

PSCI 4283
International Migration and Policy
FALL 2020

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Professor Shin

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Office Hours: TTH 2:30 - 3:30 p.m.

Course Objective

This course is an upper-level undergraduate course for students interested in the political economy of migration, including public attitudes toward immigration, special-interest politics of immigration policy making, and the dynamics between political institutions and international migration. We explore the politics of international migration across different receiving and sending states over the past two centuries with an emphasis on the current debates over immigration in the U.S. and Western Europe. Course assignments and lectures provide both a theoretical foundation and the substantive information necessary to understand and analyze critical policy issues in both immigrant-receiving and emigrant-sending countries. While this course has no formal prerequisites, students will benefit significantly from having taken PSCI 2223 or IAFS 1000 and a course in international macroeconomics. Students who have taken PSCI 4193: INTERNATIONAL POLITICAL ECONOMY are especially well-prepared to take this course. Students without this background may need to do some additional reading beyond the books assigned for this course.

We begin by asking why people choose to leave their home countries to better understand the historical context of immigration policy and politics. In the second part of the course, we examine some of the major theories in the literature for the formation of public attitudes toward immigration and the theories that seek to explain immigration policy formation. The third section of the course examines the effects of emigration and the political economy of emigration-related policies. Finally, we examine the human rights issues of migration, including government policy toward refugees, asylum seekers, and undocumented immigrants.

Textbook

- Hatton, Timothy J. and Jeffrey G. Williamson. 2008. *Global Migration and the World Economy: Two Centuries of Policy and Performance*. Cambridge, MA: MIT Press.
- Goldin, Ian, Geoffrey Cameron, and Meera Balarajan. 2011. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton, NJ: Princeton University Press.

Attendance Policy

The maximum capacity of our classroom for social distancing is 32. Therefore, only about 20 students can attend class in person on a given day. **Students with last names starting with A-F can come to the classroom on Tuesdays.** Students with last names starting G-Z should participate

via Zoom instead. **On Thursdays, students with last names starting G-Z are allowed to attend in-person class**, and students with last names starting A-F should participate via Zoom.

Note that **you are not required to attend class in person**. Feel free to use Zoom. Even if you do not attend class at all, there is no penalty for missing class sessions. However, daily quizzes are heavily based on class materials, so I encourage everyone to attend class sessions either in person or via Zoom. Just make sure not to show up on the days you are not allowed to be physically present in the classroom.

Evaluation Criteria

Broadly speaking, your grade is made up of the following four components: (1) daily quizzes; (2) two take-home exams; (3) a final paper; and (4) side quests. The grade breakdown of these components, along with their respective dates, is shown below.

I. Take-home exams are non-cumulative. You are allowed to use any notes or books to write your exam answers.

- (a) Daily Quizzes (20,000 points) – You will take the quizzes on Canvas between 1:45 and 2:00 pm.
- (b) Take-Home Exam 1 (25,000 points) – Due at 12:45 pm on Thursday, 10/22 via Canvas
- (c) Take-Home Exam 2 (25,000 points) – Due at 12:45 pm on Thursday, 11/24 via Canvas
- (d) Final Paper (30,000 points) – Due at 7 pm on Saturday, 12/12 via Canvas

II. Final Paper (30,000 points) – Due at 7 pm on Saturday, 12/12 via Canvas

- **[OPTION 1]** Using *The Center for Responsive Politics's* <http://www.opensecrets.org> and other resources of your choice, you will write a paper about an interest group that lobbies lawmakers on immigration issues. You should explain clearly the nature of the interest group, the immigration issue(s) in which the group is interested and why, the intensity of the group's lobbying activity and the group's potential political influence, and whether the group's efforts have transformed one or more aspects of U.S. immigration policy.
- **[OPTION 2]** You will study integration policy to study on the Migrant Integration Policy Index (<http://www.mipex.eu>). Students will describe the variation in countries, discuss possible arguments that explain the variation, and evaluate some of these arguments.
- **[OPTION 3]** Write a paper or create a project on a topic of your choice. *To select this option, you must get my approval by Tuesday, 11/24.*
- You are encouraged to consult me during my office hours or make an appointment to discuss the topic of your choice.
- Late papers will lose 3,000 points per calendar day. **Papers turned in after 7:00 p.m. on 12/14 will not be accepted.**
- Formatting Requirements:
 - Maximum of 6 pages; references do not count toward the page limit.
 - 1 inch margins for all
 - Double-spaced
 - Times New Roman, 12-point

- Non-compliant papers will lose 1,500 points per formatting violation.
- You must use quotation marks and provide proper citations when you use exact words of another author. You also need to cite an author whose argument you summarize or paraphrase in your papers. Your papers must provide citations and a list of references for the sources of facts you use in them. Appropriate sources for papers will be discussed in class.

III. Side Quests (Various Points): Throughout the semester, you will have a variety of opportunities to increase your points by completing extra assignments. The maximum possible reward for completing each quest will not exceed 1,000 points. Note that side quests have due dates. You will not be able to complete a side quest after its due date.

GradeCraft™

We will be using GradeCraft™ to keep track of your course progress. I will design side quests and make them available through the learning management system. More to follow in the coming weeks...

Points to Letter Grade Conversion

*I will **not** be rounding up any points at the end of the semester. An excellent way to score more points is to complete the side quests on time.*

A: $\geq 94,000$

A-: $\geq 90,000$

B+: $\geq 87,000$

B: $\geq 84,000$

B-: $\geq 80,000$

C+: $\geq 77,000$

C: $\geq 74,000$

C-: $\geq 70,000$

D+: $\geq 67,000$

D: $\geq 64,000$

F: $< 64,000$

Regrading Policy

In this course, all grades are final. There is no process for filing a grade grievance. However, if you find a computational error, please let me know as soon as possible.

E-mail Etiquette

I have posted some useful resources on Canvas about how to write e-mails to professors. This is a valuable skill to have as you navigate through college and prepare for your career. Please include a subject. I prefer something like “[PSCI 4283]” followed by something indicative about the purpose of your e-mail. For instance, if you want to discuss classroom accommodation due to your disability, the subject of your e-mail can be “[PSCI 4283] Disability Accommodation and Extra Exam Time.”

Do not e-mail me for the following reasons:

1. You missed a class session and want notes from me.
 - Instead, consult your classmates.
2. You are going to miss a class session and want to let me know.
 - Letting me know does not make a difference.
3. You missed a quiz and want a make-up quiz.
 - There is no make-up quiz. I would look into completing side quests to get more points!

Course Outline

Students are required to complete the reading assignments **by** the associated date. The following questions can help you digest dense historical information from the reading assignments. Note that some reading assignments are purely historical, but you can still fit the content of each reading into some of the following five questions.

- (1) Puzzle: What puzzle is guiding the research? What is the article trying to explain?
- (2) Literature Review: What makes the puzzle so puzzling? Why do we need to care about the puzzle?
- (3) Theory: What is the author’s explanation? What explanation would make the puzzle not so puzzling anymore?
- (4) Research Design: If the explanation is correct, what else should we observe? How would we know if the explanation was wrong?
- (5) Evidence: Do we observe such phenomena?

Day 1 8/25 (Tuesday): Course Introduction – Why study migration?

- Read the syllabus.
- Goldin, Cameron, and Balarajan: Introduction
- Hatton and Williamson: Chapter 1
- Kim, Sung Eun, Adrian J. Shin, and Yujeong Yang. 2020. “Contagious World: Migrant Networks and Travel Restrictions during the COVID-19 Pandemic.”

Day 2 8/27 (Thursday): History of Migration I – Historically, why and where did people move? What were the major migration flows, and what were the consequences of these flows?

- Goldin, Cameron, and Balarajan: Chapters 1, 2, and 3

Day 3 9/1 (Tuesday): History of Migration II

- Hatton and Williamson: Chapters 2, 3, 9, and 10

Day 4 9/3 (Thursday): History of Migration III

- Neuman, Gerald L. 1993. "The Lost Century of American Immigration Law (1776–1875)." *Columbia Law Review* 93(8):1833–1901.

Day 5 9/8 (Tuesday): Why People Move – Why do people move? Where do they go and why?

- Goldin, Cameron, and Balarajan: Chapter 4
- Hatton and Williamson: Chapters 4, 7, and 12

Day 6 9/10 (Thursday): Immigrant Origins and Outcomes I – We focus on how immigrants perform in their host countries and their impact.

- Hatton and Williamson: Chapters 5 and 6
- Peri, Giovanni. 2014. "Do Immigrant Workers Depress the Wages of Native Workers?" *IZA World of Labor* 42.

Day 7 9/15 (Tuesday): Immigrant Origins and Outcomes II

- Card, David. 2009. "How Immigrants Affect U.S. Cities." In *Making Cities Work*. Edited by Robert P. Inman. Princeton University Press.

Day 8 9/17 (Thursday): Immigrant Origins and Outcomes III

- Goldin, Cameron, and Balarajan: Chapter 6
- Hatton and Williamson: Chapter 14

Day 9 9/22 (Tuesday): The Politics of Immigrants and Welfare I – Do migrants choose their location based on the welfare system in the receiving state? How much do they use the welfare system? How does this affect politics?

- Hanson, Gordon H., Kenneth Scheve, and Matthew J. Slaughter. 2007. "Public Finance and Individual Preferences Over Globalization Strategies." *Economics & Politics* 19(1):1–33.
- Zavodny, M. 1997. "Welfare and the Locational Choices of New Immigrants." *Economic Review-Federal Reserve Bank of Dallas*: 2–10.

Day 10 9/24 (Thursday): The Politics of Immigrants and Welfare II

- Ruhs, Martin. 2013. *The Price of Rights*: Chapter 3

Day 11 9/29 (Tuesday): Nativism I – How do migrants affect the culture of the receiving state? How do natives react to migrants' different cultures? How does this affect politics?

- Hatton and Williamson: Chapter 16
- Higham, *Strangers in the Land: Patterns of American Nativism, 1860–1925*. Chapter 1

- Hainmueller, Jens and Daniel Hopkins. 2014. "Public Attitudes Toward Immigration." *Annual Review of Political Science* 17:225–249.

Day 12 10/1 (Thursday): Nativism II

- Hainmueller, Jens and Domonik Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American Political Science Review* 107(1): 159–187
- Shehaj, Albana, Adrian J. Shin, Ronald Inglehart. 2019. "Immigration and Right-Wing Populism: An Origin Story." *Party Politics*

Day 13 10/6 (Tuesday): The Politics of Immigration Policy in Democracies I – Who lobbies for open immigration and who lobbies against? What are the policy consequences of immigration lobbying?

- Briggs, Vernon. 2001. *American Unionism and U.S. Immigration Policy*.
- Freeman, Gary P. 1995 "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29(4):881–902.

Day 14 10/8 (Thursday): The Politics of Immigration Policy in Democracies II

- Facchini, Giovanni, Anna Maria Mayda, and Prachi Mishra. 2011. "Do Interest Groups Affect US Immigration Policy?" *Journal of International Economics* 85:114–128.
- Facchini, Giovanni, Anna Maria Mayda, and Prachi Mishra. 2015. "Lobbying Expenditures on Migration: A Descriptive Analysis." *CESinfo Economic Studies*.
- Hatton and Williamson: Chapter 8

Day 15 10/13 (Tuesday): The Politics of Immigration Policy in Democracies III

- Peters, Margaret. 2015. "Open Trade, Closed Borders: Immigration Policy in the Era of Globalization." *World Politics* 67(1):114–154
- Choose One of the Two:
 - Do you like research papers with the five questions, including a short literature review, a concise argument, statistical evidence, and a short case study? If so, read this article: Shin, Adrian J. 2019. "Primary Resources, Secondary Labor: Natural Resources and Immigration Policy." *International Studies Quarterly* 50(1):14–40.
 - Do you prefer stories and investigative research that is very much like the stories of Sherlock Holmes? Do you also want to know more about Scandinavian immigration policies? If so, read this book chapter: Shin, Adrian J. 2020. "Chapter 5: Northern Europe." in *Fueled Divergence: Natural Resources and Migration in the World Economy*.

Day 16 10/15 (Thursday): Regulating Immigration: Family Reunification or Skill Based Systems – How can states regulate immigration? How does this affect migrants, and how they affect the receiving state?

- Goldin, Cameron, and Balarajan: Chapter 5, pp 121–147
- Hatton and Williamson: Chapters 11 and 17

Day 17 10/20 (Tuesday): Regulating Immigration: Citizenship and Rights across Political Regimes
 – How do different political regimes regulate immigrants and their rights? What is the politics behind these different policies?

- Ruhs, Martin. 2013. *The Price of Rights*: Chapter 5
- Ruhs, Martin. 2018. "Labor Immigration Policies in High-Income Countries: Variations across Political Regimes and Varieties of Capitalism." *Journal of Legal Studies* 47(1):S89–S127

Day 18 10/22 (Thursday): Take-Home Exam 1 Due at 12:45 pm

- Watch *Homeland: Immigration in America – Jobs*
 The first episode of the three-part series looks at the spectrum of immigrant jobs and the complex maze of rules, regulations, caps, and quotas challenging the country at many levels.

Day 19 10/27 (Tuesday): Emigration I – Under what conditions do states allow people to leave? When do they force them to stay? When does it help the state to allow people to leave, and when does it hurt the state?

- Ruhs, Martin. 2013. *The Price of Rights*: Chapter 6
- Miller, Michael K. and Margaret E. Peters. 2018. "Restraining the Huddled Masses: Migration Policy and Autocratic Survival." *British Journal of Political Science* 50:403–433.

Day 20 10/29 (Thursday): Emigration II

- Fitzgerald, David. 2006. "Inside the Sending State: The Politics of Mexican Emigration Control." *International Migration Review* 40(2):259–293.
- McKenzie, David J. 2007. "Paper Walls Are Easier to Tear Down: Passport Costs and Legal Barriers to Emigration." *World Development* 35(11):2026–2039.

Day 21 11/3 (Tuesday): Brain Drain – How does the emigration of high-skilled workers affect the states from which they come? Does high-skill immigration have positive or negative consequences for sending states?

- Hatton and Williamson: Chapter 15
- Commander, Simon, Mari Kangasniemi, and L. Alan Winter. 2004. "The Brain Drain: Curse or Boon? A Survey of the Literature." In *Challenges to Globalization: Analyzing the Economics* edited by Robert E. Baldwin and L. Alan Winters.

Day 22 11/5 (Thursday): Remittances I – How big are remittances? How do they affect the sending community back home?

- Adams Jr., Richard H. 2011. "Evaluating Impact of International Remittances on Developing Countries Using Household Surveys: A Literature Review." *Journal of Development Studies* 47(6):809–828.
- Kapur, Devesh. 2004. "Remittances: The New Development Mantra?" *G-24 Discussion Paper Series*. United Nations Conference on Trade and Development.

Day 23 11/10 (Tuesday): Remittances II

- Ahmed, Faisal Z. 2012. "The Perils of Unearned Foreign Income: Aid, Remittances, and Government Survival." *American Political Science Review* 106(1):146–165.
- Escribá-Folch, Abel, Covadonga Meseguer, and Joseph Wright. 2015. "Remittances and Democratization." *International Studies Quarterly* 59:571–586.

Day 24 11/12 (Thursday): Refugees and Asylum Seekers: Definitions and History I – What is a refugee? What is an asylee? What is the history of the refugee and asylee regime? How has the refugee and asylee regime evolved over the last 60–70 years?

- Chimni. 2000. *International Refugee Law: A Reader* Chapter 1
- Feller, Erika. 2001. "Evolution of International Refugee Protection." *Journal of Law & Policy* 5:129–139.

Day 25 11/17 (Tuesday): Refugees and Asylum Seekers: Definitions and History II

- Chimni. 2000. *International Refugee Law: A Reader* Chapter 2
- Hatton and Williamson: Chapter 13

Day 26 11/19 (Thursday): What Causes Refugee Flows? – What types of conflicts lead to refugees? What are the differences between IDPs and international refugees?

- Goldin, Cameron, and Balarajan: Chapter 5, 147–152
- Lubkemann, Stephen C. 2008. "Involuntary Immobility: On a Theoretical Invisibility in Forced Migration Studied" *Journal of Refugee Studies* 21(4):454–475.
- Steele, Abbey. 2009. "Seeking Safety: Avoiding Displacement and Choosing Destinations in Civil Wars." *Journal of Peace Research* 46(3):419–429.

Day 27 11/24 (Tuesday): Take-Home Exam 2 Due at 12:45 pm

- Watch *Homeland: Immigration in America – Refugees*: The third part of the series takes viewers to the heart of America's humanitarian position as a refuge for those fleeing violence, disaster, war and persecution around the world. The stories in this hour illustrate the forces and factors that can lead refugees to a life of stability and success or to isolation, welfare and homelessness.

Day 28 11/26 (Thursday): No Class (Thanksgiving)

Day 29 12/1 (Thursday): Migration and Global Governance – How does migration tie in with global governance?

- Bermeo and Leblang. 2015 "Migration and Foreign Aid" *International Organization* 69(3): 627–657.
- Angin, Merih, Albana Shehaj, and Adrian J. Shin. 2020. "Inside Job: Migration and Distributive Politics in the European Union"

Day 30 12/3 (Thursday): The Future of Global Migration

- Goldin, Cameron, and Balarajan: Chapters 7 and 8
- Hatton and Williamson: Chapter 18

University Policies

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely. In this class, if you are sick or quarantined, there is no need to let me know. You can still attend all class sessions via Zoom.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](#) for full details.