

IMMIGRATION (SEMINAR): PUBLIC OPINION, POLITICS, AND MEDIA

Tufts University
Sociology 190
Fall 2014

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Office: Eaton Hall 112 (in the basement)
Office hours: Wednesdays 4-5:00pm and Thursdays 3-4:00pm
(a weekly signup sheet is posted on my office door)

Course time: Wednesdays 1:30-4:00pm (7 Block)
Course location: Tisch (Library) 310
Course blog: <http://sites.tufts.edu/soc190>
Prerequisites: Two introductory-level Sociology or Political Science courses (may be overridden with course instructor's consent)



Course Description

Immigration is back on the American policy agenda. The percentage of immigrants in the total U.S. population (12.9% in 2010) is nearing its previous crest (14.7% in 1910), and together with their children, immigrants now make up almost a quarter of the total U.S. population. Meanwhile, politicians continue to debate the merits of an “enforcement-oriented” versus “incorporation-oriented” approach to undocumented immigration, trying to overcome heated legislative stalemates from 2006-07 and 2013; the American public continues to worry about the “assimilability” of new immigrants and their impacts on American economy, society,

and culture; and state and local involvement in immigration-related control and policymaking (best exemplified by Arizona) is growing.

This seminar provides a detailed look at the contested issues of immigration and immigrant integration, focusing in on the complex interrelationships between public opinion, politics and policymaking, and the media. The first part of the seminar will be devoted to an overview of the basic research and debates in U.S. immigration research. Here we will briefly cover the determinants of post-1965 immigration flows; U.S. immigration policy and legislation; contexts of reception and modes of incorporation; undocumented immigration; major theories of assimilation; and debates over the impacts of immigration on the economy and labor market as well as on national identity, culture, and security.

Once students have this working knowledge, the second part of the course will bring in public opinion, politics and policymaking, and the media more centrally. Here we will first analyze American public opinion on immigration and then link it up to important elements in the political process. Next we will analyze the role that the media plays in both reflecting and shaping public opinion on immigration, analyzing key studies from both traditional and new media in the United States. We will also look briefly at the role of ethnic media, as well as the interrelationship between scholars and journalists of immigration. By the end of the seminar, students will have a strong foundation from which to pursue other areas of immigration research in both academic and policy environments.

This is an upper division undergraduate seminar, so each class will be mostly student-led discussion of the assigned readings, combined with brief presentations by the course instructor where appropriate as well as occasional multimedia presentations for group analysis. In addition to grades for regular class participation and student-led discussions, there will be weekly response paper assignments and a final paper.

Course Objectives

In keeping with the learning objectives outlined by the Department of Sociology, the primary objectives for this course are that all students:

- Acquire in-depth knowledge of and familiarity with the basic theories, concepts, and methodologies in U.S.-based immigration research
- Cultivate your critical thinking and writing skills by reading and writing weekly responses to original research published mainly by sociologists, but also political scientists, economists, demographers, policymakers, and journalists
- Critically assess two common research methods used in conducting research on immigration in politics, policymaking, and the media – (quantitative) public opinion surveys and (qualitative) content analyses – in order to analytically connect their findings to key social constructs such as gender, race, social class, legal status, and nationalism
- Apply your cultivated skills by writing a final independent paper that uses both theory and data to support a sustained analytical or research-based argument

Course Format

This is an upper division undergraduate seminar, so each class will be mostly student-led discussion of the assigned readings, combined with brief presentations by the course instructor where appropriate as well as occasional multimedia presentations for group analysis.

Course Website on Trunk / Keeping Your Email Address Current

Your very first responsibility for this course is to visit our course website on Trunk (<http://trunk.tufts.edu>) and browse the content areas. Also, if you do not check your Tufts University email account very regularly, be sure that you are having its mail forwarded to an

account that you do. I will periodically send messages to your email address not only via regular email but also via the “Mailtool” and “Messages” features on the Trunk course website, and I will always assume that you receive them. Other students may also try to contact you via Trunk or your Tufts email account, and it is not their fault if they cannot reach you.

Note: All students who register for the course via ISIS will be automatically granted access to our course website on Trunk by a Tufts system administrator. Access is updated daily through the first four weeks of the semester; therefore, you should not need to contact me personally to obtain access to the course website.

I will also post .pdf copies of any powerpoint presentations I make in class on the Trunk course website, which you can view and download there.

Course Blog / Current Events

To allow you to engage in the course more creatively and informally, I have also created a new course blog this year, located at <http://sites.tufts.edu/soc190>. (There is also a link to the blog via our official Trunk course website, but the blog is separate from Trunk). Once you have been given access to the blogsite, you can go there and login using your Tufts UTLN and password. Instructions for posting your thoughts in text, as well as for posting any links to current events or other online resources you find sociologically interesting, are located in the right sidebar of the blog. All students are encouraged to comment on and discuss your fellow students’ posts, and to do so respectively and in the spirit of intellectual learning. Posting and commenting is voluntary, but doing so can count toward your course participation, so have fun! To get you started, I have put links to a few websites that I like and that have interesting immigration-related content on Trunk, under “Resources→Useful News/Immigration/Statistical Data/Cartoon Websites”. Feel free to explore them and others.

Course Textbooks

The following 3 required textbooks can be purchased in the Tufts University Bookstore or in used form online or at used bookstores. Copies of each have also been placed on reserve in the Tisch library; if you access them there, just be sure to plan well in advance, since demand for them may run high at certain times:

1. Chavez, Leo R. 2001. *Covering Immigration: Popular Images and the Politics of the Nation*. Berkeley: University of California Press.
2. Portes, Alejandro and Rubén G. Rumbaut. 2006. *Immigrant America: A Portrait* [3rd edition: Revised, updated, and expanded]. Berkeley: University of California Press.
3. Suárez-Orozco, Marcelo, Vivian Louie, and Roberto Suro (Eds.). 2011. *Writing Immigration: Scholars and Journalists in Dialogue*. Berkeley: University of California Press.

Other assigned reading materials can be accessed via Trunk under the Resources → Assigned Readings link. Please bring them to class during the week they are assigned. They are marked **(Trunk)** on your syllabus.

Course Evaluation

- | | |
|---|-----|
| 8 Written Responses to the Weekly Readings (10 points each)
<i>(the final 2 will be automatically assigned your top two grades,
for a total of 10 written responses)</i> | 30% |
| 1 Discussion Leading Assignment | 20% |

Other Class Participation (i.e., contributing to class discussion and activities, posting current events on the course blog, etc.)	20%
Final Paper	<u>30%</u>
	100%

Calculating Grades

Each of your assignment grades will be assigned based on the following scale. To calculate your final course grade, all of the points that you have earned on each assignment will be tallied into a grand total, and weighted accordingly:

A+ 98-100	C 74-76
A 94-97	C- 70-73
A- 90-93	D+ 67-69
B+ 87-89	D 64-66
B 84-86	D- 60-63
B- 80-83	F 0-59
C+ 77-79	

Because one assignment involves 8 written responses to the assigned readings, each one will be graded along the following continuum, and the remaining two (#'s 9 and 10) will be automatically assigned the equivalent of highest two grades you earn on the previous 8. Your total grade for this assignment will then be the sum of all 10 responses, therefore corresponding to the main grading scale above):

A+ 9.9	C 7.5
A 9.6	C- 7.2
A- 9.2	D+ 6.8
B+ 8.8	D 6.5
B 8.5	D- 6.2
B- 8.2	F 0-5.9
C+ 7.8	

In general, “C” means “Average”. A grade of a “C” indicates that you have completed the assignment in an ordinary manner. In all likelihood, the assignment probably does not meet all requirements but is not so deficient as to warrant a “D”, which is of course below average. In contrast, “B” signifies that you completed the assignment sufficiently and that all requirements were fulfilled. (Yes, even though “all requirements were fulfilled,” this does not automatically lead to an “A”.) A grade of an “A” on any assignment means that you went beyond the requirements to present an interesting sociological insight, or a high level of synthesis of course material which reflects a sophisticated analysis.

Do not ask me to give you a higher grade than you earned because you are on academic probation, need it to maintain your scholarship, feel that you should earn a good grade in an introductory course, or for any other special circumstance. Likewise, do not ask me for a higher grade because you need it to get into business or medical school. I do not give grades; you earn the grade that you receive.

Helpful Hints on Reading: Reading is essential to your comprehension and participation in class. Some questions to ponder for each reading assignment include: What methodology is

employed by the author? What is the central argument of the selection? What claims are being made by the author? What are the strengths and weaknesses of the author's argument? Does the author make suggestions or arguments with which you disagree (and if so, why)? How does the reading relate to specific concepts, topics, theories, or methods we have been discussing? How does it relate to current events or public opinion? Thinking about and answering these questions will help prepare you for class discussions and written assignments.

8 Written Responses to the Readings (2 pages each): These are 2-page responses to the assigned readings listed for that class day (each one should be single-spaced, written in Times New Roman 12-point font, and include your name clearly printed at the top). In other words, if I wanted to submit a response on the first class date on *Wednesday, September 3*, I would need to submit 2 pages of single-spaced material responding to Portes and Rumbaut (Chapter 1) and Massey, Durand, and Malone (2002) since those are the two readings that are assigned for *that class day*.

In this assignment, the primary goal is for you to provide your own reflections and thoughts on the assigned readings for that day before we have a chance to engage and discuss them as a group. Do remember, however, that because these are formal responses, I want more than a personal opinion. Instead, you should formalize your reflections and reactions using the "food for thought" questions I pose in the syllabus, plus the sociological concepts and information you have been learning along the way, to the extent that you can. As you progress through the course, you are of course welcome to draw connections from later readings, concepts, and responses back to earlier ones. Above all, remember this is your place to shine individually. What catches your eye in one or more of these reading assignments? What strikes you the most when reading them? How do they move you, both intellectually and emotionally? Do you agree or disagree – and why? What is sociologically relevant here? Consider the **Helpful Hints on Reading** (see above) as you go.

All students may decide for yourselves which 8 days/sets of assigned readings you would like to submit responses for, and you are completely in charge of making sure you submit all 8 by the end of the course. Responses will be collected in hardcopy at the beginning of each class; no responses will be accepted after the start of class. Responses will be graded and returned to you on an ongoing basis as is possible. Each response is worth up to 10 points; once responses #'s 9 and 10 are automatically assigned the equivalent of the highest two grades you earn on the 8 responses you submit, they will total 100 points by the end (see rubric above).

Regular Class Participation: As a participant in this process, I expect all students attend class regularly, work seriously, and be an active participant in class discussions. In general, students should complete all assigned readings before the day that they are assigned, and bring them in to class. Students who have written responses to the assigned readings for that day should also be prepared to draw on them in order to contribute to the group discussion. Your fellow students and I are eager to hear and learn about what you are taking away from the readings, and this is a great way to showcase it! It is also a great way to spur discussion and debate by seeing what other students think and if they agree or disagree.

Discussion Leading Assignment: Toward the beginning of the course, each student will sign up in advance to lead our group discussion for one weekly class session's assigned readings. Because there are more students than class days, some students may present with a partner. In general, this 1 or these 2 students should plan to be in charge of leading the class for approximately 1 ½ hours; in essence, you can assume that I may lead the discussion or present information for the other 30 minutes to 1 hour sometime during the session. In your role as

discussion leader(s), your duties might include: making a short presentation or summary on the readings (from your own perspective); asking your fellow students what their responses to the readings were, and then synthesizing the various points and arguments they make and using them to highlight important questions that facilitate further discussion; incorporating any postings from the course blog or current events into the group discussion, etc. I expect that discussion leader(s) will develop important questions and points of departure that extend on, and go beyond, the “food for thought” questions I have provided on the syllabus.

The Final Paper: Students are expected to write and submit a final paper (15 pages of typed, double-spaced, Times New Roman 12-point font with 1-inch margins; no longer, no shorter) on a topic of your own choosing. For this paper, you can choose 1 out of 3 different options:

- I. An Analytical Paper = an analysis of a particular debate or argument about one aspect of immigration or immigrant incorporation policy, which effectively makes and supports one argument or point of view and effectively disproves other competing arguments or points of view
- II. An Original Research Paper = an investigation of an original research question of your own choosing
- III. An Original Content Analysis = an application of the concepts we have learned in class to other portrayals of immigration and immigrants by either politicians, the American public (including in opinion polls), or media sources

Although you can choose your own topic for this assignment, you will need to have it approved by me no later than **Class 8 (Wednesday, October 22)**. I will offer extended office hours to discuss and approve these topics individually from 4-7pm on **Wednesday, October 15** and from 3-5:20pm on **Thursday, October 16**. You may sign up for my regular office hours any time before this date, too.

We will be having a special class training session with Josh Quan (joshua.quan@tufts.edu), the social science data librarian in Sociology at Tisch Library, in class on **Wednesday, November 5** to give you an introduction in using Lexis-Nexis and relevant search engines if you are interested in conducting a content analysis for Option III. Even if you are not doing this option, you will find the session informative. Josh will also be showing you how to store the sources that you locate in one of the library’s free electronic bibliography programs (e.g., RefWorks), if that is helpful to you.

Papers should follow accepted social science citation format, which I will pre-circulate in class in a “Guidelines for Final Papers” document that is also located in the Assigned Readings folder on the Course Website. **All papers must be submitted in hardcopy, either to me or to the Sociology Main Office (Eaton 102B), by 12:00noon on Monday, December 15.**

Policies on Attendance, Participation, Illness, and Work that is Submitted Late

No excuses! As mentioned above, your contract as a student enrolled in one of the leading universities in the world is to attend class regularly, work seriously, and be an active class participant. Each of these things helps us all by creating a dynamic course environment, and I will evaluate your performance accordingly. That said, I also regard you as adults who make your own choices. Therefore, you do not need to ask my permission to miss class, to leave class early if you have a scheduling conflict, or to submit an assignment late. However, you should know that there are negative consequences to doing each of these things, as follows.

Attendance and Participation: For example, by missing class, your participation grade could obviously falter. You may miss out on a homework assignment or group activity that could count toward your total participation grade. That's just the way it is. To compensate, you could plan to increase your participation on other class days. You should also find alternate ways of accessing information presented that does not involve coming to my office hours and asking me to re-cap it for you (e.g., you might wish to talk to one of your fellow students, review the relevant literature, see if other students will share their responses to the readings with you, access.pdf copies of any material I post on Trunk, etc.).

Minor Illness: If you miss a regular class for a minor and short-term illness, such as a cold or weak flu, you do not need to notify me or to submit any further documentation of your illness. Even though there are "Illness Notification Forms" available via ISIS, I do not require them because they are based only on your own self-reports of illness and therefore, provide no way for me to verify them with external medical personnel. As mentioned above, simply plan to increase your participation on other class days, find alternate ways of accessing information presented on the day you were absent, and stay on top of your written assignments. With the written responses to the readings and the final paper, you have been given enough advance notice such that a short-term illness will not jeopardize your ability to complete your work on time and you should therefore not request an extension on either.

Serious Illness or Emergency: However, if your illness is major or becomes more serious over time or you experience a major emergency, such that you have to miss several classes or your ability to work on an assignment becomes compromised, you should notify me of your situation immediately. In the case of serious illness, you will be asked to provide medical documentation of your situation from a medical provider. (Tufts' Health Service provides "Medical Notes" to students who are too ill to take in-class midterms or final exams. To receive similar documentation related to the final paper, you must be seen at Health Service prior to its due date, and you must also notify me prior to its due date). No extensions on any written assignments will be granted without such documentation.

Finally, please note that I do not grant extensions for written assignments without penalty for nonemergencies (including family obligations, sports events, or alarm clocks that have failed to ring). Likewise, I do not grant them for emergencies that do not involve you personally (such as your close high school friend's hospitalization). If you miss an assignment deadline and are unable to provide adequate documentation for a serious illness or dire personal emergency, your grade will decline accordingly.

Work that is Submitted Late: It is expected that you will submit all take-home writing assignments in hardcopy and on time. If you cannot be in class on the day that your work is due, it should be submitted in hardcopy in advance to the department staff in the Sociology department office (Eaton 102B, which is normally open 9AM-5PM M-F), carefully marked with your full name, the name of the assignment, my name (Professor Helen Marrow), and the name of the course (Sociology 190). If you absolutely must turn in late work, give it directly to me or ask the department staff to date stamp the work and place it in my mailbox. By submitting a take-home assignment late, you will be docked one third of a letter grade for each business day (M-F) that it is late (calculated in 24-hour increments).

Miscellaneous Stuff

Getting Feedback on Your Written Work: I am happy to meet with you to discuss the best ways to improve your written responses to the readings or develop your final papers. In the past, I have found it most helpful to discuss your ideas and writing in person and not in written form;

therefore, I will not be giving any feedback to you, whether on an outline or a first draft of your writing, via email. Instead, the best way to reach me is by signing up for a 20-minute appointment during my regular office hours, and doing so sooner than later. If you don't plan enough in advance – for example, if our office hours have already filled up, which they tend to do before major assignment deadlines – you may not be able to get the feedback you desire. In that case, you are always encouraged to seek out help with your writing from tutors available (for free!) at the Tufts' Academic Resource Center (ARC) (<http://ase.tufts.edu/arc>). Finally, please note that coming to see me and working on an assignment does not guarantee you an A or even a B. It may even be that the assistance I provide ensures that you earn a C and therefore saves you from earning a D.

Technology: Laptops, cell phones, pagers, whatever else you have that beeps/rings/sings should be turned off during class unless you are leading class discussion and are specifically using your laptop to showcase something to your fellow students. Even laptops, you ask? Yes, even laptops. Most of us find them distracting and cannot effectively multi-task with them. There is even emerging research to show that multi-tasking lowers college students' grades, perhaps by as much as two thirds of a letter grade, plus emerging research showing that notetaking by hand increases students' understanding of academic material. So I'm doing this partly for your own benefit. If you have written documentation of a need for using a laptop, let me know and I will allow you to use it. For the rest of you, old-fashioned notetaking is a long-lost skill you are about to rediscover.

Video Viewings: All videos for have been digitized by Tisch Media Library, which is located on the 3rd floor of Tisch Library. Links to them have been provided through the Trunk course website. Therefore, if for any reason you miss viewing one during a class period, you can access it via digitized electronic screening. You can also view it in person in the Tisch Media Center, where a copy of each assigned video has been placed on reserve.

Academic Integrity: Cheating, fabrication, plagiarism, academic misconduct, dishonesty, or misuse of computing resources will not be tolerated. All such incidents will be reported directly to the Dean of Student Affairs Office to be vigorously pursued in accordance with Tufts University's Code of Conduct on Academic Integrity. A guide to these policies is available online at <http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf>. It is every student's responsibility to become familiar with these standards. Claims of ignorance, accidental error, or of academic/personal pressures do not justify violations of academic integrity.

Religious Observances: I have done my best to take religious observances into account in the planning of this course; no exams or final paper due dates are scheduled to fall on any of the major holy days that occur during the semester. I may, however, have missed something. If so, please let me know two weeks in advance so we can make alternative arrangements if necessary.

Student Accessibility: Any student needing academic adjustments or accommodations because of a documented disability is requested to present his or her documentation from the Tufts University Office of Student Accessibility Services (<http://uss.tufts.edu/arc/disability/index.asp>) and speak with me by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. Most importantly, do not inform me of any need for adjustments or accommodations related to an in-class exam less than two weeks prior to the exam. Failure to do so may result in my inability to respond. All discussions of documented disabilities will remain confidential, although the Office of Student Accessibility Services may be consulted to discuss appropriate implementation.

Additional Help: If you are having trouble in this course, please come see me sooner rather than later. *Sooner:* There is a chance we can work together to make things better. *Later:* There is an excellent chance that you will be stuck with a lower grade than you would like.

If you ever want additional help in comprehending lecture or assigned reading material, studying for in-class exams, or writing your written assignments, whether in this course or others, free tutors are available to help improve your writing, public speaking, and time management skills at Tufts' Academic Resource Center (ARC) (<http://ase.tufts.edu/arc>). I strongly encourage you to make use of this resource. Learning how to navigate ARC early on in your Tufts career can provide huge benefits down the road.

Finally, if there are any other issues in your life that are not going well or that are otherwise affecting your performance in this course and elsewhere, there are a range of people and resources at Tufts designed to help you. You might try contacting your advisor, Associate Dean, or Dean of Student Affairs. Or you might seek help for managing stress and other health-related concerns at the Tufts University Counseling and Mental Health Service (<http://ase.tufts.edu/counseling/>).

Most of all, don't be afraid to seek help. Whether you want improve your performance academically, socially, or emotionally, seeking out support to take care of yourself is critical. You are a budding sociologist, after all – one who is (I hope!) learning that no one goes it alone, and that complex support systems lie beneath every person's "individual" success.

Course Schedule

Part I: Post-1965 Immigration: Basic Research and Debates

CLASS DATE	IN-CLASS PLAN *** READING ASSIGNMENTS (to be completed <u>before</u> class begins) *** IMPORTANT DUE DATES
<u>Class 1</u> Wed. Sept. 3	<p><i>Introduction to the Course</i> <i>Overview of Course Requirements</i> <i>Determinants of Post-1965 Immigration Flows: Labor Demand, Immigration Policy, and Other Factors</i></p> <p>Reading Assignments: PORTES AND RUMBAUT, CHAPTER 1: “Nine Stories,” AND CHAPTER 2: “Who They Are and Why They Come” Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. “Principles of Operation: Theories of International Migration.” CHAPTER 2 in <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i>. New York: Russell Sage. (Trunk)</p> <p><i>Food for thought:</i> According to these readings, what factors <i>initiate</i> international labor migration streams (that is, ones comprised of economic migrants and not necessarily of refugees/asylees), and what factors <i>sustain</i> international labor migration streams? How do you see both sets of factors being (mis)understood by American politicians and the American public today?</p> <p>In-Class: Personal Introductions and Pass around Sign-Up Sheet for Discussion Leading Assignments</p> <p>Homework Exercise #1: Alongside your assigned readings for Class 2, download and complete the Class 2 Immigration Legislation Assignment, which is located on the Trunk in the Readings and Assignments folder. Come to class next week (on Wednesday, Sept. 10) prepared to discuss.</p>

Class 2
Wed. Sept. 10

Contexts of Reception and Modes of Incorporation
Undocumented Immigration

Reading Assignments:

PORTES AND RUMBAUT, CHAPTER 4, “Making It in America: Occupational and Economic Adaptation”

Passel, Jeffrey S. and D'Vera Cohn. 2011. “Unauthorized Immigrant Population: National and State Trends, 2010.” Washington, DC: Pew Hispanic Center (February 1) (Trunk). Also available online at:
<http://www.pewhispanic.org/files/reports/133.pdf>

Massey, Douglas S. 2007. “Building a Better Underclass.” CHAPTER 4 in *Categorically Unequal: The American Stratification System*. New York: Russell Sage. (Trunk)

Bernstein, Nina, CHAPTER 1 in SUAREZ-OROZCO ET AL. (2011) “The Making of an Outlaw Generation”

Food for thought:

Portes and Rumbaut (2006) argue that the “context of reception” or “mode of incorporation” that an immigrant group encounters is just as important as its individual members’ human capital characteristics in determining how they will fare in the United States. What factors constitute “context of reception” or “mode of incorporation” according to their model, and how do they matter? What kind of “context of reception” greets Mexican immigrants today, undocumented immigrants today, and the both combined together? According to Massey (2007), how has this context of reception changed since the 1950s (and especially since 1986, 1996, and 2001)? What impacts do you see it having on undocumented Mexican immigrants’ potential for successful incorporating into American society? What impacts does Bernstein (2011) suggests it raises for journalists and scholars attempting to understand and report on illegality?

In-Class: Discuss Homework Assignment #1: Overview of U.S. Immigration Legislation

Class 3
Wed., Sept. 17

Research and Debate: Intergenerational Assimilation among Post-1965 Immigrants and their Descendants

Reading Assignments:

Alba, Richard and Victor Nee. 2007. "Assimilation." Pp. 124-36 in *The New Americans: A Guide to Immigration since 1965*, edited by Mary C. Waters, Reed Ueda with Helen B. Marrow. Cambridge, MA: Harvard University Press. (Trunk)

Alba, Richard and Victor Nee. 2003. "Evidence of Contemporary Assimilation." CHAPTER 6 in *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge: Harvard University Press. (Trunk)

PORTES AND RUMBAUT, CHAPTER 8: "Growing Up American: The New Second Generation"

Waters, Mary C., CHAPTER 11 in SUAREZ-OROZCO ET AL. (2011) "Debating Immigration: Are We Addressing the Right Issues"

Food for thought:

"Assimilation" is a word people frequently use when discussing immigration, so this week's readings will first expose you (very preliminarily!) to the three major sociological theories of assimilation (classic, segmented, and revised) and the emerging evidence from the post-1965 children of immigrants. Before you begin this week's readings, write down a definition of what you think "assimilation" is, as well as several different ways you might consider an immigrant or immigrant group to be successfully "assimilated"? (Be creative and open here – there are no right answers, and your ideas will help us try to gauge what "assimilation" means in everyday public opinion.) You will then read about the development of segmented assimilation in the 1980s and 1990s, which hypothesized that the descendants of certain new immigrant groups would now move down (rather than up) over time and generations, due to a potent mix of economic disadvantage, discrimination by their nonwhite race, and geographic concentration isolation. Later, you will read how revised assimilation emerged in the 1990s with a more positive forecast, arguing that "assimilation" is still the master trend among most immigrant groups in the U.S. despite major structural changes and these challenges.

After doing the readings, now ask yourselves: Why exactly is it that Alba and Nee (2003) offer a much more optimistic picture of contemporary immigrants' progress and prospects for successful assimilation than do Portes and Rumbaut (2006), while Waters (2011) and her colleagues' study of the children of immigrants in New York City suggest that overall we should be cautiously optimistic, with an eye toward a few dark clouds on the horizon? Do you think the available data most strongly support a segmented (pessimistic) assimilation perspective or a revised (more optimistic) assimilation perspective among contemporary immigrants, and why? Are there any ways to reconcile the different conclusions that Alba and Nee versus Portes and Rumbaut versus Waters are coming to? How do you see these scholars' discussions of assimilation being (mis)understood by American politicians and the American public? What does Waters say the media misses or confuses about the scholarly consensus?

Class 4
Wed., Sept. 25

Tues.-Wed. Sept. 24-25

Research and Debate: The Impact of Immigration on the Economy and Labor Market

Rosh Hashanah (Jewish)

Reading Assignments:

Waldman, Paul, Elbert Ventura, Robert Savillo, Susan Lin, and Greg Lewis. 2008. "Fear and Loathing in Prime Time: Immigration Myths and Cable News." *Media Matters Action Network* (May 21). (Trunk) Also available online at: http://mediamattersaction.org/reports/fearandloathing/online_version. [Download the complete report, read the executive summary, and read pp. 6-9 on social services and taxes]

Schumacher-Matos, Edward, CHAPTER 5 in SUAREZ-OROZCO ET AL. (2011) "Consensus, Debate, and Wishful Thinking: The Economic Effect of Immigration"

Bean, Frank D. and Gillian Stevens. 2003. "Immigrant Welfare Receipt: Implications for Policy." CHAPTER 4 in *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage. (Trunk)

Waldinger, Roger. 1997. "Black/Immigrant Competition Re-Assessed: New Evidence from Los Angeles." *Sociological Perspectives* 40(3): 365-86. (Trunk)

Porter, Eduardo (2005). "Illegal Immigrants are Bolstering Social Security with Billions." *New York Times* (April 5). (Trunk)

Schumacher-Matos, Edward (2010). "How Illegal Immigrants are Helping Social Security." *Washington Post* (September 3). (Trunk)

Food for thought:

There is ongoing debate over what the effects of immigration are on the American labor market and its workers, particularly those who are racial minorities and/or poorly-skilled. According to Schumacher-Matos (2011) and Bean and Stevens (2003), what are the overall effects of immigration on the American economy and welfare state? Why does public opinion differ from the actual evidence in this respect? Finally, where are the negative effects of immigration on the American economy and its workers likely to be most concentrated if and when they do occur, and through what direct and/or indirect mechanisms might they come about?

Class 5
Wed. Oct. 1

Research and Debate: Impact of Immigration on National Identity, Culture, and Security

Reading Assignments:

- Waldman, Paul, Elbert Ventura, Robert Savillo, Susan Lin, and Greg Lewis. 2008. "Fear and Loathing in Prime Time: Immigration Myths and Cable News." *Media Matters Action Network* (May 21). (Trunk) Also available online at: http://mediamattersaction.org/reports/fearandloathing/online_version. [Re-read the executive summary and read pp. 4-6 on crime]
- PORTES AND RUMBAUT, CHAPTER 5: "From Immigrants to Ethnic: Identity, Citizenship, and Political Participation"
- Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1): 31-48. (Trunk)
- Rumbaut, Rubén G. and Walter A. Ewing. 2007. "The Myth of Immigrant Criminality and the Paradox of Assimilation: Incarceration Rates among Native- and Foreign-born Men." Washington, DC: Immigration Policy Center (IPC), American Immigration Law Foundation (AILF) (Spring). (Trunk). Also available online at: <http://www.immigrationpolicy.org/special-reports/myth-immigrant-criminality-and-paradox-assimilation>.

Food for thought:

Immigrants are frequently charged with "not wanting to assimilate" to American society, not just economically but also linguistically, politically, and even religiously. They are also charged with threatening the public "safety", not just economic positions, of American natives. According to these readings, what does research show regarding contemporary immigrants' linguistic and political assimilation, and how do Portes and Rumbaut (2006) explain the "separatism" that does exist differently than Huntington does? Similarly, what does research show regarding contemporary immigrants' criminality? How do you see the connections between immigration and language, politics, and crime being (mis)understood by American politicians and the American public?

Homework Exercise #2: Alongside your assigned readings for Class 6, take a look at three public opinion polls on Comprehensive Immigration Reform (aka, "CIR") from early 2013, when (real) debate about reform took off for the first time since 2006-07. I have put them all in a folder called "Comprehensive Immigration Reform Coverage/Resources (2013)" in your Assigned Readings folder on Trunk. Come to class next week (on Wednesday, Oct. 8) prepared to discuss them in light of the readings, which may provide some good insight. The SEIU powerpoint is especially good!

SEIU poll:

1. Tobar, Pili. 2013. "New Poll: Strong Bipartisan Support for Immigration Reform That Includes Earned Citizenship." *America's Voice (Blog)* (January 18). (Trunk)
2. Hart Research Associates and Public Opinion Strategies. 2013. "Immigration Reform: The Voters' Outlook." Powerpoint presentation of key findings from nation wide telephone survey among 1,1003 2012 voters, conducted January 7-10, 2013. (Trunk)
3. *Optional: I have uploaded the crosstabs and top line results, too, if of interest.*

AP poll:

4. Werner, Erica and Dennis Junius. 2013. "Poll: Many Say Let Illegal Immigrants Stay in US." *ABC News.com* (January 30). (Trunk)

Brookings Poll:

5. Preston, Julia. 2013. "Poll Finds Broad Support for Path to Citizenship for Immigrants." *New York Times* (March 21). (Trunk)

Part II: Complex Interplay: Public Opinion, Politics, and Media

<p>CLASS DATE</p>	<p style="text-align: center;">IN-CLASS PLAN *** READING ASSIGNMENTS (to be completed <u>before</u> class begins) *** IMPORTANT DUE DATES</p>
<p>Class 6 Wed. Oct. 8</p>	<p><i>Public Opinion on Immigration: Support, Ambivalence, or Opposition? The Economic, Social, and Ideological Roots of Pro- and Anti-Immigrant Sentiment</i></p> <p><u>Reading Assignments:</u> Simon, Rita J. and James Lynch. 1999. "A Comparative Assessment of Public Opinion toward Immigrants and Immigration Practices." <i>International Migration Review</i> 33(2): 455-67. (Trunk) Suro, Roberto. 2009. "America's Views of Immigration: The Evidence from Public Opinion Surveys." Pp. 52-76 in <i>Migration, Public Opinion, and Politics</i> [1st edition], edited by Bertelsmann Stiftung and Migration Policy Institute. Washington, DC: The Transatlantic Council on Migration. (Trunk) Burns, Peter, and James G. Gimpel. 2000. "Economic Insecurity, Prejudicial Stereotypes, and Public Opinion on Immigration Policy." <i>Political Science Quarterly</i> 115: 201-25. (Trunk) Lee, Riane L. and Susan T. Fiske. 2006. "Not an Out-Group, Not Yet an In-group: Immigrants in the Stereotype Content Model." <i>International Journal of Intercultural Relations</i> 30(6): 751-68. (Trunk)</p> <p><i>Food for thought:</i> What demographic, material/economic, psychological, and political factors do these readings suggest drive anti-immigrant sentiment? What about pro-immigrant sentiment? How do Burns and Gimpel (2000) model the relationship between economic interests, racial prejudice, and anti-immigrant sentiment when they control for a variety of factors all at once? Finally, do you think the overall picture of public opinion toward immigrants is supportive, ambivalent, or oppositional? Is this similar or different for undocumented immigrants as it is for legal immigrants? How so?</p> <p><u>In-class:</u> Pass around Mid-term Course Evaluations for students to fill out Discuss Homework Assignment #2: 2013 CIR Public Opinion Polls</p> <p><u>Reminder:</u> I have extended office hours next Wednesday and Thursday (October 15 and 16) to discuss your final paper topics individually. Please sign up on my office door (Eaton 112).</p> <p>Homework Exercise #3: In 2010, a fabulous 12-disc series called "How Democracy Works Now: 12 Stories" was produced by Shari Robertson and Michael Camerini (2010) (most discs are available for online streaming via Trunk; see more about the whole documentary, which is fabulous, on its webpage at http://www.howdemocracyworksnow.com/outline). All 12 stories illustrate something related to the complexity of the political process regarding immigration reform, shown here at various points between 2001 and 2007. For this week, I think you will find very relevant "Story 7: Ain't the AFL for Nothin'". This story highlights some of the competing interests both <i>between</i> and <i>within</i> business and labor interest groups, as well as some of the partisan alliances and differences between Democrats and Republicans, that were evident and taking place during debates over immigration reform in 2003. After viewing it, what insights did you learn? Any that were surprising to you? How do they relate to next week's readings? Come to class next week (on <u>Wednesday, Oct. 15</u>)</p>

<p><i>Thurs.-Fri. Oct. 9-10</i></p>	<p>prepared to discuss!</p> <p>Optional: Since the series is long, I don't want to over-burden you other videos in it in addition to your course readings. However, I encourage you to view as many of the stories as you are interested in on your own. In particular, you may enjoy watching "Story 11: The Senate Speaks" and "Story 12: The Senators Bargain / Last Best Chance" from 2006-07. They show snippets of the Senate's passage of the King-Sensenbrenner bill in 2006, the massive immigrants' rights marches that emerged in response, and then the fractioning of the Kennedy-McCain alliance that was pushing immigration reform up through 2006, as Senator McCain then moved into the national race for U.S. President, where he suddenly had to cater more intensely to national Republican sentiment for increased immigration enforcement. 2006-07 was a truly fascinating year in the politics of immigration reform!</p> <p><i>Sukkot (Jewish)</i></p>
<p>Class 7 Wed. Oct. 15</p> <p><u>Wed. Oct. 15</u> Extra Office Hours 4:00-7:00pm</p>	<p><i>Linking Public Opinion to the Political Process</i></p> <p><u>Reading Assignments:</u> Rosner, Jeremy D. 2009. "The Politics of Immigration and the (Limited) Case for New Optimism: Perspectives from a Political Pollster." Pp. 77-87 in <i>Migration, Public Opinion, and Politics</i> [1st edition], edited by Bertelsmann Stiftung and Migration Policy Institute. Washington, DC: The Transatlantic Council on Migration. (Trunk)</p> <p>Cornelius, Wayne and Marc Rosenblum. 2005. "Immigration and Politics." <i>Annual Review of Political Science</i> 8: 99-119. (Trunk) [Read this as a quick summary of what we have read so far on the determinants of international migration & public opinion on immigration, followed by a new discussion of the immigration policy-making process]</p> <p>Gimpel, James. G. and James R. Edwards. 1999. "Public Opinion and Interest Group Influence." CHAPTER 2 in <i>The Congressional Politics of Immigration Reform</i>. Boston: Allyn and Bacon. (Trunk) [Read only pp. 41-55]</p> <p>Luebke, Paul. 2011. "Anti-Immigrant Mobilization in a Southern State." Pp. 261-78 in <i>Being Brown in Dixie: Race, Ethnicity, and Latino Immigration in the New South</i>, edited by Cameron D. Lippard and Charles A. Gallagher. Boulder, CO: First Forum Press. (Trunk)</p> <p>Golash-Boza, Tanya. 2009. "A Confluence of Interest in Immigration Enforcement: How Politicians, the Media, and Corporations Profit from Immigration Policies Destined to Fail." <i>Sociology Compass</i> 3(2): 283-94. (Trunk)</p> <p><i>Food for thought:</i> According to these scholars, what accounts for the mismatch between generally "ambivalent" public opinion, versus more polarized or extreme policymaking, on immigration in the United States? What domestic interest groups have large stakes in immigration policymaking, and how do such interests result in either more expansive or more restrictive policymaking than we would expect going by public opinion polls? Did any of these groups, or the "strange bedfellow" coalitions among them, surprise you? Why or why not?</p> <p><u>In-Class:</u> Discuss Homework Assignment #3: Interest Groups and Politics in CIR, 2003</p> <p><u>After class today:</u> I have extended office hours today and tomorrow to discuss your final paper topics individually. Please sign up on my office door (Eaton 112).</p> <p>Optional: Debate over comprehensive immigration reform (CIR) revved up in early 2013, culminated in the passage of Senate Bill 744 on June 27, 2013, and had virtually</p>

	<p>died by 2014. I made a running log of prominent newspaper coverage of debate over CIR during 2013, and logged them in a file called "2013_CIRDebate_SelectedNewspaperArticles.doc". This is not a full or representative sample of the coverage, but if you are interested in the politics and political process involved in what happened along the way – perhaps to consult for a final research paper, or just in general – the log may be helpful to you. I have put it in the same "Comprehensive Immigration Reform Coverage/Resources (2013)" folder in your Assigned Readings folder on Trunk, where you also accessed the early January 2013 public opinion polls. Feel free to consult this log as you see fit, as well as the following three great documents about SB 744, among others that are there, if you have interest in the most recent debate over CIR!</p> <ol style="list-style-type: none"> 1. "2013_CIRDebate_SelectedNewspaperArticles.doc" 2. Chishti, Muzaffar and Faye Hipsman. 2013. "Now that the Senate Has Passed Landmark Immigration Legislation, All Eyes are On the House." <i>Migration Information Source</i> (July 3). (Trunk) 3. Senate Bill 744 – the bill itself (Trunk) 4. Senate Bill 744 – Roll Call Vote (Trunk)
<p>Thurs. Oct. 16 Extra Office Hours 3:00-5:20pm</p> <p><i>Thurs.-Fri., Oct. 16-17</i></p>	<p>I have scheduled extra office hours today to discuss your final paper topics individually. Please sign up on my office door (Eaton 112).</p> <p><i>Shemini Atzeret (Jewish)</i></p>
<p>Class 8 Wed. Oct. 22</p>	<p><i>Bringing in the Media: Agenda-Setting, Priming, and Framing Ethnic Media</i></p> <p><u>Reading Assignments:</u> Scheufele, Dietram A. and David Tewksbury. 2007. "Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models." <i>Journal of Communication</i> 57(1): 9-20. (Trunk) Dunaway, Johanna, Regina P. Branton, and Marisa A. Abrajano. 2010. "Agenda Setting, Public Opinion, and the Issue of Immigration Reform." <i>Social Science Quarterly</i> 91(2): 359-78. (Trunk) Hayes, Danny. 2008. "Media Frames and the Immigration Debate." Paper presented at the 2008 Annual Meeting of the <i>Midwest Political Science Association</i> (MPSA), Chicago, IL (April 3-6). (Trunk) Branton, Regina P. and Johanna Dunaway. 2008. "English and Spanish Language Newspaper Coverage of Immigration: A Comparative Analysis." <i>Social Science Quarterly</i> 89(4) 1006-22. (Trunk) Ackerman, Edwin F. 2013. "The Rise of the 'Illegal Alien'." <i>Contexts</i> 12(3): 72-74. (Trunk)</p> <p><u>Food for thought:</u> What roles do the media play in linking public opinion about immigration to policymaking and vice versa? When/how do you see the media acting as: (a) passive "mirror" for transmitting public opinion to politicians, or politicians' actions and policies to the public in the other direction; (b) active "creator" or facilitator of immigration policy, either by influencing public opinion or politicians; and (c) independent "watchdog" to uncover discrepancies between what politicians/policies say versus do? How might "mainstream" versus "ethnic" media sources function similarly or differently in this regard?</p> <p>Homework Exercise #4: Now that you have learned about the importance of agenda-setting, priming, and framing – largely through readings that have explored how they</p>

<p><i>Thurs., Oct. 23</i></p>	<p>work in terms of <i>opposition</i> to immigration – take a thorough look through Welcoming America’s website: (http://www.welcomingamerica.org/). This is recent initiative organized nationally but that also has various state and local-level chapters. One of its main goals is to re-frame local communities’ discussions about immigration (and increasingly, it is helping to apply such efforts to refugees, too). Pay special attention to its history, mission, principles, and even the various “resources” it has begun making available to local actors on the ground who may have an interest in <i>welcoming</i> or <i>integrating</i> their immigrant populations. What do our readings from today help us to understand about Welcoming America’s new efforts?</p> <p>Also view minutes #20-32 from Chapter 3. “Mason City, Iowa” and minutes #50-59 from Chapter 6. “Talking Points” in “Story 1: The Game is On”, both of which are from Disc 1 of the 12-disc series called “How Democracy Works Now: 12 Stories” by Shari Robertson and Michael Camerini (2010) (most discs are available for online streaming via Trunk; see more about the whole documentary, which is fabulous, on its webpage at http://www.howdemocracyworksnow.com/outline). The first clip shows Janice vs. Laurie, showing how anti- and pro-immigration local community residents there viewed and reacted to each other in 2001. The second clip shows someone who works at an immigration policy group in Washington, DC running a Media Training session for Laurie and other New Iowans Program leaders a few months later. These leaders were working hard to welcome immigrants to Mason City, IA prior to 9/11, but felt derailed by faultlines in in their community that year. How do the lessons he teaches them relate to what Welcoming America and other initiatives (like the New Sanctuary Movement) are doing? What insights did you learn? Any that were surprising to you? Come to class next week (on Wednesday, Oct. 29) prepared to discuss!</p> <p><i>Diwali (Hindu)</i></p>
<p>Class 9 Wed. Oct. 29</p>	<p><i>A Case Study in Traditional Media: Visual Representations of Immigration and National Identity in American Magazine Covers, 1965-1999</i></p> <p><u>Reading Assignments:</u> Chavez, Leo R. 2001. <i>Covering Immigration: Popular Images and the Politics of the Nation</i>. Berkeley: University of California Press. [Read CHAPTERS 1-5]</p> <p><i>Food for thought:</i> What methods does Chavez (2001) use to analyze magazine covers as windows into conceptions of American immigration as connected to national identity? What are the benefits but also the limitations of such methods? How might you use similar methods to analyze other types of media’s portrayals of immigration and immigrants (e.g., books, newspapers, cartoons, TV shows, TV talk shows, radio shows, blogs, organizational webpages, etc.)?</p> <p><u>In-Class:</u> Discuss Homework Assignment #4: Welcoming America Learning How to Conduct a Content Analysis</p>
<p>Class 10 Wed. Nov. 5</p>	<p><i>A Case Study in Traditional Media: Visual Representations of Immigration and National Identity in American Magazine Covers, 1965-1999, cnt’d.</i></p> <p><u>Reading Assignments:</u> Chavez, Leo R. 2001. <i>Covering Immigration: Popular Images and the Politics of the Nation</i>. Berkeley: University of California Press. [Read CHAPTERS 6-9] Gadarian, Shana Kushner and Bethany Albertson. 2014. “Anxiety, Immigration, and the Search for Information.” <i>Political Psychology</i> 35(2): 133-64. (Trunk)</p> <p><i>Food for thought:</i></p>

	<p>Building on the “food for thought” questions from last week, what does Chavez’s (2001) analysis of college students’ consumption of magazine covers offer in terms of our understanding about how discourses about immigration are not only produced, but also consumed, across different sectors of U.S. society? What does Gadarian and Albertson’s (2014) experimental analysis tell us about the role that anxiety plays in Americans’ news consumption patterns when it comes to immigration? How might you use similar methods to analyze other types of reactions to the media’s portrayals of immigration and immigrants in American society?</p> <p><u>In-class:</u> Learning How to Conduct a Content Analysis, cnt’d. 1:30-2:15pm: Josh Quan, Social Science Data Librarian at Tisch</p>
<p>Class 11 Wed. Nov. 12</p>	<p><i>Moving from Traditional to “New Media”: Continuities and Change in The Media’s Relationship to Immigration Politics and Policy-Making</i></p> <p><u>Reading Assignments:</u></p> <p>Waldman, Paul, Elbert Ventura, Robert Savillo, Susan Lin, and Greg Lewis. 2008. “Fear and Loathing in Prime Time: Immigration Myths and Cable News.” <i>Media Matters Action Network</i> (May 21). (Trunk) Also available online at: http://mediamattersaction.org/reports/fearandloathing/online_version. [Review the sections on social services and taxes and crime, and read the rest]</p> <p>Akdenizli, Banu, E.J. Dionne, and Roberto Suro. 2008. "Democracy in the Age of New Media: A Report on the Media and the Immigration Debate." Washington, DC: Brookings Institution and Los Angeles, CA: The University of Southern California (September 25). (Trunk). Also available online at: http://www.brookings.edu/reports/2008/0925_immigration_dionne.aspx. [Download the complete report, and read each of the following sections:]</p> <ul style="list-style-type: none"> • Suro, Roberto “Executive Summary” • Suro, Roberto “The Triumph of No: How Media Influences the Immigration Debate” (pp. 1-47) • Akdenizli, Banu “News Coverage of Immigration 2007: A Political Story, Not an Issue, Covered Episodically” (pp. 48-62) • Dionne, E.J. “Migrating Attitudes, Shifting Opinions: The Role of Public Opinion in the Immigration Debate.” [Read only pp. 63-72, 82-83] <p><i>Food for thought:</i></p> <p>What continuities do you see in the portrayal of immigrants in American magazine covers (from Chavez) and “new media”? Vice versa, what differences do you see? How does Suro (2008) critique both the “traditional” and “new” American media for their coverage of immigration over time? And how does he argue that new media’s coverage of immigration is distinct – both in terms of how it is produced and the effect that it is having on the political process and the future prospects for policymaking? How might you connect Suro’s arguments to our earlier discussion about the mismatch between generally “ambivalent” public opinion, versus more polarized or extreme policymaking, on immigration in the United States? How might you connect them to our earlier discussions of the roles that media plays in linking up public opinion to politicians and the policymaking process?</p> <p><u>In-class:</u> Group Discussion of Final Paper Topics/Progress</p>

<p>Class 12 Wed. Nov. 19</p>	<p><i>Countervailing Practices: The Use of Traditional, Ethnic, and/or Social Media to Push for Social Change</i></p> <p>PORTES AND RUMBAUT, CHAPTER 10 “Conclusion: Immigration and Public Policy</p> <p>Viladrich, Anahí. 2012. “Beyond Welfare Reform: Reframing Undocumented Immigrants’ Entitlement to Health Care in the United States, a Critical Review.” <i>Social Science & Medicine</i> 74(6): 822-29. (Trunk)</p> <p>Stuesse, Angela and Mathew Coleman. 2014. “Automobility, Immobility, Altermobility: Surviving and Resisting the Intensification of Immigrant Policing.” <i>City & Society</i> 26(1): 51-72. (Trunk)</p> <p>Wong, Tom K., Angela S. García, Marisa Abrajano, David FitzGerald, Karthick Ramakrishnan, and Sally Le. 2013. “Undocumented No More: A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA.” Washington, DC: Center for American Progress. (September). (Trunk) [Pay special attention to the sections on media after p. 29.]</p> <p><i>Food for thought:</i> Today’s readings take a different tack: Portes and Rumbaut (2006) lay out several policies for promoting successful immigrant incorporation in the United States. Viladrich (2012) provides another example of the content analysis research method – this time applied to academic publications rather than to newspaper or TV media output – in order to investigate the frames that scholars use to paint immigrants as “deserving” (rather than undeserving) in the arena of health. Both Stuesse and Coleman (2014) and Wong et al. (2013) describe ways that undocumented immigrants are using new media technologies, including social media, to disseminate information and sometimes even engage in political activism. How do all of these sets of strategies link back to our earlier discussions about the relationships between public opinion, the political process, and the media? In what ways do they either promote or hinder the kinds of “best practice” policymaking that Portes and Rumbaut advocate? What impacts do you see them having on immigrants themselves, on broader public opinion, or perhaps even on the future development of policy?</p> <p>In-class: Group Discussion of Final Paper Topics/Progress</p> <p>Homework – Final Course Evaluations: Please complete a final evaluation of this course online through ISIS. It shouldn’t take you more than 10 minutes, and I really value your positive as well as transformative feedback—thank you!</p>
<p>Class 13 Wed. Dec. 3</p>	<p><i>Academia vs. Journalism in the Coverage of Immigration</i></p> <p><u>Reading Assignments:</u> Suro, Roberto, INTRODUCTION in SUAREZ-OROZCO ET AL. (2011) “Introduction” [You can skim the parts of this that summarize or revisit findings from the Akdenizli et al. (2008) report listed above. Focus more on Suro’s discussion of the different professional contexts of academia and journalism and how they influence information-building on the topic of immigration.]</p> <p>Shuck, Pater H., CHAPTER 4 in SUAREZ-OROZCO ET AL. (2011) “Some Observations about Immigration Journalism”</p> <p>McDonnell, Patrick J., INTERLUDE I in SUAREZ-OROZCO ET AL. (2011) “Covering Immigration: From Stepchild Beat to Newsroom Mainstream”</p> <p>De Lama, Jorge, INTERLUDE II in SUAREZ-OROZCO ET AL. (2011) “A Son of Immigrants on Covering Immigration”</p> <p>Hendricks, Tyche, CHAPTER 9 in SUAREZ-OROZCO ET AL. (2011) “Who Will Report the Next Chapter of America’s Immigration Story”</p>

	<p><i>Food for thought:</i> We end the course today with several readings on the distinct economic and professional contexts in which scholars and journalists of immigration operate. How are the two contexts intertwined with each other – what are the common goals of immigration scholars and journalists, and how does their work inform and build off one another? Vice versa, what are the main differences between the two contexts, and what are the cons (and not just pros) of each? What do Suro (2011) and Schuck (2011) argue that journalists, and therefore their readers, “miss” about immigration? What do the three journalists identify as the main challenges in their work from their side? What do you see as the future duty of academics and journalists of immigration, especially as it relates to their ability to build and disseminate knowledge, or to influence public opinion or policymaking?</p> <p><u>Reminder:</u> I have regular office hours next Wednesday and Thursday (December 10 and 11) if you need help or want to discuss your final paper. Please sign up on my office door (Eaton 112).</p> <p>Homework – Final Course Evaluations: Please complete a final evaluation of this course online through ISIS. It shouldn't take you more than 10 minutes, and I really value your positive as well as transformative feedback—thank you!</p>
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Mon. Dec. 8	Classes end
Tues.-Thurs. Dec. 8-10	Reading Period
Fri.-Fri. Dec. 11-18	Final Examinations

<p><u>PIZZA PARTY!</u> <u>Sun. Dec. 14</u> 6:00pm</p>	<p>I am applying for SPIRIT Funding to host an end-of-course pizza party tonight at my house at 6pm (22 Bellevue Street – big sage green house right down Capen Walk as you head toward Winthrop Street and Boston Avenue). Please let me know beforehand if you can make it (come take a study break for free food while you're writing!)</p>
<p><u>Mon. Dec. 15</u></p>	<p>Final Papers due in my office (Eaton 112) in hardcopy no later than 12:00pm.</p> <p>**Receiving Your Grade: Your final papers with comments will be available for you to pick up in the Sociology Department office (Eaton 102B) <u>after Monday, January 5, 2015</u>. Your final course grades will be made available on the Trunk course website as of Friday, <u>January 2, 2015</u>, and possibly before that if I can get them there.</p>