

POLITICS AND ECONOMICS OF MIGRATION

Course code	<i>POL128</i>
Compulsory in the programmes	<i>Elective</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i>
Course coordinator (title and name)	<i>Senior lecturer Dr. Eglé Verseckaitė-Grzeskowiak</i>
Prerequisites	<i>None</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

Taking into account the high relevance of international migration in today's world, this course aims to equip students with the knowledge and analytical tools that will enable them to become informed and capable participants of current academic and public debates on migration. The course will provide an overview of key theories and models explaining the causes and consequences of international migration, focusing on the insights of economics and political science. Students' work will center on the application of these theories and models to the analysis of migration issues in selected migration flows.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. The student can describe, understand and explain regional migration patterns, their historical background and relation to globalization.	ELO1.1	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO2. The student can demonstrate knowledge and understanding of the micro-, meso- and macro- level theories of the causes of international migration.	ELO1.1, ELO1.2	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO3. The student is able to identify and evaluate the economic costs and benefits of migration for emigrant-sending and immigrant-receiving societies.	ELO1.1, ELO1.2, ELO2.1	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO4. The student is able to identify, understand and analyze the consequences of migration for societal cohesion and electoral politics in emigrant-sending and immigrant-receiving countries.	ELO1.1, ELO1.2, ELO2.1	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO5. The student is able to understand and explain the impact of migration on states and their external relations.	ELO1.1, ELO1.2	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO6. The student can apply the theories and models of economics and political science to case	ELO1.1, ELO1.2,	Midterm, exam, participation,	Lectures, seminars, individual study based on reading and



analyses of migration issues.	ELO2.1	presentation	media monitoring
CLO7. The student can critically assess the information on migration in the media and public discourse.	ELO1.1, ELO1.2, ELO2.1	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO8. The student is able to raise thoughtful questions and engage in informed discussions on ambivalent and polarizing issues surrounding the phenomenon of migration.	ELO1.1, ELO1.2, ELO2.1	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring
CLO9. The student is able to communicate in a clear and well organized way, both orally and in writing.	ELO1.2, ELO4.1, ELO4.2	Midterm, exam, participation, presentation	Lectures, seminars, individual study based on reading and media monitoring

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM reminds students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
Introduction and overview of the course. Main topics and concepts. Migration in historical perspective. Key migration flows.	4	United Nations Department of Economic and Social Affairs, 2020
Economic causes of migration	4	Massey et al., 1998, p.17-41
Social causes of migration	4	Massey et al., 1998, p.42-59
Economic consequences of immigration	4	Legrain, 2006, p.144-160
Economic consequences of emigration	4	De Haas, 2005, p.1269-1284
Sociocultural consequences of migration	4	Zolberg & Woon, 1999, p.5-38
Midterm	2	
Migration and the state	4	Guiraudon & Joppke, 2001, p.1-27
Migration and electoral politics	4	Rustenbach, 2010, p.53-77
Political incorporation of migrants	4	Bevelander & Spång, 2014/5
Normative approaches to migration	4	Bauböck, 2009, p.475-499
Presentations	4	
Review of the course.	2	



	Total: 48 hours	
CONSULTATIONS	6	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Individual Components 100%</i>	
Participation	35%
Midterm	20%
Presentation	20%
Exam	25%
Total:	100%
Optional additional points for a paper proposal	Extra 10% (up to 1)

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

(Provide short descriptions and grading criteria of each assignment)

1. Midterm exam.

The midterm exam will be administered in the computer lab on campus and will be a closed-book test comprised of multiple choice and open questions. Students' answers will be evaluated based on the demonstrated comprehension of the course material and skills in applying appropriate concepts and terminology in specific contexts. The midterm will be based on the preceding theoretical topics and your own migration flows, use material from both lectures and readings, and will count towards 20% of the final grade. It will last 2 academic hours.

2. Participation

This is the foundation of your success in this course. It is imperative for students to have done the readings and the assigned homework before each seminar and to actively participate in seminar discussions. Each student will be assigned a migration flow and will have to find material about those countries related to the weekly topic for each seminar (for example, about the economic consequences of migration for Asian NICs, or the social issues related to migration in Japan, or the political issues of the Caribbean related to migration). By a specified deadline before each seminar, students will be required to submit 1-2 discussion questions based on the week's readings and a link to a freely accessible English language mass media article related to how the week's topic pertains to a particular migration flow. Late submissions will be penalized and may end up not being addressed, which would lower the student's participation score. For a passing grade, it is crucial to do your homework and miss as few classes as possible. Seminar participation scorecard will include points for presence and active participation in class discussions, for timely completion of homework tasks and their quality, and will count towards 35% of the final grade. It is not possible to make up for the seminar grade during the retake.

3. Presentation.

At the end of the semester students will prepare summarizing presentations on specific countries' migration issues employing the theories we learn in class and the illustrative material they have gathered during the course of the semester as part of their homework. More detailed guidelines for the presentation will be provided during the course of the semester. The presentation counts towards 20% of the overall course grade and cannot be substituted by a retake.

4. Final exam.

The final exam will be based on the whole course material and count towards 20% of the final grade. It will include closed and open questions, some related to the post-midterm part of the course and some broader overarching questions based on cumulative course material. It will last 2 hours and take place in the computer class.

5. Optional paper proposal

Although it is possible to earn a 10 by performing well during seminars and examinations and completing all requirements, students will have a possibility to earn an additional point by preparing a paper proposal (about ~7000-8000 characters without spaces and the bibliography, formatted according to ISM requirements). Depending on the quality of the proposal, it is possible to get from 0.01 to 1 added to your overall grade. Students who choose to prepare a paper proposal will have a consultation meeting, but should work mostly independently in order to be evaluated well. The paper proposal must focus on a causal relationship between economics and politics in the realm of migration. The best proposals later may be developed into actual thesis proposals. This paper cannot be identical to another class paper. Keep in mind that it is not mandatory to write the paper, this is just extra credit.

RETAKE POLICY

In case of a failing final grade, students are allowed a retake exam. It will cover all course material and take longer than a regular exam. The weight of the retake is 45% (which underscores the importance of getting a positive grade for ongoing work on monitoring and presenting the information about migration flows). Seminar participation and the presentation cannot be re-done, but their evaluation (if positive) is not annulled.

ADDITIONAL REMARKS

- The most important thing the students can do to succeed in this class is work during the semester and complete all assignments on time. Those who expect to only study before the exams can expect to fail, because a large part of your grade is determined by your ongoing work on monitoring the migration flows and participation in seminars.
- Keep in mind that it is a violation of academic ethics to pressure the teacher for a higher grade than you have earned throughout the semester. Students who try to skirt the rules and get away from doing all the work they are supposed to do make life harder for everyone by prompting a tightening of rules. You have plenty of opportunities to gather points throughout the semester, so do not start asking for additional opportunities at the end of the class, there will be none.
- Meeting deadlines is imperative. No excuses and no exceptions, lateness will be heavily penalized.
- The students must use their official ISM e-mail to contact the lecturer and clearly indicate the course name and the subject matter of the question in the subject line of the e-mail. The same requirement to identify yourself applies when contacting the lecturer on the MS Teams chat. Due to the number of students it is very important that you follow these rules so your e-mails/ messages do not get lost. The standards of professionalism always apply.

Literature (Additional resources may be provided during the course of the class)

1. Bauböck, R. (2009). The Rights and Duties of External Citizenship. *Citizenship Studies*, 13(5), 475–499.
2. Bevelander, P., & Spång, M. (2015). From Aliens to Citizens: The Political Incorporation of Immigrants. In B.R. Chiswick & P.W. Miller (eds.), *Handbook on the Economics of International Immigration*, 1A. Elsevier. <https://www.iza.org/publications/dp/7920/from-aliens-to-citizens-the-political-incorporation-of-immigrants>
3. de Haas, H. (2005). International Remittances, Migration and Development: Myths and Facts. *Third World Quarterly*, 26(8), 1269-1284.
4. Guiraudon, V., & Joppke, C. (2001). "Controlling a New Migration World." In Guiraudon, Virginie, and Christian Joppke (eds.), *Controlling a New Migration World* (pp.1-27). London and New York: Routledge.
5. Legrain, P. (2006). "Snouts in Our Trough? Are Immigrants a Burden on the Welfare State?" In *Immigrants: Your Country Needs Them* (pp.144-160). Princeton and Oxford: Princeton University Press.
6. Massey, D. S., et al. (1998). "Contemporary Theories of International Migration." In *Worlds in Motion: Understanding International Migration at the End of the Millenium* (pp.17-59). Oxford: Clarendon Press.
7. Paparusso, A. (2019). *Immigrant citizenship status in Europe: the role of individual characteristics and national policies*. *Genus*, 75(13), 1-23. <https://doi.org/10.1186/s41118-019-0059-9>
8. Rustenbach, E. (2010). Sources of Negative Attitudes toward Immigrants in Europe: A Multi-Level Analysis. *International Migration Review*, 44(1), 53-77.
9. United Nations Department of Economic and Social Affairs. (2020). *International Migration 2020 Highlights*. <https://reliefweb.int/sites/reliefweb.int/files/resources/International%20Migration%202020%20Highlights.pdf>
10. Zolberg, A.R., & Woon, L.L. (1999). Why Islam Is Like Spanish: Cultural Incorporation in Europe and the United



States. *Politics and Society*, 27(1), 5-38.



ANNEX

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing, Finance,
Industrial Technology Management*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper