

Course information

Course website: <http://www.ernestoamaral.com/soci647-20fall.html>

This website provides this syllabus, slides, details about assignments and grades, videos, extra readings, external links, and other materials, which will be uploaded throughout the semester.

Canvas website: <https://canvas.tamu.edu/courses/32368>

I will utilize Canvas to communicate with students, receive assignments, provide discussions about course content, post grades, and provide other resources.

Zoom link for synchronous class sessions:

<https://tamu.zoom.us/j/98573580208?pwd=cWU0dmViOVNBU1JyazJOOXZoWERKdz09>

Meeting ID: 985 7358 0208

Passcode: SOCI647

You will need your TAMU NetID and password to join the Zoom session.

Recorded lectures: <http://www.youtube.com/c/ErnestoAmaralPhD>

Face-to-face lectures will be recorded and uploaded to the YouTube channel after the end of each class session.

Face-to-face location: Eller Oceanography & Meteorology Building (OMB) 103

(<https://aggiemap.tamu.edu/map/d?bldg=0443>)

Face-to-face times: Tuesday, 9:45am–12:45pm

Instructor information

Ernesto F. L. Amaral, Associate Professor, Department of Sociology

Office hours: <https://tamu.zoom.us/my/amaral>

I will provide office hours by appointment. Students must request appointments by email at least 72 hours in advance. When you enter this Zoom session, you will be placed in a waiting room. I will add you to the chat after I finish talking to the previous student.

Phone: (979)845–9706

Email: amaral@tamu.edu

Course description

Main contents: This course will cover the topic of migration through a demographic perspective. Migration is the permanent change of residence (residential mobility), when people move a great enough distance that all activities are transferred from one place to another. International migrants move between countries (either legally or without documentation). Internal migrants move within national boundaries (usually without constraint, but not always). The major topics covered in this course are: (1) overview of migration; (2) theories of migration; (3) theories of international migration; (4) immigration policies; (5) migration measurement; (6) modeling migration; (7) migration and labor markets; (8) immigrant integration; (9) migration, segregation, and race; (10) migration and gender; (11) migration and health; (12) migration and the environment; (13) attitudes towards immigrants; and (14) forced migration and refugees. There are no prerequisites for this course.

Readings: Students are expected to read the main texts before each class, as indicated in the schedule for each day. I emphasize the understanding of results presented in the articles, instead of formulas that might be presented by the authors. Extra readings are only for informational purpose. Students should select two of these extra articles to discuss in class throughout the semester, which will count as class presentations. The professor will guide the students to choose papers that are of their interest and that would complement the main readings.

Writing: Students will develop a series of assignments (paper outline, paper draft, and final paper) about any area of their interest, which is related to the topics of migration discussed in the course. This paper can be used as a thesis or dissertation chapter, background for a project, an initial literature review, or any other project in a migration area that the student would like to deepen her/his knowledge.

Material: Via the course website, I will provide files containing the syllabus, slides, readings, assignments, external links, and other materials, which will be uploaded throughout the semester. There are references for several textbooks in the syllabus, but students are not required to buy any of them for this course.

Approach: I encourage students to apply the knowledge they acquire to perform a deeper literature review, analyze data, and write academic papers. I emphasize the interpretation of results obtained in the course, as opposed to asking my students to memorize formulas. My teaching strategy is to break down the significance of the class material and make the topic accessible through lectures, use of diagrams, examples from real data, handouts, and interactive classes.

Learning outcomes

Upon successfully completing this course, students should be able to:

- Identify advanced concepts related to migration and immigration.
- Describe, interpret, and critique the main migration theories.
- Identify different sources of data for measuring migration.
- Interpret migration levels and trends.
- Define and calculate basic measures of migration.

Assignments

Class presentations

Throughout the semester, students should select **two articles, within the extra readings**, to present in class after the regular lecture. Students have to select these papers from two different topics discussed in the course. The professor will guide the students to choose papers that are of their interest and that would complement the main readings for each class. Students can use slides, but they are welcome to discuss their readings only using their notes.

Each student will present only twice in the semester. However, some students may select the same topic as another student. As a result, **please indicate your preferred topics in numeric order from first choice to last (13th choice) in this [Google Form](#)**. Due to the number of students enrolled in the class, we will have two students presenting per week. Based on student preferences, this [Google Sheet](#) (accessible only to students registered in this course) has the schedule of class presentations for this semester.

Paper outline, paper draft, final paper

Students should select a topic related to this class and develop a paper throughout the semester. I will provide feedback for the outline, which will help the student work on their paper draft. Finally, students should work on the final paper for this class. This paper can consist of only a literature review, focusing on substantive topics discussed in class. Students can also analyze secondary aggregated data or microdata or their own data in the paper if they wish to have a more empirical focus. This work can be part of a chapter of the student's thesis or dissertation or a paper that students might want to submit for publication in an academic journal.

As a guidance for your final paper, you should aim to have a document at the end of the semester with the following sections: (1) introduction; (2) background; (3) data and methods; (4) results; (5) final considerations; and (6) references. You should place possible tables and figures at the end of the document (after the list of references). Each table and each figure should appear in a separated table. This format makes it is easier to count the number of words you have written. See examples of how to place tables and figures at the end of the document, as well as of how to cite them throughout the document on this link (<http://www.ernestoamaral.com/drafts.html>).

Paper outline

For the paper outline, you should provide an overall **structure of the paper**. You can organize the document in bullet points and/or in short paragraphs. You should provide an overall idea of topics of literature that you will review, as well as possible data and methods that you will utilize. The portion related to the background (literature review) would benefit if you list subtopics that will be reviewed. You should list some references that you have already collected. You should aim to write around 2 to 3 pages (1,000 to 1,500 words) in total, not counting references and tables.

Paper draft

For the first draft, you should focus on highlighting the overall research question and objective of your study, as well as providing a more detailed **literature review**. You should explain the data you will utilize. You should generate some **preliminary results** (e.g., tables, figures, models) to help start answering your research question. You should aim to write around 5 to 6 pages (2,500 to 3,000 words) in total, not counting references and tables.

Final paper

For the final paper, you should expand the literature review, explain in more detail your **methodology**, and **polish your data analysis and results section**. You should also provide a more **cohesive introduction and final considerations** to connect your whole analysis. You should aim to write around 10 to 12 pages (5,000 to 6,000 words) in total, not counting references and tables.

Due dates are listed in the calendar of activities of this syllabus.

Grading policies and scale

Grading scale: The course follows the standard rules of the university regarding the letter grading scale (<http://student-rules.tamu.edu/rule10>). Assessments will not be graded on a curve.

Assessment	Percent of final grade	Grading scale	Percent
Class presentation 1	5%	A	90–100%
Class presentation 2	5%	B	80–89%
Paper outline	20%	C	70–79%
Paper draft	30%	D	60–69%
Final paper	40%	F	0–59%
Total	100%		

Study groups: You are not competing with others in this class for a grade. Feel free to form study groups to review course materials. However, assignments are not group projects. All assignments should reflect only your own work. Students should not prepare assignments or compare their documents with the work of others before submitting for a grade.

Office hours

Office hours are intended to assist students who are seeking help understanding course materials (lectures, readings, lab classes, etc.) and to mentor students. Office hours do not substitute for attendance in class. I will not discuss missed classes unless the student missed those classes because of an authorized excuse. University rules related to excused and unexcused absences are located online at <http://student-rules.tamu.edu/rule07>. As Student Rules state: (1) it is the student's responsibility to attend class; and (2) if I used office hours to substitute for attendance in class, it would be a disservice to students who wish to use office hours to enhance their academic success.

Electronic devices

During classes, laptops, tablets, and smartphones should not be used for activities that are not directly related to the course.

Examples of **activities unrelated to class** include: checking and answering email, texting, scheduling appointments, viewing videos, and viewing websites with materials unrelated to the course.

Examples of **activities related to class** include: reviewing documents and course materials posted on the web, and examining websites that are visited as part of the lecture. If the policy is not respected, I will ban all devices for non-laptop required sessions.

Eating and drinking are not allowed in classrooms

Message from the Texas A&M Office of the Provost (August 18, 2020):

For the safety of our campus community, effective immediately, eating and drinking in university teaching classrooms are not allowed.

Eating and drinking should be limited to designated dining areas, one's dorm room, or outside while maintaining physical distancing of 6 feet or greater from others.

Please hydrate well before class. If someone needs to hydrate for health reasons, they can briefly leave the class, hydrate, and return. Good hand hygiene should be used after touching the face covering.

University Writing Center (UWC)

The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. You can choose to work with a trained UWC peer consultant in person or via web conference or email. Consultants can help with everything from lab reports to application essays and at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects. The UWC's main location is on the second floor of Evans Library; there's also a walk-in location on the second floor of West Campus Library. To schedule an appointment or view our helpful handouts and videos, visit <http://writingcenter.tamu.edu>. Or call (979)458-1455.

Class participation

You are responsible for your own learning, but your actions affect the entire class. Active participation in class discussion is vital to the shared learning experience. For this to work, everyone must come prepared to class, having done the readings and come prepared to discuss the week's readings in depth. Active participation is premised on respect. Being prepared for class, listening attentively, challenging ideas and not individuals—are all markers of respect in a community of learning. Thus, I expect everyone to attend class and value each other's ideas. **Hate speech will not be tolerated.**

Department of Sociology Diversity and Civility Statement

The Department of Sociology supports Texas A&M University's commitment to diversity and welcomes individuals of all ages, citizenship, abilities, education, ethnicities, family statuses, genders, gender identities, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (see <http://diversity.tamu.edu/>). As this is a social science class, discussions are to be research-based and should always be presented in a respectful manner when engaging with fellow students, teaching assistants, and instructors. This applies both inside and outside of the classroom, and includes online spaces. The Student Conduct Code Rule 21 regarding appropriate classroom behavior will also be strictly enforced (<https://student-rules.tamu.edu/rule21/>). If a student is being disruptive or disrespectful (rude, inappropriate, unprofessional, and/or harmful to others) either in the classroom or during class-related communications outside of lecture (online or in-person), the instructor or teaching assistant will address this behavior following the department and university disciplinary guidelines. See (<https://liberalarts.tamu.edu/sociology/home-page/diversity/>) for a more detailed discussion of these principles and the rules of conduct.

Academic integrity statement and policy

As members of a community of learning, it is imperative that all students be aware of and abide by the rules of academic integrity. They state that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information. Knowledge is built upon the work of others—that work must be recognized appropriately. If you use an idea, paraphrased sentences or words of another person(s) you must cite them. When in doubt, cite the work. It is preferable to over-cite than to take credit for someone else's work. Plagiarism and other forms of academic dishonesty will not be tolerated.

According to the Aggie Honor System Office, plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Plagiarism is just one form of academic misconduct; plagiarism and cheating are perhaps the most commonly practiced (http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html).

Definitions of academic misconduct are available in this link (<http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Definitions>). Suspected cases will be sent to the Aggie Honor System Office where an investigation will proceed. The consequences of academic dishonesty range from grade sanctions to expulsion from the University. This is a very serious matter.

“An Aggie does not lie, cheat, or steal, or tolerate those who do”
(<http://aggiehonor.tamu.edu>).

Campus safety measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- **Face Coverings**—[Face coverings](#) (cloth face covering, surgical mask, etc.) **must be properly worn in all non-private spaces including classrooms**, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.**

Personal illness and quarantine

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (see [Student Rule 7, Section 7.2.2](#)). To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, for Fall 2020 only, students may use the **Explanatory Statement for Absence from Class form** (http://www.ernestoamaral.com/docs/soci647-20fall/Absence_form.pdf) in lieu of a medical confirmation. Students

must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.

Absence policy

University rules related to excused and unexcused absences are located online (see [Student Rule 7, Section 7.2.2](#)). The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. The fact that these are university-excused absences does not relieve the student from responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. **Documentation has to be provided by email to the professor.**

Other absences not listed in the link above may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the **student must provide notification by the end of the second working day after the absence**, including an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior to or after the absence, but not later than two working days after the absence.

Attendance policy

This course is organized on the assumption that students will attend and participate in every class. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. **I will not take attendance each class.**

Dates on which exams and the final exam will be due are provided in the calendar of this syllabus. Topics and dates of lectures, exams, and the final exam are subject to change. Eventual changes will be clarified during classes and will be posted on the course website.

Students who miss class are responsible for searching for information on: changes to the class schedule announced during the lecture periods, changes in exam coverage announced during the lecture periods, any materials distributed during the lecture periods, and all materials presented in the lectures. The course website and fellow students in the class are resources to help you stay current on the schedule and any course changes.

Make-up policy

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam, or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend, unless they have a university-approved excuse. **The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.**

Americans with Disabilities Act (ADA) policy statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Title IX and statement on limits to confidentiality

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

If you have been sexually assaulted, you have options for help. Reporting resources will report your assault to the university, non-reporting resources will keep it confidential.

– Reporting Resources

STUDENT ASSISTANCE SERVICES

Student Services @ White Creek
Student Life 3 (Bldg. #72), Room 101
College Station, TX 77843–1257
Phone: (979)845–3111

TAMU POLICE DEPARTMENT

1111 Research Pkwy
College Station, TX 77845
(979)845–2345

*ANY TAMU EMPLOYEE (EXCEPT COUNSELING & BUETEL) ARE MANDATORY REPORTERS.

– Non-reporting Resources

SEXUAL ASSAULT RESOURCE CENTER (SARC)

Free 24/7 Crisis Hotline, Counseling, accompaniments to hospital.
24/7 Crisis Hotline: (979)731–1000
<http://www.sarcbv.org>

TAMU COUNSELING SERVICES

757 West Campus Blvd.
College Station, TX 77843–1263
Phone: (979)845–4427

BAYLOR SCOTT & WHITE

(24/7 Sexual Assault exams)
700 Scott and White Dr.
College Station, TX 77845
(979)207–0100

Calendar of activities, course topics, and major assignment dates (tentative)

The tentative calendar of activities below includes dates, course topics, readings, and major assignment dates for this course. Changes will be indicated during classes and will be posted on the course website.

Week	Date	Topic	Assignments due dates
AUGUST			
01	08/25 (Tuesday)	Introduction	
SEPTEMBER			
02	09/01 (Tuesday)	Theories of migration	
03	09/08 (Tuesday)	Theories of international migration	
04	09/15 (Tuesday)	Immigration policies	
05	09/22 (Tuesday)	Migration measurement	Paper outline
06	09/29 (Tuesday)	Modeling migration	
OCTOBER			
07	10/06 (Tuesday)	Migration and labor markets	
08	10/13 (Tuesday)	Immigrant integration	
09	10/20 (Tuesday)	Migration, segregation, and race	
10	10/27 (Tuesday)	Migration and gender	Paper draft
NOVEMBER			
11	11/03 (Tuesday)	Migration and health	
12	11/10 (Tuesday)	Migration and the environment	
13	11/17 (Tuesday)	Attitudes towards immigrants	
14	11/24 (Tuesday)	Forced migration and refugees	
DECEMBER			
—	12/07 (Monday)	—	Final paper

Reading list

Week 1 – Introduction

We will cover overall aspects about migration transition, definition of migration, internal and international migrants, migration measurement, migration transition within countries, migration between countries, migration origins and destinations, forced migration, consequences of migration.

– Main readings

- Martin P, Midgley E. 2006. "Immigration: Shaping and reshaping America." *Population Bulletin*, 61(4): 1–28.
- Martin P, Midgley E. 2010. "Immigration in America." *Population Bulletin Update*, Population Reference Bureau, June.
- Poston DL, Bouvier LF. 2017. *Population and Society: An Introduction to Demography*. New York: Cambridge University Press. 2nd edition. Chapters 8 (pp. 215–235), 9 (pp. 236–265). ([Amazon](#))
- Poston DL (Ed.). 2019. *Handbook of Population*. Cham: Springer. Chapters 15 (pp. 383–420), 16 (421–456). ([Free Ebook at Texas A&M University](#))
- Tolnay S. 2003. "The African American 'Great Migration' and beyond." *Annual Review of Sociology*, 29: 209–232.
- Waters MC, Pineau MG. 2016. "The National Research Council on the integration of immigrants into American society." *Population and Development Review*, 42(2): 385–389.
- Weeks JR. 2015. *Population: An Introduction to Concepts and Issues*. 12th edition. Boston: Cengage Learning. Chapters 1 (pp. 1–24), 2 (pp. 25–57), 7 (pp. 251–297). (<http://a.co/fZotWPA>)

– Extra readings

- Frey WH. 2019. "For the first time on record, fewer than 10% of Americans moved in a year: Millennials are driving the trend." The Brookings Institution. (<https://www.brookings.edu/blog/the-avenue/2019/11/22/for-the-first-time-on-record-fewer-than-10-of-americans-moved-in-a-year/>)
- Hirschman C. 2005. "Immigration and the American century". *Demography* 42(4): 595–620.
- McNeil W. 1984. "Human migration in historical perspective." *Population and Development Review* 10: 1–18.
- Molloy R, Smith CL, Wozniak A. 2011. "Internal Migration in the United States." *Journal of Economic Perspectives* 25(3): 173–196.
- Molloy R, Smith CL, Wozniak A. 2017. "Job changing and the decline in long-distance migration in the United States." *Demography* 54: 631–653.
- Motel S, Patten E. 2012. "Characteristics of the 60 largest metropolitan areas by Hispanic population." Pew Research Center, Hispanic Trends. (<http://www.pewhispanic.org/2012/09/19/characteristics-of-the-60-largest-metropolitan-areas-by-hispanic-population/>)
- Ness I (ed.). 2013. *The Encyclopedia of Global Human Migration*. Oxford: Wiley-Blackwell. (<http://onlinelibrary.wiley.com/book/10.1002/9781444351071>)
- Passel JS, Cohn DV, Gonzalez-Barrera A. 2012. "Net Migration from Mexico Falls to Zero and Perhaps Less." Washington, DC: Pew Research Center. (<http://www.pewhispanic.org/2012/04/23/net-migration-from-mexico-falls-to-zero-and-perhaps-less/>)
- Salzmann T, Edmonston B, Raymer J (eds.). 2010. *Demographic Aspects of Migration*. Heidelberg: VS Research.
- White MJ (ed.). 2016. *International Handbook of Migration and Population Distribution*. New York: Springer. (<http://www.springer.com/us/book/9789401772815>)

Week 2 – Theories of migration

The study of migration determinants dates back to classical economic development theory. Migration is considered to be a mechanism that establishes regional spatial-economic equilibrium (Ravenstein 1885, 1889). Migrants move from low income to high-income areas. Rural-urban migration will continue as long as expected urban income exceeds rural income (Todaro 1969, 1980; Harris, Todaro 1970). Population streams are expected to occur between the poorest and wealthiest places and countries. Migration decisions are determined by "push" and "pull" factors in areas of origin and destination (Greenwood et al. 1991; Lee 1966; Passaris 1989). Examples of these influences are intervening obstacles (distance, physical barriers, immigration laws) and personal factors (age, sex, marital status, school, SES, job). Economic, environmental, and demographic factors. Although there are limitations in regards to the "push-pull" models, this concept is still popular in migration literature (de Haas 2007, 2009; McDowell and de Haan 1997).

– Main readings

- Carling J., Collins F. 2018. "Aspiration, desire and drivers of migration." *Journal of Ethnic and Migration Studies*, 44(6): 909–926. (<https://doi.org/10.1080/1369183X.2017.1384134>)
- de Haas H. 2010. "Migration transitions: A theoretical and empirical inquiry into the developmental drivers of international migration." IMI Working Paper, 24, International Migration Institute, University of Oxford.

- Lee ES. 1966. "A theory of migration." *Demography*, 3: 47–57.
- Schewel K. 2020. "Understanding immobility: Moving beyond the mobility bias in migration studies." *International Migration Review*, 54(2): 328–355. (<https://doi.org/10.1177/0197918319831952>)
- Todaro MP. 1980. "Internal migration in developing countries: A survey." In *Population and Economic Change in Developing Countries*, edited by Richard A. Easterlin, 361–402. Chicago: University of Chicago Press.
- Van Hear N, Bakewell O, Long K. 2018. "Push-pull plus: reconsidering the drivers of migration." *Journal of Ethnic and Migration Studies*, 44(6): 927–944. (<https://doi.org/10.1080/1369183X.2017.1384135>)

– Extra readings

- Davis K. 1955. "The origin and growth of urbanization in the world." *American Journal of Sociology* 60: 429–437.
- de Haas H. 2007. *The Myth of Invasion: Irregular Migration from West Africa to the Maghreb and the European Union*. Oxford: International Migration Institute, University of Oxford.
- de Haas H, Castles S, Miller MJ. 2020. *The Age of Migration International Population Movements in the Modern World*. New York: The Guilford Press. 6th edition. (<http://www.age-of-migration.com/>)
- Ginsburg C, Bocquier P, Béguy D, Afolabi S, Augusto O, Derra K, Odhiambo F, Otiende M, Soura A, Zabré P, White MJ, Collinson MA. 2016. Human capital on the move: Education as a determinant of internal migration in selected INDEPTH surveillance populations in Africa." *Demographic Research*, 34(30): 845–884.
- Greenwood MJ, Hunt GL, Rickman DS, Treyz GI. 1991. "Migration, regional equilibrium, and the estimation of compensating differentials." *American Economic Review*, 81(5): 1382–1390.
- Greenwood MJ. 1997. "Internal migration in developed countries." In MR Rosenzweig, O Stark (eds.). *Handbook of Population and Family Economics*. Vol 1. Part B. Amsterdam: Elsevier Science B.V. Chapter 12 (pp. 647–720).
- Grigg DB. 1977. "E.G. Ravenstein and the 'laws of migration.'" *Journal of Historical Geography*, 3(1): 41–54.
- Harris JR, Todaro MP. 1970. "Migration, unemployment and development: A two-sector analysis." *The American Economic Review*, 60(1): 126–142.
- Lucas REB. 1997. "Internal migration in developing countries." In MR Rosenzweig, O Stark (eds.). *Handbook of Population and Family Economics*. Vol 1. Part B. Amsterdam: Elsevier Science B.V. Chapter 13 (pp. 721–798).
- McDowell C, de Haan A. 1997. "Migration and sustainable livelihoods: A critical review of the literature." Institute of Development Studies (IDS) Working Paper 65.
- Pardede EL, McCann P, Venhorst VA. 2020. "Internal migration in Indonesia: new insights from longitudinal data." *Asian Population Studies*. (<https://doi.org/10.1080/17441730.2020.1774139>)
- Passaris C. 1989. "Immigration and the evolution of economic-theory." *International Migration*, 27(4): 525–542.
- Rauscher E, Oh B. 2020. "Going places: Effects of early U.S. compulsory schooling laws on internal migration." *Population Research and Policy Review*. (<https://doi.org/10.1007/s11113-020-09578-8>)
- Ravenstein EG. 1885. "The laws of migration." *Journal of the Royal Statistical Society*, 48: 167–227.
- Ravenstein EG. 1889. "The laws of migration." *Journal of the Royal Statistical Society*, 52: 214–301.
- Sell RR. 1983. "Analyzing migration decisions: The first step—whose decisions?" *Demography* 20: 299–311.
- Todaro MP. 1969. "A model of labor migration and urban unemployment in less developed countries." *The American Economic Review*, 59 (1):138–148.
- Todaro MP. 1976. *Internal Migration in Developing Countries: A Review of Theory, Evidence, Methodology and Research Priorities*. Geneva: International Labour Office.
- Wu Y, Zhou Y, Liu Y. 2020. "Exploring the outflow of population from poor areas and its main influencing factors." *Habitat International*, 99(2020)102161. (<https://doi.org/10.1016/j.habitatint.2020.102161>)

Week 3 – Theories of international migration

Several studies discuss determinants of international migration, based on a series of theories (e.g., neoclassical economics, the new economics of migration, segmented labor market theory, world systems theory, network theory, cumulative causation). The selected readings provide a clear understanding of the determinants, magnitude, and characteristics of international migration from Mexico to the U.S. (Massey et al. 1994, Massey and Espinosa 1997, Massey, Durand, and Pren 2014, Massey and Gentsch 2014, Massey 2015, Massey, Durand, and Pren 2015, Massey, Durand, and Pren 2016).

– Main readings

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- Hirschman C. 1999. "Theories of international migration and immigration: A preliminary reconnaissance of ideal types." In C Hirschman, J DeWind, P Kasinitz (eds.). *International Migration and the Remaking of America*. New York: Russell Sage Foundation. Chapter 6 (pp.120–126).

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- Hill K, Wong R. 2005. "Mexico-US migration: Views from both sides of the border." *Population and Development Review*, 31(1): 1–18.
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Week 4 – Immigration policies

The importance of international migration to current and future policy challenges faced by the United States can hardly be overstated. Migrants have been and will continue to be the primary driver of U.S. population growth throughout the 21st century. As such, they are shaping critical policy questions pertaining to the changing demographic landscape of the urban future as well as the overall population challenge of achieving an equitable society. Immigration policy affects, and is affected by, many aspects of society, both within the United States as well as across other countries—economic growth, labor markets and demographics, health, education, criminal justice, national security, and border security to name a few (Massey, Durand, and Pren 2016). An important aspect of these policies is that even when they respond to changes in immigration, they are usually not based on understanding the driving forces of international migration (Massey and Pren 2012). These policies are usually shaped by economic circumstances, political ideologies, and symbolic significance of immigrants presented by the media, politicians, and legislators. Increasingly stringent border controls affected the behavior of unauthorized migrants from Mexico, helping to transform it from a largely circular flow of male workers primarily going to three states (California, Texas, and Illinois) into a population of 11 million people living in settled families throughout the nation (Massey 2015, Massey, Durand, and Pren 2016). In recent decades, the lack of a comprehensive federal immigration reform has resulted in the implementation of state policies that restrict access to employment, education, housing, health care, and other services to unauthorized immigrants, but also other policies that have removed immigration status as a criterion for accessing certain benefits (e.g., in-state tuition, state driver's license, publicly subsidized health insurance) (Karoly and Perez-Arce 2016).

– Main readings

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- Hollifield JF, Martin PL, Orrenius PM. 2014. "The dilemmas of immigration control." In Hollifield JF, Martin PL, Orrenius PM (eds.). *Controlling Immigration: A Global Perspective*. Palo Alto: Stanford University Press. Chapter 1 (pp. 3–44).
- Massey DS, Durand J, Pren KA. 2016. "Why border enforcement backfired." *American Journal of Sociology* 121(5): 1557–1600.
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Week 5 – Migration measurement

Some studies suggest that last-move data (previous residence) and duration of residence provide the best approach to measure migration (Xu-Doeve 2006). The exact date of the move is reported by the duration of residence, which provides the full reconstruction of migration processes as they took place in real time. Other studies highlight that place of residence at a fixed date in the past is the preferable information suited to estimate internal migration (UNECE 2005). Estimation of age patterns of migration with different variables was performed for the Brazilian context (Amaral 2008).

– Main readings

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- Bell M, Charles-Edwards E. 2013. "Cross-national comparisons of internal migration: An update on global patterns and trends." United Nations Population Division, Technical Paper, 2013/1: 1–30.
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– Extra readings

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- Schmertmann CP. 1992. "Estimation of historical migration rates from a single census: Interregional migration in Brazil 1900–1980." *Population Studies*, 46(1): 103–120.
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- Xu-Doeve WLJ. 2006a. *Methods of Measuring Internal and International Migration*. Netherlands: ANRC Publishing.
- Xu-Doeve WLJ. 2006b. "The measurement of international and internal migration in the 2010 global round of population censuses: Twelve key recommendations on questions, concepts, and procedures." European Population Conference of the European Association for Population Studies (EAPS), Liverpool, UK, 21–24 June 2006.
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Week 6 – Modeling migration

After the estimation of migration rates by age group, mathematical models proposed by Rogers and Castro (1981) can be implemented on the results. Regularities found in migration rates by age help develop hypothetical migration models that can be used in population studies with limited or inadequate data. Mathematical models can be applied to estimated migration rates, in order to smooth the curves and originate parameters to interpret the level and pattern of population flows (Raymer and Rogers 2007; Rogers and Castro 1981; Rogers and Jordan 2004). Gravity models are usually implemented to predict the likelihood of migration, using distance as the main exogenous factor (Head 2000, Lowry 1966, Pöyhönen 1963, Stillwell 2009, Tinbergen 1962). Gravity models address the distance between areas, as well as the changing population in the areas over time. The idea behind these models is to use the distance between areas and population trends to estimate the level of migration between areas, based on the regional equilibrium framework. Another set of covariates are related to the integration of spatial analysis, which includes the influence of neighboring areas on the likelihood of migrating (LeSage and Pace 2008, LeSage and Pace 2009, Anselin and Rey 2014). Discrete event micro-simulation (DES) models and agent-based models can estimate the relationship between migration and several individual and contextual variables. These models allow

researchers to build different scenarios and simulate future population flows (Massey and Zenteno 1999, Klabunde and Willekens 2016).

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– Mathematical models to smooth migration rates

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– Gravity models

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Week 7 – Migration and labor markets

The availability of jobs and the level of earnings are major factors influencing migration flows (Cadena and Kovak 2013, 2016). People move to areas with better income opportunities due to relative declines in the size of the labor force in a particular age and education group. Population streams are influenced by the availability of jobs and income differentials between both the sending and the receiving areas. At the same time, changes in labor outcomes are induced by differential rates of migration (Muth 1971). Some predictors of migration are not only drivers of migration, but are also factors that are impacted by migration. As a way to deal with reverse causality issues, researchers can estimate gravity models, using distance as a predictor of the likelihood of migrating (as discussed before). Some studies indicate that immigration reduces the wage and labor supply of competing native workers (Borjas 1987, Borjas, Freeman, and Katz 1997, Borjas 2003). Other studies emphasize long-term effects of immigration, which increases labor supply and competition in the labor markets, as well as raises demand for services and stimulates economic growth in receiving areas (Card 2005, 2007, Card and Lewis 2007, Card 2009, 2012, Ottaviano and Peri 2012). Labor markets with high levels of immigration experience economic adjustments. Population streams affect economic opportunities, at the same time that businesses and workers adapt and take advantage of new labor configurations. Public policies should take into account that short-term negative effects of migration flows on earnings might be overcome by investments for economic growth that would absorb the increasing working-age population. Moreover, migrants could offer a demographic solution to the tax base needs of an aging population (Storesletten 2000).

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– Effects of the Mariel boatlift on American workers

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Week 8 – Immigrant integration

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Week 9 – Migration, segregation, and race

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Week 11 – Migration and health

Migration may help to dampen socioeconomic inequalities in population health with their unusually healthy profiles given their socioeconomic circumstances (Markides and Coreil 1986, Markides and Eschbach 2005, Teruya and Bazargan-Hejazi 2013). However, acculturation appears to reduce immigrant health advantages and with respect to potentially one of the most important population health issues currently facing the U.S.—obesity—children of immigrants have emerged as uniquely susceptible (Baker, Rendall, and Weden 2015, Hamilton, Teitler, and Reichman 2011).

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Week 12 – Migration and the environment

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Week 13 – Attitudes toward immigrants

Immigration policy is a highly contested matter of public opinion. The proposal to build a wall along the US-Mexico border is currently driving the immigration public debate. However, a wide array of federal, state, and local policies centered on immigration have kept the matter salient since the 1990s (Chandler and Tsai 2001). What shapes individuals' views on immigration? What social characteristics are ascribed to those who are anti or pro-immigrant? According to the Global Attitudes Survey conducted by the Pew Research Center, multiple countries in the

European Union seem to believe that refugees' presence could increase terrorism and take jobs and social benefits away from residents (<http://assets.pewresearch.org/wp-content/uploads/sites/2/2016/07/Pew-Research-Center-EU-Refugees-and-National-Identity-Report-FINAL-July-11-2016.pdf>).

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Week 14 – Forced migration and refugees

The United Nations High Commissioner for Refugees (UNHCR) highlights (<http://www.refworld.org/pdfid/4a54bc00d.pdf>) that not only duration of the refugee situation, but also the daily life conditions and socioeconomic integration of refugees builds the gravity of the situation. Therefore, it is imperative that host countries establish a long-term strategy that helps integrate refugees into their economies and societies. Resettlement can be an important option for refugees, since they can be transferred from an asylum country to another country that approves to host these individuals, who might get permanent settlement (<http://www.unhcr.org/en-us/resettlement.html>). The United Nations has called Canada's refugee effort a model for the rest of the world (<http://policyoptions.irpp.org/magazines/may-2016/canada-was-having-the-wrong-debate-about-refugees/>). Based on lessons learned in Canada, some key factors can be highlighted for the successful experience with refugees (<http://policyoptions.irpp.org/magazines/may-2016/lessons-learned-from-the-indochinese-and-syrian-refugee-movements/>). UNHCR data is available about the Syrian refugee crisis (<http://data.unhcr.org/syrianrefugees/regional.php>) and asylum applications (<http://data.unhcr.org/syrianrefugees/asylum.php>).

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