

Arts & Sciences 230HE
Conversations on Morality, Politics, and Society (COMPAS): *Immigration*
Honors Embedded

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Class: T/R 9:30-11:18 and 5 hours TBA
Office Hrs: T 11:30-12:30
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Course Description:

A well-functioning democracy requires citizens who can critically evaluate, and ideally contribute to, public discourse on important matters of public policy. In this course we will study such processes of public discourse, but also *enact* one on a topic of pressing concern. Immigration's importance as a social issue is rivaled only by its complexity. However, public discourse on the topic rarely reflects that complexity. Too often we get facile slogans rooted in poor information and shallow reasoning, expressed with deplorable incivility. By combining study of a wide range of disciplinary perspectives on immigration with intensive small-group discussion of their relevance for live matters of public policy this course will allow students to contribute to "raising the level of conversation" about pressing matters of public concern. This is an "Honors embedded" course in Arts & Sciences 230. It is being offered in parallel with the university's "year-long conversation" about immigration. As such, like the ASC 230 course, it will incorporate use of guest instructors and campus events affiliated with the "conversation" initiative; however, it will also involve five additional seminar-style meetings in which students in the ASC 230HE will analyze and critically evaluate more advanced readings with the other students in the Honors embedded course and the instructor. Students in ASC 230HE will complete a research paper on a topic related to the issues taken up in the course.

GEC Category and Expected Learning Outcomes:

Students may use Arts & Sciences 230 to satisfy either:

- The Cultures & Ideas subcategory of the Arts & Humanities GEC requirements (2.C.3.); or,
- The Individuals and Groups subcategory of the Social Sciences GEC requirements (2.B.1).

The general expected learning objectives of each broad category, followed by the specific learning objectives of the two subcategories.

2. C. Arts & Humanities GEC Goals and Expected Learning Outcomes

Goals:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

The expected learning objectives for the Cultures & Ideas subsection are as follows.

2. C. 3. Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In Arts & Sciences 230HE, students will grapple with the philosophical, historical, and cultural forces that shape the modern experience of immigration. Students will be required to analyze normative arguments for and against various immigration policies from both the perspective of the prospective immigrant, and that of citizens in the receiving country. In addition, we will consider how different individual and collective historical and cultural experiences shape the ways that we pose, interpret, and evaluate those arguments. (E.g., should the abstract arguments in favor of relatively open borders apply differentially to historically immigrant nations, such as the U.S. and Australia, versus other wealthy democracies with very different historical and cultural considerations, such as Israel, Germany, and Japan.) Students in 230HE will undertake a more sustained research project than students in ASC 230. This project will involve independent and original work on some covered in the course or approved by the instructor.

2. B. Social Science GEC Goals and Expected Learning Outcomes

Goals:

Students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

The expected learning objectives for the Individuals and Groups subsection are as follows:

2. B. 1. Individuals and Groups Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

In Arts & Sciences 230HE, students will study the political, economic, and sociological forces that drive the dynamics of immigration on the ground, and provide the factual scaffolding to inform our judgments about plausible policy actions and their likely consequences. What are the likely economic consequences of migration patterns (e.g., in terms of efficiency and redistribution) both within and between nations? Are reforms to naturalize heretofore civically excluded immigrants (e.g., Turks in Germany, or undocumented Latinos in the U.S.) politically feasible, and how might they transform the political landscape that brought them about? Can relatively small, relatively homogenous societies assimilate large influxes of immigrants without fundamentally altering their cultures in ways whose down-stream consequences would be difficult to predict? Students in 230HE will undertake a more sustained research project than students in ASC 230. This project will involve independent and original work on some covered in the course or approved by the instructor.

Course Requirements:

1. *Class Participation.* I have high expectations for attendance, class preparation, and participation in plenary and small-group discussion. In addition to you being expected to volunteer your views during discussion, you may be called upon at random. Some of these readings are dense and difficult, so I strongly encourage you to take notes as you read, and whenever possible, to read them twice and/or discuss them with classmates before the class session. *I do not expect you to come to class with all the “right” answers. However, I do expect you to come to class having thought seriously about our texts and the questions they raise.* “A” level participation involves demonstrating consistently high levels of engagement with the readings, as well as insightfully connecting them to each other, the course themes, other students’ contributions, real politics, etc. General participation (including attendance) will count for 20% of the final course grade.
2. *“Conversation” Events.* This course is being offered in conjunction with the University’s “year-long conversation” about immigration. As such, you will be expected to attend at least three campus events affiliated with the “conversation” initiative (specifics to be announced, as the initiative events become fixed), and to write short (approx. 2 page) reaction papers about them. Web based video captures will be made available to students whose course or work schedules conflict with the live events, and extra credit will be available for students who wish to attend and write about more than three events. Attendance at the events and the reaction papers will count for 15% of the final grade.
3. *Quizzes.* There will be a number of short, unannounced quizzes to check for understanding. These will not be hard for students who keep up with the readings. The quizzes will count for 10% of the final grade.
4. *Midterm.* There will be an in-class midterm accounting for 15% of the final grade.
5. *Research Paper:* Students taking Arts & Sciences 230HE will complete an original research paper on a topic concerning immigration that was discussed in class or readings, or another topic

on immigration that has been approved by the instructor. This paper will be approximately 1,750 – 2,500 words in length. The research paper will constitute 20% of the final grade.

6. *Group Project / Final Exam.* Students will have a choice between taking a cumulative final exam, and completing a group project explaining and justifying a policy recommendation surrounding one of the class topics. The exam/project will count for 20% of the final grade.

Course Materials

All course materials and readings will be available on Carmen.

Schedule of Readings/Activities for Class Meetings

For most weeks, the Tuesday session and the first half of the Thursday session will combine lecture and instructor led discussion of the readings through an academic lens, whereas the second half of the Thursday sessions will consist of small-group break-out sessions in which students take up the role of fellow citizens discussing the policy implications of what they have learned. The readings will typically consist of a combination of theoretical or normative frames for a problem, along with broadly empirical arguments and information germane to the issue under discussion.

There will be five additional seminar-style meetings scheduled exclusively for students in Arts & Sciences 230HE. The times of these meetings are to be arranged. These meetings will focus on the readings that are assigned only to those in the Honors embedded course.

Week 1: Course Introduction & the Idea of a Deliberative Democracy

- Cohen, J. (1989) “Deliberative Democracy and Democratic Legitimacy,” from Hamlin, A. and Pettit, P. (eds), *The Good Polity*. Oxford: Blackwell. pp. 17–34
- Fishkin, J. & R. Luskin (2005) “Experimenting with a Democratic Ideal: Deliberative Polling and Public Opinion.” *Acta Politica*.

Week 2: The Politics & History of Immigration in the U.S.

- DeLaet, Debra L. 2000. “Major Developments in U.S. Immigration Policy.” Pp. 119-128 in *U.S. Immigration Policy in an Age of Rights*. Westport, CT: Praeger.
- Gimpel, James G. and James R. Edwards, Jr. 1999. “The Congressional Politics of Immigration Reform, 1982-1994.” Pp. 152-211 in *The Congressional Politics of Immigration Reform*. Boston, MA: Allyn and Bacon.
- Citrin, Jack et al. 2001. “Multiculturalism in American Public Opinion.” *British Journal of Political Science* 31(2): 247-275.
- Beck, Roy and Steven A. Camarota. 2002. “Elite vs. Public Opinion: An Examination of Divergent Views on Immigration.” Washington, D.C.: Center for Immigration Studies.

Week 3: Immigration & the Transformation/Preservation of Culture

- Scheffler, S., 2007, “Immigration and the Significance of Culture,” *Philosophy & Public Affairs*, 35: 93–125.
- Carens, J., 1987, “Aliens and Citizens: The Case for Open Borders,” *Review of Politics*, 49: 251–273.
- Alba, Richard and Victor Nee. 2003. “Evidence of Contemporary Assimilation.” pp. 215-270 in *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press.

Week 4: Immigration & the Economy

- Macedo, S., 2007, “The Moral Dilemma of U.S. Immigration Policy: Open Borders Versus Social Justice?” in *Debating Immigration*, C. Swain (ed.), New York: Cambridge University Press, 63–81.
- Congressional Budget Office: “The Role of Immigrants in the U.S. Labor Market” (November 2005)
- Simon, J., 1990, from *The Economic Consequences of Immigration*, Oxford: Blackwell.
- Short film: *A Day Without A Mexican*
- Borjas, George J., 2000, “Economic Research and the Debate Over Immigration Policy,” in *Social Dimensions of U.S. Trade Policies*, Alan V. Deardorff and Robert M Stern (eds.), Ann Arbor: University of Michigan Press, 65-82.
 - Otero, Joaquin F., 2000, “Comment,” in *Social Dimensions of U.S. Trade Policies*, Alan V. Deardorff and Robert M Stern (eds.), Ann Arbor: University of Michigan Press, 83-86.
 - Bhagwati, Jagdish, 2000, “Comment,” in *Social Dimensions of U.S. Trade Policies*, Alan V. Deardorff and Robert M Stern (eds.), Ann Arbor: University of Michigan Press, 87-94.

Week 5: Immigration & Democratic Self-Determination

- Walzer, M., 1983, from *Spheres of Justice*, New York: Basic Books.
- Abizadeh, A., 2008, “Democratic Theory and Border Coercion: No Right to Unilaterally Control Your Own Borders,” *Political Theory*, 36: 37–65.
- Jones-Correa, Michael. 1998. “Participation in the American Polity: Why Citizenship Matters.” Pp. 35-48 in *Between Two Nations*. Ithaca, NY: Cornell University Press.
- Wellman, Christopher, 2008, “Immigration and Freedom of Association,” in *Ethics*, 119(1): 109-141.
- Fine, Sarah, 2010, “Freedom of Association is Not the Answer,” in *Ethics*, 120(2): 338-356.

Week 6: Immigration & the Sociology of Liberal Nationalism

- Miller, D., 2005, “Immigration: The Case for Limits,” in *Contemporary Debates in Applied Ethics*, A. Cohen and C. Wellman (eds.), Malden, MA: Blackwell Publishing, pp. 193–206.
- Pevnick, R., 2009, “Social Trust and the Ethics of Immigration Policy,” *The Journal of Political Philosophy*, 17: 146–167.
- Kennedy, David M. 1996. “Can We Still Afford to Be a Nation of Immigrants?” *The Atlantic Monthly* 278(5): 52-61.

Week 7: Immigrants, Domestic Welfare, and Global Redistribution

- Espenshade, Thomas and Gregory A. Huber. 1999. “Fiscal Impacts of Immigrants and the Shrinking Welfare State.” Pp. 360-370 in *The Handbook of International Migration* edited by Charles Hirschman et al. New York, NY: Russell Sage Foundation.
- Pogge, T., 1997, “Migration and Poverty” in *Citizenship and Exclusion*, V. Bader (ed.), Houndmills: Macmillan, pp. 12–27.
- Cavallero, E., 2006, “An Immigration-Pressure Model of Global Distributive Justice,” *Politics, Philosophy & Economics*, 5: 97–127.
- Singer, Audrey. 2004. “Welfare Reform and Immigrants: A Policy Review.” Pp. 21-34 in *Immigrants, Welfare Reform, and the Poverty of Policy*, edited by Philip Kretsedemas and Ana Aparicio. Westport, CT: Praeger.

- Ypi, Lea, 2008, "Justice in Migration: A Closed Borders Utopia?" *The Journal of Political Philosophy*, 16(4): 391-418.

Week 8: Immigration, International Institutions, & Indirect Cosmopolitanism

- Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration*, edited by Charles Hirschman et al. New York, NY: Russell Sage Foundation.
- Christiano, T., 2008, "Immigration, Political Community and Cosmopolitanism," *San Diego Law Review*, 45: 933-961.
- Banting, K. and Kymlicka, W. (2006), from *Multiculturalism and the Welfare State: Recognition and Redistribution in Contemporary Democracies*, Oxford: Oxford University Press.
- Choudhry, Sujit, 2002, "National Minorities and Ethnic Immigrants: Liberalism's Political Sociology," *The Journal of Political Philosophy*, 10(1):54-78.

Week 9: Guest Workers, Refugees, and Criteria for Prioritizing Immigrants

- Kapur, D. and McHale, J., 2006, "Should a Cosmopolitan Worry about the Brain Drain?" *Ethics and International Affairs*, 20: 305-320.
- Congressional Research Service Report: "Immigration: Policy Considerations Related to Guest Worker Program" (October 2005)
- Schacknove, A., 1985, "Who Is a Refugee?" *Ethics* 95: 274-284.
- Suhrke, Astri and Aristide R. Zolberg. 1999. "Issues in Contemporary Refugee Policies." Pp. 143-180 in *Migration and Refugee Policies: An Overview*, edited by Ann Bernstein and Myron Weiner. New York, NY: Pinter.

Week 10: Policing Borders

- Marshall, Patrick. 2002. "Policing the Borders." *The CQ Researcher* 12(7): 145-168.
- Kukathas, C., 2005, "The Case for Open Immigration," in *Contemporary Debates in Applied Ethics*, A. Cohen and C. Wellman (eds.), Malden, MA: Blackwell Publishing, pp. 207-220.
- Andreas, Peter. 2000. "The Escalation of Border Policing" and "The Escalation of Immigration Control." Pp. 3-11 and 85-112 in *Border Games: The Policing of the U.S.-Mexico Divide*. Ithaca, NY: Cornell University Press.
- Cornelius, Wayne A. 2001. "Death at the Border: Efficacy and Unintended Consequences of U.S. Immigration Control Policy." *Population and Development Review* 27(4):661-685.
- Martin, David A., 2008, "Eight Myths about Immigration Enforcement," *University of Virginia Law School Public Law and Legal Theory Working Paper Series*, Paper 83.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.