

SOC 301 – Section 3 (Immigration) Spring 2017

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Course Overview

America is a nation of immigrants. But how much do we really know about immigrants, their families and community, and the issues that are facing them as well as the issues that are facing the receiving societies? This course provides an introductory look into the topic 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 they are, where are they 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, and do immigrants in other destination countries share similar experience to those in the U.S.?

We will examine both historical and contemporary patterns of immigration to the U.S., but will focus more on the contemporary phenomena: the dynamics of the international migration movement, the incorporation of the new immigrants into the U.S. economic, social, political, and cultural lives, the impact of immigration on American society, as well as the development of immigration policies and the politics behind it.

This course is both reading and discussion intensive. Students are required to participate in discussions both in classroom and online on a regular basis, based on what they have learned from the assigned reading materials. Certain themes covered in this course can be controversial, but students are expected to become better informed of immigration-related issues by learning scientific data and research findings produced by top immigration scholars. This will also enable students to become critical consumers of information from the mass media regarding immigration.

This course partially satisfies the Writing Emphasis component of the UWSP General Degree Requirements. This course also partially fulfills the “Communication in the Major” requirement for Sociology and Social Work majors.

Course Learning Outcomes

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

1. Describe the characteristics and experiences of various immigrant groups and the inequality among immigrants and racial/ethnic groups in the U.S.;
2. Explain the dynamics involved in international migration and the socioeconomic and political trajectories of different immigrant groups in the U.S.;
3. Assess the social, economic, political, cultural, and legal impacts of immigration on American society;
4. Examine immigration-related phenomena from a comparative perspective;
5. Develop and hone critical thinking skills by reading and discussing original research published by social scientists;
6. 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;
7. 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;
8. 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 supplemental 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 the Desire2Learn system (D2L) → “Content” section. Again, because this class is reading intensive and there is no hard copy of the required supplemental literature, students must access D2L regularly to download the materials in a timely manner in order to finish the required oral assignment [see the section “Oral Assignments (15 Points)” → “(2) Class Discussion Leaders”] as well as

to participate in the online discussion [see the section “Class Participation (25 Points)” → “(3) Online (D2L) Discussion Participation”].

Some other course materials such as the instructor’s lecture slides will also be made available in D2L → “Content” section.

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” is simply the total crude points a student has accumulated from exams, assignments, and class participation, plus optional bonus points if applicable.

A student’s max TOTAL POINTS consist of the following:

➤ Exams	60 Points	
❖ <i>1st take-home midterm exam</i>		<i>20 points</i>
❖ <i>2nd take-home midterm exam</i>		<i>20 points</i>
❖ <i>Final exam</i>		<i>20 points</i>
➤ Oral Assignments	15 Points	
❖ <i>News report and response</i>		<i>5 points</i>
❖ <i>Class discussion leaders</i>		<i>10 points</i>
➤ Class Participation	25 Points	
❖ <i>Class attendance</i>		<i>10 points</i>
❖ <i>Class discussion participation</i>		<i>5 points</i>
❖ <i>Online (D2L) discussion participation</i>		<i>10 points</i>

Max Total = 100 Points

Exam (60 Points)

There will be three (3) exams: two take-home midterm exams and one in-class final exam, all of which are composed of multiple essay questions. Each exam counts as 20 points. The exams are not cumulative.

For the take-home midterm exams, students will have one week to finish them. The finished take-home exam shall be submitted as an electronic file to D2L Dropbox. Additional instructions about the

take-home midterm exams will be provided on the exam sheets.

The final exam will be given on **Wednesday, May 17 at 12:30PM – 2:30PM in CCC 308**. The final exam will be a closed-book, in-class exam, but students will be allowed to use a letter-sized two-sided note sheet during the exam.

Take careful note of the date and time of the final exam. **NEITHER EARLIER NOR MAKE-UP EXAM WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** [See “Class Participation (25 Points)” → (1) Class Attendance for more information about what qualifies as proper documentation.]

Oral Assignments (15 Points)

During the semester students will complete a series of oral assignments, either alone or by coordinating with another student.

- (1) News report and response = 5 points;
- (2) Class discussion leaders = 10 points.

(1) News Report and Response

Each student is required to do a news report and a response. And in every class period we shall have a new news report. This assignment is designed to keep students abreast of media coverage about immigration-related events and issues and also to train them to critically appraise the media information using what we have learned in this class. This assignment consists of two components: (i) oral presentation of a news report in class; and (ii) oral response to another student’s news report. Detailed instructions on this assignment will be given separately. ***These news report-related assignments count as 5 points.***

(2) Class Discussion Leaders

Each student is also required to serve as a class discussion leader for a week. Usually in each week there should be two discussion leaders, who will coordinate with each other to carry out the following responsibilities:

- (i) On Wednesday, the discussion leaders shall make a presentation of the assigned reading for that week. Since there are usually two discussion leaders each week, each discussion leader shall do her/his own presentation separately, depending on how that week’s reading assignment is allocated between the two. Therefore, on every Wednesday we should expect to hear two separate presentations by the week’s discussion leaders. The presentation will be essentially like a short lecture on a given topic to the whole class. ***Therefore, the presenter must prepare paper handouts in hard copies for the whole class in order to help the classmates follow and digest the “lecture.”*** The presenter is also encouraged to use other forms of technology to facilitate her/his presentation, such as PowerPoint, Prezi, 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 presentation or “lecture” itself is worth 7 points.*** Each discussion leader’s presentation will be evaluated separately.

(ii) On Friday, the presenters shall turn into discussion leaders and lead a class discussion. Such class discussion shall be mainly addressing questions that were posted by other students in D2L → Discussions in that week. Therefore, the discussion leaders shall jointly review the other students’ D2L posts in advance [the due time for the other students to post their comments and questions is 12:00NOON on Thursday; also see “Class Participation (25 Points)” → (3) Online (D2L) Discussion Participation] and organize those questions in a systematic way and then bring them to class for a discussion. The discussion leaders do not have to use all the questions posed by the students; in fact, sometimes students tend to post repetitive questions and some questions could even be irrelevant. Therefore, the discussion leaders shall spend some time sifting through students’ D2L posts and select the more relevant and thoughtful questions for the class discussion. The discussion leaders may also use the “key question(s)” for each week (see the “Course Outline” section of this syllabus) as an overall guide to lead the discussion. Eventually a successful class discussion shall enable students to have a solid understanding of the “key question(s)” for that week. It would also be desirable if the discussion leaders can learn to moderate the class discussion. ***Leading a class discussion will earn another 3 points for the discussion leaders.*** Preparing for and leading the class discussion shall be the collective responsibility of the two discussion leaders for the week and therefore they will be evaluated collectively and receive the same grade. However, in case there is a significant work imbalance between the two discussion leaders, the instructor may give them different grades based on the instructor’s own assessment and/or the two discussion leaders’ peer evaluation.

Class Participation (25 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 as well as in the online discussions. Thus, in addition to completing the aforementioned oral assignments, students will also be evaluated based on their attendance record, their contribution to class discussions in general, as well as their contribution to online (D2L) discussions.

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

- (1) Class attendance = 10 points;
- (2) Class discussion participation = 5 points;
- (3) Online (D2L) discussion participation = 10 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 meeting. 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*** (e.g., doctor/coach/supervisor’s note, wedding invitation, obituary, subpoena, event itinerary, etc.). Therefore, a simple self-narration of an emergency or a special occasion (e.g., sickness, car failure, celebration, misfortune, family/work emergency, etc.), whether in oral or written forms, cannot be accepted as proper documentation, and the student’s absence in that case will ***NOT*** be excused.

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). 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 you digest and reinforce the learning from the reading materials; furthermore, these

in-class discussions 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 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).

(3) Online (D2L) Discussion Participation

By each Thursday, each student (except for the week’s discussion leaders) is also required to post two paragraphs in D2L → Discussions to demonstrate that the student has finished the reading assigned for that week satisfactorily. The two paragraphs are: (i) a summary of things you have learned from the assigned reading; (ii) at least one question provoked through your reading. Therefore, it is essential that you finish the assigned reading in advance so that you can have some time to reflect on the information you have learned and to write up meaningful reactions and questions.

To achieve the most effective reading comprehension, students are strongly recommended to use the “key question(s)” (again, see the “Course Outline” section of this syllabus) as a guide to extract the most useful information from the assigned reading for the week. In fact, the “key question(s)” posed for each week 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.

For each week, the online (D2L) post by each student is due at 12:00NOON on Thursday. This will allow the week’s discussion leaders enough time to review the students’ posts and sift through and compile the questions systematically ahead of the class discussion on Friday. ***The online (D2L) discussion participation counts as 10 points.***

The discussion leaders of the week are NOT required to participate in the online discussion for that week, because they will be doing the big job: making a formal presentation of the assigned reading to the class and also reviewing and compiling questions raised by other students in D2L [see “Oral Assignments (15 Points) → (2) Class Discussion Leaders].

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 assignments, exams, and class participation, plus optional bonus points if applicable. No percentage, proportion, division, or any “out of (a base number)” concept is involved in this “TOTAL POINTS”

calculation process.

A student's "TOTAL POINTS" will then be converted into her/his 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, exams, and class participation, plus optional bonus points if applicable, will be posted in D2L as soon as they become available. In the end, the instructor will also create a separate grade item in D2L to show students' "TOTAL POINTS" (**Note:** *The "Final Calculated Grade" and the "Final Adjusted Grade" columns in D2L will NOT be used.*) It is the students' own responsibility to check D2L regularly and to be kept informed of their own grade status.

Classroom Etiquette

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations. Please plan your bathroom breaks, cell phone calls/texts, work schedules, and food/beverage needs 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, or an object.

Students with repeated disruptive behavior/causing repeated distractions will receive a low grade for the "Class Discussion Participation" evaluation or even receive no grade at all [also see the section "Class Participation (25 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.

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 lecture in an audio or video form, 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:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. 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.

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.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

COURSE OUTLINE

DATES	TOPICS AND READINGS
01/25 – 01/27	<p><i>Typology of Contemporary Immigrants in the U.S.</i> Reading: Textbook pp. 29-47 <u>Key question:</u> How do social scientists typically categorize immigrants in the U.S.?</p>
02/01 – 02/03	<p><i>History of U.S. Immigration and Immigration Policies (Part 1 – An Overview)</i> Reading 1: Textbook pp. 1-29 Reading 2: (D2L) Chishti and Yale-Loehr (2016) <u>Key questions:</u></p> <ol style="list-style-type: none"> 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”?
02/08 – 02/10	<p><i>History of U.S. Immigration and Immigration Policies (Part 2 – Latin American Migration)</i> Reading: (D2L) Massey and Pren (2012) <u>Key questions:</u></p> <ol style="list-style-type: none"> 1. What are the unintended consequences of 1986 IRCA? 2. What are the unintended consequences of other U.S. immigration policies?
02/15 – 02/17	<p><i>Theories of Immigration</i> Reading: (D2L) Massey (1999) <u>Key questions:</u></p> <ol style="list-style-type: none"> 1. Which actually leads to migration, poverty or development? Explain. 2. What other factors can lead to migration besides economics?
02/22 – 02/24	<p><i>First Take-Home Midterm Exam</i></p>
03/01 – 03/03	<p><i>Immigration and Economy (Part 1): Impact on Immigrants Themselves</i> Reading: Textbook pp. 112-148 <u>Key questions:</u></p> <ol style="list-style-type: none"> 1. The “contexts of reception” notion. 2. Why do immigrants with similar endowment (i.e., personal characteristics such as education, ambition/drive, etc.) have very diverse socioeconomic outcomes in the U.S.?

03/08 – 03/10

Immigration and Economy (Part 2): Impact on the Host Society

Reading 1: (D2L) Costa et al. (2014)

Reading 2: (D2L) Waldinger and Lichter (2003)

Key questions:

1. Does immigration do any good to the U.S. economy?
2. What economic impacts could low-skilled immigrants have on blacks?

03/15 – 03/17

Spatial Patterns

Reading 1: Textbook pp. 80-111

Reading 2: (D2L) Kandel and Parrado (2005)

Key questions:

1. Why do immigrants move to the nontraditional destination areas? Provide a political economy analysis.
2. How do you distinguish and reconcile between the two trends of movement: immigrants' continued concentration in the traditional destination areas and their growth in the nontraditional destinations?

03/22 – 03/24

SPRING BREAK! NO CLASS!

03/29 – 03/31

Immigrant Politics (Part 1): The American Experience

Reading: Textbook pp. 161-213

Key questions:

1. How do you understand the reactive formation of ethnic identities in the U.S.?
2. What are the similarities between the Mexican American politics and the Cuban American politics?

04/05 – 04/07

Immigrant Politics (Part 2): The Global Experience

Reading 1: (D2L) Castles et al. (2014) pp. 303-316

Reading 2: (D2L) Blinder and Allen (2016)

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?

04/12 – 04/14

Second Take-Home Midterm Exam

04/19 – 04/21

Language

Reading: Textbook pp. 214-257

Key questions:

1. What is the general pattern of language adaptation among immigrants and their children in the U.S.?
2. How does such pattern vary by immigrants' socioeconomic status and the type of community they live in?
3. The assessment of bilingualism.

04/26 – 04/28

The New Second Generation

Reading: Textbook pp. 258-305

Key questions:

1. What is the main idea of the segmented assimilation theory?
2. The notion of “downward assimilation.”
3. What are the three major challenges facing immigrant children today?

05/03 – 05/05

Immigration and Crime

Reading 1: (D2L) Ewing et al. (2015)

Reading 2: (D2L) Wang (2012)

Key questions:

1. Are immigrants more prone to criminality and incarceration than U.S. natives?
2. What about the “undocumented” immigrants?
3. What is the public perception of the association between immigrants and crime? Use the “minority threat perspective” to explain.

05/10 – 05/12

Overview and Prospect of Global Migration

Reading 1: (D2L) Castles et al. (2014) pp. 1-20

Reading 2: (D2L) Castles et al. (2014) pp. 317-331

Key questions:

1. What are the general trends of contemporary migrations worldwide?
2. Show your understanding of the contradictory characters of contemporary migrations:
 - a. Overall trends: globalization vs. nationalism;
 - b. Perception of immigrants by the host society: needed vs. unwanted;
 - c. Policies of the receiving government: inclusion vs. exclusion;
 - d. Practice of politicians in the receiving nation: cooperation and accommodation vs. creating an *appearance* of control and regulation;
 - e. Approaches to immigrant incorporation: multicultural vs. assimilationist

05/17

***** Final Exam *** (Wednesday, 12:30PM – 2:30PM, CCC 308)**

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