MIGRATION AND FORCED DISPLACEMENT (PSCI-3995)

Prof. Guy Grossman

Spring 2026

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Class Hours: Mondays and Wednesdays 1:45-3:15 p.m.
Class Room: Perelman Center for Political Science and Economics (PCPE), room #101
Office Hours: Tuesdays 3:00–4:00
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Blurb

Welcome to PSCI-3995. I am glad you are here!. This is an undergraduate-level lecture course on migration and forced displacement. The course covers some seminal work, but mostly cutting-edge research on the political, social, and economic aspects of the "movement of people" across borders. The course is split into three main sections.

The first section covers migration and displacement from the perspective of (potential) migrants. Here we ask questions such as: Why do people migrate, and why does the reason matter? Who migrates? How do migrants choose a destination? What's the effect of migration on migrants' well-being?

The second section covers migration and displacement from the perspective of sending countries and communities. Here we ask what the social, political, and economic effects of migration (including return migration) are on sending communities, and families "left behind"?

The third section examines migration from the perspective of destination (host) countries. Here we will analyze potential pull factors (including asylum and refugee policies), introduce theories of integration and assimilation, and more broadly, explore the determinants of public opinion with respect to migrants and refugees. We will also explore natives' behavior toward migrants (including hate crime), and the extent to which voting in host countries is sensitive to 'migrant exposure.' This part will vary for high-income countries that mainly host economic migrants and low-income countries where about 80% of refugees reside.

While a political economy approach anchors the course theoretically, we will also touch upon historical, sociological, and human rights perspectives. Students will be exposed to a wide range of literature focused on both developed and developing countries.

A son of two migrant parents and a migrant myself, I am particularly excited to teach this course as it relates directly to both my personal experience and to my research on migrant integration and on migration policies from a comparative perspective.

Course Requirements

1. Class attendance: 10%

2. Active participation and preparedness: 10%

3. Reflection on a migration-related event: 20%

4. Term paper: 60%

1. Class attendance (10%)

This course will largely rely on class discussions. Class attendance is thus required to do well in the course. Attendance will be recorded for each class meeting and will constitute a portion of your participation grade (10%). You can miss one class, no questions asked, with no penalty. In the absence of exceptional circumstances, all subsequent missed classes will be reflected in your participation score.

2. Active participation and preparedness (10%)

The course schedule details course reading assignments. You are expected to come to class prepared to discuss the readings and be an active contributor in class discussions. Preparing notes for each reading will ensure that you are prepared for class discussion and will also assist you in class assignments. If you struggle with speaking up in class, please reach out to me within the first two weeks of the semester.

3. Reflection on a migration-related event (20%)

At some point during the semester, you are required to attend one migration-related event of your choice, either on campus or elsewhere (e.g., in your hometown, while traveling, or online). The purpose of this assignment is to encourage you to reflect on course themes by connecting them to real-world discussions, debates, or experiences related to migration and forced displacement.

The type of event is flexible and up to you. Examples include (but are not limited to): a public lecture or conference, a teach-in, a panel discussion, a rally or demonstration, a town hall meeting with local or state representatives on migration-related issues, or an online event such as a webinar or public discussion. If you are unsure whether a particular event is appropriate, you are welcome to check with me in advance.

After attending the event, you will write an 750–1,000-word reflection paper. This is not meant to be a research paper. Instead, you should briefly describe the event and then focus on reflecting on what you observed and heard, using concepts, arguments, or themes from the course where relevant. You may draw connections to the readings, but an extensive citation or literature review is not required. The emphasis should be on thoughtful reflection and analytical engagement, rather than summary or evaluation of the event itself.

To help guide your reflection, you may find it useful to consider questions such as: What themes or concepts from the course were most relevant to the event you attended? Did the event reinforce, complicate, or challenge arguments or perspectives encountered in the readings and

class discussions? How did the way migration was discussed or framed at the event compare to how it is analyzed in the course?

You do not need to agree with the perspective(s) expressed at the event to write a strong reflection. Thoughtful, critical engagement—including disagreement or ambivalence—is entirely appropriate and encouraged, as long as your reflection is well-reasoned and connected to course material.

The deadline for submitting your reflection is April 5.

4. Term paper (60%)

You are required to write a 15–20 page term paper on a topic related to migration or forced displacement. The goal of this assignment is for you to develop a focused and original research question, situate it in the relevant scholarly literature, and advance a clear and well-reasoned argument. The paper may be conceptual, theoretical, empirical, or a combination thereof. You are not expected to produce a publishable paper, but you are expected to demonstrate sustained analytical thinking, careful engagement with the literature, and independent judgment. The paper should not read as a descriptive summary of what different authors have said; instead, it should be organized around your own argument, with the literature used to support, challenge, or refine that argument.

To help you manage this project, the term paper is broken into several required components, each of which builds toward the final paper. All components must be completed and submitted to receive full credit for the assignment.

- **Research question memo** (5 points): This memo should be no longer than one page (single-spaced). It should clearly state your research question and explain why it is interesting and important from an academic and/or policy perspective. If your project focuses on a particular country, region, population, or case, explain why this case is appropriate and informative for the question at hand. **Deadline**: March 22, 2026.

- **Reading list / references memo** (5 points): This memo should consist of a list of scholarly sources you plan to use for your term paper. These may include course readings, but you are expected to identify additional sources beyond the syllabus. Sources should primarily be academic (e.g., peer-reviewed journal articles, academic books, or high-quality reports by international organizations or research institutes), but can also be journalistic. At this stage, a list of citations is sufficient; summaries are not required. **Deadline**: April 12, 2026.

- **Annotated bibliography memo** (5 points): In this memo, you will provide a brief annotation (3–4 sentences each) for every source listed in your reading list. Each annotation should (1) summarize the main argument, finding, or contribution of the source and (2) explain how you plan to use it in your paper (e.g., theoretical framework, background, case context, or evidence). The goal is to demonstrate that you are reading strategically and with a clear research purpose in mind, rather than simply summarizing texts. **Deadline**: April 19, 2026.

- **Outline of paper memo** (5 points): This memo should present a detailed outline of your paper, including major sections and subsections. The purpose of this assignment is to ensure that you have a clear structure and logical progression before drafting the whole

paper. Your outline should make clear how your argument will unfold and how different parts of the paper contribute to the overall analysis. **Deadline**: April 26, 2026.

- **In-class presentation** (10 points): During the final two class meetings (April 27 and April 29, 2026), each student will give a 15-minute presentation introducing their term paper to the class. At a minimum, the presentation should clearly state the research question, explain why it is important, describe the case or context, and present the paper's central argument. If your paper includes an empirical component, briefly describe the research design and any key findings. Presentations should be well-organized, analytically focused, and accessible to a general audience.

- **Term paper** (30 points): The final term paper should be 15–20 pages in length (double-spaced) and focus on a migration-related topic of your choice. At a minimum, the paper should clearly state the research question, explain why it matters, justify the choice of case or context, and develop a coherent and well-supported argument. You are encouraged to engage critically with existing scholarship, but a central goal of the paper is to develop and articulate your own analytical perspective.

  Papers may be empirical or non-empirical. Empirical papers might analyze qualitative or quantitative data, policy documents, legal texts, or secondary data sources. Non-empirical papers might focus on theory building, conceptual clarification, comparative analysis, or critical synthesis of the literature. Regardless of approach, papers should be analytically rigorous and clearly argued. **Deadline**: May 10, 2026.

Evaluation criteria (for guidance only). In evaluating the term paper and its components, I will consider a range of factors, including (but not limited to): the clarity and originality of the research question; the strength, coherence, and persuasiveness of the central argument; the extent to which the student's own analytical voice comes through clearly in the paper; the quality of engagement with relevant literature (as opposed to simply summarizing what others have said); the appropriateness and effective use of evidence (where applicable); the organization and clarity of writing; and the overall contribution of the paper. These criteria are meant to clarify expectations rather than serve as a rigid checklist, and different papers may excel along different dimensions.

Logistics

Office Hours

Please sign up to office hours using calendly.com/ggros. Outside of office hours, I will be busy doing other parts of my job (directing PDRI-DevLab, writing scientific papers, applying for grants, supervising graduate students, serving on faculty committees, writing tenure assessment letters, etc.). Office hours are the time I have set aside to focus on you personally. If you have class during my office hours, email me, and I will find a different time to meet that works for both of us.

Communication

I will communicate with the class via both Canvas and email. In general, I prefer that course-related communication takes place using Canvas. Please be certain that your UPenn email address is an email address you check on a frequent basis.

To ensure my ability to respond to all student emails in a timely fashion, please be sure to check the course syllabus and Canvas thoroughly for answers to any questions. I respond to emails during regular university work hours, and students can typically expect a response to an email enquiry within 2-3 working days. I do not typically respond to emails in the evenings, on weekends, or on statutory holidays. I do not respond to unprofessional or rude emails.

Grade policy

- The grade you earn is the grade you will receive in this course. Grades are not negotiable, and I do not award points based on your intention to do well. The only thing that matters in determining your grade is your performance in the course.

- Every effort will be made to grade fairly and impartially; however, mistakes sometimes occur. If you have a serious reservation about how you have been graded, write a comprehensive description of the mistake as you see it. Re-grade requests will only be accepted within a week after the return of the graded work.

- Late assignments will be penalized 1/10 of the grade every day, including the date the assignment is submitted. For example, if you submit a reading list/references memo on April 15th (instead of on the April 12th deadline), and receive a grade of 4/5, it will count as a 3.25/5 (subtracting 1/4 point for April 13, 14, and 15) when calculating your final grade.

Etiquette

Please be considerate of your fellow students: arrive at class on time, take notes of what has been discussed, and do not leave the session early unless absolutely necessary. Turn off cell phones during lectures.

Accommodation for students with disabilities

The University of Pennsylvania encourages the full participation of students with disabilities. Students with disabilities are encouraged to discuss special accommodations that may be needed for successful participation in this course. Specifically, the University accommodates students with disabilities who have registered with the Office of Student Disabilities Service. Students must register with the Student Disabilities Services (SDS) to be granted special accommodations for any ongoing conditions. For more information on the services that you are entitled to, please refer to the following guide.

Accommodating tiny children

Tiny children are great. If you are breastfeeding or can't find childcare (or honestly, any other reasonable reason), feel free to bring your baby to class. We'll make it work.

Religious Accommodation

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please notify me in the first week of class if you will require any accommodation on these grounds. For more information, please refer to Penn's Policy on Religious Holidays.

Policy on Academic Misconduct

Academic dishonesty will not be tolerated. As outlined in the Student Handbook, "cheating" and "plagiarism" will result in severe disciplinary action. Either offense will be grounds for receiving a failing grade (zero points) on the assignment or examination and possibly an "F" for the course, depending on the severity of the offense.

Policy on the use of Generative AI tools

To be discussed in class.

Where do I find the readings?

Class readings are available electronically through the class website on Canvas.

Preliminaries

Lecture 1: Introductions (January 14, 2026)

Learning objectives:

- Set course expectations / go over the syllabus

- Rosenblum and Tichenor offer a glimpse into some of the topics of this course

Required readings:

1. Alex Clark, "Visualised: Europe's population crisis: See how your country compares", The Guardian (https://shorturl.at/zvmQk).

2. Rosenblum, Marc R., and Daniel J. Tichenor, eds. (2012). *Oxford Handbook of the Politics of International Migration*. Introduction: 1–22.

No class on January 19, 2026 (MLK day)

Lecture 2: Migration and Displacement Facts and Trends (January 21, 2026)

Learning objectives:

- Migration definitions (e.g., migrant, refugee, asylum seeker, mixed migration)

- Facts about migration and forced displacement

- Demographic trends that ensure the saliency of migration for the foreseeable future.

Required readings:

1. World Development Report 2023: chapter 2 ("The Numbers," including spotlight 2 on "Data").

2. Abbaszade, Aygul. (2024). "Typologies of Migration and Migrants," in *Migration Textbook*, chapter 3: 39–76.

Migration from (Potential) Migrants' Perspective

Lecture 3: Canceled due to snow storm (January 28, 2026)

Lecture 4 Guest lecture: Emilio A. Parrado (January 28, 2026)

Learning objectives:

- Anti-immigrant sentiments in Latin America.

Required readings:

1. Cerrutti, Marcela and Emilio A. Parrado (2025). "La Patria Grande? Anti-immigrant attitudes in Latin America."

Lecture 5: Effect of Migration on Migrants (February 2, 2026)

Learning objectives:

- What do we know about the benefits of migration for migrants?

- What factors affect those benefits?

Required readings:

1. World Development Report 2023: chapters 1 and 4.

2. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold," chapter 4, pp. 53–72.

Lecture 6: Theories of Migration (February 4, 2026)

Learning objectives:

- Introduction to core theories of why people migrate

- Understand the assumptions behind macro and micro theories of migration

Required readings:

1. Das, Bhaswati. (2025). "Migration Theories, Models and Frameworks." *Migration Studies*: 13–27.

2. Wagner, Violeta, and Martin Hofmann. (2024). "Overview of the Main Migration Theories." *Migration Textbook*: 85–109.

Lecture 7: Migration barriers (February 9, 2026)

Learning objectives:

- Why do fewer people migrate than predicted by economic theory?

- Intro to migration barriers (information, liquidity constraints)

Required readings:

1. McKenzie, David. (2024). "Fears and Tears: Should More People Be Moving within and from Developing Countries, and What Stops this Movement?" *The World Bank Research Observer* 39(1): 75–96.

2. Bryan, Gharad, Shyamal Chowdhury, and Ahmed Mushfiq Mobarak. (2014). "Underinvestment in a profitable technology: The case of seasonal migration in Bangladesh." *Econometrica* 82(5): 1671-1748. read only 1671-1692 and conclusion.

3. Schewel, Kerilyn. (2020). "Understanding Immobility: Moving Beyond the Mobility Bias in Migration Studies." *International Migration Review* 54(2): 328–355. read only 328-344 (until Studying Immobility).

Lecture 8: Political Push Factors (February 11, 2026)

Learning objectives:

- What do we mean by 'push factors'?

- Migration responds to political deterioration, not just economic shocks

Required readings:

1. Hirschman, Albert O. *Exit, Voice, and Loyalty*, chapter 1.

2. Leblang, David, and Benjamin Helms. (2023). *The ties that bind: immigration and the global political economy*, chapter 2: 16–45.

Lecture 9: Climate-Induced Migration (February 16, 2026)

Learning objectives:

- What evidence do we have of climate-induced migration?

- The mobility implications of slow onset changes vs. extreme hazard events

Required readings:

1. Cattaneo, Cristina, et al. (2019). "Human migration in the era of climate change." *Review of Environmental Economics and Policy*. 13(2): 189–206.

2. Mistri, Avijit, and Manotosh Gayen. (2025). "Environmental Migration." *Migration Studies*: 113-124.

Lecture 10: Destination choice (February 18, 2026)

Learning objectives:

- How do migrants decide *where* and *when* to go?

- What roles do networks play in migration choices?

- Do policies in destination countries matter for destination choice?

Required readings:

1. Munshi, Kaivan. (2003). "Networks in the modern economy: Mexican migrants in the US labor market." *The Quarterly Journal of Economics* 118(2): 549-599. read only 549-566 (until "identifying network effects"). and the conclusion.

2. Dolfin, Sarah, and Garance Genicot. (2010). "What do networks do? The role of networks on migration and "coyote" use." *Review of Development Economics* 14(2): 343-359. (skip the theoretical model, section 3.)

3. Blair, Christopher W., Guy Grossman, and Jeremy Weinstein. (2022). "Liberal Displacement Policies Attract Forced Migrants in the Global South." *American Political Science Review* 116(1): 351-358.

Origin countries and communities

Lecture 11: The socio-economic effects of migration on sending communities (February 23)

Learning objectives:

- The economic effects of migration for sending countries, communities, and households.

- Social-cultural remittances.

Required readings:

1. World Development Report 2023: chapter 5 (Origin countries: Managing migration for development).

2. Weeraratne, Bilesha B. (2024). "Migration and development: the role of remittances." *Handbook of Migration and Globalisation*: 152–165.

3. Banerjee, Pranamita, and Bhaswati Das. (2025). "Sociocultural Remittances." *Migration Studies*: 217–225.

Lecture 12: The political effects of migration on sending communities (February 25)

Learning objectives:

- The political effects of migration for sending countries, communities, and households.

- Mechanism:

Required readings:

1. Escribà-Folch, Abel, Covadonga Meseguer, and Joseph Wright. (2022). "Migration and democracy: How remittances undermine dictatorships," Introduction chapter: 1–25.

2. Tuccio, Michele, Jackline Wahba, and Bachir Hamdouch. (2019). "International migration as a driver of political and social change: evidence from Morocco." Journal of Population Economics 32(4). (just read the introduction and related literature sections, pages 1172–1175).

3. Dancygier, Rafaela, Sirus H. Dehdari, David D. Laitin, Moritz Marbach, and Kåre Vernby. (2025). "Emigration and radical right populism." *American Journal of Political Science* 69(1): 252–267. (skim the Results section.)

Lecture 13: Returnees (March 2, 2026)

Learning objectives:

- What are the drivers of refugees' decision-making about returning to their home country?

- What are the social and political dynamics post-return?

Required readings:

1. Alrababa'h, Ala, Daniel Masterson, Marine Casalis, Dominik Hangartner, and Jeremy Weinstein. (2023). "The Dynamics of Refugee Return: Syrian Refugees and Their Migration Intentions." *British Journal of Political Science*, 53(4): 1108–1131.

2. Blair, Christopher W., and Austin L. Wright. (2025). "Refugee Return and Conflict: Evidence from a Natural Experiment." *Working paper*. (skim/skip pages 16-25).

3. Maria Micaela Sviatschi. (2022). "The impact of US deportation policy on gang activity in El Salvador" (VoxDev).

Lecture 14: Deterring Migration (March 4, 2026)

Learning objectives:

- What tools do destination countries use to reduce migration flows?

- How effective are those tools?

- Are there unintended consequences?

Required readings:

1. Bah, Tijan L., Catia Batista, Flore Gubert, and David McKenzie. (2023). "Can information and alternatives to irregular migration reduce 'backway' migration from The Gambia?" *Journal of Development Economics* 165: 103153. (skip section 4: Data and estimation methods).

2. Feigenberg, Benjamin. (2020). "Fenced out: The impact of border construction on US-Mexico migration." *American Economic Journal: Applied Economics* 12(3): 106-139. (just read the Introduction and section on US-Mexico Border Control Policy pages 106–111).

3. Massey, Douglas S. (2021). "What Were the Paradoxical Consequences of Militarizing the Border with Mexico?" in *The Trump Paradox: Migration, Trade, and Racial Politics in US-Mexico Integration*, pages 32–46.

Lecture 15: Smuggling and Trafficking (March 16, 2026)

Learning objectives:

- The dangers of irregular migration, and the organization of smuggling networks

- What are potential migrants' prior knowledge and beliefs regarding the risks of the journey?

- How do migrants choose smugglers?

Required readings:

1. Tinti, Peter, and Tuesday Reitano. (2018). *Migrant, Refugee, Smuggler, Saviour* chapters 1–2.

2. van Liempt, Ilse. (2023). "Human smuggling: A global migration industry." Handbook of Migration and Globalisation: 109–122.

3. Romero, Diego, Mateo Villamizar-Chaparro, and Erik Wibbels. (2025). "The Market in Smugglers: Survey Experimental Evidence on the Choice of Coyotes in Guatemala," *working paper*.

Host Countries: High-income Destination

Lecture 16: The economic effects of migrants (March 18, 2026)

Learning objectives:

- What do destination countries gain from the contributions of migrants?

- What are some of the costs of hosting migrants?

Required readings:

1. World Development Report 2023: chapter 6 (Destination countries: Maximizing gains through economic and social policies).

2. Blau, F. D., and C. Mackie. (2016). "Panel on the Economic and Fiscal Consequences of Immigration." *National Academies of Sciences, Engineering, and Medicine*: Introduction (pages 11–21).

3. Bahar, Dany, and Hillel Rapoport. (2018). "Let their people come: Migrants as drivers of knowledge diffusion." VoxDev: https://voxdev.org/topic/migration-urbanisation/let-their-people-come-migrants-drivers-knowledge-diffusion.

Lecture 17: The security and crime debate (March 23, 2026)

Learning objectives:

- Do Migrants increase crime rates and terror threats?

- Why is the above question hard to answer conclusively?

Required readings:

1. Marie, Olivier, and Paolo Pinotti. (2024). "Immigration and crime: An international perspective." *Journal of Economic Perspectives* 38(1): 181–200.

2. Abramitzky, Ran, Leah Boustan, Elisa Jácome, Santiago Pérez, and Juan David Torres. (2024). "Law-abiding immigrants: The incarceration gap between immigrants and the US-born, 1870–2020." *American Economic Review: Insights* 6(4): 453–471.

3. Helbling, Marc, and Daniel Meierrieks. (2022). "Terrorism and migration: An overview." *British Journal of Political Science* 52(2): 977–996.

Lecture 18: Prejudice and hate crimes (March 25, 2026)

Learning objectives:

- What are some of the causes of anti-immigrant prejudice and violence?

- Power Threat Theory and Social Identity Theory

Required readings:

1. Iwama, Janice A. (2018). "Understanding hate crimes against immigrants: Considerations for future research." *Sociology Compass* 12(3): e12565.

2. Anisujjaman, Md, and Sk Mustafa Md N. Ehsanul Hoque. (2025). "Xenophobia." In *Migration Studies*: 70–81.

3. Zonszein, Stephanie, and Guy Grossman. (2025). "Voted in, standing out: Public response to immigrants' political accession." *American Journal of Political Science* 69(2): 718–733.

Lecture 19: Prejudice reduction (March 30, 2026)

Learning objectives:

- What are some promising interventions to reduce prejudice?

- Can meaningful contact, and better information, help improve social cohesion?

Required readings:

1. Adida, Claire L., Adeline Lo, Melina Platas, Lauren Prather, and Scott Williamson. (2025). "When hearts meet minds: complementary effects of perspective-getting and information on refugee inclusion." *Political Science Research and Methods*: 1–17.

2. Mousa, Salma. (2020). "Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq." *Science* 369(6505): 866–870.

3. Marble, William, Salma Mousa, and Alexandra A. Siegel. (2021). "Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes." American Political Science Review 115(4): 1111-1128. skim the more technical parts of the article.

Passover eve – no class (April 1, 2026)

Lecture 20: Public opinion and voting (April 6, 2026)

Learning objectives:

- The economic threat vs. cultural threat debate.

- What factors affect attitudes toward migrants and refugees in host countries?

Required readings:

1. Alesina, Alberto, and Marco Tabellini. (2024). "The Political Effects of Immigration: Culture or Economics?" *Journal of Economic Literature* 62(1): 5–46.

2. Dennison, James, and Andrew Geddes. (2019). "A Rising Tide? The Salience of Immigration and the Rise of Anti-Immigration Political Parties in Western Europe." *The Political Quarterly* 90(1): 107–116.

3. Kahloon, Idrees. "Economists Love Immigration. Why Do So Many Americans Hate It?" *The New Yorker* June 5, 2023. https://www.newyorker.com/magazine/2023/06/12/immigration-economy-book-reviews

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Lecture 21: Assimilation and Integration (April 8, 2026)

Learning objectives:

- What do we mean by integration and assimilation?

- Policies to improve integration outcomes.

Required readings:

1. Brown, Susan K., and Frank D. Bean. (2006). "Assimilation models, old and new: Explaining a long-term process." (https://shorturl.at/PhplJ).

2. Abramitzky, Ran and Leah Platt Boustan (2022). "Streets of Gold," chapter 6.

3. Hainmueller, Jens, Dominik Hangartner, and Giuseppe Pietrantuono. (2015). "Naturalization fosters the long-term political integration of immigrants." *Proceedings of the National Academy of Sciences* 112(41): 12651-12656.

Host Low- and Middle-Income Countries (LMICs)

Lecture 22: Global governance (April 13, 2026)

Learning objectives:

- What do we mean by UNHCR's 'encampment model'?

- The unraveling of the 'encampment model.'

Required readings:

1. World Development Report 2023: chapter 7 ("Refugees: Managing with a medium-term perspective," including spotlight 7 on "Internal Displacement").

2. Dini, Sabine, Shoshana Fine, and Antoine Pécoud. (2024). "International organizations and migration governance," in *Handbook of Migration and Globalisation*: 42–57.

3. Garnier, Adèle. (2023). "UNHCR and the transformation of global refugee governance: the case of refugee resettlement," in *Handbook on the Institutions of Global Migration Governance*: 50–62.

Lecture 23: Refugee hosting policies (April 15, 2026)

Learning objectives:

- What factors affect immigration policymaking in developing host countries?

- Introduction to the Dataset of World Refugee and Asylum Policies (DWRAP)

Required readings:

1. Blair, Christopher, Guy Grossman, and Jeremy Weinstein. (2022). "Forced Displacement and Asylum Policy in the Developing World." *International Organization*. 76(2): 337–378.

2. Blair, Christopher W., Guy Grossman, and Jeremy M. Weinstein. (2022). "Liberal displacement policies attract forced migrants in the global south." American Political Science Review 116(1): 351-358.

Lecture 24: Guest lecture Kyilah Terry (April 20, 2026)

Learning objectives:

- Introduction to Strategically Engineered Migration (SEM)

Required readings:

1. Greenhill, Kelly M. (2008). "Strategic Engineered Migration as a Weapon of War." *Civil Wars* 10(1): 6–21.

2. Orchard, Phil. (2010). "The perils of humanitarianism: Refugee and IDP protection in situations of regime-induced displacement." *Refugee Survey Quarterly* 29(1): 38–60.

3. Salehyan, Idean. (2025). "Strategic Humanitarianism and US Refugee Admissions after the Cold War." *International Studies Quarterly* 69(3): sqaf045.

Lecture 25: Refugee presence and voting (April 22, 2026)

Learning objectives:

- What factors affect attitudes toward migrants and refugees in developing host countries?

- Can public policies mitigate potential backlash?

Required readings:

1. Zhou, Yang-Yang, Guy Grossman, and Shuning Ge. (2023). "Inclusive refugee-hosting can improve local development and prevent public backlash." *World Development 166*: 106203.

2. Zhou, Yang-Yang, Guy Grossman, Shuning Ge, and Naijia Liu (2025). "Liberalizing Refugee Hosting Policies without Losing the Vote," *working paper*.

3. Rozo, Sandra, Onur Altindag, and Ozan Bakis. (2020). "How refugees boost business growth in hosting locations" (VoxDev).

Lecture 26: Students' research paper presentations (April 27, 2026)

Lecture 27: Students' research paper presentations (April 29, 2026)