Course Description:
People often say they are either for or against greater levels of immigration. But immigration is a broad concept. In simply saying “yay” or “nay” we neglect to address a lot of important, nuanced questions. This course examines some of these questions. What is the difference between a so-called “economic” immigrant versus an asylum seeker or refugee? If we can make such a distinction, do we owe different kinds of treatment to individuals in these categories? What happens when someone is attempting to reach another country’s territory but is stopped en route (e.g. in international waters)? How do concerns about the internal political equality between current citizens or about the preservation of public political culture impact immigration? Is it permissible for wealthy countries to encourage the immigration of doctors and nurses from poor countries—even though this will lead to a shortfall of skilled healthcare workers in poorer countries? What tensions are created by the conflict between social and global justice as applied to immigration? We will investigate these questions and many more through readings, documentaries and discussion.

Objectives of the First Year Seminar program in general (applies to all FYS classes at K-College):
The faculty at K-College has developed the following goals to help students advance to the first level of writing proficiency, to help prepare them for writing in discipline-specific courses in their major, and to serve as a base upon which their writing skills can develop—skills that should come to full development in their senior year SIP. By participating in a first year seminar we hope that every first-year student develops competency in the following areas:

(i.) Achieving clarity through revision.
- stating and developing a thesis
- writing coherent sentences and well-developed paragraphs
- using correct grammar and mechanics
- being conscious of overall structure and impact
- becoming proficient at editing and proof reading
- writing frequently to gain fluency
- expressing ideas directly and economically
(ii.) Constructing an argument using evidence.
- understanding the difference between opinion, argument, and evidence, and becoming aware of which of the three serves the writing project at hand
- synthesizing others’ ideas with one’s own
- using sources to support ideas and positions
- using quoted materials effectively and correctly
(iii.) Gaining experience in research strategies.
- citing sources correctly
- understanding synthesis, paraphrase, and plagiarism
- becoming aware of style guides; learning to use one correctly
- distinguishing between authoritative and inappropriate sources for college-level research
(iv.) Cultivating an authentic and versatile style of written communication.
- discovering one’s own way into material
- making deliberate choices about structure, style and voice, with an awareness of audience, context and impact
- writing in a natural, straightforward style
- demonstrating or developing authenticity and ownership of the work

Objectives Specific to this Course:
(i.) Further develop critical thinking, argumentation and writing skills; apply them to immigration and refugee issues
(ii.) Fully understand the main academic positions regarding both immigration (e.g. from “open” borders to “full” discretion in closing borders and positions in-between) and refugees (e.g. competing definitions and issues with them) as well as how these arguments and positions are supposed to work before criticizing them.
(iii.) Clearly understand and articulate the ways migrants are classified, the controversies surrounding these classifications, and how the way we think about these definitions may affect entry claims.
(iv.) Engage in lively, respectful debate about issues in immigration and to help students formulate their own views.
**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, major (if informally 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. Any recurring evening conflicts when you will be unable to see a film outside of class (i.e.: sports, lab, work).
4. **(Most importantly)** Your expectations for this class.

**Participation and Attendance:** jointly make up 10% of your grade. Attendance is a necessary yet not sufficient condition for participation (you can’t participate unless you attend, but simply attending does not mean you are participating). You can take one unexcused absence without consequence. The second absence will lower your participation grade by 1/3rd of a letter grade (B→B-). Coming to class more than 5 minutes late constitutes ¼ of an absence. If you miss more than 3 days without extenuating, documented reasons you will loose this 10%. Think about it: we have 10 weeks and each week we meet 3 times. Missing 3 days is missing a week—10% of the entire class! Please e-mail me if you miss class. Whether you are late or absent you are responsible for being aware of everything that goes on in class (check with me or classmates for notes or handouts). **Six or more unexcused absences means you will fail the course.** As for participation: you need to consistently be an active participant to earn full participation (contribute to in-class discussion, answer questions, respectfully critique / respond to / build on a point made by an author or a fellow classmate, etc.). This means that you should always come to class having carefully and thoroughly read the assigned readings. We will primarily use structured questions and class discussion to analyze the readings; both methods require familiarity with the text and active questioning based on that familiarity.

**Writing:** Philosophical thinking is concerned with the argumentative clarity, coherence and the defensibility of a particular position. Your writing should focus on clarity, coherence, succinctness and the construction of sound arguments. The thinking and writing expected in philosophy are similar to what you might encounter as a law student. For guidance on writing please read Jim Pryor’s online essay “How to Write a Philosophy Paper”. 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 way to evaluate what someone intends to write but fails to clearly express). You will be graded on how well you defend your views (whatever they are) not the particular view / position you take. That being said, there are better and worse ways to construct arguments as well as some views that are internally incoherent or indefensible. So, please read Pryor’s essay (be forewarned: some students find his writing style a bit annoying [I think he is trying to be funny at times]…but the content of this essay is good): [http://www.jimpryor.net/teaching/guidelines/writing.html](http://www.jimpryor.net/teaching/guidelines/writing.html). Make sure you write what you mean and that you do so clearly. One way to do this is to let a friend read your writing and see if they understand it. You can also set up an appointment at the writing center. But, keep in mind that it is not a “one-stop shop” that will simply “fix” all the mistakes in an assignment so that you can get a better grade. The center’s main purpose is to help develop your writing skill by giving sustained feedback over the course of 4 years.

**Reading:** This course has difficult reading. Read the readings before class on the day they are listed. Thoroughly read (do not skim) all assigned readings. You may need to read some texts 2 or 3 times to fully understand them. Some students find philosophy texts take more time to read than other types of texts. Make sure you set aside enough time in your schedule to properly do the readings. Always come to office hours to discuss issues you don’t understand.

**Questions to aid reading & discussion:** 1-2 times a week I email questions that go with the reading assignments for our next meeting. These will be emailed 12-24 hours in advance of class. You should do the reading even if you do not yet have the questions (you will not receive them for every session). You should merely view them as something extra provided as an aid for your understanding (finding the answers to them is not a substitute for doing the reading carefully). Even when we do use these questions we will not get to every question in class. I encourage you to think about questions we do not get to and re-read the material with them in mind. Doing so will help you on assignments.

**Plagiarism and academic integrity:** I do not tolerate plagiarism or other violations of academic integrity. Any instance of plagiarism (no matter how small or unintentional) will automatically result in at least a failure of the assignment and will be reported to dean of student affairs. It is your responsibility to familiarize yourself with the college’s policies. For plagiarism see: [https://reason.kzoo.edu/studev/stuconduct/](https://reason.kzoo.edu/studev/stuconduct/); In particular: art.1, sect.17 & 18 and art.3, B1. For academic integrity see: [https://reason.kzoo.edu/studev/policies/dishonest/](https://reason.kzoo.edu/studev/policies/dishonest/). If, after reading the college policies, you have questions about what constitutes either plagiarism or academic integrity then please ask.
Due dates and extensions: Extensions will not normally be granted. But, please let me know if you feel there are extenuating circumstances that merit an extension (death in the family, documented severe illness, etc). Assignments are counted down 1/3 of a grade (A to A-) for each day (or part of a day) they are late. You will receive assignments via email. The due date/time and hand-in procedure will be in the email attachment.

Accommodations: If you need accommodations (due to learning, physical, emotional or other disabilities) please let me know in the first week so we can start certifying the accommodation: http://reason.kzoo.edu/studev/disabilities/

Laptops & phones: This class requires engaged discussion. A distraction-free environment where people can focus on the material is crucial. Because laptops produce a variety of distractions (email, Facebook, etc) they are not allowed except for those needing assistive/accommodative technology. Turn off or silence your phones before class. Do not text!

Required Texts:
- Coursepack (should be available in the Kalamazoo College Bookstore as of Wednesday, Sept. 6th).

2 Required film viewings and short response assignments (9/13, 9/20 & 10/11):
NOTE: There will be a chance to view a 3rd film and write a response so as to replace one of your first film responses.

Library research skill workshop & research assignment (Wednesday session of 3rd week: 09/27 & final assignment)
Our seminar will have a workshop to develop and improve your skills as an independent scholar. I provide a series of relevant internet resource that you can select a topic from. You will then take part in a research workshop led by myself and either Robin Rank or Liz Smith (our reference librarians). The workshop culminates in a final assignment.

First-Year Forums (throughout the quarter):
First-Year Forums are intended to help entering K students continue their academic and personal growth. They foster the goals of the First-Year Experience Program, which are to help students:
- achieve academic success
- identify and pursue their passions
- connect with Kalamazoo College and the greater Kalamazoo community
- construct complex intercultural understanding
- develop a purpose-filled and balanced life

First-year students choose 5 Forums to attend during fall term. If a student does not attend 5, the final grade in the Seminar will be lowered by 2 percentage points for each Forum missed!

Grading breakdown:
- Attendance and participation: 10%
- 2 short documentary or film responses [2-3 pages each]: 20% (each worth 10%)
- 2 short papers [4-6 pages each]: 30% (each worth 15%)
- Library research skills workshop, periodic updates, and writing meeting related to research assignment: 10%
- 1 final research paper building off library research workshop and research assignment: 30%
- 5 first year forums (see above—you must attend a minimum of 5 or it negatively impacts your grade!)

Orientation week (Full reading schedule distributed on 09/08 after I determine film dates/times based on availabilities):
Wed, 09/06: Logistics meeting: intros, shortened syllabus, orientation overview
Reading: Walzer, M. “Membership” (Coursepack)
09/08: First formal class: Course basics & activity: starting to clarify refugees versus other immigrants via discussion
Reading: Walzer, M. “Membership”. AND: please read Pryor’s online essay “How to Write a Philosophy Paper”;
Mainly relevant to final, but has good writing tips!
Assignment: On 09/08 I’ll email a list of online resources (websites, articles, blogs, etc) on immigration and refugee issues. You must review them, choose a general topic, and within that general topic formulate a more specific question about “something for further investigation” you’re interested in. Type this up and bring it to class on Monday (more details when you receive assignment via email).
Week 1: Understanding the differences between refugees and “economic” immigrants. The importance of membership.

Mon, 09/11: Beginning to understand membership, immigrants and refugees.
DUE: Assignment related to choosing, formulating and refining a research topic. Don’t worry about the fact that you don’t yet know much about these issues. This is merely an assignment to find out what your interests are!

Wed, 09/13: Beginning to understand why there is a controversy with how we define refugees.
Reading: Shacknove, Andrew. “Who is a refugee?” (Coursepack). We may also discuss the Walzer.
Evening Documentary 7:00pm (Required): Seoul Train (2005). This documentary is about North Koreans crossing the border to China and trying to make their way to other countries.
Assignment: You will receive a short film response assignment via email.

Fri, 09/15: What did the documentary leave out?
Reading: Greenhill, Kelly. “North Korean Migrants, Nongovernmental Organizations, & Nuclear Weapons” (handout)
Assignment: Based on the feedback you received you’ll start to narrow-down or refine your research question (or change it entirely). More details when you receive the assignment via email.

Week 2: Refugees, immigrants and extraterritorial immigration control.

Mon, 09/18: The refugee-economic immigrant distinction in theory and practice.
Reading: Foster, Michelle. “Introduction” about 25 pgs. (coursepack—please ignore my marks in the text)
DUE: Refined research question.

Wed, 09/20: Stopping outsiders before determining who they are: effective new policy or questionable use of the law?
Reading: Nicholson, Eleanor Taylor. “Cutting off the flow” about 15 pgs. (coursepack)
DUE: First short documentary response due.
Evening Documentary 7:00pm (Required): Well-Founded Fear (2000). This documentary is about the asylum system in the United States as it existed in 2000.
Assignment: You will receive a short film response assignment via email.

Fri, 09/22: Review and catch-up.
Reading: We will finish up discussing the readings to this point and also the documentary from Wednesday evening.
DUE: Email your refined research question to reference@kzoo.edu by noon. Include your name and seminar.

Week 3: Learning some research skills, beginning to get into the real debates about immigration.

Mon, 09/25: Restricted borders and special duties to poorer compatriots: Whom should we prioritize economically?

Wed, 09/27: Library research assignment.
Reading: None! We will be in the library for our research workshop and so therefore have no reading.
Assignment: You will be given some further guidelines for how to proceed on pursuing your research topic.

Fri, 09/29: Open borders and cosmopolitan duties towards humankind: Is it an insider-outsider/win-loose scenario?
Reading: Carens, Joseph. “Aliens and Citizens” about 20 pgs. (coursepack)

Week 4: Continuing to get into the real debates about immigration.

Mon, 10/02: Is immigration reform a band-aid on the bullet wound of global poverty? Does it have to be either/or?
Reading: Pogge, Thomas. “Poverty and Migration” (coursepack)
DUE: Second short movie response due.

Wed, 10/04: The importance of a national “way of life” and assimilation.
Reading: Miller, David. “The Case for Limits” about 15 pages (coursepack)

Fri, 10/06: Questioning the strength of restriction-ist concerns.
Reading: Kukathas, Chandran. “The Case for Open Immigration” about 15 pages (coursepack)
**Week 5: Amnesty and your research topics.** (NOTE: NO CLASS Friday, as it is FALL BREAK DAY).

**Mon, 10/09: Amnesty?**


**Wed, 10/11: The issue of amnesty continued.**

**Reading:** Various authors (Ngai, Swain, Massey, Bosniak, Elshtain, Aleinikoff) pages 55-111 (in small book)

**Assignment:** first short writing assignment is given via email.

**Evening Documentaries 7:00pm (optional—if you’d like a chance at a higher grade): Sentenced Home (2006)**

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**Week 6: Perception and reality; immigration’s impact abroad.**

**Mon, 10/16: Deportation.**

**Reading:** Kanstroom, Daniel. “Preface”, “Introduction”, “The Goals of Deportation” (Coursepack)

**DUE:** First short writing assignment due AND short piece of writing related to your chosen research topic.

**Wed, 10/18: Deportation continued.**

**Reading:** Kanstroom, Daniel. “The Major Methods of Deportation” (Coursepack)

**Fri, 10/20: No new readings; review and catch-up on readings on this day and via in-class discussion.**

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**Week 7: The brain drain & starting the debate about the extent of the right to exclude.**

**Mon, 10/23: The brain drain from developing countries: how should those concerned with immigration think of it?**

**Reading:** Brock, Gillian “Immigration” about 20 pages (lots of footnotes) AND Kapur & McHale “Brain Drain?”

**Assignment:** second short writing assignment assigned.

**DUE:** Third documentary response due if you have chosen to attempt a higher grade.

**Wed, 10/25: Freedom of association, dissociation and exclusion.**

**Reading:** Wellman, Christopher Heath & Cole, Philip. “Introduction” pgs. 1-9 (in Wellman & Cole)


**TAKE NOTES AND BE READY TO DISCUSS THIS PODCAST.**

**Fri, 10/27: Defending the right to exclude.**

**Reading:** Wellman, Christopher Heath. “In Defense of the Right to Exclude” pgs. 13-56 (in Wellman & Cole)

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**Week 8: Continuing the debate on the extent of the right to exclude—starting with an expansive interpretation.**

**Mon, 10/30: Defending a broad scope of the right to exclude by trying to knock down inclusion arguments.**

**Reading:** Wellman, Christopher Heath. “The Egalitarian Case for Open Borders” AND “The Libertarian Case for Open Borders” pgs. 57-92 (in Wellman & Cole)

**DUE:** Second short writing assignment due.

**Wed, 11/01: Defending a broad scope of the right to exclude by trying to knock down inclusion arguments.**

**Reading:** Wellman, Christopher Heath. “The Democratic Case for Open Borders”, “The Utilitarian Case for Open Borders” AND “Refugees” pgs. 93-124 (in Wellman & Cole) [WARNING: CHW uses some analogies to achieve polemic effect that some may find either ridiculous or offensive… we will talk about this in class!].

**Fri, 11/03: Defending the right to exclude continued: tying up loose ends.**

**Reading:** Wellman, Christopher Heath. “Toward an International Institution with Authority over Immigration”, “Guest Workers”, “Selection Criteria” AND “Conclusion” pgs. 125-155 (in Wellman & Cole)

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**Week 9: Against the unilateral right to exclude**

**Mon, 11/06: Questioning the terms of debate, arguing against the right to exclude.**

**Reading:** Cole, Philip. “The Shape of the Debate” AND “The Case Against the Right to Exclude” pgs. 159-225 (in Wellman & Cole)

**Wed, 11/08: Against the unilateral right to exclude (continued)**
Reading: Cole, Philip. “Wellman on Freedom of Association” pgs. 233-258 (in Wellman & Cole); we MAY switch out this reading for a reading by Sarah Fine (to be determined).

Fri, 11/10: Against the unilateral right to exclude (continued)
Reading: Cole, Philip. “Consequentialist Concerns”, “Toward a Right to Mobility” AND “Conclusion” pgs. 261-312 (in Wellman & Cole)

Week 10: What if we rethink political participation? Some surprising insights and innovative proposals.
Mon, 11/13: Should expatriates vote?
Reading: Lopez-Guerra, Claudio. “Should Expatriates Vote?” (Coursepack)

Wed, 11/15: Reviving the 150-year history of immigrant voting rights in the US.

Fri, 11/17:
Reading: Earnest, David. Expanding the Electorate. (Coursepack)

Tuesday, 11/21 by 4PM: No class, but an important due date!
DUE: Final research skills assignment due (the same assignment you’ve been working on all this time!). If you want comments please indicate so on your paper and also give me a mailbox# it can be sent to. You may turn in hard copies to the tray outside my office door.