

**Ag Econ 8001 – (3 credits)**

**Advanced Topics in Economics- Economic and Social Dimensions of Migration**

**Course Syllabus Spring 2010**

Instructor: Dr. Corinne Valdivia ([ValdiviaC@missouri.edu](mailto:ValdiviaC@missouri.edu)), 214D Mumford Hall;  
Phone: 882 4020

Meeting Day: Friday  
Meeting Time: 9am – 12noon  
Meeting Place: 320 Mumford Hall  
Office Hours: Please schedule appointments through email any time

**Course Description**

Course Overview – This course examines selected aspects of migration in developed and developing countries, focusing mostly on experiences in the US, the Americas, with few readings on Africa – Europe migration. It will examine theories that contribute to our understanding of the causes of migration and effects on the people and communities, as they experience change. The course covers pull and push economic factors of international migration. It addresses economic factors, and other dimensions of migration such as acculturation, context of reception in receiving communities, and the human and social capital in migration. Policy implications will be interwoven throughout the course. The approach in this class aims to build various professional skills. These include critical thinking and discussion, development of case studies, oral presentations, review of articles, and development of targeted research and/or policy briefs, addressing issues that consider economics and other disciplinary perspectives.

Prerequisite – Graduate standing.

This is a graduate level course offered to students in several departments and schools at MU. Students in agricultural economics, rural sociology, social work, educational, school and counseling psychology, and Truman School of Public Affairs, are some examples of potential participants, as well as students in the interdisciplinary international development minor in the Graduate School. The course topics include economics of migration, as perspectives from other disciplines, such as counseling psychology, sociology, and political economy.

Texts and references – Reading materials include chapters of journal articles as well as selected chapters from books as listed at the end of this syllabus. If permitted, several will be posted at the Blackboard site. Some references you may find directly on the web by using Google Scholar and JSTOR. Please note that other materials may be added throughout the course. When this happens, there will be an announcement on Blackboard. While in many cases topics contain several readings, an average of three

readings per week will be required. Required readings will be specified in a timely manner.

For resources on current reports and articles, as well as data on migration, check the United States Association for International Migration website - <http://www.usaim.org> - and the International Organization for Migration website - <http://www.iom.int>.

For data on US rural migration we will work with the US Census Bureau website <http://www.census.gov>, and Office of Social and Economic Analysis OSEDA at the University of Missouri - [osedamissouri.edu](http://osedamissouri.edu)

**Course Format** - This is a graduate level class. Readings will be assigned for each week. You are expected to read the assigned materials and be prepared for class discussion. This requires that you turn in assignments on time. Class dynamic depends on your active participation.

### **Course Policy**

Students enrolled in this class are expected to attend each class and participate actively in discussions. It is the student's responsibility to obtain notes from peers, and review blackboard notes in case of an excused absence. Students are expected to read materials before class, and be prepared for discussion. If there are difficulties accessing reading materials, please let me know immediately.

Blackboard is used throughout the semester to post discussions, notes, reading materials, and grades. Note that some readings may change, and new may be added.

Participants are expected to meet deadlines. Completion of reviews, assigned materials, and assigned work must be turned in by the times and dates provided. This is critical because of the class dynamics, for both discussion leaders, and for participants. The class promotes discussion in a respectful manner. Be respectful when debating with others. Please, always communicate with me about the class, and any difficulties encountered.

### **Course Format Assignments and Evaluation**

The three hour class per week will be divided in two parts, a lecture that introduces topics or develops theory, and a student led discussion on readings focused on the theme introduced in the previous class period, or development and discussion of case studies.

Project 1: Leading Discussion (100 points). Eight of the sessions this semester will have an assigned student to lead the discussion of selected topics. This will require you to summarize and integrate the readings in a short report, 3 – 5 page, double spaced 12 pt., which will include four questions related to the readings for class discussion. The report will be posted on blackboard before midnight on three days before class. This will provide enough time for your peers to read the report and choose two questions to respond to, in writing, before 9am on the day of the class.

During the class the leader will summarize the topic, and introduce each of the prepared questions for discussion. To keep the participation on going the leader may provide additional materials, such as case studies, figures, and media, to stimulate discussion. It is recommended that additional questions are prepared to maintain the discussion. The

instructor will participate in the discussion as any other participant, but will only participate in a leading role under extreme circumstances. This assignment is worth 20 percent of the grade, 100 points, fifty for the written report and fifty for the leading performance. Note that I will introduce each topic and concepts the previous class.

Project 2: Discussion Responses (100 points). For four class periods you select, you will prepare and submit a response to two questions posed by the discussion leader, based on the literature reviewed. You will also formulate a new discussion question. Notes of your reviews of the reading should be brought to class to facilitate discussion in the weeks when a response is not submitted for grade. Each student will submit four written discussion responses throughout the semester. You may submit more. If this is the case the four highest grades will be considered. A 2 page max. response, typed 12pt double spaced, must be posted on Blackboard by 8am on the day of class. Each response is worth 25 points. A total of 100 points can be accumulated. Quality of the responses and class participation are factored in the grade.

Project 3: A case study presentation (100 points). This assignment consists of presenting a case study on migration to the class. The format will be developed in class. This is a 20 minute presentation of an international or domestic case. You are graded on the presentation content, quality, clarity, and handouts. This assignment is worth 100 points. The presentation and materials must be posted by noon the day before your case study presentation.

Project 4: Final project (100 points).

The final project is due by 1pm May 5<sup>th</sup>; project presentation in class and feedback on week of April 19-23<sup>rd</sup>). For the options presented below, please develop a “new” project for this class, rather than just turning in part of your thesis or project proposal. On the other hand, this should be an opportunity to work on something that will actually be of use to you in the future. To ensure this balance, discuss the topic with me before Spring Break at the latest.

Option 1: *Critical Literature Review - Briefs.* Research and write a synthesis review of the relevant literature on a migration topic, presented in a *research or policy brief format*. The review should be more than a descriptive listing of literature. In addition to identifying the scope and content of the literature, the review should synthesize and summarize the major issues and findings on the topic. It should provide the reader insight into the evolution of the literature, the current “state of the art”, and the major unresolved issues.

Option 2: *Research Proposal.* The research proposal would consist of the motivation for the study including a literature review, objectives, the hypothesis to be tested, plans for data collection and analysis, and timeline and funding needs. This is the type of project that is appropriate for those seeking funding to conduct research. For U.S. nationals in the College of Agriculture Food and Natural Resources, CAFNR, the Brown fellowship (<http://cafnr.missouri.edu/iap/brown-fellowship.php>) offers funding for small

international projects (deadlines in April and December of each year). Development of proposal is practical skill this course aims to provide.

Option 3: *Test of Research Hypothesis*. Data bases are available for those interested in empirically testing a hypothesis related to the course content on migration. This project would focus on problem definition, review of the literature, and develop testable hypotheses, identify, compile and analyze the data to test empirically the identified hypotheses. This is an option of interest to students that submit abstracts to their professional associations. Depending on the quality, this could be submitted to a journal.

Final Essay Exam – 100 points

Evaluation: Grades will be determined by a combination of various types of assignments. These include a leading discussion, four discussion responses, a case study, a project, and a final essay exam. A rubric for each assessment will be provided.

Leading Discussion	100pts	20%
Discussion Responses (4)	100pts	20%
A case study	100pts	20%
Final Project	100pts	20%
Final Essay Exam	100pts	20%

Total Possible Points: 500

Grading Scale:

- A: 450-500
- B: 400-449
- C: 350-399
- F: less than 350 points

**Please note the following regarding University of Missouri Policies**

Intellectual Pluralism

*The university welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in the class may address concerns to either the Departmental Chair or Divisional Leader or Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu>). All students will have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.*

Academic Dishonesty

*Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely*

*serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.*

#### Students with Disabilities and/or Special Needs

*If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.*

Office location: 214D Mumford Hall. Phone: 882 4020 Email: Valdiviac@missouri.edu

*To request academic accommodations (for example, a notetaker), students must also register with the Office of Disability Services*

*<[http://disabilityservices.missouri.edu/#\\_blank](http://disabilityservices.missouri.edu/#_blank)> , (<http://disabilityservices.missouri.edu>),*

*S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.*

### **Tentative Course Schedule and Readings**

#### Weekly Topic Outline

##### **Week 1 Jan. 19 -22 – Introduction to the course**

During this session we will review the course content and dynamics. We will introduce ourselves, our background and interests, and an overview of concepts covered in this course. You will identify lead discussion theme that interests you. The lecture session will be focused on overview of economic theories of migration.

##### **Week 2 Jan. 25-29 – Economic Theories of Migration I**

International movements, historical perspective

##### **Week 3 Feb. 1-5 – Economic Theories of Migration II**

Neoclassical and classical theories of migration

##### **Week 4 Feb. 8-12 – New Theories of Migration**

New economic models of migration

##### **Week 5 Feb. 15-19 – International Migration – Remittances and Development**

Push and pull forces, households and remittances

##### **Week 6 Feb. 22-26 – Mobility**

Theories of mobility, domestic and international - constraints

**Week 7 March 1-6 – Case study and briefs methods, and data.**

Tools to design a case study, example with existing data sets

**Week 8 March 8-12 – Migration in the US**

Internal migration, life cycle, and return migration

**Week 9 March 15-19 – Debate about immigration to the US**

Readings on opposing positions on the impacts of immigration

**Week 10 March 22-26 – Case Study Presentations**

Second class project

**Week 11 March 29 April 2 Spring Break**

No class

**Week 12 April 5-9 – Immigration to Rural Regions**

Pull forces, networks and change in rural communities

**Week 13 April 12-16 – Immigrants and Integration in Rural Communities**

Household strategies, incomes, and adjustment processes

**Week 14 April 19-23 – Project Presentations**

Presentation of research, policy briefs or research proposals for feedback

**Week 15 April 26-30 – Social Dimensions of Migration – Acculturation**

Models of acculturation and empirical tests

**Week 16 May 3-5 – Social Dimensions of Migration – Context of Reception**

Immigration policies, impacts on people in rural communities

**May 5 –** Final Project due by 1pm

**May 6 –** Reading Day

**Week 17 May 10 - 14 Finals Week**

Final Essay Exam – **to be determined**

Readings and reference articles for weekly course topic

*Reference Books*

Hirschman, Charles, Philip Kasinitz, and Josh DeWind (eds). 1999 The Handbook of

International Migration. Russell Sage Foundation.

Pedraza, S. and R. G. Rumbaut (eds) 1996. *Origins and destinies: Immigration, race, and ethnicity in America*. Belmont, CA: Wadsworth.

*Readings by Course Topic*

***Theories of Migration - I***

Taylor, J. Edwards and Philip L. Martin 2001 *Human Capital: Migration and Rural Population Change* Chapter 9 in *Handbook of Agricultural Economics*, Volume 1, Edited by B. Gardner and G. Rausser, Elsevier Science BV. Pp. 458-511.

Martin, P. and J. Widgren. 2002. *International Migration: Facing the Challenge*. Population Reference Bureau. Washington DC. 40p.

Massey, Douglas S. and Felipe G. España .1987. The social process of international migration. *Science* 14 (August), 237(4816): 733 – 738

Sjaastad, Larry. 1962. "The Costs and Returns of Human Migration." *Journal of Political Economy* 70(5): 80-93.

***Theories of Migration - II***

Greenwood, Michael J. 1997. "Internal Migration in Developed Countries." Chapter 12 in *Handbook of Population and Family Economics*, M.R. Rosenzweig and O. Stark, eds. Elsevier Science.

Ioannides, Y. M., & Loury, L. D. (2004). Job information networks, neighborhood effects, and inequality. *Journal of Economic Literature*, 42(4), 1056-1093.

Portes, A. 1999. Theories and Concepts of International Migration. In Hirschman, Charles, Philip Kasinitz, and Josh DeWind (eds). 1999 *The Handbook of International Migration*. Russell Sage Foundation.

***International Migration Push/Pull and Remittances***

Durand, J., W. Kandel, E. Parrado and D.S. Massey. 1996. International Migration and Development in Mexican Communities. *Demography* 33(2) May:249-264

Massey, D. S. and K.E. Espinosa. 1997. What's Driving Mexico-U.S. Migration? A Theoretical, Empirical and Policy Analysis. *AJS* 102 (4) January: 939-99

Taylor, J. E., S. Rozelle, and A. de Brauw. 2003. Migration and Incomes in Source Communities: A New Economics of Migration perspective from China. *Economic Development and Cultural Change*.

Clemenson, H. A. 2007. Recent Trends in Rural Urban Migration. In *Our diverse cities*. P.25-29. (Canada).

***Mobility***

Keith, K. and A. McWilliams. 1999. The returns to mobility and job search by gender. *Industrial and Labor Relations Review* (1999): 460-477.

Baulch, B. and J. Hoddinott, 2000. Economic mobility and poverty dynamics in developing countries. *Journal of Development Studies* 36 (6): 1-24.

***Migration in the US***

Mills, Bradford and Gautam Hazarika. 2001. The Migration of Young Adults From Non-Metropolitan Counties. *Amer. J. Agr. Econ.* 83:329-340.

Mincer, Jacob. 1978. Family Migration Decisions. *Journal of Political Economy.* 86:749-773.

Roback, Jennifer. 1982. Wages, Rents and the Quality of Life. *Journal of Political Economy* 90(6):1257-1278.

Djajic, Slobodan. 2008. Immigrant Parents and Children: An Analysis of Decisions Related to Return Migration. *Review of Development Economics* 12 (3): 469-485. (possible)

***Debate about Immigration to the US***

Card, David. 2005. Is the New Immigration Really so Bad? *The Economic Journal* 115 (507): F300-F323

Borjas, G. J. 2001. Heaven's door: immigration policy and the American economy. Princeton, N.J.: Princeton University Press.

Borjas, G. J. 1994. The Economics of Immigration. *Journal of Economic Literature*. 32 (December): 1667-1717.

***Immigration to rural regions***

Kandel, W. and E. Parrado. 2005. "Restructuring of the US Meat Processing Industry and New Hispanic Migrant Destinations." *Population and Development Review* 31(3): 447-471

Portes, A. 1998. Social Capital: its origins and applications in modern sociology. *Annual Review of Sociology*. 24: 1-24

Massey, Douglas S. 1999 Chapter 2 Why does immigration occur? A Theoretical Synthesis In p.32-70

Portes, A. and R.G. Rumbaut. 2006 Immigration and Public Policy. Chapter 10 in *Immigrant America : A portrait*. 3rd Edition

***Immigrants and Integration in Rural Communities***

Roberts, B. R. 1995. Socially Expected Durations and the Economic Adjustment of Immigrants. In A. Portes, ed. *Economic Sociology of Immigration*. New York:

Russell Sage Foundation, pp.42-87

Dozi, P., and C. Valdivia. 2008. Vulnerabilities and Economics Wellbeing of Hispanics in Non-Metro Missouri. *Latino(a) Research Review* 6: 65-92.

Valdivia, C., P. Dozi, S. Jeanetta, L. Y. Flores, D. Martínez, and A. Dannerbeck. 2008. The Impact of Networks and the Context of Reception on Asset Accumulation Strategies of Latino newcomers in the New Settlement Communities of the Midwest. *American Journal of Agricultural Economics*. 90 (5), 1319-1325.

Portes, A., and R. Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley CA: University of California Press.

***Social Dimensions of Migration - Acculturation***

Berry, J. 2003. Conceptual Approaches to Acculturation. In K. Chun, P. Balls Organista, and G. Marín, eds. *Acculturation: Advances in Theory, Measurement, and Applied Research*. Washington DC: American Psychological Association, pp.17-37.

Marin, G., & Gamba, R. J. 1996. A new measurement of acculturation for Hispanics: The Bidimensional Acculturation Scale for Hispanics (BAS). *Hispanic Journal of Behavioral Sciences*. 18(3): 297.

Pedraza, S. and R. G. Rumbaut (eds) 1996. *Origins and destinies: Immigration, race, and ethnicity in America*. Belmont, CA: Wadsworth.

***Social Dimensions of Migration – Context of Reception***

Van Tubergen, F. (2006) *Immigrant integration: a cross-national study*. LFB Scholarly Pub. New York.

Legran, P. 2007 *Immigrants: your country needs them*. Princeton University Press. Princeton N.J.

AG ECON Topics 8001 Spring 2010

Pedraza, S. and R. G. Rumbaut (eds) 1996. *Origins and destinies: Immigration, race, and ethnicity in America*. Belmont, CA: Wadsworth.