

**INTL 4630 POPULATION, IMMIGRATION, AND POLITICS**

MWF 12:40 pm – 1:30 pm in Journalism 514

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**Office:** IA Buiding (202 Herty Drive), Room B02**Office Hours:** Monday 2:00 pm – 4:00 pm and by appointment.**Course Description and Objectives**

In recent years, immigration has been a central topic of debate in both academia and real-world politics. In the upcoming November election, presidential candidates from both parties are expected to clash intensely over immigration policy. This issue is not confined to the United States; other regions around the globe have also grappled with this political hot potato. For instance, the United Kingdom’s decision to exit the European Union (“Brexit”) was a reaction to globalization, including the influx of foreign capital and labor. Additionally, the rise of right-wing (and sometimes far-right) parties in Europe is widely viewed as a response to the increase in immigration, particularly following the European immigration “crisis” of 2015.

This course, therefore, poses several critical questions related to immigration: What is the significance of immigration in light of the recent population crises in developed democracies? Why do people migrate to foreign lands? What impacts do immigration and emigration have on destination and origin countries? How are these issues debated in contemporary politics? And finally, what does the future hold for immigration?

The course highly encourages students’ active participation and engagement. The course’s readings, in-class activities, and assignments help students achieve the following objectives:

- Identify key concepts and theories of immigration,
- Identify the political, economic, and social determinants of refugee and migration flows,
- Analyze the political and economic impacts of immigration on destination societies,
- Analyze the political and social results of emigration in origin countries,
- Analyze the factors that influence people’s attitudes toward immigrants,
- Strengthen critical reading and thinking skills,
- Develop professional discussion skills that respect others.

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.***

## Course Structure, Requirements, and Evaluation

### 1. Course Format

Everyone learns differently, and I sincerely appreciate each student who is at a different point in their learning journey. Therefore, this course is largely driven by student engagement. There will be fewer traditional lectures, and we will focus more on applying the material through case studies, discussions, and various activities. To ensure the success of this course and to maximize your learning, **active participation and engagement are essential. You are expected to come to class prepared, having completed the readings for each week.**

This course consists of 14 topic modules (Modules 1 to 14) and 3 executive modules (Module 0, Module 15, and Module 16). Each topic module starts on Friday, and we will discuss the topic during the following Monday and Wednesday classes. The specific plan for the topic modules is as follows:

- **Fridays:** These will be open lab days. You are expected to complete the required readings through **Perusall**, a collaborative reading platform. There will be no in-class activities on Fridays, but you can work on the week's readings and assignments individually or in small groups.
- **Mondays and Wednesdays:** We will have brief lectures to recap the key points of the module's topic. Most of the class time will be dedicated to discussing the module's discussion questions and participating in in-class activities.

### 2. Grading Structure

<b>A</b>	93-100	<b>C+</b>	77-79.99
<b>A-</b>	90-92.99	<b>C</b>	73-76.99
<b>B+</b>	87-89.99	<b>C-</b>	70-72.99
<b>B</b>	83-86.99	<b>D</b>	60-69.99
<b>B-</b>	80-82.99	<b>F</b>	0-59.99

## 3. Course Evaluation

Assignment	% of Final Grade	Due Date
Perusall Reading Reflections	15%	Every Monday 9:00 am (EST)
Attendance & Participation	15%	
Syllabus Quiz	5%	August 19 <sup>th</sup> (Mon) 9:00 am (EST)
Immigration Policy Report	<i>Individual Report</i>	15%
	<i>Peer Review</i>	5%
Oral History of an Immigrant	<i>Pre-registration</i>	10%
	<i>Final Interview Report</i>	20%
Final Wrap-Up Exam	15%	December 2 <sup>nd</sup> (Mon) Class time in the usual classroom

- **Perusall Reading Reflections:**

Perusall is a collaborative reading platform that enhances engagement with required readings. Using this program, you will collaboratively annotate the readings with your classmates and sometimes with me. As you read, you'll receive rapid answers to your questions, help others resolve their queries, and provide feedback to help me make our class time more productive. Take advantage of this assignment to make the readings your own and deepen your understanding of the material.

Your goals in annotating each reading are to engage points in the readings, stimulate discussion by posting good questions or comments, and help others by answering their questions. You can add and update some facts that the reading might be missing, but when you cite information, you need to reference the source of it in your annotation. To this end, the program will evaluate your annotations and suggest a grade based on quality, timeliness, quantity, and distribution.

You should sign up and register on our course Perusall page using the course code: **CHOI-TKLLE**.

- **Attendance & Participation:**

I will check your attendance at the beginning of class. The quality of classes is determined by your attendance and participation. I will give you **two freebies** for the attendance. You can miss two classes with no questions asked. For each additional class missed, no matter

what the reason, you will lose your points. If you have extenuating reasons for missing classes, make sure to contact me **in advance of the class that you are going to miss**. Ex-post notification will never be accepted.

- **Syllabus Quiz:**

This quiz aims to check whether you understand the key points to remember about course design. Additionally, there are some short-answer questions about yourself (e.g., your preferred name, pronouns, personal goals for the course, etc.). There are no right or wrong answers, and you will receive points for these questions once you have answered them. The goal of these questions is to provide me with more information about you so that I can adapt the class to enhance your achievements.

- **Immigration Policy Report:**

You will investigate population changes and evaluate the current migration challenges in a country other than the United States. Specific instructions for this assignment will be announced separately later. The submission due date for the report is **October 18<sup>th</sup> (Fri) at 11:59 pm**.

Additionally, you need to respond to at least two classmates' reports. Each response should be at least **300 words** and should provide constructive comments rather than simple impressions. You can identify similarities and differences compared to the country in your report, highlight other potential problems in the country discussed, and evaluate your classmate's policy recommendations in a respectful manner. The due date for this activity is **November 22<sup>nd</sup> (Fri) at 11:59 pm**.

- **Oral History of an Immigrant<sup>1</sup>:**

This assignment asks you to create a recorded interview with a friend, family member, co-worker, classmate, or someone else you know who is an immigrant. The person must be an adult (at least 18 years old) who was not born in the United States and must have been at least 18 years old at the time of immigration. Therefore, the interviewee must have memories of their immigration experience.

You need to complete *pre-registration* by **October 25<sup>th</sup> (Fri) at 11:59 pm**. In the pre-registration, you should provide brief background information about your potential interviewee, the questions you plan to ask during the interview, and your interview plan. This pre-registration process ensures that you are on the right track with the assignment. You may receive suggestions and feedback from me about your interview plan, so **please conduct the interview only after receiving confirmation from the instructor!**

For the final report, you need to submit (1) a voice or video recording of the interview, (2) a transcription of the entire interview, and (3) a thematic memo. More detailed information

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<sup>1</sup> This assignment is originally designed by Dr. Markus M. L. Crepaz from his INTL 4630 course.

on this assignment will be announced separately later. The due date for the final report is **December 6<sup>th</sup> (Fri) at 11:59 pm.**

- **Final Wrap-Up Exam:**

The final Wrap-up exam covers readings, lecture materials, in-class discussions, and activities. It comprehensively evaluates your understanding of the entire course. The exam will include a combination of multiple-choice, true/false, fill-in-the-blanks, and short-answer questions. The exam will be open-book, and a review session and study guide will be provided beforehand.

### Course Statements and Policies

#### 1. Academic Honesty

Keeping academic honesty is very important for a member of academia. Plagiarism or cheating will never be tolerated. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "[A Culture of Honesty](#)," which is the University's policy and procedures for handling cases of suspected dishonesty. You should be academically honest in all of your academic work and not tolerate the academic dishonesty of others.

#### 2. Attendance Policy

You are expected to attend class regularly and on time. Arriving late or leaving early without prior notification to the instructor may result in a reduction of your total course points. As mentioned above, attendance and participation will be monitored by the instructor and reflected in your final grade.

#### 3. Accommodations for Disabilities

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

#### 4. Communication and Email Etiquette

I will keep you updated about the course and any changes to the syllabus through the “**Announcements**” board on the class ELC page.

- To register for “Announcement Notifications,” click on your name in the upper right-hand corner of the class ELC page > Notifications > Scroll down to “Instant Notifications” > Check the boxes for “Announcements.”
- You can choose to have notifications sent to you by email or text message.

I can respond quickly and effectively to your emails if you clearly identify in your emails the important issues you want to discuss.

- Before emailing me, please check the syllabus and the announcements page of the ELC site first to ensure your question has not already been addressed.
- Please use proper email etiquette, including my name in the opening and your name in the closing. For further guidance, see <https://www.wikihow.com/Email-a-Professor>.
- Use your UGA email account and include your course number in the subject line. UGA instructors are not allowed to respond to emails from students who use non-UGA accounts (e.g., Gmail, Yahoo, etc.)
- Sign your name as it appears in the course enrollment—sometimes, the UGA email header does not include your full name.
- During the workweek, I generally respond to emails within 24-48 hours. On weekends, I do not check emails. Please do not expect a response until the beginning of the workweek.

#### 5. Late Submission and Make-Up Procedures for Assignments and Exams

Make sure to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. **All assignments will automatically lock after the time at which they are due, and no late submission will be accepted.** This is to keep the consistency and fairness of the class. **If you have extenuating needs for the late submissions of assignments or the make-up for the exams, you need to request them in advance of the deadline, and your request should be confirmed by me before the deadline.** Even if you send an email to ask for an extension or makeup the exam right before the due date, if I cannot check the email and respond to you back, it is assumed that you did not get permission from me about the extension and make-up exam. So please contact me earlier!

#### 6. UGA Well-Being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](https://sco.uga.edu). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the [Embark@UGA](mailto:Embark@UGA) program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: [well-being.uga.edu](https://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](https://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](https://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](https://caps.uga.edu) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](https://healthpromotion.uga.edu)
- Disability Resource Center and Testing Services: [drc.uga.edu](https://drc.uga.edu)

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>

## Course Schedule

### Module 0 Welcome to the course

**Aug 14 (Wed)**

Optional but Highly Recommended Reading:

- Hoover-Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” [https://calgara.github.io/Pol157\\_Spring2019/howtoread.pdf](https://calgara.github.io/Pol157_Spring2019/howtoread.pdf).

### Module 1 Why should we care about population and immigration?

**Aug 16 (Fri),  
Aug 19 (Mon),  
Aug 21 (Wed)**

Required Readings:

- “Global Population Crash Isn’t Sci-Fi Anymore.” 2024. *Bloomberg.com*. <https://www.bloomberg.com/opinion/articles/2024-03-10/global-population-collapse-isn-t-sci-fi-anymore-niall-ferguson>.
- McNamee, Kai. 2023. “Migration Could Prevent a Looming Population Crisis. But There Are Catches.” *NPR*. <https://www.npr.org/2023/01/27/1151734308/immigration-economy-birth-rate-population>.
- “New Census Projections Show Immigration Is Essential to the Growth and Vitality of a More Diverse US Population.” *Brookings*. <https://www.brookings.edu/articles/new-census-projections-show-immigration-is-essential-to-the-growth-and-vitality-of-a-more-diverse-us-population/>.
- Corbett, Sara. 2001. “The Lost Boys of Sudan; The Long, Long, Long Road to Fargo.” *The New York Times*. <https://www.nytimes.com/2001/04/01/magazine/the-lost-boys-of-sudan-the-long-long-long-road-to-fargo.html>.

Key Dates:

- Aug 19 (Mon) 9:00 am (EST) – Syllabus Quiz
- Aug 19 (Mon) 9:00 am (EST) – Module 1 Perusal Reading Reflection

### Module 2 Concepts and Trends

**Aug 23 (Fri),  
Aug 26 (Mon),  
Aug 28 (Wed)**

Required Readings:

- “Migrants, Asylum Seekers, Refugees and Immigrants: What’s the Difference? | International Rescue Committee (IRC).” 2024. <https://www.rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference>.



- “World Migration Report 2024.” 2020. <https://publications.iom.int/books/world-migration-report-2024> – **Chapter 1 to 3.**

## Key Dates:

- Aug 26 (Mon) 9:00 am (EST) – Module 2 Perusal Reading Reflection

**Module 3 Theories of Migration: Why do people migrate?**

**Aug 30 (Fri),  
Sep 2 (Mon),  
Sep 4 (Wed)**

## Required Readings:

- 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): 431–66. doi:10.2307/2938462.
- Banerjee, Abhijit V., and Esther Duflo. 2019. *Good Economics for Hard Times*. New York: PublicAffairs. – **Chapter 2 (partial).**
- Caplan, Bryan. 2019. *Open Borders: The Science and Ethics of Immigration*. New York, NY: First Second. – **Chapter 1.**

## Key Dates:

- Sep 2 (Mon) – Labor Day (**No class**)
- Sep 3 (Tue) 9:00 am (EST) – Module 3 Perusal Reading Reflection

**Module 4 Global Migration Governance & Theories of Migration Policy**

**Sep 6 (Fri),  
Sep 9 (Mon),  
Sep 11 (Wed)**

## Required Readings:

- Betts, Alexander, and Alexander Betts, eds. 2011. “Introduction: Global Migration Governance.” In *Global Migration Governance*, Oxford University Press, 0. doi:10.1093/acprof:oso/9780199600458.003.0001.
- Betts, Alexander, and Lena Kainz. 2017. “The History of Global Migration Governance.” *RSC Working Paper Series*, 122. <https://www.rsc.ox.ac.uk/publications/the-history-of-global-migration-governance>.
- Betts, Alexander. 2010. “The Refugee Regime Complex.” *Refugee Survey Quarterly* 29(1): 12–37. doi:10.1093/rsq/hdq009.
- de Haas, Hein. 2021. “A Theory of Migration: The Aspirations-Capabilities Framework.” *Comparative Migration Studies* 9(1): 8. doi:10.1186/s40878-020-00210-4.

## Key Dates:

- Sep 9 (Mon) 9:00 am (EST) – Module 4 Perusall Reading Reflection

**Module 5 Understanding US Immigration History and Policy**

**Sep 13 (Fri),  
Sep 16 (Mon),  
Sep 18 (Wed)**

## Required Readings:

- Card, Dallas, Serina Chang, Chris Becker, Julia Mendelsohn, Rob Voigt, Leah Boustan, Ran Abramitzky, and Dan Jurafsky. 2022. “Computational Analysis of 140 Years of US Political Speeches Reveals More Positive but Increasingly Polarized Framing of Immigration.” *Proceedings of the National Academy of Sciences* 119(31): e2120510119. doi:10.1073/pnas.2120510119.
- “A Brief History of U.S. Immigration Policy from the Colonial Period to the Present Day.” 2021. *Cato Institute*. <https://www.cato.org/policy-analysis/brief-history-us-immigration-policy-colonial-period-present-day>.
- Budiman, Abby. 2020. “Key Findings about U.S. Immigrants.” *Pew Research Center*. <https://www.pewresearch.org/short-reads/2020/08/20/key-findings-about-u-s-immigrants/>.
- “U.S. Immigration Timeline: Definition & Reform.” 2022. *HISTORY*. <https://www.history.com/topics/immigration/immigration-united-states-timeline>.

## Key Dates:

- Sep 16 (Mon) 9:00 am (EST) – Module 5 Perusall Reading Reflection

**Module 6 Immigrants and Their Influences on the Domestic Economy and Society of Destination Countries**

**Sep 20 (Fri),  
Sep 23 (Mon),  
Sep 25 (Wed)**

## Required Readings:

- “The Effects of Immigration on the United States’ Economy.” 2016. *Penn Wharton Budget Model*. <https://budgetmodel.wharton.upenn.edu/issues/2016/1/27/the-effects-of-immigration-on-the-united-states-economy>.
- “Immigration Is Fueling US Economic Growth While Politicians Rage.” 2024. *Bloomberg.com*. <https://www.bloomberg.com/news/articles/2024-03-22/immigration-is-fueling-us-economic-growth-while-politicians-rage>.
- “Inequality and Immigration.” 2023. *CEPR*. <https://cepr.org/voxeu/columns/inequality-and-immigration>.

- “How Immigration Affects the Economy.” *Investopedia*.  
<https://www.investopedia.com/financial-edge/0809/3-ways-immigration-helps-and-hurts-the-economy.aspx>.
- Schladen, Marty. 2021. “No, Undocumented Immigrants Don’t Commit More Crime. Research Shows They Commit a Lot Less • NC Newsline.” *NC Newsline*.  
<https://ncnewsline.com/2021/08/03/no-undocumented-immigrants-dont-commit-more-crime-research-shows-they-commit-a-lot-less/>.
- “New Research on Illegal Immigration and Crime.” 2020. *Cato Institute*.  
<https://www.cato.org/blog/new-research-illegal-immigration-crime-0>.

## Key Dates:

- Sep 23 (Mon) 9:00 am (EST) – Module 6 Perusall Reading Reflection

**Module 7    The Framing of Immigration and Immigrants:  
Constructivist vs. Evolutionary Approaches**

**Sep 27 (Fri),  
Sep 30 (Mon),  
Oct 2 (Wed)**

## Required Readings:

- O’Brien, Gerald V. 2003. “Indigestible Food, Conquering Hordes, and Waste Materials: Metaphors of Immigrants and the Early Immigration Restriction Debate in the United States.” *Metaphor and Symbol* 18(1): 33–47. doi:[10.1207/S15327868MS1801\\_3](https://doi.org/10.1207/S15327868MS1801_3).
- Magazine, Smithsonian, and Lorraine Boissoneault. “How the 19th-Century Know Nothing Party Reshaped American Politics.” *Smithsonian Magazine*.  
<https://www.smithsonianmag.com/history/immigrants-conspiracies-and-secret-society-launched-american-nativism-180961915/>.
- Aarøe, Lene, Michael Bang Petersen, and Kevin Arceneaux. 2017. “The Behavioral Immune System Shapes Political Intuitions: Why and How Individual Differences in Disgust Sensitivity Underlie Opposition to Immigration.” *American Political Science Review* 111(2): 277–94. doi:[10.1017/S0003055416000770](https://doi.org/10.1017/S0003055416000770).
- Kusche, Isabel, and Jessica L. Barker. 2019. “Pathogens and Immigrants: A Critical Appraisal of the Behavioral Immune System as an Explanation of Prejudice Against Ethnic Outgroups.” *Frontiers in Psychology* 10. doi:[10.3389/fpsyg.2019.02412](https://doi.org/10.3389/fpsyg.2019.02412).

## Key Dates:

- Sep 30 (Mon) 9:00 am (EST) – Module 7 Perusall Reading Reflection

**Module 8 Attitudes Toward Immigrants: Economy, Culture, Identity, or Contact?**

**Oct 4 (Fri),  
Oct 7 (Mon),  
Oct 9 (Wed)**

Required Readings:

- Kleider, Hanna. 2022. “Chapter 17: What Explains Opposition to Immigration: Economic Anxiety, Cultural Threat, or Both?” In *Handbook on Migration and Welfare*. <https://www.elgaronline.com/edcollchap/book/9781839104572/book-part-9781839104572-26.xml>.
- Betz, Hans-Georg. 2022. “Chapter 18: Economic Resentment or Cultural Malaise: What Accounts for Nativist Sentiments in Contemporary Liberal Democracies.” In *Handbook on Migration and Welfare*. <https://www.elgaronline.com/edcollchap/book/9781839104572/book-part-9781839104572-27.xml> (July 22, 2024).
- Kotzur, Patrick F., Linda R. Tropp, and Ulrich Wagner. 2018. “Welcoming the Unwelcome: How Contact Shapes Contexts of Reception for New Immigrants in Germany and the United States.” *Journal of Social Issues* 74(4): 812–32. doi:[10.1111/josi.12300](https://doi.org/10.1111/josi.12300).
- Berg, Justin Allen. 2024. “Assessing the Effects of Intergroup Contact on Immigration Attitudes.” *The Social Science Journal* 61(1): 239–55. doi:[10.1080/03623319.2020.1814982](https://doi.org/10.1080/03623319.2020.1814982).

Key Dates:

- Oct 4 (Fri) 6:00 pm (EST) – Immigration Policy Report Country Sign-up Due
- Oct 7 (Mon) 9:00 am (EST) – Module 8 Perusal Reading Reflection

**Module 9 Securitization of Immigration**

**Oct 11 (Fri),  
Oct 14 (Mon),  
Oct 16 (Wed)**

Required Readings:

- Messina, Anthony M. 2014. “Securitizing Immigration in the Age of Terror.” *World Politics* 66(3): 530–59. doi:[10.1017/S0043887114000148](https://doi.org/10.1017/S0043887114000148).
- Pugh, Jeffrey, and Jennifer Moya. 2020. “Words of (Un)Welcome: Securitization & Migration Discourses in Ecuadorian Media.” doi:[10.2139/ssrn.3679341](https://doi.org/10.2139/ssrn.3679341).
- Ferreira, Susana. 2018. “From Narratives to Perceptions in the Securitisation of the Migratory Crisis in Europe.” *E-International Relations*. <https://www.e->

[ir.info/2018/09/03/from-narratives-to-perceptions-in-the-securitisation-of-the-migratory-crisis-in-europe/](https://ir.info/2018/09/03/from-narratives-to-perceptions-in-the-securitisation-of-the-migratory-crisis-in-europe/).

Key Dates:

- Oct 14 (Mon) 9:00 am (EST) – Module 9 Perusall Reading Reflection

**Module 10 How are People’s Sentiments Toward Immigrants Politicized? Liberal Dilemma**

**Oct 18 (Fri),  
Oct 21 (Mon),  
Oct 23 (Wed)**

Required Readings:

- Eger, Maureen A., and Joakim Kulin. 2022. “Chapter 12: The Politicization of Immigration and Welfare: The Progressive’s Dilemma, the Rise of Far-Right Parties, and Challenges for the Left.” <https://www.elgaronline.com/edcollchap-0a/book/9781839104572/book-part-9781839104572-20.xml>.
- Dancygier, Rafaela M. 2017. *Dilemmas of Inclusion: Muslims in European Politics*. Princeton University Press. doi:[10.1515/9781400888108](https://doi.org/10.1515/9781400888108) – **Chapter 1 (Introduction)**.
- Dancygier, Rafaela. 2020. “Another Progressive’s Dilemma: Immigration, the Radical Right & Threats to Gender Equality.” *Daedalus* 149(1): 56–71. doi:[10.1162/daed\\_a\\_01773](https://doi.org/10.1162/daed_a_01773).

Key Dates:

- Oct 18 (Fri) 11:59 pm (EST) – Immigration Policy Report Submission Due
- Oct 21 (Mon) 9:00 am (EST) – Module 10 Perusall Reading Reflection

**Module 11 How are People’s Sentiments Toward Immigrants Politicized? Rise of Nativism, Populism, and Radical Right-Wing Parties**

**Oct 25 (Fri),  
Oct 28 (Mon),  
Oct 30 (Wed)**

Required Readings:

- Cavailé, Charlotte, and Jeremy Ferwerda. 2023. “How Distributional Conflict over In-Kind Benefits Generates Support for Far-Right Parties.” *The Journal of Politics* 85(1): 19–33. doi:[10.1086/720643](https://doi.org/10.1086/720643).

- Abou-Chadi, Tarik, Denis Cohen, and Markus Wagner. 2022. “The Centre-Right versus the Radical Right: The Role of Migration Issues and Economic Grievances.” *Journal of Ethnic and Migration Studies* 48(2): 366–84. doi:[10.1080/1369183X.2020.1853903](https://doi.org/10.1080/1369183X.2020.1853903).
- Haidt, Jonathan. 2020. “When and Why Nationalism Beats Globalism.” *Policy: A Journal of Public Policy and Ideas* 32(3): 46–53. doi:[10.3316/ielapa.405917723085484](https://doi.org/10.3316/ielapa.405917723085484).
- “The Rise of American Authoritarianism - Vox.”  
<https://www.vox.com/2016/3/1/11127424/trump-authoritarianism>.

## Key Dates:

- Oct 25 (Fri) 11:59 pm (EST) – Oral History of an Immigrant Pre-registration Due
- Oct 28 (Mon) 9:00 am (EST) – Module 11 Perusal Reading Reflection

**Module 12 Migration to New Destination Countries: Immigration and East and Southeast Asian Countries**

**Nov 1 (Fri),  
Nov 4 (Mon),  
Nov 6 (Wed)**

## Required Readings:

- Ramsay, Jonathan E., and Joyce S. Pang. 2017. “Anti-Immigrant Prejudice in Rising East Asia: A Stereotype Content and Integrated Threat Analysis.” *Political Psychology* 38(2): 227–44. doi:[10.1111/pops.12312](https://doi.org/10.1111/pops.12312).
- Davison, Jeremy, and Ito Peng. 2021. “Views on Immigration in Japan: Identities, Interests, and Pragmatic Divergence.” *Journal of Ethnic and Migration Studies* 47(11): 2578–95. doi:[10.1080/1369183X.2020.1862645](https://doi.org/10.1080/1369183X.2020.1862645).
- Yau, Cody Wai Kwok. 2024. “Media Political Leanings: Polarised Depictions of Hong Kong Migration in Taiwan.” In *Refugees and Asylum Seekers in East Asia: Perspectives from Japan and Taiwan*, Singapore: Springer Nature Singapore.
- Chung, Erin Aeran. “How South Korean Demographics Are Affecting Immigration and Social Change - Demographics and the Future of South Korea.” *Carnegie Endowment for International Peace*. <https://carnegieendowment.org/2021/06/29/how-south-korean-demographics-are-affecting-immigration-and-social-change-pub-84819>.
- Kim-Bossard, MinSoo. 2018. “Challenging Homogeneity in Contemporary Korea.” *Social Policy* 23(2).

## Key Dates:

- Nov 1 (Fri) – Fall Break (**No class**)
- Nov 4 (Mon) 9:00 am (EST) – Module 12 Perusal Reading Reflection

**Module 13 Immigration and Origin Countries**

**Nov 8 (Fri),  
Nov 11 (Mon),  
Nov 13 (Wed)**

## Required Readings:

- Escribà-Folch, Abel, Covadonga Meseguer, and Joseph Wright. 2018. “Remittances and Protest in Dictatorships.” *American Journal of Political Science* 62(4): 889–904. doi:[10.1111/ajps.12382](https://doi.org/10.1111/ajps.12382).
- Bearce, David H., and Seungbin Park. 2019. “Why Remittances Are a Political Blessing and Not a Curse.” *Studies in Comparative International Development* 54(1): 164–84. doi:[10.1007/s12116-018-9277-y](https://doi.org/10.1007/s12116-018-9277-y).
- Lim, Junghyun. 2023. “The Electoral Consequences of International Migration in Sending Countries: Evidence from Central and Eastern Europe.” *Comparative Political Studies* 56(1): 36–64. doi:[10.1177/00104140221089646](https://doi.org/10.1177/00104140221089646).

## Key Dates:

- Nov 11 (Mon) 9:00 am (EST) – Module 13 Perusal Reading Reflection

**Module 14 Contemporary Issues**

**Nov 15 (Fri),  
Nov 18 (Mon),  
Nov 20 (Wed)**

## Required Readings:

- Koinova, Maria, Franck Düvell, Foteini Kalantzi, Sara de Jong, Christian Kaunert, and Marianne H Marchand. 2023. “International Politics of Migration in Times of ‘Crisis’ and beyond the COVID-19 Pandemic1.” *Migration Studies* 11(1): 242–57. doi:[10.1093/migration/mnac039](https://doi.org/10.1093/migration/mnac039).
- Chamie, Joseph. 2020. “International Migration amid a World in Crisis.” *Journal on Migration and Human Security* 8(3): 230–45. doi:[10.1177/2331502420948796](https://doi.org/10.1177/2331502420948796).
- Kaczan, David J., and Jennifer Orgill-Meyer. 2020. “The Impact of Climate Change on Migration: A Synthesis of Recent Empirical Insights.” *Climatic Change* 158(3): 281–300. doi:[10.1007/s10584-019-02560-0](https://doi.org/10.1007/s10584-019-02560-0).
- “From Climate Change to Food Insecurity: Compounding and Direct.” *World Migration Report*. <https://worldmigrationreport.iom.int/what-we-do/world-migration-report-2024-chapter-7/climate-change-food-insecurity-compounding-and-direct-drivers-human-mobility>.

Key Dates:

- Nov 18 (Mon) 9:00 am (EST) – Module 14 Perusall Reading Reflection

**Module 15 Class Wrap Up & Thanksgiving**

**Nov 22 (Fri),  
Nov 25 (Mon),  
Nov 27 (Wed)**

Key Dates:

- Nov 22 (Fri) – Class Wrap Up In-class session
- Nov 25 (Mon) – **No class**
- Nov 27 (Wed) – Thanksgiving break (**No class**)

**Module 16 Final Wrap Up Exam**

**Nov 29 (Fri),  
Dec 2 (Mon),  
Dec 3 (Tue)**

Key Dates:

- Nov 29 (Fri) – Thanksgiving break (**No class**)
- Dec 2 (Mon) – Final Wrap-Up Exam
- Dec 6 (Fri) 11:59 pm (EST) – Oral History of an Immigrant Report Submission Due