

Syllabus for ECN 117

Economics of International Immigration

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TA's Office Hours: Thursdays 10 AM to 12 PM (SSH 116)

Course Description:

Immigration is a highly contentious and divisive issue. There is an increasingly heated debate about how strict the migration policy should be. This debate is rarely based on a discussion of facts. The course aims to provide a deeper understanding of immigration issues using tools from economics. The class will focus on positive (objective and fact-based) rather than normative (subjective and opinion-based) questions. That is, we will discuss some important factual questions that we should know the answers to before forming our opinions. The course will be organized around four main questions on the economics of immigration:

1. Who migrates and why?
2. How do immigrants do in the receiving country?
3. How do immigrants affect natives?
4. How do immigrants influence those left behind?
5. How is migration policy conducted in the US and other countries?

Readings

Recommended textbook: *The economics of immigration.* Bansak, Cynthia, Nicole B. Simpson, and Madeline Zavodny. Routledge, 2015. (BSZ)

Articles: We will also read some academic articles. All articles will be available for download in Canvas.

- Chiswick, Barry, and Timothy J. Hatton. "International migration and the integration of labor markets." Globalization in historical perspective. University of Chicago Press, 2003. 65-120.
- Feliciano "Educational selectivity in US immigration: How do immigrants compare to those left behind?" Demography 42.1 (2005): 131-152.
- Card, David. "The impact of the Mariel boatlift on the Miami labor market." ILR Review 43.2 (1990): 245-257.
- Dean Yang "How Remittances Help Migrant Families" <http://www.migrationpolicy.org/article/how-remittances-help-migrant-families>
- Cortes "Are refugees different from economic immigrants? Some empirical evidence on the heterogeneity of immigrant groups in the United States." The Review of Economics and Statistics 86.2 (2004): 465-480.
- Dustmann, Christian, et al. "On the economics and politics of refugee migration." Economic Policy 32.91 (2017): 497-550.

Exams

There will be Three exams: two midterm exams (the second midterm is not cumulative) and a comprehensive final exam.

Midterm 1: In class on Monday, August 19

Midterm 2: In class on Tuesday, September 3

Final: In class on Wednesday, September 11

Problem sets

In addition to the exams, there will be three problem sets. The problem sets aim to help you prepare for the exams and keep track of the material. You will get full credit on the problem sets as long as you at least attempt to answer each of the questions and hand them in on time (they won't be graded, so there are no reasons to try to solve the problems by yourself). No late problem sets will be accepted.

Problem set 1: due August 16 by 11:59 PM on Canvas

Problem set 2: due August 30 by 11:59 PM on Canvas

Problem set 3: due September 9 by 11:59 PM on Canvas

Final grade

Your final grade in the course will be determined by:

15% Problem Sets, 40% Final Exam and 45% Midterms (2 × 22.5% each)

Economics department grading policy:

To ensure fairness and consistency in grading, the Department expects that the GPA in all undergraduate economics courses will average **2.7**.

Exam and Re-grade Policy:

- I will not reschedule exams. If you are unable to take the exams on the dates assigned, please enroll in another class. If you miss an exam for any reason, you must contact me prior to the examination time and provide a legitimate university excuse before we will be able to discuss an alternative grade weighting.
- If an administrative error in calculating your exam grade has been made (such as an arithmetic error in adding up your score) or if you desire an exam re-grade: You will have **4 days after the release of the grades** on *Gradescope* to send a regrade request.
- In your request, enumerate questions deserving special attention in my second reading of your exam and why such questions deserve special attention.

Please note that your entire exam will be reviewed. That is, if some of your answers are revealed as lacking (in content, in clarity, etc.) upon my second reading, you may end up losing points.

Academic dishonesty of any kind will not be tolerated. I expect strict adherence to the Code of Academic Conduct at all times (included at the end of this syllabus). Be sure you read it and understand it (<http://sja.ucdavis.edu/cac.htm>). My policy is to refer all violations of the Academic Code to Student Judicial Affairs for discipline.

Additional Note. If you have a physical disability, any difficulty with the English language, or other special needs that are relevant to your success in this class please see me early in the quarter. I will help you get access to resources that may help you deal with any special problems you might have in the course.

Other Resources:

- UC Davis essential resources for students:
<https://resources.ucdavis.edu/>
- Resources for first-generation students:
<https://firstgen.ucdavis.edu/student-resources>
<https://lettersandscience.ucdavis.edu/first-generation-student-support>
- Resources for LGBTQIA students:
<https://lgbtqia.ucdavis.edu/support>
- American Economic Association resources for students:
<https://www.aeaweb.org/resources/students>
<https://www.aeaweb.org/resources/students/undergrad-research>
- Resources for international students:
<https://www.ucdavis.edu/admissions/undergraduate/international/resources>
<https://siss.ucdavis.edu/>
- Resources for undocumented students:
<https://undocumented.ucdavis.edu/> <https://undoc.universityofcalifornia.edu/campus-support.html>

The University of California, Davis
CODE OF ACADEMIC CONDUCT
Honesty, Fairness, Integrity



This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

- Academic misconduct on exams or other coursework
 - Copying or attempting to copy from another student, allowing another student to copy, or collaborating with another student on an exam.
 - Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices
 - Looking at another student's exam
 - Not following an instructor's directions regarding an exam.
 - Talking, texting or communicating during an exam
 - Altering assignments or exams for re-grading purposes
 - Bringing pre-written answers to an exam
 - Having another person take an exam for you, or taking an exam for another student
 - Theft of academic work
 - Unexcused exit and re-entry during an exam period
- Plagiarism
 - Taking credit for any work created by another person. Work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings
 - Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work
 - Using another person's presentation of ideas without putting such work in your own words or form and giving proper citation
 - Creating false citations that do not correspond to the information you have used
 - Plagiarizing one's own work
- Unauthorized collaboration
 - Working together on graded coursework without permission of the instructor
 - Working with another student beyond the limits set by the instructor
 - Providing or obtaining unauthorized assistance on graded coursework
- Misuse of an instructor's course materials or the materials of others:
 - Posting or sharing any course materials of an instructor without the explicit written permission of that instructor
 - Purchasing or copying assignments or solutions, to complete any portion of graded work, without the instructor's permission
 - Unauthorized use of another student's work
- Lying or fraud:
 - Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
 - Forging signatures or submitting documents containing false information
 - Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons
- Intimidation or disruption:
 - Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
 - Refusing to leave an office when directed to do so
 - Physically or verbally intimidating or threatening an instructor, teaching assistant or staff person, including yelling at them, invading personal space, or engaging in any form of harassment
 - Repeatedly contacting or following an instructor, teaching assistant, or staff person when directed not to do so
 - Misusing a classroom electronic forum by posting material unrelated to the course
 - Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class by interrupting, physically causing a disruption, or excessive talking