

Winter 2020
Class time: Tuesdays 2:30-5:20
University of Guelph

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PHIL 6600 Social & Political Philosophy:

Version 2 (Jan 1/20)

The Ethics of Migration

This seminar examines ethical and normative questions surrounding human migration, particularly in relation to the current global migrant crisis. We will take up debates in contemporary moral and political theory about the justifiability of traditional state sovereignty (closed borders); duties to assist 'distant others'/non-compatriots; and ethical claims surrounding territory and place.

Course Requirements

You are required to attend all our class meetings, and to participate actively in class discussion (including our opening roundtables). A 1-pg reflection, in which you reflect critically on some aspect of that day's reading, is due before each class. There are two essays/papers: a 2000-word essay and a final research paper of 7000-8000 words. If you miss any readings due to absence, make sure to catch up; our seminar discussions will build on material covered in prior classes, and gaps are noticeable.

Course Assessment

Oral expression (in class discussions*): 15%

10 short written reflections pieces** (due before class): 15%

Oral presentation + written version*** (2000 words/5-6 pages): 25%

Final research paper (7000-8000 words, or 17-20 pp.): 45% (due mid-April)

*This component is not just attendance; it is about how well you convey your ideas verbally and engage in discussion with others as a constructive interlocutor. Includes the roundtable at the beginning of class.

**1-pg (300 words max) response pieces should engage with one (or more) of the readings for that day. They will be graded together as a dossier at the end of the course; I will give you written feedback only on your first one, but if you would benefit from comments on subsequent ones, please ask me. You can submit these for any of our classes, even the day of your oral presentation.

***this is an extended critical analysis (*not* summary) of the course readings for that day. To be submitted day after your oral presentation.

Course objectives: to introduce you to contemporary philosophical debates about migration; to develop your analytical and critical reasoning skills; to develop your ability to insights and arguments; and to improve your ability to write cogently and concisely.

Learning outcomes: By the end of the course, you should have a sound overview of how human migration is discussed in contemporary social and political thought; improved skills in critical reasoning; and greater capacity to read and analyze texts in normative political philosophy and ethics.

Prerequisites: a first degree in the humanities or social sciences. Under special circumstances, an advanced undergraduate student may take the course.

Readings

Each week I assign 60-100 pages of readings as the basis for our seminar — typically around three or four articles/chapters.

Some of these readings you can access directly from the library catalogue or else via our ARES site.

Several readings are from two course books, which you will need to purchase:

Joseph Carens, *The Ethics of Immigration* (Oxford: Oxford University Press, 2014).

Sara Fine and Leah Ypi, eds. *Migration in Political Theory: The Ethics of Movement and Membership* (Oxford: Oxford University Press, 2016).

Please have readings accessible to you in class, as we will frequently refer back to them during our discussion.

Schedule of Topics and Readings

Jan. 7 ***The 'migrant crisis': pressing moral questions***

Reading:

1. Symposium in *The Critique* (2016):
 Serena Parekh, 'Moral Obligations to Refugees':
<http://www.thecritique.com/articles/moral-obligations-to-refugees-theory-practice-aspiration-2/>
 Kieran Oberman, 'Refugees or Economic Migrants?':
<http://www.thecritique.com/articles/refugees-economic-migrants-a-morally-spurious-distinction-2/>

Matthew Gibney, 'Liberal Democratic States and the Problem of the Refugee': <http://www.thecritique.com/articles/liberal-democratic-states-the-problem-of-the-refugee-2/>

2. Symposium in *The Boston Review* (2009): please read the lead article by Joseph Carens, and glance at replies by various thinkers: <http://www.bostonreview.net/forum/case-amnesty-joseph-carens>

Jan. 14 Immigration: is 'birthright citizenship' just?

Reading:

1. Joseph Carens, Ch's 1, 2, & 3 of *Ethics of Immigration* (pp. 1-60)
2. Ayelet Shachar and Ran Hirschl, 'Citizenship as Inherited Property', *Political Theory* 35/3 (2007): 253-287.
3. 'What Border Life Looks Like' (15 min video): <https://video.newyorker.com/watch/two-countries-one-wall-life-at-the-border/>

Jan. 21 Arguments for Closed Borders/States' Right to Exclude: part 1

Reading:

1. Christopher Wellman, 'Immigration', **section 1** ('Arguments for Closed Borders), in Stanford Encyclopedia of Philosophy (2019): <https://plato.stanford.edu/entries/immigration/>
2. David Miller, 'Immigration: The Case for Limits', in *Contemporary Debates in Applied Ethics*, eds. A. Cohen & C.H. Wellman (pp. 193-206). [ARES]
3. David Miller, 'On Nationality', *Nations & Nationalism* 2/3 (1996): 409-421.
4. Michael Blake, 'The Right to Exclude', *Critical Review of International Social and Political Philosophy* 17/5 (2014): 521-37.

Jan. 28 Arguments for Closed Borders/States' Right to Exclude: part 2

Reading:

1. Christopher Wellman, 'Immigration and Freedom of Association', *Ethics* 119 (2008): 109-141.
2. Shelley Wilcox, 'Do Duties to Outsiders Entail Open Borders?: A Reply to Wellman', *Philosophical Studies* 169 (2014): 123-32.
3. Ernesto Velásquez, 'States of Violence and the Right to Exclude', *Journal of Poverty* 21/4 (2017): 310-330.

Feb. 4 **Arguments for Open Borders/ humanitarianism & free movement**

Reading:

1. Chandran Kukathas, 'The Case for Open Immigration', in in *Contemporary Debates in Applied Ethics*, eds. A. Cohen & C.H. Wellman (pp. 207-220) [ARES]
2. Kieran Oberman, 'Immigration as a Human Right', in *Migration and Political Theory* (2016), eds. S. Fine and Lea Ypi (pp. 32-56)
3. Joseph Carens, Ch. 11, 'The Case for Open Borders', in Carens, *Ethics of Immigration* (pp. 225-254).

Feb. 11**Migration, poverty, and distributive justice**

Reading:

1. Kieran Oberman, 'Poverty and Immigration Policy', *American Political Science Review* 109/2 (2015): pp. 239-251.
2. Arash Abizadeh, 'The Special-Obligations Challenge to More Open Borders', in *Migration and Political Theory* (2016), eds. S. Fine and L. Ypi (pp. 105-124)
3. Eric Cavallero, 'An Immigration-Pressure Model of Global Distributive Justice', *Politics, Philosophy & Economics* 5/1 (2006): pp. 97-127.

Feb. 18 Reading Break (no class)

Feb. 25**Refugees: ethical issues**

Reading:

1. Joseph Carens, Ch. 11, 'Refugees', in Carens, *Ethics of Immigration*, pp.192-224.
2. Chandran Kukathas, 'Are Refugees Special?', in *Migration in Political Theory*, eds. S. Fine and L. Ypi, pp. 249-68.
3. Serena Parekh, 'Refugees in Contemporary Political Philosophy', Ch. 2 of Parekh, *Refugees and the Ethics of Forced Displacement* (2017), pp. 51-81. [ARES]

March 3 **'Irregular migrants'**

Reading:

1. Joseph Carens, Ch. 7, 'Irregular Migrants', and Ch. 8 'The Theory of Social Membership', in Carens, *Ethics of Immigration* (pp. 129-169).
2. Adam Hosein, 'Arguments for Regularization', in *The Ethics & Politics of Immigration* (2016), ed. A. Sager (pp. 159-179). [ARES]

3. David Miller, 'Irregular Migrants: An Alternative Perspective', *Ethics & International Affairs* 22/2 (2008): 193-97.

March 10 **Protest and Activism (by and for migrants)**

Reading:

1. Nithya Rajan, 'What do Refugees Want? Reading Refugee Lip-Sewing Protests Through a Critical Lens', *International Feminist Journal of Politics* 21/4 (2019): 527-543.
2. Michelle Pfeifer, 'Becoming Flesh: Refugee Hunger Strike and Embodiments of Refusal in German Necropolitical Spaces', *Citizenship Studies* 22/5 (2018): 459-474.
3. Javier S. Hidalgo, 'The Duty to Disobey Immigration Law', *Moral Philosophy and Politics* 3/2 (2016): 165-186.
4. Luis Cabrera, *The Practice of Global Citizenship* (2010), short excerpt. [ARES]

March 17 **Migrant labour – ethical issues**

Documentary by Min Sook Lee: 'Migrant Dreams' (2016); run time: 88 min. Screening to be arranged.

Reading:

1. Joseph Carens, Ch. 6, 'Temporary Workers', in Carens, *Ethics of Immigration* (pp. 110-128).
2. Leah Ypi, 'Taking Workers as a Class: The Moral Dilemmas of Guestworker Programs', in *Migration and Political Theory* (2016), eds. S. Fine and L. Ypi (pp. 151-174)
3. Eva Kittay, 'The Moral Harm of Migrant Care: Realizing a Global Right to Care', *Philosophical Topics* 37/2 (2009): 53-73.

March 24 **Forced migration: climate change**

Reading:

1. David Held, 'Climate Change, Migration and the Cosmopolitan Dilemma', *Global Policy* 7/2 (2016), pp. 237-246.
2. Sennan Mattar & Enyinnaya Mbakwem, 'Climate Migration: the Emerging Need for a Human-Centered Approach', in *The Routledge Handbook of Climate Justice* (2019), ed. Tahseen Jafry, pp. 479-493.
3. TBD.

March 31 **Emigration and Brain Drain**

Reading:

1. Selections (TBD) from Gillian Brock and Michael Blake, *Debating Brain Drain: May Governments Restrict Emigration?* (Oxford U Press, 2015)
2. Ayelet Shachar, 'Selecting By Merit: The Brave New World of Stratified Mobility,' in *Migration in Political Theory*, eds. S. Fine and L. Ypi (pp. 175-201).
3. Adam Hosein, 'Do You Have to Let It Linger? Political Membership That Remains After Territorial Exit', *South African Journal of Philosophy* 36/1 (pp. 24-32).

Final papers due in mid-April. The precise date will depend on the grade submission dates given by the Registrar, sometime in January.

College of Arts Standard Statement of Expectations

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. [The regulations and procedures for dropping courses are available in the Undergraduate Calendar.](#)

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. [For more information see the SAS web site.](#)

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar.](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.