

**Economics 4999-006**  
**The Economics of Migration**  
**Spring Semester, 2010**

**Professor Michael J. Greenwood**

**OFFICE HOURS:** Tuesday and Thursday, 1:00–3:00pm; Wednesday, 2:30-4:00pm; and by appointment.

**Office Location:** Economics 106

ECON 4999 satisfies a “critical thinking” requirement. Consequently, the basic idea behind the ECON 4999 courses is **participation** on the part of the student. This participation may take a number of forms, but writing and speaking are the two that are stressed here, along with the development of research skills.

This section of ECON 4999 is concerned with the economics of migration, and especially with the economics of U.S. immigration. Presently, U.S. immigration is a highly visible public policy issue. It promises to be a major issue for years to come. Rarely does a day pass without one of the area newspapers carrying an article about migration. These articles range broadly from immigrant sweat shops in Los Angeles to refugees in various regions of the world to more general issues such as the labor market consequences of U.S. immigration. Illegal immigration, especially from Mexico but from elsewhere as well, is a topic that gets much attention. Recently, the issue of amnesty for illegal aliens has drawn considerable interest in the press. In 2006, the Colorado legislature, in a special session called by the Governor specifically to deal with the issue of illegal U.S. immigrants, passed legislation to limit the use of various public services by such immigrants in Colorado.

My goal is to encourage you to think critically like an economist about various migration issues. To this end, I see the course unfolding in two major parts. First, I will lecture for approximately the first two months. My intention is to acquaint you with various concepts and issues relating to U.S. internal migration and to U.S. immigration, including U.S. immigration policy. During this period, I expect you to develop a migration topic for intense study, to begin to prepare a draft of your research paper, and to work with me to prepare a list of background readings relevant to your specific topic. I also expect you to prepare and present a short critique during the period. Moreover, during this period we will hold a debate in which each member of the class is required to participate.

The second part of the class unfolds during April when you will present your research to the class. These oral presentations will require considerable preparation. I expect each member of the class to speak for about 20 minutes.

My own book (with John M. McDowell) *Legal U.S. Immigration*, is required reading. Several additional suggested readings are listed on the “Suggested Readings” sheet. I would like you to access “Migration News” on the World Wide Web. This is a lengthy monthly publication that contains great detail concerning recent developments regarding migration and especially international migration. You should be able to get numerous ideas from this source. It also will help keep you current about policy developments concerning U.S. immigration. The last two months (issues) are available on the web, and you should examine these back issues. The web site is: <http://migration.ucdavis.edu/>. A second web site that may prove helpful is [www.migrationinformation.org](http://www.migrationinformation.org). This site provides migration data for many countries around the world.

My intention is to work closely with each of you to help you design a program of study of your own. This program of study will be strongly oriented toward your research topic. However, from time to time I will suggest articles for you to read in connection with my lectures.

To participate you must be in attendance. In this class **I have an “attendance clause”** (see below). Whether students make their presentations early in the term or late, I want them to have an audience. Moreover, I want this class to be a pleasant and exciting learning experience for each of you. Your experience is in an important sense tied not only to your own participation, but also to that of your fellow students.

## ASSIGNMENTS

1. A 3 to 4 page (doubled-spaced, single sided) critique of a current article (or editorial) regarding U.S. immigration taken from the popular press (i.e., newspaper or magazine). (Internet articles are not acceptable unless they have been published in the popular press). Articles must be approved in advance by me (to insure that each student presents a different article). Please attach to your critique a copy of the article you select. Points will be deducted for failure to meet the length requirement noted above. **Oral presentations should be about 5 to 7 minutes.**

Due: January 21 (Presentations begin January 28.)

Points: 20 (2 of which entail a discussion with the professor)

2. We will have a series of debates regarding U.S. immigration. These debates will be held beginning March 2.

Points: Debate 15 (2 of which entail a discussion with the professor)

3. A major research paper. During the first four weeks of the class, each student is to identify a topic for detailed study. The deadline for you to decide on a topic is February 4, when a two-page prospectus is due. By February 4, I expect each student to have discussed his/her topic with me and received my approval to proceed with that topic. This is the study that you will be presenting during April. A draft of your paper is due two weeks before your presentation. The final draft is due April 29. Your paper must contain at least six (6) references of which at least three (3) must be “hard” (i.e., not internet). You will be expected to make an oral presentation of your work. **The presentation must occupy about 18 to 20 minutes, not including questions from the class and your answers to these questions. You will be penalized 3 points for falling short of 17 minutes and for exceeding 22 minutes in your own presentation. If you fall more than 5 minutes short of 17, you will be penalized 10 points.** Topics must be discussed with me and approved by me. I also will help you with references. Presentations will begin April 1 and continue through April 29.

I often am asked about the general content of the research paper. Here are some of my thoughts about the structure of this paper. I have no length requirement, but I cannot imagine a solid paper of less than 8 to 10 pages. The paper should contain an introduction of, perhaps, 2 or 3 paragraphs. The introduction should carry 3 thoughts. First, what is the major issue you are writing about? Second, why is this issue important? In other words, you want to attract your reader’s attention and “sell” him/her on the importance of your topic. Third, how is your paper structured? In this brief paragraph you should provide the reader with a guide to the structure of your paper (e.g. section 2 deals with ...; section 3 contains a discussion of ...).

This paragraph allows your reader to anticipate what is to come. Your second section could provide a more detailed background on your research, with a brief discussion of related papers and/or findings. Additional sections would depend upon the nature of your paper. For example, if you were doing a regression analysis (which you are not required to do, but which some students do), you would have sections on your theory, your data, your econometric approach, and your empirical findings. The final section should be a summary and conclusions that briefly informs your reader of what you have accomplished. This section definitely should tieback to your introduction, which may be the last section you write. (Sometimes in research we do not know precisely where we are going until we get there.)

The paper should be double spaced and one sided. Your title page, in addition to your title and name, should contain an abstract that should not exceed 100 words. The text of your paper should be followed with a section that contains your references. (If you use end notes, your end notes should follow the text and go in front of the references.) All tables, numbered consecutively beginning with Table 1, should follow the references. Figures and/or maps follow the tables.

Final drafts of papers are due April 29. Working drafts must be submitted to me 14 days prior to your presentation. I will read and make comments/suggestions that can be incorporated into your presentation and your final draft.

Points: Paper 35 (4 of which entail discussing your topic with me)  
Oral Presentation 15

The University of Colorado does not “support” Apple computers. **Students with a Mac must have an adapter** (so they can attach their computer to the projector). Mac adapters are specific to (the age of) your computer. Your Mac may require one of three adapters that are on the market at about \$20.

### Summary of Points:

1. Critique:	Discuss with professor	2
	Critique itself	18
2. Debate:	Discuss with professor	2
	Presentation and discussion	13
3. Research Paper:	Discuss with professor	4
	High quality paper	31
	Oral presentation	15
4. Other participation (e.g. questions, comments: full credit requires 15 “hits”)		15
TOTAL POINTS		<u>100</u>

Less 10 points for three (3) absences, less four (-4) points for each additional absence.

Grade Requirements:

93+	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 - 82	B-
76 – 79	C+
65 – 75	C
60 – 64	C-

**Students with disabilities** who may need academic accommodations should discuss options with their professors during the first two weeks of class.

### **Suggested Readings**

#### Internal Migration

Greenwood, M.J., "Research on Internal Migration in the United States: A Survey," *Journal of Economic Literature*, June 1975, 397-433.

\_\_\_\_\_, "Human Migration: Theory, Models, and Empirical Studies," *Journal of Regional Science*, November 1985, 521-544.

\_\_\_\_\_, "Changing Patterns of Migration and Regional Economic Growth in the U.S.: A Demographic Perspective," *Growth and Change*, Fall 1988, 68-87.

\_\_\_\_\_, "Contemporary Internal Migration and Urbanization in Historical Perspective," prepared for the Pontifical Council for the Pastoral Care of Migrants and Itinerant People, *Quaderni Universitari*, forthcoming, 2009.

\_\_\_\_\_, "Population: Migration," in Bjorn Lomborg (ed.), *Solutions for the World's Biggest Problems: Costs and Benefits*. Cambridge, Cambridge University Press, 2007, 425-439.

\_\_\_\_\_, "Some Potential New Directions in Empirical Migration Research," *Italian Journal of Regional Science*, forthcoming, v. 9, n. 1, 2010.

#### International Migration

Taylor, J. Edward, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Douglas S. Massey, and Adela Pellegrino, "International Migration and National Development," *Population Index* 62(2), Summer 1996, 181-212.

\_\_\_\_\_, "International Migration and Community Development," *Population Index* 62(3), Fall 1996, 397-418.

Douglas S. Massey, "Economic Development and International Migration in Comparative Perspective," *Population and Development Review* 14(3), September 1988, 383-413.

Douglas S. Massey, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor, "Theories of International Migration: A Review and Appraisal," *Population and Development Review* 19(3), September 1993, 431-466.

Rothman, Eric S. and Thomas J. Espenshade, "Fiscal Impacts of Immigration to the United States," *Population Index* 58(3), Fall 1992, 381-415.

Greenwood, M.J., "Potential Channels of Immigrant Influence on the Economy of the Receiving Country," *Papers in Regional Science*, 73(3), July 1994, 211-240.