

Immigrant Families

HDFS 501/CLS 530*

Mondays, Wednesdays, Fridays, 9:55 am-10:45 am, Location: Psychology 101

Course Description

This is a survey course of topics that help us better understand immigrant experiences in the United States through a family perspective. When immigrants leave their countries of origins, they have to adjust and rebuild their lives to the way society is organized in a different social system. Family life is a particularly important part of this journey because the family is both a protective site that reinforces **heritage cultural values and practices**, as well as is a **site of conflict** between the ideas of the home country and the new society. We will be examining how **acculturation** is both a process of **second culture acquisition and cultural maintenance** as well as influenced by **two culture contact**. The experiences of immigrant families are shaped by immigration policies, U.S. laws, social institutions such as schools and churches, and ideologies and values in the U.S. as well as by how immigrants maintain economic and social relationships with their families in their country-of-origin. Family relationships, such as parent-child relationships, husband-wife relationships, adult child-parent relationships, and grandparent-grandchild relationships, are reshaped by immigration.

This is a **community based research** course. "CBR is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change." (Strand, et al, Community-Based Research and Higher Education, San Francisco: Jossey-Bass 2003). Each student will participate in a research project to address a community's research question and learn principles of community based research.

This reading/discussion seminar will provide an overview of family and human development issues that emerge from the bicultural lived experience of immigrants. The primary focus of the course will be grounded in the sociopsychological experience, with some attention to immigration policy and economic aspects of transnational globalization. Most of the readings will focus on Spanish speaking and Asian immigrants.

Course Objectives

- To understand the immigrant experience through a family perspective
- To understand how the different social histories of different immigrant groups influence their contemporary circumstances
- To gain knowledge of concepts that help us understand different aspects of the immigrant experience that can be transferred to understanding immigrant families that we will not learn about
- To understand the complex discussions about immigration policy and how this influences immigrant family relationships
- To learn about community based research principles and respect for multiple forms of knowledge
- To produce a product that will promote the quality of life and empowerment of a specific immigrant community in Madison, Wisconsin

Identify two people who you can call if you miss class to get notes and hear what happened:

Name _____ email _____ phone _____
Name _____ email _____ phone _____

Note: This course counts for the Asian American Studies certificate as well as the Chican@ and Latin@ Studies certificate. Because this course is offered through both HDFS and CLS, students should double check the general education and ethnic studies designations to make sure they are getting what they need. This course does NOT fulfill the "ethnic studies" requirement. The University has asked me to put a note stating that students who enroll via HDFS should know that if they transfer to a degree program offered in another school/college, they will need to speak to a dean to ensure that

COURSE SCHEDULE and READING ASSIGNMENTS

Week One: Introductions and Terminology

9/2 Wed: Introduction of syllabus, ourselves, course overview, community based research projects

9/4 Fri: Terminology

Taylor, Howard F. 2006. "Defining Race." Pp. 47-54 in *Race and Ethnicity in Society*, edited by E. Higginbotham and M. Anderson. Belmont, CA: Thomson Wadsworth. *Race as biological category, social construction, ethnic group, social class, racial formation, self-defined*

Suárez-Orozco, Carola and Marcelo M. Suárez-Orozco. 2001. "The Varieties of Immigrant Experience." Pp. 16-35 in *Children of Immigration*, edited by C. Suárez-Orozco and M. M. Suárez-Orozco. Cambridge: Harvard University Press. *Types of immigrants, generation of immigrants, why people immigrate*

Week Two: Social History of Immigration

9/9 Wed: Waves of Immigration

Nakano Glenn, Evelyn. 1983. "Split Household, Small Producer, and Dual Wage Earner: An Analysis of Chinese-American Family Strategies." *Journal of Marriage and the Family* February: 35-46. *Waves of immigration, cultural and institutional explanations, family types, how immigration laws create family types*

9/11 Fri: Refugee Experience/Community Based Research Projects

Morgridge Center for Public Service. "Community Based Research" Retrieved August 15, 2009 Available:

<http://www.morgridge.wisc.edu/faculty/facultycbr.html>

Vang, Chia Youyee. 2008. "A Brief History of Hmong in Laos" and "Refugee Resettlement in the U.S." Pp. 1-20 in *Hmong in Minnesota*. St. Paul, MN: Minnesota Historical Society Book. *Brief history of Laos, Hmong refugee resettlement in the U.S., the first arrivals, secondary migration*

Week Three: Reception and Nativism

9/14 Mon: U.S. Response to Immigration

Fujiwara, Lynn. 2008. "Chapter 1. New Nativism and Welfare Reform: Asian Americans as Racialized Foreigners." Pp. 1-21 in *Mothers Without Citizenship: Asian Immigrant Families and the Consequences of Welfare Reform*. Minneapolis: University of Minnesota Press. *Details of laws and how new nativism began in U.S., foreigner racialization of Asian immigrants, immigrant threat to whiteness*

9/16 Wed: Receiving Societies and Family Economic Foundations

Suro, Roberto. 2002. "Explaining Cuban Americans' Success." Pp. 226-231 in *Contemporary Ethnic Families in the United States: Characteristics, Variations, and Dynamics*, edited by N. V. Benokraitis. Upper Saddle River, NJ: Prentice Hall. *Being in the right place at the right time, ethnic enclaves, government support*

Stepick, Alex. 2002. "Struggling to Succeed: Haitians in South Florida." Pp. 199-205 in *Contemporary Ethnic Families in the United States: Characteristics*, edited by N. V. Benokraitis. (Ed.). *Variations, and Dynamics*. Upper Saddle River, NJ: Prentice Hall. *Social capital, lack of opportunity and fit, underemployment, racism*

Vang, Chia Youyee. 2008. "Adjusting to Modern Life." Pp. 21-29 in *Hmong in Minnesota*. St. Paul, MN: Minnesota Historical Society Book. *Cultural differences, support programs*

9/18 Fri: Community Based Research Projects/ Presentations of a Group Timelines

Viruell-Fuentes, Edna A. 2007. "Beyond Acculturation: Immigration, Discrimination and Health Research Among Mexicans in the United States. *Social Sciences and Medicine* 65 1524-1535. *Othering*

Week Four: Immigration Laws and Naturalization

9/21 Mon: Laws, Visas, Application Process

"Immigration categories and process101.pdf"

Spend 1 hour browsing this site:

<http://www.uscis.gov/portal/site/uscis> (USCIS)

9/23 Wed: Mixed Status Families

Fix, Michael and Wendy Zimmermann. 2001. "All Under One Roof: Mixed-Status Families in an Era of Reform." *International Migration Review* 35(2):397-419. *Some citizen children live with non-citizen parents. Access to services is limited*

Guest: Ramona Natera, Immigration Lawyer, UMOS, Inc., www.umos.org

9/25 Fri: Immigrant Perceptions of Naturalization

Singer, Audrey and Greta Gilbertson. 2003. "'The Blue Passport': Gender and the Social Process of Naturalization Among Dominican Immigrants in New York City." Pp. 359-378 in *Gender and U.S. Immigration: Contemporary Trends*, edited by P. Hondagneu-Sotelo. Berkeley, CA: University of California Press. *Naturalization, case study of Dominican family, cohort and gender differences in meaning of naturalization*

Week Five: Transnational Families: "I'm here, but I'm there"

9/28 Mon: Social Remittances

Levitt, Peggy. 1998. "Social Remittances: A Local-Level, Migration-Driven Form of Cultural Diffusion." *International Migration Review* 32(124): 926-949. *Social remittances are ideas, behaviors, identities and social capital that flow from host- to sending-country communities; global cultural diffusion; ordinary people at the local level are also cultural creators and carriers; recipient observers; instrumental adaptors; purposeful innovators; exchanges include normative structures, systems of practice, and social capital*

9/30 Wed: Transnational Intimacy

Parreñas, Rhacel S. 2005. "Long Distance Intimacy: Class, Gender And Intergenerational Relations Between Mothers And Children In Filipino Transnational Families." *Global Networks* 5:317-36. *Transnational methods of communication, parenting, class differences in access to communication, mothering across the globe.*

10/2 Fri: Technology/ Community Based Research Projects

Fairlie, Robert W. and Rebecca A. London. 2006. "Getting Connected: The Expanding Use of Technology Among Latina Girls." Pp. 168-184 in *Latina Girls: Voices of Adolescent Strength in the United States*, edited by Jill Denner and Bianca L. Guzman.

Koltyk, Jo Ann. 1998. "From Story Cloth to Video: Visions of the Future." Pp. 119-131 in *New Pioneers In The Heartland: Hmong Life In Wisconsin*. Needham Heights, MA: Allyn and Bacon.

Week Six: Two Culture Contact, Second Culture Acquisition, Biculturalism

10/5 Mon: Psychological Assimilation, Psychological Acculturation, Alternation, Biculturalism

Buriel, Raymond, and Terri De Ment. 1997. "Immigration and Sociocultural Change in Mexican, Chinese, and Vietnamese American Families." Pp. 165-200 in *Immigration and the Family: Research and Policy on U.S. Immigrants*, edited by A. Booth, A. C. Crouter, and N. Landale. Mahway, NJ: Lawrence Erlbaum Associates.

10/7 Wed: Social Acculturation (Societal)

Berry, John W. 2003. "Conceptual Approaches to Acculturation." Pp. 17-37 in *Acculturation: Advances in Theory, Measurement and Applied Research*, edited by K. M. Chun, P. B. Organista and G. Marin. Washington D.C., American Psychological Association. *Acculturation, cultural level. ABBREVIATED VERSION*

10/9 Fri: Oppositional Consciousness

Zhou, Min. 1997. "Segmented Assimilation: Issues, Controversies, and Recent Research on the Second Generation." *The International Migration Review* 31(4):975-1008.

Week Seven: Enculturation and Cultural Maintenance

10/12 Mon: Enculturation

Lu, Xing. 2001. "Bicultural Identity Development and Chinese Community Formation: An Ethnographic Study of Chinese Schools in Chicago." *The Howard Journal of Communications* 12:203-220. *Chinese language schools, cultural maintenance, biculturalism, identity*

10/14 Wed: Religion and Ethnic Identity

Crane, Ken C. 2003. "Chapter 8: Intersections of Faith, Family and Ethnicity." Pp. 175-185 in *Latino Churches: Faith, Family and Ethnicity in the Second Generation*. New York: LFB Scholarly Publishing. *Religious involvement is a key institutional support for language maintenance, church is la familia, transnational bridge, church is major mechanism for integration into ethnic community, ethnic socialization*

Crane, Ken C. 2003. "Chapter 3: Fieldwork Methods." Pp. 32-47 in *Latino Churches: Faith, Family and Ethnicity in the Second Generation*. New York: LFB Scholarly Publishing.

10/16 Fri: Community Based Research Projects

Week Eight: Immigrant Families and Communities

10/19 Mon: Refugee Experiences

Koltyk, Jo Ann. 1998. "The Refugee Experience" and "Family Life". Pp. 21-58 in *New Pioneers In The Heartland: Hmong Life In Wisconsin*. Needham Heights, MA: Allyn and Bacon. *Refugee experience, cultural practices, resettlement, secondary migration, family life*

10/21 Wed: Building Community in the U.S.

Vang, Chia Youyee. 2008. "Building Community" thru "Arts and Entertainment". Pp. 30-68 in *Hmong in Minnesota*. St. Paul, MN: Minnesota Historical Society Book.

10/23 Fri: Community Based Research Projects

Week Nine: Work, Self-Sufficiency and Welfare

10/26 Mon: The Use of Welfare

Fujiwara, Lynn. 2008. "Chapter 5: On Not Making Ends Meet." Pp. 128-153 in *Mothers Without Citizenship: Asian Immigrant Families and the Consequences of Welfare Reform*. Minneapolis: University of Minnesota Press. *Immigrants as burdens to the state, 5 year ban for new immigrants, food insecurity, poverty, fears of jeopardizing immigrant status, Calworks, language barriers and need for culturally proficient services*

10/28 Wed: Self-Sufficiency

Koltyk, Jo Ann. 1998. "Work and Ethnic Enterprises" and "Hmong Views of Self-Sufficiency." Pp. 81-118 in *New Pioneers In The Heartland: Hmong Life In Wisconsin*. Needham Heights, MA: Allyn and Bacon. *Hmong consumer behavior*

10/30 Fri: Community Based Research Projects

Week Ten: Becoming An American Parent

11/2 Mon: Competing Values

Perreira, Krista M., Mimi V. Chapman, and Gabriela L. Stein. 2006. "Becoming an American Parent: Overcoming Challenges and Finding Strength in a New Immigrant Latino Community." *Journal of Family Issues* 72:1383-1414.

Tummala-Narra, Pratyusha. 2004. "Mothering in a Foreign Land." *American Journal of Psychoanalysis* 64:167-182.

11/4 Wed: Parental Goals for Children

Ross-Sheriff, Fariyal, M. Taqi Tirmazi, and Tasanee R. Walsh. 2007. "Cultural and Religious Contexts of Parenting by Immigrant South Asian Muslim Mothers." Pp. 194-211 in *Immigrant Families in Contemporary Society*, edited by J. E. Lansford, K. Deater-Deckard, and M. H. Bornstein. New York: The Guilford Press.

11/6 Fri: Video – Madres Unidas

Week Eleven: Social Support Programs for Immigrant Families

11/9 Mon: Prevention Programs

Bacallao, Martica L. and Paul R. Smokowski. 2005. "'Entre dos mundo' (between two worlds): Bicultural skills training with Latino immigrant families." *The Journal of Primary Prevention* 26:485-509. *Using biculturalism to prevent youth problems*

11/11 Wed: Media Outreach and Education Programs

Orozco, Gabriela L. 1008. "Understanding the Culture of Low-Income Immigrant Latino Parents: Key to Involvement." *The School Community Journal* 18(1):21-38.

Guest speaker: Prof. Sandy Magana, Social Work

11/13 Fri: The Health Education Project

Magaña, Sandy, ad Matthew J. Smith. 2006. "Health Outcomes of Midlife and Older Latina and Black American Mothers of Children with Developmental Disabilities." *Mental Retardation* 44(3):224-234.

Balcázar, Hector, Matilde Alvarado, Mary Luna Hollen, Yanira Gonzalez-Cruz, and Verónica Pedregon. 2005. "Evaluation of Salud Para Su Carazón (Health for your Heart) – National Council of La Raza Promotora Outreach Program." *Preventing Chronic Disease* 2(3):1-9.

Guest speaker: Prof. Sandy Magana, Social Work

Week Twelve: Immigrant Youth

11/16 Mon: Psychological Experience of Immigration for Immigrant Youth

García Coll, Cynthia, and Katherine Magnuson. 1997. "The Psychological Experience of Immigration: A Developmental Perspective." Pp. 91-131 in *Immigration and the Family: Research and Policy on U.S. Immigrants*, edited by A. Booth, A. C. Crouter, and N. Landale. Mahway, NJ: Lawrence Erlbaum Associates.

11/18 Wed: Translating For Parents

Orellana, Marjorie Faulstich, Lisa Dornier, and Lucila Pulido. 2003. "Accessing assets: Immigrant youth's work as family translators or "para-phrasers"." *Social Problems* 50:505-524.

11/20 Fri: Prevention Programs for Immigrant Youth

Wong, Anjela. 2008. "Chapter 7: They are Like a Bridge." Doctoral Thesis, Educational Policy Studies, University of Wisconsin-Madison. *Community center, schools, families and youth*

Week Thirteen: Family Dynamics and Relationships

11/23 Mon: Mothers, Daughters, Renegotiation and Resistance

Gallegos-Castillo, Angela. 2006. "Negotiating Family Cultural Practices, Constructing Identities." Pp. 44-58 in *Latina Girls: Voices of Adolescent Strength in the United States*, edited by J. Denner and B. L. Guzman. *Sibling relations, gender, patriarchy, resistance, suspended space*

Ayala, Jennifer. 2006. "Confianza, Consejos, and Contradictions: Gender and Adolescent Sexuality between Adolescent Daughters and Mothers." Pp. 29-43 in *Latina Girls: Voices of Adolescent Strength in the United States*, edited by J. Denner and B. L. Guzman. *Constructing knowledge, intergenerational negotiation of culture, gender, and social oppression of Latina mothers and daughters*

11/25 Wed: Gay and Lesbian Family Matters

Boulden, Walter T. 2009. "Gay Hmong: A Multifaceted Clash of Cultures." *Journal of Gay & Lesbian Social Services* 21:134-150. *Hmong families don't understand what gay is. Family expectations make marriage and having children very important.*

11/27 Fri: THANKSGIVING ***no class***

Week Fourteen: The Impact of Migration on Gender

11/30 Mon: Changing Family Roles for Men and Women

Hondagneau-Sotelo, Pierrette.1992. "Overcoming Patriarchal Constraints: The Reconstruction Of Gender Relations Among Mexican Immigrant Women And Men." *Gender and Society* 6 (3): 393-415.

12/2 Wed: Family as a Site of Oppression and Resistance

Moghissi, Haideh. 1999. "Away from Home: Iranian Women, Displacement Cultural Resistance and Change." *Journal of Comparative Family Studies* 30(2): 208-217.

12/4 Fri: Are Immigrant Women More Liberated?

Parrado, Emilio A., Chenoa A. Flippen, and Chris McQuiston. 2005. "Migration and Relationship Power Among Mexican Women." *Demography* 42: 347-372.

Week 15: Growing Old as an Immigrant in a New World

12/7 Mon: Immigrant Elderly

Kim, Shin, and Kwang Chung Kim. DATE. "Intimacy at a Distance, Korean American Style: Invited Korean Elderly and Their Married Children." FIND CITE.

12/9 Wed:

Treas, Judith and Shampa Mazumdar. 2004. "Kinkeeping and Caregiving: Contributions of Older People in Immigrant Families." *Journal of Comparative Family Studies* 35:105-122.

12/11 Fri:

Lan, Pei-chia. 2002. "Subcontracting Filial Piety: Elder Care in Ethnic Chinese Immigrant Families in California." *Journal of Family Issues* 23:812-835.

Week 16: Wrap Up

12/14 Mon: Last Day of Class

Self-Evaluation due in class at the beginning of class

Final Paper is due 3 pm, Dec 19, by email.

Assignments

1) Attendance and participation

43 points - attendance – 43 class meetings
6 points - self-evaluation

2) Reading Motivators

41 points - reading motivators –

Sometimes the topic of these or guiding question will be assigned. Otherwise, see the guidelines on the last page of this syllabus.

3) Immigrant Group Historical Timelines [group project] (Due September 18)

10 points

- Dates of major waves of immigration (all)
- Major immigration legislation (relevant to your group)
- Famous persons (at least 2)
- Major historical events

4) Immigrant Families Topic Paper (Due October 19)

15 points Paper
5 points Powerpoint and rehearsal with Lynet Uttal
5 points 5-10 minute class presentation

The topic of this paper will be chosen by you and has to be about immigrant families. Your paper will demonstrate your understanding of class readings by making explicit use of concepts and theories (with explicit citations), as well as identifying new readings from outside the class that inform this topic.

Make sure you have used:

- At least ten concepts, theories, or ideas from class readings
- Attach an appendix with the concepts used defined and cited, using the class readings as the citation source of your definition. It is recommended that you make yourself a concepts dictionary as the course rolls along so this will be done when you finish your paper.
- At least ten outside readings (academic articles, book chapter, published literature, no more than 1-2 internet site sources).

Format options:

- Was there a question or topic about immigrant families that caught your eye this semester? Write an essay about a question that has emerged for you based on the readings in this class.

Describe the topic using class readings and outside readings. Discuss the topic by using other class readings or outside reading. (Get question/topic pre-approved).

- Produce an annotated bibliography with a discussion summary of topics in your area of interest. Include both class readings and outside readings.

5) Community Based Research Project

15 points	Final Product (Due: Dec 19)
5 points	Team assessment
5 points	5-10 minute class presentation (during the semester)

Because of the H1N1 Flu Pandemic concern, please stay home when you're sick. Please do not "tough it out" and come to class when you're sick.

To limit the spread of disease, everyone on campus must consider it prudent to stay home from work and class at the first sign of influenza symptoms (fever of 100 degrees F/37.8 degrees C or higher with cough or sore throat) until at least 24 hours after they have been completely fever-free (without fever-reducing medication).

If you have to miss classes or a deadline due to illness, email me. You do not have to get medical excuses. I will take you at your word. You will be responsible for getting class notes for classes you have missed **from a classmate** and for making up assignments within a reasonable period of time. **In order to receive credit, reading motivators are due the first day you come back to class.** After that they will not be accepted.

If your grade is affected by the number of classes you have missed **due to being sick** at the end of the semester, I will take that into account. And that is also why it is important for you to email prior to our class meeting when you know you are missing class because you are sick and tell me so. I will keep track of these email messages. You don't have to prove you were sick, but you do have to leave an email trail documenting your sicknesses.

	150 Total possible Points	Final Grade Scale
		approximately
A	140 -150 points	93%-100%
AB	132 -139.9 points	88%-93%
B	120 -131.9 points	80%-87%
BC	110 -119.9 points	73%-79%
C	105 -109.9 points	70%-72%
D	97 -110.9 points	65%-69%
F	Below 96.9 points	<65%

Required Texts

Learn@UW Contents Tab Most of the class readings are available here. Please print out and bring to class.

Koltyk, Jo Ann. 1998. *New Pioneers In The Heartland: Hmong Life In Wisconsin*. Needham Heights, MA: Allyn and Bacon.

Vang, Chia Youyee. 2008. *Hmong in Minnesota*. St. Paul, MN: Minnesota Historical Society Book.

Books are available at the University Bookstore. Cheap used copies are available on amazon.com

Community Based Research Projects

- **“Learning the Differences” Photo Project**

Product: Photo booklet

Students working on this project will produce a booklet of what’s different here in the United States from live in the country of origin. Students will talk to new immigrants from different countries to get this information and produce a photo booklet of what’s same and different.

Community Partner: The Community of New immigrants and Social Service agencies

Contact info: Lynet Uttal

- **Tibetan Immigrant Stress Project 1**

Product: Written report

Students will analyze translated health survey data about health and acculturation stresses from Tibetan immigrants in Madison. Using this data, students will produce a report about Tibetan immigrant health issues and acculturation stresses.

Community Partner: Dr. Yangbum Yal, Charaka Center for Integrative Medicine

Contact info: gyal@wisc.edu, 608-695-8915

Info: <http://www.tibetanhealing.org/contact.html>

- **Tibetan Immigrant Stress Project 2**

Product: Written report

Students will conduct indepth interviews about health and acculturation stresses with Tibetan immigrants who are 1.5 generation and English speaking elders in order to explore with them the meaning of health care and attitudes about the different systems of health care. Students will analyze the data and write a report about how Tibetan immigrant view U.S. health practices and their own traditional health practices. (Interviews would be done in English).

Community Partner: Dr. Yangbum Yal, Charaka Center for Integrative Medicine

Contact info: gyal@wisc.edu, 608-695-8915

Info: <http://www.tibetanhealing.org/contact.html>

- **Formando Lazos Evaluation Project**

Product: Evaluation report

From 2004-2008, Latino immigrants participated in a research and parent education monthly workshops where they discussed concerns about raising their children in the United States and how to develop bicultural strategies. Students in this project will conduct focus groups and indepth interviews with past participants to evaluate how participants have used the knowledge that they gained from these workshops. Spanish and English interviews and groups will be conducted.

Community Partner: Francisco Rodriguez, Lilliam Post, Lynet Uttal, Formando Lazos Project

- **“How Can I Go To College if I am Undocumented?” Project**

Product: Information handout for immigrant parents and undocumented youth

On June 29th, 2009 at 11:00 am Governor Jim Doyle signed into law the 2009-2011 biennial state budget which includes a provision that would require universities to charge in state tuition rates to undocumented students who have lived in Wisconsin at least 3 years prior to graduating from high school or obtaining a GED. This makes Wisconsin the 11th state to make this change following Texas, Oklahoma, New York, California, Nebraska, Kansas, Utah, Illinois, New Mexico and Washington. Advocacy groups like Voces de la Frontera, Students United for Immigrant Rights (SUFIR) and Students United in the Struggle (SUITS) have been calling for this change since 2004. The purpose of this project is to learn about the

process of how this is going to work and make an information handout explaining the steps to immigrant parents.

Community Partner: Fabiola Hamdan, Social Worker, Dane County Human Services, 575-4470, Hamdan@co.dane.wi.us

- **What Do Researchers Know about Domestic Violence and Latino Families?**

Product: Literature Review

What is the research knowledge saying about domestic violence in Latino Families? Students will produce an annotated literature review of what is known by researchers about the causes, issues, and strategies to address domestic violence in Latino communities.

Community Partner: Fabiola Hamdan, Social Worker, Dane County Human Services, 575-4470, Hamdan@co.dane.wi.us

- **COMPLETE COUNT COMMITTEE for Census.Help**

Product: Method for Getting Undocumented Immigrants Counted

The students in this group will develop a method for how to make sure that undocumented immigrants are counted in the U.S. Census in 2010.

Community Partner: U.S. Census Bureau

- **Who Were The First Hmong Refugees and What are Their Stories?**

Product: Written report, possible video recordings of individual testimonies

Who were the first Hmong to arrive in Wisconsin in the 1970s? How many came to Wisconsin? What were the circumstances like? In this project, students will learn about the first refugees by calling resettlement agencies and talking to Hmong elders living in Madison.

Community Partner: Mai Zong Vue, Refugee Program Specialist, Department of Children and Families, Division of Families Economic Security, Refugee Services, Bureau State of Wisconsin, 628-3903, maizongvue@sbcglobal.net

- **How Does Hmong Violence And Murders Impact The Hmong Families And Communities?**

Product: Written report.

In this project, students document the homicide rates and how many children are left behind and what happens to them. Since formal statistics are not kept, students will contact advocates and newspapers in different Wisconsin communities to establish the numbers. Students will learn about how families and communities respond to a murder in their midst.

Community Partner: Mai Zong Vue, Refugee Program Specialist, Department of Children and Families, Division of Families Economic Security, Refugee Services, Bureau State of Wisconsin, 628-3903, maizongvue@sbcglobal.net

- **A project suggested by you**

Are you working with a community that has a question they would like explored? Talk to me (Lynet) and we'll figure out how to do it as your class community based research project.

Reading Motivator Guidelines
TYPED AND DUE IN CLASS

The purpose of the Reading Motivator is a way for me to motivate you do the readings before you come to class and to think about what you have read. To help this process, I ask you do some writing. Also, there are no exams in this class. That's because while there are lots of facts you could remember, but it's more important to me that you think about the ideas—get exposed to them, understand them, be critical of them, question them, and explore them more deeply. If you do that, you are learning the important information in this course.

PLEASE TYPE UP YOUR READING MOTIVATOR AND BRING IT TO CLASS AT THE BEGINNING OF CLASS.

A reading motivator is due every day there are reading assignments. You don't have to write about every reading, but I hope you do every reading! **CONNECT YOUR WRITING TO THE TOPIC OF THE DAY.** You can write about a single reading or think about an idea that appears in all the readings. Or you can write about several ideas that cut across the readings. Or you can compare this week's readings to previous readings.

Don't worry about grammar, spelling, coherency, length—this can be a “free write” or a “stream of consciousness” writing. I will not pay attention to your writing ability, but I will look at the quality of your thinking. Ask good questions. Acknowledge your confusion. Describe the contradictions. Explore the ideas and yourself. Write with details.

AND AVOID VAGUE STATEMENTS. Don't say, “I found this article interesting” but be specific and say “When Kolyk (38) talked about how clan and kinship ties are the bases of Hmong culture, I wondered if Hmong mean ‘clan’ in the same way that Native Americans talk about ‘tribe’ or I think of ‘family’ as primary family connections?” *Please note the inclusion of the reading's author and page number to give some reference of what triggered your thinking.*

When an author cites someone else's idea, use the name of the person whose ideas you are commenting on (but still cite the reading author and page number in parentheses).

How long? That's up to you.

If you miss class, I will accept your Reading Motivator(s) late on the next class you return to. Please put a note at the top saying that you missed the previous class. (It must be turned in at the very NEXT class you attend in order to get credit.)

If you can't get your printer to work, email me your reading motivator BEFORE class starts. But make sure you leave me a note saying you did so, so that you get attendance credit for class. **PLEASE ONLY DO THIS IN EMERGENCIES.**

Several ways to do this assignment:

- A) Choose a passage, section, a few lines, or sentence that are interesting, puzzling, surprising or questionable. **Quote it** at the top of your page. Freewrite about what you think about this passage.
- B) Identify 2 words in the text that represent “CONCEPTS” that you are used in this reading. Type them at the top of your page. Define them.
- C) **Paraphrase an idea** in the readings. Type it at the top of the page. Freewrite what you think about this idea.
- D) Write about a personal experience that connects to an idea in the reading. (e.g. When I read about Ying Chang (Faderman, 173) feels his parents talked to him, I thought about this family that lived on the same street as me when I was growing where I saw the same thing happening. I saw...)
- E) Draw a picture/conceptual map/image that represents the ideas in this reading. (This does not need to be typed!)
- F) Ask yourself a question. Type it at the top of the page. Freewrite a possible answer to yourself. Feel free to contradict yourself, challenge yourself, look at both sides, be confused.
- G) Occasionally, you will be told what to write about.

REMEMBER TO FOCUS ON THE TOPIC OF THE DAY.