

PSCI 7203
Political Economy of International Migration and Policy
SPRING 2018

Professor: Dr. Adrian J. Shin

Time and Location: M 4:35 – 7:05 p.m., Ketchum 1B35

Contact: adrian.shin@colorado.edu

Office Hours: MW 3:30 - 4:30 p.m., Ketchum 135

If you cannot make it to my regular office hours, feel free to book an appointment via <https://professorshin.youcanbook.me>

Course Objective

This graduate-level course provides an overview of the seminal and cutting edge research on the political economy of international migration including both immigration and emigration. We cover a diverse set of international migration issues, 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 class sessions 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.

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.

While the ultimate goal of this course is to teach you the art of theory-building in the political economy of international migration, the course will prepare you professionally in three major ways. First, you will learn how to deliver an effective academic presentation through iterated practices in class. Second, you will be socialized into proper ways of academic discussion, more specifically how to critique your peers' papers or presentations on the theory and the empirics as well as framing. Third, you will learn how to write a compelling research proposal for grants and fellowships.

Evaluation

Your grade is made up of 3 components: 4 reading presentations; a final research proposal & presentations; and participation.

1. 4 Reading Presentations (20% of grade)

- Throughout the semester, you will deliver a total of **four** 12-minute presentations on reading assignments marked by an asterisk. In addition, you should be prepared to answer your peers' questions about the reading assignment for 15 minutes. The 12-minute presentations with 15 minutes of questions will follow the International Political Economy Society (IPES) style presentation. The presentations should include the following components:
 - (1) Puzzle: What puzzle is guiding the research? or, put differently, what is the author trying to explain?
 - (2) Literature Review: What makes the puzzle a puzzle? or...why do the phenomena in (1) need to be explained?
 - (3) Theory: What is the author's explanation? or...what prior world/mechanism would—if it existed—render the phenomena in (1) unsurprising?
 - (4) Research Design: If said prior world/mechanism existed, what else should we observe? Or, how would we know if the author's explanation was wrong?
 - (5) Evidence: Do we observe such phenomena?

2. Research Proposal & Presentations (60% of grade)

- Students will complete a 10-page research proposal in the style of an NSF Doctoral Dissertation Research Improvement Grant (DDRIG). The paper should clearly define the research puzzle or question and why it is important; discuss the relevant literature; outline the argument; provide preliminary evidence (if applicable) and discuss a research plan for testing the argument. More details on the NSF Criteria—*Intellectual Merit* and *Broader Impacts* will follow. The following breakdown of grade will apply:
 - (1) 10% of Grade: Midterm Presentations (Monday, 3/19)
 - You will present your research ideas for (1) PUZZLE, (2) LITERATURE REVIEW, and some ideas for (3) THEORY in a 12 minute presentation. Do not worry about Research Design or Evidence. After each presentation, we will spend about 10 minutes on questions and feedback.
 - You are encouraged to meet with me during my office hours or via appointments prior to your presentation to discuss the theoretical plausibility and empirical feasibility of your proposed research.
 - (2) 10% of Grade: Final Presentations (Monday, 4/30)
 - You will present your proposal including (1) PUZZLE, (2) LITERATURE REVIEW, (3) THEORY, and RESEARCH DESIGN as well as EVIDENCE (if you have preliminary evidence or a *proof of concept*) in a 12 minute presentation. After each presentation, we will spend about 10 minutes on questions and feedback.
 - You are encouraged to meet with me during my office hours or via appointments prior to your presentation to discuss your progress since the midterm presentation.
 - You will have a week to revise your proposal after your presentation.
 - (3) 40% of Grade: Final Proposals (Due 9:00 a.m., Monday, 5/7)
 - Late submissions will lose one letter grade per day (e.g. from B+ to C+). I will not accept later papers three days after the due date.
 - **NSF formatting Requirements:** *Non-compliant papers may lose points (1/3 of a letter grade penalty per violation, e.g. from A- to B+).*

3. Participation (20%)

- As a graduate class, I expect active participation from students each week. Just showing up to class will not be sufficient to get a higher grade than a C for the participation portion. In addition, you will also be graded on how well you participate during others' presentations.

There will be no penalty-free extension offered for sickness/medical reasons/personal reasons including a death in the family unless you can satisfy the following two conditions: 1) provide documentation (e.g. a doctor's note from the Wardenburg Health Services) **and** 2) give me advance notice (if possible) that you will miss the exam. Non-submissions receive 0.

Students should come to class having read the materials and should be prepared to 1) summarize the author(s)' arguments, 2) describe the evidence or theoretical justification to support the arguments, and 3) provide three reading questions for each reading assignment. I will select students randomly to present their answers to the class and ask other students for their input. When students are not present to answer my questions in class, they will lose participation points. Only documented and excused absences, such as religious holidays, a death in the family, medical emergency, etc. will not lose participation points.

Course Outline

Students are required to complete the reading assignments **by** the associated date.

- **1/22 (Monday): History of Migration** – Historically, why and where did people move? What were the major migration flows and what were the consequences of these flows?
 - Goldin et al. Chapter 1–3
 - Neuman, Gerald L. 1993. "The Lost Century of American Immigration Law (1776–1875)." *Columbia Law Review* 93(8):1833–1901.
 - Hatton and Williamson, *Global Migration and the World Economy*. Chapters 10 & 11
- **1/29 (Monday): Why People Move/Measuring Flows** – Why do people move? Where do they go and why?
 - Massey Douglas S. et al. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review*.
 - *Fitzgerald, Leblang, and Teets. 2014. "Defying the Law of Gravity: The Political Economy of International Migration." *World Politics* 66(3):406–445
 - Tomas, Summers, and Clemens. 2009. "Migrants Count: Five Steps Toward Better Migration Data." *Report of the Commission on International Migration Data for Development Research and Policy*. Center for Global Development.
 - Bazzi, Samuel. 2017. "Wealth Heterogeneity and the Income Elasticity of Migration: Theory and Evidence from Indonesia." *American Economic Journal: Applied Economics* 9(2):219–255.
 - *Abramitzky, Boustan, Eriksson. 2013. "Have the Poor Always Been Less Likely to Migrate? Evidence from Inheritance Practices During the Age of Mass Migration." *Journal of Development Economics* 102:2–14.

- Mincer, Jacob. 1978. "Family Migration Decisions." *Journal of Political Economy* 86(5):749–773.
- *Alarian, Hannah M. and Sara Wallace Goodman. 2016 "Dual Citizenship Allowance and Migration Flow: An Origin Story" *Comparative Political Studies* 50(1):133–167.
- **2/5 (Monday): Labor Market and Fiscal Effects of Immigrants** – How do immigrants affect the labor market? What are the fiscal consequences of immigration?
 - *Card, David. 2009. "How Immigrants Affect U.S. Cities." Page 158–200 in *Making Cities Work*. Ed. by Robert P. Inman. Princeton University Press.
 - *Dustmann, Christian, Tommaso Frattini, and Caroline Halls. 2010. "Assessing the Fiscal Costs and Benefits of A8 Migration to the UK." *Fiscal Studies* 31(1): 1-41.
 - Zavodny, Madeline. 1997. Welfare and the Locational Choices of New Immigrants. *Economic Review-Federal Reserve Bank of Dallas*: 2-10.
 - Abramitzky, Boustan, Eriksson. 2012. "A Nation of Immigrants: Assimilation and Economic Outcomes in the Age of Mass Migration." *Journal of Political Economy* 122(3):467–506.
 - *Hatton and Williamson. 2004. "International Migration in the Long-Run: Positive Selection, Negative Selection and Policy" in *Labor Mobility and World Economy* edited by Rolf J. Langhammer and Federico Foders, 1–31.
 - Feliciano, Cynthia. 2005. Educational Selectivity in US Immigration: How do Immigrants Compare to Those Left Behind? *Demography* 42(1):131–152.
- **2/12 (Monday): The Politics of Labor Market and Fiscal Effects of Immigrants** – How do labor market and fiscal considerations of immigration translate into politics?
 - Freeman, Gary P. 1995 "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29(4):881–902.
 - Hanson, Gordon H., Kenneth Scheve, and Matthew J. Slaughter. 2007. "Public Finance and Individual Preferences Over Globalization Strategies." *Economics & Politics* 19(1):1–33.
 - Money, Jeannette. 1997. "No Vacancy: The Political Geography of Immigration Control in Advanced Industrial Democracies" *International Organization* 51(4):685–720.
 - *Timmer and Williamson. 1998. "Immigration Politics Prior to the 1930s: Labor Markets, Policy Interactions, and Globalization Backlash" *Population and Development Review*
 - *Goldin. 1994. "The Political Economy of Immigration Restrictions in the United States, 1890 to 1921" in *The Regulated Economy: A Historical Approach to Political Economy*
 - *Nikolova, Elena. "Destined for Democracy? Labour Markets and Political Change in Colonial British America." *British Journal of Political Science* 47:19–45.
- **2/19 (Monday): Nativism** – How do migrants affect the culture of the receiving state? How do natives react to migrants' different cultures? How does this affect politics?
 - Higham. 1955. *Strangers in the Land: Patterns of American Nativism, 1860–1925*. Chapters 1, 6, and 11.
 - Hainmueller, Jens and Daniel Hopkins. 2014. "Public Attitudes Toward Immigration." *Annual Review of Political Science* 17:225–249.

- *Hainmueller, Jens and Michael Hiscox. 2007. “Educated Preferences: Explaining Attitudes Toward Immigration in Europe.” *International Organization*.
 - Hainmueller, Jens and Michael Hiscox. 2010. “Attitudes toward Highly Skilled and Low-skilled Immigration: Evidence from a Survey Experiment.” *American Political Science Review*.
 - *Hainmueller, Jens and Dominik Hangartner. 2011. “Who Gets A Swiss Passport? A Natural Experiment in Immigrant Discrimination.” *American Political Science Review*
 - Goldstein and Peters. 2014. “Nativism or Economic Threat: Attitudes Toward Immigrants During the Great Recession.” *International Interactions: Empirical and Theoretical Research in International Relations* 40(3):376–401
 - *Malhotra, Margalit and Mo. 2013. “Economic Explanations for Opposition to Immigration: Distinguishing between Prevalence and Conditional Impact.” *American Journal of Political Science* 57(2):391–410.
- **2/26 (Monday): Regulating Immigration** – How can states regulate immigration? How does this affect migrants and how they affect the receiving state?
 - Wasem, R. E., and C. C. Haddal. 2007. “Point Systems for Immigrant Selection: Options and Issues.” In *Report for Congress. Congressional Research Service*.
 - *Jasso, Guillermina, and Mark R. Rosenzweig. 1995. “Do Immigrants Screened for Skills do Better Than Family Reunification Immigrants?.” *International Migration Review* 29(1): 85— 111.
 - Weil, P. 2001. “Access to citizenship: a comparison of twenty—five nationality laws.” *Citizenship today: Global perspectives and practices*: 17—35.
 - *Dancygier, R. 2010. Chapters 2: A Theory of Immigrant Conflict and 6: Two Faces of Immigrant Conflict in Two Midlands Cities in *Immigration and Conflict in Europe*
 - Solinger, Dorothy J. 1999. “Citizenship Issues in China’s Internal Migration: Comparisons with Germany and Japan.” *Political Science Quarterly* 114:455-78.
 - Ruhs, Martin. 2013. *The Price of Rights* Chapters 3, 5, and 6.
 - **3/5 (Monday): Regulating Emigration** – How do sending states regulate migration and why?
 - *Hirschman. 1978. “Exit, Voice, and the State.” *World Politics*
 - Gelbach. 2006. “A Formal Model of Exit and Voice.” *Rationality and Society*
 - McKenzie. 2006. “Paper Walls are Easier to Tear Down: Passport Costs and Legal Barriers to Emigration” *World Development*
 - *Fitzgerald. 2006. “Inside the Sending State: The Politics of Mexican Emigration Control.” *International Migration Review*
 - Schmitter Heisler. 1985. “Sending Countries and the Politics of Emigration and Destination.” *International Migration Review*.
 - Diaz-Cayeros, Alberto, Beatriz Magaloni, and Barry R. Weingast. 2003. “Tragic Brilliance: Equilibrium Hegemony and Democratization in Mexico.”
 - **3/12 (Monday): Emigration Issues: Brain Drain and Remittances** – What are the effects of emigration on home countries? To what extent does brain drain exist? What are the implications of remittances?

- Bhagwati, Jagdish N., and Koichi Hamada. 1974. “The Brain Drain, International Integration of Markets for Professional and Unemployment: A Theoretical Analysis.” *Journal of Development Economics* 1: 19-42.
 - *Moses, Jonathon. 2012. “Emigration and Political Development: Exploring the National and International Nexus.” *Migration and Development* 1(1):123–137.
 - Kapur, Devesh. 2003. “Remittances: The New Development Mantra.”
 - Durand, Jorge, William Kandel, Emilio A. Parrado, and Douglas S. Massey. 1996. “International Migration and Development in Mexican Communities.” *Demography* 33:249-264.
 - Yang, Dean. 2011. “Migrant Remittances.” *Journal of Economic Perspectives* 25(3).
 - *Ahmed, Faisal. 2012. “The Perils of Unearned Foreign Income: Aid, Remittances, and Government Survival” *American Political Science Review*.
- **3/19 (Monday): Midterm Presentations**
 - **3/26 (Monday): No Class – Spring Break**
 - **4/2 (Monday): Refugees and Asylum Seekers**
 - Chimni. 2000. *International Refugee Law: A Reader* Chapters 1 and 2
 - Feller, Erika. 2001. “Evolution of International Refugee Protection.” *Journal of Law & Policy* 5:129.
 - Jaeger, Gilbert. 2001. “On the History of the International Protection of Refugees.” *IRRC* 83(843).
 - Gibney, M.J. 2004. *The Ethics and Politics of Asylum* Cambridge University Press. Chapters 3 and 5.
 - *Salehyan, Idean, and Marc R. Rosenblum. 2008. “International Relations, Domestic Politics, and Asylum Admissions in the United States.” *Political Research Quarterly* 61(1): 104-121.
 - Kaye, Robert. 1994. “Defining the Agenda: British Refugee Policy and the Role of Parties.” *Journal of Refugee Studies* 7(2-3): 144.
 - Holzer, Thomas, Gerald Schneider, and Thomas Widmer. 2000. “Discriminating Decentralization: Federalism and the Handling of Asylum Applications in Switzerland, 1988-1996.” *The Journal of Conflict Resolution* 44(2): 250-276.
 - *Neumayer, Eric. 2005. “Asylum Recognition Rates in Western Europe: Their Determinants, Variation, and Lack of Convergence.” *The Journal of Conflict Resolution* 49(1): 43-66.
 - **4/9 (Monday): Migration and War – What types of conflicts lead to refugees? What are the differences between IDPs and international refugees?**
 - *Salehyan and Gleditch. 2006. “Refugees and the Spread of War” *International Organization*
 - *Salehyan. 2008. “The Externalities of Civil Strife: Refugees as a Source of International Conflict” *American Journal of Political Science*

- Wayland. 2004. “Ethnonationalist Networks and Transnational Opportunities: The Sri Lankan Tamil Diaspora.” *Review of International Studies*
- *King and Melvin. 1999. “Diaspora Politics: Ethnic Linkages, Foreign Policy, and Security in Eurasia.” *International Security*.
- **4/16 (Monday): Undocumented Migration and Border Control** – How do states regulate immigration flows?
 - *Cornelius and Salehyan 2007. “Does Border Enforcement Deter Unauthorized Immigration? The Case of Mexican Migration to the United States of America.” *Regulation and Governance*
 - Adamson. 2006. “Crossing Borders: International Migration and National Security.” *International Security*
 - Freeman, Gary P. 1994. “Can Liberal States Control Unwanted Migration?” *Annals of the American Academy of Political and Social Science* 534: 17-30.
 - *Joppke, Christian. 1998. “Why Liberal States Accept Unwanted Immigration.” *World Politics* 50(2): 266-293.
 - Chacón, Jennifer M. 2007. “Unsecured Borders, Immigration Restrictions, Crime Control, and National Security.” *Connecticut Law Review* 39(5): 1827-1891.
 - *Hollifield, James. 2004. “France: Republicanism and the Limits of Immigration Control.” Pages 183-220 in *Controlling Immigration*. Edited by Cornelius, Tsuda, Martin, and Hollifield. Stanford University Press.
- **4/23 (Monday): Migration in International Political Economy** – How is migration related to trade and capital flows and policy?
 - Mundell. 1957. “International Trade and Factor Mobility” *American Economic Review*
 - Esteves, Rui, and David Khoudour-Casteras. 2009. “A Fantastic Rain of Gold: European Migrants’ Remittances and Balance of Payments Adjustment During the Gold Standard Period.” *The Journal of Economic History* 69(4): 951-985.
 - Singer, David Andrew. 2010. “Migrant Remittances and Exchange Rate Regimes in the Developing World.” *American Political Science Review* 104(2): 307-323.
 - *Leblang. 2010. “Familiarity Breeds Investment: Diaspora Networks and International Investment.” *American Political Science Review*
 - *Leblang, David. 2017. “Harnessing the Diaspora, Dual Citizenship, Migrant Return Remittances” *Comparative Political Studies* 50(1):75–101.
 - *Peters, Margaret. 2015. “Open Trade, Closed Borders: Immigration Policy in the Era of Globalization.” *World Politics* 67(1).
 - *Shin, Adrian J. 2018. “Primary Resources, Secondary Labor: Natural Resources and Immigration Policy.”
- **4/30 (Monday): Presentations**

University Policies

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 (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict within two weeks prior to your absence. See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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 differences of race, color, culture, religion, creed, politics, veteran status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and [the student code](#).

In this class, appropriate classroom behavior includes arriving on time and remaining for the entire class. Do not sleep, read the newspaper, send email or text messages, play games, have private conversations, etc. during lectures or recitations. Be sure to turn off your cell phones before class begins.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the

above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at honorcode.colorado.edu.

In this class, your sanction for the first violation of the honor code will be a 0 grade on the exam or written assignment for which the honor code violation occurred. For a second violation of the honor code, you will fail the course.