We have ushered into the global migration period since the early 1990s. Not only traditionally immigrant-accepting countries, including the U.S. and three former British colonies in the “New World” (Canada, Australia and New Zealand), but also Western European countries and Asian countries have annually received large numbers of formal immigrants or migrant workers/brides over the last two decades. In particular, the U.S. has received the largest number of immigrants annually since the late 1960s, more immigrants than all European countries have received. The influx of immigrants to the U.S. over the last 50 years has changed the face of the U.S., impacting neighborhoods, the economy, the school systems, cuisines, politics, healthcare, and sports.

This course, focusing on international migration, has three main objectives. First, it will provide an overview information about immigration patterns in three areas for students: (1) the U.S., (2) Canada, Australia and New Zealand, and (3) Europe. Immigration patterns include immigration policies, the annual number of immigrants, their national and regional origins, and religious and socioeconomic background. Second, it will compare two mass migration periods in the U.S. (the classical and contemporary periods) in immigration patterns and immigrants’ adaptations. Third, it will help students to learn about U.S. immigrants’ and their children’s adaptations (settlement patterns, socioeconomic adaptations and racialization) and theories of adaptations, especially regarding second-generation immigrants’ adaptations. To summarize the main objectives, this course aims to provide general information about global migration patterns, but focuses on the U.S. context in examining immigrants’ and their children’s adaptations with special attention the differences between turn-of-the-century white immigrant and contemporary immigrant groups.

Reading Materials:

Books


Journal Articles

Richard Alba, and Victor Nee.200. “Rethinking Assimilation Theory for a New Era of


**Emphasis on Attendance and Reading of Assigned Materials**

This is a graduate seminar course. As such, students’ reading of assigned materials and participation in class discussions in every class-day is the central component of the course. As shown in grading criteria, students’ attendance and participation in class discussions account for 40% of my evaluation of students.

**Criteria for Grading**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>4 article Reviews (4-5 pages)</td>
<td>32</td>
</tr>
<tr>
<td>Attendance, Preparation &amp; Participation in Discussion</td>
<td>40</td>
</tr>
<tr>
<td>Term Paper</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This page contains the references and criteria for grading in a document. The references include books and articles, while the grading criteria are focused on attendance and participation.