

# MIGRATION AND FORCED DISPLACEMENT (PSCI-798-302)

Prof. Guy Grossman

Spring 2020

Date updated: 01/27/2021

Class Hours: Thursdays 1:30-4:20p

Class Room: Zoom and Canvas

Office Hours: Tuesdays 4-5 & by appt.

Office: Perelman Center for Political Science and Economics #428

Office Hours Sign-Up: [calendly.com/ggros](https://calendly.com/ggros)

E-mail: [ggros@sas.upenn.edu](mailto:ggros@sas.upenn.edu)

url: <https://web.sas.upenn.edu/ggros/>

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## Blurb

This is a graduate level course on the political economy of immigration and forced displacement. The course covers some seminal work, but mostly cutting edge research on the political and economics aspects of the “movement of people” across borders. The course is split into two main sections. The first section covers the political economy of migration in sending countries. Here we ask questions such as, why do people migrate? Who migrates? How do migrants choose a destination? What is evidence base of climate migration? And, what are the effects of migration on sending countries and communities? The second section examines the political economy of migration in destination countries. Here we will analyze potential pull factors (including asylum and refugee policies), survey theories of integration and assimilation, and more broadly, explore the determinants of public opinion with respect to migrants and refugees. We will also explore natives’ behavior toward migrants (including hate crime and hate speech), and whether voting is sensitive to ‘migrant exposure.’ While a political economy approach anchors the course theoretically, we will also touch upon human rights aspects of displacement, including the relationship between migration and conflict as well as human trafficking. Students will be exposed to a wide range of literature focused on both developed and developing countries.

## Course Requirements

1. **Class attendance:** 5%

- You are expected to attend all seminar sessions. Though I naturally understand that students may miss 1-2 classes due to traveling, illness, important errands, etc., I will not pass a student who misses 4 sessions, or more.
2. **Active participation and preparedness:** 10%
    - The Syllabus lists required reading that we will go over in class. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or defend any reading.
  3. **Presentations:** 20% (4 × 5 points each)
    - To further facilitate participation, students will choose 4 reading to present to the class during the semester. Presenting students will introduce the reading's puzzle (if there is one), theory, and empirics and offer 1-2 critiques of the reading.
  4. **Reading response reports:** 15% (3 × 5 points each)
    - Each student will be required to write three short reading response reports (up to 4 pages long) over the course of the term. These papers should engage the debates presented in at least one (but preferably more than one) of the readings for the week. The papers should be thought pieces and will be used to help structure class discussions. All reports must be emailed to me by Wednesday 4p, the day before our seminar meets. Response reports should summarize in an opening paragraph the core arguments and findings of the discussed paper(s) and then critique key aspects of the theoretical argument and/or empirical results. Ideally, a good response note should also identify possible extensions for future work and how the discussed papers complement each other. Reports are important part of your professionalization, as they mimic journal reviews. You cannot write a response on a paper you are anyway presenting.
  5. **Final Paper:** 50%
    - Students will complete a final 20-25 pages (double spaced) paper that will be in the style of an NSF dissertation improvement grant (40%). The paper should clearly define the research question and why it is important; discuss the relevant literature; outline the argument; provide preliminary evidence and discuss a research plan for testing the argument. More details on the paper to follow.
    - Students will choose a day during the last 2 weeks of class to present their project (10%). They will do an APSA style, 15-minute presentation and then the class will provide them feedback and ask questions for 10 minutes. Students will be strongly encouraged to incorporate feedback from the presentation in their final paper.

## Covid-19 Adjustments

Given the current state of the pandemic, and following on the university's *Covid-19 Return to Campus Guide*, I will not be able, unfortunately, to teach this seminar in-person. Instead, the course will adopt a synchronous model: I will be holding Zoom-based lectures on Thursdays

1:30-4:20p; all meetings will be recorded and posted on Canvas for graduate students who are spending the Spring term in time zones that preclude their attendance. These are truly taxing times, and I know you were hoping for a different learning experience. I am sorry that we are where we are. I will do my best to ensure a high quality course, notwithstanding the challenges Covid-19 is posing to multiple aspects of our lives.

## **Logistics**

### **Attendance in times of COVID**

You are expected to attend seminar meetings (via Zoom) if the synchronous session takes place between 7am and 8pm in your time zone. Exceptions to this attendance policy are:

1. If you are in a time zone outside these parameters;
2. If you are observing a college-listed religious holiday;
3. If you are ill, or are taking care of a family member;
4. If you have exceptionally poor internet.

**If any of these reasons applies to you, please contact me prior to class to let them know.**

### **Office Hours**

Please sign up to office hours (also over Zoom). Outside of office hours, I will be busy doing other parts of my job (writing scientific papers, applying for grants, supervising graduate students, serving on faculty committees, writing tenure assessment letters etc.). Office hours are the time I have set aside to focus on you personally. Even if you don't have specific questions, the interactions generated during a good office hour discussion should help clear up any confusion you might have on a topic. To sign up for office hours, please use [calendly.com/ggros](https://calendly.com/ggros).

### **Communication**

I will communicate with the class via both Slack and email. I will be setting up a Slack workspace where students can communicate more easily (with me and with each other), share papers and related newspaper articles, etc. As for email, I prefer that course related communication takes place from within Canvas. Please be certain that your UPenn email address is an email address you check on a frequent basis. Please consult the syllabus and Canvas before contacting me; the odds are good that any question about deadlines, grades, or class assignments are already answered in the syllabus, or on the course Canvas website.

### **Grade policy**

Your course grade is determined according to the following scale:

A+ (4.0): 96-100	C (2.0): 69-71
A (4.0): 91-95	C- (1.7): 66-68
A- (3.7): 86-90	D+ (1.3): 65-67
B+ (3.3): 81-85	D (1.0): 62-64
B (3.0): 78-80	D- (0.7): 60-61
B- (2.7): 75-77	F (0): below 60
C+ (2.3): 72-74	

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- The grade you earn is the grade you will receive in this course. Grades are not negotiable and I do not award points on the basis of your intention to do well. The only thing that matters in determining your grade is your performance in the course.
- Every effort will be made to grade fairly and impartially; however, mistakes sometimes occur. If you have a serious reservation about how you have been graded, write a comprehensive description of the mistake as you see it. Re-grade requests will only be accepted within a week after the return of the graded work.

### **Etiquette**

Please be considerate of your fellow students: log into Zoom on time, make sure to have your video on and your microphone muted, take notes of what has been discussed, and do not leave the session early unless absolutely necessary. Turn off cell phones during Zoom lectures.

### **Accommodation for students with disabilities**

The University of Pennsylvania encourages the full participation of students with disabilities. Students with disabilities are encouraged to discuss special accommodations that may be needed for successful participation in this course. Specifically, the University accommodates students with disabilities who have registered with the [Office of Student Disabilities Service](#). Students must register with the Student Disabilities Services (SDS) to be granted special accommodations for any on-going conditions. For more information on the services that you are entitled to, please refer to the following [guide](#).

### **Religious Accommodation**

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please notify me in the first week of class if you will require any accommodation on these grounds. For more information, please refer to the Penn's Policy on Religious Holidays.

### **Policy on Academic Misconduct**

Academic dishonesty will not be tolerated. As outlined in the Student Handbook, "cheating" and "plagiarism" will result in severe disciplinary action. Either offense will be grounds for receiving a failing grade (zero points) on the assignment or examination and possibly an "F" for the course, depending on the severity of the offense.

## Course material

Class readings are available electronically through the class website on Canvas.

## Class Schedule

### Lecture 1: Course Introduction (January 21, 2021)

#### Learning objectives:

- Set course expectations / go over the syllabus
- Migration definitions and historical and recent trends
- Legal obligations of states, and the institutional makeup of the refugee regime
- Grapple with the distinction between “refugees” and “migrants.” Should “refugees” be more deserving of protection than “migrants”?

#### Required readings:

1. Goodwin-Gill, Guy S. (2014). “The international law of refugee protection.” *The Oxford handbook of refugee and forced migration studies*, pages 36-47.
2. Betts, Alexander. (2011). *Protection by persuasion: International cooperation in the refugee regime*. Cornell University Press (Introduction chapter).
3. Crawley, Heaven, and Dimitris Skleparis. (2018). “Refugees, migrants, neither, both: Categorical fetishism and the politics of bounding in Europe’s ‘migration crisis’.” *Journal of Ethnic and Migration Studies* 44(1): 48-64.
4. [UNHCR global trends 2019](#)

#### Suggested readings:

- Bakewell, Oliver. (2011). “Conceptualising displacement and migration: Processes, conditions, and categories.” *The migration-displacement nexus: Patterns, processes, and policies* 32:14.
- Mourad, Lama, and Kelsey P. Norman. (2020). “Transforming refugees into migrants: institutional change and the politics of international protection.” *European Journal of International Relations* 26(3): 687-713.

## Source countries

### Lecture 2: Economic and social theories of migration (January 28, 2021)

#### Learning objectives:

- Why do people choose to migrate?
- What is the relationship between wealth and migration choice?

#### Required readings:

1. Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. (1993) "Theories of international migration: A review and appraisal." *Population and Development Review* 19(3): 431-466.
2. Clemens, Michael A. (2020). "The Emigration Life Cycle: How Development Shapes Emigration from Poor Countries", *CGD Working Paper 540*.
3. Bazzi, Samuel. (2017) "Wealth heterogeneity and the income elasticity of migration." *American Economic Journal: Applied Economics* 9(2): 219-55.

#### Suggested readings:

- Borjas, George. J. (2014). *Immigration Economics*, Harvard: Harvard University Press.
- Docquier, Frederic, and Hillel Rapoport. (2012). Globalization, brain drain, and development." *Journal of Economic Literature* 50(3): 681-730.
- Grogger, Jeffrey, and Gordon H. Hanson. (2011). "Income maximization and the selection and sorting of international migrants." *Journal of Development Economics* 95(1): 42-57.
- Bauernschuster, Stefan, Oliver Falck, Stephan Heblich, Jens Suedekum, and Alfred Lameli. (2014). "Why are educated and risk-loving persons more mobile across regions?." *Journal of Economic Behavior & Organization* 98: 56-69.

### Lecture 3: Push factors / displacement (February 4, 2021)

#### Learning objectives:

- How and why does conflict induce displacement?
- Is climate change inducing displacement?

#### Required readings:

1. Clemens, Michael A. (2017). "Violence, development, and migration waves: Evidence from Central American child migrant apprehensions." *CGD Working Paper 459* .
2. Laughlin, Benjamin. (2019). "Information Cascades and Refugee Crises." *Working Paper*.

3. Lacina, Bethany, Karen Albert, and Emily VanMeter. (2020). "Shared Territory, Regime Alignment, and Forced Displacement." *Working Paper*.
4. Cattaneo, Cristina, and Giovanni Peri. (2016). "The migration response to increasing temperatures." *Journal of Development Economics* 122: 127-146.

#### Suggested readings:

- Bohra-Mishra, Pratikshya, and Douglas S Massey. (2011). "Individual decisions to migrate during civil conflict." *Demography* 48 (2):401-424.
- Adhikari, Prakash. (2013). "Conflict-Induced Displacement, Understanding the Causes of Flight." *American Journal of Political Science* 57(1): 82–89.
- Bohra-Mishra, Pratikshya, Michael Oppenheimer, and Solomon M. Hsiang. (2014). "Non-linear permanent migration response to climatic variations but minimal response to disasters." *Proceedings of the National Academy of Sciences* 111(27): 9780-9785.
- Basu, Sukanya, and Sarah Pearlman. (2017). "Violence and migration: evidence from Mexico's drug war." *IZA Journal of Development and Migration* 7(1): 18.
- Burke, Marshall, Solomon M. Hsiang, and Edward Miguel. (2015). "Climate and conflict." *Annual Review of Economics*, 7:577-617.
- Berlemann, Michael, and Max Friedrich Steinhardt. (2017) "Climate change, natural disasters, and migration—a survey of the empirical evidence." *CESifo Economic Studies* 63(4): 353-385.
- Hoffmann R., Dimitrova A., Muttarak R., Crespo Cuaresma J., Peisker J. (2019) "Quantifying the evidence on climate migration: a meta-analysis on country-level studies." Technical Report Paper presented at The 4th Asian Population Association (APA) Conference.
- Burzynski, Michal, Frederic Docquier, and Hendrik Scheewel. (2020). "The Geography of Climate Migration." *Working Paper*.

#### Lecture 4: Destination choice and migration timing (February 11, 2021)

##### Learning objectives:

- How do migrants and refugees decide *where* and *when* to go?
- What roles do networks play in destination choice?

##### Required readings:

1. Peters, Margaret and Alisha Holland. (2020). "Political Information, Opportunities, and Migration Timing." *International Organization* 74(3): 560–583.
2. Laughlin, Benjamin. (2019). "Cell Phones, Rumors, and Internal Displacement in Civil War." *Working Paper*.

3. Fitzgerald, Jennifer, David Leblang and Jessica C. Teets. (2014). "Defying the Law of Gravity: The Political Economy of International Migration." *World Politics* 66(3):406–445.
4. Blair, Christopher W., Guy Grossman and Jeremy Weinstein. (2021). "Liberal Displacement Policies Attract Forced Migrants in the Global South."
5. Blumenstock, Joshua Evan, Guanghua Chi, and Xu Tan. (2019). "Migration and the value of social networks." *Review of Economic Studies* (forthcoming).

### Suggested readings:

- Bertoli, Simone, and Ilse Ruyssen. (2018). "Networks and migrants? intended destination." *Journal of Economic Geography* 18(4): 705–728.
- Freibell, Guido, Juan Miguel Gallego and Mariapia Mendola. (2013). "Xenophobic attacks, migration intentions, and networks: evidence from the South of Africa." *Journal of Population Economics* 26(2):555–591.
- Mayda, Anna Maria. (2010). "International migration: A panel data analysis of the determinants of bilateral flows." *Journal of Population Economics* 23(4): 1249–1274.
- Ruegger, Seraina and Heidrun Bohnet. (2018). "The Ethnicity of Refugees (ER): A new dataset for understanding flight patterns." *Conflict Management and Peace Science* 35(1):65–88.
- Munshi, Kaivan. (2003). "Networks in the Modern Economy: Mexican Migrants in the U.S. Labor Market." *The Quarterly Journal of Economics* 118(2):549–599.
- Holland, Alisha, Margaret Peters, Thania Sanchez and Yang-Yang Zhou. (2019). "The Dignity of Humanitarian Migrants: Explaining Migrants' Destination Preferences? Working Paper.
- Schon, Justin. (2019). "Motivation and opportunity for conflict-induced migration: An analysis of Syrian migration timing." *Journal of Peace Research* 56(1): 12–27.

### Lecture 5: Deterrence (February 18, 2021)

#### Learning objectives:

- What tools destination countries' use to affect migration flows?
- Do 'Development-at-place', and aid reduce migration?
- Securitization and migration

#### Required readings:

1. Helbling, Marc, and Leblang, David. (2019). "Controlling immigration? How regulations affect migration flows." *European Journal of Political Research*, 58(1): 248–269.



2. Czaika, Mathias, and Mogens Hobolth. (2016). "Do restrictive asylum and visa policies increase irregular migration into Europe?." *European Union Politics* 17(3): 345–365.
3. Murat, Marina. (2020). "Foreign aid, bilateral asylum immigration and development." *Journal of Population Economics* 33(1): 79–114.
4. Flores, Fernanda Martanez. (2020). "The Effects of Enhanced Enforcement at Mexico's Southern Border: Evidence from Central American Deportees." *Demography* 57: 1597–1623.

### Suggested readings:

- Hatton, Timothy J. (2009). "The rise and fall of asylum: What happened and why?" *The Economic Journal* 119(535): F183-F213.
- Amuedo-Dorantes, Catalina, and Thitima Puttitanun. (2016). "DACA and the Surge in Unaccompanied Minors at the US–Mexico Border." *International Migration* 54(4): 102-117.
- De Haas, Hein, Katharina Natter, and Simona Vezzoli. (2016). "Growing restrictiveness or changing selection? The nature and evolution of migration policies." *International Migration Review*.
- Clemens, Michael and Hannah Postal. (2018). "Deterring emigration with foreign aid: an overview of evidence from low-income countries" *Population and Development Review* 44(4): 667–693.
- Bermeo, Sarah Blodgett, and David Leblang. (2015). "Migration and foreign aid." *International Organization* 69(3): 627-657.

## Lecture 6: Migration effect on sending communities (February 25, 2021)

### Learning objectives:

- What are the economic and social effects on sending countries and communities?

### Required readings:

1. Dinkelman, Taryn, and Martine Mariotti. (2016). "The long-run effects of labor migration on human capital formation in communities of origin." *American Economic Journal: Applied Economics* 8(4): 1–35.
2. Mobarak, Mushfiq Ahmed and Alejandra Ramos. (2019). "The Effects of Migration on Intimate Partner Violence: Evidence for the Exposure Reduction Theory in Bangladesh." *Working paper*.
3. Ivlevs, Artjoms, Milena Nikolova, and Carol Graham. (2019). "Emigration, remittances, and the subjective well-being of those staying behind." *Journal of Population Economics* 32(1): 113–151.
4. Lu, Yao. (2019). "Empowerment or Disintegration? Migration, Social Institutions, and Collective Action in Rural China." *American Journal of Sociology* 125(3): 683-729.

**Suggested readings:**

- Antman, Francisca M. (2013). "The impact of migration on family left behind." In K. F. Zimmermann and A. Constant (Eds.) *International Handbook on the Economics of Migration*. Edward Elgar Publishing.
- Murard, Elie. (2019). "The impact of migration on family left behind: estimation in presence of intra-household selection of migrants." *Working Paper*.
- Kapur, Devesh, and John McHale. (2005). "Give us your best and brightest: The global hunt for talent and its impact on the developing world." *Center for Global Development*.
- Lagakos, David, Ahmed Mushfiq Mobarak, and Michael E. Waugh. (2018). "The welfare effects of encouraging rural-urban migration." *NBER working paper* No. w24193.

**Lecture 7: Diaspora and returnees (March 4, 2021)****Learning objectives:**

- What are the political implications of returnees, if at all?
- Does the diaspora export back ideas, practices, skills, and identities?
- The politics of enfranchising the diaspora

**Required readings:**

1. Schwartz, Stephanie. (2019). "Home, Again: Refugee Return and Post-Conflict Violence in Burundi." *International Security* 44(2): 110-145.
2. Tuccio, Michele, Jackline Wahba, and Bachir Hamdouch. (2019). "International migration as a driver of political and social change: evidence from Morocco." *Journal of Population Economics* 32(4): 1171-1203.
3. Docquier, Frederic, Elisabetta Lodigiani, Hillel Rapoport and Maurice Schiff. (2016). "Emigration and Democracy." *Journal of Development Economics* 120: 209-223.
4. Batista, Catia, Julia Seither, and Pedro C. Vicente. (2019). "Do migrant social networks shape political attitudes and behavior at home?" *World Development* 117: 328-343.

**Suggested readings:**

- Wellman, Elizabeth Iams. (2020). "Emigrant Inclusion in Home Country Elections: Theory and Evidence from sub-Saharan Africa." *American Political Science Review*.
- Dendere, Chipu. (2020). "The Impact of Voter Exit on Party Survival: Evidence from Zimbabwe" in *The Oxford Handbook of Zimbabwean Politics*, eds. Miles Tendi, JoAnn McGregor, and Jocelyn Alexander.

- Perez-Armendariz, Clarisa, and David Crow. (2010). "Do migrants remit democracy? International migration, political beliefs, and behavior in Mexico." *Comparative political studies* 43(1): 119-148.
- Barsbai, Toman, Hillel Rapoport, Andreas Steinmayr, and Christoph Trebesch. (2017). "The effect of labor migration on the diffusion of democracy: evidence from a former Soviet Republic." *American Economic Journal: Applied Economics* 9(3): 36–69.
- Ivlevs, Artjoms, and Roswitha M. King. (2017). "Does emigration reduce corruption?." *Public Choice* 171(3-4): 389–408.

## Host / Destination Countries

### Lecture 8: Pull Factors: migration policy regimes (March 18, 2021)

#### Learning objectives:

- Why some countries have restrictive and other more liberal migration policies?

#### Required readings:

1. Rayp, Glenn, Ilse Ruysen, and Samuel Standaert. (2017). "Measuring and explaining cross-country immigration policies." *World Development* 95: 141-163.
2. Peters, Margaret E. (2017). *Trading Barriers: Immigration and the Remaking of Globalization*. Chapters 2–3.
3. Blair, Christopher, Guy Grossman and Jeremy Weinstein. (2020). "Forced Displacement and Asylum Policy in the Developing World"
4. Shin, Adrian J. (2016). "Tyrants and Migrants Authoritarian Immigration Policy." *Comparative Political Studies*. 50(1): 14-40.

#### Suggested readings:

- De Haas, Hein, Katharina Natter, and Simona Vezzoli. (2015). "Conceptualizing and measuring migration policy change." *Comparative Migration Studies* 3(1): 15.
- Beine, Michel, et al. (2016). "Comparing immigration policies: An overview from the IMPALA database." *International Migration Review* 50(4): 827-863.
- Goodman, Sara Wallace. (2019). "Indexing immigration and integration policy: Lessons from Europe." *Policy Studies Journal* 47(3): 572-604.

**Lecture 9: Public Opinion and voting (March 25, 2021)****Learning objectives:**

- What factors affect attitudes toward migrants and refugees in host countries?
- Specifically, does proximity and contact increase or reduce support?

**Required readings:**

1. Kaufmann, Eric, and Gareth Harris. (2015). "'White flight' or positive contact? Local diversity and attitudes to immigration in Britain." *Comparative Political Studies* 48(12): 1563-1590.
2. Hangartner, Dominik, Elias Dinas, Moritz Marbach, Konstantinos Matakos, and Dimitrios Xefteris. (2019). "Does exposure to the refugee crisis make natives more hostile?" *American Political Science Review* 113(2) : 442-455.
3. Yang-Yang Zhou. (2020). Refugee Proximity and Support for Citizenship Exclusion in Africa. *Working paper*.
4. Alvaro Calderon, Vicky Fouka and Marco Tabellini. (2020). "Racial Diversity, Electoral Preferences, and the Supply of Policy: The Great Migration and Civil Rights." *Working paper*.
5. Roza, Sandra, and Juan F. Vargas. (2019). "Brothers or invaders? How crisis-driven migrants shape voting behavior." *Working paper*.

**Suggested readings:**

- Garand, James C., Ping Xu, and Belinda C. Davis. (2017). "Immigration attitudes and support for the welfare state in the American mass public." *American Journal of Political Science* 61(1): 146-162.
- Hainmueller, Jens and Daniel J. Hopkins. (2014). "Public attitudes toward immigration." *Annual Review of Political Science* 17: 225-249.
- Bedasso, Biniam E., and Pascal Jaupart. (2020). "South-South migration and elections: evidence from post-apartheid South Africa." *IZA Journal of Development and Migration* 11(1): 1-47.
- Barone, Guglielmo, Alessio D'Ignazio, Guido de Blasio, and Paolo Naticchioni. (2016). "Mr. Rossi, Mr. Hu and politics." The role of immigration in shaping natives' voting behavior." *Journal of Public Economics* 136: 1-13.
- Steinmayr, Andreas. (2020). "Contact versus exposure: Refugee presence and voting for the far-right." *Review of Economics and Statistics* (forthcoming).
- Vertier, Paul, and Max Viskanic. (2019) "Dismantling the 'Jungle': Migrant Relocation and Extreme Voting in France." *Working Paper*.

**Lecture 10: Native-born behavior toward immigrants (April 1, 2021)****Learning objectives:**

- The determinants of anti-immigrants' violence, hate crime and hate speech

**Required readings:**

1. Entorf, Horst, and Martin Lange. (2019). "Refugees welcome? Understanding the regional heterogeneity of anti-foreigner hate crimes in Germany."
2. Gamalerio, Matteo, Mario Luca, and Max Viskanic. (2020). "Is this the real life or just fantasy? Refugee reception, extreme-right voting, and broadband internet."
3. Lehmann, M. Christian, and Daniel TR Masterson. (2020). "Does Aid Reduce Anti-refugee Violence? Evidence from Syrian Refugees in Lebanon." *American Political Science Review* 114(4): 1335–1342.
4. Dippopa, Gemma, Guy Grossman, and Stephanie Zonszein. (2021). "Locked Down, Lashing Out: Situational Triggers and Hateful Behavior Towards Minority Ethnic Immigrants."
5. Toews, Gerhard, and Pierre-Louis Vézina. (2020). "Enemies of the people."

**Suggested readings:**

- Romarri, Alessio. (2020). "Do far-right mayors increase the probability of hate crimes? Evidence from Italy."
- Alrababah, Ala, William Marble, Salma Mousa, and Alexandra Siegel. (2019). "Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on Islamophobic behaviors and attitudes."
- Riaz, Sascha, Daniel Bischof and Markus Wagner (2020). "Out-group Threat and Xenophobic Hate Crimes: Evidence of Local Intergroup Conflict Dynamics between Immigrants and Natives." *Working Paper*.
- Dancygier, Rafaela, Naoki Egami, Amaney Jamal and Ramona Rischke. (2020). "Hate Crimes and Gender Imbalances: Fears over Mate Competition and Violence against Refugees." *American Journal of Political Science*.
- Hainmueller, Jens, and Dominik Hangartner. (2013). "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American political Science Review* 107(1): 159-187.
- Audette, Nicole, Jeremy Horowitz, and Kristin Michelitch. (2020). "Personal Narratives Reduce Negative Attitudes toward Refugees and Immigrant Outgroups: Evidence from Kenya."
- Williamson, Claire Adida, Adeline Lo, Melina Platas, Lauren Prather, and Seth H. Werfel (2020). "Priming Empathy through Family History to Increase Support for Immigrants and Immigration." *American Political Science Review*.

**Lecture 11: Integration and assimilation (April 8, 2021)****Learning objectives:**

- The determinants of integration and assimilation choice
- Barriers to assimilation: discrimination and representation

**Required readings:**

1. Fouka, Vasiliki. (2019) "How do Immigrants Respond to Discrimination? The Case of Germans in the US during World War I," *American Political Science Review* 113(2): 405-422
2. Hainmueller, Jens, Dominik Hangartner, and Giuseppe Pietrantuono. (2015). "Naturalization fosters the long-term political integration of immigrants." *Proceedings of the National Academy of Sciences* 112(41): 12651-12656.
3. Adida, Claire L. and Amanda Lea Robinson (2020). "Why (some) immigrants resist assimilation: US racism and the African immigrant experience."
4. Bansak, Kirk, Jeremy Ferwerda, Jens Hainmueller, Andrea Dillon, Dominik Hangartner, Duncan Lawrence, and Jeremy Weinstein. (2018). "Improving Refugee Integration through Data-Driven Algorithmic Assignment." *Science* 359: 325-29.
5. Dancygier, Rafaela M., Karl-Oskar Lindgren, Sven Oskarsson, and Kare Vernby. (2015). "Why are immigrants underrepresented in politics? Evidence from Sweden." *American Political Science Review* 109(4): 703-724.

**Suggested readings:**

- Fouka, Vasiliki, Soumyajit Mazumder, and Marco Tabellini. (2020). From Immigrants to Americans: Race and Assimilation during the Great Migration." *Working Paper*.
- Strang, Alison, and Alastair Ager. (2010). "Refugee Integration: Emerging Trends and Remaining Agendas." *Journal of Refugee Studies* 23(4):589-607.
- Goodman, Sara Wallace. (2010). "Integration requirements for integration's sake? Identifying, categorising and comparing civic integration policies." *Journal of Ethnic and Migration Studies* 36(5): 753-772.
- Stephanie Zonszein. (2019). "Taking Part without Blending In: Legalization Policies and the Integration of Immigrants." *Working paper*.
- Stephanie Zonszein (2019). "Turn On, Tune In, Turn Out: Ethnic Radio and Immigrants? Political Engagement." *Working paper*.

**Lecture 12: Security Implications of Refugee Flows (April 15, 2022)****Learning objectives:**

- Do cross-border flows of refugees also contribute to an increased risk of both civil war in receiving countries?
- Refugees as security threat vs. victims of violence.

**Required readings:**

1. Shaver, Andrew and Yang-Yang Zhou. (2020.) "Reexamining the Effect of Refugees on Civil Conflict: A Global Subnational Analysis."
2. Savun, Burcu, and Christian Gineste. (2019). "From protection to persecution: Threat environment and refugee scapegoating." *Journal of Peace Research* 56(1): 88-102.
3. Bove, Vincenzo, and Tobias Bohmelt. (2016). "Does Immigration Induce Terrorism?." *Journal of Politics* 78(2): 572–588.
4. Masterson, Daniel, and M. Christian Lehmann. (2020). "Refugees, Mobilization, and Humanitarian Aid: Evidence from the Syrian Refugee Crisis in Lebanon." *Journal of Conflict Resolution* 64(5): 817–843.
5. Knight, Brian G., and Ana Tribin. (2020). "Immigration and violent crime: Evidence from the Colombia-Venezuela border." *NBER Working Paper Series* No. w27620.

**Suggested readings:**

- Salehyan, Idean, and Kristian Skrede Gleditsch. (2006). "Refugees and the spread of civil war." *International Organization* 60(2): 335–366.
- Kathman, Jacob D. (2010). "Civil war contagion and neighboring interventions." *International Studies Quarterly* 54(4): 989–1012.
- Lischer, Sarah Kenyon. (2003). "Collateral damage: Humanitarian assistance as a cause of conflict." *International Security* 28(1): 79–109.
- Milton, Daniel, Megan Spencer and Michael Findley. (2013). "Radicalism of the hopeless: Refugee Flows and Transnational Terrorism." *International Interactions*, 39(5): 621–645.
- Bohmelt, Tobias, Vincenzo Bove, and Kristian Skrede Gleditsch (2019). "Blame the victims? Refugees, state capacity, and non-state actor violence." *Journal of Peace Research*, 56(1): 73-87.

**Lecture 13: Student presentations (April 22, 2022)****Lecture 14: Student presentations (April 29, 2022)**