

## IMMIGRATION ETHICS

**PROFESSOR:** Dr. Blake Hereth (“Dr. H”)

**PRONOUNS:** they/them

**EMAIL:** [Blake\\_Hereth@uml.edu](mailto:Blake_Hereth@uml.edu)

**OFFICE:** Dugan Hall 200L

**CLASS MEETINGS:** MWF 10:00-10:50am in Dugan Hall 102

**E-OFFICE:** Collaborate Ultra (Blackboard)

**E-STUDENT HOURS:** Tuesday/Thursday 10:00-10:50am and by appointment

### COURSE DESCRIPTION:

“Movement is life,” it is said. All of us have a right to life. Do we therefore have a right to movement? Many of us have moved from one U.S. state or territory to another for school, a job, medical needs, or just for a change of view. Citizens of the European Union are permitted to move from one country to another with little paperwork: To be an EU citizen is to be a citizen of *all* its member countries. These cases aside, most people *can't* easily move from one country to another. Industrial countries are reluctant to allow new citizens, and still more openly discriminate against immigrants. This course examines the ethics of immigration from the point of view of (1) the immigrant, (2) the receiving state, (3) the departing state, and (4) the refugee.

### COURSE GOALS:

By the end of the course, students should be able to:

- articulate ethical dilemmas associated with immigration;
- explain the moral importance of immigration to those who deny it;
- develop a practical proposal for immigration reform in the United States; and
- write an academic essay in which they defend their view on an issue in immigration ethics.

### COURSE REQUIREMENTS:

- Class Participation (20%): Class will be held face-to-face in Dugan Hall 102. Watch/read/listen to the required content carefully and come prepared to discuss it. Then, when in class, discuss it. You won't receive credit just for being present.
- Book Report Journal (20%): Students will read a first-hand account of what it's like to immigrate to a new country. You will keep a journal that records your reactions to each chapter of the book, identifying key interests at stake for the author(s)'s migration experience: Why did they move? How were they received? What unexpected difficulties did they encounter?
- Immigration Reform Proposal (30%): In groups of 3-5, students will develop ethics-centered proposals for immigration reform in the United States. These reports must

consider existing laws, policies, and political proposals for how best to handle immigration in the U.S. The final reports should be 5-7 double-spaced pages in length and offer a practical, ethically motivated immigration policy for the U.S. This report is due Friday, December 16th, at 5pm on Blackboard.

- Essay (30%): Each student will develop an original philosophical essay on a topic of their choice in immigration ethics. The paper should be 8-10 double-spaced pages in length with at least 10 quality, relevant sources. A rubric for the paper is available on Blackboard. An abstract of 1,000 words is due October 1st, at 5pm on Blackboard. A draft of the paper is due November 1st, at 5pm on Blackboard. The final, polished paper is due December 1st, at 5pm on Blackboard.

### **GRADING SCALE:**

I use a standard grading scale for this course:

A = 90-100%

B = 80-89.99%

C = 70-79.99%

D = 60-69.99%

F = 59.99 or below

### **TEXTBOOK(S):**

- Gillian Brock & Michael Blake, *Debating Brain Drain: May Governments Restrict Immigration?* NY: Oxford University Press, 2015.

### **SPOTIFY LOGIN INFORMATION:**

- Email: [sbhereth@uark.edu](mailto:sbhereth@uark.edu)
- Password: **philosophypodcast**

### **CONTENT WARNING:**

Many of the issues to be addressed in this course are potentially triggering. Some readings include discussions of crimes against humanity, deportation, racial discrimination and xenophobia, and child abuse. Some class discussions on these topics are also potentially triggering. If you are concerned about being triggered by a particular topic or discussion, please contact me and I will excuse you from that day's class without penalty. If there is anything I can do to make the content or classroom environment less triggering, please contact me about that, as well, and I will try to make improvements. Your mental health is of prime importance to me.

### **SCHEDULE:**

**(NOTE: THIS IS A TENTATIVE SCHEDULE. I MAY ADJUST IT DEPENDING ON NEED OR CLASS PROGRESS.)**

WEEK 1 (SEP 2): COURSE INTRODUCTION

Readings:

- Syllabus

WEEK 2 (SEP 5, 7, 9): IMMIGRANTS

Readings:

- Brettell & Hollifield, “Migration Theory”
- Douglas Massey, “Theories of International Migration”
- Adrian Favell, “Rebooting Migration”

WEEK 3 (SEP 12, 14, 16): IMMIGRANTS

Readings:

- Christopher Heath Wellman, “Immigration and Freedom of Association”
- Sarah Fine, “Freedom of Association is Not the Answer”
- José Jorge Mendoza, “A Legitimate State’s Freedom of Association”

WEEK 4 (SEP 19, 21, 23): IMMIGRANTS

Readings:

- Sarah Fine, “Non-Domination and the Ethics of Immigration”
- Iseult Honohan, “Domination and Migration”
- Michael Blake, “Distributive Justice, State Coercion, and Autonomy”

WEEK 5 (SEP 26, 28, 30): IMMIGRANTS

Readings:

- Amy Reed-Sandoval, “Deportations as Theaters of Inequality”
- Patti Lenard, “The Ethics of Deportation in Liberal Democracies”
- José Jorge Mendoza, “The Ethics of Immigration Enforcement”

WEEK 6 (OCT 3, 5, 7): RECEIVING STATES

Readings:

- Joseph Carens, “The Case for Open Borders”
- David Miller, “Closed Borders”
- Michael Blake, “The Right to Exclude”

WEEK 7 (OCT 10, 12, 14): RECEIVING STATES

Readings:

- Joseph Carens, “The Case for Amnesty”
- Harsha Walia, “Historic Entanglements of U.S. Border Formation”
- José Jorge Mendoza, “Illegal: White Supremacy and Immigration Status”

WEEK 8 (OCT 17, 19, 21): RECEIVING STATES

Readings:

- Ayelet Shachar, “Selecting by Merit”
- Désirée Lim, “Selecting Immigrants by Skill: A Case of Wrongful Discrimination”
- Douglas MacKay, “Immigrant Selection, Health Requirements, and Disability Discrimination”

WEEK 9 (OCT 24, 26, 28): RECEIVING STATES

Readings:

- Daniel Weltman, “Illiberal Immigrants and Liberalism’s Commitment to its Own Demise”
- Ian Davies, “Latino Immigration and Social Change in the United States: Toward an Ethical Immigration Policy”

WEEK 10 (OCT 31, NOV 2, 4): DEPARTING STATES

Readings:

- Gillian Brock, *Debating Brain Drain*, chapters 1-6

WEEK 11 (NOV 7, 9, 11): DEPARTING STATES

Readings:

- Michael Blake, *Debating Brain Drain*, chapters 7-9

WEEK 12 (NOV 14, 16, 18): DEPARTING STATES

Readings:

- *Debating Brain Drain*, chapters 10-11
- Luara Ferracioli & De Lora, “The Medical Brain Drain”

WEEK 13 (NOV 21, 23, 25): DEPARTING STATES + THANKSGIVING

Readings:

- Lucas Stanczyk, “Productive Justice”
- **No class Wednesday, November 23rd, or Friday, November 25th (Thanksgiving)**

WEEK 14 (NOV 28, 30, DEC 2): REFUGEES

Readings:

- United Nations, “The 1951 Refugee Convention”
- Michael Blake & Blake Hereth, “Sanctuary Cities and Non-Refoulement”
- Asher Hirsch & Nathan Bell, “The Right to Have Rights as a Right to Enter: Addressing a Lacuna in the International Refugee Protection Regime”

WEEK 15 (DEC 5, 7, 9): REFUGEES

Readings:

- Kieran Oberman, “Immigration, Global Poverty, and the Right to Stay”
- Chandran Kukathas, “Are Refugees Special?”
- Mollie Gerver, “Moral Refugee Markets”

WEEK 16 (DEC 12, 14, 16): REFUGEES + FINALS WEEK!

Readings:

- Cara Nine, “Ecological Refugees, States Borders, and the Lockean Proviso”

## **POLICIES:**

- Respect of Self and Others: As a (mostly) consistent Kantian, I expect everyone in this course to maintain a certain level of self-respect. This means taking yourself seriously (although not *too* seriously) and avoiding excessive self-deprecation. You are valuable and an important part of the philosophical community. I also expect everyone in this course to maintain respect for others. Philosophical engagement is often aggressive and it’s easy to see why: Sometimes you develop a devastating objection to someone’s argument and you want to deliver it in epic fashion. But we won’t indulge those impulses here. It’s okay to care about the material and to discuss it passionately, but *don’t* interrupt others, *do* be equitable with your speaking time (and be aware that we’re often bad judges of when we’ve exceeded our equitable speaking time), *do* aim to help someone identify any flaws in their view *and* make suggestions for how they might improve it, and *do* respect others’ pronouns.
- Student Hours: At the top of this syllabus, you will see a list of ‘student hours.’ Those are times I set aside just for you. During that time, I will be available to you via Blackboard’s online Collaborate Ultra feature. Signing in is easy: Log into Blackboard, select our course, click the “Collaborate Ultra” tab on the left, click “Course Room,” then click “Join Course Room.” Stop by to ask questions, get clarity on an assignment, brainstorm your paper, talk philosophy, tell me about yourself, or get some encouragement. (College is hard—it was

*very* hard for me—and there’s zero shame in that.) If you want to meet with me face-to-face, email me to make an appointment and we’ll pick a time to meet in my Dugan 200L office.

- Attendance and Participation: Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic-related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible. Likewise, if I should need to miss class, I will communicate with you as soon as possible with clear instructions.
- Tutoring Resources and Centers for Learning and Academic Support Services (CLASS): CLASS will be offering [tutoring](#) and [Writing Center](#) services both in-person and virtually.
- Student Mental Health and Well-being: We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact [Counseling Services](#). They will be offering free in-person counselling for all students.
- Disability Services: If you have a documented disability that will require classroom accommodation, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the [Student Disability Services webpage](#) for further information. Additionally, Student Disability Services supports software for ALL students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website: [IT Software page](#)
- Diversity, Inclusion, and Classroom Community Standards: UMass Lowell—and your professor—value human diversity in all its forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, parenting status and social or economic backgrounds. I am committed to conducting my classroom in a way that respects and values diversity of all kinds, and I encourage you also to enrich yourself by practicing respect in your interactions, and enrich one another by expressing your point of view, knowing that diversity and individual differences are respected, appreciated, and recognized as a source of strength.
- Academic Integrity Policy: All students are advised that there is a [University policy regarding academic integrity](#). Students are responsible for the honest completion and representation of their work.
- Credit Hour Policy: Federal definition of a credit hour requires that for every course credit awarded, a course must offer 15 hours of instructor-led course activities and 30 hours of out-of-class student work. This means that a standard 3 credit hour course requires 45 hours of instructor-led course activities and 90 hours of out-of-class student work.
- University Privacy Statement: UMass Lowell recognizes the importance of mutual trust between students and faculty. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and

video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing or selling recordings of classroom activities, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

- **Health and Safety:** The safety and health of the UMass Lowell community is our shared priority. In seeking to provide the fullest academic and campus life experience possible, UMass Lowell will rely on all members of our community to act responsibly. For the latest updates on UMass Lowell's COVID policies, please visit [www.uml.edu/coronavirus](http://www.uml.edu/coronavirus). UMass Lowell has implemented reasonable health and safety protocols in accordance with national and state public health guidelines. These standards apply to anyone who is physically present on campus or participating in a UMass Lowell-sponsored activity.
  - **Daily Symptom Checker:** All campus community members should use the [daily symptom checker](http://www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx) ([www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx](http://www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx)) every day prior to leaving your home, apartment, or room.
  - **Vaccination:** COVID-19 vaccination is required for ALL students (with rare and approved exceptions). Please visit the Massachusetts Vaccine Finder website ([vaxfinder.mass.gov](http://vaxfinder.mass.gov)) to find vaccine locations.
  - **Face Coverings:** Face coverings are required for all faculty, staff, students, vendors and visitors regardless of vaccination status in nearly all indoor common spaces, including classrooms, instructional laboratories, meeting rooms, work areas, break rooms, hallways, elevators and restrooms. Face coverings are not required outdoors. Faculty may opt to remove face coverings when teaching.
- **Problems with the Course:** If you have concerns or suggestions regarding this course, I encourage you to speak to me directly about them. (I will also give you ample opportunities to provide feedback, which I value.) If you would prefer to speak with someone else, however, you may contact:

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