**INTE-GE 2545/1545: IMMIGRATION AND EDUCATION**  
**NEW YORK UNIVERSITY**

**Spring 2017**

**Professor:** Hua-Yu Sebastian Cherng, PhD  
Kimball, 246 Greene Street, Room 309  
Email: cherng@nyu.edu

**Office hours:** Thursdays, 3:45 – 4:45 p.m. (in my office)  
**Lecture:** Thursdays, 2:00 – 3:40 p.m. (Kimball 301)

**COURSE DESCRIPTION**  
Immigration has continually shaped notions of race and ethnicity throughout the history of the United States. Focusing on immigration post-1960s but building off of a foundation of research on early race relations in the US, this course serves as an introduction to different theoretical and empirical scholarship on race/ethnicity and immigration. Topics include immigrant adaptation/assimilation, social mobility, panethnicity, and the shifting construction of racial categories.

**COURSE OBJECTIVES**  
Upon completion of this course, students will be able to:

- Engage in thoughtful discussion about race/ethnicity and immigration in the United States and other contexts.
- Write critically about topics on race/ethnicity and immigration.
- Direct discussions (either in person or online) about contemporary topics on race/ethnicity and immigration.

**READINGS**  
Most of the readings will come from articles. We will read two books in this class:


**HOW TO APPROACH READINGS**  
It is imperative you read the assignments, as every class attendant will be asked to participate in some form every week. Having said that, here are some tips to approach the reading:

- Identify one or two of the “main points” from the reading. This applies to books as much as it does articles.
- Ask yourself: “Do I agree with the author?” Regardless of the answer, think of a logical argument you can say to make from the main points of the reading.
- Think about how topics in the reading relate to and inform your daily lives (and negotiate the balance between “anecdote” and “lived experience”).

**COURSE FORMAT**  
The majority of classes will be divided into two sections:

- The first section will involve an overview of the day’s topic. Usually this section will be in lecture format, and should last no
more than 45 minutes.

- The second section will involve an activity: a directed discussion, a presentation, a debate, etc.

### COURSE REQUIREMENTS

Your grade for this course will be determined as follows:

- Participation (10%)
- Three “application” memos (10% each for a total of 30%)
- Leading a conversation in class (20%)
- Final paper (40%)

### GRADING

As a rule, no late assignments will be accepted. A late or incomplete assignment (barring unforeseen hardship, which will need to be documented) will result in a failing grade for the assignment, and possibly the course. If you are absent for class on a day when an assignment is due, the assignment must be turned in BEFORE class; otherwise, the assignment will not be considered submitted.

You are allowed one absence (for whatever reason) before your attendance grade with drop by 5% for each additional class missed.

### OTHER POLICIES

Please make an effort to be on time and please turn off your cell phone—and other digital distractions—while in class (I will do the same). Responsible use of a laptop in class is welcomed and encouraged.

NYU and Steinhardt policies toward academic integrity will be strictly enforced in this class. You can find the school’s official statement on academic integrity here:

http://steinhardt.nyu.edu/policies/academic_integrity.

Please see me immediately if you have any conflicts with scheduled assignments, or if you anticipate being absent due to religious observances.

If you wish to withdraw from this course, please do so formally with the University Registrar. If you withdraw without authorization, you are at risk for receiving an “F” for the course.

Any student attending NYU who needs an accommodation due to a chronic psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing, should register with the Moses Center for Students with Disabilities at 212-998-4980, 726 Broadway, 2nd floor (www.nyu.edu/csd).
ASSIGNMENT INSTRUCTIONS

“APPLICATION” MEMO

The topics in the class are relevant to all of our lived experiences. Three times this semester, write a memo that connects one scholarly article to something you have read (preferably non-academic), thought about, or experienced. This memo should deeply engage the reading beyond a simple “the reading used this example and this also happened to me.” Did the reading speaking directly to your experience? Did the article you read contradict what the main argument of the scholarly reading? Each memo should be 3 – 4 pages long.

*This should be submitted by email, in .doc format, to me: cherng@nyu.edu. See calendar below for due dates.*

LEADING A CONVERSATION

Race/ethnicity and immigration are often considered taboo topics for discussions. One concrete skill that everyone should gain from this class is an ability to engage in a thoughtful and respectful conversation about these topics.

Choose a topic that resonates with you, and communicate with Professor Cherng one week prior during office hours to design a discussion. Think creatively!

FINAL PAPER

Each student must submit a 10-page paper that extends from the topics discussed in this class to address a question you still have about race/ethnicity and immigration. This paper should not be a literature review with no argument. The first sentence of your paper should be your question. The rest of your paper should contain paragraphs with clear topic sentences that make a point and supporting evidence.

Some logistics: the paper should be double-spaced, with 1” margins and 11 or 12 point font size. You should have at least ten citations of scholarly work, but feel free to include citations from non-scholarly sources and work we have read in class. If you would like comments on your final paper, please include a self-addressed envelope, and I will be happy to mail you my comments.
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<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 26</td>
<td>Lecture 1</td>
<td>General introduction</td>
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</tbody>
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**March 17**  
Spring recess – no classes

**March 24**  
**Families and education, part 1**  
Lecture 8  
Memo 2 due before class  
(Chapters 1-4)

**March 31**  
**Families and education, part 2**  
Lecture 9  
(Chapters 5-8)

**April 7**  
**Schools**  
Lecture 10  

**April 14**  
**Undocumented migrants and education**  
Lecture 11  

**April 21**  
**Asian Americans and education**  
Lecture 12  
Memo 3 due before class; Email final paper topic  
April 28  
Lecture 13  
Latinos and education

May 5  
Lecture 14  
Immigration, migration, and the world

May 17  
Final papers due by 5pm on the last day of finals (5/19)