

Course Syllabus

Economics 33480

Migration, Education and Assimilation: Three Forces that Built America

**Professor Abigail Wozniak
University of Notre Dame
Spring 2008**

Course Logistics:

Website: From time to time, course related materials will be posted on my website: www.nd.edu/~awaggone. The most recent copy of the syllabus will always be there.

Office hours: By appointment. To make an appointment, just send an email to a_wozniak@nd.edu with some times that work for you.

Readings: The one required book for the course, *Heaven's Door: Immigration Policy and the American Economy* by George J. Borjas, is available at the ND Hammes bookstore. All other readings are contained in a coursepack, which can be purchased in 301 O'Shag.

Course Description

This course uses the tools of economics to examine migration, education, and assimilation in the U.S. Readings discuss “the economics of” these topics as experienced by current generations and throughout America’s history. Students will learn to conduct original social science research and will complete a paper describing their project. We will also explore these issues as they appear outside research settings through panel discussions and films.

Course Objectives

Students will acquire skills specific to economics as well as general social science skills in this course.

- You will acquire knowledge of the facts of and economic forces behind major episodes of migration, education, and assimilation throughout U.S. history.
- ...develop an understanding of how these three topic areas relate to one another.
- ...learn to define an answerable research question.
- ...successfully navigate the process of writing an academic research paper in the social sciences from start to finish.

Course Calendar

The course will have one midterm and a final exam, both given in class. Six class days, scattered throughout the semester, will be devoted to discussions and presentations related to the required research papers. Remaining course days will be devoted to lecture and discussion of the assigned readings. The penalty for absences is explained in the section on course requirements. For a complete list of course meeting dates and their requirements, see the Course Schedule.

Course Requirements and Grading

You may earn up to 235 total points in the course. Your final grade will be based on your performance in the following areas:

Midterm exam – 30 points

- Held in class on 2/26.

Final exam – 30 points

- Held in class on 4/30.

Presentation of course reading for one lecture – 20 points

- Each student will be called on once to “open” the class with a 5 minute (approximately) explanation of that day’s readings.
- A good opening will provide a clear overview of the questions and findings in the assigned reading. An outstanding opening will also relate these findings to others covered in the course or to current economic conditions and will refrain from reliance on the text.
- Students will be randomly called on to open. You may pass once with no penalty. There is a 5 point deduction for every pass after that.

Paper topic assignment – 15 points

- (Explained in detail on 2/7) You must have an appropriate research question (topic) and submit a paragraph description by 2/28.
- Describe your question briefly to the class.

Paper draft/outline – 30 points

- (Explained in detail on 2/7) Identify a primary source. Provide a draft of the following: introduction with question clearly stated, background/framework/theory, and description of resources. Outline analysis and predicted conclusions. Due 3/24.

Presentation I – 20 points

- 10 minute presentation of your paper draft.

Presentation II – 20 points

- 10 minute presentation of revisions to draft, including results from actual analysis and preliminary conclusions.

Final paper – 40 points

- Due 5/5. Explained in class on 2/7.

Attendance and participation – 30 points

- 20 points lecture attendance, 1 point per lecture.
- 10 points participation, to be assigned by Prof. Wozniak at the end of the course.

Course Schedule—Spring 2008

T 1/15	Lecture 1
R 1/17	Lecture 2
T 1/22	Lecture 3
R 1/24	Lecture 4
T 1/29	Lecture 5
R 1/31	Lecture 6
T 2/5	Lecture 7
R 2/7	** Overview of the research paper
T 2/12	Migration Discussion: Immigration
R 2/14	Lecture 8
T 2/19	Lecture 9
R 2/21	Lecture 10
T 2/26	In-class midterm
R 2/28	** In-class discussion of research topics and strategies. Written paragraph on paper topic due in class.
3/1-3/9	Spring Break
T 3/11	Lecture 11
R 3/13	Lecture 12
T 3/18	Lecture 13
R 3/20	Lecture 14
M 3/24	Rough drafts due in Flanner 441 by noon.
T 3/25	** Presentations of student research I
R 3/27	** Presentations of student research I
T 4/1	Education Discussion: Changes and Challenges in US Education
R 4/3	Lecture 15
T 4/8	Lecture 16
R 4/10	Lecture 17
T 4/15	Lecture 18
R 4/17	** Presentations of student research II
T 4/22	** Presentations of student research II
Prior to 4/24	(Lec. 19) View assimilation-related film on own time. Film options TBA.
R 4/24	Lecture 19
T 4/29	In-class final. Not cumulative—covers lecture material since midterm.
M 5/5	Final version of paper due in Flanner 441 by 10 am

** Attendance at this class is required. 5 point penalty for an absence.

Assigned Readings

LECTURE 1: Course Introduction

- Kramer, Jane, “Difference,” *The New Yorker*, 2005.

MIGRATION

LECTURE 2: American Exceptionalism and Early European Migration

- Haines, Michael. “The Population of the United States, 1790-1920.” In Engerman, Stanley and R. Gallman (eds.), *The Cambridge Economic History of the United States, Vol. II, The Long Nineteenth Century*, Cambridge: 2000. pages 1-14 and 47-62 ONLY.
- Steckel, Richard and Joseph Prince. “The Tallest in the World: Native Americans of the Great Plains in the Nineteenth Century,” *American Economic Review*, 2001.
- Hughes, J.R.T. “What Difference Did the Beginning Make?” *American Economic Review*, 1977.

LECTURE 3: Slavery

- Galenson, David. “White Servitude and the Growth of Black Slavery in Colonial America,” *Journal of Economic History*, 1981.
- Darity, Jr., William. “The Numbers Game and the Profitability of the British Trade in Slaves,” *Journal of Economic History*, 1985.
- Letwin, William. Review of *Time on the Cross*, *Journal of Economic Literature*, 1975.
- Fogel, William. “Three Phases of Cliometric Research on Slavery and Its Aftermath,” *American Economic Review*, 1975.

LECTURE 4: Irish Immigration, Past and Current

- Hatton, Timothy and Jeffrey Williamson. “After the Famine: Emigration from Ireland,” *Journal of Economic History*, 1993.

LECTURE 5: Current Immigration to the United States and the Coming Demand for Immigration Globally

- Borjas, George. *Heaven’s Door: Immigration Policy and the American Economy*, Chapters 2 and 3.

LECTURE 6: Movements of Immigrants within the United States

- Borjas, *Heaven’s Door*, Ch. 4.

LECTURE 7: The Great Migration and Other Movements of Natives within the United States: Urbanization, Growth of the West and South, and Hurricane Katrina

- Collins, William. “When the Tide Turned: Immigration and the Delay of the Great Black Migration.” *Journal of Economic History*, 1997.
- Research briefs on the *Moving to Opportunity* experiment, March and June, 2004.

EDUCATION

LECTURE 8: The High School Movement

- Goldin, Claudia and Lawrence Katz. “Why the U.S. Led in Education: Lessons from Secondary School Expansion, 1910-1940.” *Working paper*, 2002.

LECTURE 9: Current U.S. Educational Attainment and Trends in The Last 100 Years

- Card, David and Thomas Lemieux. “Dropout and Enrollment Trends in the Post-War Period: What Went Wrong in the 1970s?” In Gruber, John (ed.) *Risky Behavior Among Youth*, Cambridge: 2001.

LECTURE 10: The Effect of Desegregation on Schooling

- Reber, Sarah. “Court-Ordered Desegregation: Successes and Failures Integrating American Schools since *Brown*.” *Journal of Human Resources*, 2005.

LECTURE 11: School Quality and Vouchers

- Neal, Derek. “How Vouchers Could Change the Market for Education.” *Journal of Economic Perspectives*, 2002.

LECTURE 12: English Only Debate

- Kuziemko, Ilyana. “Human Capital Spillovers in Families: Do Immigrants Learn from or Lean on Their English-Speaking Children?” Harvard University, *Manuscript* 2005.

ASSIMILATION

LECTURE 13: The End of Segregation in the South

- Donohue, John and James Heckman. “Continuous versus Episodic Change: The Impact of Civil Rights Policy on the Economic Status of Blacks.” *Journal of Economic Literature*, 1991. READ ONLY selected pages, to be announced in class.

LECTURE 14: Racial Segregation in Cities

- Cutler, David, Edward Glaeser, and Jacob Vigdor. “The Rise and Decline of the American Ghetto.” *Journal of Political Economy*, 1999.

LECTURE 15: Segregation in Cities: Current Situation and Trends

- Watson, Tara. “Metropolitan Growth and Neighborhood Segregation by Income.” *Brookings-Wharton Papers on Urban Affairs*, 2006. Gary Burtless and Janet Rothenberg Pack, eds.

LECTURE 16: Segregation in Cities: Immigrant Enclaves

READ ONE of the following, your choice:

- Cutler, David, and Edward Glaeser. “Are Ghettos Good or Bad?” *Quarterly Journal of Economics*, 1997.
- Hatton, Timothy J. and Andrew Leigh. “Immigrants Assimilate as Communities, Not Just as Individuals.” *IZA Discussion Paper #2538* (2007).

LECTURE 17: Occupational Segregation and Wage, Wealth and Homeownership Trends

READ ONE of the following, your choice:

- Akresh, Ilana Redstone. “Occupational Mobility Among Legal Immigrants to the United States.” *International Migration Review*, 2006.
- Cobb-Clark, Deborah and Vincent Hildebrand. “The Wealth and Asset Holdings of U.S.-Born and Foreign-Born Households: Evidence from SIPP Data.” *Review of Income and Wealth*, March 2006.

LECTURE 19: Intergenerational Mobility: Immigrants versus Natives

- Borjas, *Heaven’s Door*, Ch. 7.

LECTURE 20: Course Conclusion

No readings.