

INTL 4630 Population, Immigration, and Politics, Spring 26
Dr. Markus M. L. Crepaz (mcrepaz@uga.edu)
T and Th 11:35 a.m. to 12:55 p.m. Caldwell 102
Student drop-in hours: Th 2:00 to 4:00 p.m. and by appointment
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People have been in motion since time immemorial. However, recent migration movements have had fundamental political consequences that are re-shaping the political landscape of not only the origin societies but also of the receiving societies as evidenced by “Brexit”, the Trump presidency as well as the rise of right wing parties in Europe, and others. Headlines are brimming with questions as to whether immigrants undermine the security of “our” societies? Will “they” take away our jobs? Will they undermine our social welfare delivery systems? Will these newcomers increase crime? Will they destroy or enrich our way of life? Will immigration make us richer or poorer? Will the diversity they inject into our societies make us more or less creative? Will more immigration induced diversity increase or decrease trust in our fellow human being? These are highly charged political topics and this course will take a cool, fact based approach to one of the grand challenges of our time.

Course Objectives:

In this course students will learn the reasons why people migrate and what, actually, is a migrant. This course will develop a theoretical framework about migration that allows students to get a broader and sharper understanding of the phenomenon of migration. Students will also learn about the consequences of migration for the origin as well as the receiving societies. The course will take an empirical look at the European immigration “crisis” of 2015 and critically examine its causes and consequences. This course will go beyond the issue of “immigration” and will also examine ways of how to incorporate newcomers, and once here, students will learn about the various models of integration. Finally, this class examines the hotly debated topic as to whether immigrants “cost” the host society or whether they benefit it and whether immigrants are a source of increased crime and terrorism. Finally, this class also examines how newcomers and members of the host society can work together in order for newcomers to develop a sense of belonging to their newly chosen home.

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

You should make a habit of reading a good daily newspaper such as the *New York Times* or the *Washington Post*, or a weekly such as the *Economist*, and/or listening to *NPR* (npr.org) for news and analyses related to immigration, integration, and other related topics. Solid, fact checked information is more important now than ever.

Recommended reading:

Charlotte McDonald-Gibson (2016). *Castaway: True stories of survival from Europe's Refugee Crisis*. The New Press. This is a vivid book that tells the true stories of the challenges of a number of refugees from the Middle East and North Africa as they tried to reach Europe. *Trigger warning*: this book is not for the faint-hearted as it describes in vivid detail the horrible experiences of those who risk their lives to reach European shores.

Well-Being Resources:

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community. Page 5 of 5 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. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the 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 Wellbeing Resources are here to help.

Well-being Resources: <https://well-being.uga.edu>

Student Care and Outreach: <https://sco.uga.edu>

University Health Center: <https://healthcenter.uga.edu>

Counseling and Psychiatric Services: <https://caps.uga.edu>

Health Promotion/ Fontaine Center: <https://healthpromotion.uga.edu>

Disability Resource Center and Testing Services: <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>.

Required reading:

Bryan Caplan (2019) Open Borders: the Science and Ethics of Immigration. This is a “graphic” book, i.e. it very effectively uses images to convey otherwise complex, value laden topics. It is written by an award winning professor of economics at George Mason University. It shouldn't cost more than roughly \$ 15; a Kindle version is \$ 9.99.

All other required readings are conveniently hyperlinked below. Occasionally, you may have to log in via your institution to get full access to an article as it may be behind a paywall. You may want to use [this link](#) to get access to scholarly material.

Some ground rules:

1. Each day's assignments and readings must be completed before class, and each student must be ready to conduct a quality discussion on the day's material. Do not mistake quantity for quality. "Quality" discussion is recognized when the student makes comments that reflect absorption of the reading material, or that pushes a discussion forward, builds on other students' comments, and/or offers a unique, but relevant perspective. Statements that start with "I feel...", or "What about..." don't count as quality participation.
2. This is a **NO-TECH** class. So, no laptops, phones, or I-pads are allowed. What you should bring is a notebook and a good pen and take good notes as to what is being covered in class.
3. Grade changes: if you feel that a test or assignment was graded incorrectly you must submit a type-written explanation of the problem along with the test or assignment in question **within one week** of my returning the paper/exam/quiz, etc. to you. I will re-evaluate your work and you will receive a "new" grade, whether that be the **same**, a **higher**, or **lower** grade. The only exception to this rule is for simple errors in calculation.
4. Plagiarism or cheating will not 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". Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.*
5. *To ensure that the student's work is original and not plagiarized, if there's any suspicion that a paper may have been copied from other sources or has been generated by AI programs such as **Chatbot GPT** and others, various software programs will be employed to detect such fraud.*
6. *Thus, to ensure you develop and master the foundational knowledge and skills in this course, **the use of generative AI (GAI) tools is strictly prohibited**. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools like ChatGPT, Copilot, Writesonic, Rytr, and Rttutor (and any others). If you are uncertain about using a particular tool to support your work, please consult with me before using it.*
7. Late papers are not acceptable. They are a burden for me and are unfair to your colleagues who do their work on time. **Therefore, I will deduct a half a letter grade (5 points) for each day a paper is late, including weekends. Extensions may be given but only if they are requested well in advance of the deadline, and if there is a compelling reason.**
8. If you need to use outside reference works, please consult Joel Krieger, et. al., *Oxford Companion to Comparative Politics*, Oxford University Press, 2013. Do NOT use Webster's Dictionary for definitions of things such as "democracy"!
9. Disability arrangements: if you qualify for course adaptations or special accommodation under the Americans With Disabilities Act, please contact the Disability Resource Center (DRC) and provide the appropriate documentation well before exam accommodations are made. Once I have DRC's documentation all efforts will be made to accommodate any learning disabilities.
10. **Prohibition on Recording Lectures.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or

audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

11. **Extra Credit:** Extra credit is not offered at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

12. **Note on Final Grades:** It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced emails from students wanting their final grades changed to reflect what the student “thinks” it should be, or what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across university campuses nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition.

Again, your final grade is NOT subject to negotiation, and I will not respond kindly to grade grubbing appeals. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptionally good grade from this course for whatever reason, the only possible way of receiving this is to work hard. The grade you earn is the grade you will receive. The sole factor that matters in determining your grade is your performance in the course. Awarding a student

better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving your government and tax-paying fellow citizens.

13. Respectful participation: Politics is by definition a controversial topic. In this class we will cover some difficult topics with many diverging takes on particular issues. I value open discourse across the political spectrum. However, I am less interested in “opinions” but rather in statements for which the students, and I, need to bring empirical evidence to bear or is informed by the required readings. We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.

14. Commitment to viewpoint diversity: This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints. *However, ensure that your viewpoints are backed up by solid empirical or historical evidence (see point 1 above). Again, your opinions are not enough to convince me of your points.*

15. Policy on absences:

Absences can be excused only under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead will be needed as documentation);
2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor’s note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your immediate family (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor’s note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. Special and recognized holidays of your religion (in which case, approval in advance is required);

6. The wedding or funeral of a close relative (defined as above mentioned immediate family, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).
7. Excusal requests for absences will not be accepted any later than one week (seven days) from when the absence took place. When possible, I greatly appreciate receiving excusal requests prior to the date in question.
8. Do not ask about having an absence excused without any of the aforementioned documentation which must include your full name and the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.
9. Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but SCO is clear that their notification to faculty does not excuse absences. Official documentation, as outlined above, is still necessary for excusal.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate, but are not grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charity organization;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your immediate family (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (including the Tuesday before Thanksgiving Break), and the final class meetings before Winter Break).

Course requirements:

1. **Participation:** Each day's assignment and readings must be completed before class and each student must be ready to conduct a quality discussion on the day's material. Also, lectures will not necessarily follow the readings; rather, the lectures will complement and take off from the readings and introduce new, additional material. Clarification questions, while certainly encouraged, do NOT count towards participation. High quality participation assumes that the student has read and digested the information and constructively adds in the discussion of various topics.

Thus, participation will not be gauged by its quantity, but by its quality.
Participation counts for 15% of the overall grade.

2. **Attendance:** Because life sometimes intervenes, you can miss 2 classes with no questions asked. For each additional class missed, **no matter what the reason** (unless **serious** emergencies *supported with relevant documentation*) I will deduct **3 points from your final grade tally**. Attendance will be monitored with signing an attendance sheet that is handed out at the beginning of class. **If you are recorded present for less than 60 percent of all class meetings throughout the semester, the course grade is an automatic F.** Attendance will count for 10% of the overall grade.
3. **Mid-term quiz:** on **March 19**. This quiz is **open book and covers the lecture materials and the readings and counts for 25% of the overall grade**. It consists of a combination of 20 multiple choice, “true/false”, “fill in the blanks”, and “short answers” questions.
4. **“Final” exam:** For the final exam we’ll go back to the 12th century, to the very first University, in Bologna, Italy, where students were tested in “viva voce” – with the “living voice” – meaning oral exams. [We’ll do the same thing!](#) (click on this link for further information).

This oral exam will unfold over the second half of the semester and will take place in my office hours (Thursdays – 2:00 to 4:00 p.m) where individual students and I meet for about a 15-minute oral exam. The exam will cover the content of the readings as well as the slide presentations and general lecture and will count for 20% of the final grade. You can bring hand-written notes to the exam of the books/articles if you so desire.

I’ll be more specific as to the logistics and the scheduling of these oral exams when they draw nearer. However, I can tell you that they will be recorded; students will randomly pull a question out of a hat with approximately 10 other questions; the student will have a second chance to pull another question out of the hat if they feel they are not competent to answer the first one.

5. **Oral history with an immigrant.** Create a recorded interview of a friend, family member, co-worker, class mate or somebody else you know who is an immigrant. **The person cannot be younger than 18 years at the time of immigration to the United States. Meet with your interviewee in a safe space, or on-line and do these four things:**
 - a. **Develop a questionnaire:** this questionnaire is your guide throughout the interview and should cover three things: **first**, the immigration experience of the person (i.e. why/how did the person leave? What were his/her experiences of coming to America, etc; **second**, the integration experience of the person (i.e. does the

person feel integrated? **Third**, what examples does the person give for being integrated or not. Does the person feel to be a full member of American society? Why? Why not, etc; **fourth**, the socio-graphic/economic situation of the person, i.e. age, sex, socio-economic status, marital status, number of children, educational status, country of origin and other relevant data. Ask if the person is willing to provide their real name or if they prefer not to, for fear of persecution, they should feel free to choose a different name.

Your interview will be semi-structured, i.e. you will use the questionnaire as a guide, but you should be able to also deviate from it to allow for prompts and follow up questions, so the interview should unfold like a conversation. **You will need to submit the questionnaire to me before you can start the interview. Unless I clear the questionnaire you are not allowed to proceed with the interview! The questionnaire is due on April 16.**

- b. Do the interview: it should be around 60 minutes in length. You must follow the ethical standards of informed consent. Request permission to record the interview and explain that the interview is confidential. Since this is a project for a class, no IRB (Institutional Review Board) approval is required.
- c. Transcribe (and translate into English if necessary) the *entire* interview. Type up a written transcript of the whole interview. Caution: transcribing a one hour interview could be quite time intensive – so plan ahead! Transcribe everything that is said, by the respondent and you, including partial sentences, small digressions, grammatical mistakes. Include non-verbal information (e.g. respondent pounds on the table, laughs, cries, etc.). At the top of the transcript, include a short paragraph about the interview: where it took place, what time, how you found the respondent, whether it went well, etc.)
- d. **Thematic memo:** In at least two pages at the end of the transcript, take one theory or idea we covered in this class and reflect on how well this idea matches the experiences of your respondent. What was different from what you heard in the interview that did not correspond to what we covered in our class? **This thematic memo is one of the most crucial part of this exercise!**

The point of this oral history project is to have you reflect on academic theories by considering the life of a real person. This is also an opportunity for you to get experience in collecting data using an in-depth interview. **The transcribed interview and the thematic memo are due on May 1, 2026 by 11:59 p.m. This oral history project counts for 30 % of your grade.**

Evaluation of the oral history project: you will be evaluated on a) how well you handled the interview (did you probe? Listen well?); b) the completeness of your

transcript; and c) the thoughtfulness of your thematic memo, notably how you identify & discuss quotes and examples from the interview in relation to readings.

Grading structure:	smaller than 60:	F
	60-69	D
	70-72	C-
	73-76	C
	77-79	C+
	80-82	B-
	83-86	B
	87-89	B+
	90-92	A-
	larger than 93	A

Data sources on immigration related issues: there is a lot of immigration related data and information on the internet, however, I caution you to carefully check the source of the information as many are advocacy groups, or worse, have smartly hidden political agendas. **The amount of mis-and dis-information on immigration is staggering.** To help you navigate this minefield, below find links to trustworthy data and statistical sources on international migration:

<https://www.iom.int/>

<https://unhcr.org>

<http://www.ilo.org/global/topics/labour-migration/lang--en/index.htm>

<https://www.migrationpolicy.org/programs/international-program>

<http://www.mipex.eu/>

<https://data.worldbank.org/data-catalog/global-bilateral-migration-database>

<http://www.oecd.org/els/mig/oecdmigrationdatabases.htm>

<http://www.oecd.org/els/mig/keystat.htm>

Reading assignments (required):

January 13: Introduction and why should you care about this topic!

Reflecting on where we come from!

Stephen Castles (2010). [Understanding Global Migration: A Social Transformation Perspective. Journal of Ethnic and Migration Studies](#), Vol: 36:1565-1586

January 15: Who is a migrant and why do people migrate?

Caplan, chap. 1, Global Apartheid

January 20: Brief History of Migration to the US

Gerald O'Brien (2009). [Indigestible Food, Conquering Hordes, and Waste Materials: Metaphors of Immigrants and the Early Immigration Restriction Debate in the United States](#). *Metaphor and Symbol*, 18: 33-47.

Caplan, chap. 2. Trillion dollar bills on the sidewalk

January 22: History of Migration to US, cont'd.

Paul Lombardo: [Eugenics Laws Restricting Immigration](#) (University of Virginia)

January 27: History of Migration to US cont'd

How the 19th century Know Nothing party reshaped American politics:
<https://www.smithsonianmag.com/history/immigrants-conspiracies-and-secret-society-launched-american-nativism-180961915/>

January 29: Theorizing Migration policy

D. S. Massey, et. al. Theories of international migration: a review and appraisal, *Population and Development Review*, 1993.
<https://eds.s.ebscohost.com/eds/pdfviewer/pdfviewer?vid=5&sid=3b5d19b5-73e5-4149-acb0-f4ed09bc76dd%40redis>

February 3: Theorizing Migration policy, cont'd.

Caplan, chap. 5: The Golden Goose on trial

February 5: The effects of emigration on origin countries:

Wise and Covarrubias (2013) Reframing the Debate on Migration, Development, and Human Rights. *Population, Space and Place*. 4:430-443.
<http://onlinelibrary.wiley.com/doi/10.1002/psp.1783/abstract>
<https://www.migrationpolicy.org/article/reassessing-impacts-brain-drain-developing-countries>

February 10: The effects of emigration on origin countries cont'd.

M. A. Clemens (2014) [Does Development Reduce Migration?](#) IZA – Institute of Labor Statistics

February 12: The 2015 refugee “crisis” in Europe: From *Willkommenskultur* to “Rapefugees Not Welcome

1. Undermining cultural identity

Too Diverse: Is Britain becoming too diverse to sustain the mutual obligations behind a good society and the welfare state?

<https://www.prospectmagazine.co.uk/magazine/too-diverse-david-goodhart-multiculturalism-britain-immigration-globalisation>

Caplan: chap 4. Crimes against culture

February 17: *2. Undermining the welfare state*

Caplan, chap. 3: the Native's burden

February 19: *3. Rise of nativism, populism, and radical right wing parties*

[Jasper Muis and Tim Immerzeel \(2017\). Causes and consequences of the rise of populist radical right parties and movements in Europe. *Current Sociology Review*, 65:909-930](#)

February 24: Immigration and Climate Change

[Climate Migration 101: An explainer](#) (2023)

[Facing Rising Waters: a Native Tribe takes its Plea to the Paris Climate Talks.](#) (NPR, 2015).

February 26: The Migration/Securitization debate

[Anthony Messina \(2014\): Securitizing immigration in the age of terror. *World Politics* 66: 530-559.](#)

March 3: Constructing the “other”: immigrants and the media:

[Media Matters Action Network - Fear and Loathing in Prime Time: Immigration Myths and Cable News](#)

March 5: Individual determinants of support/opposition to immigration

Danckert, et. al. (2017) [Reacting to Neighborhood Cues? Political Sophistication Moderates the Effect of Exposure to Immigrants](#). *Public Opinion Quarterly*, Vol: 81:37-56.

March 17: Political institutions and opposition/support of/for immigrants

Markus M. L. Crepaz, and Regan Damron (2009) Constructing Tolerance: How the Welfare Shapes Attitudes about Immigrants. *Comparative Political Studies*.

<https://heinonline.org/HOL/Page?handle=hein.journals/compls42&div=27&&collection=journals>

March 19: Civic values vs. ethnocultural perceptions of identity:

Markus M. L. Crepaz (2024). "[Ethnic hierarchies versus civic values in a community of descent: Evidence from an interactive survey experiment in Germany](#)". *Nations and Nationalism*. (Vol. 30, (4), pp. 639-665).

March 24: The authoritarian roots of anti-immigrant attitudes

Essay: Authoritarianism (2020). [Hope not Hate](#). Karen Stenner.

Markus Crepaz and Pierre Naoufal (2021) [Authoritarianism, economic threat, and the limits of multiculturalism in post-migration crisis Germany](#), in *Social Science Quarterly* (103)

March 26: Between assimilation and multiculturalism

[Koopmans, Ruud \(2010\) Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross National Perspective. *Journal of Ethnic and Migration Studies*, 36:1-26.](#)

March 31: Excursion: a look at an assimilationist model: the curious case of France

[To become French, abandon who you are!](#) (Reuters, 2015)

[Sukhada Tatke \(2021\) "Not French enough": what it means to be an immigrant in France. Al-Jazeera.](#)

April 2: The French assimilationist model cont'd:

Daniel Rubio Sanchez: [How France's Assimilation Model Failed to Integrate its Cultural Diversity \(2019\):](#)

April 7: What are the costs and benefits of immigrants and immigration?

[Benefits of immigration outweigh the costs:](#) George W. Bush Institute (2016)

[The U.S. benefits from immigration but policy reforms needed to maximize gains.](#) Economic Policy Institute, 2024.

April 9: Immigrants' effects on economy and society: crime

Alex Nowrasteh (2020) [New Research on Illegal Immigration and Crime](#). CATO Institute

Marty Schladen (2021). [No, undocumented immigrants don't commit more crime. Research shows they commit a lot less.](#) NC Policy Watch

April 14: Immigrants' effects on economy and society: social welfare

Daniel T. Griswold (2012). Immigration and the Welfare State. *Cato Journal*, 32: 159-174. Can be found here: <https://object.cato.org/sites/cato.org/files/serials/files/cato-journal/2012/1/cj32n1-11.pdf>

April 16: Immigrants' effects on economy and society: taxes

[The Truth about Undocumented Immigrants and Taxes. The Atlantic, 2016](#)

[Undocumented Workers Pay Higher Effective Tax Rate than 55 Mega Corporations and Several Billionaires.](#) Americans for Tax Fairness, March 2025.

April 21: Membership, Belonging and Citizenship;

Irene Bloemraad (2015) Theorizing and Analyzing Citizenship in Multicultural Societies. *The Sociological Quarterly*, 1-16. Can be found here: <http://onlinelibrary.wiley.com/doi/10.1111/tsq.12095/full>

April 23: Between Nationalism and Globalism

[WHEN AND WHY NATIONALISM BEATS GLOBALISM And how moral psychology can help explain and reduce tensions between the two, by Jonathan Haidt](#)