

CITIZENS AND STRANGERS
GATEWAY 100
Fall 2013

COURSE DESCRIPTION

In an era of globalization, is citizenship an obstacle to social justice? Citizens are people who belong to and are members of a nation. But after decades of unprecedented global migration, masses of people live as aliens and non-members in foreign nations. Indigenous peoples continue to be treated as strangers in lands they have occupied for centuries. Citizenship promotes attachment and inclusion but simultaneously ranks and excludes. Today more than ever citizens and strangers are counterparts; they oppose but define each other. At the very moment when human rights movements worldwide are pushing to fulfill the promise of equal civil standing, a new wave of nationalism threatens to make the lack of citizenship an excuse for inhumane and unjust treatment.

Taking the counterpart theme as our guide, we will assess the history, ideals, and current practices of civic life. We will ask: Is national citizenship a coherent ideal in world driven by international trade and migration? Should people be free to join states at will? (If goods are free to move about the globe, why not people?) Do the ideals of citizenship help or hinder the achievement of social justice?

COURSE SCHEDULE

Introduction: Citizens and strangers as counterparts

- 8-27 Topic: Why does Joyce title his story “Counterparts”?
 Assignment: Using a question to uncover meaning
 Reading: James Joyce, “Counterparts,” 55-63 in *Dubliners*
 Exercise: Make a list of possible counterparts in Joyce’s short story
- 8-29 Class cancelled
- 9-3 Topic: Not a problematic man, but a man with problems: A story about a paralyzed city
 Assignment: Using evidence to bolster a claim
 Reading: Hugh Kenner, *Dublin’s Joyce*, 48-68
 Exercise: Make a list of the structural aspects of Dublin society
- 9-5 *Draft of Essay #1 due in class*
 Reading: Joseph Williams, *Style: Toward Clarity and Grace*, 16-65
 Exercise: Peer review of essay; discussion of focus, style, and organization;
 a mock “Counterparts” essay will be reviewed by the whole class
- 9-6 Conferences
- 9-9 **Essay #1 (interpretative) due in class**
- Part One: Patriots or world citizens?**
- 9-10 Topic: The case for cosmopolitanism
 Assignment: Using definitions to make sense of a complex issue
 Reading: Martha C. Nussbaum, *For Love of Country*, 3-17
 Exercise: The role of definitions in thinking
- 9-12 Topic: Patriots respond
 Assignment: How making distinctions advances a claim
 Reading: Martha C. Nussbaum, *For Love of Country*, 30-37; 61-65
 Exercise: Specify in one sentence each how Barber and Glazer define patriotism
- 9-17 Topic: *class debate: should we be cosmopolitans or patriots?*

Assignment: Using claim-objection-rejoinder to structure debate
Reading: Martha C. Nussbaum, *For Love of Country*, 38-44; 53-60; 111-144
Exercise: Bring a list of claims and objections to class

9-19 *Draft of Essay #2 due in class*
Peer review and the use of claim-objection-rejoinder sequences; discussion of revision

9-23 **Essay #2 (argumentative) due 4 PM CLA 251**

Part Two: Insiders and outsiders as counterparts

9-24 Topic: Outside the sphere of belonging
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? Why is the sphere of the "bigger we" needed?

9-26 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

10-1 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

10-3 Topic: Mob rule, honor, and the need to belong
Assignment: Discussing the constituents of a good thesis
Reading: Clark, *The Ox-Bow Incident*, 169-217
Exercise: Bring a thesis statement to class

10-8 *Draft of Essay #3 due in class*
Peer review of essay and discussion of thesis revision

10-10 Topic: Learning to revise
Assignment: The hows and whys of revision
Reading: Bruce Ballenger, *The Curious Writer*, 617-656
Exercise: Bring your revised thesis statement to class

10-10 SPECIAL EVENT: DINNER AND A MOVIE: *The Ox-Bow Incident* Meet in Shaw 201 at 5:00 PM. We will walk to the Lucca Grill; the movie will begin about 6:30 PM Ames Library, Beckman Auditorium

10-11 Conferences

10-14 **Essay #3 (interpretive) due 4 PM CLA 251**

Part Three: Immigrants and citizens as counterparts

- 10-15 Topic: Making chips and servicing chip makers
Assignment: Summarizing an argument
Reading: Christian Zlolniski, *Janitors, Street Vendors, and Activists*, 1-72
Exercise: Bring to class a one-page summary of Zlolniski's argument
- 10-17 Topic: Structure and agency: Stories from the informal economy
Assignment: Pick a story and explain how it illustrates the roles of structure and agency
Reading: Christian Zlolniski, *Janitors, Street Vendors, and Activists*, 73-105
Exercise: Applying a theory to a case study
- 10-18 Fall Break Day
- 10-22 Topic: The Mexican immigrant family in the informal economy
Assignment: Asking questions of a text
Reading: Christian Zlolniski, *Janitors, Street Vendors, and Activists*, 106-144
Exercise: Bring a list of three questions to class for group discussion
- 10-24 Topic: Immigrants as agents, becoming members
Assignment: Using definition to structure an explanation
Reading: Christian Zlolniski, *Janitors, Street Vendors, and Activists*, 145-209
Exercise: Bring definitions of 'structure' and 'agency' to class
- 10-29 *Draft of Essay #4 due in class*
Peer review of essay and discussion of explanatory style
- 10-31 Topic: The Johnson-Reed Immigration Act of 1924
Assignment: Was Johnson-Reed a protectionist Act?
Reading: Mae Ngai, *Impossible Subjects*, 17-55
Exercise: Using free writing to develop ideas
- 11-4 **Essay #4 (explanatory) due 4 PM CLA 251**

Part Four: Structure and agency in the politics of immigration

- 11-5 Topic: Debating immigration policy: left, right, and center perspectives
Assignment: Asking questions of a text
Reading: Jane Guskin and David Wilson, *The Politics of Immigration*, 11-61
Patrick Buchanan, *The Death of the West*, 123-146
Exercise: Be prepared to discuss the differing perspectives in the two readings
- 11-6 SPECIAL EVENT: *Sentenced Home* at Beckman in Ames Library 6 PM
- 11-7 Topic: *class debate: are immigrants bad for the economy?*
Assignment: Using claim-objection-rejoinder to structure debate
Reading: Jane Guskin and David Wilson, *The Politics of Immigration*, 62-72
George Borjas, *Heaven's Door*, 3-18; 87-104
Exercise: Bring a list of claims and objections to class
- 11-12 Topic: Should we have open borders?
Assignment: Preparing an argument outline
Reading: Jane Guskin and David Wilson, *The Politics of Immigration*, 133-141
Exercise: Bring a list of claims and objections to class

- 11-14 SPECIAL CLASS AT AMES LIBRARY INSTRUCTION LAB
 Topic: An introduction to library research
 Reading: Mae Ngai, *Impossible Subjects*, 227-264
 Assignment: Using the Immigration Act of 1965 as a test case for gathering facts and sources
 Exercise: Meet Chris Sweet, university librarian
- 11-15 Friday conference on specific research question and annotated bibliography with three new articles
- 11-19 SPECIAL CLASS AT AMES LIBRARY
 Topic: Using the library to do research
 Assignment: Bring your narrowed research question to this session
 Exercise: Finding sources for your theory and case study
- 11-21 Topic: A debate about structure and agency: Are Mexican gardeners exploited?
 Assignment: Apply a theory to a debate
 Reading: Hernan Ramirez and Pierrette Hondagneu-Sotelo, "Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers?", *Social Problems*, 70-88
 Exercise: Write out a one-sentence claim for each side in the debate
- 11-26 *Draft of Research paper due in class*
 Peer review and discussion of writing up research
- 11-26 5pm to 12-3 Thanksgiving break
- 12-3 Topic: Combining the explanatory and interpretive essay
 Assignment: Working to add depth to your argument
 Reading: *The Allyn & Bacon Handbook*, 581-626
 Exercise: Discussion of plagiarism and other pitfalls of original research
- 12-5 Topic: APA formatting for a bibliography
 Assignment: Creating a bibliography for your research paper
 Exercise: Bring your research paper sources to class in APA format
- 12-9 READING DAY
- 12-12 **Research paper (apply theory to a case study) due 3 PM CLA 251**

CLASS READING

The following texts should be purchased at the IWU Bookstore:

- Guskin, J. & Wilson, D.L. (2007). *The Politics of Immigration*. New York: Monthly Review Press.
 Joyce, J. (1914/1991). *Dubliners*. New York: Dover Publications.
 Nussbaum, M. (2002). *For Love of Country?* Ed. J. Cohen. Boston: Beacon Press.
 Van Tilburg Clark, W. (1940/1968). *The Ox-Bow Incident*. New York: Penguin Books.
 Zolniski, C. (2006). *Janitors, Street Vendors, and Activists: The Lives of Mexican Immigrants in Silicon Valley*. Berkeley: University of California Press.

The following texts are available on my Moodle page at the Ames Library webpage.

- Ballenger, B. (2005). Revision Strategies. In *The Curious Writer* (pp. 617-656) New York: Longman.
 Borjas, G.J. (1999). Chapters 1 & 5. In *Heaven's Door: Immigration Policy and the American Economy*. (pp. 3-18; 87-104) Princeton: Princeton University Press.
 Buchanan, P. (2002). La Reconquista. In *The Death of the West*. (pp. 123-146). New York: St. Martin's Press.
 Kenner, H. (1969). Chapter 5. In *Dublin's Joyce*. (pp. 48-68) Gloucester, Ma.: Peter Smith.

- Ngai, Mae M. Chapters 1 &4 in *Impossible Subjects: Illegal Aliens and the Making of American Democracy* (Princeton: Princeton University Press, 2004)
- Ramirez, H. and Hondagneu-Sotelo, P. (2009). Mexican Immigrant Gardeners: Entrepreneurs or Exploited Workers? *Social Problems*, Vol. 56 No. 1 pp. 70-88.
- Rosen, R.J., & Behrens, L. (2003). The Research Paper. In *The Allyn and Bacon Handbook*. (pp. 581-626) 5th Edition. New York: Pearson.
- Williams, J.M. (1981/1990). Clarity and Cohesion. In *Style: Toward Clarity and Grace*. (pp. 16-65). Chicago: University of Chicago Press.

COURSE REQUIREMENTS

The grade in this course is based on 5 papers (including drafts) (85%), and class participation (15%). The precise weight of each requirement is listed below.

Essay #1:	10%
Essay #2:	10%
Essay #3:	20%
Essay #4:	20%
Research paper:	25%
Class discussion:	15%

The class schedule contains many “assignments” that are required as part of the class participation grade. Summaries 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 include page numbers for all textual references. Free writing exercises do not have to be typed.

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; simply responding to comments and correcting grammar and spelling is not real revision. 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. Assignments will be posted on my homepage—see the address below.

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

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M 3:15-4; TTH 4-5; W 9-11; 1-2; or by appointment
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