

University of Cincinnati

**I. Course Information:**

**Title:** Economics of Immigration – Australia Study Abroad

**Credit Hours:** 3

**Term:** Fall 2016

**II. Instructor Information:**

**Name:** Michael Jones

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**Communication Policy:** I realize that many of you work, have other obligations, participate in school activities, etc. I am willing to meet at a time that works for your schedule. I am most available via email and I will respond to every email within 1 business day.

**Classroom Times:**

Below is the list of classes that will be scheduled during the semester. The study abroad program in Australia will take place after the end of the semester from December 9th – December 19th.

8/22 – Introduction

9/19 – Jin Kong – Chinese Chamber of Commerce

9/26 – Chinedum Ndukwe – EB5 Program

10/3 – Harold D’Souza - United States Advisory Council on Human Trafficking

10/24 – Lecture (Please read articles 1 – 5 under course materials)

11/7 – Group Presentation

11/14 – Group Presentation

12/5 – Departure Orientation

### III. PACE Curriculum



This course aligns with PACE, the Lindner College of Business platform for developing the *total* business professional.

#### **P – Professionalism**

- Enhance oral & written *communication*, express ideas clearly, logically and persuasively.
- Develop and practice *teamwork* skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

#### **A – Academics**

- Develop foundational knowledge of core *business functions* and their interactions within firms.
- Begin applying functional and cross-functional knowledge *to critically analyze business problems*; for example applying techniques for business plan development.

#### **C – Character**

- Learn and apply *leadership* techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of *managing diversity*, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of *ethics and social responsibility* in business and personal settings.

#### **E – Engagement**

- Build understanding of importance and practices of *networking* through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of *involvement* in social organizations, community service, and professional group opportunities.

## IV. Course Materials

### *Required*

1. Peri, G. Do immigrant workers depress the wages of native workers?. IZA World of Labor 2014: 42 doi: 10.15185/izawol.42
2. Zimmermann, K. Circular migration. IZA World of Labor 2014: 1 doi: 10.15185/izawol.1
3. Hinte, H. What determines the net fiscal effects of migration?. IZA World of Labor 2014: 78 doi: 10.15185/izawol.78
4. Zavodny, M. Should countries auction immigrant visas?. IZA World of Labor 2015: 202 doi: 10.15185/izawol.202
5. Miller, Paul W.. 1999. "Immigration Policy and Immigrant Quality: The Australian Points System". The American Economic Review 89 (2). American Economic Association: 192–97. <http://www.jstor.org/stable/117105>.
6. Additional slides, material, and announcements will be done through Blackboard.

### *Optional*

Sharp, Ilsa. (2012). Culture Shock! Australia: A Survival Guide to Customs and Etiquette. Marshall Cavendish.

## V. Course Description:

This course provides an understanding of the economic issues regarding immigration – a topic which represents the intersection of labor economics and international economics. We will apply the tools of economic theory to understand the individual choice to migrate, the factors that affect economic performance of migrants, the aggregate consequences of migration on the labor market, as well as an overview of various governments' immigration policies. As an interdisciplinary and cross-listed course, students will build tools, terminology, and problem-solving skills needed to assess the effect of immigration specifically in Australia. During the pre-departure classroom times, we will discuss

- The culture and history of immigration in Australia
- The economic climate of Australia
- Economy theory of immigration

During the pre-departure class periods, we will discuss these issues through the use of books and journal articles. Students will be expected to read and come prepared to discuss the material prior to class.

During the travel experience, students will attend lectures, and visit with corporations, government organizations, and NGOs involved in immigration. All field activities provide opportunities for students to apply in-class concepts to real-world, practical examples. Group travel will begin in Sydney and we will visit many organizations in Sydney as well as travel to Blue Mountains National Park.

Travel Dates: Friday, December 9 – Monday, December 19, 2016

Program fee: Provided upon enrollment. Most meals will be on your own.

Housing: Modest hotels.

## **VI. Student Learning Outcomes:**

Upon successful completion of this course, students will:

- Work effectively in a multi-disciplinary group
- Apply and demonstrate economic tools in the study of immigration
- Compare and contrast immigration policies in Australia with the rest of the world and the US in particular
- Analyze and create a report about an immigrant community in Australia
- Write coherent observations and insightful reactions to the organizations and people that you interact with on the study abroad experience.

## **VII. Instructional Methods:**

The course will incorporate lectures, case studies, journal articles, and field activities and experiences in Australia. The course will also utilize the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. If you are not familiar with these tools, please visit <http://www.uc.edu/ucit/learningtechnologies/mobilelearn.html>.

Laptops: Please bring your laptops to class at UC as we will use them throughout the lecture for discussion. Please do not be a disturbance to other class members and use them for classroom purposes only. Be respectable of others around you. In Australia, please do not use electronic devices during lectures and organization tours.

## **VIII. Course Communication:**

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student

Email Policy for more information:

[http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy\\_StudentEmail.pdf](http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy_StudentEmail.pdf).

## **IX. Course and Grading Policies:**

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible
2. **Academic Integrity:** As with all Lindner College of Business efforts, this course will uphold the highest ethical standards, critical to building character. Ensuing your integrity is vital and your responsibility. LCB instructors are required to report ANY incident of academic misconduct (e.g., cheating, plagiarism) to the college review process, which could result in severe consequences, including potential dismissal from the college. For further information on Academic Misconduct or related university policies and procedures, please see the UC Code of Conduct ([http://www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)).
3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <http://www.uc.edu/sas/disability>
4. **Grades:**

### **a. Class Participation / Quizzes (20 points)**

During class periods, students will be asked to read and come prepared to discuss the assigned readings and journal articles. Students will be expected to participate and advance the discussion.

In addition, students will be given a quiz on the following topics:

- Geography
- History and Politics
- Business and Economy

Students will be provided with the study materials to successfully complete these quizzes.

### **b. Group Presentation (20 points)**

Each group of four students will be required to make a 10 - 15 minute presentation to the class on one of the following topics. While in Australia, we will discuss and visit each of these areas.

- Sydney Opera House
- ANZ National Stadium
- Aboriginal Community
- Sydney Fish Market
- Chinatown
- Flora and Fauna (Native Species) / Government Policies

**Presentation Evaluation:**

- Exceptional (19-20 points)  
Addresses all aspects required with strong details, insightful commentary, and solid conclusions. Clear communication during presentation.
- Good (17-18 points)  
Mostly addresses all aspects required but needs added depth/clarity in some areas.
- Marginal (0-16 points)  
Minimally addresses all aspects required such that lacks substance and details

**c. Immigrant Community Research Paper (20 points)**

Students will be asked to write a 4 – 5 page typed research paper on a particular country's immigrant community in Australia. The paper must include the following elements:

- Describe the history of the immigrant community in Australia
- Document the immigration and emigration flows between the two countries
- Compare and contrast the immigration policies between the two countries (a comparison with US policies is also recommended)
- Discuss the political and economic environment between the two countries. The economic environment may include a discussion of net exports in total as well as particular goods and services.

**Report Evaluation:**

- Exceptional (19-20 points)  
Addresses all aspects required with strong details, insightful commentary, and solid conclusions.
- Good (17-18 points)  
Mostly addresses all aspects required but needs added depth/clarity in some areas.
- Marginal (0-16 points)  
Minimally addresses all aspects required such that lacks substance and details

**d. Participation in Field Activities (20 points)**

Your preparation for and active contribution in all class and on-site discussions is critical to your study abroad experience. Importantly, while in Australia, you will be representing yourself, the Lindner College of Business, and the University of Cincinnati. This is no small responsibility when traveling abroad, and being a true ambassador is

vital. Keep the following items in mind in order to get the most out of your study abroad experience:

- Be respectful and culturally sensitive
- Be considerate, patient, polite, and open-minded
- Display leadership and give a quality effort to come fully prepared
- Be on time and willing to learn
- Be an engaged participant
- Be conscious of your image/reputation and show a positive attitude
- Be appropriately dressed
- Be a good communicator/listener

Participation in Field Activities Evaluation:

- Exceptional participants (19-20 points)  
Exceptionally prepared and involved in discussions, heavily engaged in visits and asking questions, and continuously focused on making the most of the learning experience.
- Valued participants (17-18 points)  
Well prepared and engaged in discussions, often engaged in visits, and a positive/professional contributor to the group.
- Passive participants (15-16 points)  
Somewhat prepared and sometimes engaged in discussions, often passive and quiet but attentive, appreciated the group and the experience
- Marginal participants (0-15 points)  
Not prepared or involved in discussions, inattentive during visits, and behavior detracts from the group experience.

#### **e. Journals (20 points)**

Each student will write four journal entries while in Australia. The journals help you purposefully learn from your experience and give you the opportunity to react on concepts discussed in the pre-departure classes. Your journals should also capture your interactions and observations during the company and cultural visits. Journal entries should be no more than 1 typed, single-spaced, 12 font pages. Creativity is highly encouraged. Use photos or other items to illustrate your observations and insights.

The four journal entries should be structured around the Professionalism, Academics, Character, and Engagement or PACE Initiative. Since each scheduled activity may cover multiple facets of PACE, students should keep a daily journal and group their ideas accordingly. The PACE Initiative adapted for the trip is below along with some suggested questions to help you with the concept.

- Professionalism
  - Throughout your corporate visits, discuss the importance of immigrant workers for the company and the larger economy.

- Academics
  - From your lectures in Australia, review and react to important economic and political events in Australia.
- Character
  - React upon cultural differences from your own and discuss any commonalities. What value do particular cultural traits have in Australia?
- Engagement
  - Create discussions with students and other corporate staff members that you meet during your trip.

Journal Evaluation (per entry):

- Exceptional (4-5 points)  
Exceptionally thoughtful, including insightful observations and rich personal reaction.
- Good (2-3 points)  
Solid and thoughtful, adequate observations and personal thoughts.
- Marginal (0-1 points)  
General observations and reaction, and lacks depth of thoughtfulness and insight.

#### ***X. Organization Visits and Cultural Activities:***

During your travels in Australia, students will visit several corporations and government agencies and experience many cultural activities. It is important for students to understand that both types of activities are important. Therefore, students should prepare for all visits and events in order to achieve the learning objectives. Although an adequate amount of free time has been built into the schedule, you should use part of this time to plan, coordinate, and organize your group project as well as organize your thoughts for your journal entries. Any remaining free time can be used to explore further Australia's cultural and historical offerings.

#### **Rules and Expectations**

1. You are expected to come to class and participate. This includes lectures, presentations, and site visits while in Australia.
2. All assignments are due by the designated day and time given in the course website. Late assignments will not be accepted and will receive a grade of zero unless you have an unavoidable and verifiable medical or family emergency.
3. Student groups are encouraged to work together, but each student must complete journal entries and a report individually. Submitted assignments must be uploaded to Blackboard.



4. You are expected to know and adhere to the Student Code of Conduct for the University of Cincinnati ([http://www.uc.edu/conduct/Code of Conduct.html](http://www.uc.edu/conduct/Code%20of%20Conduct.html)). You assumed this responsibility by registering as a student in this class. Disciplinary action will be taken should any violations of the Code occur.

***XI. Criteria for letter grades:***

A	$\geq 93$
A-	$\geq 90 \ \& \ < 93$
B+	$\geq 87 \ \& \ < 90$
B	$\geq 83 \ \& \ < 87$
B-	$\geq 80 \ \& \ < 83$
C+	$\geq 77 \ \& \ < 80$
C	$\geq 73 \ \& \ < 77$
C-	$\geq 70 \ \& \ < 73$
D+	$\geq 67 \ \& \ < 70$
D	$\geq 63 \ \& \ < 67$
D-	$\geq 60 \ \& \ < 63$
F	$< 60$