

Term Information

Effective Term Autumn 2023
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like the course to be included in Migration, Mobility, and Immobility GE Theme.

What is the rationale for the proposed change(s)?

The course meets the goals and expected learning outcomes of the Migration, Mobility, and Immobility GE Theme. Economics believes that the course is a good fit for the theme and makes a case in the attached submission form.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Economics
Fiscal Unit/Academic Org Economics - D0722
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3900.01S
Course Title The Other Side of the Border: Immigration Economics
Transcript Abbreviation Econ Immigration
Course Description This is a service-learning opportunity with Esperanza International in Tijuana, Mexico. The course will introduce micro and macroeconomic issues related to immigration. This case study will focus on the opportunity costs for immigrants, the effects of the flow of money, and the loss of labor and human capital on economic growth. Students will work with the immigrant community.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2001.01, 2001.02, 2002.01 or 2002.02, or AEDEcon 2001.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0603
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Service-Learning (new); Migration, Mobility, and Immobility

Previous Value

General Education course:
Service-Learning (new)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• The course will introduce students to the various microeconomic and macroeconomic issues related to immigration, and will review principles from this perspective.
Content Topic List	<ul style="list-style-type: none">• Examination of immigration data• Determinants of immigration• opportunity costs for various types of immigrants• Immigration effects on the receiving location, looking at the labor perspective and the costs to government• Immigration effects on the source location (flow of money, loss of labor and human capital, household effects),• economic growth• Illegal immigration• Immigration policies
Sought Concurrence	No
<i>Previous Value</i>	

Attachments

- Syllabus-The-Economics-of-Immigration-ECON3900-For-Formal-Submission.pdf: Syllabus
(Syllabus. Owner: Lam, Pok-Sang)
- MMI-Theme-Course-Submission-Form-Economics-3900-For-Formal-Submission.pdf: Submission Form
(Other Supporting Documentation. Owner: Lam, Pok-Sang)
- Syllabus-The-Economics-of-Immigration - February 13.pdf: Revised Syllabus (to address the contingency)
(Syllabus. Owner: Lam, Pok-Sang)

Comments

- Dear colleagues:

I apologize for the long delay in addressing the contingency. As requested, I have added the goal and expected outcomes of the Legacy GE category (Service Learning). I have also added an explanation for why the course meets the goals of both GE and Legacy GE. The explanation appears under General Education Rationale on Page 2 of the syllabus. The revised syllabus has been uploaded to this file. I hope the proposal now meets your approval. Thanks.

Pok-sang Lam *(by Lam, Pok-Sang on 02/14/2023 12:14 AM)*

- Please see Panel feedback email sent 11/14/2022. *(by Hilty, Michael on 11/14/2022 10:51 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lam, Pok-Sang	09/25/2022 08:43 PM	Submitted for Approval
Approved	Lavetti, Kurt Jacob	09/27/2022 01:16 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/14/2022 09:39 AM	College Approval
Revision Requested	Hilty, Michael	11/14/2022 10:51 AM	ASCCAO Approval
Submitted	Lam, Pok-Sang	02/14/2023 12:21 AM	Submitted for Approval
Approved	Peck, James D	02/14/2023 02:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/16/2023 01:11 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/16/2023 01:11 PM	ASCCAO Approval

Economics 3900
The Economics of Immigration

Instructor: Dr. Darcy Hartman
E-mail: hartman.8@osu.edu
Office: 363 Arps Hall

Course Objectives:

The purpose of this course is to study the economic aspects of immigration. The course will introduce students to the various microeconomic and macroeconomic issues related to immigration and will review principles from this perspective. Lecture topics include an examination of immigration data through recent decades, determinants of immigration, opportunity costs for various types of immigrants, reasons for immigrating, effects on the receiving location (looking at the labor perspective and the costs to government), effects on the source location (flow of money, loss of labor and human capital, household effects), economic growth, illegal immigration, and immigration policies. Case studies will clarify the key economic concepts. A service-learning program will allow students to work within an immigrant community to have a better understanding of the impact of immigration.

Course Prerequisite:

Economics 2001 or 2002, or equivalent

General Education Fulfillment:

This course fulfills the requirements of Legacy General Education category of Service Learning.

The goal and expected learning outcomes for the Legacy General Education category are listed below.

Goals	Expected Learning Outcomes
Students gain and apply academic knowledge through civic engagement with communities.	1. Students make connections between concepts and skills learned in an academic setting and community-based work.
	2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
	3. Students evaluate the impacts of the service-learning activity.

This course also fulfills the requirements for the GE Theme Migration, Mobility, and Immobility.

The goals and expected learning outcomes for theme courses in general are listed below.

Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	1.1 Engage in critical and logical thinking.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connection to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in all previous classes and that they anticipate doing in the future.	2.1 Identify, describe, and synthesize approaches or experiences.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

The goals and expected learning outcomes for the theme Migration, Mobility, and Immobility specifically are listed below:

Goals	Expected Learning Outcomes
GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.	1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
	1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.	2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
	2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

General Education Rationale

In this course, students will learn about migration, mobility, and immobility by integrating classroom learning and out-of-classroom experiences. Students will explore environmental, political, economic, social, and cultural causes of migration, mobility and immobility, their effects on individuals, institutions, and society, and how the phenomena shape beliefs and attitudes. The course thus meets the goals of the GE Theme Migration, Mobility, and Immobility. At the same

time, the major instructional component of this course is the service-learning opportunity with Esperanza International in Tijuana, Mexico. There, students will connect the concepts and the knowledge acquired in academic setting about immigration with community-based work. They will explore the cultural and economic conditions of the community and reflect on the experience. The course thus meets the goal of Legacy General Education category of Service Learning as well. Depending on the need of the student, the course could serve one of the two GE purposes.

Course Materials

Readings consist of selected chapters from books and articles and will be made available on Carmen/Canvas or as handouts.

Textbook

Castles, Stephen, Hein de Haas, and Mark Miller. *The Age of Migration: International Population Movements in the Modern World*. Guilford, 2020. (Primary Text)

Borjas, George. *Immigration Economics*. Harvard, 2014.

Bondvarsson, Orn, and Hendrik Van den Berg. *The Economics of Immigration: Theory and Policy*. Springer, 2013.

Bernotas, David. *The Economics of Immigration: Allocating Life, Liberty, and the Pursuit of Happiness*. Cognella, 2013.

McConnell, Brue & Flynn, *Microeconomics 19e*, (McGraw-Hill, 2012).

Parkin, *Macroeconomics, 10th Edition*, (Pearson, 2011)

Articles

Aviva Chomsky, "They Take Our Jobs!" and 20 Other Myths about Immigration, (Beacon Press, 2007).

Robert Guest, *Borderless Economics*, (Palgrave Macmillan, 2011).

Jeffrey Kaye, *Moving Millions: How Coyote Capitalism Fuels Global Immigration*, (John Wiley & Sons, 2010).

Mark Krikorian, *The New Case Against Immigration: Both Legal and Illegal*, (Penguin Group, 2008).

Pia M. Orrenius & Madeline Zavodny, *Beside the Golden Door: U.S. Immigration Reform in a New Era of Globalization*, (National Research Institute, 2010).

Michele Wucker, *Lockout: Why America Keeps Getting Immigration Wrong When Our Prosperity Depends on Getting It Right*, (Perseus Books Group, 2006).

Kopan, Tal. "Democrats Seek to Avoid DACA's Isolation in Budget Negotiations." CNN, 1/9/2018.

Papenfuss, Mary. "WSJ Reporter: Trump May Have Reneged on Border Wall Deal to Hold on to Campaign Issue." HuffPost, 1/21/2018.

Homeland Security. "Immigration Data and Statistics." www.dhs.gov/immigration-statistics.

Keating, Dan, and Reuben Fischer-Baum. "How U.S. Immigration Has Changed." Washington Post, 1/12/2018.

The Economist. "If Borders Were Open: A World of Free Movement Would Be \$78 Trillion Richer." 1/26/2018.

Grading:

The grade for this course will be based on class participation (20%), midterm (25%), paper and presentation (30%), and journal (25%).

Grading Scale:

The standard OSU grading scale will be utilized for this course, with the following assigned letter grades

93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	E

Assignments:

Participation

The class participation score will be based on a combination of regular attendance, participation in classroom discussions, and full participation in outside meetings and field trips. Class time will sometimes include viewing and discussion of documentaries related to immigration, e.g. The Other Side of Immigration, Meet the New Americans, 30 Days – Immigration, Crossroads – Inside the European Union.

The field trip goes to Esperanza International in Tijuana, Mexico. Students will work as a group with various households and communities on the outskirts of Tijuana to help build new homes or improve existing homes. They will be able to experience firsthand the economics of production and cost as they work alongside our community partners. They will witness a community in development, dealing with a lack of municipal services due to rapid population growth caused by influx of immigrants. They will have the opportunity to build homes while facing the issue of scarcity in resources and time – the classic economic problem. They will have the opportunity to examine choices made on all levels pertaining to immigration, the best strategies to use, as well as incentives or disincentives to motivate. They will be responsible for actively participating in the

planning and implementation of home-building projects. Students spend an hour each evening reflecting as a group on the day's experiences. Students then work in small groups to complete a journal entry with a focused discussion question.

Midterm

The midterm will be given before the travel segment. It will be short answer questions based on lecture topics from the first half of the course. Make-up exams may be arranged in advance. Missed exams will only be allowed a make-up with an acceptable documented excuse. The midterm will be closed book.

Paper

Students will write a paper regarding immigration policy. This will require critical analysis of immigration data and current policy. Students must utilize at least five sources, including two outside of required reading for the course. Papers will be 10-12 pages long, not including graphs and charts. Students must incorporate the concepts, the work experience, and their own normative analysis of immigration policy. The paper will be due the last week of class. Students will be expected to give a brief (10 minute) presentation on their topics during class during the last few weeks of class. Students will sign up for their presentation day.

Journal

The journal will be ongoing throughout the course. The journal is an opportunity to reflect on topics suggested by the instructor, along with observations during the travel portion. The grading of the journal will be somewhat subjective, but will be most useful in determining if course goals have been met for the class overall.

The final journal entry will respond to the following questions: (1) How are the concepts and skills that you have learned in an academic setting connected to your community-based work? (2) Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked; and (3) Evaluate the impacts of the service-learning activity. Use concrete examples.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Accommodation

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or

temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangement with me as soon as possible to discuss your accommodations so that they may be implemented in timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Outline

Week 1

- Microeconomic Review
 - o Supply/Demand
 - o Consumer and Producer Surplus, Efficiency
 - o Regression overview
 - o Trade overview
 - o Labor markets
 - o Income inequality

Week 2 – No class due to holiday

Week 3

- Current events in immigration

Week 4

- U.S. Immigration Overview
 - o History
 - o Statistics
 - o Policy
 - o Illegal immigration

Week 5

- The Determinants of International Migration
 - o Why People Migrate?
- Who migrates?
 - o Who do we want?
 - o Roy model
 - o Wage differentials

Week 6

- Drugs and guns

Week 7

- Immigrants and labor markets

Week 8

- Immigration around the world

Week 9

- Midterm exam

Week 10

- Travel to Tijuana

Week 11

- Different Types of Immigration
 - Refugees
 - Return
 - Temporary
 - Illegal Immigration
 - Involuntary
- Europe's boat people

Week 12

- Non-labor impacts
 - Cost/benefit analysis
- Macroeconomic Review
- Economic growth, productivity, and immigration
- Effects of immigration on the destination country
- Effects of immigration on the source country

Week 13

- Public goods, welfare, and immigration
- Game theory applications to immigration

Week 14

- Immigration policy
- Party platforms on immigration
- Heritage report and response
- Development perspective

Week 15

- Speaker/field trip
- Journals due by 5pm
- Paper presentations

Week Sixteen

- Paper presentations
- Papers due by 5pm

Migration, Mobility, and Immobility Theme Submission Form

Economics 3900: The Economics of Immigration

Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

Goals and ELOs shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course.

ELO 1.1 Engage in critical and logical thinking.	This course will build skills needed to engage in critical and logical thinking about immigration and immigration related issues through: <ul style="list-style-type: none">• Writing and presenting a paper that requires a critical analysis of immigration data and current policy.• Reading the assigned scholarly work critically to prepare for participation in classroom discussion.• Completing the midterm exam that uses short questions to assesses the analytical and logical understanding of immigration issues.
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<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</p>	<p>Students engage in advanced, in-depth and scholarly exploration of topics related to immigration through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u></p> <p>The course begins with the analytical tools and theoretical background necessary for a rigorous understanding of immigration issues (Week 1). It then turns to the current events and historical development in the US (Weeks 2 to 4). The rest of the course addresses the important topics in immigration: Determinants of Immigration Flows (Week 5), Immigration and Illegal Activities (Week 6), Immigration and Labor Market (Week 7), Types of Immigration (Week 11), Macroeconomic Effects on Source Country and Destination Country (Week 12), Immigration Policies (Week 14).</p> <p><u>Reading</u></p> <p>Students will read selected chapters from three advanced textbooks in immigration economics: Bondvarsson, Orn and Hendrick Van Den Berg, <i>The Economics of Immigration: Theory and Policy</i>, Springer, 2013, Bernotas, David, <i>The Economics of Immigration: Allocating Life, Liberty and the Pursuit of Happiness</i>, Cagnella, 2013, and Borjas, George, <i>Immigration Economics</i>, Harvard, 2014. In addition, students will read recent articles to learn about current development in immigration. Information about those articles will be provided on Carmen/Canvas.</p> <p><u>Discussions</u></p> <p>Students will complete the assigned readings and contribute to discussion in class. During the field trip, students will work on the service project in daytime and share their experiences with class in the evening.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The course integrates learning in traditional classroom with community-based services learning. It also combines individual learning and learning in a group setting.</p> <p>In the tenth week, the class will take a field trip to Tijuana, Mexico. Students will work as a group with various households and communities to help build new homes and improve existing homes. They will experience first-hand the economics of production and cost as they work on the project. They will witness a community in development and how it deals with lack of municipal services as a result of rapid population growth due to influx of new immigrants.</p> <p>During the trip, the class will spend an hour each evening to reflect as group on the experiences of the day. Then, the class will be given a focused discussion question and work in small groups to complete a journal entry.</p>

<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students reflect on the course by writing a paper on immigration policy at the end. The paper will include five or more sources, at least two of which are outside of the required readings. Students are required to include a normative analysis, in addition to a critical examination of the immigration data.</p> <p>Students keep a journal throughout the course. In the journal, students reflect on topics prompted by the instructor, along with their own observations during the field trip. One example of the prompts is: How are the concepts and skills that you have learned in academic setting connected to your community-based work? Another example is: Evaluate the impacts of the service-learning activity. Use concrete examples.</p> <p>Students submit reflections on course materials during the semester to earn participation credit.</p>
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Goals and ELOs of “Migration, Mobility, and Immobility”

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Causes of immigration is an important topic of this course and is covered in Week 5. Students will understand the basic economic perspective: immigration is determined by economic benefits and economic costs of immigration. Thus, people immigrate from poor countries to wealthy countries to earn higher incomes, and to nearby countries as the cost of moving would be low. Students will gain other important perspectives as well. For example, people tend to immigrate to countries that share their language, religion, and colonial heritage (cultural), countries where they could find a family and community connection (social), and countries that are more open to immigration and refugees (political). Students will read Chapter 2 of Castle, de Haas, and Miller and Chapter 3 of Bondvarsson and Van den Berg for this topic.</p>
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<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>Students will learn different types of immigrants and their experiences. The topic will be covered in Week 11. While the prototype immigrants are economically driven, there are also refugees and involuntary immigrants. Most are legal, but a substantial number are not. Some intend to stay long term, but some plan to stay temporarily and return eventually to the source country. Different types of immigrants have different experiences. For example, illegal and involuntary immigrants tend to get the worst jobs and conditions. Temporary immigrants may face discrimination and have limited access to social services. Return immigrants may find the reality different than they expected. Migrant generation have significantly different experiences than their children who have grown up and attended school in the new country. Students will read Chapter 3 of Castles, De Haas and Miller and Chapters 10 and 11 of Bondvarsson and Van den Berg for this topic.</p> <p>Students will have an opportunity to learn about the experience of onward immigrants first-hand during the field trip to Tijuana, Mexico. Most of the immigrants there do not have Mexico as the destination.</p>
<p>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Students learn the interactions between immigration and attitudes, behaviors, beliefs, and values through studying immigration policy. Immigration policy affects the immigration outcomes. The outcomes shape the view of the nation, which through political process in turn shapes immigration policy. Sentiment for immigration ebbs and flows as the nation swings between conservatism and liberalism. Week 4 discusses the evolution of immigration system in the US, and Week 14 discusses the current immigration policy debate. Students will read Chapter 14 of Bondvarsson and Van den Berg and Chapters 6 and 9 of Castles, De Haas and Miller for this topic.</p> <p>Students learn about the important immigration legislations, particularly the landmark acts of 1924 and 1965. Early policy limited immigrant inflows from a country based on its existing presence in the US, thus favoring family reunions and immigration from Europe. Overtime, policy began to downplay country of origin and emphasize employment-based immigration, leading to growing importance of skilled workers and immigrants from Latin America and Asia. Debates are ongoing, concerning whether immigration causes national security risk, immigrants take jobs away from natives, immigration should be family based or employment based, and whether illegal immigrants should be granted amnesty. Students will be exposed to these debates, mainly through reading the selected articles from newspapers and magazines</p>

<p>ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>Students learn the perspectives on immigration of people in a variety of roles:</p> <ul style="list-style-type: none">• <i>Academic Scholars.</i> Students will learn their views through reading book chapters. The two books, one by Bondvarsson and van den Berg and one by George Borjas, emphasize model-based and analysis. The book by David Bernotes uses a narrative approach and emphasizes international comparison.• <i>Policy Researchers.</i> Student will learn their views through reading their reports. For example, the monograph by Pia M. Orrenius and Modeline Zavodny uses a historical approach to analyze the US immigration policy and advocate a change toward a more employment-based immigration policy.• <i>Authors in Newspapers and Magazines.</i> Students will learn the views of these authors through reading their articles. Immigration policy is debated not only in the Congress but in news and media as well. Students will gain exposure to those debates by reading selected articles in prominent newspapers and magazines (For example, <i>Washington Post</i>, <i>The Economist</i>, <i>CNN</i>, and <i>HuffPost</i>)• <i>Government.</i> Students will learn the empirical facts about immigration from the database of the Homeland Security Administration.
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