SOC 380 SOCIOLOGY OF IMMIGRATION
Summer 2022

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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 (e.g., economy, politics, culture, crime, etc.), 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, based on what they have learned from the assigned reading and the instructor's pre-recorded video lectures. Certain topics covered in this course can be controversial, but students are expected to gain a better understanding of immigration-related issues by studying the theories, data, and research 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 fulfills the requirement for "Social Sciences" in the General Education Program (GEP).

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.

COURSE STRUCTURE

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

This course consists of 13 regular units, plus one special unit addressing COVID-19's economic impact, hence 14 units altogether. Basically students are expected to complete one unit per day during the summer session. For each unit students are expected to complete some specified tasks and earn the respective grade points. On top of that, for the whole course students shall complete a take-home essay exam, writing up three essays addressing some comprehensive questions from this course (see the "Grading" section for details).

STUDENT EXPECTATIONS

In this course you will be expected to complete the following types of tasks.
- Watch the instructor's pre-recorded video lectures.
- Complete the assigned reading (lecture slides, textbook chapters, additional literature shared in Canvas).
- View online videos.
- Submit written assignments and exam to Canvas.

➢ Participate in online discussions.
➢ Communicate via email.

Additional communication expectations for students:
1. Professional and respectful tone and civility are used in communicating with fellow learners and the instructor.
2. Written communication, both formal and informal, uses Standard English rather than popular online abbreviations and regional colloquialisms.
3. Use proper citations and references in written work.
4. Spelling and grammar are correct.

COURSE MATERIALS

Textbook

The following book is required and has been ordered at the University Store:

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

To obtain the textbook, students can either (1) have the textbook shipped to your address by ordering the book through the University Store's website https://uwsp.bncollege.com or (2) pick up your textbook in the Dreyfus University Center (DUC). Students shall email the Text Rental Manager at text.rental.mgr@uwsp.edu for any questions related to the delivery/pickup of the textbook.

Additional Course Materials

This course is reading intensive. Besides the aforementioned textbook (Portes and Rumbaut, 2014), students are also expected to read additional literature, including select book chapters, peer-reviewed journal articles, research reports, etc. Such literature will be made available exclusively online as downloads from Canvas. Students must access Canvas regularly to download the pertinent materials in order to complete the homework assignments and the take-home essay exam.

Important tip #1: Students are strongly recommended to use the "key questions" for each unit (see the "Course Outline" section of this syllabus) to guide their reading. Those "key questions" are designed to help students extract the most essential information from each unit, which ensures most effective and efficient reading comprehension. In fact, those "key questions" can be very relevant to the homework assignments and the take-home exam. Therefore, it would be in your best interest if you focus on those "key question(s)" while doing the reading.

Important tip #2: Students are strongly recommended to watch the instructor's pre-recorded video lectures ***BEFORE*** they do the assigned reading. The instructor's pre-recorded video lectures are designed to help students follow and digest the assigned reading in the most efficient way and they are all centered on answering the aforementioned "key questions." Basically once a student has finished watching the pre-recorded video lecture for a given unit, they should be immediately able to provide the summary answers to the "key questions" for that unit. Practically speaking, the instructor created these video lectures with the aim of saving a lot of students' time that would otherwise may have to be spent on reading many pages and paragraphs of the assigned reading. By watching the instructor's video lectures, students would not have to do the reading very meticulously and painstakingly.

Please know that the reading assigned for this course has been very carefully selected; that is mostly based on the research conducted by the top immigration scholars. Therefore, Students are **NOT** recommended to use sources other than the assigned reading unless they have already demonstrated full mastery of the assigned course materials in the first place. The instructor recognizes that nowadays one can easily find a lot of immigration related information on the Internet, but not all of that is accurate and scientifically based. In this course, the instructor endeavors to inform students with the most scientific and current information on immigration.

GRADING

A student's final course grade is based entirely on the "TOTAL POINTS" they have earned over the summer session. The "TOTAL POINTS" are simply the total crude points a student has accumulated from assignments and exams, plus optional bonus points if applicable, and **summation** is the only mathematical operation used for calculating a student's "TOTAL POINTS". Thus, no percentage, proportion, or division is used in the "TOTAL POINTS" calculation. (***Important note:*** *The "Total" column or other automatically generated columns in the "Grades" area of Canvas will <u>NOT</u> be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course and sometimes also tends to be problematic. Also see "Grading Scale" below.)*

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

- ➢ ***Homework Assignments***   ***70 Points***
  - ❖ *14 daily assignments*   *5 points each*

- ➢ ***Take-Home Essay Exam***   ***30 Points***

Max Total = 100 Points

Homework Assignments (70 Points)

There will be 14 homework assignments over the summer session. Each assignment is worth 5 points and altogether they are worth 70 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.); there will also be some discussions as part of the homework assignments. Typically, these homework assignments will be based on the day's lecture, reading, and/or video clip(s). ***All homework assignments are due in Canvas at 11:59PM on the next day.***

Take-Home Essay Exam (30 Points)

There will be one take-home essay exam. ***Students will choose three essay questions to answer, with each question worth 10 points.*** The essay questions are based on lectures, reading, homework assignments, and video clips shared in Canvas; again, what's particularly relevant to the exam is the "key question(s)" listed for each unit.

The take-home essay exam will be distributed at the beginning of the course and students will have the whole summer session to finish the exam. ***The take-home essay exam is due on July 25 (Monday) in Canvas.*** The completed exam shall be submitted as electronic files, either in Microsoft Word or PDF format. Additional instructions about the take-home exam will be provided on the exam sheets.

One main purpose of the homework assignments and essay exam is to test students' comprehension and mastery of the assigned reading. Therefore, students are **NOT** recommended to use information from sources other than the assigned reading when completing the homework assignments and essay exam. Although one can easily find a lot of immigration related information on the Internet nowadays, not all of that information is accurate and scientifically based, whereas the materials used for this course have all been carefully selected and they are based on the work done by the top immigration scholars. Therefore, students can use sources other than the assigned reading only when they have already demonstrated full mastery of the assigned reading in the first place and then are seeking to accomplish something above and beyond. If students use other sources in their written work but haven't demonstrated mastery of the existing assigned reading, then that would be considered "unsatisfactory" and there can be grade penalty in that case.

Bonus Points (Optional)

There might be opportunities for students to earn extra credits/bonus points.

Grading Scale

Again, a student's final course grade is based entirely on the "TOTAL POINTS" they have accumulated over the summer session. 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 assignments and exams, plus optional bonus points if applicable. No percentage, proportion, or division is used in the "TOTAL POINTS" calculation. (***Important note:*** *Again, the "Total" column or other automatically generated columns in the "Grades" area of Canvas will* <u>*NOT*</u> *be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course and sometimes also tends to be problematic.*)

A student's "TOTAL POINTS" will then be converted into their final course grade according to the following scale:

A ...……...93.00 – 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 assignments and exams, plus optional bonus points if applicable, will be posted in Canvas → "Grades" area as soon as they become available. A distinct grade item will also be created in Canvas → "Grades" area to show a student's "TOTAL POINTS" they have accumulated over the summer session. (***Important note:*** *One last time, the "Total" column or other automatically generated columns in the "Grades" area of Canvas will* <u>*NOT*</u> *be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course and sometimes also tends to be problematic. Please also see "Grading Scale" above for explanation.*) It is a student's own responsibility to check Canvas regularly and to be kept informed of their own grade status.

ONLINE LEARNING RESOURCES

UWSP Quick Help Resources

Quick links to resource information on Canvas, Zoom, Office 365 suite, accesSPoint, and UWSP library support: Quick Help Resources

UWSP Technology Support

- UWSP IT resources and services: Information Technology
- Seek help from the IT Service Desk (Formerly HELP Desk)
    - o IT Service Desk Phone: 715-346-4357 (HELP)
    - o IT Service Desk Email: itsvdesk@uwsp.edu

Canvas Support

Click on the [Help] button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	**Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response	**Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
Contact Canvas Support via phone Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
Search the Canvas Guides Find answers to common questions	**Search**ing **the Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.**
Submit a Feature Idea Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.

All options are available 24/7; however, if you opt to email your instructor, he may not be available immediately.

● Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

OTHER CLASS POLICIES AND EXPECTATIONS

Expected Instructor Response Times

The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.

The instructor will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.

The instructor will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

If you have a general course question (not confidential or personal in nature), please post it to the Course Q & A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

Online Classroom Etiquette

The online 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 conductive 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.

Since the topics covered by this course can be complicated, sensitive, quite often controversial, and sometimes emotionally charged, we will encounter different perspectives, theories, and interpretations about immigration – some you may agree with and others you may have reservations about, it is of paramount importance that we respect each other's points of view and maintain a critical but open mind. I try to encourage and maintain a classroom dynamic that is conducive to honest and open discussions about topics that are sometimes uncomfortable to talk about. This environment of openness is created and maintained when we respect and listen to one another.

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 class and wish to have special accommodations, please contact the Disability Resource Center (DRC) as soon as possible. DRC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DRC is located in room 108 in the Collins Classroom Center (CCC). DRC can also be reached at 715-346-3365 or drc@uwsp.edu. You can also find more information here: http://www.uwsp.edu/drc.

Academic Support

If a student finds it difficult to keep up with the class progress at any point during the semester, they are recommended to seek help immediately from the instructor.

In addition, students can also use help from the Tutoring-Learning Center (TLC) and discuss their specific needs. TLC can be reached at 715-346-3568 or tlctutor@uwsp.edu. You can find more information on TLC here: http://www.uwsp.edu/tlc.

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 to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

COURSE OUTLINE
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Dates	**Topics and Reading**

06/27   *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 contemporary immigrants in the U.S.? (*Hint: This can be different than how the government and the general public categorize or perceive the immigrants.*)
2. How can these immigrant categories (as used by social scientists) be tied to the framework of the legal immigration system of the U.S.? (*Hint: What is the setup of the current legal immigration system of the U.S.?*)

*** *Take-Home Essay Exam to Be Distributed* ***

06/28   *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 can we 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?

06/29   *Unit 3: History of U.S. Immigration and Immigration Policies – Part 2: Illegal Immigration*
            Required Reading 1: (Canvas) Durand and Massey (2019)
            Required Reading 2: (Canvas) Massey and Pren (2012)
            Required Reading 3: (Canvas) Massey, Durand, and Pren (2016)
            Required Reading 4: (Canvas) Warren (2021)
            Recommended Reading (Optional):

(Canvas) Capps et al. (2020)

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

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

(Canvas) Warren (2019)

Key questions:

1. When did unauthorized Mexico-U.S. migration *inflow* reach its peak? And when did undocumented Mexican migrant *stock* in the U.S. reach its peak? How can we explain the formation of these two different peaks? (*Hint: Estimation of migrant stock should consider both migration inflows and migration outflows.*)

2. What has been the trend(s) of unauthorized migration to the U.S. from Mexico and from other countries since the Great Recession (2007-2009)? (*Hint: You should be clear whether in this recent period unauthorized migration from Mexico and unauthorized migration from other countries have followed the same trend or not, and you should know why.*)

06/30   *Unit 4: History of U.S. Immigration and Immigration Policies – Part 3: The Latest Issues*

Required Reading 1: (Canvas) Alulema (2019)

Required Reading 2: (Canvas) Chishti and Pierce (2021)

Required Reading 3: (Canvas) Selee and Ruiz Soto (2021)

Recommended Reading (Optional):

(Canvas) Kerwin, Pacas, and Warren (2022)

(Canvas) Lorenzen (2017)

Recommended Video (Optional):

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

Key questions:

1. What are the basic demographic and socioeconomic profiles of the DACA population?

2. How should we understand the nature of the recent Central American migration crisis: Is it a "border crisis" or is it something else? And how should the U.S. government tackle this crisis?

07/04   NO CLASS! HAPPY FOURTH OF JULY!

07/05   *Unit 5: Theories of International Migration*

Required Reading 1: (Canvas) Massey (2012)

Required Reading 2: (Canvas) de Haas, Castles, and Miller. (2020) pp. 56-62

Recommended Reading (Optional):

Textbook Chapter 2, pp. 48-79

Key questions:

1. Does economic development in low-income countries *reduce* emigration from those countries, or does development *boost* emigration, or is there some other kind of relation between development and migration? Explain. (*Hint: An alternative way of asking the same question can be – is emigration the product of poverty?*)

2. What other economic factors also drive the international migration movement? Explain.

3. What non-economic factors can also generate or perpetuate international migration? Explain.

07/06   *Unit 6: Immigrants and Economy – Part 1: Immigrants' Own Economic Performance*

Required Reading: Textbook Chapter 4, pp. 112-148

Key questions:

1. How can we explain the diverse labor market outcomes of immigrants in the U.S.? Use specific and concrete examples to illustrate. (*Hint: Consider the "modes of incorporation" theory.*)

2. Social scientists suggest that for immigrants with similar individual capabilities and motivations many of them are still expected to have divergent labor market trajectories in the U.S. Why is that? Also use specific and concrete examples to explain. (*Hint: Focus on the "contexts of reception" notion and the group-level analysis.*)

07/07   *Unit 7: Immigrants and Economy – Part 2: Economic and Fiscal Impacts on the Host Society*

Required Reading 1: (Canvas) National Academies of Sciences, Engineering, and Medicine (2017)

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

Required Reading 3: (Canvas) Stribley (2017)

Recommended Reading (Optional):

(Canvas) Edo (2019)

Key questions:

1. When assessing the economic and fiscal impacts of immigration on American society we shall take into consideration immigrants' contribution

and cost to multiple different dimensions/aspects of the American economy and public finances. What are these different dimensions we shall consider?

2. In what way(s) is immigration good for the American economy and public finances, and in what way(s) can it be NOT good? Explain.

3. What did Waldinger and Lichter (2003) say about the labor market impact of immigration on low-skilled Blacks? Explain. (*Hint: You might start with their overall conclusion stated in the last paragraph on P. 20, but then there is a lot of elaboration and deliberation behind that conclusion. Show your understanding of their main arguments.*)

4. What about the economic and fiscal impacts of undocumented immigrants on American society?

07/11   *Special Unit of Immigrants and Economy – COVID-19 Response and Impact*
                    Required Reading 1: (Canvas) Kerwin and Warren (2020)
                    Required Reading 2: (Canvas) Gelatt, Batalova, and Capps (2020)
                    Required Reading 3: (Canvas) Kiester and Vasquez-Merino (2021)
                    Recommended Reading (Optional):
                                (Canvas) MPI food supply chain chart
                                (Canvas) Capps, Batalova, and Gelatt (2021)
        Key questions:
1. How are immigrants represented among the essential workers during the COVID-19 pandemic?

2. What kind of immigrants have higher unemployment rates during the pandemic? And why?

3. What other economic and non-economic hardships have immigrants endured during the pandemic?

07/12   *Unit 8: Spatial Patterns*
                    Required Reading 1: Textbook Chapter 3, 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?

07/13   *Unit 9: Immigration Politics – Part 1: The American Experience*
                         Required Reading 1: Textbook Chapter 5, pp. 161-213
                         Required Reading 2: (Canvas) de Haas et al. (2020) pp. 87
                                                (Canvas) de Haas et al. (2020) pp. 165-170
                         Recommended Reading (Optional):
                                                (Canvas) Cadava (2020) pp. ix-xxvii
                                                (Canvas) Cadava (2020) pp. 295-323

Key questions:
1. How significant is racial/ethnic identity for political participation and politics in the U.S.? Use specific examples from the past and the present to illustrate. (*Hint: Show your understanding of identity politics and of the significance of ethnic voting bloc.*)
2. In what way is Mexican American politics similar to Cuban American politics? Use specific historical events to illustrate. (*Hint: A frequently discussed notion in the textbook chapter is "reactive formation" of ethnicity. Show your understanding of this notion.*)
3. Describe the recent situation of immigration politics in the U.S. since the Obama administration.

07/14   *Unit 10: Immigration Politics – Part 2: The Global Experience*
                         Required Reading 1: (Canvas) de Haas et al. (2020) pp. 81-90, pp.
                                                232-237, and pp. 321-327.
                         Required Reading 2: (Canvas) de Haas et al. (2020) pp. 248-270
                         Recommended Reading (Optional):
                                                (Canvas) Chamie (2020)
                                                (Canvas) Benton et al. (2022)
Key questions:
1. An inevitable consequence of immigration is growing diversity and formation of racial/ethnic minorities in the host society. How is such diversity perceived in different countries? And what are their approaches to incorporating racial/ethnic minorities?
2. A major reaction of the state to the arrival of immigrants is the formulation of various immigration-related government policies. What has been the overall trend of immigration policies enacted by different countries since the 1950s: more liberal or more restrictive? Explain. And how would you explain the effectiveness or the ineffectiveness of those policies?

07/18   *Unit 11: Language*

                           Required Reading: Textbook Chapter 6, 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.

07/19   *Unit 12: Immigration and Crime*

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

                           Required Reading 2: (Canvas) Ewing, Martinez, and Rumbaut (2015)

                           Required Reading 3: (Canvas) Light, He, and Robey (2020)

                           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 and concrete data to substantiate your answer.
2. And what about the illegal immigrants? (*Note: Is "illegal" the same as "criminal"?*)
3. Does the immigrant criminality situation in Texas resemble the general pattern nationwide or does it contradict the national pattern? Explain.

07/20   *Unit 13: The New Second Generation*

                           Required Reading: Textbook Chapter 7, pp. 258-305

                           Recommended Reading (Optional):

                                           (Canvas) Bersani (2014)

Key questions:

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

07/25   ****** Take-Home Essay Exam due on July 25 (Monday) in Canvas ******

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