

SOC 301 Immigration Summer 2019

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Lecture: M T W R, 1:30PM – 4:00PM, Collins Classroom Center (CCC) 330
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Course Overview

America is a nation of immigrants. Immigration is also reshaping societies around the globe. But how much do we know about the immigration phenomenon and the people involved in it, the immigrants' background, their work and living experiences in the destination, and the issues that are facing them as well as the issues facing the receiving society? This course provides an introductory look into the subject of immigration, using the United States as a local lens for understanding immigration as a global phenomenon. By learning this course, students will be able to answer some basic questions about immigration and immigrants: who are they, where do they come from, why are they here, what and how are they doing here, what issues are facing them, what kind of impacts do they have on American society, how does the American society respond to their arrival and presence, and how do the experiences of other destination countries resemble or differ from those in the U.S.?

Sociology has played an important role in the study of immigration since the beginning, both in analyzing migration as a demographic phenomenon and in using it as a vantage point for understanding race and ethnic relations, social structure, and city life. In this course, we will examine a number of topics concerning immigration to the U.S. at both theoretical and empirical levels: historical and contemporary patterns of immigration to the U.S., the dynamics of the international migration movement, the incorporation of immigrants in the receiving areas, the impact of immigration on American society, as well as the development of U.S. immigration policies, the politics behind it, and the consequences.

This course is both reading and discussion intensive. Students are required to participate in discussions and reflections in class and online, based on what they have learned from the assigned reading materials. Certain topics covered in this course can be controversial, but students are expected to gain a better understanding of immigration-related issues by studying scientific data and research findings produced by top immigration scholars. This will enable students to become critical consumers of the information from mass media and political discourse and to develop informed opinions of what the appropriate responses to immigration should be.

This course counts towards the “Communication in the Major” credits that are required for Sociology and

Social Work majors.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a basic understanding of the history, patterns, and legal structures of immigration to the U.S.;
2. Examine changes in U.S. immigration policies and the consequences of such changes;
3. Describe the characteristics and experiences of contemporary immigrant groups and communities in the U.S.;
4. Explain and evaluate different theories of international migration and immigrant incorporation;
5. Assess the social, economic, political, and cultural impacts of immigration on American society;
6. Develop and hone critical thinking skills by reading and discussing original research published by social scientists;
7. Compose articulate, thoughtful, grammatically correct, and logically organized essays with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience;
8. Compose and deliver articulate, grammatically correct, and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience;
9. Apply your understanding of elements that shape successful written and oral communications to critique and improve your own and others' writing and oral delivery through effective and useful feedback.

Textbook

The following book is required and has been ordered at the university bookstore:

Alejandro Portes and Rubén G. Rumbaut. 2014. *Immigrant America: A Portrait. 4th Edition*. University of California Press.

Additional Course Materials

This course is reading intensive. Besides the aforementioned textbook (Portes and Rumbaut, 2014), students are also required to read additional literature, including select book chapters, journal articles, research reports, etc. Such literature will be made available exclusively online as electronic files, which students will download from Canvas. Again, because this class is reading intensive and there is no hard

copy of the required additional literature, students must access Canvas regularly to download the materials in a timely manner in order to complete the required oral presentation [see the section “Grading” → “Oral Presentation (8 Points)”].

Some other course materials such as the instructor’s lecture slides will also be made available for download from Canvas.

To achieve the most effective reading comprehension, students are strongly recommended to use the “key question(s)” (see the “Course Outline” section of this syllabus) as a guide to extract the most useful information from the assigned reading. In fact, the “key question(s)” posed for each unit can be most relevant to the exams. Therefore, it is actually in your best interest if you bear those “key question(s)” in mind as you do your reading.

The instructor will also show many video clips in class, which provide important illustrative information related to the lectures. Students should be aware that these video clips are played only once in class and they are ***NOT*** shared with students after the class. Therefore, it is essential that students attend class regularly and fully and take good notes about the video in order to learn effectively.

Grading

A student’s final course grade is based entirely on the total points s/he has earned over the semester. The total points are simply the total crude points a student has accumulated from exams, assignments, presentations, peer assessment, and class participation, plus optional bonus points if applicable (also see the “Grading Scale” section below about the calculation of a student’s total points).

A student’s max total points consist of the following:

➤ <i>Exams</i>	<i>45 Points</i>	
❖ <i>1st exam</i>		<i>15 points</i>
❖ <i>2nd exam</i>		<i>15 points</i>
❖ <i>Final exam</i>		<i>15 points</i>
➤ <i>Homework Assignments</i>	<i>20 Points</i>	
➤ <i>Oral Presentation</i>	<i>8 Points</i>	
➤ <i>Peer Assessment</i>	<i>12 Points</i>	
❖ <i>Oral communication</i>		<i>4 points</i>
❖ <i>Written communication</i>		<i>8 points</i>
➤ <i>Class Participation</i>	<i>15 Points</i>	
❖ <i>Class attendance</i>		<i>10 points</i>
❖ <i>Class discussion participation</i>		<i>5 points</i>

Max Total = 100 Points

Exam (45 Points)

There will be three (3) exams: two take-home midterm exams and one in-class final exam, all of which are composed of several essay questions. The exam questions will be based on lectures, reading, class discussions, homework assignments, and video clips played in class. The exams are not cumulative. Each exam counts as 15 points.

The take-home midterm exams will be handed out in class on Thursdays, and students will have a whole weekend to finish each exam. The finished take-home exam shall be submitted as an electronic file to Canvas by 12:00NOON on the following Monday. Additional instructions about the take-home midterm exams will be provided on the exam sheets.

The third and final exam will be given on **Thursday, August 15 at 1:30PM – 3:30PM, in CCC 330**. The final exam will be a closed-book, in-class exam, but students will be allowed to use one full-length letter-sized two-sided note sheet during the exam.

Take careful note of the exam schedules, especially the date and time of the final exam, because the final exam schedule is usually not the same as the regular class meeting schedule. **NEITHER EARLIER NOR MAKE-UP EXAM WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** [See “Class Participation (15 Points)” → (1) Class Attendance for more information about what qualifies as proper documentation.]

Homework Assignments (20 Points)

There will be ten or more homework assignments for students to complete over the semester. Each assignment is worth 1~2 points and altogether they are worth 20 points.

Most of these homework assignments take the form of short-answer or essay questions; some assignments may also include a few standardized questions (true-false, multiple-choice, item matching, etc.). Typically, these homework assignments will be related to the day’s lecture, reading, discussion, and/or video clips played in class.

Students will receive the homework assignments as in-class handouts from the instructor. The students who fail to be present for the handouts will miss the assignments and lose the corresponding grade points (and naturally at the same time the students will also be recorded as absent on that day). **In other words, there is a real possibility that you can lose 2 points by simply skipping a class or skipping part of a class (e.g., coming in late, leaving early, etc.).** Once you miss an assignment, you will never have another chance to do it.

All the homework assignments are due the next day at 12:00NOON in Canvas. The completed

assignments shall be submitted as electronic files, either in Microsoft Word or PDF format.

NO MAKE-UP ASSIGNMENTS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES. [See “Class Participation (15 Points)” → (1) Class Attendance for more information about what qualifies as proper documentation.]

The practical implication of this policy is: ***FOR THOSE STUDENTS WHO DO NOT ATTEND CLASS REGULARLY AND FULLY, THEIR GRADES WILL SUFFER SEVERELY.***

Oral Presentation (8 Points)

Each student is required to make an oral presentation of the assigned reading. The assignment and presentation arrangements will be made in the beginning of the semester. The presenter/speaker will give a talk on the main points of the assigned reading and also offer her/his own reflection about the reading. Therefore, the presentation will be essentially like a short lecture (“student lecture”) on a given topic to the whole class. ***The presenter must prepare paper handouts in hard copies for the whole class in order to help the classmates follow and digest the “student lecture.”*** The presenter is also encouraged, although not required, to use other forms of technology to facilitate her/his presentation, such as PowerPoint, Prezi, audio/video clips, graphics (charts, figures, and maps), etc. But no matter what method you use, the paper handout is always required. One practical approach to this requirement, in case you plan to use both PowerPoint and paper handout, can simply be printing out your PowerPoint slides into hard copies.

The oral presentation should last at least 15 minutes, followed by Q &A with the rest of the class: first, the presenter will hear and respond to the feedback provided by the designated assessor [also see “Peer Assessment (12 Points) → (1) Oral Communication” below]; and then if time permits, the presenter may also hear and respond to the reaction and feedback from the rest of the class. ***The “student lecture” is worth 8 points.***

Peer Assessment (12 Points)

Students will also undertake peer assessment, i.e., to assess the performance of their peers in terms of their oral presentations and writing. Students are expected to provide effective and useful feedback to their peers in order to improve their oral and written communication.

There will be two forms of peer assessment:

- (1) Oral communication = 4 points;
- (2) Written communication = 8 points.

(1) Oral Communication

Besides giving an oral presentation, each student is also required to serve as an assessor for a fellow classmate’s oral presentation by evaluating the presenter/speaker’s organization, language, and delivery. Right after the speaker finishes the oral presentation the assessor will ask the speaker a few questions and

make some comments about the content of the presentation; in addition, the assessor will provide a written evaluation of the speaker's performance (the evaluation form will be handed out separately in class). The assessor should show that s/he has carefully listened to and thought about the peer presentation and offer meaningful in-depth feedback. ***The peer assessment of oral communication is worth 4 points.***

(2) Written Communication

Each student is also required to serve as an assessor for a fellow classmate's writing by evaluating the essays composed by a peer. Detailed instructions will be handed out separately in class. The assessor should show that s/he has carefully read and thought about the peer's writing and offer meaningful in-depth feedback. ***The peer assessment of written communication is worth 8 points.***

Class Participation (15 Points)

As a member of a classroom community, you are expected to come to class, stay the entire class period, and participate fully both in the classroom. Thus, in addition to completing the aforementioned oral assignments, students will also be evaluated based on their attendance record and their contribution to class discussions in general.

The total class participation points consist of the following two components:

- (1) Class attendance = 10 points;
- (2) Class discussion participation = 5 points.

(1) Class Attendance

Please be aware that this class has a very stringent attendance policy! Class attendance is mandatory and counts as 10 points.

Class attendance is mandatory and the instructor will check attendance periodically, by different means (e.g., calling students' names aloud, sign-in sheet, silent observation, etc.), and at various points in time (e.g., the beginning of a class period, the middle, the end, etc.). As a result, a student can be recorded as "absent" if s/he comes in late and misses the instructor's attendance check at the beginning of a class period; the consequence can be the same if a student leaves class early or steps out of the classroom in the middle of a class period. Every "absent" record can potentially have a negative impact on the student's grade.

Students are allowed three unexcused absences over the course of the semester. ***Each additional unexcused absence will result in a three (3)-point deduction*** from the student's total grade. For example, if a student has totally five (5) unexcused "absences" then s/he will be penalized for her/his 4th and 5th "absences" and lose 6 points; that means in the end that student can only earn 4 points for class attendance. If a student has totally eight (8) "absences" then s/he will be penalized for her/his 4th, 5th, 6th, 7th, and 8th "absences" and lose 15 points; that means not only will the student earn no point at all for class attendance, but s/he will also receive ADDITIONAL PENALTY and so further jeopardize her/his

total course grade. See below for some illustrations. ***There is no limit on how many points a student can lose due to “absences”.***

<u>No. of Unexcused Absences</u>	<u>Class Attendance Grade</u>
0 ~ 3	10 points (full credit earned)
4	7 points (= 10 points minus 3 points)
5	4 points (= 10 points minus 6 points)
6	1 point (= 10 points minus 9 points)
7	-2 points (= 10 points minus 12 points)
8	-5 points (= 10 points minus 15 points)
9	-8 points (= 10 points minus 18 points)
10	-11 points (= 10 points minus 21 points)

Students' absences will only be excused for ***documented*** reasons. Students' absences will not be excused ***unless the instructor receives the proper documentation in hard copy or as an electronic file so that the instructor can keep it in his record.*** Proper documentation can be a doctor/coach/supervisor/adviser's note/memo, a court order/subpoena, wedding invitation, obituary/visitation/funeral notice, event itinerary, etc. Therefore, a simple self-narration of an emergency or a special occasion (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), whether in oral or written forms, whether given weeks in advance or in the last minute, cannot be accepted as proper documentation, and a student's absence in that case will ***NOT*** be excused. ***AGAIN, A SELF-NARRATION DOES NOT COUNT AS DOCUMENTATION.***

Once again, this class has a very strict attendance policy, which students are required to comply with.

(2) Class Discussion Participation

Besides being present in the class, the quality of a student's class participation will also factor into her/his "Class Participation" evaluation (also see the "Classroom Etiquette" section below). I value class discussion and interactive learning, and expect students to be actively involved in the learning process. When students are not the discussion leaders for the week, they shall still participate fully in the in-class activities, remain attentive to other people's presentations and talks, and be ready to offer feedback. These in-class activities are designed to help students digest and reinforce the learning from the instructor's lectures and the reading materials and also to help students connect what they learn in the class with their lives as members of various communities; furthermore, these in-class discussion topics can be closely tied to the essay questions posed on the midterm and final exams, and so can be vital to your grade points. Therefore, it will be in your best interest to attend every class period and remain engaged during the class meeting.

A student's class discussion participation counts as 5 points. In the end, each student will receive a rating on a 0 – 5-point scale, where 0 point is the lowest rating representing total lack of contribution and 5 points is the highest rating representing full participation and contribution. Then naturally ***a student***

with repeated disruptive behavior/causing repeated distractions can only receive a poor grade for the “Class Discussion Participation” evaluation or will even receive no grade at all, because that student’s role in the class has been nothing but counterproductive (again, see the “Classroom Etiquette” section below).

Grading Scale

Again, a student’s final course grade is based entirely on the total points s/he has accumulated over the semester. Thus, for calculating a student’s total points, summation is the only mathematical operation used; that is, the instructor will simply add up all the points a student has earned from exams, assignments, presentations, peer assessment, and class participation, plus optional bonus points if applicable. No percentage, proportion, division, or any “out of (a base number)” concept is involved in the total points calculation.

A student’s total points will then be converted into her/his final course grade according to the following scale:

A93.00 – 100.00 points	C.....73.00 – 76.99 points
A-.....90.00 – 92.99 points	C-.....70.00 – 72.99 points
B+.....87.00 – 89.99 points	D+.....67.00 – 69.99 points
B.....83.00 – 86.99 points	D.....60.00 – 66.99 points
B-.....80.00 – 82.99 points	F.....0.00 – 59.99 points
C+.....77.00 – 79.99 points	

Grade Posting

Students’ grade points from exams, oral assignments, and class participation, plus optional bonus points if applicable, will be posted in Canvas → “Grades” area as soon as they become available. It is the students’ own responsibility to check Canvas regularly and to be kept informed of their own grade status.

Classroom Etiquette

The classroom is a learning environment and an academic community. All members of this community, students and instructor alike, have a special obligation to preserve an atmosphere conducive to the freedom to teach and to learn. What is essential to preserve such freedom is a culture of respect that honors the rights, safety, dignity, and worth of every individual. For that reason, all members of this community are expected to show courtesy, civility, and respect for one another.

Part of that obligation to maintain a positive learning environment is to ensure that the behavior of any individual does not disrupt the process of teaching and learning. Accordingly, students shall do their best to minimize disruptions that can distract from their own learning and that of their peers. Students are expected to come to class on time and not to leave early except in the case of emergency situations. Please plan your bathroom breaks, food/beverage needs, cell phone calls/texts, work schedules, and other

socialization activities around class times to minimize classroom distractions and disruptions. The rule of thumb is that at any moment there should be only one center of attention in the classroom, should it be the instructor, a student, an object, an artifact, or an activity. ***Students with repeated disruptive behavior/causing repeated distractions will receive a low grade for the “Class Discussion Participation” evaluation or will even receive no grade at all*** [also see the section “Class Participation (15 Points)” → “(2) Class Discussion Participation”].

The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. It is these very differences among us that enrich our learning environment and make us strong. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disabilities/Special Needs

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and/or special needs. If you have disabilities/special needs affecting your participation in the course and wish to have special accommodations, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (library) as soon as possible. DATC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DATC can be reached at 715-346-3365 or datctr@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/datc>.

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor's talk in audio or video, then the student shall obtain the pertinent accommodation authorization **AND** the instructor's permission beforehand.

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here:

<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

Emergency Preparedness

It is important you familiarize yourself with the UWSP emergency plan and procedures prior to the occurrence of an emergency. Please go to www.uwsp.edu/rmgt for details on all emergency responses at UWSP.

(Continue to next page)

COURSE OUTLINE

DATES

TOPICS AND READING

07/22

Unit 1: Typology of Contemporary Immigrants in the U.S.

Required Reading 1: Textbook pp. 29-47

Required Reading 2: (Canvas) Chishti and Yale-Loehr (2016)

Key questions:

1. How do social scientists typically categorize immigrants in the U.S.? (*Hint: This can be different than how the government and the general public categorize the immigrants.*)
2. How can these immigrant categories (used by social scientists) be linked to the setup of the legal immigration system of the U.S.? (*Hint: What is the foundation of the current legal immigration system of the U.S.?*)

07/23

Unit 2: History of U.S. Immigration and Immigration Policies – Part 1: An Overview

Required Reading 1: Textbook pp. 1-29

Required Reading 2: (Canvas) Chishti, Hipsman, and Ball (2015)

Recommended Reading (Optional):

(Canvas) Wasem (2018)

Key questions:

1. How do you explain the ups and downs in the immigration flows to the U.S. since the mid-19th century?
2. Under what conditions were early immigrants considered “desirable” and under what conditions were they considered “undesirable”?
3. What were the unexpected consequences of the 1965 Immigration and Nationality Act?

07/24

Unit 3: History of U.S. Immigration and Immigration Policies – Part 2: Illegal Immigration

Required Reading 1: (Canvas) Massey and Pren (2012)

Required Reading 2: (Canvas) Durand and Massey (2019)

Required Reading 3: (Canvas) Warren (2019)

Recommended Reading (Optional):

(Canvas) Massey, Durand, and Pren (2014)

(Canvas) Massey, Durand, and Pren (2015)

(Canvas) Massey, Durand, and Pren (2016)

(Canvas) Chin (1999) pp. 49-93

(Canvas) Keefe (2006)

(Canvas) Guest (2011)

Recommended Film (Optional):

Golden Venture (2006) (available on Amazon Prime Video)

Key questions:

1. How do you explain the rise of unauthorized migration from Mexico to the U.S. between 1965 and 1986?
2. How do you explain the *accelerated* growth of undocumented Latino population in the U.S. during the 1990s and early 2000s?
3. What has been the trend of illegal immigration to the U.S. since the Great Recession?

07/25

Unit 4: History of U.S. Immigration and Immigration Policies – Part 3: The Latest Issues

Required Reading 1: (Canvas) Zong et al. (2017)

Required Reading 2: (Canvas) Chishti and Hipsman (2016)

Required Reading 3: (Canvas) Schmidt (2017)

Recommended Reading (Optional):

(Canvas) Kerwin and Warren (2018)

(Canvas) Lorenzen (2017)

Recommended Video (Optional):

New York Times. 2015. *Between Borders: American Migrant Crisis*.

Key questions:

1. What are the basic socioeconomic profiles of the DACA population?
2. Why is Central American migration expected to be an enduring phenomenon after the 2014 surge in child and family migration?
3. What are the “no-win” scenarios that appear to contribute to the migration of unaccompanied children and their families from Central America?

07/29

First Take-Home Midterm Exam Due in Canvas

Unit 5: Theories of International Migration

Required Reading: (Canvas) Massey (2012)

Recommended Reading (Optional):

Textbook pp. 48-79

(Canvas) Castles et al. (2014) pp. 41-43; pp. 46-50

Key questions:

1. Does international migration stem from lack of economic development or from economic development itself? Explain.
2. What other economic factors also drive the international migration movement?
3. What are the non-economic factors that also generate or perpetuate international migration?

07/30

Unit 5: Theories of International Migration Continues

Required Reading: (Canvas) Massey (2015)

Key questions:

1. Is the transformation of Mexico-U.S. migration during 1986-2007 mainly attributable to economic, demographic, or some other factor(s)? Explain.
2. To what extent are governments able to realize the immigration policy goals they intend, and how do actual results differ from intended outcomes?

07/31

Unit 6: Immigrants and Economy – Part 1: Impact on Immigrants Themselves

Required Reading: Textbook pp. 112-148

Key questions:

3. How do you explain the “contexts of reception” notion?
4. Why can immigrants with similar individual abilities and motivations have very diverse labor market outcomes in the U.S.?

08/01

Unit 7: Immigrants and Economy – Part 2: Impact on the Host Society

Required Reading 1: (Canvas) Costa, Cooper, and Shierholz (2014):

topic points 4-12 only

Required Reading 2: (Canvas) Waldinger and Lichter (2003) pp. 1-28

Recommended Reading (Optional):

(Canvas) Greenstone and Looney (2012)

Key questions:

1. Does immigration do any good to the U.S. economy?
2. What could be the economic impact of immigration on low-skilled blacks?

08/05

Second Take-Home Midterm Exam Due in Canvas → Discussions

Unit 8: Spatial Patterns

Required Reading 1: Textbook pp. 80-111

Required Reading 2: (Canvas) Kandel and Parrado (2005)

Key questions:

1. Why do immigrants continue to concentrate in the traditional destination areas, especially in the urban areas?
2. Why has the immigrant population grown tremendously in the nontraditional destination areas, especially in the non-metropolitan areas since the 1990s? Provide a political economy analysis.
3. How do you distinguish and reconcile between these two trends of immigrant population distribution: immigrants' continued concentration in the traditional destination areas and their rapid growth in the nontraditional destinations?

08/06

Unit 9: Immigrant Politics – Part 1: The American Experience

Required Reading: Textbook pp. 161-213

Key questions:

1. How important is ethnicity for political action and participation in the U.S.? Use specific examples from the past and the present to illustrate.
2. How are ethnic identities formed in the U.S.? Are those simply ascribed characteristics or the products of social and political experiences and events in the U.S.? (*Hint: A frequently discussed notion in this chapter is “reactive formation” of ethnicity.*)
3. What are the similarities between the Mexican American politics and the Cuban American politics?

08/07

Unit 10: Immigrant Politics – Part 2: The Global Experience

Required Reading 1: (Canvas) Castles et al. (2014) pp. 303-316

Required Reading 2: (Canvas) Blitz (2017)

Recommended Reading (Optional):

(Canvas) Verdee and McGeever (2018)

Key questions:

1. What are the similarities between immigrant politics in the U.S. and that in other countries?
2. What are the differences between immigrant politics in the U.S. and that in other countries?

08/08

Unit 11: Language

Required Reading: Textbook pp. 214-257

Key questions:

1. What is the generational pattern of language acquisition and adaptation

- among immigrants and their children in the U.S.?
2. How does such a pattern vary by immigrants' socioeconomic status and the type of community they live in?
 3. Is bilingualism a good thing or not? Explain.

08/12

Peer Assessment: Written Communication Due in Canvas

Unit 12: Immigration and Crime

Required Reading 1: (Canvas) Orrenius and Zavodny (2019)

Required Reading 2: (Canvas) Ewing et al. (2015)

Required Reading 3: (Canvas) Nowrasteh (2018)

Recommended Reading (Optional):

(Canvas) Wang (2012)

(Canvas) Light and Miller (2018)

Key questions:

1. Are immigrants more prone to criminality and incarceration than U.S. natives? Use specific crime data to explain.
2. And what about the illegal immigrants?
3. Does the immigrant criminality situation in Texas resemble the general pattern nationwide or does it contradict the national pattern? Explain.

08/13

Unit 13: The New Second Generation

Required Reading: Textbook pp. 258-305

Recommended Reading (Optional):

(Canvas) Rumbaut (2009)

(Canvas) Bersani (2014)

Key questions:

1. Do immigrants' U.S.-born children fare better than their parents in American society? Explain.
2. What is the main idea of the segmented assimilation theory? In particular, what does "downward assimilation" mean?
3. What are the three major challenges facing immigrant children today?

08/14

Unit 14: Overview and Prospect of Global Migration

Required Reading 1: (Canvas) Castles et al. (2014) pp. 1-20

Required Reading 2: (Canvas) Castles et al. (2014) pp. 317-331

Recommended Reading (Optional):

(Canvas) Donato and Massey (2016)

Key questions:

1. What are the general trends of contemporary migrations worldwide?
2. How would you explain the following contradictory characters of contemporary migrations? In particular, how would you make a coherent connection across all the following five dimensions?
 - a. Overall trends: globalization vs. nationalism;
 - b. Perception of immigrants by the host society: needed vs. unwanted;
 - c. Societal approaches to immigrant incorporation: multicultural vs. assimilationist;
 - d. Policies of the receiving government: inclusion vs. exclusion;
 - e. Practice of politicians in the receiving nation: action vs. rhetoric.

08/15

***** Final Exam *** (Thursday, 1:30PM – 3:30PM, CCC 330)**

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.
Any changes will be announced in advance.*
