

## **AAS 360: Asian American Immigration – Global Perspective**

Spring 2012

Tentative Syllabus\*

(\* The professor reserved the right to change any part of this syllabus.)

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Class Information: Wednesdays 4 PM, JR 134, #17463  
Class Website: <http://www.csun.edu/~gm61310/classes/aas360/aas360syllabus.htm>  
Class Discussion Board: <http://moodle.csun.edu> [you need to log in]  
Internet Resource: <http://www.age-of-migration.com/>

### **Catalog Course Description**

**Prerequisite: Completion of the lower division writing requirement.** Examines Asian immigration to the U.S. from a world systems perspective. Examines immigration process and the implication of this process for contemporary interest in the Pacific Rim. Topics include origins of Asian immigration, major U.S. immigration legislation, demographic structure of contemporary Asian immigration, and cross-cultural comparisons of other world groups. Regular writing assignments required. (Available for General Education, Comparative Cultural Studies)

### **Instructor's Course Description**

This course examines the issues of migration from the contexts of emigration (pre-migration), migration, settlements or immigration, and resettlements. Starting from a global perspective of migration of people around the world and theories to help understand these selective patterns of migration and settlement, we zoom in on a few case examples of Asian emigration, migration and settlement in the Americas. Starting with a quick overview of the past (Pre-1965), we explore more closely current (post-1965) trends and the economic, social, political dimensions of today's migrant groups' experiences and how they have transformed our local and international landscapes. This semester covers a section on ethnic immigrant enclaves and the LA riot/uprising to commemorate its 20<sup>th</sup> anniversary. This course is writing intensive (GE WI) and requires of students individual and group papers. **Prerequisite: Completion of GE Section A.1 (Composition) and Passing of the Writing Proficiency Exam.**

### **Topics**

Migration is a selective process that is dependent on the contexts of emigration, of migration, and of reception/immigration; structure vs. agency; globalization; colonialism; world system perspective; capitalism; development; exploitation; citizenship; transnationalism; diasporas; push and pull factors; voluntary vs. forced migration; refugees vs. immigrants; chain migration; transit zone; the feminization of migration and labor; brain drain vs. brain circulation; sexual trafficking; exclusionary laws; racism; melting pot vs. salad bowl; assimilation vs. acculturation; social vs. cultural vs. economic vs. political integration/incorporation; immigrant entrepreneurship; ethnic enclave; enclave economy; physical capital vs. social capital vs. cultural capital vs. political capital; model minority vs. underclass; 1<sup>st</sup>, 1.5 and 2<sup>nd</sup> generations; segmented assimilation; undocumented immigration; transnational/ethnic/national/cultural identity.

### **Goal of Comparative Cultural Studies / Gender, Race, Class, Ethnicity Studies**

Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences, and global perspectives of diverse cultures and societies.

### **GE Student Learning Outcomes**

1. Explain how various cultures contribute to the development of our multicultural world.
2. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
3. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.

This list of Student Learning Outcomes is fulfilled by covering the following course objectives.

### Course Objectives

1. Use a global perspective to understand that migration is a selective process based on the contexts of emigration, migration and reception.
2. Critically examine how globalization influences migration, adaptation, and ethnic community formation, and in turn, how migrants transform their lives and community of origin and of destination(s).
3. Understand how race, immigration and nationalism are interconnected processes of the global political economy.
4. Have a general knowledge of the experiences of Asian migrants, pre-1965 and post-1965.
5. Examine case studies of selected contemporary Asian migrant groups with regards to their economic, cultural and political incorporation into the host society and their transnational connections.

### Goal of a Writing Intensive Designation Course

Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Analytical Reading and Expository Writing section of Basic Skills. In each WI course students will be required to complete writing assignments totaling a minimum of 2500 words.

### Student Learning Outcomes for GE WI Designation

1. Develop and clearly define their ideas through writing
2. Ethically integrate sources of various kinds into their writing
3. Compose texts through drafting, revising, and completing a finished product
4. Express themselves through their writing by posing questions, making original claims, and coherently structuring complex ideas
5. Revise their writing for greater cogency and clarity
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc) where appropriate.

### Texts Required

- John S.W. Park and Edward J.W. Park. *Probationary Americans: Contemporary Immigration Policies and the Shaping of Asian American Communities*. Routledge, NY, 2005. New: \$53.00; Used: \$39.75. Call number: JV6483 .P37 2005.
- Ana Sanchez Munoz, Tracy Buenavista, Eunai Shrake, and Gina Masequesmay, eds. *Navigating the Recession: Voices of Latinos and Asian Americans*. Dubuque: Kendall/Hunt Publishing Company, 2011. New: \$38.50 Used: \$29.00.
- A Reader for Prof Gina Masequesmay's AAS 360: Immigration-Global Perspective Class to be bought from **ASAP Copy & Print** located at 9250 Reseda Blvd. Suite 6, Northridge, CA 91324 (South of Prairie and East side of Reseda, near Quizno), 818-700-7999, [www.asapcopyprint.com](http://www.asapcopyprint.com), about \$\_\_\_\_\_.
- In addition to the required texts, I may also assign extra short readings based on class interests and current events. I will either pass them out in class or have you read them online.

### Texts Recommended

- Castles, Stephen, and Mark J. Miller. *The Age of Migration: International Population Movements in the Modern World*. 4th ed. New York: The Guilford Press, 2009.
- Cheng, Lucie, and Edna Bonacich, eds. *Labor Immigration under Capitalism: Asian Workers in the United States before World War II*. Los Angeles: University of California Press, 1984.
- Ong, Paul, Edna Bonacich, and Lucie Cheng, eds. *The New Asian Immigration in Los Angeles and Global Restructuring*. Philadelphia: Temple University Press, 1994.

### Course Requirements and Grading

Required Components	Points	Percent
Attendance	40	10
Participation	40	10
Class Notes and Presentation	60	15
Ethnic Community Presentation	60	15
Midterm Paper	100	25
Final Paper	100	25
Total	400	100

**Grading** is based on a strict scale of 400 points:

380 – 400 = A	320 – 332 = B-	269 – 279 = D+
360 – 379 = A-	309 – 319 = C+	253 – 268 = D
349 – 359 = B+	293 – 308 = C	240 – 252 = D-
333 – 348 = B	280 – 292 = C-	Below 240 = F

The **course format** consists of short lectures, films (4), group activities, group presentations of assigned readings, posting of reading notes on the class web forum (via Moodle), and class discussions. Students should read the assigned material(s) BEFORE coming to class. I expect students to be prepared and ready to engage in class discussion based on the readings.

**Attendance** accounts for 10% of your grade or 40 points, where 10 points are give-away points. An **absence** means a deduction of 2 points; **tardiness** or leaving class early leads to a subtraction of 1 point. I take attendance at the beginning of class. If you are late, make sure I mark you down at the end of class; otherwise, my record will show you have an absence. You are given automatic excuses for 2 absences and 2 tardies; *after that, I accept no excuses unless it's life threatening*. You will need to provide proof of emergencies.

**Class participation** is required for full course credit and is based on the student's thoughtful contribution to class discussion. Babbling without having read class materials does not count. Please note that participation correlates with attendance and involvement in class activities (40 points). I will intermittently record students' participations during class. In addition to class participation, students can also use the class **web discussion forum (via Moodle)** as a way to further discuss issues raised in class. Thoughtfully asking relevant questions, answering others' questions, and commenting on others' responses are ways of earning participation points aside from in-class participation.

To facilitate class engagement and students' better understanding of the reading materials, **one class notes and a presentation** are required of students to earn 15% of the total grade. Students are required to sign up for a selected class reading, take notes on it, post their notes on the **class web forum before the presentation**, and present them in class (10-15 minutes). Students can present individually or in a group of 2 students. After the class presentation and discussion, students are then to post a revised version of the notes on the class web forum. The class notes is worth 40 points (initial=20; revised=20) and the presentation is worth 20 points for a subtotal of 60 points on this section **on Class Notes and Presentations**. Given that readings are assigned on specific weeks, no late work is accepted except for emergency cases where students will need to consult the professor for an alternative assignment.

In lieu of a midterm exam, we have a **midterm paper**. To enable students to have a deeper understanding about immigration, students are assigned to interview an Asian American immigrant at least 25 years of age. Students will be grouped into teams to work on different groups (e.g., Pilipino, Chinese, Korean, South Asian, Southeast Asian refugees, Southeast Asian immigrants, and Japanese). A guide will be given to help students come up with questions to ask their interviewees. Students are to document their subject's migration and adaptation story. Applying concepts and ideas learned in class, each student is then to write an essay about their interviewee with special attention to contexts of emigration, migration and settlement. This **midterm essay** is 25% of your grade or 100 points and is **due on Week 8**. Further guides will be given on this assignment.

To help students better understand about immigrant communities, an assignment for students to investigate and learn more about an immigrant ethnic enclave is required and a report and presentation of this community is **due Week 13** of class. This **ethnic community presentation** is worth 60 points. Students are encouraged to work in groups so that each student can cover a different aspect of the community (economic, cultural, political, etc.). More guidelines will be given of this assignment.

The final is not an exam but a **final paper** that will be collected on final day. Students who finish their essays ahead of time are welcomed to turn them in early. The final essay is a means of assessing students' comprehension of class materials by requiring that they apply concepts learned in class to rewrite and expand ideas from their midterm essay. Students will need to provide an analysis of their case study to the larger patterns of Asian migration. The final paper is worth 100 points or 25% of the total grade. Further guides will be given on this assignment.

### **Students with Disabilities**

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.

### **Additional Advice from Your Professor**

Let's humanize our experience! I highly encourage you to see me during office hour or by appointment at least once so that I will have a chance to know you and that you can ask me questions about class, majoring/minoring, graduate school, and career options. If you have any struggles (e.g., financial difficulties, family obligations, learning disability), please let me know ahead so we can work around them. However, scheduling in work or a doctor appointment during class time is not excusable unless it is life threatening. If you are really shy, you can bring along another classmate to make the experience less intimidating.

To get the most out of this class, you should:

- actively engage in the course materials (do the assigned work on time)
- listen mindfully to thoughts, experiences, and emotions shared by others (to understand; not to judge)
- accept that there are usually more than two ways of viewing the world and that your perspective is shaped by your limited experience in the world
- remain open to new ideas that may conflict with your own for it is in conflict that we can learn and grow.

Because the issues discussed in this class can be controversial and can evoke strong emotions, please temper your questions, answers and comments with respect for others' differences in opinions and with patience for others' unskilled expressions so that we can create a **safe environment for learning** issues of which we might be ignorant or misinformed. The best way to do this is to first see our common humanity with our strengths and weaknesses in a struggle to survive and to be accepted/loved. Once we can see this, we can become more open to differences and can always remember to return to this commonality when we are frustrated, angry, confused, condescending, hurt, etc. As a class, if we can be mindful that what we know and feel are based on our limited experiences in the world, then we can try to be less judgmental and more aware of how our reactions and emotions to differing ideas are based on our own limited interaction in the world. While logic and social scientific evidence can help us through muddy thinking, our strong emotions can steer us in other ways. Hence, be thoughtful, self-reflexive and committed to fostering a safe space in the classroom to discuss difficult issues that will encourage each of us to grow and expand our mind, and in the process, hopefully to also open our heart.

This class has a Moodle webpage where the class schedule is listed and frequently updated. Students are encouraged to view it to stay on top of things they might have missed when absent. Please also befriend your classmates for help in catching up and to collaborate on some class assignments and to study together. The class Moodle page also has a "forum" or web discussion board and you need to log in to post messages there.

**Plagiarism** is a serious academic offense. Please read below to learn more about it [excerpt from [http://library.csun.edu/Research\\_Assistance/plagiarism.html](http://library.csun.edu/Research_Assistance/plagiarism.html), Retrieved September 27, 2007].

### What is Plagiarism?

To plagiarize means to:

- Steal and pass off (the ideas or words of another) as one's own;
- Use (another's production) without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (*Merriam-Webster Online Dictionary* definition of "plagiarize," retrieved June 20, 2005)

### CSUN Policy on Plagiarism

. . . Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. . . .

(*California State University Northridge Undergraduate/Graduate Catalog, 2006-2008*, p. 535)

**Plagiarism:** Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

### Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a citation. Proper citation style for any academic department is outlined by the *MLA Style Sheet* or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library. [See also: [Online Style Guides](#)]
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

Adapted from: *California State University, Northridge Undergraduate/Graduate Catalog, 2004-2006*, p. 531-2 (Retrieved June 20, 2005)

**In this class, if you are caught plagiarizing, you will receive a zero on your work.** Repeated offenses can lead to failing the course or even expulsion from school.

## Course Schedule for AAS 360, Spring 2012

### Week 1, 1/25

#### *Introduction*

- Overview of course syllabus
  - Attendance Call and Sign-In
  - Go over syllabus: Introduction of professor and her expectations
  - Homework on **Log into Moodle and create a profile for yourself with a photo.**
- Student Responsibilities and Student Introduction
  - Discuss students' expectations and responsibilities
  - Introducing each other and getting into teams.
  - Reading sign-up.
  - Please pace yourself in reading *Navigating the Great Recession* so that you are done with it by Week 15 for discussion. I will give you hints about which readings are relevant for specified weeks.

### *OVERVIEW ON WORLD MIGRATION & ITS IMPACTS*

### Week 2, 2/1

#### *Issues and Interviewing*

- Reader: Chap. 1 from The Age of Migration (TAM)
- Handout on interviewing for Midterm paper and finding an interviewee

### Week 3, 2/8

#### *Theories and Globalization I*

- Reader: Chap. 2 & 3 from TAM

### Week 4, 2/15

#### *Theories and Globalization II*

- Reader: "The Sociology of Immigration"
- Scan: Navigating the Great Recession: Family Support, Introductions from the 3 sections.

### Week 5, 2/22

#### *Pre-1945: A Glance into the Past*

- Video "Carved in Silence" 45 min. 1988. Produced and Directed by Felicia Lowe. Cross Current Media. Call No. 82718.
- Reader: Chap. 4 from TAM; Some Basic Facts; European and Asian Immigration; Chinese Prostitutes.

### Week 6, 2/29

#### *Since 1945 and the Asian Pacific Rim*

- Video "The Sentimental Imperialist" Part 9 of the Pacific Century. 1992. Call No. 85206.
- Reader: Chap. 5 & 6 from TAM; Pacific Rim Development and the Duality of Post-1965 Asian Immigration to the U.S.; The Political Economy of Capitalist Restructuring and the New Asian Immigration.

### Week 7, 3/7

#### *Migration Trends and Current Policies*

- Probationary Americans: Chapters 2, 3
- Navigating the Great Recession: Section 2
- Consultation on draft of student's interview

### Week 8, 3/14

#### *The Unwanted*

- **Probationary Americans**: Chapters 4, 5
- Navigating the Great Recession: Section 1
- **Midterm Paper is due**

## ***CASE STUDIES OF DIFFERENT MIGRANT GROUPS***

### **Week 9, 3/21**

#### ***Refugees from Southeast Asia***

- Video “Becoming American: The Odyssey of a Refugee Family” by Ken and Ivory Levine. 58.5 min. 1983 Iris Films. New Day Films. Call No. 84167.
- Reader: Vietnamese, Laotian, and Cambodian Americans
- Extra credit films: “Journey from the Fall” and “Bolinao 52”

### **Week 10, 3/28**

#### ***Migrant Professionals***

- Probationary Americans: Chapter 6, 7, 8
- Reader: The Migration and Incorporation of Filipino Nurses; Indians in North Carolina

### **Spring Break 4/2 to 4/7**

### **Week 11, 4/11**

#### ***Immigrant Entrepreneurship & Ethnic Enclave***

- Reader: Chinese-Vietnamese Entrepreneurs in California; The Korean-Black Conflict and the State;
- Navigating the Great Recession: Section 3
- Video “Clash of Colors – The LA Riots of 1992” - <http://www.youtube.com/watch?v=0WJcuyK7Q2o>

### **Week 12, 4/18**

#### ***Politics and “Community Empowerment”***

- Reader: Class Constraints; Asian American Politics in Monterey Park
- Film “A Village Called Versailles” 2009. Call No. 12687

### **Week 13, 4/25**

#### ***Report back on your experience visiting an immigrant ethnic enclave***

- Community Group presentations
- Homework films: “Sai-I Gu” and “Wet Sand”
- Extra credits on films and events related to the LA Riot/Uprising.

### **Week 14, 5/2**

#### ***The Undocumented and the Dream Act***

- Guest Speaker on the Dream Act
- Reader: Undocumented Immigration
- Chan, Beleza. (2008). “Not a ‘Mexican Thing’: Undocumented Asian students face stigma and lack of financial aid, job experience.” *AsianWeek*. Available at: <http://www.asianweek.com/>
- 2008/10/13/not-mexican-thing-undocumented-asian-students-face-stigma-and-lack-of-financial-aid-job-experience/
- Batalova, Jeanne & McHugh. (2010, July). “DREAM vs. Reality: An analysis of Potential DREAM Act Beneficiaries.” Migration Policy Institute. Available at: <http://www.migrationpolicy.org/pubs/DREAM-Insight-July2010.pdf>

### **Week 15, 5/9**

#### ***Conclusion***

- Reader: Conclusion: Immigration and Public Policy
- Discussion of resilience and resistance from Navigating the Recession (all chapters, especially Conclusion).

### **Final Week: 5/16, Wednesday, 5:30 to 7:30 PM**

***Final Exam is in the same classroom.***

### **ADVICES TO STUDENTS ON PROFESSIONAL DEVELOPMENT**

Here is a **list of things NOT to do** to be a professional student (points will be deducted if you repeat these bad habits):

1. Emailing me to find out what you missed in class. Please befriend your classmates and ask them what you missed. Assignments will usually be posted on the web end of the week. Below are spaces to write down 2 of your classmates contact information.
- 
2. Having your pager/phone/video game on while the professor conducts class.
  3. Reading materials (e.g., newspapers/magazines) not relevant to class activities during class.
  4. Disrupting class discussion by having your private conversation with other students.
  5. Sleeping in class. If you are not feeling well, rest at home. The classroom is not your bedroom.
  6. Disrupting class by arriving late or leaving early.
  7. Faxing/emailing me your paper. If I don't have your paper by the due date at noon, you'll have a zero.
  8. Disrespecting others in class, including name-calling, cat-calling, snickering, disrupting.
  9. PLAGIARIZING (see p. 5). FMI: [http://www.csun.edu/~vceed002/help/help\\_docs/plagiarism.html](http://www.csun.edu/~vceed002/help/help_docs/plagiarism.html)

**Things to do** to be a professional student:

1. Be organized and allocate study time (~ 8 hrs/wk) for this class as you do for each of your other classes.
2. Attend class regularly and arrive on time.
3. Be respectful of everyone in class and keep an open mind.
4. Contribute positively to class discussion by active listening and thoughtful commenting.
5. Read assigned readings or do assignment before class and arrive prepared to discuss readings or assignment.
6. Hand assignments in on time, typed and stapled.
7. Take notes in class and on assigned readings. Go over them for reinforcement and write down questions on items you still need clarification. Ask these questions in class.
8. ASK QUESTIONS when you don't understand. Remember, the best way to learn is to ask questions.
9. If you miss a film, go to the media library on the 2<sup>nd</sup> Floor of Oviatt Library to watch it.
10. Visit the professor during office hour for extra help, if need be, or just to familiarize yourself to speaking to your professor and to keep in touch in case you ever need a recommendation letter.

### **CAMPUS RESOURCES**

<u><b>NAME</b></u>	<u><b>PHONE</b></u>	<u><b>LOCATION/URL</b></u>
<b>Asian American Studies Department</b>	X4966	<a href="http://www.csun.edu/aas">http://www.csun.edu/aas</a>
<b>The Advising Resource Center / EOP</b> provides services to all undecided or undeclared students.	x2108	Student Services Bldg 210. <a href="http://www.csun.edu/eop/arc.html">http://www.csun.edu/eop/arc.html</a>
<b>Career Center</b>	x2878	University Hall Suite 105 <a href="http://www.csun.edu/~hfcarr009/">http://www.csun.edu/~hfcarr009/</a>
<b>Center on Disabilities</b>	x2684	<a href="http://www.csun.edu/cod/center.html">http://www.csun.edu/cod/center.html</a> sdr@csun.edu
<b>Counseling Services</b>	x2366 x7834 TDD	Student Services Bldg 520 <a href="http://www.csun.edu/~cs46896/">http://www.csun.edu/~cs46896/</a>
<b>Learning Resource Center</b>	x2033	Student Services Building (SB408) <a href="http://www.csun.edu/~hflrc007/">http://www.csun.edu/~hflrc007/</a>
<b>National Center on Deafness</b>	x2054	<a href="http://ncod.csun.edu/">http://ncod.csun.edu/</a>
<b>Positive Space Program and Ally Training</b> – resources to support the LGBTIQQ community.	X7219	Gina.Masequesmay@csun.edu <a href="http://www.csun.edu/eop/positivespace">http://www.csun.edu/eop/positivespace</a>
<b>Women's Center</b>	x2780	<a href="http://www.csun.edu/~ws20500/center.html">http://www.csun.edu/~ws20500/center.html</a>
<b>The Writing Center</b>	x2033	The Writing Center (SB414) <a href="http://www.csun.edu/~hflrc006/">http://www.csun.edu/~hflrc006/</a>
<b>Guide to do a Library Research</b>		<a href="http://library.csun.edu/strategies.html">http://library.csun.edu/strategies.html</a>

## SUGGESTED QUESTIONS FOR NOTE-TAKING OF READINGS AND VIDEOS

### *READING CRITICALLY*

#### Questions to Answer:

- 1. What is the larger context of why this article was written? To what is the author responding?**  
I hope that you will begin to ask this question for everything you read. All perspectives are partial and you need to not only know where **the article** is situated in the larger sociopolitical debate but also what it is saying and not saying or implying about a specific issue. This question may best be answered last after you understand the author's main argument. This question is about the larger debate that the author is engaged in or the implication of his/her work given his/her thesis. The author's own background is mostly a factor in the reason for the essay [e.g., The article is about "lazy welfare mothers" and thus it contributes to the debate for welfare reform.].
- 2. What is the author's main argument?**  
Search the reading for the thesis statement and either quote or paraphrase it with citation (page number, and location in page if reference is assigned reading). Explain clearly what the main argument of the author is. If question #1 is about motive, this question is about what the crime is [e.g., The main argument by the author is that welfare mothers are lazy and just abusing taxpayers' generosity.].
- 3. What are the evidences the author used to support his/her argument?**  
Good scholarly work requires a thesis and supporting evidence. What kind of evidence does the author have to support the thesis? How was the data compiled? Elaborate on at least three specific evidences the author makes to support his/her thesis [Is the evidence based on personal anecdotes or beliefs, on scholarly national survey research, on limited samples, etc. and what are the evidences?].
- 4. Are the arguments compelling?**  
This question is meant to remind you to question authority rather than blindly accept what is dished out or packaged to you. Sometimes people have facts that don't support their argument. So, you need to make sure their facts back the argument the author makes. Just because something is written, doesn't mean it's true. [Despite the fact that the author may have support for his/her argument, can that evidence be generalized to the larger population or other populations? What is the reliability (duplication) and validity (operationalization) of this work? Can you come up with counterarguments?]
- 5. What questions arose for you from reading this article?**  
This is to urge you to reflect on what you read and become an active reader instead of a passive recipient of information. This is to help you apply what you just learned. [What issues did the author not address?]
- 6. Any other reactions you have from reading this article? Relates to some other issues? Personal reaction?**  
Does the information challenge your original thoughts and assumptions? Do you find yourself resistant to the information? Why do you think that is so? These are good questions to think for yourself as you become more reflexive of the information around you, those that you readily accept and those that challenge the foundation of your values.

### *VIEWING FILMS*

#### General Questions to Answer for Extra Credit Assignment on Films/Events:

- 1. What is this film about?** (What is the setting? Who are involved? What happened or how did this end?)
- 2. What do you think is the point/or message of this film?**
- 3. What do you think is the larger context to which this film is responding?**
- 4. How does this film fit into this class on immigration?**