

Philosophy 491: Theorizing Citizenship and Immigration (Winter 2011)

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Schedule: M/W/F, 11.50-1.05pm, OU #408

Office hours: T&TH, 9 to 11am (& by appointment), HH 202

Course Description:

This course examines normative questions raised by citizenship and immigration. The first half of the course highlights different models for political community and how those models affect our views on membership status in such communities. We will cover the main philosophical theories for how citizenship ought to be ideally conceived: classical liberal, classical republican, communitarian, cosmopolitan and post-nationalist theories. The second half of the course covers various philosophical considerations that can be brought to bear on the issue of immigration. We will cover the key philosophical arguments that advocate either more or less restrictive policies: arguments on the acceptable criteria that may be used in deciding who to admit, on how much weight the preservation of national culture should hold, on the moral desirability and practical feasibility of “open borders”, on whether and to what extent receiving nations should mitigate the “brain-drain” on sending nations and on the priority immigration reform should take with respect to other reforms that might be deemed to “cause” mass migration (global poverty, weak international institutions, etc).

General objectives:

(1) Further develop critical thinking, argumentation and writing skills and apply them to the issues of citizenship and immigration. (2) Fully understand the basic elements of dominant argumentative positions regarding citizenship and immigration and how they work (or are supposed to work) *before* attempting to criticize them. (3) Engage in lively yet respectful debate about controversial issues. (4) Clearly understand and articulate the differences between the main models for thinking about citizenship. (5) Clearly understand and articulate the different ways persons seeking entry into a nation-state are classified (refugees, economic immigrants, etc), how these differences may affect their moral claim for entry and the controversies surrounding how we define these categories.

Expectations: This syllabus will let you know my expectations. However, I am also interested in knowing about you and what your expectations for class are. Please take a moment to fill out the note card on your desk with the following:

- (1.) Name, year, major (if known) and relevant interests—academic or otherwise.
- (2.) Prior experience in philosophy, political science, formal logic, mock trial, pre-law or debate (if any).
- (3.) **(Most importantly)** Your expectations for this class.

Participation and Attendance: make up 15% of your grade. For the purposes of evaluation I consider **attendance** a necessary yet not sufficient condition for participation (you can’t participate unless you attend, but simply attending does not mean you are participating). So, if you miss 3 days (without reasons that count as extenuating circumstances) you will **automatically loose** this 15%. If you must miss a day due to family emergencies or other extenuating circumstances then please e-mail me in advance (if possible). Please also e-mail me whenever you miss class for other reasons. As for **participation**: you need to be an active participant to get full participation (i.e.: contribute to in-class debate, answer questions, respectfully critique / respond to / build upon a point made by an author or a fellow classmate, etc). This means that you should always come to class having *thoroughly* read the assigned readings. Apart from lecture we will use structured questions and class discussion to analyze the readings; both methods require familiarity with the text and active questioning based on that familiarity.

Paper writing standards: Writing a philosophy paper is different from the paper writing you might do for other classes. Although many of the questions we will discuss have no single “correct” answer there are nevertheless better and worse ways to construct an argument. You will be graded on *how well you defend your views* (whatever they may be) **not the content of your views**. For guidance please read Jim Pryor’s essay “How to Write a Philosophy Paper” (required). Even though his style can be snarky, it helps: <http://www.jimpryor.net/teaching/guidelines/writing.html>. You should strive to clearly and succinctly express your arguments. This may involve an accurate, short summary of another’s arguments. Please always keep in mind that when writing you need to express yourself very clearly, as I can only grade what you write on the page. Even if you *know* a theory or argument well in your head, I can only grade what you *write* (there is no fair way evaluate what someone *intends* to write but does not clearly express). I write fairly detailed comments on each student’s paper in order to explain why you have earned a certain grade. Comments are meant to help you identify your strengths and weaknesses and to do better on the next paper. If you ever feel that my comments show that I have misunderstood what you wrote then please meet with me and we will go over the paper.

Turning in writing and extensions: For all writing assignments you should **BOTH email a copy** to me **AND turn in a duplicate paper copy** to the bin hanging outside my office (HH#202). **Assignments need to be emailed to me by 4.00pm on the due date.** Place a (exact duplicate) **paper copy** in the bin outside my door **by 5.00pm the same day** (1 hour later). **Humphrey House closes at 5pm**, so do not be late. Assignments will be counted down 1/3 of a grade (A to A-, or B- to C+) for each day (or part of a day) they are late. This means it is important to turn things in on time. Please plan ahead so that you are not working on something right up until 4.00pm. While extensions will not normally be granted please let me know if you feel there are *extenuating circumstances* that merit an extension.

Laptops and cell phones: This class involves engaged discussion. A distraction-free environment where people can focus on the material is always the best for discussion. Because laptops typically produce a variety of distractions (email, Farmville, etc...) they are not allowed. Also, do not text during class.

Discussion questions: I distribute questions via email each week to help you focus on the most salient issues within the readings (this is why I ask for your K-emails the first day). Although we will discuss some of these questions in class we will not always get to every question. I encourage you to think about the questions we do not get to after class and re-read the material with them in mind. Doing so will help you on assignments and papers. You are also encouraged to come to office hours to discuss any questions that we don't get to in class or other aspects of the material as well.

Readings: Please read the readings *before* class on the day for which they are listed below (except the 1st day). You will need to thoroughly read (not skim) all assigned readings. You will probably need to read some assignments twice or three times. This course has some difficult reading and philosophy texts take time to read. I don't want anyone to fall behind, so please make sure you set aside enough time in your winter schedule to do the readings. You are encouraged to come to office hours to talk further about the readings.

Short summary assignments: I will assign 2 prompts asking you to summarize either an author's views or a particular issue. The prompts will be fairly straightforward and your response should be 400-500 words maximum!

Texts:

- Richard Bellamy. *Citizenship: A Very Short Introduction*, Oxford University Press 2008.
- Ronald S. Beiner (ed.), *Theorizing Citizenship*, SUNY Press 1995.
- Engin S. Isin and Bryan S. Turner (eds.), *Handbook of Citizenship Studies*, Sage Publications 2002.
- Wellman and Cole, *Debating the Ethics of Immigration: Is there a Right to Exclude?* Oxford Univ. Press 2011.

Grading breakdown:

- Attendance and participation: 15%
- 2 short summaries (350-400 words each) throughout the term: 30% (each worth 15%)
- Midterm paper: 25%
- Final paper: 30%

Week 1

Tues, 01/03: [*Tues. is run on Mon. schedule for week 1; No class on 01/04 because Wed. is run on Tues. schedule*]

Reading: Jim Pryor's online essay "How to Write a Philosophy Paper" (see above for web address)

Fri, 01/06: *What is citizenship? Why study it as a normative category?*

Reading: Bellamy Chptr. 1 (1-27), Pocock Chptr. in Beiner, (29-52), Kymlicka & Norman Chptr. in Beiner (283-315).

Week 2

Mon, 01/09: *Theories of Citizenship, the meaning of membership.*

Reading: Bellamy Chptrs. 2&3 (27-78), review of Kymlicka & Norman.

Handout: pick up Walzer handouts

Wed, 01/11: *Why it matters continued & an introduction to communitarian citizenship through Walzer.*

Reading: Walzer handouts (211-19) & (31-63), Introduction in Beiner (1-20).

Fri, 01/13: *Communitarian citizenship continued.*

Reading: Delanty Chptr. in Isin & Turner (159-174)

Week 3

Mon, 01/16: Martin Luther King Day, No Classes.

Wed, 01/18: *Classical Liberal and classical Republican accounts of citizenship.*

Reading: Schuck Chptr. in Isin & Turner (131-44), Dagger Chptr. in Isin & Turner (145-58).

Fri, 01/20: *Cosmopolitan and post-national citizenship: what is it, why are some worried about it?*

Reading: Linklater Chptr. in Isin & Turner (317-30), Bellamy Chptrs. 4 & 5 (78-124).

Handout: pick up Benhabib handout.

Week 4

Mon, 01/23: *Cosmopolitan and post-national citizenship continued.*

Reading: Benhabib handout (129-69), Habermas Chptr. in Beiner (255-79), Sassen Chptr. in Isin & Turner (277-92).

Wed, 01/25: *The different conceptions of citizenship in review.*

Reading: To be Determined, (depends on progress to this point).

Handout: pick up Schacknove & Gibney handouts.

Writing: summary assignment related to the different conceptions of citizenship assigned via email (due date in email).

Fri, 01/27: *Transitioning into immigration: Refugees, asylum seekers, immigrants—why the definitions matter*

Reading: Schacknove & Gibney handouts.

Handout: pick up Kukathas handout.

Week 5:

Mon, 01/30: *Introduction to immigration.*

Reading: introduction to Wellman & Cole (1-9), Carens Chptr. in Beiner (229-251), Kukathas handout,

Additional assignment: listen to “Public Ethics Radio: Episode 11, Christopher Heath Wellman on Immigration” (35 minutes: <http://publicethicsradio.org/2009/11/01/episode-11-christopher-heath-wellman-on-immigration/>). (online)

Handout: pick up Miller handout.

Writing: Midterm paper topics assigned via email.

Wed, 02/01: *Arguments for limits part 1*

Reading: Wellman in Wellman & Cole (13-56), Miller handout (193–206)

Handout: pick up Abizadeh handout.

Fri, 02/03: *Midterm Break: No class.* (this is why there is more reading than usual for Monday)

Week 6:

Mon, 02/06: *Arguments for more open borders part 1*

Reading: Cole in Wellman & Cole (159-261), Abizadeh handout (37-65).

Handout: pick up Miller and Brock handouts

Wed, 02/08: *Arguments for limits part 2*

Reading: Miller handout (111-20), Brock handout (190-212), Wellman in Wellman & Cole continued (57-124)

Handout: pick up Abizadeh handout.

Fri, 02/10: *Arguments for more open borders part 2*

Reading: Cole in Wellman & Cole continued (261-312), Abizadeh handout (121-30)

Handout: Carens handout.

Writing: Summary assignment related to arguments for and against more open borders (due date in email).

Due Date: Midterm paper due.

Week 7:

Mon, 02/13: *Criteria for admission*

Reading: Carens handout (95-100), Wellman in Wellman & Cole (125-58)

Wed, 02/15: *The differing arguments for and against more open borders in review.*

Reading: To be determined. (depends on progress to this point).

Fri, 02/17: *Immigrants do not come pre-packaged: the difficulty of discernment.*

Reading: None, in class viewing and discussion of part of the documentary “A Well-founded fear” (119 minutes)

Week 8:

Mon, 02/20: *Immigrants do not come pre-packaged: the difficulty of discernment part 2.*

Reading: None, in class viewing and discussion of part of the documentary “A Well-founded fear” (119 minutes)

Handouts: Miller, Pevnik and Kymlicka handouts.

Wed, 02/22: *Culture and citizenship.*

Reading: Miller, Pevnik and Kymlicka handouts.

Handout: pick up Arrhenius and Goodin handouts.

Fri, 02/24: *The problem of democratic boundaries.*

Reading: Arrhenius and Goodin handouts.

Handout: pick up Raskin & Hayduk handouts (possible substitution of one of these)

Week 9:

Mon, 02/27: *Resident alien voting rights?*

Reading: Raskin & Hayduk handouts (possible substitution of one of these)

Handout: pick up Owen and Lopez-Guerra handouts.

Writing: Final paper topics assigned via email.

Wed, 02/29: *Non-resident citizens and participation.*

Reading: Owen, Lopez-Guerra handouts.

Handout: pick up Fine, Miller, MacDonald handouts.

Fri, 03/02: *Non-citizen participation beyond borders?*

Reading: Fine, Miller & MacDonald handouts.

Week 10: Week 10 is intentionally left blank. We will undoubtedly need to catch up with the heavy reading load.

FINAL PAPER DUE on 03/13 at 4.00pm.