Teaching Evaluations

In this document I present some of the results of my teaching evaluations across the years. First, I present the evaluations I got at Duke University. It is important to note that Duke University does not mandate teaching evaluations for small-sized courses. Therefore, the data presented herein is derived from a post-course survey that I administered to my students upon the conclusion of the advanced regression course and the results from the teaching evaluations for the Ralph Bunche Summer Institute. Then I present the results of the teaching evaluations at University of California, San Diego. Lastly, I present two observer forms from peers that saw me teach at the Ralph Bunch Summer Institute. At the end of the evaluations, I attach a sample syllabus for a class on the Political Economy of Migration.

Duke University – Advanced Regression

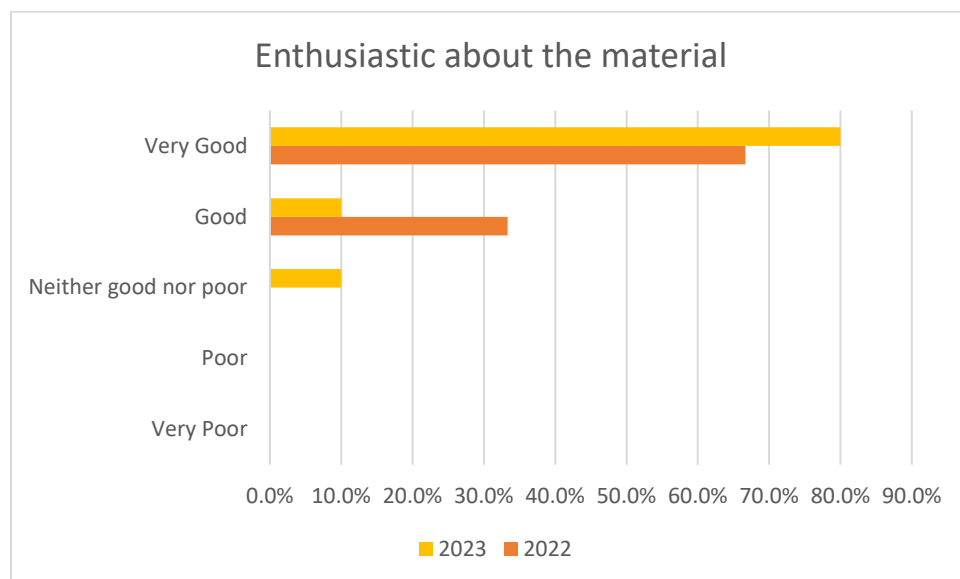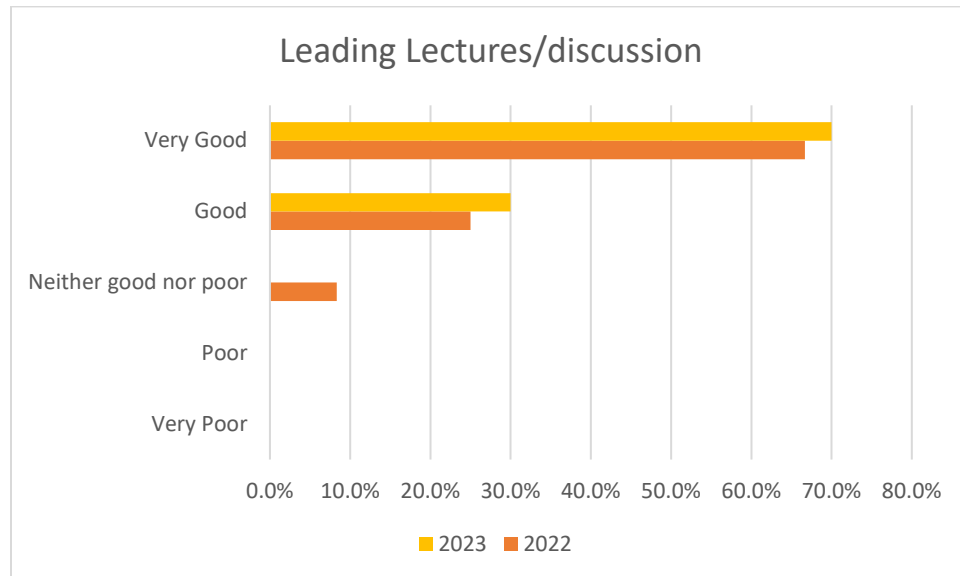|	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total responses
The Teaching Assistant was well organized and prepared for class	0.0%	0.0%	0.0%	11.1%	88.9%	9
The Teaching Assistant consistently arrived at lecture, section/lab, office hours and exams on time.	0.0%	0.0%	0.0%	0.0%	100.0%	9
The Teaching Assistant presented course material clearly and answered questions accurately in class	0.0%	0.0%	0.0%	33.3%	66.7%	9
The Teaching Assistant helped develop my thinking skills on the subject	0.0%	0.0%	0.0%	22.2%	77.8%	9
Feedback from the Teaching Assistant on assignments, exams and/or papers was helpful and constructive	0.0%	0.0%	11.1%	33.3%	55.6%	9
The Teaching Assistant's explanations were appropriate, being neither too complicated nor too simple	0.0%	0.0%	11.1%	0.0%	88.9%	9
The Teaching Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures	0.0%	0.0%	0.0%	11.1%	88.9%	9

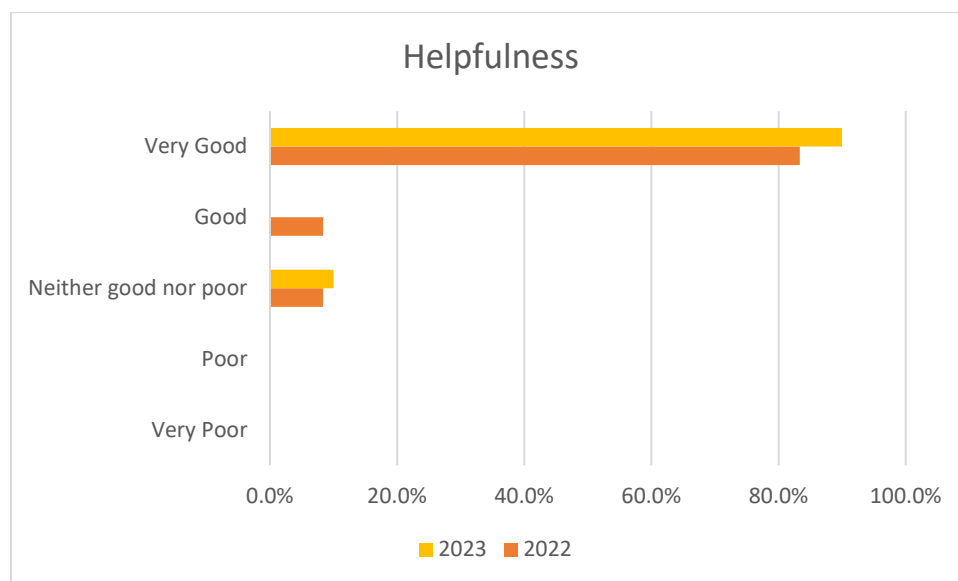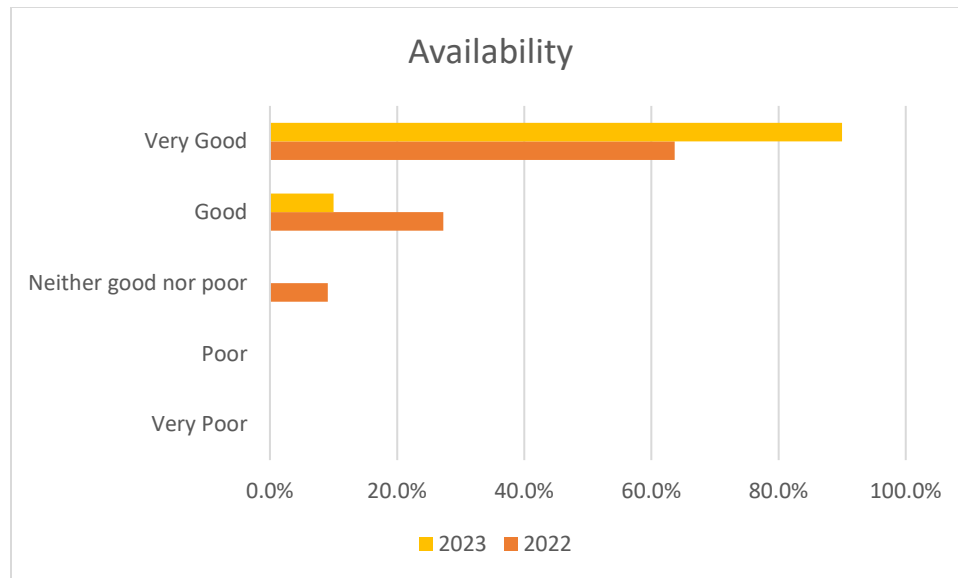|						
The Teaching Assistant was genuinely interested in and enthusiastic about teaching.	0.0%	0.0%	0.0%	0.0%	100.0%	9
I would recommend this Teaching Assistant to other students	0.0%	0.0%	0.0%	22.2%	66.7%	8

Here are some selected answers for the open-ended questions from the teaching evaluations.

- Please describe this person's greatest strengths as a Teaching Assistant. Please keep your comments constructive and professional
    - Your lab files were very helpful--concise and very useful summaries and applications of lecture material!
    - Mateo was a great TA for a very difficult class. He was super accessible to students and went out of his way to answer emails in detail.
    - Mateo had many strengths. My classmates and I often discussed how his labs were an excellent compliment to the Professor's lectures. In fact, I may have learned more from the labs.
    - Mateo was extremely well prepared, conducted the class in a structured and clear way, and encouraged participation, which really helped keep students engaged. He carefully and thoroughly explained everything he did in R - allowing the class to be helpful content-wise as well as extremely helpful for developing skills in R. I feel like my R skills tripled during the course of the class thanks to his labs. He also provided much needed clarification on the lectures and helped "translate" some of the more technical aspects of the lectures into easy to understand pieces.

Duke University – Ralph Bunche Summer Institute

Here I present the results from the teaching evaluations for 2022 and 2023 for RBSI. 2021 was not added because there were too few respondents to the teaching evaluations.

Leading Lectures/discussion

	2023	2022
Very Good	~70%	~67%
Good	~30%	~25%
Neither good nor poor		~8%
Poor		
Very Poor		

Enthusiastic about the material

	2023	2022
Very Good	~80%	~67%
Good	~10%	~33%
Neither good nor poor	~10%	
Poor		
Very Poor		

Availability

Very Good
Good
Neither good nor poor
Poor
Very Poor

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

■ 2023   ■ 2022

Helpfulness

Very Good
Good
Neither good nor poor
Poor
Very Poor

0.0%   20.0%   40.0%   60.0%   80.0%   100.0%

■ 2023   ■ 2022

Here are some selected answers for the open-ended questions from the teaching evaluations.

- What is something that Mateo did well and contributed to your learning?
  - 2022
    - Very wiling to help and explain the coding at a slower pace, which was great. I found his lectures easier to follow along for this reason.
    - Mateo was able to help me translate my theoretical topic to an empirical based research paper. He really helped break down R and assist me In understanding what I was trying to research. EXCELLENT methods TA.
    - Mateo was good at boiling down the complex concepts in R down to an understandable level.

- - - Very good at explaining and very patient. When it was sometimes hard to understand, he took his time and made sure that no one was left behind.
  - 2023
    - Mateo was very very helpful and understanding when helping me with my individual research project. He was always available and open to giving constructive advice.
    - He is so patient with students! He is both supportive and critical which is good. He truly does such a great job.
    - Mateo was very very helpful, especially when helping us craft our research designs. He was very patient with us, and every time I had a problem, whether it be regarding research design or coding, he always broke it down as many times as I needed to understand it. I felt as though he was really invested in our learning of the material. An excellent TA!
    - Great a leading lecture in an engaging way. Calling on people and working through code in class helped with actually learning the functions.
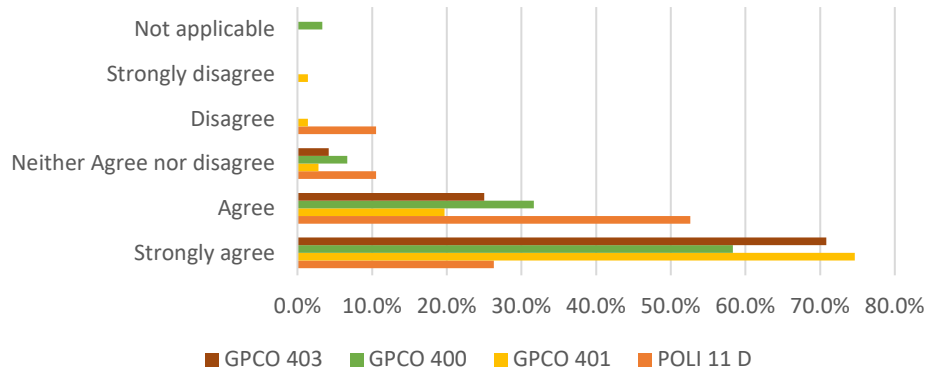
University of California San Diego

Courses I was a teaching assistant for:

- TA: International Economics with Natalia Ramondo Spring 2018 (GPCO 403)
- TA: Policy Making Process with David G. Victor Winter 2017 (GPCO 400)
- TA: Microeconomics for Policy and Management Fall 2017 (GPCO 401)
- TA: Political Inquiry with Peter Galderisi Spring 2017
- Grader: Insurgency and Terrorism with David Mares. Winter 2017
- TA: Introduction to Comparative Politics with Karen Ferree (POLI 11D)

Here I present the results from the teaching evaluations for some of the courses I TA'd for during my masters' at UCSD. I was only able to retrieve the evaluations from 4 of the courses.
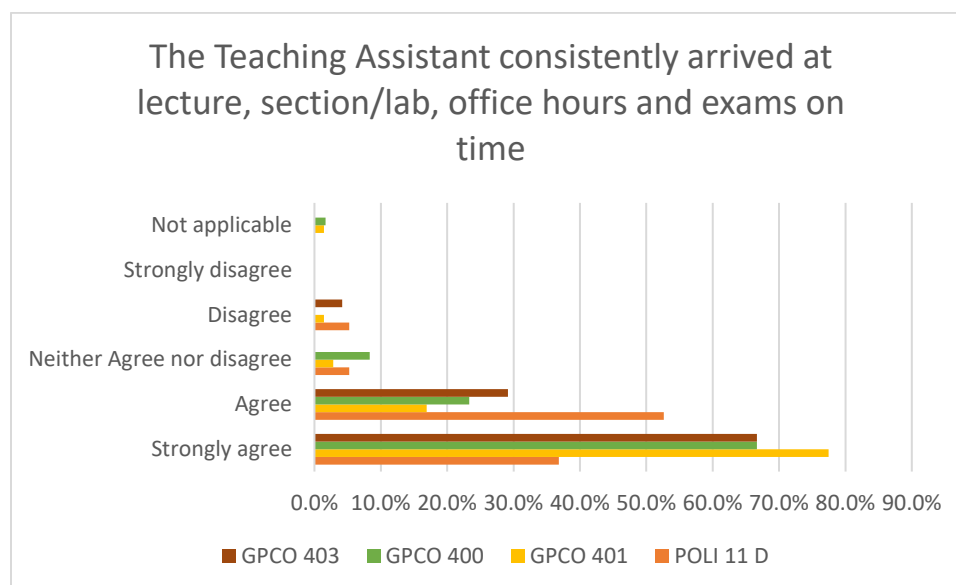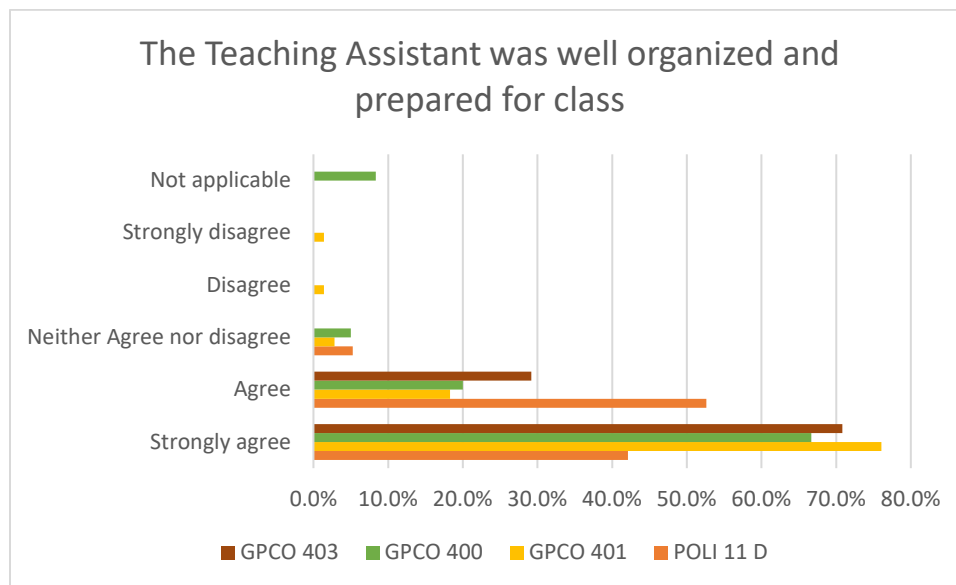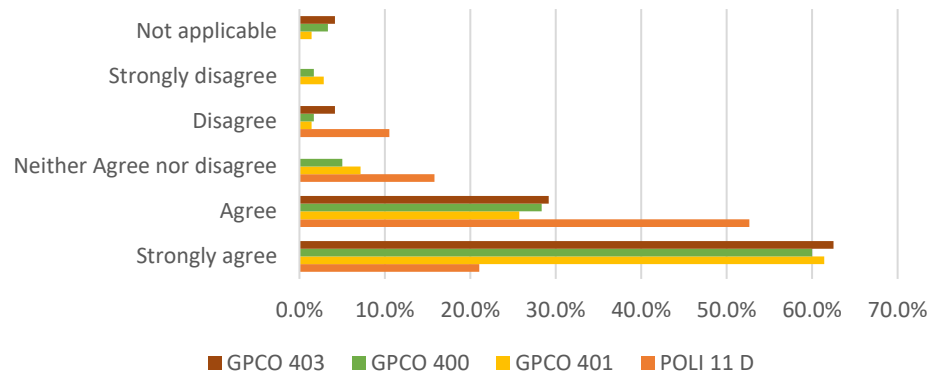
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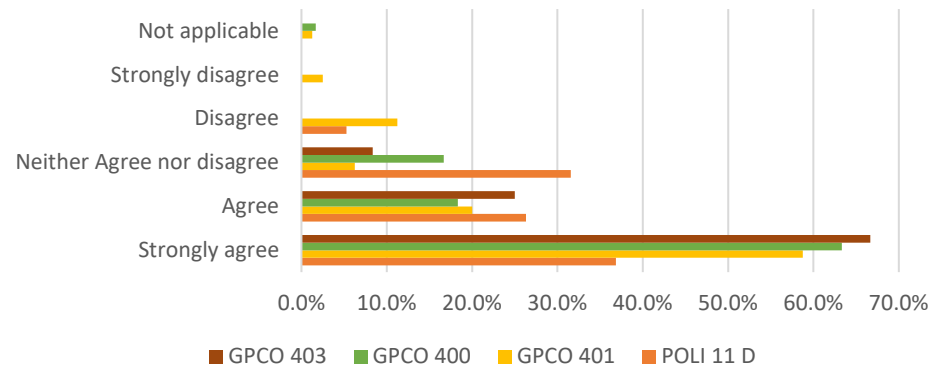

The Teaching Assistant helped develop my thinking skills on the subject
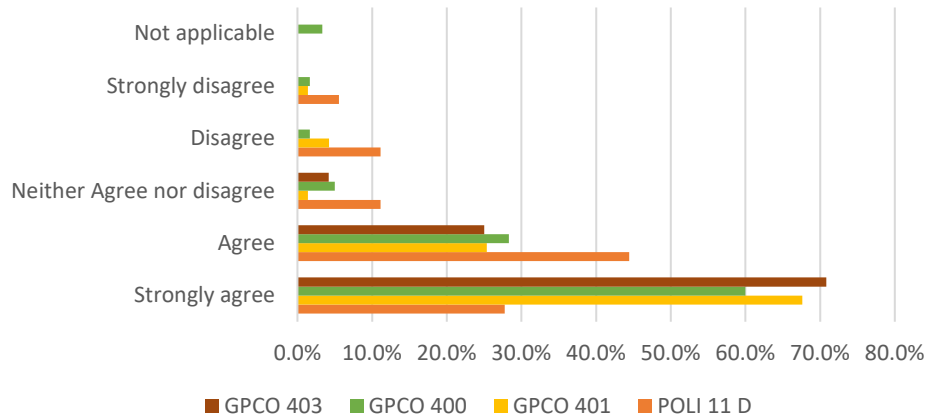
✉ sv161@duke.edu   ☎ +1 (858) 568-2422   🌐 https://mateovillamizarchaparro.github.io/

Feedback from the Teaching Assistant on assignments, exams and/or papers was helpful and constructive

Legend: ■ GPCO 403   ■ GPCO 400   ■ GPCO 401   ■ POLI 11 D

The Teaching Assistant's explanations were appropriate, being neither too complicated nor too simple

Legend: ■ GPCO 403   ■ GPCO 400   ■ GPCO 401   ■ POLI 11 D

The Teaching Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures

Legend: ■ GPCO 403 ■ GPCO 400 ■ GPCO 401 ■ POLI 11 D

The Teaching Assistant was genuinely interested in and enthusiastic about teaching

Legend: ■ GPCO 403 ■ GPCO 400 ■ GPCO 401 ■ POLI 11 D

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I would recommend this Instructional Assistant to other students

Here are some selected answers for the open-ended questions from the teaching evaluations. The full set of comments can be found on my webpage.

- Please describe this person's greatest strengths as a Teaching Assistant
  - POLI 11 D
    - Great at explaining key concepts that are sometimes grazed over in class. Effective teaching techniques.
    - He has a great personality to be a teacher. Very kind and modest that if he does not know something, he would say "sorry but I will get back to you" instead of making up wrong answers. He also encourages students to come up with answers instead of pouring out information.
    - He would ask questions to every student in order to get every student involved in the discussion.
    - The greatest strength of the teaching assistant was his knowledge of the concepts being taught and his ability to convey the concepts. In our discussion he always made sure to clarify all questions the section had as well as go over difficult topics in detail. This allowed every individual in the class to be able to comprehend everything in the class, even the most difficult of readings. In addition, the TA had a passion for the subject that was readily available.
  - GPCO 401
    - Explaining problems with clear logic and easy to follow. Very patient and really promote students to think independently with the problems first.
    - He was always prepared for TA sessions and the problems we covered were always pertinent to the lecture material covered during the week. He explained things conceptually and mathematically in a way that was easy to internalize for me, and I appreciated his willingness to help students with questions outside of his normal office hours.
    - Mateo has a good knowledge base on Economics and also a great passion for teaching. The questions are answered and interpreted in understandable

ways. It was an enjoyable experience to discuss questions with Mateo and he would always encourage us to think deep and complete.
- Mateo is an exceptional TA and able to break down the material in different ways in order for students to understand it (he doesn't just reiterate the way things are taught in the course). He is patient and in his TA sessions he includes everyone, not just the same students who raise their hands. He also always makes himself available to students and makes an attempt to learn all their names. He is going to make a wonderful professor one day.
- GPCO 400
  - Mateo always gave me the clear explanation for complicated & difficult theory. Also, gave the tips to improve my essay writing.
  - Mateo is knowledgeable, patient and approachable. He gave good feedback on the memos.
  - Mateo is very good at organizing contents for classes and clarifying the concepts well.
- GPCO 403
  - Mateo is approachable and is the best TA I have ever met, he knows the course materials very well and prepares his session according to the students' needs.
  - Mateo really likes to take the time to explain things to students and make sure that they understand the reasons why they answered what they answered, also he is very accessible to students.

Observer Forms – Summer 2022

Observer Form - 1

To be completed by the graduate student instructor doing the observation
Use your handwritten field notes to create narrative answers. Your responses to these questions may vary in length. Focus on what you saw that 1) acknowledges what was done very well in the class session, and 2) provides constructive feedback on aspects of teaching that are actionable. Email this completed observation form back to the TA/instructor as a typed pdf as soon as you are able and arrange a meeting to discuss.

Your name ▮▮▮▮▮▮▮▮▮   Observation date: 6/16/22

Instructor/TA name: Mateo Villamizar-Chaparro   Class: Introduction to Empirical Approaches

1) Describe what happened in this class session. What was done by the TA/instructor and/or the students? What teaching methods did you observe? How effective were these activities and methods in achieving the goal or student outcome that the TA/instructor had set out for this class session? Explain.

Mateo's class was a combination of lecturing moments and exercises. The class happened in a lab, students were each on a computer, and Mateo presented concepts and guided them through the exercises. It was a very unusual format for me, since I'm habituated to more "traditional" classroom settings. During the explanations, Mateo made sure to make check-in questions and reserved some time to reply to students' comments. During the exercises, Mateo went table from table and helped students that needed help based on their specific needs. There was also another TA present that constantly offered help to students during the exercises and offered a couple of additional explanations. Students spontaneously helped each other and, in some cases, worked together. Overall, everyone seemed very attentive and immersed in the exercises. It was a very effective class.

2) What "worked" particularly well during this class session? Were there any small-group activities, assignments, or teaching strategies in particular that you think the TA/instructor should continue to use?

The extent and quality of support offered by Mateo to his students during the exercises were impressive. Watching Mateo going from table to table, talking to every student, and making sure they understood the content, made me sure that students will have learned the content before leaving the classroom. I also think that the way Mateo presented the solution to every exercise, going step by step, and reminding students about basic and fundamental notions that are crucial to the solution, was quite effective.

3) Was there a point during this class session when the TA/instructor "lost" student attention? If so, what do you think caused it? How did the TA/instructor react, what did they do to regain student attention? Were the TA/instructor's efforts in this regard effective?

I don't think the instructor lost student attention during the class, and I think that one of the reasons was the fact that he went from table to table during the exercises, which helped keep students engaged and focused on the exercises.

4) How did the physical (or virtual) surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, the time of day, number of students in the class, outside noise, lighting, problems with equipment or technology, etc.)

There were no disruptions.

5) What suggestions do you have for the TA/instructor you observed in terms of expansion of particularly effective teaching strategies, improvement of teaching strategies that didn't work well, solving problems you observed, etc.?

I'm a strong advocate of group work and, since some students were already spontaneously working in pairs, I would suggest taking advantage of that predisposition and explicitly dedicating some exercises for pairs/small group work. It's difficult to affirm from a single observation, but I would guess that students in the class have different levels of familiarity or previous training with the contents. In this case, even though the instructor's availability to help students during the exercises was impressive, I think it would be worth pairing students or splitting them into small groups to work together. Working with peers tends to have positive effects. It also can be an interesting tool for the instructor to observe students and spot specific difficulties.

6) Other comments or observations:

Observer Form - 2

Your name: ███████   Observation date: June 9

Instructor/TA name: Mateo Villamizar Chaparro

1) Describe what happened in this class session. What was done by the TA/instructor and/or the students? What teaching methods did you observe? How effective were these activities and methods in achieving the goal or student outcome that the TA/instructor had set out for this class session? Explain.

The instructor mainly instructs using an RStudio/RMarkdown interface, projected on the screen. The instructor started off the session by asking students some "big-picture" questions about the analysis task at hand: what is the unit of analysis, what are the independent variables and dependent variables etc. The instructor motivated the analysis well, e.g. government access and vote choices etc.

Several students arrived to class late (2:11pm, 2:16pm)

When it comes to the more hands-on part of the session, where students have to try their hands at R commands, a quick walk around the lab indicated that all students were superbly engaged and on task (nobody was doing unrelated things/surfing the internet). Students had ample questions, and both the instructors walked around answering the questions one by one. Students also engaged in discussion and helped each other out, which was very impressive.

At one point, the instructor was lecturing facing the screen projection, a student raised her hand, but the instructor missed it, and in the end the student put her hand back down.

Instructor is familiar with the names of the students, and students appear very comfortable to raise hands and ask questions mid-class.

It is my observation that the range of experience/level of the students is quite wide. A couple of students had relatively more advanced knowledge of R (as evidenced by their questions and comments when they were helping other students), where a student raised her hand during class at some point to indicate that she did not understand what was going on and was quite lost. The other instructor (Gloria) helped that student individually.

At one point, the instructor wrote on the whiteboard the z-values that correspond to a 95% interval, where he made a typo. A student later raised his hand to indicate that he spotted a typo. The instructor handled the situation very well, and immediately corrected the typo and acknowledged the student.

2) What "worked" particularly well during this class session? Were there any small-group activities, assignments, or teaching strategies in particular that you think the TA/instructor should continue to use?

- Instructor knew students well and by name
- Students are very comfortable asking questions, and had ample opportunity to get individual help during break/after class
- Instructor took time to go through exercises with students slowly and in detail
- The vibe/atmosphere of the class was superb...everyone was on task and focused, with no browsing of internet
- Instructor did not give answers to students right away, but rather probed them with follow up questions

3) Other comments or observations:

Let me first answer the instructor's questions:

1. Am I able to retain students' attention?

Yes, they were on task the whole class and were not distracted. I am very impressed.

2. Are the speed, clarity , and pace good for the class? How lost do you feel students are?

I think the pace is good. I think most students in the class followed what you taught in class well (judging from their engagement and questions). However, there are a couple of students who are appearing to be lost.

3. Are the exercises useful to understand the code being presented

Yes I think the exercises are relevant and useful. More comments on that below.

I have two individual comments for the instructor:

1. When the instructor is teaching the students a new command, I noticed that he mainly just verbally explained what is going on, maybe with some gesturing along with the explanation. (For example, when he was explaining to students how to change working directory in R, he mainly did so verbally).

One potential thing that the instructor could try is to do some quick live coding to demonstrate the commands that he is introducing. For example, in his RMD file, he could quickly execute a

say "df %>% mutate(ifelse()) command in a cell on some very simple demo data, so the students can see what is supposed to happen on the big screen, and then try applying it on their own in their own laptops. I think this might help them understand and engage with the materials faster/better.

2. I noticed that the instructor often replied to students' questions with follow up statements/questions, such as "not my question", "what do you mean", or "is that a question or a statement".

I appreciated that the follow up questions can challenge the students to think more clearly or to formulate their answers more sensibly. I think perhaps the instructor could prepend his statements with some "padding" to soften the directness a little bit.

For example, instead of saying "not my question", I would say "That's a good observation, but that was not exactly what I was asking. What I asked was this: … "

This is of course just my personal opinion.

FALL – The Political Economy of Migration

Time: TBD
Venue: TBD
Instructor: Mateo Villamizar Chaparro (sv161@duke.edu)
Office Hours: Time or by appointment

COURSE DESCRIPTION

Every day, people cross borders. In an increasingly interconnected world, migration has become a ubiquitous phenomenon, shaping societies, economies, and cultures. It is a fundamental aspect of human experience, demonstrating the innate desire for exploration, improvement, and seeking better opportunities. Migration is a complex and multifaceted phenomenon that goes beyond mere movement; it embodies a myriad of social, economic, political, and cultural implications. This seminar is designed to provide you with a critical overview of the field of migration studies, both theoretically and empirically, and to advance your methodological and analytical skills.

This course is structured into three integral modules, each delving into vital dimensions of migration. In the first module, "Understanding Migration: Theories and Typologies," we explore the various spatial and temporal aspects of migration, investigating prevalent theories of why individuals migrate. The second module, "Economic Consequences of Migration," critically analyzes the economic implications of migration, encompassing labor market dynamics, fiscal considerations, and migration's influence on innovation, development, and growth. The third module, Migration, politics, and society investigates the political ramifications of migration, encompassing public attitudes, migrant integration, and the impact of migration on political competition, party strategies, and voting behaviors. Through this multidimensional approach, students will attain a comprehensive understanding of migration and its intricate intersections with the realms of politics and economics.

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

STUDENT LEARNING OUTCOMES

By the end of the semester, students will be able to:

- Describe and complicate ongoing debates regarding migration.
- Explain the main political, economic, and social consequences of migration.
- Describe different facets of migration both in terms of temporality and geographical location.
- Describe barriers and opportunities to migrants as political actors.

- Understand how perspective taking exercises could improve migrant integration in host societies.
- Familiarize yourself with some migration-related datasets and produce memos describing results using these datasets.
- Conduct an original research project regarding a specific migration-related issue.

REQUIRED ASSIGNMENTS AND GRADING

Attendance and Participation (10%): You will be expected to have done all the required readings in advance of each class. Students are expected to attend each seminar, read the assigned material before each class, and be prepared to discuss assigned material. Some basic rules for participation:
1. Respect others' rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
2. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
3. Be courteous. Don't interrupt or engage in private conversations while others are speaking.
4. Support your statements. Use evidence and provide a rationale for your points.
5. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
6. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

Perspective taking Exercise (15%): The objective for this assignment is to engage in a perspective taking exercise with the testimonies of real migrants. For this, you will choose two migrant stories from the oral history library at the Ellis Island Foundation or the Living Without Them project from the IOM and compare them amongst each other using the theoretical framework from the class. You should at least connect the stories with one topic from the migration and the economy module and one from the migration, politics and society module.

Quantitative Memo (15%): The goal of this assignment is to get you to work directly with data about migration. For this assignment you'll have to choose between the Migration Data Portal, Missing Migrants Project, the Mexican Migration Project, the IADB's Data Mig portal, or one of the regional surveys with questions about migration like Afrobarometer, The European Values Survey, or LAPOP and produce a descriptive report about the results of their quantitative analysis. The policy memo will be addressed to a client—a head of a government agency or international institution, or a policy strategist at a firm or NGO—and will briefly summarize the state of play of the event you are studying, how you made the analysis, and the main conclusions of your analysis.

Evaluation Memo (20%): Students will write a two-page, single-spaced memo evaluating a research paper chosen from the syllabus' modules 2 and 3. No more than three students may report on a given paper; papers will be assigned on a first-come, first-served basis. The first report should be submitted before **class 19** and the second one should be submitted by **class 28**. The report should

1. Identify the question the paper addresses and state why this question merits attention.

2. Summarize the paper's arguments and how the author/s supports these arguments.
3. Evaluate the effectiveness of the paper in defending its arguments,
4. Recommend how the paper could be improved.

Final Paper (40%): Groups of students will select a specific migratory movement occurring in the world and design a plan for the government or governments involved to deal with this migratory movement. This plan will entail:

1. A description and characterization of the migratory movement, including the challenges or opportunities it can create.
2. An explanation of the economic consequences the migratory movement creates.
3. A detailed exposition of the political consequences of the migratory movement.
4. A section presenting some original empirical evidence providing support for your main argument.
    a. For example, using simple graphs or cross-tabulations. More complex exercises are designed and encouraged but are not necessary.
5. A brief policy recommendation explaining how to deal with the migratory movement that has at least one solution to one of the challenges you identified before. Your recommendations should draw on and cite explicitly the concepts and the evidence we discuss in class.

In order to make this project more manageable it will be divided into sections as follows:

- Proposal (10%) 2-3 pages of single-spaced text due in class 10. Students are encouraged to go to office hours to discuss the selected migratory movement before this assignment. The proposal should have:
    o A description and characterization of the migratory movement, including the challenges or opportunities it can create.
    o Data sources that could be used for the project.
- First draft (10%): The first draft should be 5-10 pages long and should include the literature review, the identified challenges, and a sketch of the policy recommendation.
- Final Paper. (20% of grade): Should be 15-20 pages long and is due a week after the last session of the course.

CLASS POLICIES

Attendance: Attendance in-person for this class is required. Provide advanced written or e-mailed notice that you will miss a class. See section below on Absences for more information.

Late Assignment Policy Assignments are cumulative, and so it is important that students make regular and timely progress in the course. Unless otherwise noted, late assignments will not be accepted after two days past the due date. There is a ten-point penalty per day for late assignments. Allowances for documented emergencies will be made on a case-by-case basis. Provide advanced written or e-mailed notice if you will must turn in an assignment late.

Grade appeal policy: Grades on a particular assignment may be appealed within one week of receiving the grade. For each point that you are appealing, write a brief statement (1-3 sentences) using comment bubbles to explicitly name the criteria you are appealing and to explain why you

believe you earned those points. Please include evidence supporting your statement and highlighting a section of your paper that fulfills those criteria. Appeals should be sent via email.

Academic integrity: link or URL to the university's honor code along with a summary or quotation from it.

Inclusivity in the classroom: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions.

In my classroom you can determine your own identity and have the right to be called by whatever name you wish, and for that name to be pronounced correctly. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal.

Professionalism in the Classroom The classroom is an important learning environment. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening, or violent behavior will be dealt with according to university's policies.

Electronics in the Classroom To minimize disruptions, students should silence their phones and other devices. The use of laptops and tablets during class will be permitted only for accessing electronic readings, notetaking, in-class activities, or project related research. If I find that you are abusing this policy, I will ask you to turn off the device. Repeated infractions will lower your participation grade.

COURSE SCHEDULE

Suggested readings are marked with an *

MODULE 1 – Understanding Migration: Theories and Typologies

Class 1: What is migration?

Please complete the "Course Welcome Quiz"

- Natarajan, A., Mosliman, M., and Lopez, M. H. (2022) Key facts about recent trends in global migration. *Pew Research Center*. Available in: https://www.pewresearch.org/short-reads/2022/12/16/key-facts-about-recent-trends-in-global-migration/
- Allie, F., Cristensen, D., Grossman, G. and Weisntein, J. (2021) Using IOM Flow Monitoring Data to Describe Migration in West and Central Africa. *IPL Report*
- * Castles, S. Haas, H. and Miller, M (2014) Introduction in *The Age of Migration. International Population Movements in the Modern World*. 5 ed. Pp 1-24

- *IOM (2023) World Migration Report 2022. Available in https://publications.iom.int/books/world-migration-report-2022

Class 2: Why do people migrate? Theories of migration

- O'Reilly, K (2023) Migration Theories: A Critical Overview in Triandafyllidou, A. (Eds) *The Routledge Handbook of Immigration and Refugee Studies.* Pp. 3-12
- * Ravenstein , E. 1889. The Laws of Migration. *Journal of the Royal Statistical Society*, 52 (2): 241 – 305

Class 3: Migration networks

- Mahajan and Yang (2020) Taken by Storm: Hurricanes, Migrant Networks, and US Immigration American Economic Journal: Applied Economics 12(2) pp 250-277

Class 4: Return Migration

- Kuschminder, K (2023) Return Migration in Triandafyllidou, A. (Eds) *The Routledge Handbook of Immigration and Refugee Studies.* Pp. 3-12
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