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), 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 - 
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 - oseda.missouri.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 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 5th; project presentation in class and feedback on week of April 19-23rd). 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.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Leading Discussion</td>
<td>100pts</td>
<td>20%</td>
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<tr>
<td>Discussion Responses (4)</td>
<td>100pts</td>
<td>20%</td>
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<tr>
<td>A case study</td>
<td>100pts</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
<td>100pts</td>
<td>20%</td>
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<tr>
<td>Final Essay Exam</td>
<td>100pts</td>
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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), 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**


*Readings by Course Topic*

**Theories of Migration - I**


**Theories of Migration - II**


International Migration Push/Pull and Remittances


Mobility


Migration in the US


**Debate about Immigration to the US**


**Immigration to rural regions**


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**

Russell Sage Foundation, pp.42-87


**Social Dimensions of Migration - Acculturation**


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


Princeton N.J.