immigration, Identity, and the Internet
PoliSci L32 4373

Fall 2018
MW 2:30-4PM, Seigle 205

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& by appt.

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Course Description: This class examines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped? While some immigrants have chosen to maintain strong symbolic and material ties to their home countries throughout history, technology has greatly reduced the costs of doing so. Increasing and less expensive opportunities for the acquisition of information, communication, and travel means that immigrants can choose different areas in which to settle without giving up access to their home culture. In addition, they frequently know much more about the new country, and they can develop transnational identities that embrace both the home and new country cultures. How do these changes affect patterns of immigrant settlement, political participation, and socialization?

In this class we will combine studies of immigration with studies of the social uses of technology, building on theories and explanations which explore how transnational identities and processes are shaped.

Course Objectives:

At the completion of this course, students will be able to:

1. Understand and appreciate different interpretations of identity, multiculturalism, and transnationalism.
2. Synthesize literature to develop a comprehensive understanding of how the Internet impacts immigrant life.
3. Apply knowledge about the Internet and immigration to studies of terrorism.
4. Argue effectively about the role the Internet plays in immigrant's lives.
5. Distinguish between different types of challenges in immigrant life.
6. Defend controversial positions related to immigrants and their assimilation.
7. Write compellingly about an immigrant's life, interpreting relevant theories and literature.

Assignments: This is a writing intensive (WI) course. Therefore, the writing component is as important as the reading and discussion components in the learning process.

Assignment	Due Date	Percentage
Reading Journal		15%
Class Engagement		15%
Group Collaboration	November 19	15%
Research Paper		
Research Log	December 17 (at 5PM)	5%
Literature Review Draft	September 26	
Literature Review Final	October 8	15%
Theory Paper Draft	October 31	
Theory Paper Final	November 12	15%
Research Paper Outline	November 28	
Final Research Paper	December 17 (at 5PM)	20%

Grade Distribution:

≥ 94.00	A	73.00-76.99	C
90.00-93.99	A-	70.00-72.99	C-
87.00-89.99	B+	67.00-69.99	D+
83.00-86.99	B	63.00-66.99	D
80.00-82.99	B-	60.00-62.99	D-
77.00-79.99	C+	< 60.00	F

Course Policies:

- General:
 - All readings are **required** and should be completed before the day we discuss them. They are available on the Canvas site for the course.
 - If you have academic accommodations, you must provide us appropriate documentation within the first two weeks of class.
 - Citations should be in APSA style. Wikipedia is not an appropriate academic source, though it is find for finding scholarly and primary sources.
 - Plagiarism, including inappropriate attribution, is grounds for automatic failure from the course and referral to the Dean’s office. If you are unsure if you are plagiarizing, always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to ask us if you are unsure about plagiarism.

- **Electronics Policy:** We do not allow students to use electronic devices during class. For emergency purposes, phones may be set to vibrate. If you have reason to anticipate an important message, let us know ahead of time and we will do our best to accommodate that. All accommodations as approved and administered by Cornerstone will be honored. Please let us know if you have such accommodations so that we can make suitable arrangements. If you are concerned about your note-taking abilities, please come talk to us and we'll work out a way for you to get reliable notes.
- **Grading Concerns:**
 - If you are concerned about a grade you received, please discuss it with William.
 - Grades will be changed if we made an arithmetic error or mistake. If you feel that this happened to you, please send William an e-mail no later than three days after the assignment is returned detailing the error.
 - If you are not satisfied with a grade on an assignment, both of us are happy to discuss how you can improve in future work.
- **Late Work and Absences:**
 - The assignments in this course are time sensitive. Reading Journals turned in late mean that you cannot meaningfully contribute to the class that day. Late draft assignments inhibit your peers from helping you revise your work. Only the Literature Review (draft and final), Theory Paper (draft and final), and Research Paper Outline can be accepted up to 24 hours late for a one letter grade deduction. Late drafts or Outlines will be penalized on the final draft grade.
 - You are allowed two unexcused absences for personal days during the semester. You are responsible for turning in assignments due the day you are absent on time. Additional absences will impact your class engagement grade.
 - Absences may be excused if they involve health/medical issues or religious observances. In order for an absence to be excused, you must submit a note explaining the absence online using the link on Canvas before the class you intend to miss. Absence requests will not be accepted via e-mail because they are difficult to keep track of that way.
- **Feedback:**
 - We will ask you to provide us with frequent evaluations of the course. This will include short "exit slips" with feedback on the day's class as well as an informal mid-semester evaluation.
 - If 90% of students turn in end of course online evaluations, all students without unexcused absences will receive 2% extra credit on their final grade. No other extra credit is available.
- **E-mail:**
 - We will respond to your e-mails as quickly as possible. In general, you can expect a response within 24 hours and that e-mails will be answered promptly between 9AM and 5PM Monday through Friday.
 - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.

- Often, e-mail is best used to set-up an in person meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
- Classroom Environment:
 - This is a small class designed to help you explore your own identity and to learn how others translate their identities into different actions. As such, your participation is valued and expected.
 - We expect that you will treat the classroom environment with respect throughout all of our activities. This is detailed in the classroom engagement rubric. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others perspectives in a constructive and respectful manner.
- Components of the Syllabus:
 - This document, the short syllabus, provides an overview of course policies and the list of topics and readings including the reading question and reading assignment for each class.
 - The description of assignments details each component of your grade and how you will be evaluated. We will discuss each assignment briefly before it is due, but you should read through the description carefully to make sure you fully understand our expectations for your work.

Course Schedule:

What are Identity, Transnationalism, and Multiculturalism?

August 27

- Introduction and welcome to the course.

August 29

- No Class: At American Political Science Association Conference
- See assignments due September 4 and 5.

September 3: Labor Day—No Class

September 4 (at 11:59PM)

- **Assignments Due:** Reaction paper (Canvas)
Reaction paper: Write three to four typed, double-spaced pages updating Joppke and Kymlicka's articles (see 9/5). Are their assessments about immigration and multiculturalism in the US, UK, Germany, and Canada still true or have they changed? If you think some of the countries have changed, do they still fit into Joppke and Kymlicka's arguments? Note: you do not need to write a Reading Journal for these two readings.

September 5

- Reading: Christian Joppke. 1996. "Multiculturalism and Immigration: A Comparison of the United States, Germany, and Great Britain." *Theory and Society* 25(4):449 -500.

Will Kymlicka. 2003. "Immigration, Citizenship, Multiculturalism: Exploring the Links." *Political Quarterly* 74(s1): 196-208.

- **Assignments Due:** Student information sheet (Canvas), no Reading Journal due.

September 10

- Reading Question: Is transnationalism a new or an old idea?
- Reading: Alejandro Portes et al. 1999 "The Study of Transnationalism." *Ethnic and Racial Studies* 22(2): 217-237.
- **Assignments Due:** First Reading Journal due (Canvas); each subsequent class has a Reading Journal due.

September 12

- Reading Question: What characteristics of transnationalism create conflict?
- Reading: Thomas Faist. 2000. "Transnationalism in International Migration: Implications for the Study of Citizenship and Culture." *Ethnic and Racial Studies* 23(2): 189-222.

John W. Berry. 2005. "Acculturation: Living Successfully in Two Cultures." *International Journal of Intercultural Relations* 29: 697-712.

Challenging Conventions About Identity and Immigration

September 17

- Reading Question: How long must immigrants live in a new country in order to assimilate?
- Reading: Alejandro Portes et al. 2009. "The Adaptation of the Immigrant Second Generation in America: Theoretical Overview and Recent Evidence." *Journal of Ethnic and Migration Studies* 35: 1077-1104.

Susan Hume. 2015. "Two Decades of Bosnian Place-Making in St. Louis." *Journal of Cultural Geography* 32(1): 1-22.

September 19

- Reading Question: What is the American national identity?
- Reading: Samuel Huntington. 2004. *Who Are We? The Challenges to America's National Identity*. Simon & Schuster. (Chapter 10)

Rogers Brubaker and Frederick Cooper. 2000. "Beyond Identity." *Theory and Society*. 29: 1-47.

September 24

- Reading Question: Has globalization destroyed national and/or local culture?
- Reading: K. Anthony Appiah. 2006. *Cosmopolitanism: Ethics in a World of Strangers*. Norton. (excerpts)

September 26

- Reading Question: How did multiculturalism die?
- Reading: Will Kymlicka. 2010. "The Rise and Fall of Multiculturalism? New Debates on Inclusion and Accommodation in Diverse Societies." *International Social Science Journal* 61(199): 97-112.
- **Assignments Due:** Literature Review Paper Draft (Canvas and hardcopy)

October 1

- No class; individual tutorial meetings.

Introducing the Internet and the Digital Divide

October 3

- Reading Question: How has the way immigrants use the Internet changed over time?
- Reading: Yong-Chan Kim and Sandra Ball-Rokeach. 2009. "New Immigrants, the Internet, and Civic Society. In Andrew Chadwick and Philip Howard, eds., *Routledge Handbook of Internet Politics*. Routledge, pp. 275-87.

Anna Brown et al., 2016. "Digital Divide Narrows for Latinos as More Spanish Speakers and Immigrants Go Online." Pew Research Center.

- **Assignments Due:** Peer Feedback (Hardcopy)

October 8

- Reading Question: How does transportation eliminate the digital divide between European countries?
- Reading: Lomme Devriendt et al. 2010. "Conceptualizing Digital and Physical Connectivity: The Position of European Cities in Internet Backbone and Air Traffic Flows." *Telecommunications Policy* 34: 417-29.

Jan AGM van Dyck. 2009. "One Europe, Digitally Divided." In *Routledge Handbook*, pp. 288-304.

- **Assignments Due:** Literature Review Paper Final (Canvas)

October 10

- Reading Question: How should national governments and the UN shrink the digital divide?

- Reading: Kenneth S. Rogerson and Daniel Milton. 2009. "Internet Diffusion and the Digital Divide: The Role of Policy-Making and Political Institutions." In *Routledge Handbook*, pp. 415-23.

Eli Noam. 2009. "Why Broadband Internet Should Not Be the Priority for Developing Countries." In W.H. Lehr and L.M. Pupillo, eds., *Internet Policy and Economics*. Springer, pp. 73-78.

Eli Noam. 2011. "Let them Eat Cellphones: Why Mobile Wireless is No Solution for Broadband." *Journal of Information Policy* 1: 470-485

- **Group Collaboration Time**

October 15: No Class—Fall Break

Strengths and Weaknesses of an Internet Filled World

From here to the end of class, you may have one "free zero" where your reading journal is selected and you have not turned it in. When this happens, we will select another journal to grade and you will not be penalized for missing that particular journal.

October 17

- Reading Question: Is an Internet social network as strong as a face-to-face network?
- Reading: W. Lance Bennett and Amoshaun Toft. 2009. "Identity, Technology, and Narratives: Transnational Activism and Social Networks." In *Routledge Handbook*, pp. 246-60.

Richard Giulianotti and Roland Robertson. 2007. "Recovering the social: Globalization, football, and transnationalism." *Global Networks* 7(2): 144-186.

- **Assignments Due:** Mid-semester Evaluations (Canvas)

October 22

- Reading Question: Does the Internet solve immigrants' communication and financial transaction problems?
- Reading: Heather Horst. 2006. "The Blessings and Burdens of Communications: Cell Phones in Jamaican Transnational Fields." *Global Networks* 6(2):143-159.

Heinz de Haas and Roald Plug. 2006. "Cherishing the Goose with the Golden Eggs: Trends in Migrant Remittances from Europe to Morocco 1970-2004." *International Migration Review* 40(3): 603-634.

The Internet and Assimilation

October 24

- Reading Question: What is the best way to integrate immigrants?
- Reading: Christian Joppke. 2007. "Transformation of Immigrant Integration: Civic Integration and Antidiscrimination in the Netherlands, France, and Germany." *World Politics* 59: 243-73.

October 29

- Reading Question: Should citizens be able to select their preferred "kind" of immigrant?
- Reading: Jens Hainmueller and Dominik Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107:159-87.

Susan Wessendorf. 2008. "Culturalist Discourses on Inclusion and Exclusion: The Swiss Citizenship Debate." *Social Anthropology* 16(2): 187-202.

October 31

- Reading Question: How can the Internet and communication hurt immigrants?
- Reading: Linda Leung. 2010. "Telecommunications Across Borders: Refugees' Technology Use During Displacement." *Telecommunications Journal of Australia*.

Timothy Loh. 2016. "Digitizing Refugees: The Effect of Technology on Forced Displacement." Georgetown University Working Paper.

- **Assignments Due:** Theory Paper Draft (Canvas and hardcopy)

November 5

- No class; individual tutorial meetings.

November 7

- ~~Reading Question: Does having a visible sign of religious or immigrant status hinder assimilation?~~ NO READING JOURNAL DUE
- Reading: John Bowen. 2008. *Why the French Don't Like Headscarves: Islam, the State, and Public Space*. Princeton University Press. (excerpts)

Daniel M. Butler and Margit Tavits. 2017. "Does the Hijab Increase Representatives' Perceptions of Social Distance?" *Journal of Politics* 79(2): 727-731.

- **Assignments Due:** Peer Feedback (Hardcopy)

Immigrants and Terrorism

November 12

- Reading Question: Does failure for immigrants to assimilate cause terrorism?
- Reading: Claire Adida, et al. 2015. "Terror in France: Implications for Muslim Integration." Washington Post, January 14.

Claire Adida et al. 2014. "Muslims in France: Identifying a Discriminatory Equilibrium." *Journal of Population Economics*, 27:1039-1086.

- **Assignments Due:** Theory Paper Final Draft (Canvas)

November 14

- Reading Question: How should counter-terrorism efforts focus on women?
- Reading: Bisma Mufti and Sunita Parikh. 2017. "Immigrant Identity and Political Radicalization Among Young Muslim Women." WPES Seminar Paper.

Sunaina Maria. 2009. "Good and Bad Muslim Citizens: Feminists, Terrorists, and US Orientalisms." *Feminist Studies* 35(3): 631-656.

- **Group Collaboration Time**

November 19

- **Assignments Due:** Debate, including debate poster, newspaper feature, peer evaluation, and opening statements (all due hardcopy)

November 21: No Class—Thanksgiving Break

November 26

- Reading Question: Does immigrant status have anything to do with radicalization?
- Reading: William O'Brochta and Margit Tavits. 2018. "Political Rhetoric, Identity Threat, and Radicalization."

Bertjan Doosje, Annemarie Loseman, and Kees Bos. 2013. "Determinants of Radicalization of Islamic Youth in the Netherlands: Personal Uncertainty, Perceived Injustice, and Perceived Group Threat." *Journal of Social Issues* 69(3): 586-604.

November 28

- Reading Question: How do we stop self-radicalization in the age of the Internet?
- Reading: Tom Holt et al. 2015. "Political Radicalization on the Internet: Extremist Content, Government Control, and the Power of Victim and Jihad Videos." *Dynamics of Asymmetric Conflict* 8(2): 107-120.

Susan Currie Sivek. 2013. "Packaging Inspiration: Al Qaeda's Digital Magazine *Inspire* in the Self-Radicalization Process." *International Journal of Communication* 7: 584-606.

- **Assignments Due:** Research Paper Outline (Canvas)

Interacting Immigrant Status with Other Identities

December 3

- Reading Question: Is being an immigrant always one's primary identity?
- Reading: Prema A. Kurien. 2005. "Being Young, Brown, and Hindu: The Identity Struggles of Second-Generation Indian Americans." *Journal of Contemporary Ethnography* 34(4): 434-469.

J. Kwabena Asamoah-Gyadu. 2007. "'Get on the Internet!' Says the LORD': Religion, Cyberspace, and Christianity in Contemporary Africa." *Studies in World Christianity* 13(3): 225-242.

December 5

- Reading Question: Why does being an immigrant matter?
- Reading: Yael Tamir. 1995. "Review: The Enigma of Nationalism." *World Politics* 47(3): 418-440.

Rogers Brubaker. 2002. "Ethnicity Without Groups." *European Journal of Sociology* 43(2): 163-189.

Yoshiko M. Herrera. 2005. *Imagined Economies: The Sources of Russian Regionalism*. Cambridge University Press. (Introduction)

December 17 (at 5PM)

- **Assignments Due:** Research Paper Final and Research Log (Canvas)

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Description of Assignments:

Reading Journal (15%)

Completing assigned readings before each class is essential to being engaged in class. Readings are chosen to complement lectures, small group work, and discussions. We will not review the main points of readings in class, so it is important that you develop a good sense of these main points ahead of time.

To facilitate this process, we would like you to keep a reading journal that you write in before each class. Each reading journal should contain the following four sections, which should constitute at least two typewritten, double spaced pages. Your response should be structured in the form of an essay:

1. **Summary:** a short summary of the reading, mentioning the main arguments and key points. Relate your summary to the topics we have been discussing in the course.
2. **Reflection:** a discussion of what you learned from the reading, your opinions of the research design and results, and/or how the reading relates to your life experiences or might contribute to your future research interests. You may also use this space to occasionally reflect on your learning thus far in the course.
3. **Questions:** you should include at least one substantive question you would like to raise in class about the reading or topics about which the reading made you think. You can also identify any points of confusion from the reading.
4. **Reading Question:** reading questions are an opportunity for you to connect the reading with broader course themes. You should answer the question by providing a reasoned

opinion, but feel free to use that answer as a jumping off point for additional discussion. The reading question for each class is listed before the readings assigned for that particular class.

Submission and Evaluation: You will submit your reading journal on Canvas before class starts. To enable us to engage with each other about your reading journals, **we will read and comment on them six times during the semester, three before fall break and three times after.** Your days for evaluation will be randomly determined, and you will know you've been selected by the comments and evaluation you receive on Canvas.

Journals will be evaluated as follows:

- 95: Excellent substantive entries: all components are present, responses are well thought out, and material is engaged deeply.
- 85: Competent entries: all components are present, but material is not engaged deeply and responses are haphazard.
- 75: Unsatisfactory entries: missing components, poor quality responses.
- 0: No submission.

Class Engagement (15%)

We hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for class; while we will take attendance, showing up will earn you at most 50% of the class engagement points.

We will evaluate class engagement based on the following criteria:

1. Attendance: attendance is required. Your voice and contributions are important to the rest of the class, and we want to hear from you. You are permitted two undocumented and unexcused absences throughout the semester. Absences may be excused if they involve health/medical issues or religious observances. **In order for an absence to be excused, you must submit a note explaining the absence online using the link on Canvas before the class you intend to miss.** Absence requests will not be accepted via e-mail because they are difficult to keep track of that way.
2. Respectful listening: Respectful listeners make eye contact with the speaker, take careful notes on the speaker's points, and respond in an appropriate manner. This requires that you are not distracted, engaging in side-conversations with others, and disrupting the class by arriving late, leaving early, or frequently getting up and moving around (without cause).
3. Respectful questioning: Respectful questioners promote a constructive and healthy learning environment by asking meaningful and probing questions or asking for clarification. Stories and other life experience that is relevant for the course is welcome.

We understand and appreciate that students learn in many different ways. Students who learn best by thinking aloud should be cognizant of this fact and wait to hear from other classmates before contributing. Students who feel uncomfortable asking questions during class are encouraged to rely on their discussion questions for help and to talk with us during office hours. *As long as you discuss your learning styles with us, we can work out a way for you to achieve full credit.*

4. Participation: We will conduct small and large group activities, hold more traditional discussions, and participate in simulations and debates. Actively contributing your thoughts and coming prepared for these activities will help everyone maximize their learning.

Evaluation: The final class engagement grade will be assigned at our discretion based on a holistic evaluation of your performance. We will provide feedback in the middle of the course about your engagement, identifying strengths and areas of improvement. If you have concerns about your engagement, please discuss them with us during the semester. We can work together to help you do well in this component of the course.

Group Collaboration (15%, due November 19, hardcopy)

Throughout the course you will work in groups of varying sizes and composition. However, we will assign you — based on your student information sheet — to a standing small group that will work to complete in-class and out of class assignments together.

The main assignment you will prepare for is a debate with other groups over voter outreach to Bosnian immigrants in St. Louis. St. Louis has the largest Bosnian population per capita outside of Bosnia. Bosnians have played critical roles in the economic revival of several St. Louis neighborhoods, but their level of political participation is low.

Your group will prepare for a debate about the following question: “Should the City of St. Louis invest in voter outreach, including translation services, to register Bosnians to vote and educate them about local government issues?” This question engages ideas of cultural assimilation, the validity of technology, and immigrant identity.

Your group will produce several intermediate steps that will help you prepare for the debate. One copy per group of these materials will be due on the day of the debate:

1. Two posters, one arguing for and one arguing against the question. You may hand or computer draw the posters (be creative!), and each should be designed to persuade citizens in favor of one side of the question.
2. Newspaper feature: Your group will design a cohesive newspaper feature portraying both sides of the question from the perspective of an actual newspaper. To do so, you will need to include a feature story that relies heavily on sources you investigate, an editorial

cartoon arguing for one side of the question and a brief description of why this newspaper would take this position, photographs, and data based graphics. The format you use to lay out your newspaper should resemble that of the newspaper you are imitating. Newspaper writing involves substantial research. You should include a references list including at least four scholarly journal articles and two field interviews.

On the day of the debate, each group will be randomly assigned to argue for or against the question. You will join forces with another group to prepare your arguments before the debate starts. During the debate, any member of either side may question any member of the other side about the question. An individual may only question for one minute before handing off to another member. The goal is to argue for the side of the question you are assigned and to make a collective decision on how to address the question at the end of the debate.

On the day of the debate, each individual will turn in:

1. Opening statements: Write two, two-page opening statements, one arguing for and one arguing against the question. In your opening statement, make the most convincing argument you can for that side of the proposal. Cite sources as appropriate.
2. Peer assessment: Review what each member of the group, including yourself, did on the project. Quantify the division of labor in the group by allocating 40 points to the other members of the group. At least one group member should be awarded eleven or more points. List each group member and the number of points you award them.

Evaluation: Your group collaboration grade will be based off of both your individual and your group's performance.

- Poster (x2): We are looking for persuasive, well-thought out, and realistic looking posters.
- Newspaper Feature: A successful newspaper feature will contain the components mentioned above (news article, editorial cartoon and description, photographs, and at least one chart/data graphic) with a reference list. The writing should be clear and engaging and the entire feature should be cohesive. It should be evident that all parts of the feature were created collaboratively.
- Opening Statement (x2): Your individual opening statements should be persuasive, clearly written, and derivative of scholarly research.
- Debate Performance: You should engage with your group and participate actively in the debate, both in speaking and listening roles.
- Group Effectiveness: Peer assessments will be used to evaluate your contribution to the group and to adjust your group grade (posters and newspaper feature) accordingly.

Research Paper (55%)

We have designed the research paper assignment so that it is broken up into myriad sections with time for feedback from us, from your peers, and for self-reflection.

The research paper consists of the following components:

1. Research Log
2. Literature Review Paper (Draft and Final Version)
3. Theory Paper (Draft and Final Version)
4. Research Paper Outline
5. Final Research Paper

Research Log (due December 17 at 5PM, Canvas)

As political scientists conduct research, we take notes not only on sources we read, but many of us also reflect on our progress and research goals. This research log assignment helps you think about research in a critical and reflective way.

Your research log should contain citations (in APSA format) of every source you use in your Literature Review Paper, Synthesis Paper, and Final Research Paper. This includes sources we have read in class as well as those you find on your own. Your sources should consist of scholarly works, internet websites and/or blogs, and books. You may also include newspaper articles, interviews, photographs, and any other sources you find appropriate and interesting. **You must include at least twenty sources.**

For each source, provide a few sentences describing the main idea, how you plan to use the source in your research, and your thoughts about how valid the source is (is it scholarly?, was it peer reviewed?, is the website reputable or known for bias?, is the source out of date?).

Additionally, your research log should contain a few (minimum two) pages of reflection about how you went about the research process, any frustrations you faced, and your evaluation of the quality of your own work.

Evaluation: Research logs that meet the requirements (contain twenty sources, are appropriately formatted, include appropriate annotations, and include a reflection about your research) will receive full credit.

Literature Review Paper (draft due September 26, Canvas and hardcopy; final due October 8, Canvas)

A literature review in a scholarly article includes a focused summary about a particular topic as well as analysis regarding the quality of the arguments different authors make about the topic.

To help you learn this skill, we would like you to write a short paper (5-7 pages) reviewing the literature on one of the following topics:

- Multiculturalism
- Acculturation
- Citizenship
- Transnationalism
- Cosmopolitanism

Evaluation: You will turn in a draft and a final version of the Literature Review and Theory Papers. The draft version will be graded on a scale from “Highly Satisfactory” to “Satisfactory” to “Needs Substantial Revision.” This grade will reflect how well the draft meets the criteria for a high scoring final draft of the paper (i.e. an “A” or a “B”). You will also have the opportunity to receive peer feedback.

Final drafts will be graded on the below scale. Your responsiveness to feedback from peers and from us will be taken into account in your final draft grade along with the criteria below.

“A” Papers:

- Review at least three readings (you can include sources discussed in class or outside work).
- Begin with a strong and compelling introduction and thesis statement.
- Briefly summarize the main arguments of each reading and discusses what led you to select these readings in order to address the topic you chose.
- Include a detailed analysis section that identified major and minor strengths and weaknesses of each reading.
- Synthesize the research to provide suggestions for future study related to the topic.
- Provide a short conclusion suggesting how you might use this literature in the Final Research Paper.
- Are written in a flawless manner.

“B” Papers:

- Review at least three readings.
- Begin with an introduction, though the thesis statement may be somewhat unclear.
- Summarize the main arguments of each reading, but the summary may be unfocused.
- Includes a competent analysis section that identifies only major strengths and weaknesses of each reading.
- Do not provide ideas for future study.
- Conclusion simply summarizes the paper.
- May contain a few grammatical, spelling, or construction errors.

“C” and “D” Papers:

- Review fewer than three readings.
- Begin with an introduction, though the thesis statement is missing.
- Engage in summary throughout and only superficial analysis. Strengths or weaknesses are only occasionally identified and not thoroughly evaluated.
- Do not provide ideas for future study.
- Conclusion simply summarizes the paper.
- Contain many grammatical, spelling, or construction errors.

Theory Paper (draft due October 31, Canvas and hardcopy; final due November 12, Canvas)

After completing the Literature Review Paper, we would like you to become more actively engaged with the literature by proposing your own theory to explain a particular topic. Theories rely on existing literature for support and justification. They also present a new argument that you construct by synthesizing previous literature. Your theory can serve as the foundation for your Final Research Paper. We would like you to write a short (5-7 page) paper providing an argument about one of the following topics:

- How does ICT (Information and Communication Technology) impact immigrants' behavior?
- How does the digital divide impact immigrants?
- How does the digital divide operate in developed countries?
- How do governments influence or change ICT policies?

How do you construct a theory? Begin with a literature review and determine how others have answered similar questions. Analyze strengths and weaknesses and find one single point that bothers you; it can be some question left unaddressed, an argument missing critical context or complexity, or an argument applied to one context that can also apply in another. Once you have this single point, formulate a hypothesis — or your explanation that answers the topic. The hypothesis should have a cause and an effect, and your theory should justify why you believe the cause leads to the effect by citing previous literature.

For example, say you believe that ICT has caused immigrants to move farther away from their home country because technology created Skype. Your theory would justify this hypothesis by citing literature from transnational migration, the digital divide in developed countries, and previous research on how/why immigrants select countries to migrate to.

Evaluation: You will turn in a draft and a final version of the Literature Review and Theory Papers. The draft version will be graded on a scale from “Highly Satisfactory” to “Satisfactory” to “Needs Substantial Revision.” This grade will reflect how well the draft meets the criteria for a high scoring final draft of the paper (i.e. an “A” or a “B”). You will also have the opportunity to receive peer feedback.

Final drafts will be graded on the below scale. Your responsiveness to feedback from peers and from us will be taken into account in your final draft grade along with the criteria below.

“A” Papers:

- Cite at least three sources.
- Begin with a brief introduction summarizing the topic and existing literature. Identify the way in which this paper departs from previous literature.
- Clearly state a novel hypothesis that has an obvious cause and effect component.
- Develop an argument that theoretically justifies the hypothesis based on previous research. Break the argument down into logical steps, each of which has been shown in previous literature.
- Discuss the types of empirical data needed to support the theory.
- Conclude by re-stating the argument and articulating why the new hypothesis is an important contribution to the literature.
- Are written in a flawless manner.

“B” Papers:

- Cite at least three sources.
- Begin with a brief introduction summarizing the topic and existing literature.
- State a hypothesis, though it may be derivative and/or unclear.
- Develop a simple argument loosely based on previous research. Engage the argument only at a superficial level.
- Briefly discuss the types of empirical data needed to support the theory.
- Conclude by re-stating the argument. May leave out why the new hypothesis is important.
- May contain a few grammatical, spelling, or construction errors.

“C” and “D” Papers:

- Cite fewer than three sources.
- Contain an introduction that does not effectively summarize the literature.
- Fail to clearly state a hypothesis.
- Revert to summarizing the literature instead of breaking down and supporting a new argument.
- Do not discuss empirical support for the hypothesis or why the hypothesis is important.
- Contain many grammatical, spelling, or construction errors.

Research Paper Outline and Final Research Paper (outline due November 28, Canvas; final due December 17, Canvas)

You are to write a 12-15 page paper focused on an immigrant's journey from home to a destination country. This paper is meant to build on the Literature Review Paper and Theory Paper and, more broadly, to apply what you have learned to construct an immigrant's life. It makes sense to construct your immigrant's life story using materials from the two previous papers. In particular, your immigrant could experience parts of the theory you created.

In the Research Paper Outline, you should address as many of the following topics as are appropriate. If you don't yet know the answers, think about whether you will need to do additional research in order to find out this information.

- Who is the person you have chosen to write about? Specify gender, age, class, level of education, reasons for immigrating, and anything else you think is relevant.
- To which country have they decided to immigrate?
 - What kind of information do they have about their host country, and how did they obtain it? (e.g., friends/family, media, internet, etc.).
- To what extent will they remain tied to their home country (friends, family, politics, etc.)?
- What are the issues they have to think about in terms of the country of immigration?
Examples:
 - How hard/easy is it to get the proper documentation? What kind of documentation do they need?
 - Will they be well received in their host country? Will it be difficult for them to find housing, work, education, etc.?
 - What kind of sacrifices do they have to make to immigrate?
- Digital divide/transnationalism questions:
 - Will they remain in contact with their home country?
 - How easy will it be to retain contact and continue to receive information?
 - What are the differences between their home and host countries in terms of information and communication?
- Identity questions:
 - How much does staying in contact with the home country matter?
 - What will integration to the host country be like (pros and cons)?

The Research Paper itself should expand on your Outline to construct a narrative explaining how the immigrant got from their home country to their destination. The format of the paper is very much up to you. It can be written in first person like a diary, written as a popular newspaper or magazine article, written as a scholarly case study providing evidence for your theory developed in the Theory Paper, or any other creative method you choose. After creating your immigrant, all of their choices should reflect your knowledge of the literature we reviewed in class and you

reviewed on your own for your Research Log. You should find a way to cite your sources, though you may do this however you think is most appropriate given the format you choose.

Evaluation: Research Paper Outlines should make an honest attempt to answer all the listed questions based on your research. Your outline can be in bulleted list or narrative form, with each answer taking several sentences. Outlines that fulfill these criteria will receive full credit. The more detail you provide, the more feedback we can provide.

Final Research Papers will be evaluated based on their creativity, structure, and clarity. Your responsiveness to feedback about your Research Paper Outline will also be incorporated into your grade, along with the below listed criteria.

“A” Papers

- Choose an interesting and engaging writing style.
- Fully introduce the immigrant and immerse the reader in their life and perspective.
- Clearly integrate material from class reading, discussion, and individual research to justify and explain immigrant actions.
- Weave in answers to the questions posed for the research outline.
- Use the immigrant’s story as evidence for a broader theoretical argument.
- Are mechanically flawless and carefully prepared.

“B” Papers

- Write a standard essay.
- Adequately introduce the immigrant.
- Make some connections with scholarly sources and arguments.
- Mention some of the answers to questions posed for the research outline.
- Tell the immigrant’s story without regard for broader theoretical points.
- May contain a few grammatical, spelling, or construction errors.

“C” and “D” Papers

- Write a standard essay.
- Briefly introduce the immigrant.
- Tell a narrative without references to scholarly sources or research.
- Poorly integrate or skip answers to questions posed for the research outline.
- Tell the immigrant’s story without regard for broader theoretical points.
- Contain many grammatical, spelling, or construction errors.