

**CITIZENS AND STRANGERS**  
**GATEWAY 100**  
**Fall 2007**

**COURSE DESCRIPTION**

In a world growing ever more connected, is the citizen obsolete? In the standard view, the citizen is a national, one who belongs to and is a member of a nation. But after decades of unprecedented global migration, masses of people live as aliens and non-members in foreign nation-states where they are often treated as strangers. Citizenship promotes attachment and inclusion but simultaneously ranks and excludes. Today more than ever citizens and strangers are counterparts; they correspond, define and oppose each other. At the very moment when civil and women's rights movements worldwide have made the promise of equal civil rights possible, a new age of migration and a new wave of ethno-nationalism have made citizenship arguably an obstacle to social justice.

With the counterpart theme as a guide, this gateway assesses the history, ideals, and current practices of citizenship. Essentially this class analyzes the concept of membership in the state (e.g., citizenship). We consider denizens, residents, and aliens—examples of non-members or “strangers”—to explore the meaning of membership. We read widely in the liberal arts, choosing texts from history, literature, political philosophy, ethics, and political science.

The course introduces students to three different kinds of writing: (1) interpretive or speculative essays; (2) explanatory research papers; and (3) argumentative essays. Most of the essays will be 3-5 pages long. The research paper will be 7-10 pages long. Occasionally students will bring shorter essays to class or write them in class.

**COURSE SCHEDULE**

**Part One: Citizens and Strangers as Counterparts**

- 8-28 Topic: What is a Counterpart?  
Assignment: Bring a dictionary definition of ‘counterpart’ to class  
Reading: Gateway Syllabus  
Exercise: The Role of Definition in Writing
- 8-30 Topic: Why does Joyce title his story “Counterparts”?  
Assignment: Using a Question to Uncover Meaning  
Reading: Joyce, “Counterparts,” 82-94 (see course pack; hereafter CP)  
Exercise: List #1: Make a list of possible counterparts in Joyce’s short story
- 9-4 Bring Two Copies of a Draft of Essay #1 to class  
Peer Review of essay and discussion of focus, style, and organization.
- 9-6 Topic: Using Textual Evidence in the Interpretive Essay  
Assignment: Revising a text to bolster evidence, manage quotations, and editing  
Reading: Selections from class essays  
Exercise: List #2: Type out your thesis and a list of your best evidence from the text
- 9-7 Friday Conferences

9-10 **Essay #1 Due CLA 251 by 5PM**

- 9-11 Topic: Outside the Sphere of Law and Justice  
Assignment: Extracting meaning from the setting  
Reading: Clark, *The Ox-Bow Incident*, 5-53  
Exercise: Reaction Questions #1:  
1. What kind of town is Bridger's Wells? What clues does the author offer as to its socio-economic condition? Does this matter?  
2. What do we learn about the status of the narrator and Gil from their interactions with Canby, Moore, and Farnley?  
3. What explains Bartlett's success with the crowd?  
4. What is Davies' theory of law? If justice has taken thousands of years to develop, how can "true law" be tied to the human "nature"? Why is the sphere of the "bigger we" needed?
- 9-13 Topic: Justice Among Strangers  
Assignment: Using the counterparts theme to organize an analysis  
Reading: Clark, *The Ox-Bow Incident*, 53-94  
Exercise: List #3: Bring a list of counterparts from the reading to class
- 9-18 Topic: What Kind of Community is a Pack?  
Assignment: Developing a thesis by interrogating a concept  
Reading: Clark, *The Ox-Bow Incident*, 95-169  
Exercise: In class we will free write on the topic of the pack's pecking order
- 9-20 Topic: Of Membership and the Kinds of Community  
Assignment: Using analogies to make distinctions  
Reading: Walzer, *Spheres of Justice*, 31-63 (CP)  
Exercise: Reaction Questions #2:  
1. What is the duty of mutual aid? To whom do we owe it? Walzer suggests it be a stronger duty for communities than individuals. Why?  
2. In what ways is a country or state like a neighborhood, club, or family? How is it different?  
3. Walzer claims that immigration and emigration are "morally asymmetrical." What does this mean? Do you agree?  
4. Walzer suggests that the rule of "members over strangers" is a form of tyranny. Why? Do you agree?
- 9-25 Topic: Justice in the Pack and the State  
Assignment: Discussing the constituents of a good thesis  
Reading: Clark, *The Ox-Bow Incident*, 169-217  
Exercise: Bring a thesis statement to class
- 9-27 Draft of Essay #2 Due in class  
Peer Review of essay and discussion of focus, style, and organization
- 9-27 Dinner and a Movie: Special Evening Presentation of *The Ox-Bow Incident*  
6PM in CLA 200; 7PM Beckman Auditorium in Ames Library
- 9-28 Friday Conferences

## 10-1 Essay #2 Due 5 PM CLA 251

### Part Two: Civic Nationalism and Ethnic Nationalism as Counterparts

- 10-2 Topic: A Brief History of Citizenship I  
Assignment: What is the place of the citizen in a global world?  
Reading: Castles and Davidson, *Citizenship and Migration*, 26-53 (CP)  
Exercise: List #4: Bring a list of questions on the text for class discussion
- 10-4 Topic: Using the Library reference section  
Assignment: The Emergence of Civic Nationalism and its Challenges  
Reading: Habermas, *The Inclusion of the Other*, 105-127 (CP)  
Exercise: Bring a list of three terms and their definitions you found in reference
- 10-9 Topic: How Liberalism Adapted to Nationalism  
Assignment: Can one be a liberal and a nationalist? Yes  
Reading: Tamir, *Liberal Nationalism*, 117-139 (CP)  
Exercise: Reaction Questions #3  
1. Why should it matter that liberal theory is “necessarily predicated on” national beliefs but ignores this fact?  
2. What are the three traditional positions liberals have held on membership? What is Tamir’s response? Do you agree?  
3. Does Tamir think states are closer to clubs or families?  
4. How does Tamir think liberals should answer the question of having obligations to a particular (“their own”) state?
- 10-11 Topic: The Dynamics of Ethnic Nationalism: Kosovo as a Case Study  
Assignment: Defining terms, making claims, formulating objections  
Reading: Ignatieff, *The Warrior’s Honour*, 34-71 (CP)  
Exercise: List #5: Bring a list of definitions to class (e.g, civic nationalism, etc.)
- 10-16 Topic: Civic Nationalism is unstable and untenable  
Assignment: Can one be a liberal and a nationalist? No  
Reading: Beiner, *Liberalism, Nationalism, and Citizenship*, 103-124 (CP)  
Exercise: Bring your major claim, objection, rejoinder sequence to class
- 10-18 Peer review of essay and discussion of the claim, objection, rejoinder format
- 10-22 Essay #3 Due 5 PM CLA 251

### Part Three: Legal Rights and Human Rights as Counterparts

- 10-23 Topic: Should People Be Free to Exit and Enter Nations at Will?  
Assignment: Introduction to the Debate over Free Movement  
Reading: Goodin and Carens, *Free Movement*, 6-47 (CP)  
Exercise: List #6: Bring a list of reasons to support yes and no answers
- 10-25 Topic: Movement as a Fact, Free or Not  
Assignment: Looking at an issue from a new perspective  
Reading: Castles and Miller, *The Age of Migration*, 68-93 (CP)

- Ong, *People Out of Place*, 53-70 (CP)
- Exercise: List #7: Bring a list of facts that make a difference for the debate
- 10-30 Topic: Was the Immigration Act of 1965 a Calamity?  
 Assignment: A Model Claim-Objection-Rejoinder Essay  
 Reading: Schuck, *Citizens, Strangers, and In-Betweens*, 3-15; 326-358  
 Exercise: In class we will free write a preliminary formulation of the five claims against the post-1965 immigration policy and their objections
- 11-1 SPECIAL CLASS SESSION AT AMES LIBRARY I  
 Topic: An Introduction to the Research Library  
 Assignment: Gathering Facts, Using Sources
- 11-2 Friday Conference on Your Specific Research Question
- 11-6 SPECIAL CLASS SESSION AT AMES LIBRARY II  
 Topic: Using the Library to Do Focused Research  
 Assignment: Bring your narrowed research question to this session
- 11-8 Topic: History of US Immigration Law to the Present  
 Assignment: How Ideological and Structural Changes Shape Policy  
 Reading: Schuck, *Citizens, Strangers, and In-Betweens*, 19-81  
 Exercise: Reaction Questions #4:  
 1. What does Schuck mean by “Lockean liberal theory”? What role does it (e.g., consent) play in early immigration law? What role does it play in “classic immigration law”?  
 2. What is the American national ideal? How has it been inclusive, and how restrictive? How does the emerging communitarian model differ?  
 3. What rights do aliens have under the US Constitution? What under the ideals of the American nation? What do the court cases (i.e., *Mezei*, *Wong Yang Sung*, *Plyler*, *Employees Union*) suggest?  
 4. What structural changes that affected the American nation according to Schuck and how did they impact immigration policy?
- 11-13 Topic: The 1980s and the Dramatic Increase in US Immigration  
 Assignment: Assembling information to support your thesis  
 Reading: Schuck, *Citizens, Strangers, and In-Betweens*, 82-148  
 Exercise: List #8: Bring a list of key facts in recent US immigration policy
- 11-15 Topic: Citizens and Immigrants in the US Today  
 Assignment: Using distinctions to structure an argument  
 Reading: Schuck, *Citizens, Strangers, and In-Betweens*, 176-247  
 Exercise: List #9: Bring a list of key distinctions and their definitions to class (e.g., *jus soli* v. *jus sanguinis*; state v. federal citizenship; ascriptive v. consensual citizenship)
- 11-19 **Research Paper Due 5 PM CLA 251**

#### **Part Four: Cosmopolitanism and Nationalism as Counterparts**

- 11-20 Topic: Should We Be Citizens of the World?

- Assignment: Partial Cosmopolitans and the Problem with Cultural Relativism  
Reading: Appiah, *Cosmopolitanism*, xi-xxi; 1-31  
Exercise: Reaction Questions #5:
1. What does Appiah mean by “partial” cosmopolitanism? How do both meanings of partiality affect the two strands of cosmopolitanism?
  2. What point is Appiah making by telling the story of Richard Burton? Is the shattered mirror idea of truth consistent with Burton’s prejudice?
  3. What is skepticism? What is relativism? How do they differ?
  4. What is positivism? How does it go wrong according to Appiah? What is Appiah’s “escape” and why should it matter for cosmopolitans?

## 11-22 THANKSGIVING BREAK

- 11-27 Topic: Truth, Disagreement, and Practice  
Assignment: Asking Questions of a Text  
Reading: Appiah, *Cosmopolitanism*, 33-85  
Exercise: List #10: Bring a list of questions for class discussion
- 11-29 Topic: “The Stranger Never Grows to Perfection”  
Assignment: Building the case for Cosmopolitanism  
Reading: Appiah, *Cosmopolitanism*, 87-113  
Exercise: List #11: Bring a list of all the reasons Appiah likes crossing boundaries
- 12-3 Topic: Cultural Property  
Assignment: Analyzing a concept  
Reading: Appiah, *Cosmopolitanism*, 115-135  
Exercise: Be prepared to debate the pros and cons of cultural property rights
- 12-5 Topic: Obligations to Strangers  
Assignment: Ethics in a World of Strangers  
Reading: Appiah, *Cosmopolitanism*, 137-174  
Exercise: Class debate: do we have obligations to strangers?

## 12-10 READING DAY

## 12-? **Final Essay Due 5 PM CLA 251**

### **CLASS READING**

The following texts should be purchased at the IWU Bookstore:

- Appiah, Kwame Anthony, *Cosmopolitanism: Ethics in a World of Strangers* (New York: Norton, 2006)  
Clark, Walter Van Tilburg, *The Ox-Bow Incident* (New York: Penguin Books, 1968 [1940])  
Gateway 100 Course pack  
Schuck, Peter H. *Citizens, Strangers, and In-Betweens: Essays on Immigration and Citizenship* (Boulder, Co.: Westview Press, 1998)

## **COURSE REQUIREMENTS**

The grade in this course is based on 5 papers (including drafts) (90%), and class participation (10%). The precise weight of each requirement is listed below.

Essay #1:	10%
Essay #2:	10%
Essay #3:	20%
Research Paper:	30%
Essay #4:	20%
Class discussion:	10%

The class schedule contains many “assignments” that are required as part of the class participation grade. Some of these are outlines, which should be typed, one-page, single-spaced analytical summaries of the argument(s) presented in the passages from the text assigned. Lists should be one page, typed and should include page numbers for all textual references. Reaction question sheets are one page, typed answers to the questions for specific sessions found in the class schedule. Free writing exercises do not have to be typed.

**ALL CLASS ASSIGNMENTS ARE DUE IN CLASS ON THE DAY THEY ARE ASSIGNED IN THE SCHEDULE.**

At anytime before the last class, students may hand in re-writes of the first three essays. However, re-writes must show evidence of a thorough revision (e.g., simply responding to comments and correcting grammar and spelling is not enough). Re-write grades will be averaged equally with the essay grade to produce a final composite grade.

I will keep a regular attendance record. After more than three absences, I shall begin deducting points from your class discussion grade. It is essential that you attend this class regularly. In addition, deadlines are strict since they often are keyed to the class sessions.

## **COURSE GOALS**

To develop good habits at all stages of the writing process.

To learn how to use writing to think and strengthen ideas.

To learn how to revise writing and to establish the practice of rewriting.

To learn how to write creatively and to defend a claim clearly.

To learn to appreciate debate and enjoy contention.

To learn to use intellectual reflection to focus the process of self-development.

## **OFFICE HOURS**

Professor James Simeone

CLA 251

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TTH 4-5; W 9-11; 1-2; or by appointment

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