Professor Nikola Mirilovic

Immigration Policy (INR4074.0001)

Credit: 3 Units
University of Central Florida, Fall 2020
Online

Office	Phillips Hall 311 D
Office hours	Online: Tue 1-3 PM, Thu 2-4 PM. Please call the SPSIA main office (407 823-2608) to have your call transferred to me during office hours
Voice	407 823-2984
Email	Via the course Webcourses page
Required books	Hein de Haas, Stephen Castles, and Mark Miller (HCM). *The Age of Migration.* 6th Ed. ISBN: 9781462542895. James F. Hollifield, Phillip L. Martin & Pia M. Orrenius (HMO). *Controlling Immigration: A Global Perspective*. 3rd Ed. ISBN: 9780804786270.

Graduate Teaching Assistant: Davide Dell'isola – contact via the course Webcourses page.

Course Description: Immigration raises important and puzzling issues. The politics of immigration are increasingly salient in the United States and across nations. International migration affects wages, security, taxation and government expenditures, and ethnic diversity. Meanwhile, even though we live in an age of globalization, immigration is often regulated and restricted. Why do some countries adopt more permissive immigration policies than others? Why is immigration more restricted during some periods of world history than during others? In this course, we will examine political, economic, and cultural explanations of immigration outcomes and policy choices. We will then examine the patterns of immigration outcomes, both historical and across the modern world.

Course Goals: 1) Students will learn the fundamental perspectives and the key analytical tools needed to understand immigration policymaking and outcomes. 2) Students will further their knowledge of key facts relevant to immigration debates, in the United States and comparatively. 3) Students will improve their writing and analytical skills.

Requirements: The final grade will be based on six quizzes, five discussions, and a paper. The paper (up to 1,500 words maximum; works cited do not count toward the word limit) will count for 25% of your final grade. It will assess your analytical and writing skills. The source materials for the paper are the course readings and lectures: external research is neither required nor expected.

The quizzes will count for 50% of your final grade. Each quiz will consist of sixteen to twenty multiple choice or true/false questions. You will have forty minutes to complete each quiz. There is a one week window to complete each quiz (please see exact dates below). The quizzes are closed book and notes and external sources are not allowed while taking the quiz.

Discussions will count for 25% of your final grade. I will drop the lowest of your discussion grades. Students will be assigned to small groups of up to ten students each. In each module that has a discussion you will post an answer to a prompt from the professor, and a response to a post from a classmate. Responses to a prompt from the professor will count for 80% of the discussion grade, while responses to classmates' discussion posts will count for 20% of the discussion grade.

The penalty for submitting a discussion post late is a 10 points (one letter grade) reduction for each calendar day of lateness. No responses will be accepted once a discussion section closes (i.e., it is not possible to post a late response to another students' discussion post).

Turnitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit your paper through the Canvas Assignment Tool as a pdf or docx file. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Required Readings: In addition to the two required books listed on the previous page of the syllabus, required readings include articles listed under "course schedule" below along with webpages where those articles can be downloaded. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

Recorded Lectures and PowerPoints: in addition to the materials found in the books and articles described above, required class materials include six recorded lectures by the professor, and six PowerPoint files (one for each module). The lectures and PowerPoints summarize and explain the material from the books and readings above, as well as include additional relevant information. The best way to do well in the course and develop a strong grasp of the material it covers is to read and carefully consider the required readings, watch the recorded lectures, and study the PowerPoint slides.

This class will not have study guides.

Course Correspondence and Webcourses: All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

Make-up Exam Policy: Make-up exams will be granted only in the case of an emergency and/or a university documented absence.

Paper Lateness Policy: The penalty for submitting a paper late is a 10 points (one letter grade) reduction for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Academic Activity and Financial Aid: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: in module 0 on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Prerequsites/Corequisites: Prerequisite(s): ENC 1102 or POS 2041 or C.I. Corequisite(s): None.

UCF Academic Integrity Statement: Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the

course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Unauthorized Use of Technology for Graded Work:
If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc.

Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses.

The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus safety statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

University Writing Center: Address and contact info: Colbourn Hall 105**;** Satellite Locations: Main Library, Rosen Library, Online**;** 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the

classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Grading Scale:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Schedule

Part I: Introduction, Theoretical Overview, Global Trends

August 24-28: Module 0: Introduction, Technical Test Quiz, Class Interest

No readings. During this time you should purchase the required books for the class, and download all the articles listed below with associated weblinks. To download all these articles for free, use students' UCF library access. You should also post about your interest in the class, and complete the technical test quiz.

August 27: 1 PM. Optional Zoom Q&A meeting. The professor will answer students' questions about the class. Attendance is not required and has no impact on your grade.

August 25-September 13: Module 1: Contemporary Migration Overview and Historical Background

HCM: Note on Migration Statistics. pp. xv-xvi

HCM Chapter 1: Introduction, pp. 1-20.

HCM Chapter 5: "International Migration before 1945," pp. 93-116.

O'Rourke, Kevin, and Jeffrey Williamson: *Globalization and History*. Chapter 10: "Globalization Backlash: Migration Policy Gets Restrictive," pp. 185-207. Available on Webcourses.

Deadline to submit the discussion post: September 7; Deadline to submit the response to another student's discussion post: September 13

Quiz 1 open: September 7-13

September 14-27: Module 2: Theory, Politics and Policies

Meyers, Eytan. "Theories of International Immigration Policy." Available: https://www.jstor.org/stable/2675981

HCM Chapter 3: "Theories of Migration," pp. 42-74.

HCM Chapter 10: "The State, Politics and Migration" pp. 225-247.

HCM Chapter 11: "The Evolution and Effectiveness of Migration Policies," pp. 248-274.

Deadline to submit the discussion post: September 21; Deadline to submit the response to another student's discussion post: September 27

Quiz 2 open: September 21-27

PART II: Case Studies

September 28-October 11: Module 3: US, France

United States

Martin, Philip L. "The US: The Continuing Immigration Debate," HMO, pp. 47-77.

Commentaries: Pia M. Orrenius and Madeline Zavodny, Daniel Tichenor, HMO, pp. 78-87.

Rodriguez, Cindy Y. "Latino vote key to Obama's re-election"
Available at: https://www.cnn.com/2012/11/09/politics/latino-vote-key-election/index.html

France

Hollifield, James F. "Immigration and the Republican Tradition in France," HMO, pp. 157-187.

Commentaries: Catherine Wihtol de Wenden, Patrick Simon, HMO pp. 188-198.

The Economist, "Le Pen, mightier than the sword?"
Available at: https://www.economist.com/europe/2011/05/05/le-pen-mightier-than-the-sword

Deadline to submit the discussion post: October 5; Deadline to submit the response to another student's discussion post: October 11

Quiz 3 open: October 5-11

October 12-25: Module 4: Germany, Japan, South Korea, GCC

Germany

Martin, Philip L. "Germany: Managing Migration in the 21st Century," HMO, pp. 224-250.

Commentary: Dietrich Thrandhart, HMO pp. 251-255.

BBC News. "Merkel says German multicultural society has failed"
https://www.bbc.com/news/world-europe-11559451

Lindsey, Daryl. "The New Germans." *Spiegel Online*.
Available at: http://www.spiegel.de/international/germany/the-new-germans-three-children-of-immigrants-share-their-stories-a-858563.html

Japan and South Korea

Chung, Erin. "Immigration Control and Immigrant Incorporation." HMO pp. 399-421.

Commentaries: Dietrich Thrandhart, Midori Okabe. CTMH, pp. 422-430.

BBC News. "Japan's trial run for migrant workers" pp. 1-3.
Available at: http://news.bbc.co.uk/2/hi/asia-pacific/7097929.stm

Gulf Cooperation Council (GCC)

Kapiszewski, Andrzej. *Nationals and Expatriates: Population and Labor Dilemmas of the Gulf Cooperation Council States.* Pp. 69-81, 157-168. Available on Webcourses.

HCM: "The Rise of the Gulf as a global migration magnet," pp. 208-209. "Diversification of migration in the Middle East" pp. 214-216.

Deadline to submit the discussion post: October 19; Deadline to submit the response to another student's discussion post: October 25

Quiz 4 open: October 19-25

PART III: Causes and Consequences of Immigration

October 26-November 8: Module 5: Political Economy and Identity

HCM Chapter 12: "Migrants and Minorities in the Labor Force," pp. 275-296.

Freeman, Gary. "Migration and the Political Economy of the Welfare State," *Annals of the American Academy of Political and Social Science* 485: 51-63. Available: https://www.jstor.org/stable/1045440.

Crepaz, Markus M. L. & Regan Damron. "Constructing Tolerance: How the Welfare State Shapes Attitudes About Immigrants." *Comparative Political Studies* 42(3): 437-463. Available: http://journals.sagepub.com/doi/abs/10.1177/0010414008325576

Hainmueller, Jens & Michael Hiscox. "Attitudes toward Highly Skilled and Low-skilled Immigration." *American Political Science Review* 104(1): 61-84. Available: https://www.jstor.org/stable/27798540

Henderson, Nell. *Washington Post*. "Effect of Immigration on Jobs, Wages Is Difficult for Economists to Nail Down" Available: https://www.washingtonpost.com/archive/business/2006/04/15/effect-of-immigration-on-jobs-wages-is-difficult-for-economists-to-nail-down/27472bc0-9019-4c53-a652-e89860c28e51/?utm_term=.848de9288dbd

HCM Chapter 13: "New Ethnic Minorities and Society," pp. 297-330.

Banting, Keith and Will Kymlicka. "Is there really a retreat from multiculturalism policies? New evidence from the multiculturalism policy index"
Available: https://www.eui.eu/Documents/RSCAS/Research/MWG/201314/5Mar-Banting&Kymlickapaper2.pdf

Koopmans, Ruud. "Multiculturalism and Immigration: A Contested Field in Cross-National Comparison." Available: https://www.annualreviews.org/doi/abs/10.1146/annurev-soc-071312-145630

Quiz 5 open: November 2-8

Note: this module does not have a discussion post. The students can use the extra time to work on their paper.

November 9 – December 9: Module 6: Institutions and Immigration

Note: November 12, 11:59 PM: paper due – upload the paper on Webcourses as a PDF or docx file

Regime Type and Immigration

Freeman, Gary. "Modes of Immigration Politics in Liberal Democratic States." *International Migration Review*, pp. 881-902. Available: https://www.jstor.org/stable/2547729.

Mirilovic, Nikola. "The Politics of Immigration: Dictatorship Development and Defense" *Comparative Politics*, pp. 273-292. Available: https://www.jstor.org/stable/27822310.

The European Union, Brexit and Immigration

Geddes, Andrew. "The European Union: Supranational Governance and the Remaking of European Migration Policy and Politics." HMO, pp. 433-451.

Commentaries: Alexander Betts, Galya Lahav. HMO, 452-461.

Hobolt, Sara B. "The Brexit vote: a divided nation, a divided continent." Available: https://www.tandfonline.com/doi/full/10.1080/13501763.2016.1225785

Taggart, Paul and Aleks Szczerbiak. "Putting Brexit into perspective: the effect of the Eurozone and migration crises and Brexit on Euroscepticism in European states"
Available: https://www.tandfonline.com/doi/full/10.1080/13501763.2018.1467955?src=recsys

Deadline to submit the discussion post: December 2; Deadline to submit the response to another student's discussion post: December 9.

Quiz 6 open: December 2 - December 9.

Note: This syllabus is subject to change at instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.