Public Policy 677: Immigration Policy

Ann Chih Lin

Office: 712 Oakland St., Rm 365
Ph: 764-7507  annlin@umich.edu

Class schedule: Wednesdays 4-6:30 pm, Lorch 473
Office Hours: Wednesdays 2-4 pm

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Course Description

Immigration is a policy phenomenon with dimensions that are both international and domestic. The foreign policy interests of states in the international system, the effects that nations have on each other, and the norms provided by international agreements and institutions determine whether states will see immigrants as a threat, an obligation, or an opportunity. The economy, the politics, and the social arrangements of individual countries affect the reception immigrants receive and the contributions — positive or negative — that immigrants will make in return. There are few policy areas that are not affected by immigration, and that do not affect immigration in their turn.

Accordingly, our course will focus on both the international and the domestic aspects of immigration policy, with a particular focus on emigration from less developed to more developed countries. We start with a five week unit on the policies that govern entrance to and membership in a country: permanent, temporary, and unauthorized migration; asylum and refugee policy; and citizenship. We next move to a six week unit on the relationship between immigrants and residents, with the United States as the major case. The readings will cover geographic and economic concentration and dispersal, political and economic conflict, and opportunities for coalition-building. The course closes by bringing the units together in a discussion of transnationalism and economic development, and a series of student presentations on ways to improve immigration for all of its stakeholders.

Course Requirements

The course has two major requirements: class preparation and participation, which includes but is not limited to the presentation of mini-projects; and an individual or group research project.

Class preparation and participation:

Each week’s assignment includes a list of readings (available in two coursepacks, the first covering 5 weeks and the second covering 6, from Excel, 1117 S. University (above
Ulrich’s Art and Computer Supply, 995-1500) and on COURSETOOLS) and a mini-project. The readings must be completed before class and you will be expected to refer to them in class discussion. The mini-projects are meant to help you apply the week’s readings to current policy debates and problems, and should be posted to the DISCUSSION area of the COURSETOOLS website. I will also ask you to present the projects informally during class discussion.

You must complete four mini-projects satisfactorily to qualify for a B+ in class participation. You may do as many more as you wish. The projects will be graded check or check plus. You will be asked to redo unsatisfactory assignments.

Your class participation grade will include your mini-projects and your active, courteous involvement in discussion. It will count for 30% of your grade.

Research project:

For the research project, you will choose or create a policy proposal that would improve the management of immigration for receiving or sending countries, and/or that would improve the lives of immigrants, their compatriots in the sending country, or the natives of the receiving country. The policy you choose can target any level of government (national, state/provincial, or local) or an international institution such as the UN, ASEAN, or the ILO. Your paper should evaluate the political, economic, and social impacts for all of the relevant stakeholders, assess the obstacles to adoption and implementation, and consider management needs. It should also address and answer the major objections to your proposal. You are expected to cite readings from the class in a meaningful way, as well as to use other sources. The completed paper should be between 15-25 pages.

A list of possible projects is posted on the COURSETOOLS website in the RESOURCES section; you may choose one of these or propose your own. You may choose to work in teams of two or three, but I must approve the composition of the team in advance. A short (1-2 page) project proposal is due on Friday, September 26. An annotated outline of the project’s sections is due Monday, November 3. You will give a formal presentation of your proposal during the class on Wednesday, December 3 (length TBA) and the class will discuss the proposals on Wednesday, December 10. The final paper is due Monday, December 15.

The grade on your research project will count for 70% of your grade.

Course Schedule and Readings

*ed readings are in coursepack; all other readings are on COURSETOOLS

Week 1 (9/3): Introduction: What causes international migration?
Week 2 (9/10):  Regulating entry: Examining the U.S. and Canada


**Mini-project**

Go to the websites for Citizenship and Immigration Canada (http://www.cic.gc.ca/english) and the Bureau of Citizenship and Immigration Services (http://www.bcis.gov/graphics/services/residency/index.htm) and in a paragraph, compare and contrast the two country’s policies on one of the following topics (no repeats; first come first serve).

- Family-sponsored immigration
- Employer-sponsored immigration
- Immigration of people with special skills (permanent residents only)
- Immigration of people who want to start a business
- Country-specific immigration (permanent residents only)

If all of these have been taken, you can also write a paragraph about the readings, raising a good discussion question. A good discussion question (yes, it has to be a question) is one that (1) picks up on an argument (not just a fact) in the readings; and (2) has more than one possible answer.

Post your paragraph and any applicable links on COURSETOOLS.

Week 3 (9/17):  Regulating residence: Undocumented and temporary immigration

*Brucker, Herbert, et al. 2002. “Immigration and the EU” (Sections 1.1-1.3 only ) and “Contracted Temporary Migration,” (Chapter 6) in Immigration Policy and the


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**Mini-project**

Find a recent article about (1) a specific temporary migration policy, or a website dedicated to advocating/opposing these policies, in any country; or (2) illegal immigration into a country that’s NOT Canada, the US, or in Europe. Write a paragraph summarizing the article and citing at least one of the readings from the week. Post the paragraph and a link to the article on COURSETOOLS; if you only have a hard copy, bring it to me in class so that I can duplicate it for everyone.

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**Week 4 (9/24): Asylum seekers and refugees**


Why should countries have different policies for the admission or the treatment of refugees/asylees than for immigrants? Write and post a paragraph defending or supporting differential policies, and be specific about the policies that you are writing about.

OR

What is happening to refugees/asylum seekers from the wars in Afghanistan and Iraq? Find an article about the treatment of either group and write a summary paragraph. Post the paragraph and a link to the article, or turn in a hard copy of the article in class.

Friday, 9/26: Post your paper proposal to the ASSIGNMENTS section of COURSETOOLS.

Week 5 (10/1): Citizenship


Mini-project

Identify a country in which, or a set of circumstances under which, dual citizenship for immigrants might pose a policy problem. Post a paragraph explaining why.

Week 6 (10/8): Settlement patterns/enclaves


Mini-project

Find a news article that talks either about the problems associated with the concentration of immigrants in a geographical location, or that talks about the advantages of the concentration of immigrants. Summarize the article in a paragraph and post the paragraph and a link to the article, or bring a hard copy of the article to class.

Week 7 (10/15): Political impact


Mini-project
How did different ethnic and racial groups vote in the California recall election? Did immigrants vote differently from their co-ethnics? Did they vote similarly to immigrants from other countries? Post a paragraph on the question, and include a list of your sources.

**Week 8 (10/22): Language and education**


**Mini-project**

How might the settlement patterns described in the readings from Week 6 affect the future of programs for immigrant children and the children of immigrants? Write a paragraph about your answer, being sure to cite readings from both weeks.

**Week 9 (10/29): Labor markets and ethnic entrepreneurship**


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No mini-project this week; write your outline.

Monday, 11/3: Post your outline to the ASSIGNMENTS section of COURSETOOLS.

Week 10 (11/5): The benefits and costs of immigration


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Mini-project

How might the U.S. change its admission policies for immigrants in order to maximize the benefits of immigration –to immigrants, to natives, or to the country as a whole? Write a paragraph about one possible policy change, citing at least one of the readings from the week.
Week 11 (11/12): Nativism


Mini-project

Find an article about nativism in a country other than the U.S. Summarize it in a paragraph and compare it to at least one of the experiences of U.S. nativism from the readings. Post the paragraph and a link to the article, or bring a hard copy of the article to class.

Week 12 (11/19): Transnationalism and development


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**Mini-project**

Post a paragraph on one of the following questions: how might immigrants be helped to expand their involvement in the economic development of their sending countries; OR what are some of the problems that can arise when immigrants play a large role in the economic development of sending countries?

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11/26:  Thanksgiving break

Week 13 (12/3):  Presentations

Week 14 (12/10):  Discussion of presentations