



Political Science, Lyon College

POL 382-01: INTERNATIONAL MIGRATION

FALL 2023

Citizens Bank Room (Lyon Building) — MWF 11-11:50

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Course Description

This is an advanced undergraduate course for students seeking to gain a better understanding of the major policies, questions, and controversies pertaining to international migration over the past two centuries. Time and time again, migration has proven to be an engine for economic development, innovation, and cultural exchange. Many also recognize free movement as a fundamental human right. Despite this, immigration has stoked popular resentment within receiving countries, leading to the rise of right-wing populist movements, the resurrection of protectionist economic policies, and even momentous political events such as “Brexit”. Migrant-sending governments have also vocalized concerns over “brain drain” and the deleterious consequences of worker flight.

What are the economic and societal effects of international migration? And how do these effects inform government policies? The course begins by discussing the history, drivers, and socioeconomic impacts of migration—dispelling common myths along the way. We next will explore the public opinion side of immigration, asking why anti-immigrant sentiment takes hold within migrant-receiving states. The course concludes by examining the politics of immigration and emigration policymaking. While we will engage with multiple disciplines throughout the course (i.e., history, economics, psychology, and sociology), our primary goal will be to elucidate the *politics* of migration in receiving states, sending states, and at the international level.

Student Learning Outcomes

1. Students understand core theories and empirical work driving research on international migration.
2. Students are aware of the major contributions made by migrants in today's society and throughout history.
3. Students can think critically and fairly consider both sides of an argument based on empirical evidence prior to forming answers to a research question.
4. Students can conduct original and creative research in the political science discipline.
5. Students can communicate their ideas effectively through writing.
6. Students can communicate their ideas orally and through visual presentation (such as PowerPoint).

Required Materials

- Goldin, Ian, Geoffrey Cameron, and Meera Balarajan. 2011. *Exceptional People: How Migration Shaped Our World and Will Define Our Future*. Princeton University Press: Princeton, NJ. ISBN: 9780691156316

Grading

Letter grades for the course are computed as follows: **A** = 90-100; **B** = 80-89; **C** = 70-79; **D** = 60-69; **F** = < 60.

Your grade for the course is comprised of the following criteria:

1) Exams	45% Total
Midterm Exam	20%
Final Exam	25%
2) U.S. Diaspora Report	10%
3) Participation/Attendance	10%
4) Writing Component	30% Total
Choose:	
Research Paper & Outline	30%
OR Op-Ed Papers (x3)	10% each
5) Student PowerPoint Presentations	5%

Exams (45% total). The midterm and final exam are both non-cumulative exams that count as 20% and 25% of your final grade, respectively. Both exams will consist of two parts. For the first part, you will be given a set of terms and be asked to define them in 2-3 sentences. For the second part, you will be given a choice of short response questions to answer in a few paragraphs. Generally speaking, the exams will test your knowledge of key concepts as well as your ability to relate the concepts and course material to real world problems. I will distribute a study guide one week prior to each exam. The study guide will contain a complete list of terms and questions that may show up on the exam.

Attendance/Participation (10%). This course comprises both lecture-based and discussion-based classes. Accordingly, attendance and participation are essential. I take formal attendance every class. More than two unexcused absences will result in a lower attendance grade. In addition, the quality and quantity of your participation is factored into this portion of your grade. Generally speaking, students that attend class but do not participate can expect to receive a “C” for this portion of their grade.

U.S. Diaspora Report (10%). Students will pick from a list of major diaspora groups in the United States and conduct research on a series of questions relating to that group, including: *What initially caused the growth of this diaspora in the U.S.? Where in the U.S. did this group primarily settle and why? In what ways has this group contributed to the American economy and society? What are examples of de jure and de facto discrimination these groups have encountered?* Students will then compile their research into a 1-page single-spaced paper (max) to hand in on **Friday, September 29th**. In addition, students will briefly present major discoveries from their report during class time (schedule TBA). I will hand out separate instructions for this assignment at the conclusion of Week 4.

Writing Component (30% Total). This course has a “pick your own path” writing component. You can either write *three* op-eds (750-1,000 words), each worth 10% of your final grade **OR** write *one* full-length research paper (3,000-4,000 words), worth 30% of your final grade. You must choose which option you want to pursue prior to the due date for the first op-ed paper. The due dates for the op-ed submissions are: October 13th; November 10th; and December 8th. The due date for the final research paper is Friday, December 8th. Please refer to the separate assignment instructions for writing op-eds and research papers.

Student PowerPoint Presentations (5% Total). During the final week of class, students will present either their research paper or *one* of their op-eds in a PowerPoint presentation to the entire class. These presentations will follow a similar format to conference presentations, allotting about 12 minutes of presentation time followed by 10 minutes of Q&A and discussion. Complete instructions for the PowerPoint presentations will be handed out during Week 15.

Course Technology

The learning management system (LMS) we will utilize throughout the semester is Canvas. All course material (e.g., syllabus, assignment instructions), non-textbook readings, grades, and class slides will be posted on Canvas. Students will also use Canvas to submit all writing assignments. **Please let me know if you have trouble accessing Canvas at any point throughout the semester.**

COURSE SCHEDULE

Note: Unless otherwise noted, readings for the week should be completed before Monday's class. With the exception of the Goldin, Cameron, and Balarajan (2011) book, all readings are posted on Canvas.

Week 1 (Aug 23-25) — Why Care About Migration?

 Readings (Complete for Friday):

- Goldin, Cameron, and Balarajan: Introduction Chapter
- Podcast: Francis Ngannou Talks About His Unbelievable Journey from Cameroon
<https://www.youtube.com/watch?v=0xYyHEHGr0k>

Week 2 (Aug 28-30) — Early History and the Age of Mass Migration

No Class on Friday, September 1st Due to 2023 APSA Conference

Key Questions: What was the "Age of Mass Migration"? What factors caused it and how did migration during this time look different from the past?

 Readings:

- Goldin, Cameron, and Balarajan: Chapter 1-2.
- Diamond, Jared. 1997. *Guns, Germs, and Steel: The Fates of Human Societies*. W.W. Norton, New York, NY: Chapter 10.

Week 3 (Sept 6-8) — Global Migration Post-WWI

No Class on Monday, September 4th Due to Labor Day

Key Questions: How did international migration change following WWI and why? Following WWII?

 Readings:

- Goldin, Cameron, and Balarajan: Chapter 3.

Week 4 (Sept 11-15) — Explaining Emigration: Why, Where, and When?

Key Questions: Why do people emigrate? What are the major migrant-sending and migrant-receiving regions of the world, and how have these categories changed over the past decade?

 Readings:

- Goldin, Cameron, and Balarajan: Chapter 4.

- Fitzgerald, Jennifer, David Leblang, and Jessica C. Teets. 2014. “Defying the Law of Gravity: The Political Economy of International Migration.” *World Politics* 66 (3): 406-445.

□ **Friday — Choose *ONE* Article to Read:**

- * Holland, Alisha C., and Margaret E. Peters. 2020. “Explaining Migration Timing: Political Information and Opportunities.” *International Organization* 74 (3): 560-583.
- * Revkin, Mara Redlich. 2021. “Competitive Governance and Displacement Decisions Under Rebel Rule: Evidence from the Islamic State in Iraq.” *Journal of Conflict Resolution* 65 (1): 46-80.

Week 5 (Sept 18-22) — Impacts of Immigration in Destination Countries

Key Questions: *What economic and social effects do immigrants have on the societies of host countries? What makes assessing the effects of immigration so difficult?*

 Readings:

- Goldin, Cameron, and Balarajan: pp. 162-178.
- Borjas, George J. “Yes, Immigration Hurts American Workers.” *Politico Magazine*. September/October 2016.
- Card, David. 2012. “Comment: The Elusive Search for Negative Wage Impacts of Immigration” *Journal of European Economic Association* 10 (1): 211-215.
- **Friday:** Putnam, Robert D. 2007. “E Pluribus Unum: Diversity and Community in the Twenty-First Century.” *Scandinavian Political Studies* 30 (2): 137-174.

Week 6 (Sept 25-29): Impacts of Emigration in Origin Countries

Key Questions: *Does high-skill emigration really hurt sending countries? Are remittances a blessing or a curse for development? Can emigration promote democratization?*

 Readings:

- Goldin, Cameron, and Balarajan: pp. 178-210.
- Kapur, Devesh. 2004. “Remittances: The New Development Mantra?” G-24 Discussion Paper.
- **Friday:** Batista, Catia, and Pedro C. Vicente. 2011. “Do Migrants Improve Governance at Home? Evidence from a Voting Experiment.” *World Bank Economic Review* 25 (1): 77-104.

! Important Dates:

☐ **Diaspora Reports Due in Class on Friday, Sept 29th**

Week 7 (Oct 2-6): Migration and Democratization + Exam 1

Key Questions: *Is immigration a complement or threat to democracy in receiving countries?*

📖 Readings:

☐ **Choose *ONE* Article to Read:**

- ☐ Nikolova, Elena. 2015. "Destined for Democracy: Labour Markets and Political Change in Colonial British America." *British Journal of Political Science* 47: 19-45.
- ☐ Bilodeau, Antoine. 2014. "Is Democracy the Only Game in Town? Tension Between Immigrants' Democratic Desires and Authoritarian Imprints." *Democratization* 21 (2): 359-281.

! Important Dates:

☐ **Midterm Exam in Class on Friday, Oct 6th**

Week 8 (Oct 11-13): The Nation and National Identities

No Class October 9th (Fall Break)

Key Questions: *Where do (national) identities come from and how do they shape immigration politics? What does it mean to be an "American"?*

📖 Readings:

- ☐ Anderson, Benedict. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*: Chapter 1 & Chapter 4.
- ☐ **Friday:** Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy Magazine*.
- ☐ **Friday:** Schildkraut, Deborah J. 2012. *Americanism in the Twenty-First Century: Public Opinion in the Age of Immigration*: Chapter 3.

! Important Dates:

☐ **Op-Ed Submission #1 OR Research Paper Outline Due Friday, Oct 13th**

Week 9 (Oct 16-20): Migration and Public Opinion

Key Questions: *What motivates people's immigration attitudes? Is anti-immigrant sentiment driven more by economic or cultural concerns? More by self-interest or sociotropism?*

📖 Readings:

- Hainmueller, Jens, and Michael J. Hiscox. 2007. “Educated Preferences: Explaining Attitudes Toward Immigration in Europe.” *International Organization* 61: 399-442.
- Schildkraut, Deborah J. 2012. *Americanism in the Twenty-First Century: Public Opinion in the Age of Immigration*: Chapter 4.

Week 10 (Oct 23-27): Dynamic Theories of Immigration Attitudes

Key Questions: *Does exposure to immigration accentuate or attenuate anti-immigrant sentiment? To what extent do immigration attitudes respond to new information?*

Readings:

- Hangartner, Dominik, et al. 2019. “Does Exposure to the Refugee Crisis Make Natives More Hostile?” *American Political Science Review* 113 (2): 442-455.
- Hopkins, Daniel J., John Sides, and Jack Citrin. 2018. “The Muted Consequences of Correct Information about Immigration.” *Journal of Politics* 81 (1): 315-320.

Week 11 (Oct 30-Nov 1): The Politics of Immigration Policymaking I

****No Class on Friday, Nov 3rd Due to Arkansas Collegiate Model UN Conference****

Key Questions: *What explains cross-national differences in immigration policy? If voters generally oppose immigration, why do governments open their borders at all?*

Readings:

- Freeman, Gary P. 1995. “Modes of Immigration Politics in Liberal Democratic States.” *International Migration Review* 29 (4): 881-902.
- Money, Jeannette. 1997. “No Vacancy: The Political Geography of Immigration Control in Advanced Industrial Countries.” *International Organization* 51: 685-720.

Week 12 (Nov 6-10): The Politics of Immigration Policymaking II

Key Questions: *To what extent is immigration policy constrained by international law, norms, and globalization?*

Readings:

- Joppke, Christian. 1998. “Why Liberal States Accept Unwanted Immigration.” *World Politics* 50: 266-293.
- Peters, Margaret E. “Trump Wants to Restrict Trade and Immigration. Here’s Why He Can’t Do Both.” *Washington Post*. September 11, 2017.
- **Friday:** Sheppard, Jill, and Jana von Stein. 2022. “Attitudes and Action in International Refugee Policy: Evidence from Australia.” *International Organization* 76: 929-956.

! Important Dates:

- **Op-Ed Submission #2 Due Friday, Nov 10th**

Week 13 (Nov 13-17): Regulating Immigration

Key Questions: *What are the policies different receiving states use to regulate immigration? How do these policies shape immigration flows?*

 Readings:

- Goldin, Cameron, and Balarajan, pp. 121-147 & pp. 153-161.
- Ruhs, Martin. 2013. *The Price of Rights: Regulating International Labor Migration*: Chapter 5.
- **Friday:** Cornelius, Wayne A. and Idean Salehyan. 2007. "Does Border Enforcement Deter Unauthorized Immigration? The Case of Mexican Migration to the United States of America." *Regulation & Governance* 1 (2): 139-153.

Week 14 (Nov 20): Regulating Emigration

No Class on Friday, November 22nd and 24th (Thanksgiving)

Key Questions: *How and why do sending states restrict or promote emigration?*

 Readings:

- Fitzgerald, David. 2006. "Inside the Sending State: The Politics of Mexican Emigration Control." *International Migration Review* 40 (2): 259-293.

Week 15 (Nov 27-Dec 1): Refugees and Global Governance

Key Questions: *What is a refugee? An asylee? Why do governments accept/deny refugees/asylees? How do refugee crises affect the prospects for broader international cooperation?*

 Readings:

- Goldin, Cameron, and Balarajan, pp. 147-153.
- Gibney, Matthew J. 2004. *The Ethics and Politics of Asylum: Liberal Democracy and the Response to Refugees*: Chapter 5.
- Greenhill, Kelly M. 2010. *Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy*: Chapter 3.

Week 16 (Dec 4-8): Student Presentations and Course Wrap-Up

Key Questions: *What will migration and migration policies look like moving forward? How should democracies respond to growing international migration?*

 Readings:

- Goldin, Cameron, and Balarajan: Chapter 7-8.

! Important Dates:

- Final Research Papers OR Op-Ed Submission #3 Due Friday, Dec 8**
- Final Exam Date & Time TBA**

Lyon College: Standard Course Policies, Fall, 2023

These policies apply to all courses offered at Lyon College. Details related to a specific course can be found in the rest of the course's syllabus.

Honor Code

All graded work in this class is to be pledged in accordance with the Lyon College Honor Code. The use of a phone for any reason during the course of an exam is considered an Honor Code violation.

Class Attendance Policy

Students are expected to attend all class periods for the courses in which they are enrolled. They are responsible for conferring with individual professors regarding any missed assignments. Faculty members are to provide absence notification through the Early Alert System which informs the academic advisor, Director of Student Success, and the Provost when a student misses the equivalent of one, two, three, and four weeks of class periods in a single course. Under this policy, there is no distinction between "excused" and "unexcused" absences, except that a student may make up work missed during an excused absence. A reminder of the College's attendance policy will be issued to the student at one week, a second reminder at two weeks, a warning at three weeks, and notification of administrative withdrawal and the assigning of an "AW" grade at four weeks.

Academic Support

The Morrow Academic Center (MAC) assists students who want to improve grades or academic skills by providing peer-led services including Supplemental Instruction (SI), tutoring, the Writing Center, and academic coaching as well providing 24-hour, online tutoring for all subjects through online tutoring. A schedule of peer-led services is available at lyon.edu/mac and online tutoring is accessed through courses in Canvas. Contact Donald Taylor, Director of Academic Support and Accessibility, at (870) 307-7319 or donald.taylor@lyon.edu for more information about MAC services.

Technology Support

For general technology support, you can contact the IT department by emailing support@lyon.edu or by calling 870-307-7555. For assistance with classroom-related technologies, such as the learning management system (LMS), you can request support using the methods above, or you can contact sarah.williams@lyon.edu directly for assistance. Your course content will be accessible digitally using the Canvas LMS, which uses your myLyon credentials for your student login.

· For Canvas, login at lyon.instructure.com

Disabilities

Students seeking reasonable accommodations for learning, psychological, or physical disabilities must contact Donald Taylor, Director of Academic Support and Accessibility, in the Morrow Academic Center at (870) 307-7319 or at donald.taylor@lyon.edu.

Harassment, Discrimination, and Sexual Misconduct

Lyon College seeks to provide all members of the community with a safe and secure learning and work environment that is free of crime and/or policy violations motivated by discrimination, sexual and bias-related harassment, and other violations of rights. The College has a zero-tolerance policy against gender-based misconduct, sexual assault, and interpersonal violence toward any member or guest of the Lyon Community. The College encourages anyone experiencing or knows of someone experiencing harassment, discrimination, or sexual misconduct to speak to and file an official report with our Title IX Coordinator, located on the first floor of the Edwards Commons Building #27, in the Student Life suite. All college employees (faculty, staff, administrators) are required to report actual or

suspected incidents of harassment, discrimination, intimidation, and violence to appropriate officials immediately. However, there are limited exceptions, referred to as confidential reporters (Campus Clinic Director, the Chaplain, or the Director of Mental and Behavioral Health). Confidentiality will be maintained to the greatest extent possible within the constraints of the law. [Title IX Reporting Tool](#). [Lyon College Title IX Policy](#).

Mental & Behavioral Health

Lyon College is dedicated to ensuring each student has access to mental and behavioral health resources. The College's Mental and Behavioral Health Office is located in Edwards Commons and is partnered with White River Health's Behavioral Health Clinic. The office is committed to helping the Lyon community achieve maximum mental and behavioral wellness through both preventative and reactive care. A full-time, licensed, professional counselor provides counseling, consultations, outreach, workshops, and many more mental and behavioral services to Lyon students, faculty, and staff at no cost. The Mental and Behavioral Health Office also provides access to White River Health's services and facilities, including medication management and in-patient and out-patient care. To make an appointment, contact counseling@lyon.edu.

College-Wide COVID-19 Policies for Fall, 2023

The federal COVID-19 Public Health Emergency Declaration ended on May 11, 2023. **Except for individuals who, post-infection, may be directed to do so by Jennifer Morrison, Director of the Campus Clinic, masking will not be required in any campus space.** Vaccines are strongly encouraged for all faculty, staff, and students. Vaccines are not mandated for Lyon College community members, although there may be specific courses involving travel or interactions with vulnerable, external populations where a vaccine may be required.

The rest of a course's syllabus will include at least the following:

- A description of the course consistent with the Lyon College catalog.
- A list of student learning outcomes for the course.
- A summary of all course requirements.
- An explanation of the grading system to be used in the course.
- Any course-specific attendance policies that go beyond the College policy.
- Details about what constitutes acceptable and unacceptable student collaboration on graded work.