

The Politics of Migration
Ethnicity Race & Migration 317/ Political Science 124
Fall 2014, Tuesdays/Thursdays 10:30-11:20AM
Location TBD

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Overview

This is an undergraduate class geared towards upper level students interested in the politics of migration, including public opinion, interest group politics, and the role of institutions. The goal of this class is to explore the politics of migration in receiving and sending states over the last two hundred years, with a special focus on the current debates over immigration in the US today. The course assumes some knowledge of international relations and a more limited background in economic theory and history. Course readings and lectures are designed to provide both a theoretical orientation and the substantive information necessary to understand and analyze a range of policy issues that now confront immigrant-receiving and emigrant-sending states.

The course seeks to answer two major questions: (1) what are the effects of migration on both the states that receive immigrants and the states that send emigrants and (2) how do policymakers respond to these effects? The class will focus on the political-economic models of opinion and policy formation. In the first two weeks of the course we will examine why people choose to leave their homes and the history of immigration to better understand how the politics of immigration have developed over time. We will next examine the major theories in the literature for the formation of opinion on immigration and then the theories for the formation of immigration policy. The third section of the course will examine the effects of emigration and the politics surrounding policies on emigration. In the final section we will examine the human rights aspects of migration, including policy towards refugees, asylum seekers, and undocumented immigrants.

Requirements

- Midterm Exam (25% of grade)
 - The midterm exam will cover the first half of the course. It will be held on October 9th in class.

- Final Exam (30% of grade)
 - The final exam will cover the entire course, but will have an emphasis on material in the second half of class. The final exam is scheduled for Saturday, December 13th at 2PM. The final exam is scheduled for 2 hours.
- Group project (20% of grade)
 - In section, you will be placed into groups of 3 or 4 students. Each group will be given an integration policy to study on the Migrant Integration Policy Index (www.mipex.eu). Students will describe the variation in countries, discuss possible arguments that explain the variation, and test some of these arguments (in a limited manner). The group will present their project in section during the week of Dec. 1st – the presentation should be about 7-10 minutes long. The group will write a 12-15-page paper (double-spaced, 1in margins, 12pt font) due on December 5th at 5:00PM. Students will be grade both on the group's output and by peer evaluations.
- Weekly Policy Summaries (15% of grade)
 - Over the course of the semester, you will write **4 policy summaries that are due before section**. You will sign up for the summaries on the first day of section. For the summaries, you should imagine that you have to explain the week's lectures and readings to your boss, who is a Member of Congress. Succinctly, describe and summarize what you learned from the weeks' lectures and readings about migration. As your boss is very busy, s/he does not have much time to read, so the summaries should be 1.5-2 pages, double spaced, 1in margins, 12pt font.
- Discussion participation (10% of grade)
 - Discussion sections will start the week of September 8th. The goal of discussion section will be to discuss the week's lectures and readings in more detail. In addition to leading discussion, TFs may create additional assignments or group work.
 - Every student must attend discussion section on a weekly basis. Only active participation will receive a high mark. Students who show up but do not contribute to class discussion will be given a C for their participation grade. This is not to penalize introverts, but to help you learn how to participate constructively in a group setting. Almost all careers have some amount of meetings/ group interactions and this is a safe place to practice engaging in a group setting.
 - Similarly, students who miss section without a Dean's Excuse will be marked down. 3 or 4 unexcused absences will mean that the student can earn no higher than a C for section participation; 5 unexcused absences will lead to a grade no higher than D; and 6 or more unexcused absences will result in students receiving no credit for participation.

Late assignments/ Postponing Exams

If you need to take the midterm or final exam at a different time from the scheduled time or if you need to turn in an assignment late, you must get a Dean's Excuse.

Correcting Errors in Grading

Requests for grading correction should clearly and succinctly state the unambiguous error you believe has occurred. Errors in grading due to illegible or garbled answers are not subject to correction. Students who have been graded incorrectly should petition for a correction in writing to the Professor. Requests should be at least 1 page in length and must focus on the specifics of the grading error. Requests should occur within a week of the work being returned. The entire graded work should be resubmitted; there is no guarantee that grades will rise as, statistically, positive and negative errors in grading are equally likely. If the request arises because you think different students have been graded differently, all the affected students should submit their work as a group (there is no guarantee that only upward adjustments will occur.) Note that this policy applies only to specific and unambiguous errors, not to such items as disputes over grading policies, protests about the form or content of an examination, or claims of learning not displayed in the work. Requests for a correction, which do not state, with particularity and specificity, the error to be corrected will be rejected.

Students with disabilities

Students with disabilities will be fully included in this course. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Resource Office on Disabilities. The Resource Office on Disabilities is located at 35 Broadway, Room 222, 203-432-2334, <http://yalecollege.yale.edu/content/resource-office-disabilities>.

Readings

The readings from this class are from both books and articles.

Textbook: Goldin, Ian, Geoffry Cameron and Meera Balarajan. 2011 *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton, NJ: Princeton University Press

A note about the textbook: The textbook can be found at the bookstore. There is also an e-book available from the library website if you do not wish to purchase the book. A physical copy of the book will be held on reserve at the library as well.

Articles/ Book chapters: The articles and book chapters will be available through the Classesv2 website either under the course reserves or under the resources tab.

Lecture Slides

I will try to post lecture slides before class, usually the day before if not earlier. The slides are meant as a guide to help you through lecture; they are in no way a substitute for lecture. My hope is that by providing slides – which often have information like definitions – you will not have to spend the entire class furiously note taking but can pay more attention to the lecture, ask questions, and participate.

Computer Use in Class

I **highly** recommend NOT using a computer to take notes. Recent research shows that taking notes by hand helps you remember material much better. (see: <http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>) Also, it is very hard for all of us, not to get distracted by email, Facebook, etc. You are welcomed to use your computer in lecture; as a courtesy to those around you, please sit towards the back of the class so that you do not distract others.

Academic Integrity

From the Yale College Undergraduate Regulations: “Yale regards cheating as a serious offense, for which the standard penalty is two semesters of suspension.” Please see the Regulations for more about what counts as cheating on exams and plagiarism on papers (<http://yalecollege.yale.edu/content/undergraduate-regulations>). For the group project, make sure you appropriately cite all your sources. Your TF or I can give you more guidance on proper citations. Further, citing your work does not detract from it; it makes your work better because you show that your point is supported by an expert in the field.

Final policies, notes, etc.

Contacting the professor and TF: Email is the best way to reach any of us. We will try to respond in a timely manner, but understand that we may not answer email between 9PM and 9AM on weekdays and may not be available on the weekends.

How to find my office: Enter through the main door of ISPS and go through the next set of doors. Continue through the common room and then turn right. Go left down the hallway at Pam Lamonaca’s desk. Go all the way back and up the stairs. Turn left and left again, walk straight down the hallway and my office is on the left.

Finally, the syllabus is a guide and may be amended; most likely some material may be cut or abridged.

Schedule

PART I: IMMIGRATION

Aug. 25th: Introduction – Why Study Migration?

Readings:

- No Readings

Sept. 2: Why people move

Why do people move? Where do they go and why?

Readings:

- Goldin et al. Ch 4.
- *Massey, Douglas S. et al. 1993 “Theories of International Migration”

Sept. 4: History of Migration

Historically, why and where did people move? What were the major migrations and what were their effects?

Readings:

- Goldin et al. Ch. 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* Ch. 10 & 11

Sept. 9: How immigrants affect their communities

This week focuses on how immigrants affect labor markets and communities where they live. How do they assimilate into their communities?

Readings:

- Goldin et al. Ch. 6, 162-177
- *Card, David. 2009. "How Immigrants Affect U.S. Cities." Pages 158-200 in *Making Cities Work*. Ed. By Robert P. Inman. Princeton University Press.

Sept. 11: The politics of immigrants in the labor market

How do immigrants affect the labor market and how does this translate into politics? Who lobbies for open immigration and who lobbies against?

Readings:

- *Briggs, Vernon. 2001. *Immigration and American Unionism*. Cornell, NY: Cornell University Press. Ch: Introduction and 6.
- *Freeman, Gary P. 1995. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review* 29(4): 881-902.

Sept. 16: Firms and Immigration

How do businesses perceive immigration? How has this changed over time? How does their lobbying affect immigration policy?

Readings:

- Peters, Margaret. 2015. "Open Trade, Closed Borders: Immigration Policy in the Era of Globalization" *World Politics*.

Sept. 18: The politics of immigrants and welfare

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?

Readings:

- *Gordon H. Hanson, Kenneth Scheve, 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.

Sept. 23: Nativism

How do migrants affect the culture of the receiving state? How do natives react to migrants' different culture? How does this affect politics?

Readings:

- *Higham, *Strangers in the Land: Patterns of American Nativism, 1860-1925* Ch. 1
- *Huntington, S. P. 2004. "The Hispanic challenge." *Foreign Policy* 141(2): 30-45.
- *Hainmuller, Jens and Daniel Hopkins. 2014. "Public Attitudes Toward Immigration." *Annual Review of Political Science*. 17: 11.1-11.25.

Sept. 25: Regulating Immigration: Family reunification or Skill Based Systems

How can states regulate immigration? How does this affect who migrants and how they affect the receiving state?

Readings:

- Goldin et al., Ch. 5, pp 121-146
- *Wasem, R. E., and C. C. Haddal. 2007. "Point Systems for Immigrant Selection: Options and Issues." In *Reports for congress. Congressional Research Service*.

Sept. 30: Watch: *Homeland: Immigration in America - Jobs*

No Readings

Oct. 2: Regulating Immigration: Citizenship and Rights

How can states regulate citizenship and rights of immigration? What is the politics behind these different policies?

Readings:

- * Weil, P. 2001. "Access to citizenship: a comparison of twenty-five nationality laws." *Citizenship today: Global perspectives and practices*: 17-35.
- *Dancygier, R. 2009. "Mobilizing against Citizenship: Voter and Party Responses to the Naturalization of Immigrants."

Oct. 7: Wrap Up of Immigration Section and Review Session

No Readings

Oct. 9: In Class Midterm

PART II: EMIGRATION

Oct. 14: Why do states allow people to leave?

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?

Readings:

- *Fitzgerald (2006) "Inside the Sending State: The Politics of Mexican Emigration Control" *International Migration Review*
- *McKenzie. 2006. "Paper Walls are Easier to Tear Down: Passport Costs and Legal Barriers to Emigration" *World Development*.

Oct 16: Watch *The Other Side of Immigration*

Oct. 21: Brain Drain

How does the migration of high-skilled workers affect the states they came from? Is high-skill immigration a good thing or a bad thing for sending states?

Readings:

- Goldin et al. ch. 6, pp. 178-210
- *Boucher, Steve, Oded Stark, J. Edward Taylor. 2005. "A Drain with a Gain? Evidence from Rural Mexico on the New Economics of the Brain Drain."
- *Clemens, Michael. 2007. "Do Visas Kill? Health Effects of African Health Professional Emigration."

Oct. 28: Remittances

How big are remittances? How do they affect the sending community back home?

Readings:

- *Kapur, Devesh. 2003. "Remittances: The New Development Mantra."
- *Lopez-Cordova, Ernesto. "International remittances and development: existing evidence, policies, and recommendations."

Oct. 30: How migration affects trade, investment and foreign aid

How does migration tie in with other international economic activities? Does it foster trade or investment? How does it help states maintain exchange rate policy?

Readings:

- Gould
- *Leblang, David. 2010. "Familiarity Breeds Investment: Diaspora Networks and International Investment." *American Political Science Review* (August 2010) 104:584-600.

Nov. 4: International Cooperation on Migration

How do states cooperate on migration? What explains the level of cooperation, especially in comparison to other international issues?

Reading:

- *Margaret E. Peters "Immigration, Delegation and International Law"

- *Hanson, Koehler, and Money. 2011. *Migration, Nation States, and International Cooperation*. Chapter 2.

Nov. 6: What Causes Refugee flows?

What types of conflicts lead to refugees? What are the differences between IDPs and international refugees? Where are there major refugee flows?

Readings:

- Goldin et al., Ch. 5, 147-152
- Lubkemann (2008) "Involuntary Immobility: On a Theoretical Invisibility in Forced Migration Studies." *Journal of Refugee Studies*
- Steele (2009) "Seeking Safety: Avoiding Displacement and Choosing Destinations in Civil Wars." *Journal of Peace Research*

Nov. 11: Refugee and Asylum: Definitions and History

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?

Reading:

- Chimni, B. S, ed. 2000. *International refugee law: A reader*. New Delhi: Sage Publications. Ch. 1
- *Watch: *Homeland: Immigration in America – Refugees*

Nov. 13: Asylum proceedings in the US

How are asylum cases determined in the US.

Reading:

- Philip G. Schrag, Andrew I. Schoenholtz & Jaya Ranji-Nogales, *Refugee Roulette: Disparities in Asylum Adjudication*, 60 Stan. L. Rev. 295-412 (2007).
- Watch "POV: Well Founded Fear"

Nov. 18: The politics of refugee and asylum policy

What are the politics that surround the issue of refugee and asylum policy? Why have states restricted asylum seeking in the last 20 years?

Reading:

- *Gibney, M. J. 2004. *The ethics and politics of asylum*. Cambridge University Press. Ch. 3, 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.

Nov. 20: Refugees, Diasporas and Security

How do refugees contribute to conflict? Do migrants foster or prevent war back home?

Reading:

- *Salehyan (2008) "The Externalities of Civil Strife: Refugees as a Source of International Conflict" *American Journal of Political Science*
- *Salehyan and Gleditch (2006) "Refugees and the Spread of War" *International Organization*

Dec. 2: Effects of Undocumented Immigrants and Can States Enforce Immigration Laws?

How do undocumented immigrants affect the communities to which they migrate? Can states ever stop undocumented migration? How can states best enforce laws? Border controls? Employer sanctions? Self-deportation laws? Amnesties?

Reading:

- Goldin et al., Ch 5, pp. 153-161
- *Cornelius and Salehyan 2007 "Does border enforcement deter unauthorized immigration? The case of Mexican migration to the United States of America" *Regulation and Governance*:
- *Joppke, Christian. 1998. "Why Liberal States Accept Unwanted Immigration." *World Politics* 50(2): 266-293.
- *Watch: *Homeland: Immigration in America - Enforcement*

Dec. 4: Theories of Justice and Immigration

What do theories of social justice demand on migration? How can we create an immigration policy that is just?

Reading:

- *International Migration and Human Rights
- *Carens, Joseph. 2009. "The Case for Amnesty." *Boston Review* May/June. http://bostonreview.net/BR34.3/ndf_immigration.php.
- *Responses to Carens by Aleinikoff, Ngai, Schuck, Abizadeh, Swain, LaMarche, Massey, Neuman, Baubock, Shanly, Bosniak, Smith, Callan, Elshtain, Rosenblum, Suro, and Carens response to the responses

Saturday, December 13, 2-4PM: FINAL EXAM