The Politics of Immigration and Emigration
POLI SCI 401: Topics in Political Science
Mondays & Wednesdays, 4:00-5:15, Birge Hall B302

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Tuesdays 1:30PM-3:30PM
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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
• Class participation (4% of grade)
  o If you are ill, especially if you have the flu (fever of 100 degrees F or higher, with a cough and/or sore throat), do not come to class. Please email your fellow students for notes and meet with the TA or myself (once you are better) to discuss any questions you may have.
  o If you need to miss class for whatever other reason, please get the notes for that days class from your fellow students and meet with the TA or myself to discuss any questions you may have.
• Online Discussion Section (30% of grade; More below)
• 3 section exams (22% each, Total of 66% of grade)

**Grading**
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 extremely short 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 (problem set or examination) 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**
People with disabilities will be fully included in this course. Please inform me if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the McBurney Disability Office on campus. The McBurney Disability Resource Center can be reached at [608] 263-2741 or via email at mcburney@odos.wisc.edu.

**Readings**
The readings from this class are from both books and articles. Books should be available for purchase at the various local bookstores and, of course, from online retailers like Amazon. A copy of the book will be held on reserve at the library as well if you do not wish to purchase the books. Additionally, an ebook copy is available on the library website. Further, other journal articles, book chapters and videos will be available on Learn@UW; these resources are marked with an asterisk (*).


**tumblr.**
I have created a tumblr. for the class (along with my graduate student class) for posting articles, movies and clips, music, etc., about migration. If you find something interesting you want to share with the class on migration, email it to me and I will share it on the tumblr. [http://politicsofmigration2013.tumblr.com/](http://politicsofmigration2013.tumblr.com/)
**Final policies, notes, etc.**

Using computers during lecture: You are welcomed to use a computer during lecture; however, please do not check email, Facebook, espn.com, the current ranking of the Wisconsin Basketball or Hockey teams, etc., during class. It is not only rude to me, but it is also very distracting to your fellow students. Repeat offenders will be asked to leave class.

Contacting the professor and TA: Email is the best way to reach either of us. We will both try to respond in a timely manner, but understand that we are both old and go to bed early, so will probably not answer email between 9PM and 9AM on weekdays and may not be available on the weekends.

Excused absences for exams: You are expected to take the section exams during the assigned time. You may be excused and given a make-up exam if

- There is a death in your immediate family.
- You have a health emergency
- You are away for an athletic competition (but work with the Athletic Department to take the exam at the same time as the other students) or you have a job interview.
- Please contact either myself or the TA before the exam to let us know about your absence

In case your life falls apart: It happens occasionally. Please contact me before the end of the semester if you need to take an incomplete etc. and also please take advantage of campus resources.

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

**Schedule**

**Jan. 23: Introduction**

Readings:
- No Readings

**Jan. 28: Why people move**

This class examines why people move? For economic reasons, for non-economic reasons. Where do they go and why?

Readings:
- *Massey, Douglas S. et al. 1993 “Theories of International Migration”

**Jan. 30: History of Migration (Part 1)**

Historically, why and where did people move? What were the major migrations and what were their effects? This week focuses mostly on migration to the US.
Readings:
- Goldin et al. Ch. 1-2

**DISCUSSION GROUP DUE BY FEB. 3**

**Feb. 4: History of Migration (Part 2)**
Since World War II, where and why have people moved? What have been the more recent major migrations? How has migration affected the rest of the world?

Readings:
- Goldin et al. Ch. 3
- *Hatton and Williamson, Global Migration and the World Economy Ch. 10 & 11

**Feb. 6: 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

**DISCUSSION GROUP DUE BY FEB. 10**

**Feb. 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:
- *Watch: Homeland: Immigration in America - Jobs

**Feb. 13: 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


**DISCUSSION GROUP DUE BY FEB. 17**

**Feb. 18: 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:

**Feb. 20: 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

**DISCUSSION GROUP DUE BY FEB. 24**

**Feb. 25: Regulating Immigration: Citizenship and Rights**
How can states regulate citizenship and rights of immigration? What is the politics behind these different policies?

Readings:

**Feb. 27: Wrap up and Review of Part 1**
No Readings

**DISCUSSION GROUP DUE BY MAR. 3**

**Mar. 4: EXAM PART 1**
No Readings
Mar. 6: 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:

Mar. 11: 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

Mar. 13: Remittances (Guest Lecture by Emily Sellers)
How big are remittances? How do they affect the sending community back home?

Readings:

DISCUSSION GROUP DUE BY MAR. 17

Mar. 18: Other effects / Transnationalism
What are the other effects of migration on the sending state? How does it affect sending state governments?

Readings:

Mar. 20: How migration affects trade and exchange rate policy
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:


**DISCUSSION GROUP DUE BY MAR. 24**

**Mar. 25:** Spring break – NO CLASS

**Mar. 27:** Spring break – NO CLASS

**Apr. 1: 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”

**Apr. 3: Wrap up and Review of Part 2**

No Readings

**DISCUSSION GROUP DUE BY APR. 7**

**Apr. 8:** EXAM PART 2

No Readings

**Apr. 10: 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:

- Goldin et al., Ch. 5, 147-152
- *Watch: Homeland: Immigration in America – Refugees*

**DISCUSSION GROUP DUE BY APR. 14**

**Apr. 15:** Special Session on Asylum proceedings and LGBT Asylum (Guest Lecture by Dustin Brown, Esq.)
We will have a speaker who has worked on an asylum case here in the US explain the process and US case law.

Reading:
• Watch “POV: Well Founded Fear”

Apr. 17: 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:

DISCUSSION GROUP DUE BY APR. 21

Apr. 22: Refugees, Diasporas and Security
How do refugees contribute to conflict? Do migrants foster or prevent war back home?

Reading:

Apr. 24: Effects of Undocumented Immigrants
How do undocumented immigrants affect the communities to which they migrate?

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

DISCUSSION GROUP DUE BY APR. 28

Apr. 29: Can States Enforce Immigration Laws? How best to enforce the laws?

Reading:
- *Watch: Homeland: Immigration in America - Enforcement

**May 1: 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
- *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

**DISCUSSION GROUP DUE BY MAY 5**

**May 6: Wrap up and Review of Part 3**
No Readings

**May 8: EXAM PART 3**
No Readings

**Online Discussion Forum**
You will be automatically assigned in Learn@UW to a discussion group of about 6 people. Each week that there is a discussion one student will lead the discussion and the other 5 will respond to the leaders post. Discussions will open on Sunday morning at 9AM at the start of the week and will close at 9PM on the Sunday at the end of the week. Leaders should post by Thursday, 9PM. All others should post by Sunday 9PM. Late posts by the leader will be graded down and late posts by all others will not be accepted for a grade.

The leader for the week will be determined by the random order that Learn@UW places you in. If you click on Communication->Groups you will see your group. Click on the number under members and a pop-up box will list the members of the group in a random order. The leader for week 2 will be the first person listed, week
3 the second person listed and so on. In week 9, you will start over. For groups of less than 6, you will have to lead more than twice and you will get three leader posts graded and only 1 discussion post.

Leaders are responsible for leading the discussion. They should begin by writing a post of at least **250-500 words**. The post should critically analyze the readings (and, possibly the lectures) for the week. Leaders are free to choose their own topic to discuss. Potential topics include:

- Relating ideas of one or more of the readings to previous knowledge and test theory(ies) of the readings against experience
- Look for patterns and underlying principles in the readings or evidence that the readings provide
- Check evidence of a reading(s) and relate it to conclusions
- Examine logic and arguments of a reading(s) critically and question assumptions
- Acknowledge alternative perspectives and construct counterarguments to a reading(s)
- Identify bias and generalizations of a reading(s)
- Discuss new avenues for research based on the week’s readings

If you need any help with coming up with a topic for the week, please meet with the TA or myself.

All others are responsible for responding to the leader’s post as well as any other previous students post. The post should be **200-400 words long**. 2 of your discussion posts will be randomly chosen to be graded throughout the semester.

Leaders posts will receive up to 6 points and all other graded discussion posts will receive up to 5 points. Additionally, for the weeks that you are not graded, your post will receive 1 point as long as you post at least 200 words.

**Grading Rubric**

**Excellent Participation = 6 points leader/ 5 points discussion**

The student adds value to the discussion. It is evident that the student has read and reflected upon the assigned readings prior to entering into the online discussion with peers and instructor. Comments made indicate an understanding of the major concepts studied, and are relevant to the discussion. The student's comments are respectful of others and their views, and demonstrate appropriate communication (no flaming, dominating comments, or disruptive comments). The student attends to the discussion topic at hand, and stays focused. The student’s posting or response is of an appropriate length. **Finally, the post is focused much more on substance than on personal opinion. If the student is the leader of the discussion, the student provides a thought provoking and/or engaging topic to discuss.**
**Good Participation = 5 points leader / 4 points discussion**
The student demonstrates understanding of the concepts and reading material, and adds some value to the discussion. It is evident that the student has read the material, but the reflection and analysis is not of the quality that is evident in “excellent participation.” The student offers fewer “new” or “unique” ideas than an excellent participant, and relies more on the textbook or reading material to create his/her contribution. The student’s comments are respectful of others and their views, and demonstrate appropriate communication (no flaming, dominating comments, or disruptive comments). The student attends to the discussion topic at hand, and stays focused. The student’s posting or response is of appropriate length. **Finally, the post is focused much more on substance than on personal opinion. If leader, the student provides an interesting but less novel or thought provoking topic than is evident in “excellent participation.”**

**Average Participation = 4 points leader / 3 points discussion**
It is evident that the student has read the material, but has not reflected on it in any depth. The contributions to discussion are clearly tied to what s/he has read, and do not go beyond the required reading material. There is little value-added. The student’s comments are respectful of others and their views, and demonstrate appropriate communication (no flaming, dominating comments, or disruptive comments). The student attends to the discussion topic at hand, and stays focused. The student’s posting or response is of appropriate length. **Finally, the post is focused more on substance than on personal opinion. If leader, the student provides a topic for discussion that does not go much beyond the reading or lecture.**

**Superficial Participation = 3 points leader / 2 points discussion**
The student may participate in discussion, but comments may be untimely, or indicate a lack of preparation prior to responding. Participation does not indicate familiarity with the concepts or readings, and comments are not always relevant to the topic being discussed. The student’s comments are respectful of others and their views, and demonstrate appropriate communication (no flaming, dominating comments, or disruptive comments). The comments may not be of appropriate length. **If leader, topic chosen indicates a lack of preparation or is untimely.**

**Non-Helpful Participation = 0-2 points leader / 0-1 point discussion**
The student’s comments are unrelated to the discussion, or the student is disrespectful of others views, attempts to dominate the discussion, demonstrates inappropriate communication such as flaming, or is inattentive to the discussion at hand. **If leader, topic chosen is unrelated to the week’s readings.**

**Non-Participation = 0 point.** The student does not participate.