Syllabus
POLISCI 141A/CSRE 141S: Immigration and Multiculturalism
Winter 2022

Class meetings: Monday and Wednesday, 9:45-11:15am (Hewlett Teaching Center, 103)
Section: Monday 4-5pm (Bldg 200, 202) and Wednesday 2.45-3.45pm (Encina Center, 464)

Instructor: Vicky Fouka
Office hours: Monday, 1:00-2.30pm. Schedule a meeting here.
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Teaching Assistant: Toby Nowacki
Office hours: Monday, 2.00 pm - 3.45 pm. Schedule a meeting here.
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Course description
What are the economic effects of immigration? Do immigrants assimilate into local culture? What drives native attitudes towards immigrants? Is diversity bad for local economies and societies and which policies work for managing diversity and multiculturalism? We will address these and similar questions by synthesizing the conclusions of a number of empirical studies on immigration and multiculturalism. The emphasis of the course is on the use of research design and statistical techniques that allow us to move beyond correlations and towards causal assessments of the effects of immigration and immigration policy.

Goals
The course has three principal learning objectives:

1. Introduce students to a selection of the most important areas of research on the topics of immigration and immigrant integration.

2. Teach students how to critically evaluate empirical research on these topics, focusing in particular on the distinction between correlation and causality and the quality of evidence that underpins claims made by empirical studies.

3. Teach students the basics of conducting empirical research on immigration and integration-related topics using data and statistical software.

This course fulfills Social Inquiry (SI) and Applied Quantitative Reasoning (AQR) WAYS requirements.

Prerequisites
None. POLISCI 150A and POLISCI 150C are recommended, but not required. Basics of visualizing and analyzing data using R will be covered during section.
Evaluation

The final grade consists of four components:

- **Class participation (10%)**: You are expected to attend every class, and to participate in class and section discussion. If speaking in public is challenging to you, you can make up for participation by coming to office hours or emailing questions and comments to the instructor and TA. Over the course of the quarter, a number of immigration scholars will give lectures over zoom. Attendance and participation in these virtual talks will count towards the participation grade.

- **Two quantitative assignments (30%)**: Assignments will be distributed before class in weeks 4 (January 26) and 6 (February 7), and will be due by 9am one week after distribution. Late assignments will not be accepted. Please send your answers to the instructor and the TA in .pdf format and include your annotated R code together with your written responses.

  Assignments will have two components. One will be data-based: you will use the statistical software R to analyze data and apply the methods used in the papers presented during lecture. The second one will be substantive: you will be asked to provide a critical answer to a question related to the data analysis task and to the content of previous lectures.

- **Four response memos (25%)**: You will have to write a short response memo on one of the starred readings for each of the topics listed below. The memo should be 1,000-1,200 words long and written in the style of a blog post for an academic blog (think The Monkey Cage – you can find some good examples of immigration-related articles written by political scientists for a popular audience here and here). The goal of the memo is to provide a critical summary of the chosen article or book chapter. This means you should discuss the methods used by each study, the caveats behind the methods, and assess the degree of certainty in the validity of the conclusions.

  Memos should be submitted for each of the following topics:
  - Historical roots of immigration in the US and Western Europe
  - Economic effects of immigration
  - Effects of integration policies
  - Diversity and its challenges

  Memos are due by 9am on the day in which the respective readings will be discussed in class. You should submit them in .pdf form to both the instructor and the TA.

- **Final paper (35%)**: The final paper will be a critical review of a research question, that draws from the readings discussed in class, as well as additional papers proposed by the instructor. A list of research questions to choose from will be distributed during the second or third week of class. Students can also propose their own question, in consultation with the instructor (deadline for choosing a research question not on the syllabus: February 2). The final paper will be due by midnight March 18.

Required readings

There is no required textbook to purchase for the class. Assigned papers and book chapters will be available on Canvas. Additional material will be included in the instructor’s slides, which will be posted on Canvas after each lecture.

Collaboration

Collaboration is encouraged as you work on your assignments. However, you should write up on your own any final answers that you submit and you are required to indicate on your assignment the names of classmates with whom you have collaborated.
Absences

It is important not to attend class in person if you are feeling unwell. Please email the instructor and TA to let them know of your absence. You can make up for class participation by attending virtual office hours. We can discuss your options of making up class work if you have a positive COVID diagnosis and need to isolate for a longer period of time.

Students with Disabilities

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to this class. If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit https://oae.stanford.edu. If you already have an Academic Accommodation Letter, we invite you to share your letter with the teaching team. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

Course outline and readings

Introduction

January 3

Historical roots of immigration in the US and Western Europe

January 5

January 10

Guest lecture by Andreas Ferrara, Assistant Professor at the University of Pittsburgh.


**January 12**


**January 17**

No class. Martin Luther King Jr. Day.

**Economic effects of immigration**

**January 19**


**January 24**


• Matthews, D. “The most important debate in immigration economics right now, explained.” *Vox*, 10/21/2015. [link]


**Native attitudes towards immigrants**

**January 26**


January 31


February 2

Guest lecture by Justin Gest, Associate Professor of Policy and Government at George Mason University.


Immigrant assimilation

February 7


February 9


February 14

Guest lecture by Stephanie Zonszein, Postdoctoral Fellow at Penn Development Research Initiative, University of Pennsylvania.


Effects of integration policies

February 16


February 21
No class. Presidents’ Day.

February 23

Diversity and its challenges

February 28

March 2

March 7
Guest lecture by Salma Mousa, Assistant Professor at Yale University.

March 9