

SOC 301 Immigration Summer 2018

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Course Overview

America is a nation of immigrants. But how much do we really know about immigrants, their work and life, their families and communities, and the issues that are facing them as well as the issues 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 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 immigrants’ experiences in other destination countries resemble or differ from 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, 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 and public discourse regarding immigration.

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. 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 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 the Desire2Learn system (D2L) → “Content” area. Again, because this class is reading intensive and there is no hard copy of the required additional literature, students must access D2L 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 D2L → "Content" area.

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" is 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 "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, 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 D2L → “Dropbox” or “Discussion” area by 10:00AM 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, June 21 at 10:30AM – 12:30PM in CCC 330**. 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 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 (10) homework assignments for students to complete over the summer session. Each assignment is worth 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, 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 10:00AM in D2L Dropbox. 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 summer session. 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 about 15 minutes or more, 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 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 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 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 exams, oral assignments, and class participation, plus optional bonus points if applicable, will be posted in D2L → “Grades” area as soon as they become available. A distinct grade item will also be created in D2L → “Grades” area to show students’ “TOTAL POINTS” in the end. (**Note:** “*Final Calculated Grade*” and “*Final Adjusted Grade*” in D2L → “Grades” area 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 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.

Disability Support Services

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, 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 DATC@uwsp.edu. You can also find more information here: <http://www.uwsp.edu/disability>.

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/Academic-Misconduct.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.

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.

COURSE OUTLINE

DATES

TOPICS AND READING

Unit 1

Typology of Contemporary Immigrants in the U.S.

Required Reading 1: Textbook pp. 29-47

Required Reading 2: (D2L) Chishti and Yale-Loehr (2016)

Key questions:

1. How do social scientists typically categorize immigrants in the U.S.?
2. How is the formation of these immigrant categories attributable to the legal immigration system of the U.S. (*hint: what is the foundation of the legal immigration system of the U.S.*)?

Unit 2

History of U.S. Immigration and Immigration Policies (Part 1 – An Overview)

Required Reading 1: Textbook pp. 1-29

Required Reading 2: (D2L) Chishti, Hipsman, and Ball (2015)

Recommended Reading (Optional):

(D2L) 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?

Unit 3

History of U.S. Immigration and Immigration Policies (Part 2 – Illegal Immigration)

Required Reading 1: (D2L) Massey and Pren (2012)

Required Reading 2: (D2L) Guest (2011)

Recommended Reading (Optional):

(D2L) Massey, Durand, and Pren (2014)

(D2L) Massey, Durand, and Pren (2015)

(D2L) Massey, Durand, and Pren (2016)

(D2L) Keefe (2006)

Recommended Film (Optional):

Golden Venture (2006)

Key questions:

1. How do you explain the rise of undocumented immigration from Mexico after 1965, in particular after 1986?
2. How significant is Fujianese (Fuzhounese) immigration to the Chinese American community, especially during the 1990s and 2000s?

06/04

First Take-Home Midterm Exam Due

Unit 4

History of U.S. Immigration and Immigration Policies (Part 3 – The Latest Issues)

Required Reading 1: (D2L) Zong et al. (2017)

Required Reading 2: (D2L) Chishti and Hipsman (2016)

Required Reading 3: (D2L) Schmidt (2017);

Recommended Reading (Optional):

(D2L) Kerwin and Warren (2018)

(D2L) 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?

Unit 5

Theories of Immigration

Required Reading: (D2L) Massey (2012)

Recommended Reading (Optional):

(D2L) Massey (2015)

(D2L) Castles et al. (2014): pp. 41-43; pp. 46-50.

Key questions:

1. What leads to migration, poverty or development? Explain.
2. What other factors can lead to or perpetuate migration besides economics?

Unit 6

Immigration and Economy (Part 1): Impact on Immigrants Themselves

Required Reading: Textbook pp. 112-148

Key questions:

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

Unit 7

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

Required Reading 1: (D2L) Costa, Cooper, and Shierholz (2014): topic points 4-12

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

Recommended Reading (Optional):

(D2L) Greenstone and Looney (2012)

Key questions:

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

06/11

Second Take-Home Midterm Exam Due

Unit 8

Spatial Patterns

Required Reading 1: Textbook pp. 80-111

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

Key questions:

1. Why do immigrants continue to concentrate in the traditional destination areas?
2. Why does the immigrant population grow in the nontraditional destination areas? 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 growth in the nontraditional destinations?

Unit 9

Immigrant Politics (Part 1): The American Experience

Required 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?

Unit 10

Immigrant Politics (Part 2): The Global Experience

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

Required Reading 2: (D2L) Blitz (2017)

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?

Unit 11

Language

Required 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 a pattern vary by immigrants' socioeconomic status and the type of community they live in?
3. Is bilingualism a good thing or not? Explain.

06/18

Peer Evaluation: Written Communication Due

Unit 12

The New Second Generation

Required 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?

Unit 13

Immigration and Crime

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

Required Reading 2: (D2L) Nowrasteh (2018)

Recommended Reading (Optional):

(D2L) Bersani (2014)

(D2L) Wang (2012)

Key questions:

1. Are immigrants more prone to criminality and incarceration than U.S. natives?

2. And what about the “undocumented” immigrants?
3. Does the situation in Texas resemble the general pattern nationwide or does it contradict the national pattern?

Unit 14

Overview and Prospect of Global Migration

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

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

Recommended Reading (Optional):

(D2L) Donato and Massey (2016)

Key questions:

1. What are the general trends of contemporary migrations worldwide?
2. Show your understanding of the following 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

06/21

***** Final Exam *** (Thursday, 10:30AM – 12:30PM, CCC 330)**

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