

Economics of Immigration ECON 30433 - Spring 2022

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- Articles relating to class, campus event announcements relating to economics, and I occasionally post job announcement for teaching and/or research assistants.

Meeting times:

Mondays & Wednesdays 11am– 12:15pm, Location: DeBartolo 155

Professor D's availability outside of class:

Tuesdays 8am-10:00am - email for Zoom link, ending on April 25th, 2022

Professor D's Economics majors advising hours:

Zoom appointments available on Mondays 2:30-5:30pm and Tuesdays 12:00-1:00pm. To schedule an advising appointment, click here: <https://ndecon.youcanbook.me/>

Outside-of-office-hours meetings with Professor D:

I will hold Starbucks coffee meetings in LaFortune during the semester. I provide the coffee and some treats. These meetings are informal. It is an opportunity for me to get to know you and for you to get to know each other. There are about 6 spots for each coffee meeting. I will send out an email with the times and dates to the class – on the indicated days and times, there will be time slots titled “*Immigration Starbucks*” on my google calendar (if you don’t see any slots, they’ve all been claimed), to [RSVP click here](#). If you would like to attend a Starbucks meeting (limit to one event per person per semester ☺), please click on one of the slots and claim your spot.

Communication:

Tips on writing an effective email -

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.iluhf4jn9>

Please, do NOT reply to emails I send to the class. With a large number of students, the thread becomes unmanageable quickly and your message can get easily lost. If you have a reason to email, please compose a new message and choose an appropriate title, so it's separate and clearly identifiable.

You can find copies of all emails sent from me under your google groups. Click on the 3x3 dot grid in your Gmail, then on groups. Once in groups, it will be available under “My groups”, or simply search at the top sp22-econ-30433-01-group.

Course description:

This course examines why some individuals decide to become immigrants through a cost benefit analysis, viewing migration as an investment in human capital. It addresses the selection among immigrants and how they integrate and assimilate in the destination country. Primary focus is given to the labor market, wages in particular, both of immigrants and of natives in the host country. A distinction is made between economic migrants and refugees and discrimination in its varied forms is also studied. The fiscal impact of immigration is discussed along with immigration policy in a global context.

Goals:

Upon successful completion of this course students will be able to understand the cost benefit analysis approach to the decision to immigrate and the investment in human capital. They will be able to differentiate between economic migrants and refugees, their different motivations and outcomes in the host country. Furthermore, they will be able to apply the supply and demand model and evaluate the impact of immigration on labor markets in order to identify the corresponding changes in wages. They will be able to analyze the different types of discrimination. Students will further be able to evaluate the role of institutions, government, and public policy and the impact of immigration on markets and government budgets. Students will be able to demonstrate the implications of immigration for individuals, firms, and the global economy.

Textbook:

The Economics of Immigration: Bansak, Simpson, Zavodny, 2nd edition. ISBN: 9780367416164 (e-book or used is fine)

<https://www.routledge.com/The-Economics-of-Immigration/Bansak-Simpson-Zavodny/p/book/9780367416164>

Course grade:

I will calculate your final grade using the following scale: 92%<A, 90%<A-, 88%<B+, 82%<B, 80%<B-, 78%<C+, 72%<C, 70%<C-, 60%≤D, 60%>F. Grades, including final grades, are calculated to two decimal places and will be rounded to two decimal places.

Worksheets/in-class participation (*lowest score will be dropped)	5%
Online quizzes (*lowest score will be dropped)	10%
Infographic – Immigrants/state	10%
Midterm exam	25%
Group project - Migration shock	10%
Group project – Immigration Policy	10%
Comprehensive final exam	30%

*** Your grades will be on Canvas.** After the last day of class, there is absolutely nothing to be done to alter your grade other than the final exam, so please check your assignment grades carefully prior to the last day of class. Please, do not email me regarding grades unless you believe there is an error where an exam or problem set score was entered incorrectly. I will not discuss grades over email and will under no circumstances make individual exceptions when determining grades. This applies to extending deadlines if you forgot to complete an assignment. I will not make individual exceptions unless you have an official approved absence from the university. I will drop the lowest quiz to accommodate for tech glitches, disconnections, or you forgetting but I will never extend a deadline for an individual student. It simply would be unethical to make exceptions for some and not for others, and would not be fair to those who respect this policy and do not ask for special accommodations.

** For exam times and locations see <http://registrar.nd.edu/students/exams.php> . If you miss an exam due to reasons other than university excused absences, including oversleeping the exam, you will earn a zero. There will not be any make-up tests administered except in the case of reasons supported by the university.

Canvas:

Please, log into Canvas.nd.edu, you will see your Economics of Immigration course. This system will be home to your grades and timeline for assignments, and it will be used for all online homework assignments, quizzes. You will also use it to access Gradescope for uploading your projects. Within Canvas, you can monitor your scores under the Grades tab. Please follow those closely, so that we can address any discrepancies right away, and any adjustments must be requested by the last day of class.

Attendance/worksheets/in-class participation:

Attendance in the course is expected. Active participation will be rewarded and will especially affect borderline grades. **Excessive unexcused absences will result in F as your final grade.**

Worksheets: we will work on practice problems in class individually and/or in small groups. They will mostly be graded for completion, with small credit for accuracy but you must be present in class. There are no make-ups unless you make arrangements with me prior to your absence. **If you expect to be absent, please communicate with me prior to missing class.** If you make arrangements, I will work with you as long as you are willing to do the work to catch up.

Online quizzes:

Quizzes cover the material from chapter readings and from material presented in class. **Quizzes will be released after a chapter is covered in class (Monday or Wednesday) on Canvas at 3pm and will always be due the following week on Monday by 11:55pm Eastern time.** Solutions and feedback to quizzes will be available at midnight right after the submission deadline. You only have 1 attempt to take the quiz and it is timed to 60 minutes. Don't close your browser, don't walk away, make sure you have a secure connection! I will drop the lowest quiz score to account for possible glitches or if you forgot. I will under no circumstances make individual exceptions regarding deadlines and extensions, unless you have an officially approved absence from the university. It simply would be unethical to make exceptions for some and not others, and would not be fair to those who respect this policy and do not ask for special accommodations.

It is open book but I recommend reading the chapter before starting the quiz, so you are familiar with the material. Some quizzes have only a few questions while others have ten, and questions may be true/false, or multiple choice with one or more correct answers.

Gradescope:

You can access Gradescope via Canvas, or log into Gradescope using your ND sign in, or if you joined the class later, use this entry code (743XJB). You will upload your group projects and infographics into Gradescope.

Infographic:

Each student is to create an infographic about the immigrant population in one US state (determined by random draw). Required information: percentage of immigrants in the state and most common origins. Your job is to figure out in the data how to identify immigrants. You decide how to present the information and what you may want to look into deeper. I want you to present at least three additional descriptive statistics using the data sample. Some other variables that you could consider: race, age, age at migration, years in the U.S., citizenship status, educational attainment, marital status, labor market participation, occupation, income, etc. Think carefully about the variables and how they are defined. You should always check the data dictionary to understand what each variable means and what it measures. This is about clear and accurate visual data presentation. Picture, or a graph(ic) in this case, is worth a thousand words!

The final infographic should provide an accurate insight into the data sample and you should find creative ways to present the data by using charts, graphs, images, etc.

When creating the infographic, please consider these suggestions for visual presentations: 2-5 colors with good contrast (color-blind-sensitive). Easily readable font and color for text. Do not crowd the infographic and use white space well. Careful with copyrights on external media, use with permission and give appropriate credit. Tips on infographic creation available here: <https://remix.nd.edu/infographic.html>. Support for infographic available: <https://remix.nd.edu/media-corps/index.html>

Data: To access the data, go to <https://usa.ipums.org/usa/>. You will need to create an account with your email, there is no cost. The task is to use the 2019 5-year sample of the American Community Survey (ACS) data and provide information on the share of immigrants and their characteristics. You must use this data set for the main source of information, as I will use it to check the accuracy of your numbers. It is your task to carefully review the codebook to learn what variables are available and decide which ones to use in your analysis. You have two options: 1) use their online analysis tool to generate tables and crosstabs to get your numbers, it is interactive online and "user friendly". Once you log in, click on "home", then in the left-hand side panel

under “DATA” click “analyze data online option. It’s not the Abacus, scroll down to the bottom and click on the data set, the tool will open. Codebook button is toward top left corner (the non-alphabetized version has variables organized in groups/categories). No previous coding experience needed. Utilize the tool by choosing row and column variables to create cross-tabulations. You can apply filters to restrict your sample. 2) or you may download the Stata file and then use it for your analysis (“select data” is right next to the “home” button) – you can review the different variables (instead of the codebook) as they are organized in groups/categories. If you are using Stata, you will first need to run the “command file” that comes with your data extract in the folder where you saved the file, in order to attach all the labels to the variables and make the data file usable.

Once finished, you will save the infographic (one regular 8x10 page pdf) and submit to Canvas. There are no late submissions, failure to turn in on time results in automatic 0. For full credit, you must turn in a hard copy color printout in class for grading on a regular 8x10 page. Missing printout will result in 20% penalty.

Rubric	Poor (70)	Fair (80)	Good (90)	Outstanding (100)
Accuracy, Completeness 30%	Statistics are inaccurate. Infographic lacks a sufficient number of statistics or statistics are unclear and misleading.	Statistics are inaccurate. Required and additional statistics are presented clearly and correctly.	Some statistics may be misleading or unclear but correct resources are used. Or presented less than three additional descriptive statistics	All required statistics are accurate and expressed in correct units. Presented at least three additional descriptive statistics from the data
Data Visualization 30%	Only one or no graphs or charts are included, or they are not appropriate, accurate for the data displayed.	Some key graphs or charts may be missing, or unclear (missing or hard to read labels, legends, notes), or not appropriate for the data displayed, or may be inaccurate.	All graphs and charts are appropriate for the data displayed. They are limited to one or two types or some of the graphs are not clear or are missing labels/legends.	All graphs and charts used are appropriate for the data displayed. Clearly deliver the information. Used more than two different types of visualization.
Creativity 20%	No additional elements used.	Limited additional elements are included, or they are not relevant to the infographic.	Some additional elements are used but do not overly enhance the infographic.	Additional relevant elements such as pictures or maps are included to enhance the information presented on the infographic.
Layout/Design 20%	Turned in an incomplete infographic, missing many important design elements.	Important design elements, such as titles, legends, notes, are missing or not legible. Some elements distract from the presentation.	Design elements of the infographic do not interfere with communication of state information.	Design of the infographic is logical, nor crowded, font size is appropriate, and contributes to clear communication of state information.

Migration shock - Group project:

Groups will be randomly assigned to a hypothetical event that would likely disrupt the current flows of migration. Each group will work on adapting the parameters of a migration model to the shock. You will be given a basic model with set parameter weights and it will be your job to carefully consider which parts of the model would likely be altered by the event in question. You should think about both the origin and destination characteristics. The model is coded with careful notes identifying its components and you will simply alter the existing code. The model is set up on a Jupyter simulation platform using Python programming language which allow for a familiar developer and user interface via a standard internet browser with the computation performed remotely on high performance server hardware. This means there is no need for any special software, you can do it all online using your standard ND login (you will receive an email notifying you an account was created)! The link and detailed instructions are in the Migration project folder. Also, there will be technical support offered for working with the model for the duration of the project. Once you “play around” with the model, you will execute the rest of the code which is written to produce various heatmaps of migration flows. You will present your model predictions to the class. Your presentation must include the heat map and predicted migration flows from the basic model (pre-shock) and from your altered model (post-shock) and should be approximately 5 minutes long. You should discuss the reasoning (economic theory) behind your decisions regarding the model changes. Carefully consider the different channels through which migration could be affected. Your presentation should have images of the output. You should discuss

the model's results and offer explanation (based on economic theory) for the predictions. The written analysis is worth 40% of the grade and should be no more than two pages, and should act as a well-executed report with intro, background, and results. The graphics should be included as an appendix along with proper references (refer to the papers you have read for proper citation format in text *Name (year)*). Both the presentation and written analysis must be uploaded to Canvas by the due date. Events: 1) Civil war breaks out in Nigeria 2) Widespread drought persists in Australia 3) Canada introduces a more welcoming immigration policy 4) Rise of xenophobia in France 5) Brexit – exit of UK from the European Union 6) Significant economic growth and increased political stability in Venezuela 7) The drug cartels in Colombia engage in a violent war 8) Increasing climate volatility is significantly reducing rice yields in Vietnam.

**Provide guidance on citation format

Explain that skill level is what group you are estimating for, not representing the current average

Rubric:	Poor (max 70%)	Fair (max 80%)	Good (max 90%)	Outstanding (max 100%)
Presentation - participation (10)	Did not participate	Very little participation	Participated less than others	Participated equally
Presentation – organization (10)	Without logical flow of arguments in presentation. Mostly reading from screen/notes.	Somewhat disorganized flow of arguments in presentation. Some reading from screen/notes.	Well organized, minor jumps or rough transitions in presentation. Some reading from screen/notes.	Well organized, easy to follow, logical. Engaging with audience while presenting.
Presentation –Economic theory (15)	Some heat maps or predictions missing. Very little to no theory consideration.	Includes heat maps and flow predictions for both pre and post shock. Explains model adaptations based on little economic theory with limited viewpoints and perspectives.	Includes heat maps and flow predictions for both pre and post shock. Explains model adaptations based on economic theory. Considers several viewpoints and perspectives.	Includes heat maps and flow predictions for both pre and post shock. Clearly explains model adaptations based on economic theory. Considers several viewpoints and perspectives.
Presentation – time (5)	Off by 3 min or more	Off by 2 minutes	Off by a minute	Time kept between 5-10 min
Written analysis – organization (10)	Lacks organization; unclear writing style; grammatical errors. Missing required elements from presentation (heat maps and flow predictions).	Lacks organization; somewhat unclear writing style; some grammatical errors. Includes elements from presentation (heat maps and flow predictions).	Organized well; mostly clear writing style; minor grammatical errors. Includes elements from presentation (heat maps and flow predictions) and incorporates into writing.	Organized well; clear writing style; absent of grammatical errors. Includes all required elements from presentation (heat maps and flow predictions) and incorporates into writing.
Written analysis – economic theory (30)	Analysis has serious flaws and does not consider the appropriate economic theory.	Analysis has some flaws and does not consider the appropriate economic theory, it is based on only limited viewpoints and perspectives.	Analysis includes careful & mostly correct consideration of the appropriate economic theory based on several viewpoints and perspectives.	Analysis includes careful & correct consideration of the appropriate economic theory based on several viewpoints and perspectives.
Individual contribution (20)	Rated as contributing significantly less	Rated as contributing less than others	Rated by most group members as close to full participant.	Rated by all group members as a full participant

Point-Based Immigration System - Group project:

Groups will be randomly assigned and presentations will take place last week of classes. The goal will be to propose a comprehensive immigration policy for the US, utilizing the semester worth of gained knowledge. There is not one single correct answer, I will look for a thorough consideration of theory in your proposal and you should be prepared to back up your recommendations with solid arguments based on evidence from the literature.

Instructions: The United States has tried to reform its immigration system without much progress. Other countries, however, have reformed their systems. Some countries have adopted point systems to gauge whether an applicant should be issued a work visa. Prospective immigrants earn points based on a number of characteristics such as age, language skills and job skills.

A United States senator has asked your group to design such a point system for the United States. The senator has asked that the system be designed such that 50 points will generally be enough points for a visa.

Prepare a presentation pitch for the senator that explains the logic behind your immigration point system. In the presentation, explain the economic reasoning behind your point system. Or, if some characteristics are rewarded that are not economics based, explain the reasoning for the inclusion of the characteristic. Identify the point structure and criteria for awarding points.

You will present these on the last day of classes – you will have 5-7 minutes, slides must be submitted as a pdf by class time.

Rubric:	Poor (max 60%)	Fair (max 80%)	Good (max 90%)	Outstanding (max 100%)
Presentation - participation (15)	Did not participate	Very little participation	Participated less than others	Participated equally
Presentation – organization (30)	Without logical flow of arguments in presentation. Mostly reading from screen/notes.	Somewhat disorganized flow of arguments in presentation. Some reading from screen/notes.	Well organized, minor jumps or rough transitions in presentation. Some reading from screen/notes.	Well organized, easy to follow, logical. Engaging with audience while presenting.
Presentation –Economic theory (30)	Analysis has serious flaws and does not consider the appropriate economic theory.	Analysis has some flaws and does not consider the appropriate economic theory; it is based on only limited viewpoints and perspectives.	Analysis includes careful & mostly correct consideration of the appropriate economic theory based on several viewpoints and perspectives.	Analysis includes careful & correct consideration of the appropriate economic theory based on several viewpoints and perspectives.
Presentation – time (5)	Off by 3 min or more	Off by 2 minutes	Off by a minute	Time kept between 5-10 min
Individual contribution (20)	Rated as contributing significantly less	Rated as contributing less than others	Rated by most group members as close to full participant.	Rated by all group members as a full participant

Laptop use during class:

Unfortunately, laptops are a distraction to students around the person using it. Therefore, as a response to students' requests, this is a no laptop environment by default, unless we are using them as a class. However, I do understand that some of you prefer to take notes on your tablets/laptops. If that is the case, please come see me in person after class to arrange for special accommodations.

Expectations:

- Participate! It will make it a lot more fun (for me, too) and you'll learn a lot more.
- Ask questions! I want the time you spend in the classroom to be the most productive, so make sure you understand as we go through the material. Don't wait.
- Please respect your classmates and me. Everyone has a right to voice an opinion.
- There will be additional material presented in class that is not covered in your text and we will also work through in-class exercises. Attendance is expected.
- The general rule is that for each hour spent in class, there are 2 hours of work outside of class. We will meet for 2.5 hours each week. Therefore, you should expect to spend about 5 hours a week on assigned problems and readings.
- Feel free to come to my office hours or email me for a more convenient time. I'm here to help!
- I am committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language and preferred gender pronouns, and respect for the experiences of others. Also, I'd appreciate your feedback if any expressions I use in class make you uncomfortable and act as microaggressions. I likely am not aware and use some, and I'd love to continue to learn and do better. So please, feel free to email me or stop by my office if you have any concerns or suggestions!

Honor Code:

Academic integrity is required. We will not tolerate academic dishonesty in any form. The University's Honor Code (<http://honorcode.nd.edu/>) reminds our community of our shared purpose both within the institute of academia and as members of a broader humanity; the statement also outlines policy violation procedures. Any questions regarding academic integrity, particularly regarding assignments in this course, should be directed to the instructor.

The Code of Honor will be strictly applied as described in The Academic Code of Honor Handbook. Students will not give or receive aid on exams. This includes, but is not limited to, viewing the exams of others, sharing answers with others, and using books or notes while taking the exam. You may work collaboratively on the homework.

Classroom Recording Notification

This course may be recorded using Panopto. The recording will NOT be made available to students on regular basis, only under special circumstances. Because we will be recording in the classroom, your questions and comments may be recorded. Recordings typically only capture the front of the classroom, but if you have any concerns about your voice or image being recorded please speak to me to discuss your concerns. Except for faculty, students and staff who require access, no content will be shared with individuals outside of your course without your permission. These recordings are jointly copyrighted by the University of Notre Dame and your instructor. Posting them to other websites (including YouTube, Facebook, SnapChat, etc.) or elsewhere without express, written permission may result in disciplinary action and possible civil prosecution.

Disabilities:

Any student who has a documented disability and is registered with Disability Services should speak with the professor as soon as possible regarding accommodations. Students who are not registered should contact the Office of Disability Services (<http://disabilityservices.nd.edu/>)

Support for Student Mental Health at Notre Dame:

Care and Wellness Consultants provide support and resources to students who are experiencing stressful or difficult situations that may be interfering with academic progress. Through Care and Wellness Consultants, students can be referred to The University Counseling Center (for cost-free and confidential psychological and psychiatric services from licensed professionals), University Health Services (which provides primary care, psychiatric services, case management, and a pharmacy), and The McDonald Center for Student Well Being (for problems with sleep, stress, and substance use). Visit care.nd.edu.

Health and Safety Protocols:

In this class, as elsewhere on campus, students must comply with all University health and safety Protocols. We are part of a community of learning in which compassionate care for one another is part of our spiritual and social charter. Consequently, compliance with these protocols is an expectation for everyone enrolled in this course. If a student refuses to comply with the University's health and safety protocols, the student must leave the classroom and will earn an unexcused absence for the class period and any associated assignments/assessments for the day. Persistent deviation from expected health and safety guidelines may be considered a violation of the University's "[Standards of Conduct](#)," as articulated in [du Lac: A Guide for Student Life](#), and will be referred accordingly.

Topic:	Possible Readings: (details on which articles are mandatory will be announced in class)
<p>Why study the economics of immigration? (Chapter 1)</p> <p>Labor/Leisure trade-off model</p>	<p>Losing it: The economics and politics of migration VOX, CEPR Policy Portal, https://voxeu.org/article/losing-it-economics-and-politics-migration-October-2018</p> <p>*Naked Economics, 2nd Edition, Charles Wheelan (chapter on Human capital will be posted on Canvas).</p> <p>Clemens, M., Montenegro, C., Pritchett, L. (2009). "The place premium: wage differences for identical workers across the US border." Harvard Kennedy School Faculty Research Working Paper Series RWP09-004. John F. Kennedy School of Government, Harvard University.</p> <p>*Evans, William N. and Daniel Fitzgerald. 2017. "The Economic and Social Outcomes of Refugees in the United States: Evidence from the ACS." NBER Working Paper no. 23498. Cambridge, MA: National Bureau of Economic Research.</p> <p>*Poutvaara, Panu; Wech, Daniela (2016) : Integrating Refugees into the Labor Market – A Comparison of Europe and the United States, CESifo DICE Report, ISSN 1613-6373, ifo Institut - Leibniz-Institut für Wirtschaftsforschung an der Universität München, München, Vol. 14, Iss. 4, pp. 32-43</p> <p>Becker, Sascha O., Irena Grosfeld, Pauline Grosjean, Nico Voigtländer, and Ekaterina Zhuravskaya. 2020. "Forced Migration and Human Capital: Evidence from Post-WWII Population Transfers." <i>American Economic Review</i>, 110 (5): 1430-63. DOI: 10.1257/aer.20181518</p> <p>*Hatton, Timothy J. 2020. "Asylum Migration to the Developed World: Persecution, Incentives, and Policy." <i>Journal of Economic Perspectives</i>, 34 (1): 75-93. DOI: 10.1257/jep.34.1.75</p> <p>*Bertocchi, Graziella / Strozzi, Chiara "Citizenship at Birth in the World", ifo Institute, Munich, 2020 CESifo Forum 21 (4), 03-07</p> <p>*Felfe de Ormeño, Christina / Rainer, Helmut "Intended and Unintended Consequences of Birthright Citizenship" ifo Institute, Munich, 2020 CESifo Forum 21 (4), 14-18</p> <p>*Clemens, M.A. (2011). "Economics and emigration: Trillion-dollar bills on the sidewalk?" <i>Journal of Economic Perspectives</i> 22(3), pp. 83-106.</p>
<p>Why people become immigrants (Chapter 2)</p>	<p>*Dziadula, E. (2018). "Timing of Naturalization among US Immigrants" <i>Journal of International Migration and Integration</i>, Vol 19, No.3, pp.791-811. https://doi.org/10.1007/s12134-018-0573-1</p> <p>Massey, D.S., Espinoza, K.E. (1997). "What's driving Mexico-U.S. migration? A theoretical, empirical, and policy analysis." <i>American Journal of Sociology</i> 102(4), pp. 939-999.</p> <p>Mahajan, Parag, and Dean Yang. 2020. "Taken by Storm: Hurricanes, Migrant Networks, and US Immigration." <i>American Economic Journal: Applied Economics</i>, 12 (2): 250-77.</p>
<p>Where immigrants go and for how long (Chapter 3)</p>	<p>*Akçigit, Ufuk, Salomé Baslandze, and Stefanie Stantcheva. 2016. "Taxation and the International Mobility of Inventors." <i>American Economic Review</i>, 106 (10): 2930-81, http://microeconomicinsights.org/tax-rates-influence-migration-superstar-inventors</p> <p>*Dziadula, E. (2020). "Marriage and Citizenship Among U.S. Immigrants: Who Marries Whom and Who Becomes a Citizen?" <i>Eastern Economic Journal</i>, Vol 46, No.1, pp.34-52. https://doi.org/10.1057/s41302-019-00150-7. Full-text access to a view-only version: https://rdcu.be/bRhiQ</p> <p>Giulietti C, Wahba J (2013) Welfare Migration. In: Constant AF, Zimmermann KF (eds) International Handbook on the Economics of Migration. Edward Elgar, pp 489–504</p> <p>Hatton T (2013) Refugee and asylum migration. In: Constant AF, Zimmermann KF (eds) International Handbook on the Economics of Migration. Edward Elgar, pp 453–469</p> <p>*Razin, A., & Wahba, J. (2015). Welfare magnet hypothesis, fiscal burden, and immigration skill selectivity. <i>Scandinavian Journal of Economics</i>, 117(2), 369–402.</p> <p>Agersnap, Ole, Amalie Jensen, and Henrik Kleven. 2020. "The Welfare Magnet Hypothesis: Evidence from an Immigrant Welfare Scheme in Denmark." <i>American Economic Review: Insights</i>, 2 (4): 527-42.</p>
<p>Selection in immigration (Chapter 4)</p>	<p>Borjas, G.J. (1987). "Self-selection and the earnings of immigrants." <i>American Economic Review</i> 77(4), pp. 531-553.</p> <p>Borjas, G.J., Bratsberg, B. (1996). "Who leaves? The outmigration of the foreign-born." <i>Review of Economics and Statistics</i> 78(1), pp. 165-176.</p> <p>Dustmann, C., & Görlach, J. S. (2014). Selective Outmigration and the Estimation of Immigrants' Earning Profiles, in (B.R. Chiswick and P.W. Miller, eds.), <i>Handbook of the Economics of International Migration</i>, Amsterdam: Elsevier.</p> <p>*Lubotsky, D. (2007). Chutes or Ladders? A Longitudinal Analysis of Immigrant Earnings. <i>Journal of Political Economy</i>, 115(5), 820-867.</p> <p>Feigenberg, Benjamin. 2020. "Fenced Out: The Impact of Border Construction on US-Mexico Migration." <i>American Economic Journal: Applied Economics</i>, 12 (3): 106-39. DOI: 10.1257/app.20170231</p>
<p>Assimilation (Chapter 5)</p>	<p>Abramitzky, Ran, Leah Boustan, and Katherine Eriksson. 2020. "Do Immigrants Assimilate More Slowly Today Than in the Past?" <i>American Economic Review: Insights</i>, 2 (1): 125-41. DOI: 10.1257/aeri.20190079</p> <p>Borjas, G.J. (2013). "The slowdown in the economic assimilation of immigrants: Aging and cohort effects revisited again." National Bureau of Economic Research Working Paper No. 19116. Cambridge, MA: National Bureau of Economic Research.</p> <p>Chiswick, B.R. (1978). "The effect of Americanization on the earnings of foreign-born men." <i>Journal of Political Economy</i> 86(5), pp. 897-921.</p> <p>Bleakley, H., & Chin, A. (2010). Age at Arrival, English Proficiency, and Social Assimilation Among U.S. Immigrants. <i>American Economic Journal. Applied Economics</i>, 2(1), 165. http://doi.org/10.1257/app.2.1165</p> <p>*Ost, B., Dziadula, E. (2016). "Gender preference and age at arrival among Asian immigrant mothers in the US." <i>Economics Letters</i> 145, pp.286-290.</p> <p>*Deborah Rho and Seth Sanders (2020), "Immigrant Earnings Assimilation in the United States: A Panel Analysis," <i>Journal of Labor Economics</i> https://doi.org/10.1086/708615</p>

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Tentative Course Outline	
Week 1 Jan 10	Intro Ch 1
Week 2 Jan 17	MLK day Monday, no class Ch 1
Week 3 Jan 24	Labor/Leisure trade-off with appendix Ch 1 Introduce infographic stats review
Week 4 Jan 31	Ch 2 – Patterns of international migration
Week 5 Feb 7	Ch 3- Determinants of immigration Wednesday- Infographic due in class.
Week 6 Feb 14	Ch 4 - Selection in immigration
Week 7 Feb 21	Ch 5 – Assimilation Ch 6 - The second generation
Week 8 Feb 28	W: MIDTERM EXAM
March 5-13	Spring break
Week 9 March 14	Discrimination
Week 10 March 21	Introduce migration project Ch 7 Labor market effects: theory
Week 11 March 28	Ch 8 Labor market: evidence
Week 12 April 4	Ch 9- Effects on other markets in the destination, 10 - Fiscal effects Group project presentations – migration shock
Week 13 April 11	Ch 11- Effects on source countries, 13 U.S. immigration policy Introduce Immigration policy project
Week 14 April 18	*Monday Easter no class Ch 13, 14 Immigration policy around the world
Week 15 April 25 & 26	Ch 12- Frontiers in the economics of immigration Group project presentations - policy
Comprehensive final exam: Friday April 29, 4:15-6:15pm	