

SOC 380 SOCIOLOGY OF IMMIGRATION
Fall 2023 | Section 1: In-Person

Instructor: M. David Chunyu, Ph.D., Associate Professor of Sociology
Lecture: Tu Th, 3:30PM – 4:45PM, Collins Classroom Center (CCC) 214
My Office: Science Building (SCI) B335, Stevens Point Campus
Office Hours: Tu Th, 10:00AM – 3:00PM
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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 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).

Prerequisites

None.

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.

CLASS MATERIALS

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.

The university bookstore is located in the Dreyfus University Center (DUC). Students can also visit the university bookstore’s website <https://uwsp.bncollege.com> or contact the store at (715) 346-3431 / University.Store@uwsp.edu for additional text rental information.

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 the online course management system Canvas canvas.uwsp.edu. 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: 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.

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 semester. The “TOTAL POINTS” are simply the total crude points a student has accumulated from assignments, essays, and research paper, 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 NOT 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 weekly assignments | 5 points each |
| ➤ Take-Home Essay Exam | 18 Points |
| ➤ Research Paper | 12 Points |

Max Total = 100 Points

➤ **Homework Assignments (70 Points)**

There will be 14 weekly assignments spread over the semester. 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 are based on the instructor's lecture, reading, and/or video clip(s) shared in class or Canvas. All homework assignments are to be submitted to Canvas.

All homework assignments are due on Sunday night within the week. For example, the assignment for the 1st week (Unit 1: Typology of Contemporary Immigrants in the U.S.) is due on Sunday (09/10), the assignment for the 2nd week (Unit 2: History of U.S. Immigration and Immigration Policies – Part 1: An Overview) is due on Sunday (09/17), so on and so forth. **The last day for the instructor to accept any homework assignment submissions, including late submissions, is December 17, 2023 (Sunday).** No late submission will be accepted beyond December 17, 2023 (Sunday).

➤ **Take-Home Essay Exam (18 Points)**

There will be one take-home essay exam, which is the only exam in this course. **Students will choose three essay questions to answer, with each question worth 6 points.** The essay questions are based on lectures, reading, homework assignments, and video clips shared in class or 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 more than two months to finish the exam. **The take-home essay exam is due on November 19 (Sunday) in Canvas.** The completed essays should be submitted either in Microsoft Word or PDF format. Additional instructions about the take-home essay 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.

➤ **Research Paper (12 Points)**

Each student will write a research paper based on their own analysis of immigration or immigrant data. The purpose of this task is to let students develop their own assessment of the immigration phenomenon or the immigrants' situation. Students will choose their own research topic, as long as the topic is closely related to immigration or immigrants. Students can elect either to join a team or to work alone to carry out the research project.

The instructor recommends the following existing data sources for students to use in choosing their research topic and conducting the pertinent analysis –

- ❖ Migration Policy Institute (MPI) Migration Data Hub:
<https://www.migrationpolicy.org/programs/migration-data-hub> (mainly on the trends of U.S. immigration and characteristics of immigrants in the U.S.)
- ❖ U.S. CBP Southwest Land Border Encounters:
<https://www.cbp.gov/document/stats/southwest-land-border-encounters> (mainly on unauthorized border crossing at the U.S.-Mexico border)
- ❖ General Social Survey (GSS): [https://gss.norc.org/](https://gss.norc.umd.edu/) or the files posted in Canvas (mainly on public opinion related to immigration, e.g., the variables "LETIN1a" and "BORN")

Besides secondary analysis of existing data, students may also collect and analyze original data through ethnographic observations, conducting interviews, and/or participating in pertinent events.

Students are required to apply the conceptual and analytical framework drawn from the course to their findings to complete the analysis and interpretation. Additional instructions about the research paper will

be provided separately. *The research paper is due on December 21 (Thursday) in Canvas (there is no final exam for SOC 380).*

➤ **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 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, essays, and research paper, 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 ***NOT*** 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, essays, and research paper, 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 semester. (***Important note:*** One last time, the "Total" column or other automatically generated columns in the "Grades" area of Canvas will ***NOT*** 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

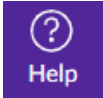
UWSP Quick Help Resources

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)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: itsvdesk@uwsp.edu

Canvas Support

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

Support Options	Explanations
<p>Ask Your Instructor a Question Submit a question to your instructor</p>	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p>Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!</p>	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p>Contact Canvas Support via email Canvas support will email a response</p>	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<p>Contact Canvas Support via phone Find the phone number for your institution</p>	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<p>Search the Canvas Guides Find answers to common questions</p>	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
<p>Submit a Feature Idea Have an idea to improve Canvas?</p>	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 grade written work within a week, 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), you may post it to the Course Q & A Discussion Forum on the Canvas course page. 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.

Classroom Etiquette

The classroom, both in-person and online, 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.

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 and immigrants – 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.

Another part of the obligation to maintain a positive learning environment is to ensure that the behaviors of any individual do not disrupt the process and flow of teaching and learning. Accordingly, students shall do their best to minimize distractions and disruptions that can interfere with 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, a device, or an activity. ***Students with repeated disruptive behavior/causing repeated distractions will receive point deduction to their "TOTAL POINTS" and therefore will get a lower final course grade.***

The instructor reserves the right to restrict a student's participation in class activities, both in-person and online, should the student behave in a way that interferes with the academic or administrative functions of the class.

Diversity and Inclusion

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

Disabilities/Special Needs

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and/or special needs. If you have disabilities/special needs affecting your participation in the 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>.

Use of Technology

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

Academic 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 from the instructor immediately.

In addition, students may also use help from the Tutoring-Learning Center (TLC) and discuss their specific needs. TLC is currently located in the Collins Classroom Center (CCC) room 234. TLC can also be reached by phone (715) 346-3568 or email tlctutor@uwsp.edu. The tutoring support is usually to be arranged directly between students and TLC staff and the instructor may assist with such arrangements when needed. Students can self-schedule an appointment with a TLC tutor through Navigate <https://uwsp.navigate.eab.com>. More information on TLC can be found 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.

Emergency Preparedness

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

Land Acknowledgement

We recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. As a university community, it is important for us to acknowledge and honor this ancestral Ho Chunk and Menomonee land and the sacred lands of all indigenous peoples.

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COURSE OUTLINE

<u>Dates</u>	<u>Topics and Reading</u>
09/05 – 09/10	<p><i>Unit 1: Typology of Contemporary Immigrants in the U.S.</i></p> <p>Required Reading 1: Textbook pp. 29-47</p> <p>Required Reading 2: (Canvas) Chishti and Yale-Loehr (2016)</p> <p><u>Key questions:</u></p> <ol style="list-style-type: none"> 1. How do social scientists typically categorize contemporary immigrants in the U.S.? (<i>Hint: This can be different than how the government and the general public categorize or perceive the immigrants.</i>) 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.? (<i>Hint: What is the setup of the current legal immigration system of the U.S.?</i>) <p>*** Take-Home Essay Exam to Be Distributed ***</p>
09/11 – 09/17	<p><i>Unit 2: History of U.S. Immigration and Immigration Policies – Part 1: An Overview</i></p> <p>Required Reading 1: Textbook pp. 1-29</p> <p>Required Reading 2: (Canvas) Chishti, Hipsman, and Ball (2015)</p> <p>Recommended Reading (Optional): (Canvas) Wasem (2018)</p> <p><u>Key questions:</u></p> <ol style="list-style-type: none"> 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?
09/18 – 09/24	<p><i>Unit 3: History of U.S. Immigration and Immigration Policies – Part 2: Illegal Immigration</i></p> <p>Required Reading 1: (Canvas) Durand and Massey (2019)</p> <p>Required Reading 2: (Canvas) Massey and Pren (2012)</p> <p>Required Reading 3: (Canvas) Massey, Durand, and Pren (2016)</p> <p>Required Reading 4: (Canvas) Warren (2021)</p> <p>Recommended Reading (Optional):</p>

(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.*)

09/25 – 10/08

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

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 “border crisis”?
3. What is the refugee resettlement experience like in the U.S.?

10/09 – 10/15

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.

10/16 – 10/22

Unit 6: Immigrants and Economy – Part 1: Immigrants' Own Economic Performance

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

Recommended Reading (Optional):

(Canvas) Capps, Batalova, and Gelatt (2021)

(Canvas) Kiester and Vasquez-Merino (2021)

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.*)

10/23 – 10/29

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)

(Canvas) Kerwin and Warren (2020)

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 nuanced 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?

10/30 – 11/05

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?

11/06 – 11/12

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.

11/13 – 11/19

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?

11/19

***** Take-Home Essay Exam due on November 19 (Sunday) in Canvas *****

11/20 – 11/22

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.

*11/23 – 11/26

NO CLASS! HAPPY THANKSGIVING!

11/27 – 12/03

Discussion of Student Research

12/04 – 12/10

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.

12/11 – 12/17

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?

12/21

***** Research Paper due on December 21 (Thursday) in Canvas *****
(There Is No Final Exam for SOC 380)

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