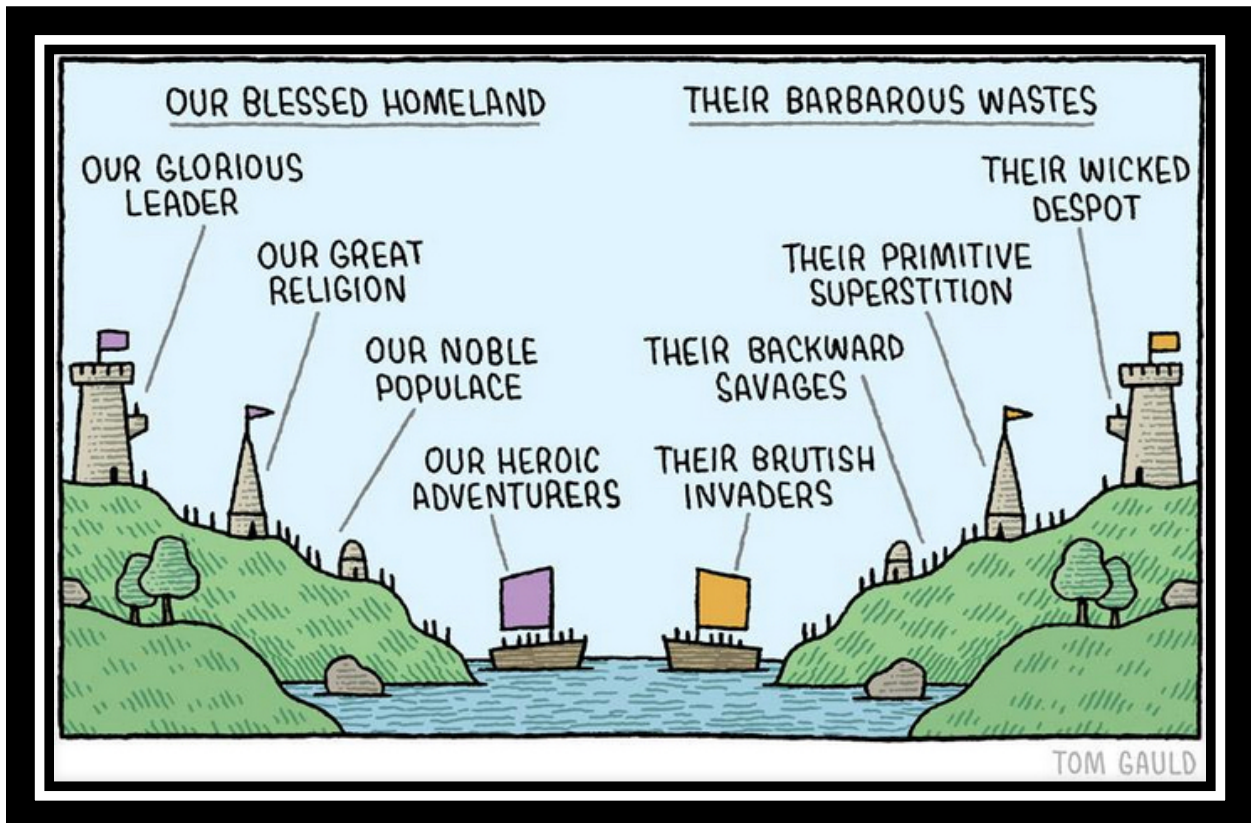


INTL190: Immigrant Exclusion Around The World
Professor Adida
Fall 2018

Tuesdays: 9-11.50am
RBC1328



Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Basic Needs student services at:

<https://basicneeds.ucsd.edu/contact/index.html>. If you are comfortable doing so, please notify the professor for any such issues including sourcing course materials. This will enable her to provide support regarding resources that she may possess or be able to access.

Course summary and objectives

This is an upper-level undergraduate seminar with two goals: (1) to introduce students to theories and empirical evaluations of the causes of immigrant exclusion around the world, and (2) to prepare students for the successful completion of an original research paper. To do so, our 3-hour seminars will typically be broken into two halves. In the first half, we will discuss the assigned readings; in the second half, you will focus on making progress for your research paper. Since you will be graded on class participation and your research paper, and because we meet only once a week, you are **expected to attend all class sessions as active participants**. This means that all assigned readings should be completed before the start of class that week, and that you should be ready to discuss and reflect upon them.

The final paper should be a 20pp. research paper that applies the threat framework we study in class to a case study of your choice. In other words, pick one immigrant group (whether historical or contemporary), and analyze the threat narrative(s) as applied to this group. What kinds of threats did this immigrant group represent? How were these threats created and/or communicated to the general public? What were the political responses to this immigrant group, and how did this group adapt? Think of this research paper as a deep case study – organized around the topics and arguments covered in class – of one immigrant group's journey toward integration. Your paper will be graded on (1) Your knowledge of the case, (2) Your ability to apply concepts and arguments from class to the case, (3) Your organization, and (4) Your writing.

Requirements

Students will be graded based on active and thoughtful participation, one in-class presentation, and a final paper.

- (1) Class participation (30%): Students are expected to complete all weekly readings before coming to class, and to participate actively in class. Some readings are high-level readings, typically assigned to graduate students. Expect that these will take time to process. This class meets only once a week, so I will not accept student absences without a proper reason and documentation. In order to obtain the maximum participation grade each week, you are expected to show that you have completed the readings for that day, and thought critically about them.
- (2) Presentation (20%): Students should sign up to present their project during the last two weeks of the quarter. Presentations should be no longer than 15 minutes (10 minutes of presentation + 5 minutes of Q&A max). We will cover expectations and format in class. Your presentation grade will be based on your own presentation, as well as your input into others' presentations during the Q&A.
- (3) Final paper (50%): Students will have to turn in 4 assignments throughout the quarter to ensure they make regular progress. These 4 assignments will each count as 5% of their grade. The final paper counts as 30%.

- a. Research topic (5%), due by email (cadida@ucsd.edu) by October 15, 5pm
- b. Annotated bibliography (5%), due by email (cadida@ucsd.edu) by October 29, 5pm
- c. Paper outline (5%), due by email (cadida@ucsd.edu) by November 12, 5pm
- d. Introduction (5%), due by email (cadida@ucsd.edu) by November 26, 5pm
- e. Final paper (30%), due by email (cadida@ucsd.edu) by December 11, 5pm

Resources for writing a research paper

Below is a non-exhaustive list of resources to help you write a research paper.

- Professor Pacheco's step-by-step guide:
<http://www.raulpacheco.org/2017/06/writingpapers/>
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 1995)
- Professor Farrell's Good Writing in Political Science:
http://www.henryfarrell.net/pol_science_essays.pdf
- Professor Powner's "Empirical research and writing: a political science student's practical guide."
- Harvard's guide to thesis writing:
https://undergrad.gov.harvard.edu/files/undergradgov/files/2018-2019_thesis_guide.pdf

Week 1 (October 2nd)	Introduction to the Social Scientific Study of Immigrant Exclusion
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We survey the data on public opinion toward immigrants, and the different types of threats immigrants pose according to political rhetoric. We discuss ways to test the veracity of these claims. Come prepared to talk about your research interests.

Week 2 (October 9th)	The economic threat, deconstructed
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- Research topic assignment distributed and discussed
- Borjas, George J. 2016. "Yes, immigration hurts American workers." Available at: <https://www.politico.com/magazine/story/2016/09/trump-clinton-immigration-economy-unemployment-jobs-214216>
- Clemens, Michael. 2017. "There's no evidence that immigrants hurt any American workers." Available at: <https://www.vox.com/the-big-idea/2017/6/23/15855342/immigrants-wages-trump-economics-mariel-boatlift-hispanic-cuban>
- Foged, Mette and Giovanni Peri. 2016. "Immigrants' effect on native workers: new analysis on longitudinal data." Available at: <https://www.aeaweb.org/articles?id=10.1257/app.20150114>
- Glitz, Albrecht. 2012. "The labor market impact of immigration: a quasi-experiment exploiting immigrant location rules in Germany." Available at: <https://www.journals.uchicago.edu/doi/abs/10.1086/662143>
- Mahajan, Kanika. 2017. "Enriched by the 'Outsider'." Available at: <https://indianexpress.com/article/opinion/columns/fidel-castro-jimmy-carter-migration-helps-increase-world-income-and-benefits-the-host-countrys-economy-4527012/>

Week 3 (October 16th)	Library session
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Week 4 (October 23rd)	The cultural and physical threats, deconstructed
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- Annotated bibliography assignment distributed and discussed
- Hainmueller, Jens and Dominik Hangartner. 2015. "Does direct democracy hurt immigrant minorities? Evidence from naturalization decisions in Switzerland." Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2503141
- Flagg, Anna. 2018. "The myth of the criminal immigrant." Available at: <https://www.nytimes.com/interactive/2018/03/30/upshot/crime-immigration-myth.html>
- Adida, Claire L., David D. Laitin and Marie-Anne Valfort. 2017. "The wrong way to stop terrorism." Available at: <https://www.foreignaffairs.com/articles/2017-02-01/wrong-way-stop-terrorism>

- Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. 2008. "What triggers public opposition to immigration? Anxiety, group cues, and immigration threat." Available at: https://www.jstor.org/stable/25193860?seq=1#metadata_info_tab_contents
- Adida, Claire L., Kim Dionne, and Melina Platas. "Ebola, elections, and immigration: how politicizing an epidemic can shape public attitudes." Will be emailed to class.

Week 5 (October 30th) How immigrants adjust

- Abramitzky, Ran, Leah Platt Boustan, and Katherine Eriksson. 2017. "Cultural assimilation during the age of mass migration." Available at: <http://www.nber.org/papers/w22381>
- Adida, Claire L., 2011. "Too close for comfort? Immigrant exclusion in Africa." Available at: <http://claire.adida.net/uploads/1/2/6/5/12650228/adidacps2011.pdf>
- Fouka, Vasiliki. 2018. "How do immigrants respond to discrimination? The case of Germans in the US during World War I." Available at: <https://people.stanford.edu/vfouka/sites/default/files/discriminationseptember2018.pdf>
- Saavedra, Martin Hungo. 2018. "Kenji or Kenneth? Pearl Harbor and Japanese-American assimilation." Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3218512

Week 6 (November 6th) Can we foster inclusion? Information interventions
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- Paper outline assignment distributed and discussed.
- Bail, Christopher et al. 2018. "Exposure to opposing views on social media can increase political polarization." Available at: <http://www.pnas.org/content/early/2018/08/27/1804840115>
- Facchini, Giovannie, Yotam Margalit, and Hiroyuki Nakata. 2016. "Countering public opposition to immigration: the impact of information campaigns." Available at: <http://ftp.iza.org/dp10420.pdf>
- Grigorieff, Alexis, Christopher Roth, and Diego Ubfal. 2016. "Does information change attitudes towards immigrants? Representative evidence from survey experiments." Available at: <http://ftp.iza.org/dp10419.pdf>

Week 7 (November 13th) Can we foster inclusion? Empathy interventions
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- Presentation assignment discussed.
- Adida, Claire L., Adeline Lo, and Melina R. Platas. 2018. "Perspective-taking can promote short-term inclusionary behavior toward Syrian refugees." Available at: <http://www.pnas.org/content/115/38/9521.short?rss=1>

- Dinas, Elias and Vasiliki Fouka. 2018. "Family history and attitudes toward outgroups: evidence from the Syrian refugee crisis." Available at: https://people.stanford.edu/vfouka/sites/default/files/dinasfouka_0.pdf
- Rasband, Reed. 2018. "Religion, nationality, and empathetic responses to refugees." Available at: <http://politikos.byu.edu/SigmaMag/2018.pdf#page=148>
- Simonovits, Gábor, G. Kézdi, and Péter Kardos. 2017. "Seeing the world through the other's eye: an online intervention reducing ethnic prejudice." Available at: <https://www.cambridge.org/core/journals/american-political-science-review/article/seeing-the-world-through-the-others-eye-an-online-intervention-reducing-ethnic-prejudice/5E8284531716D392A0BCC99BB49B76A3>

<p>Week 8 (November 20th) Can we foster inclusion? Social contact interventions</p>
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- Introduction assignment distributed and discussed.
- Enos, Ryan. 2014. "Causal effect of intergroup contact on exclusionary attitudes." Available at: <http://www.pnas.org/content/111/10/3699>
- Hangartner, D. et al. 2017. "Does exposure to the refugee crisis make natives more hostile?" Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3042936
- Levy Paluck, Elizabeth, Seth Green, and Donald P. Green. "The contact hypothesis re-evaluated." 2018. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2973474
- Pettigrew, Thomas and Linda Tropp. 2006. "A meta-analytic test of intergroup contact theory." Available at: https://drive.google.com/drive/folders/0B6a2h1Kt_PWbHNFNXNsaUZIUTA?usp=sharing
- Reny, Tyler T. and Benjamin J. Newman. 2018. "Protecting the right to discriminate: the second great migration and racial threat in the American West." Available at: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/E7D25D49A1C37C70EE680C56224822E4/S0003055418000448a.pdf/protecting_the_right_to_discriminate_the_second_great_migration_and_racial_threat_in_the_american_west.pdf

<p>Week 9 (November 27th) Student presentations</p>
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<p>Week 10 (December 4th) Student presentations</p>
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<p>FINAL PAPERS DUE IN PDF FORMAT BY EMAIL AT 5PM ON TUESDAY, DECEMBER 11 (CADIDA@UCSD.EDU)</p>
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