

**POL\_SCI 101-6 Freshman Seminar**  
**MON/WED 2:00-3:20**  
**University Library 3322**

**Galya Ben-Arieh, J.D., Ph.D.**  
**Office: Scott Hall 219**  
**Phone: (847) 491-1084**  
**E-mail: galyab@northwestern.edu**

**Office Hours: Tuesdays 2-4PM**

**#WithRefugees - Politics of Sanctuary and Solidarity.** Why do people come together as individual citizens or collectivities in civil society or sub-national governing bodies to stand with and advocate on behalf of the rights of refugees? Why do they commit acts of civil disobedience and how can we understand their actions politically in a liberal democracy premised on the rule of law and government of the people? In our examination of these questions, we will explore Northwestern's historic activism on behalf of refugees in the form of the Northwestern Circus that raised funds to create and maintain the Northwestern Settlement House, later becoming the Dance Marathon that still exists today. We will use this historic entry point to explore the broader contemporary politics of over refugees. We will think about the contentiousness of refugee policy that, on the one hand, has given rise to acts of vigilante citizenship and populist movements to defend the nation and, on the other hand, has mobilized acts of civil disobedience and sanctuary movements as we consider the role of citizenship and civil disobedience in a constitutional liberal democracy.

**Course Learning Goals**

Students who complete the first-year seminar requirement should be able to:

- summarize and evaluate arguments made by others;
- formulate persuasive arguments of their own, orally and in writing, based on the careful analysis of evidence;
- cite sources appropriately; and
- write competently enough to satisfy the Weinberg College writing requirement.

**Teaching Methodology**

Consider our freshman seminar a workshops in which you will cultivate or hone basic skills, experiment with method and technique, and have the opportunity to practice the norms and expectations of academic inquiry.

**Course Evaluation/Assessment**

Because first-year seminars are linked to the writing requirement, students must write enough—roughly twenty pages over the quarter, but usually no more than that—to enable you to develop your competence as writers. assignments build in length and complexity. Our writing assignments for the quarter are as follows:

1. Exercise - Research & Reflection (2 pages)
2. Exercise - Analyzing Archival Sources & Asking Questions for Research (3 pages)
3. Reading Report - Defining Key Terms Paper (1 page)
4. Reading Report - Primary and Secondary Source Annotation & Citation (2 pages)
5. Reading Report - Assessing Arguments & Developing a Critical Approach (2 pages)
6. Exercise - Crafting & Assessing Research Questions (2 pages)

7. Paper- Draft 1: Thesis development, Sources & Evidence Peer Review Exercise (3 pages) [20%]
8. Paper - Draft 2: Flow of ideas and depth of analysis Revision Process (5 pages)
9. Paper - Draft 3: Final editing for general presentation and quality (8 pages)
10. Paper – Final (Due March 20<sup>th</sup>, 5PM)

Grading:	Participation and 3 Exercises	25%
	3 Reading Reports	35%
	3 Paper drafts/Peer Review	20%
	Final Paper	20%

### **Course Materials**

All course materials on Canvas or links in syllabus

### **Class Preparation & Attendance**

The most important component of our time together this quarter is you – your openness to learning and ownership of your learning experience. This means that you are responsible for reading the syllabus and managing your time so that you are prepared for class. My role is to facilitate your learning by providing reading materials active learning opportunities, and guidance on how to improve your skills of critical thinking and writing. Since this is not your only class, the best strategy is to budget your time so that you are, **at a minimum**, familiar with the readings we will be discussing before coming to class. This means taking the time to examine the readings to consider who are the authors, what does each reading contribute to the topic, what kind of information is being conveyed in each reading and how are the ideas and information relevant to our discussion. Surfing the Internet for the information on the topic is not appropriate preparation. You should come to class having read and thought about the assigned readings, and you should feel free to test out ideas and enter into conversations with your fellow students.

I will assess your participation based on your thoughtfulness and your engagement with the materials, not whether you agree with other students or with the assigned materials. Ownership of your learning experience means coming regularly to class. There are no lectures in this class. Each week class will be a combination of discussion and active learning exercises. When you do not attend on a regular basis, it's understandable that you will be confused and feel that it's hard to understand the organization of the course since the course is made up of readings, discussions and exercises that all come together to create your educational experience. If you miss one or more of these components, you will find it difficult to perform well in the class. Ownership of your learning experience means coming to see me during office hours if you feel you do not understand the material or are concerned about the course organization, requirements or my teaching style. And, seeking out the other tools the University has to offer such as the Writing Center ([nuwrite.northwestern.edu](http://nuwrite.northwestern.edu)) and Subject Librarians (<https://www.library.northwestern.edu/research/subject-librarians/index.html>). Consider our class just as you would a job. As such, if you need to miss class, you must either make arrangements ahead of time with me or notify me in writing where the situation arises unexpectedly and you need to miss class or a portion of class.

### **Safe Conversations**

Do safe spaces belong on college campuses? Or do safe spaces threaten free speech and limit the diversity of opinion that contributes to critical thinking, maturity and growth? My hope is that we work together to create a “win-win” solution. In our time together my hope is that we will have thought provoking discussions by developing our skills of mindfulness, mutual respect, empathy and understanding.

### **Policy on Make-Ups, Extensions, Incompletes**

In principle, deadlines cannot be changed. However, allowance will be made for cases in which genuine emergencies prevent students from completing work on time. Such emergencies might include medical treatment or bereavement. Having a heavy workload, impending deadlines for other courses or extra-curricular commitments are an important part of learning how to manage your adult life and cannot normally be considered emergencies. Having said that, your overall well-being is a top priority. If you are feeling that you are unable to meet the course deadlines or have a situation that is making it difficult for you to meet the course obligations, a great resource on campus is Student Assistance & Support Services:

<http://www.northwestern.edu/studentaffairs/dos/about-us/our-office/assistance-support/> Please keep me informed of how you are doing.

### **Plagiarism and Academic Integrity**

Plagiarism is the presenting of someone else's thoughts, ideas, or work as one's own, *regardless of whether this is what is intended*, and it will not be tolerated in this course. All cases of alleged violation of academic integrity will be referred to the Assistant Dean for Advising and Academic Integrity. Possible penalties range from failing the course to permanent exclusion from the university. For more on plagiarism, see:

<https://nuwrite.northwestern.edu/topics/academic-integrity/index.html>

### **Students with Disabilities**

Any student with a documented disability needing accommodations is requested to speak directly both to the Office of Services for Students with Disabilities (SSD) (847-467-5530) and to the instructors as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential.

### **Canvas**

Much of the business of this course, including access to readings on reserve and announcements, will be conducted through the Course Management System (Canvas), so you are responsible for checking it frequently. To access Canvas, you will need to use your NetID and password. You are also encouraged to use Canvas to continue discussions or pose questions outside of class.

## Course Topics and Weekly Schedule

### **Week One (Jan. 7 & 9) Why have Northwestern Students taken up Refugee Causes?**

#### **Readings:**

- Nancy Foner, “The uses and abuses of history: understanding contemporary U.S. immigration”  
<https://www.tandfonline.com/doi/pdf/10.1080/1369183X.2018.1507553?needAccess=true>

**We will NOT meet as a class on Monday, Jan. 7<sup>th</sup>** Instead, please take our class time to complete the research and reflective writing exercise (Week One assignment on Canvas) using the Digital Northwestern Daily archive.

**We are meeting on Wednesday, Jan. 9<sup>th</sup>** - Introduction to the class and discussion of your research findings and reflection exercise.

### **Week Two (Jan. 14 & 16) Conducting Research**

- **Meet in the University Archives** - Deering Library Special Collections
- [https://www.nu150.northwestern.edu/news/stories/01\\_25\\_01\\_circus.html](https://www.nu150.northwestern.edu/news/stories/01_25_01_circus.html)

 **Week Two Writing:** Analyzing Archival Sources & Asking Questions for Research Exercise

### **Week Three (Jan. 23) Citizenship & Civil Disobedience** (We have no class Mon, Jan. 21 - MLK Day)

#### **Readings:**

- Martin Luther King, Jr. Letter from Birmingham Jail  
[https://web.cn.edu/kwheeler/documents/Letter\\_Birmingham\\_Jail.pdf](https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)
- James Madison, Federalist #10
- Henry David Thoreau, “On the Duty of Civil Disobedience”
- In Trump’s America, who’s protesting and why? Here’s our February report. - The Washington Post, April 5, 2017  
[https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/05/in-trumps-america-whos-protesting-and-why-heres-our-february-report/?utm\\_term=.6d5caa1db335](https://www.washingtonpost.com/news/monkey-cage/wp/2017/04/05/in-trumps-america-whos-protesting-and-why-heres-our-february-report/?utm_term=.6d5caa1db335)
- The Return of Civil Disobedience | The New Yorker, January 9, 2017  
<https://www.newyorker.com/magazine/2017/01/09/the-return-of-civil-disobedience>

 **Week Three Writing** - Defining Key Terms (1 page)

## Week Four (Jan. 28 & 30) Citizen Vigilantes and Democracy

### Readings:

- Charles Taylor, “The Dynamics of Democratic Exclusion,” *Journal of Democracy*, Vol. 9, Number 4 (Oct. 1998)
- James Dennison and Andrew Geddes, “The Rising Tide? The Salience of Immigration and the Rise of Anti-Immigration Political Parties in Western Europe,” *The Political Quarterly* (2018).
- Demetrios Papademetriou, Kate Hooper and Meghan Benton, “In Search of a New Equilibrium,” *Immigration Policymaking in the Newest Era of Native Populism*, MPI Nov. 2018
- José Jorge Mendoza, “Illegal: White Supremacy and Immigration Status,” in Alex Sager (ed.), *The Ethics and Politics of Immigration: Core Issues and Emerging Trends*. London, UK: Rowman & Littlefield International. pp. 201-220 (2016)
- Many worldwide oppose more migration – both into and out of their countries, Pew Research Center. <http://www.pewresearch.org/fact-tank/2018/12/10/many-worldwide-oppose-more-migration-both-into-and-out-of-their-countries/>
- Southern Poverty Law Center, [Hate Map](#)
- Pew Research Center, “Immigration Attitudes,” a compilation of recent essays on how media representation of immigrants and refugees impact public opinion – browse the articles here, <http://www.pewresearch.org/topics/immigration-attitudes/>

 **Week Four Writing** Primary & Secondary Source Annotation & Citation (2 pages)

## Week Five (Feb. 4 & 6) Rule of Law & Sanctuary Movements

### Readings:

- Susan Gzesh, “Central Americans and Asylum Policy in the Reagan Era,” *Migration Information Source*, Migration Policy Institute, April 1, 2006, <https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era>
- Sophie H. Pirie, “[The Origins of a Political Trial: The Sanctuary Movement and Political Justice](#),” *Yale Journal of Law & the Humanities*, vol. 2, no. 2, (1990).
- Paul Wickham Schmidt, “Refuge in the United States: The Sanctuary Movement Should Use the Legal System,” *Hofstra Law Review*, Vol. 15, issue 1 (1986)
- Statement of Retired Immigration Judges and former members of the Board of Immigration Appeals (April 18, 2018)
- Data Points to Wide Gap in Asylum Approval Rates at Nation’s Immigration Courts - NBC Bay Area (May 10, 2018) <https://www.nbcbayarea.com/news/local/Data-Points-to-Wide-Gap-in-Asylum-Approval-Rates-at-Nations-Immigration-Courts-482182911.html>
- Silje Sande, “When Democracy Gets Personal – Civil Disobedience in the Case of Rejected Asylum Seekers,” <https://www.humanityinaction.org/knowledgebase/284-when-democracy-gets-personal-civil-disobedience-in-the-case-of-rejected-asylum-seekers/print>

 **Week Five Writing:** Assessing Arguments & Developing a Critical Approach (2 pages)

## Week Six (Feb. 11 & 13) Researching Sanctuary Movements

- This week we will not meet in class. Instead, you will conduct research on “sanctuary” and “solidarity” in the University archives and meet with a subject librarian.

➡ **Week Six Writing:** Crafting & Assessing Research Questions (2 pages)

## Week Seven (Feb. 18 & 20) The Writing Process - Peer Review Workshop

- Reading will be your peer partner papers

➡ **Week Seven Writing:** Paper Draft : Thesis development, Sources & Evidence Peer Review Exercise (3 pages)

## Week Eight (Feb. 25 & 27) Sanctuary Cities and Campuses

### Readings:

- Abou Farman, “[In Defense of Sanctuary](#),” *The Baffler*, April 6, 2017.
- A. Naomi Paik, “Abolitionist Futures and the US Sanctuary Movement,” *Race & Class*, vol. 59, no. 2 (2017).
- [Squire, V. and Bagelman, J. \(2012\). Taking not waiting. Space, temporality and politics in the City of Sanctuary movement. In P. Nyers and K. Rygiel \(eds\) \*Citizenship, Migrant Activism and the Politics of Movement\*. London and New York: Routledge, pp. 146–64.](#)
- Center for Immigration Studies, “Sanctuary Cities,” web-page index of articles from a think tank that opposes so-called Sanctuary Cities, <https://cis.org/Sanctuary-Cities>
- National Immigration Law Center, “[Sanctuary City Toolkit](#),” June 26, 2017.
- ACLU, “[ACLU Response to ‘Sanctuary City’ Legislation](#),” 2015–2017.

➡ **Week Eight Writing:** Paper Draft 2: Flow of ideas and depth of analysis Revision Process (5 pages)

## **Week Nine (March 4 & 6)      Solidarity and Human Rights**

“Human rights is a unique kind of social justice language, one founded on legal norms that enable individuals to make claims based not only on the morality of their demands but also their legal command. At the same time, these legal claims are often unenforceable. Is the legal foundation of human rights a strength or weakness? What is the role of human rights in pushing back against rising illiberalism and authoritarianism in nations around the world? Is human rights better understood as a political discourse rather than a legal one? Can human rights law promote solidarity, even across borders? Do we need to go beyond rights-based legal claims to pursue social justice goals?” <https://humanrights.uconn.edu/2018/10/15/save-the-date-hri-conference-april-4-5-2019/>

### **Readings:**

- Etienne Balibar: What we owe to the Sans-papiers | eicpc.net  
<http://eicpc.net/transversal/0313/balibar/en>
- Moffette, David and Ridgley, Jennifer, “Sanctuary City Organizing in Canada: From Hospitality to Solidarity,” *Migration and Society: Advances in Research* 1 (2018): 147-155.
- You will collectively find and add two more sources to our readings for the week.

 **Week Nine Writing:** Paper Draft 3: Final editing for general presentation and quality (8 pages)

## **Week 10 (March 11)      Conclusions**

**Tuesday, March 12: Reading Period Begins**

**Monday, March 18: Spring exams begin**

**Saturday, March 23: Spring exams end (grades due Mon, March 25)**