

POLI 255 International Migration and Citizenship Today

Spring 2020

TR 3:30-4:45 PM

Bingham 0101

Instructor: Stephanie N. Shady

Migration is a phenomenon in which people, individually or in groups, move from one territory to another. In this course, we will trace the process of migration and discuss the impact of migration on sending and host societies as well as on the migrants themselves. What drives people to migrate from their home communities? What challenges do they face along migration routes? As humans move, languages, ideas, and ways of life diffuse across territories. This diffusion can be integrated into host societies, or it can become a source of tension within the society. What political, social, and economic conditions facilitate this integration or tension? In this course, we will begin to answer these questions using a variety of cases, primarily from Africa and the Middle East, Central and North America, and Europe.

Office Hours and Contact InformationEmail: stephns@live.unc.edu

Office Hours: Hamilton 451, TR 10:15-11:45 AM, or by appt. (at least 48 hours in advance)

Learning Objectives

Throughout this course, students will:

- Understand the differences among types of migrants and the distinct challenges faced by each.
- Gain a human-level understanding of the realities of migration.
- Compare changes in migration and citizenship policy across countries and time.
- Reflect on the relationships between individuals and the state (citizenship) and among members of different groups (social identities).
- Analyze the ways in which migration is politicized.
- Consider the ways in which migration can be effectively managed to promote sustainable economic development and reduce global inequality.

Course Resources

You do not need to purchase a textbook for this course. All required readings will be posted on Sakai in the Resources folder or in links in the syllabus.

Requirements

- Complete all readings before the day they are listed on the syllabus.
- Actively participate in class discussions.
- Interview project.
- Three map quizzes.
- Final research paper (10 pages).
- Midterm and final exams.

Grade Breakdown

Interview project: 20%

Three map quizzes: 10% (3.33% each)

Final paper: 30%

Midterm: 20%

Final exam: 20%

Grading Scale

Please note that I will not round up beyond the scale below, nor will I entertain requests for arbitrary grade changes.

A: 93.5 and above

A-: 93.4-89.5

B+: 89.4-86.5

B: 86.4-82.5

B-: 82.4-79.5

C+ 79.4-76.5

C: 76.4-72.5

C-: 72.4-69.5

D+: 69.4-66.5

D: 66.4-62.5

F: 62.4 and below

Expectations:

1. **Attendance:** Attendance and timeliness are expected for all sessions. I will take attendance daily. You have 2 free absences to use throughout the semester (no questions asked and no email necessary). It is up to your discretion when to use these as needed. After these absences, subsequent unexcused absences will result in a 1 percentage point reduction in your final grade. You will receive an email reminder when you have used both of your free absences. Tardiness beyond 15 minutes will be considered an unexcused absence. Excused absences will be given for serious medical reasons, official

university absences, and religious observation (please let me know in writing if this applies to you). If you are absent, you are responsible for obtaining notes from a classmate and asking me questions if you have them. Assignments are still due on the due date if you are absent.

2. **Class participation:** Participation is not directly calculated into your grade. It is up to you to make a choice to maximize your educational opportunities, and active participation in class will enrich your own learning as well as your classmates' learning. We are discussing a salient topic in contemporary politics, but my goal for this class is more nuanced conversations than we often hear in public debate. Points raised in class and in papers can disagree with each other, with readings, and with me (you will NOT be penalized in any way for thinking something that I personally disagree with). Free speech is respected and encouraged in this classroom; simultaneously, respect for your peers is required. Please make arguments with basis in logic and fact from reputable sources, discuss with each other respectfully, and refrain from using racial or other slurs.

3. **Late work:** All assignments should be turned in on time. Ten percent will be deducted from your assignment grade for every day it is late, up to five days. Assignments more than five days late will automatically receive a score of zero. If you are absent on a quiz or exam day, it is your responsibility to email me ASAP to schedule a make-up quiz or exam within the week during office hours. Extensions may be granted at the instructor's discretion, but no extensions will be given retroactively. Please keep in mind that technology issues are NOT a valid excuse for late work and will not be accepted—make a habit of backing up your work! (You have access to the Office 365 cloud through your UNC email.)

4. **Electronics:** Silence phones (not vibrate) and keep them put away during class. Laptops are permitted for note-taking only, though I recommend that you take handwritten notes because it will help your brain better retain information and prevent you from becoming distracted by your laptop.¹ I will share the lecture slides with you after the lectures are completed (I want you to write notes in your own words first), but keep in mind that memorizing the information on the slides alone will not lead to success on the exams. The choice to pay attention in class is ultimately your personal responsibility; however, please do not distract other students who are trying to learn. If appropriate laptop use becomes a problem, they will no longer be permitted in class for anyone. If you wish to record lectures, you must receive permission in advance, and you may not share these recordings on any outside media platforms. I will require you to sign

¹Mueller, Pam, and Daniel Oppenheimer. 2014. "The pen is mightier than the keyboard: Advantages of longhand over laptop note taking." *Psychological Science* 25(6): 1159-1168; Carter, Susan Payne, Kyle Greenberg, and Michael Walker. 2016. "The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy." SEII Working Paper 2016.02, MIT; Dynarski, Susan. 2017, 22 November. "Laptops are great, but not during a lecture or a meeting." *The New York Times*. <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>

a document to this effect.

5. **Contact policy:** Please remember that university emails should be written in a professional manner (it is not a text message). This means a greeting and salutation with an appropriate address (you may call me by my first name). I will strive to reply to emails within 48 hours on weekdays; I do not always check email on weekends and holidays, so please plan ahead. Email should be used to make office appointments or ask brief questions. I will not read paper drafts via email. If you have longer questions or would like feedback on drafts, please come to office hours (Hint: bring a hard copy of your draft and I will be able to give you much more extensive feedback).

If you cannot make regular office hours and would like to make an appointment, please email me at least 48 hours in advance. Please also keep in mind that my office is a shared space with other graduate students, so if you are waiting while I am working with another student, do so quietly out of respect for others.

6. **Honor code:** The UNC Honor Code (<http://instrument.unc.edu>) is in effect in this class and all others at UNC. All exams, written work, and other projects must be the student's original work, with appropriate citations. This means that citations should be within the text of your work, not merely a list of references at the end of the document. Plagiarized work will result in a failing grade.
7. **Student accessibility:** Any student with a documented condition who needs to arrange reasonable accommodations should contact the instructor and Accessibility Resources (<https://accessibility.unc.edu/>). No accommodations will be made without going through official accessibility channels, nor will accommodations be made retroactively. Accessibility Resources can be reached by phone at 919-962-8300 or by email at accessibility@unc.edu.

Map quizzes

You will take three map quizzes on the days listed on the syllabus below in order to provide geographic context to the migration systems we cover in class. The maps you will be required to know are available in the Resources folder on Sakai. Each quiz will be administered at the beginning of class, and you will be allotted 15 minutes per quiz.

Interview project

Each of you will do an oral history with someone who has migrated to the United States. This person may be a relative, a friend, a classmate, a co-worker, etc.. Before conducting the interview, you will construct a well-conceived interview questionnaire (10-15 questions) that probes the migrant's experiences leaving her home country and integrating into the US (this means you will need to ask someone well before the questionnaire is due so that you know what questions are appropriate). The questionnaire is worth 5% and must be cleared

by me before conducting the interview. The questionnaire is due on Sakai Assignments at the beginning of class on **January 30**. You **MUST** ask your interviewee if they would like to remain anonymous, and if you interview someone who is undocumented or whose story has connections to others who are undocumented, then you **MUST** keep everything anonymous for their protection. Record your interview as an audio or video (if you do not have a way to record the interview, speak with me in advance). The remaining 15% of your grade will be based on your recording and a 1000-word discussion of one major theme from it. If you choose, you may use information from your interview in your final research paper (as an example in the context of broader evidence only; if you plan to do this, I strongly advise you to discuss it with me). The recording and reflection are due on Sakai by 3:30 PM on **March 26**.

Exams

There will be one midterm (**February 20**) and one final exam (**April 28**), which may cover material from lectures, class discussions, reading assignments, and videos shown in class. The final is not cumulative; it will cover material after the midterm. The exams will be a combination of multiple choice and short answer questions, and you should bring a small Blue Book to each exam. You are responsible for scheduling a make-up exam with me in the case of an excused absence. If you need to schedule an alternative date for the final exam, you must provide official documentation from the Registrar prior to the last day of class.

Important Note

Because I want to communicate the realities on the ground for many immigrants and allow them to tell their stories in their own words, there will be some difficult discussions in this class. In particular, we will discuss the sexual exploitation and assault of immigrants at several points in the semester, which will include some videos of women talking about their experiences, marked with an asterisk on the syllabus. If you feel that these videos will bring up traumatic experiences that you or people in your life have endured, you are welcome to talk to me confidentially in advance or choose to leave the room on your own during this part of class. I will not directly test you on any material in the videos or penalize you in any way for missing this portion of the course. For campus resources and assistance if you experience or witness any kind of sexual discrimination, harassment, or assault, please see <https://safe.unc.edu/>.

Schedule

All readings should be completed before the day they are listed. Please bring a hard or electronic copy of the readings to class every day. I reserve the right to incorporate reading quizzes with no prior notice if class discussion suggests that few students are reading for class.

Note: Especially in present times, issues related to the politics and policies of immigration are evolving rapidly. I may update the reading assignments accordingly throughout the course as needed. In any case, keep in mind the time of writing as you place the readings in context. Additionally, please read everything with a critical eye. Just because I assign you a reading does not mean that I agree with everything in it or that you should agree with

everything in it. Readings are starting points for discussion.

Thursday, January 9 – Course introduction

Readings:

Read the syllabus and bring a hard or electronic copy to class.

Skim the Migration Policy Institute's Top Migration Issues of 2019 and identify an issue or two that stands out to you. <https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2019>

Tuesday, January 14 – Labor migration

Readings:

New York Times, "Why migrants keep risking all along the Deadliest Route." 22 June 2017. <https://www.nytimes.com/2017/06/22/world/africa/migrants-mediterranean-italy-libya-deaths.html>

Asis, Maruja M.B. 2017. "The Philippines: Beyond Labor Migration, Toward Development and (Possibly) Return." Migration Policy Institute <https://www.migrationpolicy.org/article/philippines-beyond-labor-migration-toward-development-and-possibly-return>

National Academy of Sciences, Engineering, and Medicine. 2017. "The Economic and Fiscal Consequences of Immigration." Summary, pp. 1-13. PDF on Sakai. (You may find the other chapters useful for your final paper if you focus on the US as a host state).

Thursday, January 16 – Refugees, asylum seekers, and internally displaced persons I

Readings:

New York Times, "What it takes to get asylum in the U.S." 2 May 2018. <https://www.nytimes.com/2018/05/02/us/what-it-takes-to-get-asylum-us.html>

National Public Radio – Opinion, "We weren't looking for a better life, we were just looking for life." 28 January 2017. <https://www.npr.org/2017/01/28/512005140/we-werent-looking-for-a-better-life-we-were-just-looking-for-life>

Tuesday, January 21 – Refugees, asylum seekers, and internally displaced persons II

Map quiz: Central America

Readings:

Mooney, Erin. 2016. "The concept of internal displacement and the case for internally displaced persons as a category of concern." *Refugee Survey Quarterly* 24(3): 9-26. PDF on Sakai.

Thursday, January 23 – Climate migration

Paper deadline: Topic proposal on Sakai Assignments by the beginning of class

Readings:

The Economist, "Why climate migrants do not have refugee status." 6 March 2018.

<https://www.economist.com/the-economist-explains/2018/03/06/why-climate-migrants-do-not-have-refugee-status>

Tuesday, January 28 – History of US migration I

Readings:

National Academy of Sciences, Engineering, and Medicine. 2017. “Chapter 2: Immigration to the United States: Current trends in historical perspective,” in *The Economic and Fiscal Consequences of Immigration*. pp. 33-62. PDF on Sakai.

Thursday, January 30 – History of US migration II

Interview questionnaire due on Sakai Assignments by the beginning of class.

Readings:

National Academy of Sciences, Engineering, and Medicine. 2017. “Chapter 2: Immigration to the United States: Current trends in historical perspective,” in *The Economic and Fiscal Consequences of Immigration*. pp. 62-84. PDF on Sakai.

Podcast: National Public Radio, All Things Considered. 2006, May 9 “1965 Immigration Law Changed Face of America.”

<https://www.npr.org/templates/story/story.php?storyId=5391395>

Tuesday, February 4 – European migration policy

Readings:

Luedtke, Adam. 2018. “Migration governance in Europe: A historical perspective,” in Agnieszka Weinar, Saskia Bonjour, and Lyubov Zhyznomirska (eds), *The Routledge Handbook of the Politics of Migration in Europe*. PDF on Sakai.

Hampshire, James. 2016. “European migration governance since the Lisbon treaty.” *Journal of Ethnic and Migration Affairs* 42(4): 537-553. PDF on Sakai.

Thursday, February 6 – Research paper work day

Outline, thesis statement, and references due on Sakai Assignments by the beginning of class.

Tuesday, February 11 – Land and sea migration routes*

Map quiz: Africa and the Middle East

Readings:

New York Times Magazine, “What refugees face on the the world’s deadliest migration route.” 26 April 2018.

<https://www.nytimes.com/2018/04/26/magazine/refugees-mediterranean-rescue.html>

Mcauliffe, Marie, Adrian Kitimbo, Alexandra M. Goossens, and Akm Ahsan Ullah. 2018. “Chapter 7: Understanding migration journeys from the migrants’ perspective,” in International Organization for Migration, *World Migration Report 2018*. pp. 171-189. PDF on Sakai. (You may find the other chapters useful for your final paper).

Thursday, February 13 – Smuggling and trafficking**Readings:*

Foreign Policy. “Highway to Hell.” 4 October 2017.

<http://europeslamsitsgates.foreignpolicy.com/part-2-highway-through-hell-niger-africa-europe-EU-smuggling-migration>

Kulish, Nicholas. 2018, June 30. “What it costs to be smuggled across the US border.”

The New York Times. <https://www.nytimes.com/interactive/2018/06/30/world/smuggling-illegal-immigration-costs.html?fbclid=IwAR32VEqrxLUxP3dplrzUi6-9ev3y-1CNN4ggLyyC9cqtixCwut2K>

Texas Monthly. “Stolen youth: Modern-day slavery in Texas.”

<https://www.texasmonthly.com/articles/choir-boys-modern-day-slavery-in-texas/>

Tuesday, February 18 – Detention of immigrants**Readings:*

Podcast: National Public Radio, All Things Considered. 2018, June 22. “The history of the Flores Settlement and its effects of immigration.”

<https://www.npr.org/2018/06/22/622678753/the-history-of-the-flores-settlement-and-its-effects-on-immigration>

Lind, Dara, and Dylan Scott. 2018, June 20. “Flores agreement: Trump’s executive order to end family separation might run afoul of a 1997 court ruling.” Vox.

<https://www.vox.com/2018/6/20/17484546/executive-order-family-separation-flores-settlement-agreement-immigration>

Graham, David. 2019, July 3. “The sheriff who’s defying ICE.” *The Atlantic*.

<https://www.theatlantic.com/ideas/archive/2019/07/new-sheriff-town/593116/?fbclid=IwAR0heBJtH1XWA>

Raff, Jeremy. 2019, July 3. “What a pediatrician saw inside a Border Patrol warehouse.”

The Atlantic.

https://www.theatlantic.com/politics/archive/2019/07/border-patrols-oversight-sick-migrant-children/593224/?fbclid=IwAR0DWBO0MIJ7PGVHRwUfZXHaaUi1iVSswBwzptgT_xRRWVdPW AkIyP-5WN0

Thursday, February 20 – MIDTERM**Tuesday, February 25 – Citizenship in the US***Readings:*

Jones, Martha S. 2018, October 31. “The real origins of birthright citizenship.” *The Atlantic*.

<https://www.theatlantic.com/ideas/archive/2018/10/birthright-citizenship-was-won-freed-slaves/574498/>

Horn, Heather. 2015, September 1. “Birthright citizenship wasn’t born in America.” *The Atlantic*.

https://www.theatlantic.com/international/archive/2015/09/birthright-citizenship-donald-trump-england/403159/?utm_source=SFFB

Thursday, February 27 – Comparative citizenship*Readings:*

Dronkers, Jaap, and Maarten Peter Vink. 2012. "Explaining access to citizenship in Europe: How citizenship policies affect naturalization policies." *European Union Politics* 13(3): 390-412. PDF on Sakai.

Tuesday, March 3 – National identity I*Readings:*

Tajfel, Henri, and John C. Turner. 1986. "The social identity theory of intergroup behavior," in John T. Jost and Jim Sidanius (eds.), *Political Psychology: Key Readings*. PDF on Sakai.

Thursday, March 5 – National identity II**Map quiz: Europe***Readings:*

Pew Research Center. "Hispanic identity fades across generations as immigrant connections fall away." 20 December 2017. PDF on Sakai.

Tuesday, March 10 – NO CLASS, Spring Break**Thursday, March 12 – NO CLASS, Spring Break****Tuesday, March 17 – Social and cultural integration***Readings:*

Levitt, Peggy. 2009. "Roots and routes: Understanding the lives of the second generation transnationally." *Journal of Ethnic and Migration Studies* 35(7): 1225-1242. PDF on Sakai.

New York Times. "No handshake, no citizenship, French court tells Algerian woman." 21 April 2018.

<https://www.nytimes.com/2018/04/21/world/europe/handshake-citizenship-france.html>

Saeed, Saim. 24 April 2017. "Muslims integrate in Europe despite discrimination: Study." Politico.

<https://www.politico.eu/article/muslims-integrate-in-europe-despite-discrimination-study/>

Thursday, March 19 – Immigration and public opinion*Readings:*

Pew Research Center. 2019. "Around the world, more say immigrants are a strength than a burden." <https://www.pewresearch.org/global/2019/03/14/around-the-world-more-say-immigrants-are-a-strength-than-a-burden/>

Hainmueller, Jens, and Daniel Hopkins. 2015. "The hidden American immigration consensus: A conjoint analysis of attitudes toward immigrants." *American Journal of Political Science* 59(3): 529-548. PDF on Sakai.

Tuesday, March 24 – Research work day (remote class)

5 pages of rough draft due on Sakai Assignments by the beginning of class (3:30 PM)

Stephanie will be facilitating a Model UN conference in NYC. In lieu of class, you will receive instructions for peer and self-editing the 5-page draft that you turn in. These instructions will be available via email and Sakai, and we will discuss them in class in advance.

Thursday, March 26 – Remote class forum assignment

Interview recording and 1000-word reflection due on Sakai Assignments by 3:30 PM.

Assignment: On the Sakai Forum, summarize a key idea from your interview reflection by 5 PM. Then, respond to the summaries from **at least 3** of your classmates. Responses are due by 5 PM on Friday, March 27. This assignment is part of your interview project grade.

Tuesday, March 31 – Borders

Readings:

Carens, Joseph. 1987. “Aliens and citizens: The case for open borders.” *The Review of Politics* 49(2): 251-273. PDF on Sakai.

Menjívar, Cecilia. 2014. “Immigration law beyond borders: Externalizing and internalizing border controls in an era of securitization.” *Annual Review of Law and Social Science* 10: 353-369. PDF on Sakai.

Thursday, April 2 – Undocumented migrants

Readings:

Podcast: National Public Radio, Codeswitch. 2018, February 27. “A house divided by immigration status.”

<https://www.npr.org/templates/transcript/transcript.php?storyId=587413503>

Podcast: The New York Times, The Daily. 2019, July 15. “Waiting for the immigration raids.”

<https://www.nytimes.com/2019/07/15/podcasts/the-daily/immigration-raids-ice.html>

Tuesday, April 7 – Immigration and politics: US

Readings:

Weiner, Rachel. 2013, January 30. “How immigration reform failed, over and over.” *The Washington Post*.

<https://www.washingtonpost.com/news/the-fix/wp/2013/01/30/how-immigration-reform-failed-over-and-over/>

Rosenblum, Marc R. 2011. “US immigration policy since 9-11: Understanding the stalemate over comprehensive immigration reform.” Migration Policy Institute. PDF on Sakai.

Thursday, April 9 – Research paper work day in class

Hard copy of full rough draft (10 pages) due at the beginning of class.

Tuesday, April 14 – Immigration and politics: Europe I

Readings:

Golder, Matt. 2016. “Far right parties in Europe.” *Annual Review of Political Science* 19: 477-497. PDF on Sakai.

Thursday, April 16 – Immigration and politics: Europe II

Readings: No new ones. Review the Golder piece and bring your questions to class.

Tuesday, April 21 – Immigration and politics: Case of Le Rassemblement National

Final paper due on Sakai by 3:30 PM.

Readings:

New York Times. “Old tradition of secularism clashes with France’s new reality.” 6 February 2015.

<https://www.nytimes.com/2015/02/06/world/old-tradition-of-secularism-clashes-with-frances-new-reality.html>

Pisner, Karina. 2019, October 24. “How Marine Le Pen is making a comeback, one French village at a time.” *Foreign Policy*. <https://foreignpolicy.com/2019/10/24/marine-le-pen-national-rally-france-local-elections/?fbclid=IwAR37UIKvOSrkeZJv49e7qmtMpHqU2yd26KM9px6SV-gQpf-h4qSj6njVNhU>

Thursday, April 23 – LAST DAY OF CLASS; Future of immigration: Population dynamics

Readings:

The Guardian. “More migrant workers needed to offset ageing population, says IMF.” 9 April 2018.

<https://www.theguardian.com/business/2018/apr/09/get-more-migrant-workers-to-offset-strain-of-ageing-population-warns-imf>

Video: Rosling, Hans. 2010, July 9. “Hans Rosling: Global population growth, box by box.” Ted Talk.

<https://www.youtube.com/watch?v=fTznEIZRkLgt=434s>

FINAL EXAM

Tuesday, April 28, 4-7 PM

Please note that the syllabus is subject to any change I deem necessary throughout the course. If I update the syllabus, I will communicate changes in class and via email.

FINAL PAPER

Each of you will complete a final paper (**10 pages**), which will be due by the beginning of class on **Tuesday, April 21**. The paper will require you to research a case of migration in-depth and trace the journey from sending state to host states. You should include a **thesis statement that characterizes your migration case based on social, economic, or political conditions**. As you build support for your thesis, the paper should address the following components:

1. **Push and pull factors:** Explain both the push and pull factors in the migration case you have selected. What category of migrants are most prevalent in your case, and what legal protections do these migrants have (or not) as a result?
2. **Migration journey:** Analyze the conditions faced by the migrants in your case as they traveled from their home country to their destination country. What specific assets or vulnerabilities do they have? How are international organizations and other state or non-state actors helping or harming migrants along this route? (Note: Depending on your case, this section may or may not be of analytical interest. If it is not, you may extend your integration analysis instead of covering the journey. If you are unsure about whether to include this section, ask.)
3. **Integration:** Evaluate the degree to which migrants from your case are able to integrate into their host society. What legal, economic, and social challenges do they face, and how does the host government address these challenges? If desired, how difficult is it to obtain citizenship? In what ways have native citizens and immigrants in your case found ways to reconcile (or not) differences in values or cultural practices? Does the immigrant group in your case present a salient political issue in the host society, and if so, how is the group politicized?

Please note that the questions in each section above are suggestions to guide you, not an exhaustive checklist. Depending on your case, some questions will be more appropriate than others.

To make this project more manageable, you will have several mini deadlines throughout the semester and 3 in-class work days, during which I will be available for help. **Attendance and active work on the work days is required to receive full credit for the mini deadlines.**

Deadline (January 23): Topic proposal (1 page)

Select a sending state that is of interest to you to be the focus of your paper (not a whole continent, you must choose one country), as well as a specific time period (contemporary or historical) in which there was a sizable wave of emigration from that country. You should also choose a host state to narrow the focus of your paper (you may also discuss the European Union as a group of host states if your paper centers on EU-level policy). In half a page, explain why this migration case is significant and why you are interested in studying it. Next, write a reference list with full citations of at least 5 sources you will use for your

research (see below for guidance on appropriate types of sources). 5% of overall paper grade.

Deadline and work day (February 6): Outline, thesis statement, and reference page

Turn in a 1-2 page outline with a thesis statement and a list of at least 10 references (write out full citations) on the Sakai Assignment page before the beginning of class. Class time will be used to begin writing from your outline and for feedback on your thesis statements. 5% of overall paper grade.

Deadline and work day (March 24): 5 drafted pages

Turn in your 5 pages on the Sakai Assignment page by the beginning of class. This will be a remote class period with self and peer-editing assignments. 5% of overall paper grade.

Deadline and work day (April 9): Full rough draft

Bring a **hard copy** of your completed rough draft (10 pages) to class for peer editing. 10% of overall paper grade.

Final paper - 10 pages - Due on Sakai by 3:30 PM on April 21

The final paper should be 10 pages. See below for formatting instructions. 75% of overall paper grade.

Formatting instructions

Your paper should be 10 pages of writing (not including works cited or title pages), double-spaced, with standard 12-pt font and 1-in margins. On the first page, make a title page with your name, POLI 255, the date, and the title of your paper. Use page numbers and parenthetical citations (do not use footnotes for citations). You may use the citation style of your choice as long as you are consistent; if you do not have a preference, I suggest APSA or MLA. Even if you use the same source throughout the entire paragraph, you should be citing it multiple times. Do not use any subheadings or extra space between paragraphs to fill space.

Your paper should have at least **10 sources**. All sources must be reputable books, scholarly articles, non-partisan think tank analysis, official government or non-governmental organization sites, or professional journalistic pieces. Refer to Sakai for a non-exhaustive list of useful sources. Blogs, unofficial websites, and online encyclopedias are not appropriate sources for college-level work. If you do choose to draw on an opinion piece, read it with a critical eye and carefully consider the source's motivations as you evaluate its conclusions. If you have questions about a source, please ask.

In addition to peer editing and seeking help in workshops and office hours, I encourage you to make an appointment with the UNC Writing Center and explore their website for tips on various aspects of the writing process: <https://writingcenter.unc.edu/>. For citation assistance, Purdue's Online Writing Lab (OWL) is a great resource: https://owl.purdue.edu/owl/purdue_owl.html