

## Arts & Sciences 230

### Conversations on Morality, Politics, and Society (COMPAS): *Immigration*

Winter 2012, 5 Credit Hours

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Class: T/R 9:30-11:18  
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 course is being offered in parallel with the university's "year-long conversation" about immigration. As such, it will incorporate use of guest instructors and campus events affiliated with the "conversation" initiative.

#### 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 230, 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.)

**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 230, 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?

**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.* Performance in class participation will be evaluated based on the level of engagement with the readings and the ability to connect the readings insightfully with each other, course themes, other students’ contributions, real politics, etc. Students demonstrating these abilities at consistently high levels will receive an ‘A’ for class participation. Students demonstrating good, but not consistently superior levels of performance will receive a ‘B’ for participation. Students showing adequate, but not strong, performance will receive a ‘C’ for participation. Students who participate in class discussion but in a way that exhibits serious deficits will receive a ‘D’ for class participation. Failure to contribute to class discussion or contributing to class discussion in a way that demonstrates a failure to understand the readings will result in a class participation grade of ‘E’. General participation (including attendance) will count for 25% 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. These papers will be due a week after the event in question. Because the dates of these events are still to be arranged, the precise due dates will be indicated in a separate course handout. 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 15% of the final grade.
4. *Midterm*. There will be an in-class midterm accounting for 20% of the final grade.
5. *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. 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. In Week 5, students must declare whether they will take the final exam or undertake a group project. The topic of the group projects will be determined during Week 6. Group presentations will take place during the last week of class. The exam/project will count for 25% 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.

#### **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*

### **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.

### **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.

### **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.

### **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.

### **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](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/>.