

ECON397EM-SEC01 ST- Economics of Immigration Spring 2019

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Office Hours: MW: 13:00 - 14:15; TTH: 10:00 - 11:15 and 13:00 - 14:15; or by appointment.

Course Textbooks:

HV - *Introduction to the Economics of Immigration* (draft manuscript) by Hendrik Van den Berg (posted in Moodle; for your course use only)

T - *Immigration and the American Backlash* (2016) by John Tirman, Publisher: The MIT Press (ISBN-10: 0262529998)

HMO - *Controlling Immigration*, 3rd Ed., (2014) by James Hollifield, Philip Martin, and Pia Orrenius, ISBN: [97808047862](#), Paperback, Stanford Univ Press.

Course Procedures:

Communications, assignments, and reading materials that supplement the textbook will be provided through Moodle. There will be one midterm exam (25% of your grade), a final paper (25% of your course grade), and about 10 homework assignments (50% of your course grade). Attendance will be recorded on a random basis, and you should be prepared to respond to class questions and to participate in class discussion. Assignments will be posted in Moodle at least a week before they are due, and they will sometimes deal with current issues. Grades will follow the traditional letter scale, with an A+ = 100 pts., A = 95 pts., A- = 90-92 pts., B = 85 pts., and so forth.

With regard to the homework assignments, you may discuss and prepare with other students in the class, but the final written version must be written by you without any outside help or consultation with other students so that your grades on the assignments clearly reflect your understanding of the course material. Also, all written material must be your original writing—no cutting and pasting from the textbook or other outside readings allowed!

Immigration is a major issue in most countries today, and it will be impossible to avoid the many controversies that have become part of contemporary political rhetoric. We will discuss a variety of subjects that may, at times, seem to go beyond what is normally covered in an economics course. And, we will cover the issues from a variety of perspectives because their complexity demands broad perspectives. Do not be surprised by some of the topics I will bring up in class. No questions or comments are inappropriate as long as they are posed and addressed in a scientific manner and with the intent to learn more about the immigration issues that concern us. Do not be afraid to speak up, ask questions, or challenge the instructor and fellow students. Economics is a social science, so complexity is to be expected.

Immigration is also a fascinating phenomenon to study; many of the issues we cover are part of the current political debate.

Please keep up with the reading assignments; it will difficult to catch up if you fall behind. At the same time, if you do all the reading needed for weekly assignments and you prepare the assignments conscientiously, you will almost certainly do well in the course. The course includes economic models, but because this is an applied economics course, we will never distance ourselves very long from our complex but fascinating reality. Finally, remember that this is your course, and you are encouraged to bring up issues that interest you. Let the instructor know what interests you, what questions you would like to investigate, and what is important to you.

Week 1 (TH Jan 24): Introduction to Human Migration and its Many Forms

Reading: Begin reading **Tirman - *Immigration and the American Backlash***; Also: HV: Chapter 1, "The Myth of Origins", and, if you have time and/or interest, the other readings posted in Moodle.



The myth of origins



Bias against immigrants



Immigration Cartoons



Dunbar-Ortiz - U.S. Colonialism

Week 2 (TTH Jan 29, 31): How Do We Model Migration?

Reading: Continue reading *Immigration and the American Backlash*; other readings posted below.

Class Discussion this week: How would you model how would you model immigration? What variables would you include in your model? What relationships among those variables would you emphasize? In general, how would you describe your model? Is your model dynamic, static, holistic/complex, partial, etc?

You should link your answers to questions like these to the readings posted in Moodle for this week.



Changing Patterns of Immigration - Pew Report



Gravity Model of Immigration



More Patterns of Immigration



Unauthorized Immigration

This week's Topic for In-class Discussion: How would you model immigration? What variables would you include in your model? What relationships among those variables would you emphasize? In general, how would you describe your model? Is your model dynamic, static, dialectic, partial, etc?

Week 3 (TTH Feb 5, 7): The major issues, discussion of Immigration and the American Backlash, the refugee problem

Reading: Complete your reading of *Immigration and the American Backlash*.

Class discussion on Tirman's book. Be prepared to participate and contribute.

Week 4 (TTH Feb 12, 14): The Labor Market Model of Immigration

Reading: The textbook Chapter 2 on the Labor Market Model of Immigration; the article by Clemens, which applies the model.

Class discussion: Using the labor market model of immigration. You may be required to draw diagrams of the model and to manipulate the model by shifting a curve or curves and describing the new equilibrium attained by the model. You will learn to extend the model to account for externalities, demand effects, and remittances. Discussion will cover the shortcomings of the model.



Clemens Article: An application of the labor market model.

Week 5 (TH, Feb 21): Dynamic perspectives: Immigration and economic change and development

Reading: HV Chapter 3; readings posted in Moodle.

Class discussion: Consideration the many types of technologies and processes of technological change that are described in the chapter on "Technological Change: What Is It and How Do We Model It?" Then, relate the characteristics of the various categories of immigrants to how they might participate in the various processes that will generate the different types of technologies necessary for continued improvements in human well-being. Also, can you use the models on economic growth and the discussion of technology to explain precisely how immigration can influence the variables in the models and, therefore, how immigration affects long-run economic growth? Be sure you can explain the growth models before you apply them to analyze the growth effects of immigration.



The Circular flow of an economy - Powerpoints



David Card: Mariel boatlift and Miami Labor Market



Demand Side of Mariel Boatlift



Lexington, NE, demand effect: Article from Great Plains Studies



Roodman's interpretation of the full effects of immigration

Week 6 (TTH, Feb 26, 28): Dynamic perspectives: Immigration and economic change and development

Reading: HV Chapter 4; readings posted below here in Moodle.

Class discussion: Consideration the many types of technologies and processes of technological change that are described in the chapter on "Technological Change: What Is It and How Do We Model It?" Then, relate the characteristics of the various categories of immigrants to how they might participate in the various processes that will generate the different types of technologies necessary for continued improvements in human well-being.

Also, can you use the models on economic growth and the discussion of technology to explain precisely how immigration can influence the variables in the models and, therefore, how immigration affects long-run economic growth? Be sure you can explain the growth models before you apply them to analyze the growth effects of immigration.



Economic growth and immigration - From Van den Berg's Economic Growth and Development textbook.



Yezidis in Exile



Displaced scientists



Immigration and knowledge



Refugees in Cleveland - Economic Impact

Week 7 (TTH, Mar 5, 7): The Demand Effect of Immigration; **First Exam**

Mid-Term Exam, Thursday, March

Week 8 (TTh, Mar 19, 21): Intro to Immigration Policy; U.S. Immigration Policy

Reading: HV Chapters 5 and 6; Chapter 2 in HMO (pp. 47-87); posted readings.



U.S. Immigration Policy: A Brief History



Recessions in the 19th century under the Gold Standard

This Week's Class Discussion Topics: Illegal immigration, ICE enforcement, imprisonment of migrants, "Trump's wall," assimilation vs multiculturalism, immigrant crime rates, and visa criteria. Also, see the attached reading.

Week 9 (TTh, Mar 26, 28): The History of U.S. immigration policy.

Readings: Posted in Moodle:



History of Nativism



Lock-up quotas!



Wacquant: Incarceration and racism/xenophobia/white supremacy

Also in Moodle: Readings on Immigrants and Types of Jobs: Immigrants Work in Riskier and More Dangerous Jobs in the United States:

1. National Council of La Raza, *Fractures in the Foundation* (Washington, DC: NCLR, 2009).
2. CNN, "Labor Report: Hispanic Workplace Deaths Decline," accessed online at www.cnn.com/2009/US/08/20/us.hispanic.workers.deaths/index.html, on Oct. 20, 2009.
3. Pia M. Orrenius and Madeline Zavodny, "Do Immigrants Work in Riskier Jobs?" *Demography* 46, no. 3 (2009): 535-551.
4. Katherine Loh and Scott Richardson, "Foreign-Born Workers: Trends in Fatal Occupational Injuries, 1996-2001," *Monthly Labor Review* 127, no. 6 (2004): 42-53.
5. Jessica Sincavage, "Fatal Occupational Injuries Among Asian Workers," *Monthly Labor Review* 128, no. 10 (2005): 49-55.

Week 10 (April 2, 4): Recent Canadian immigration policy; parallels with U.S. policy.

Reading: Chap. 3 in HMO (pp. 88 - 127); also:



Contrast between U.S. and Canada

Week 11 (TTh, April 9, 11): Immigration Policies from around the World.

Reading: Chapter 14 in HMO (pp. 433-464); Also, read articles posted bel



2015 Migration Report



UN Declaration on Migration



Migration and Development Brief



International Migrants by Country

Week 12 (TTh April 16, 18): Further examples and cases of immigration policy from around the world.

Reading: Chapters 4 (Australia, pp. 128-156), 5 (France, pp. 157-198), and 7 (Germany, pp. 220-255) in HMO

Week 13 (TTh, April 23, 25): Class presentations and discussion on comprehensive immigration policy.

Reading: Chapters 8 (Netherlands, pp. 256-280), 10 (Switzerland, pp. 308-340), and 13 (Japan and South Korea, pp. 399-432)



Immigration - Netherlands

Final Course Project Assignment

The final project in this course consists of a proposal for immigration reform for the country of your choice. It would probably be best if you selected the country you know best so that your analysis will be as realistic as possible; on the other hand you may enjoy learning about a new country. Specifically, you should write a paper that first explains the problems the country is facing with international migration (using models, evidence, data, cases, etc.), and then offer solutions with theoretical and historical justifications. Your paper must make use of models, readings, and examples studied in the course. That is, your paper serves as evidence of how well you have learned the theory, evidence, and history of immigration as assigned in readings and as discussed in class.

As part of this project, we will use the last two classes of the semester to allow each of you to briefly explain what you will address in your paper and what your tentative policy proposals are. This will give me an opportunity to make suggestions and for you to learn what others are thinking of doing.

The paper is due on May 9, 5:00 PM (no extensions), and it may be submitted in either electronic form or on paper. If you have trouble submitting diagrams of models electronically, you should be sure you can submit a paper copy by the due date to my office in Gordon Hall (You can slide it under my door if I am not in). You should follow standard format, with sources referenced and the text typed, double-spaced, and pages numbered.

Week 14 (T, April 30): Concluding discussion, preparation for your final project.