

## Notes to Guide Reading

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### *Week 2, Section 2: Information Literacy, and Arguments for More Lenient Immigration Policies*

#### **Hosier, “Teaching Information Literacy Through Un-Research” (2015)**

- For our purposes, the relevance of Hosier’s notion of an un-research writing assignment is two-fold.
  - First, it is crucial that you think about how the normative argument you will develop in your term paper can be situated within the broader literature on your topic—to know, that is, the diverse arguments scholars are making about your topic.
  - Second, and more to Hosier’s central point, when you are at the beginning stage of a writing project it is helpful to articulate the argument you wish to make in your own words *before* you begin your research—to organize your thoughts and articulate your argument, that is, in the absence of any sources.
- In this way, the un-research writing assignment is a preface to writing a detailed literature review, and it is intended to aid your research by helping you to identify relevant sources and to critically scrutinize them in order to determine what value they will add to the argument you wish to defend.
- **Students will have the opportunity during week 3 to submit their own (short) un-research writing assignment for extra credit.**
- However, to understand what the un-research writing assignment entails, you will need to be able to explain why Hosier is skeptical of the benefits of traditional annotated bibliographies.
  - More specifically, what *are* annotated bibliographies, what is the purpose of writing an annotated bibliography, and why do students consistently fail to satisfy the central purpose of the annotated bibliography?
  - Moreover, you should be able to explain how the un-research writing assignment facilitates or enhances your later research for your term paper. Consider here the four questions Hosier details on p.130 about finding “sources that would build on the information in [your] un-research essay.”

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#### **Carens, “The Rights of Irregular Immigrants” (2008)**

- Like Walzer, Carens also makes two notable starting assumptions: (1) the state is normally entitled to accept/exclude immigrants and to deport those who are present without authorization, and (2) all individuals—regardless of status—possess certain human rights.
  - Be able to articulate the significance of these two assumptions to the strength of his argument and his writing.
  - Hint regarding (1): the first has to do with the rhetorical situation and who Carens’ target audience is (see, e.g., 164-5). Think through why Carens would make this concession as a writer.
  - Hint regarding (2): the second intentionally aims to narrow the scope of his argument. Think through why Carens (and writers more generally) would qualify his argument like this.
- Considering that Carens’ central claim is that migrants who lack authorization are still entitled to legal rights, be prepared to answer the following:
  - What are three examples of the basic legal rights Carens believes irregular migrants possess?
  - What are three reasons or pieces of evidence he uses to demonstrate the truth of his central claim?
  - Also, what might the warrant for his argument be? This is to say that you should be able to articulate what you think the bedrock justification is for his argument—and this will require you to identify some fundamental value or idea that Carens could rest his entire argument on.

**Justice Brennan, *Plyer v. Doe* Majority Opinion (1981)**

- This majority opinion parallels Carens' argument that migrants have a fundamental right to education regardless of their legal or illegal status.
  - For our purposes, be prepared to explain the central claim of this majority opinion and 2-3 reasons in support of the claim. Being able to answer the following questions should help you to reconstruct Justice Brennan's argument.
    - How specifically does the Court reject Texas' claim that undocumented immigrants are not guaranteed equal protection under the law?
    - Why is it relevant that a law that denies education to unauthorized immigrants would disadvantage a specific subset of undocumented aliens, and how does this relate to the notion of "class legislation?" Think these through.
    - Why is the Court concerned about penalizing child immigrants whose parents brought them into the United States unlawfully?
    - Lastly, why does the Court believe that receiving a basic education constitutes a fundamental right? There are two primary reasons that Brennan identifies.
  - Also, be thinking again about what the significance of precedent is to Brennan's writing: does this appeal to precedent make his writing more or less effective? Why?
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