

**2013 ASA International Migration Mini-Conference
Shaping the Future of Immigration Research
Summary Report**

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Mini-conference co-organizers:
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Table of Content

Morning Session/Table 1: How to Publish a Book	3
Morning Session/Table 2: How to Publish a Journal Article.....	6
Morning Session/Table 3: How to Write a Successful Grant Proposal	7
Morning Session/Table 4: How to Approach IRB and Human Subjects.....	13
Morning Session/Table 5: How to Develop Mentoring Relationships	16
Morning Session/Table 6: How to Start and Finish your Dissertation	17
Morning Session/Table 7: Applying for Faculty Positions.....	21
Morning Session/Table 8: How to Apply for Post-doctoral Positions.....	24
Morning Session/Table 9: How to Teach Courses on Immigration.....	28
Morning Session/Table 10: How to Balance Research, Teaching, and Writing	30
Morning Session/Table 11: How to Balance Work-Life Commitments	32
Morning Session/Table 12: How to Communicate Research to the Public.....	35
Morning Session/Table 13: How to Coordinate a Team Research Project	38
Afternoon Session/Table 1: Assimilation and Multiculturalism	40
Afternoon Session/Table 2: Education and Socioeconomic Mobility	41
Afternoon Session/Table 3: Neighborhoods and Social Interactions	46
Afternoon Session/Table 4: Civic Engagement and Political Participation	47
Afternoon Session/Table 5: Citizenship and the Politics of Immigration	51
Afternoon Session/Table 6: Gender, Children, and Families	53
Afternoon Session/Table 7: Ethnoracial Boundaries and Panethnicity	55
Afternoon Session/Table 8: Selectivity and Highly-Skilled Immigrants (HSI)	57
Afternoon Session/Table 9: Transnationalism, Migration, and Development	58
Afternoon Session /Table 10: New Immigrant Destinations	60
Afternoon Session/Table 11: Cross-National Comparisons	63
Afternoon Session/Table 12: Ethnic Economies	66
Afternoon Session/Table 13: Immigration and Health	68
Afternoon Session/Table 14: Immigration and Crime.....	71

Morning Session/Table 1: How to Publish a Book

Presiders: Ilene Kalish (NYU Press) & Suzanne Nichols (Russell Sage Foundation)

Rapporteur: Minjeong Kim (Virginia Tech)

- Understanding the publishing market
 - It is expensive to produce a book (about \$20,000-40,000).
 - Marketing online sites (e.g., Amazon) means less return.
 - It is essential for the publisher to have some return on their investment.
 - Thus, it is important to embargo your dissertation so that the library still purchase your book based on your dissertation. (Avoid using “the d word in your book manuscript.”)
 - Also, appealing course adoption in “marketing” your book.
- Finding the press
 - In the United States, over 100,000 books are published every year.
 - It is important to place your book well in the market so that people purchase your book.
 - Research each press and find the press that fits your work.
 - Your book should be placed with the books in the similar subject area.
 - Look at your book shelf. If one press name comes up repeatedly among the books you read and use frequently while writing your book, that’s the press you need to go.
- Approaching the editor
 - The press website contains the requirements for your book proposal. Find them out and prepare them carefully.
 - Send a query letter/email.
 - Send a proposal (with other requirements). Write your cover letter carefully. Mention the books published by that press.
 - In writing your proposal, think about the concept (with jargon-free); answer “so-what?”; why is it important? ; what is your book about? why are you publishing this book?
 - Consider the market and competitions.
 - Include specifics about the book: word count (90-100,000 words including notes and references. Do not include the references that you are not actually using. ; 50,000 words is not enough); photos and tables (consider copyright and permission issues)
 - When the manuscript will be ready. Ideally you should have the manuscripts done in a year (for Russell Sage, two years).
 - If it’s an edited book, you need to include the contributors’ information
 - Editors read CVs because publication record is important. Editors do consider where your articles or book chapters were published.
 - It is very important that the proposal is polished and professional.
 - Do NOT include dissertation TOC.

- Your sample chapters should not look like dissertation chapters (e.g., “This chapter examines...”) Start with stories.
- First-time writers tend to not claim their work enough. But you have to step up and say that your work matters, there is an important story, and it should be written.
- Think about how to talk about your book differently depending on your audience/reader. Write in a readable way.
- Additional costs can occur when formatting the book and to be included in online databases. (Yes, even in the digital outlets, there are costs.)
- Interdisciplinary books are published by the academic presses
- Q&A
 - When you want to use published articles or chapters...
 - Publishers have different policies. Usually 2-3 chapters are OK but they should be revised. In fact, you do need to do the work to change journal articles into chapters.
 - Russell Sage does not want the dissertation. They require additional research.
 - Have your sample chapters read by other colleagues.
 - Why embargoing your dissertation?
 - People do not want to buy books if the dissertation is available for free.
 - Embargo can be done for a few years (the longer, the better).
 - Go back to ProQuest and do it.
 - In acknowledgements, thank people but don't say that they are dissertation chair or committee members.
 - What happens after the manuscript is submitted.
 - NYU press:
 - Once your manuscript/proposal is considered, it can be sent out to reviewers (they are paid).
 - You can have your manuscript/proposal reviewed by more than one press but you need to let the publisher know up front. Mention this in your cover letter.
 - After reviews, you can revise.
 - Then, you get your contract and have about a year to finish the full manuscript.
 - It goes out for review. Then, revise and send it back by the date on the contract.
 - Then the production process which can go up to 15 months.
 - Copyediting (It's good to ask how and where it is done in advance.)
 - The book gets published. About 1,000 copies...
 - Additional issues to ask while negotiating (even if you don't get everything)
 - How many initial copies
 - About marketing

- About review copies
- Price of the book or format of the book (some presses don't allow a unique cover for each book).
- Publishers have their own plan but don't be left out. You don't want your book funneled to be a monograph after signing a contract.
- You can have certain amount of control in small presses, while in big presses, departments within the press may compete with each other.
- Don't get too excited just because you got a contract with a proposal because this means that the press might be a little too desperate...
- Dealing with 2-3 presses can be good. It may speed up the process.
- You can have a meeting with the publisher. Email them months before the meeting. Don't wait until the meeting and hover around.
- Press editors have a small network. Act professionally. You do not want to have a bad reputation.
- You can recommend reviewers but presses may or may not pick them.
- Don't talk to potential reviews about reviewing your manuscripts in advance.
- The press will not review something that they are not serious about. Once it's picked up for a review, it means they are serious and you should be too.
- First-time writers, do not expect advance or loyalty. Your salary is where your loyalty is.
- Quality is important for academic books!

Morning Session/Table 2: How to Publish a Journal Article

Presiders: Monica Boyd (University of Toronto) & Katharine Donato (Vanderbilt)

Rapporteur: Eunbi Kim (University of Pennsylvania)

1. Monica Boyd (University of Toronto)

- Dig a hole in previous research and make your research questions worthy – how does it apply to the broader literature? Link the interdisciplinary literature
- Literature reviews that leads to my research questions
- Do not self-censor (Send in the best edition to the best journals) – think about fit between your paper and journal
- Make a priority list of the comments from your advisor or colleagues and revise your paper according to the priority – at least 2 reviewers
- Good journal R&R means a lot (even in the job market)
- Do your homework! – revise your papers based on comments from reviewers.

2. Katharine Donato (Vanderbilt)

- Well articulate research questions (You should be clear about what you are interested in explaining or describing in the paper)
- Minimize the mismatch: What you articulated in the introduction should be coherently related to your discussion and conclusion, read your work carefully to see if the flows are logically integrated.
- Bridge different subfields (theory + subfields + interdisciplinary): think about why do general sociologists should care about your topic (those who may care less about your specific case)?
- Get a high-quality writing – even native speakers get editing services
- When you get R&R, answers to the comments should be right to the point. It usually goes back to the same reviewer.

Morning Session/Table 3: How to Write a Successful Grant Proposal

Presiders: Aixa Cintron-Velez (Russell Sage Foundation) & Vilna Bashi Treitler (CUNY Baruch College) & Hector Cordero Guzman (CUNY-Baruch College)
Rapporteur: Kathleen Sexsmith (Cornell University)

(1) Vilna Bashi Treitler: She teaches qualitative methods and focuses on proposal writing in her class. She is also drawing on a recent grant writing workshop she attended. Her take-home messages are:

- 1) Join Pivot.cos.com through your institution. Set up a search and they email you grant announcements. They give ideas of things to apply for and deadlines.
- 2) Once you find a granting organization, first thing you should do is contact the Program Officer. They will tell you even over the phone whether or not they think yours is a good idea. At NSF they tell you to write up a 3-pager and ask you to send it to them, and they will give you comments. If you turn it in early enough they will even read your proposal drafts. In the grant writing workshop she attended, they said that the first page is most important page, the first paragraph is the most important paragraph, and the first sentence is the most important sentence. Take one month to write that paragraph. The funder will make a 'wow' pile and a 'read later' pile. They want to know in that first paragraph what they will get for their money. The whole project should be summarized right there.
- 3) She has served on panels for NSF on qualitative methods research. She has an essay in the NSF publication from the Workshop on Scientific Foundations of Qualitative Research. You really want to convince the reader that you can pull it off and that you know what you're doing. You can't say what you are going to find, but you can say why you are talking to the people you have chosen, and why this is the perfect setting to ask these questions. If you're an ethnographer, "this is why I have to do it in the morning, or only on Saturday nights", etc. Say how you know the people you know, and why they are the right ones to ask your set of questions. Leave breadcrumbs on your trail. Don't right a "trust me" proposal. You can say, "When I learn how these agents behave under these conditions, I'm going to write about these 5 things that I will learn in these kinds of contexts. These things are important because sociology has shown us ...". So that it doesn't appear that you are 'just hanging out talking to people'.
- 4) Contact the sponsored research officers at your institution. They know the shortcuts, such as which program officer is quicker to respond, or which year you will have a better chance, etc.

(2) Hector Cordero Guzman: He teaches a 14-week class on grant development, and he worked at the Ford Foundation. His take-home messages are:

- 1) There are huge differences between foundations, but also within foundations. You have to find the right Program Officer at that foundation. You have to know how the foundation is organized. Research how it sees itself and its mission, in terms of the language it uses to describe its own work. Massage their language and give it back to them.

- 2) Know their strategy in terms of how your work might fit in. They have a prepared speech, and it's good to have access to that prior to contacting them. Know the role that research plays to the foundation - even practice-based foundations need research.
- 3) Foundations want to know the trends in the field, and academics are in a good position to identify that for them. The pieces of your literature review are important to officers for their strategies in field - that is your advantage as researcher.
- 4) They see questions as domains of activity, not as academic disciplines. They want to know how the field operates. They want to know your methodology, how you address policy.
- 5) Never give the 10-minute discussion of your work in your first interaction with them. Give them your short 1-minute talk; 10 minutes is for the meeting.
- 6) Develop a relationship of trust. You want to push envelope of what they fund - but always starting where they are, not where you are. Accept their invitations to conferences because they might approach you at a conference. The people who do not accept invitations lose opportunities.
- 7) Request a meeting to discuss your work and relate it to the program and its projected needs. Never, ever beg a program officer. It's the opposite; tell them, "my work helps advance your goals, and I'm at the top of my game". As opposed to, "if you don't give me this grant, I'm gonna die tomorrow." Make a question list.
- 8) Foundations love the language of innovation and use that to your advantage. Understand the grant cycle of each foundation. Don't go at the end of the cycle; start the process at its beginning.
- 9) Know that the Foundation's funding is not for everyone. Sometimes it does hurt to try. Don't engage before you have something substantive. Don't "go fishing".

(3) Aixa Cintron-Velez: She is a Senior Program Officer at Russell Sage Foundation. Her take-home messages are:

- 1) You have to get to know the organization. Not all funders are alike. Russell Sage is an old place that has already celebrated its centennial. It is a 'charismatic leader'.
- 2) Russell Sage is a relatively small place - only 30 employees between full-time and part-time, and only 4 are program staff. That is including the President. So be conscientious about demands you put on a small staff. On the other hand, you can get to know them and you'll see them at conferences.
- 3) Russell Sage is a small player in the world of philanthropy. Asking them for a \$200 thousand grant is not going to move very far. They will tell you nicely, or just ignore your email. Most grants are small grants - they are project awards between \$2,000 and \$35,000.
- 4) Russell Sage also has presidential authority awards, which are under the discretion of the president.
- 5) In funding Social Science research, Russell Sage is a domestic shop. You can still make the case that immigration is a global issue in your proposal. However because of budgetary constraints, they are not likely to give money to travel abroad - even Mexico would be a long shot for a place like theirs. However, if you're a comparativist, highlight how your study will

shed light on an issue that is US-centered. For example, how origin of migrants may or may not affect US circumstances.

6) They are interested in projects that strengthen methods, data and theory of Social Science to understand social problems and to inform and improve social policies. They don't fund policy research or program evaluation, but they do fund research that will help shape policy interventions.

Q & A

Q: To Aixa: How important are the reviewers in the decision-making process relative to Program Officers and the President?

Aixa: For the Presidential Authority Awards, the President's opinion is most important. But if we have issued a request for proposals then the reviews are very important. Projects over \$35,000 need Board of Trustees approval. That Board is almost all academics and they are all at the top of their field and have strong biases. There is probably only one person from each field, so they have to trust and respect each other's opinions. The Advisory Group and the Program Officer weigh in on the reviews after they are received. Once the Program Officer agrees to give it a green light, they give a pitch to the Board. The Program Officer will be the interpreter of your project to the Board.

Hector: At the Ford Foundation it's the Program Officer. Russell Sage wants more peer support in terms of decisions regarding what to fund.

Q: Is there a difference between whether you're applying for a dissertation grant or for a post-doc or for a faculty-level grant, in terms of how you frame it to the Program Officer?

Aixa: Sage only funds PhD holders. No pre-dissertation grants. The only exception is the Behavioral Economics program. It funds only economists who are applying Psychology principles. It does fund graduate students, but grants were just increased from \$5 to \$7 thousand, and most are experiments on people so that's all the money they need.

Hector: Ford does manage pre- and post-doctoral grants. It makes an application to the National Academy of Sciences for this fund. The Program Officer doesn't pick the grantees; he manages a \$12 million grant and the National Academy of Sciences manages the competition. Pre- and post-doctoral grants are distinct from the Ford Grants because those are discretionary.

Q: How do you get information on the pre- and post-doctoral grants from Ford?

Hector: The National Academy of Sciences produces a detailed brochure.

Aixa: Recommends the SSRC proposal preparation document written by Adam Przeworski.

Q: The Ford Foundation has different areas and countries of focus. What input do Officers from one region have on decisions regarding grants for projects in another region?

Hector: Every country office has one budget. There's a lot of respect internally about decisions made by the local office. You should go to the country officer for that main office.

Q: What are the current research areas that Russell Sage is looking to fund?

Aixa: Russell Sage Immigration Program: Check the website first and ask questions. Russell Sage funds large data collection projects on the second generation and political incorporation. Emphasis is on cultural and community change as a result of increasing dispersion to new destinations. What we suspect is an ethnic and racial realignment. It won't give you an edge to limit yourself to a Great Recession issue.

Q: Is it true that there are fewer resources and more people chasing them today?

Aixa: Russell Sage doesn't want to say no to you. It does heavy screening before getting to that stage. Imagine the grad school application process: some schools have high barriers to entry but once you get in, you'll be fine. Others will encourage lots of applications. It's the same thing with foundations. A program officer will want to know what you want to do. They might say to come back with your preliminary findings.

Hector: I don't know if your impression is correct on a per dollar basis, especially immigration and poverty issue funding. A lot of money has recently moved to advocacy. Millions of dollars are going into immigration advocacy that would otherwise have gone into immigration research. Sarah Gould just finished a report on social justice giving by foundations to try to track that. Issues of immigration, poverty, tend to be important for funders. Last year we looked at 40,000 proposals and gave 2,800 awards. You're told not to send it at random, but people still send letters. And then imagine that in context of trying to build a mosaic - when pieces come in the mail every day.

Aixa: If someone is proposing a comparative case study and you have already funded it, then applicant says 'but this is what you do!'. Yet it also means that the funder has already covered that.

Q: Does Russell Sage give funding for post-docs to carry to an institution where they can become affiliated?

Aixa: Russell Sage doesn't fund post-docs. We can't help a PI fund a post-doc, because a post-doc is too expensive, eg \$50,000 between benefits and salary. Our awards are not that large. We cannot entertain an allocation to personnel of that magnitude.

Hector: It's contingent. A lot of places that have money get it through a federal grant that has line for post-docs, can find one of particular characteristics to supplement your grant. If you research eg social support programs, Ford has an emerging scholars program. Grant announcements have a line for emerging scholars. But there is not an emerging scholars or post-doc program in immigration. They are connected to particular centers for specific regions.

Aixa: Being a post-doc doesn't mean less experience. Today, people with post-docs have more experiences and publications than people in the past. So an application from a recent graduate that shows previous work in the field is fine for them.

Q: What are the eligible costs for a proposal to Russell Sage?

Aixa: Be realistic in terms of budget guidelines. Your time should be one-ninth of your salary. Give yourself at least two summers, and make it one month per summer. Use that money where you need it. Don't use the language of buying out a course, at least at the early stage. It should be for travel to field, data acquisition, etc.

Q: Will it harm your chances if you have moved to a new research topic and don't have publications in the new field?

Aixa: You're fine if your previous work is at least related. Russell Sage is not as picky as NSF about the publications specific on that topic. We have more flexibility to look at whether what you did in the past is relevant to your current proposal.

Hector: Know how each foundation does its own budget. Know what they can support and don't over-price. The worst thing is when someone is getting greedy in your face. You should leverage money with your own institution. You don't want to send the ship out of the shore with it only half-built.

Aixa: People often ask if Russell Sage has sample proposals. The answer is no, because it's so easy to identify projects. Better to ask the PI.

Hector: Good mentors will sit you down with a proposal and teach you all the tricks. I would disagree with Vilna about the first paragraph. Instead, you should write it from the end to the front. That first page yes does matter and realism matters, but you can only get that from having put all the pieces together already.

Aixa: It's like dissertation writing. Start with your methods and your conclusion and write the introduction last. Write out all of your headlines.

Hector: If you can get a mentor to share a successful grant with you, do it. Go over the budget personnel things. Look at announcements in award results to see how they score, eg personnel section. Eg why would one project director be full-time and why would the other one be half-time? Be careful.

Aixa: Presentation matters. If it's full of typos, it's not nice for reviewers.

Q: How do you respond when the person just has no choice but to ask for a large amount to cover all their costs?

Aixa: Go back to your department head to ask for some support. They might make suggestions.

Q: There can be institutions that don't like Foundation grants because of the overheads. Eg grants provide employment for TA's and then you need to get tuition waivers and those are too expensive. Is it better to low-ball rather than go for the max?

Hector: The Program Officer might even call up the Dean and say 'I'm not going to give you money for that too, do you want the grant or not?' Get some tips and find a friend who does those focused fights. Point the funder towards the person that can put in a contribution. Rent on a university grant is frustrating, in terms of all the things they fund. When it looks like you're getting greedy, the funder will say, well this other university is producing the same thing for less.

Aixa: Organizations like Russell Sage tend to support the same people over and over. You can get your foot in door by becoming a scholar-in-residence or starting with a small grant. Having an article in a special issue journal published in one of their journals is a good way to get known to their Foundation. If you see people like Katharine Donato you can ask how they went about it.

Q: Are there foundations that fund course releases?

Hector: Yes they do that, they fund your time, in situations where you are doing a project for them.

Q: How do proposals for community action projects get evaluated?

Hector: There is money allocated in this recent movement to advocacy for community action research, and you have to know how you can position yourself to be an ally and a partner to those efforts. But the organization may need to justify grant in the same way as the grant officer. There are tons of opportunities for entrepreneurial academics because of this opportunity for evaluation and impacts and results, particularly from the social service interventions. There are huge opportunities for that. There is recognition that organizations need academically trained staff to evaluate your projects. The problem is the different clocks that the participatory research people and the tenure system operate on. Sometimes it doesn't reward to do that kind of research when you are in the early stage of your career. If you manage to do really impactful work then you can be successful at both having a political impact and also at getting tenure. Some Foundations want you to have tenure before they will even give you a grant. As an assistant professor, it might not be beneficial to get a multi-year and multi-sited grant if you are on a fast clock for tenure.

Aixa: This grad school time is the period for original data collection. You can finish write-ups once you are assistant professor. Don't rush data collection.

Morning Session/Table 4: How to Approach IRB and Human Subjects

Presiders: Colin Jerolmack (NYU) and Monica McDermott (UIUC)

Rapporteur: Erica Jade Mullen (Brown University)

1. Obtaining consent
 - a. *Written consent.* The IRB typically wants written, signed consent. This ensures that research subjects know their protections.
 - b. *Protection.*
 - i. Signed consent is particularly a problem with undocumented immigrants, who may fear that signing their name will result in deportation. In this case, written consent could actually violate the subject's protection.
 - ii. The need for oral consent applies to any population that might be targeted by law enforcement, not just undocumented immigrants.
 - c. *Oral consent.* Most IRBs will permit oral consent in lieu of written consent in such situations. The researcher still must communicate to the subject all the rules - that the subject can withdraw from the research at any time, et cetera.
 - d. *Waiving consent.* Consent can be waived altogether in some situations.
2. How to convince the IRB to waive written consent
 - a. *The only option.* A researcher is much likelier to obtain permission for oral consent if s/he convinces the IRB that doing so is the only way to collect the desired data.
 - b. *Confidentiality.* Emphasizing confidentiality is immensely important.
 - c. *Data security.* Offer to encrypt files, use cloud servers that require a password, and secure the data on a single computer.
 - d. *Renewing consent.* Sometimes subjects want to participate but don't want to sign their consent even if they are not endangered. If so in your case, each time you renew your project with the IRB, tell the IRB that your subjects do not want to sign their consent; then they might permit oral consent instead.
3. Compliance with local laws
 - a. *Accountability.* In the wake of recent scandals, universities are holding faculty more accountable.
 - b. *Potential or actual harm.* If you learn that your subject is violating or will violate another person (e.g., your subject tells you that he is taking his work stress out on his child), you must report this information to the authorities.
 - c. *Communication.* Subjects should be told of this responsibility on the part of the researcher before the data collection begins.
 - d. *Check laws.* Check with your institution to make sure you are complying with federal, state, and local law.

4. IRBs and qualitative research

- a. *Ethnography*. IRBs understand interviewing more than they understand ethnography because of the specificity and limited intervention of the former.
- b. *Provide documents for every aspect of the research*. IRBs want documents outlining every aspect of the qualitative research. They want to see all the tactical documents that showcase how you will conduct your research. The more specific the better, even if somewhat impractical for ethnography.
 - i. Produce a recruitment file describing how you will recruit interviewees.
 - ii. Produce an interview schedule, even if you anticipate conducting more open-ended, free form interviews.
 - iii. Always provide a requested document, even if you do not think you will need it.
- c. *Emphasize tactics*. The IRB is not as concerned with the literature and theory behind the idea, or the sociological impact of the research.
- d. *Do not overcommit*. Avoid saying you're going to do something that you're not fully committed to doing. E.g., don't say you're going to a homeless shelter if you are not sure whether ultimately you will spend time at a homeless shelter.
 - i. Another reason to avoid overstating your research intentions is that the IRB will want a letter from each organization that you state you will visit, which creates more work for you.

5. Pseudonyms

- a. *Give subjects the option*. It is often appropriate, or possible, to give subjects the option of using a pseudonym—don't presume pseudonyms are necessary from the outset.
 - i. Use their real name if they ask you to, unless you anticipate that doing so would violate your IRB protocol of protecting your subjects from harm befalling them from participating.
 1. If you don't fear for the subject's safety, do you have reason to fear for the subject's child or other relative's safety? Think about the broader repercussions of using real names.
 - ii. Using pseudonyms is not an easy decision. Deciding against using real names when the subject asked for real names to be used could mean that you are removing your subjects' voice. Pseudonyms can also be a slippery slope to using fake place-names, or deleting or altering details to avoid identification—this puts a lot of trust in the researcher and makes replicability impossible.
 - iii. *Initials*. Sometimes subjects are willing to give their first and last initials.
- b. *Advocates or public figures*. Subjects who are publicly members of advocacy organizations (or are in a similarly public position) may want their name used in order to further a particular agenda. That is permissible.
- c. *Review your consent form language carefully*. Think ahead to the book or article's release, and whether you have obtained any permissions you may need for using quotes, photos, et cetera in future publications (not just for a dissertation).

- d. *Are people and places identifiable?* Think about whether readers will be able to locate the people or places you're discussing. Make sure you are not unintentionally revealing places or people if you have promised not to.
 - e. *Consent for materials.* You cannot use any materials (photographs, images, audio files, et cetera) if you have not received explicit consent from the subject.
6. IRB Rejections
- a. *Purpose of the IRB.* In some cases you may have difficulty understanding why your project was rejected by the IRB. Remember that the IRB exists to protect the institution, not the researcher.
 - b. *Association with a project.* The IRB for a particular institution may not want to be associated with the project.
7. Administrative Data and the IRB
- a. *Access to more data.* Massive amounts of administrative data are now recorded digitally and potentially easy to access.
 - b. *Public vs. private data.* A key distinction is between public and private data.
 - i. Researchers don't need IRB approval to use public data, e.g., information openly available on websites.
 - ii. Private information, e.g., hospital records, requires IRB approval.
 - 1. You may be able to secure IRB approval if you can demonstrate that the benefits of the research outweigh the costs (e.g., the data can save people's lives)
 - 2. You need to insist that all identifying information will be removed.

Morning Session/Table 5: How to Develop Mentoring Relationships

Presiders: Silvia Dominguez (Northeastern)
Patricia McManus (Indiana)
Marta Tienda (Princeton)
Rapporteur: Julia Gelatt (The Urban Institute)

What makes a good mentor?

- The most important ingredient is someone who thinks about the student, ideal mentors are selfless. Students need someone to carry their banner.
- This includes doing research with students and putting students' names on articles. Working on papers with students brings new people into the field of inquiry, into the occupation, many (undergraduates) may have never considered Sociology or becoming a professor, but you can help them explore a new career option.
- Being a good mentor means being reliable, never miss a deadline for a letter of recommendation.
- Good mentors can also help you compete for funding.
- Good mentors share the process of research, including reviews of their journal articles, research struggles as well as successes.
- A mentor with experience is important.
- But, particularly as an assistant professor, it can also be very helpful to have mentors who are 2, 4, 6, and 8 years ahead of you in their careers, to get different perspectives, and because knowledge can get outdated or people may forget what they went through.
- Mentors can really demystify the process of being a professor.
- Good mentors seek to understand what motivates their students and help them find their own way. Good mentors see the whole person, not just research.

Finding mentors:

- You need to go out and seek out people to serve as mentors, be proactive.
- For many people it's not most advantageous to have just one mentor. It is good to have multiple mentors, even if you have to look outside your department, or look for a mentor who is similar on one dimension (methods, theory, topic) even if not on the others. Not everyone can fulfill everything you need from a mentor.
- Think about peers as possible mentors – more senior graduate students can be great mentors.
- Building relationships takes time. Build relationships first around work, research, Sociology, and then the more personal relationship can develop.

Being a mentee

- Embrace the feedback. We all have to keep exploring and growing. You need both confidence and humility to seek out mentoring.

Morning Session/Table 6: How to Start and Finish your Dissertation

Presiders: Ernesto Castañeda (UTEP) & Min Zhou (UCLA)

Rapporteur: Esther Cho (UC - Berkeley)

1. Ernesto Castaneda – took 7 years to finish PhD program, finished dissertation in 2011

- Work on a topic that is more feasible and focused and manageable (so it won't take too long!)
- Keep in mind that you would want to turn it into a book
- Don't get down by emotional issues
- Writing tips:
 - Write every day, divide tasks by sections/chapters
 - Write at least 15 minutes every day
 - Write out all your ideas and that go back to them

2. Min Zhou – finished dissertation in 1989; just moved to Singapore, on leave from UCLA; launching migration programs into Asia

- Just published a book on starting and finishing a dissertation - "The Accidental Sociologist in Asian American studies" (UCLA)
 - Inspired by her own graduate students
 - She can send you a soft copy for free if you email her (UCLA email works)
- What she tells her own students:
 - (She has students that finish in 4-6 years but also 10 years)
 - Have confidence: do your best on what you like, trust yourself that your work is the best and you're putting in your best effort
 - Don't put pressure on yourself that this is THE milestone
 - Frame an interesting question, carry it through... and once it's through, get a job and take it from there

3. Edward Telles – finished dissertation in 1988

- Hence, important take away is finish it!
- Nobody is going to read your dissertation
- Write something 2-3 hours/day; just get something down; take a little bit at a time
- You can't have a finished product right away
- You'll have an idea but it's going to change along the way and it's that daily work that makes the difference
- 2 lessons: Setting up the question well and thinking about something you'll be working on for several years
 - He got 2 publications from it and started new projects, but it was because he had a postdoc to give him that optimal situation
 - Don't feel committed that you have to work off of that, especially if you don't like it or you're not passionate about it

- If you develop a question you're passionate about, that's great, but if you can't, that's okay, just finish it.

4. Phil Kasinitz – finished in 1987

- One reasonable page/day → 5 pages/week → 40 weeks*5 = 200 pages → You've got a draft!
- If you plug at it, having a draft in one academic year is a reasonable goal
- This goes for publications as well
 - The best dissertation is the done dissertation
 - The dissertation is the first DRAFT of a series of articles or a book; you can't see it as the product it self
- Students get hung up on the magnus opus, the status of the publication, but the important thing to know is all of them are better than NOT being published
 - To the extent that it keeps you from publishing is a real disaster
- Clarity of the question determines how long it'll take
 - Quantitative work gets done a little faster; qualitative is more conducive to a book
- Important thing is not to think of it as the end, but the BEGINNING!
 - It's the beginning, it's a process
- If you're lucky, you'll do your dissertation, get a postdoc to make it a publication, and then get a job
 - Min and he both went straight to heavy teaching positions and starting a new project was hard
 - So you're going to be mining this thing for a while
 - It just has to be rich enough to work on for the next 2 years – not “done done.”

Q&A

1) Journal publications

- Always aim for the highest status journals first and then work your way down (Edward)
- You get good feedback from journals (Min)
- (On publishing internationally) In Asia, ranking of journals is taken very seriously; but in US, it's more flexible, so it really depends on where you are and strategically thinking about the journals (Min)
- Impact factor of journals varies across countries as well as institutions (i.e. R1 vs. liberal arts) (Phil)
- Aim high, get the rejection and get good comments, take those good comments and recycle and get the damn thing out the door next week; don't let the intimidation factor prevent you from trying
→ AIM HIGH AND have a THICK SKIN (Phil)
- Even if you get nasty reviews, get constructive criticism; don't get traumatized about it (Min)
 - Min got 8 rejections in on
 - e year before; it's very normal, it's not the end of your life!
Even in your most senior years, you get rejections.

- You could get the comments and write a better paper for another journal and it could be the most cited article (Edward)
- Overwhelming majority of cited articles had not gone through the peer review process; it's not the be all, end all. (Phil)

2) How to develop a question that is broad enough, narrow enough, AND creative enough?

- A question is never too narrow (Edward)
- More specific, manageable question and in the process, you'll broaden it more; you may get overwhelmed by too broad of a question; you develop from a more narrow question as you engage with the data/field (Min)
- Particularly with qualitative work, you have to be open to change (Phil)
- A question has to have an answer – you have to be able to imagine an answer, and more than one possibility that is not obvious in retrospect -- if I found this evidence it would be Y, if I found this other evidence it would be X (Phil)
 - You'll discover stuff that you haven't anticipated in the process
- Echoing Eddie, the big thing is that the question has to be narrow (Phil)
- The questions have to be interesting (Phil)
 - First it has to be interesting to you
 - A good question, a good topic will take you a long way; the core question has to be interesting enough to get people's attention
 - There are people who have a mediocre dissertation but the question/topic was really interesting, so they still got good jobs

3) Mixed methods

- Data limitations from the quantitative model which you could take on later with qualitative methods (Min)
- Takes a lot longer to do mixed methods; either you stretch it over years or you partner with someone (Edward)
- What's a qualitative question and what's a quantitative question? (Phil)
 - So the question is WHY are you mixing the methods? WHY is this something that we need narrative for as an answer? WHY is this something that we really want to study quantitatively and want generalizability? WHY do I need to go hang out with them because the answers they give me may not tell me what's going on?
→ seems obvious but you got to think about it.
- Concentrate on one or the other (Edward)
- Use your methodology classes to take advantage of it as an exercise that you can build on; use the help of your mentors and peers in those classes (Min)

4) Presenting mixed methods project in a book

- Turning numbers into text and then the models are in the appendix (or online); within the book, just want descriptive tables (Min)

- Also depends on your audience; certain venues speak a certain, common language (Phil)
- Driven by topic, how do I best communicate what I've found by topic (Phil)
 - It's the interaction of the methods and that one elucidates the other that is the point of mixed methods

5) Advice for someone writing now

- Get feedback from fellow graduate students at other institutions (Phil)
- Be more proactive and organized about feedback/discussion process, particularly having key points stand out (Min)
- Get advice early when you'll actually appreciate it and not resent it; it's not always possible because your mentors are busy people, but keep them in the loop all the way along (Phil)

6) How do you make sure you're not rushing too much just to finish, i.e. not being in the field long enough

- Start writing when you're in the field (Ernesto)
- To the extent that it's possible, let your intellectual mission drive the product, not the time frame (Phil)
- Ethnographies – her students take about 2 to 5 years; 5 is too long! (Min)
- You are just doing T1, collect contact info so you could go back to them later if you want (Phil)
- Also depends on geographic location, constraints around that (Ernesto)

7) Normative time + life events

- Quality is more important than finishing in normative time (Ernesto)
- Taking a couple more years is not a big deal as long as you have a good product (Min)
 - You can get married and have a child concurrently – if anything it could inspire you to do more work, but it does take time

Morning Session/Table 7: Applying for Faculty Positions

Presiders: Stephanie Nawyn (Michigan State) & Natasha Warikoo (Harvard University)
Rapporteur: Christina Diaz (University of Wisconsin - Madison)

Application Processes

Natasha: The job market experience in the US and the UK market is totally different. I can elaborate on these details if requested. Consider where you want to live and hone in on those places, but still try to be as expansive as possible. You need to think about organizing different timelines and keeping track of when jobs start coming in. I would say to wait as long as you can before going on the market. Five years isn't that much time to develop your CV to get the best job possible. However, don't stay a graduate student longer than 7-8 years. The job market is super competitive and you need to develop the best application and writing samples possible. I would say a good rule of thumb is to have at least one journal article and one good dissertation chapter. The review process is long and you must factor this into your decisions.

Postdocs are also something to think about. They can act as a great opportunity to work on writing and learning. The postdoc position is becoming more normative and helps to improve your CV. The spring before you go on the market is a good time to talk with your advisor(s) to determine if you are ready for the market. Be sure you are a member of ASA sections that reflect your specialty areas in order to receive job notifications.

Stephanie: Your cover letter is incredibly important. Ask your friends who have already been on the market to get a sense of the details that are included and how they have positioned themselves. Consider getting multiple people to read your letter as well. You want to create an identity for yourself: what is your place in the discipline? How are you contributing to this field? Who will you be 5 years from now? Sometimes you will be asked for a separate research statement, but don't worry too much about being slightly repetitive.

Natasha: The cover letter is somewhat opposite of your graduate school application. You are going to fill a gap in the department/position.

Margaret Chin: The cover letter expresses why you want to be at that institution and can speak to their specialization areas. Think about the teaching and research statements as supplements. You can also say you want to expand certain areas in the department.

Stephanie: Stop thinking about yourself as a grad student and more as a colleague. You should say something at the bottom of your cover letter about being social and are a team player. However, you shouldn't be too deferential in your letter. CV padding is obvious – don't do it.

Personalizing applications

Stephanie: I think things have changed. When I was on the market, I applied for 30 jobs. You need to put in effort to personalize applications. Only apply for jobs that you can devote the time to invest in the process.

Natasha: you need to think about places where you will be happy and will be successful. Don't forget, departments usually want to hire the same 2-3 people. This means that you will likely need to wait for a trickle down effect.

Other Important Factors

Stephanie: I have had students who got turned down because they will have not finished their dissertation on time. However, there appears to be less of a bias against people who are finished and don't have a job than in the past. Since the market has been so awful, visiting positions are largely held for people who didn't get tenure-track jobs. As a dissertator, you are likely too close to your data. You will get hired because you are a thinker and what you contribute - you won't get hired for a dissertation alone.

I had to revamp my job talk to make it into a story about who I am as an intellectual. You need to pull back from the dissertation to see big picture. Also, keep in mind that you need to speak to many areas of interest. Try to tell a story about yourself. There are many resources that might help, like "The Professor is in" website. She is an anthropologist and left academia to start a consulting business. The section "Pearls of Wisdom" has advice for all areas of academia.

Natasha: places will know when you are overqualified for a position (they are budget constrained) and want to find a good fit as well. You likely won't get these positions unless you make a really strong case for the position in your cover letter. Fabio Rojas also has a great set of resources for academics.

Stephanie: If it helps, you can slip in origins about where you grew up or lived if it's a long sale. Many schools (who are not top research institutions) take the top 10 percent of applicants and throw them in the trash.

Interviews and Job Talks

Natasha: Let's start talking about the interview. First, you have to be prepared. The job talk is a "make it or break it" kind of scenario. Most important: practice and practice. This is a talk that needs to be as close to perfect as possible. The argument you are making needs to be tight. You should ask how long you would be talking for, but they are usually 45 minutes. Consider a couple of practice talks with peers and faculty. It's okay to be nervous. Please minimize PowerPoint - less text and more visuals.

Stephanie: Yes, too much text is awful. You want just enough to help your audience follow along. Practice and body language are both important – they signal that you are a professional. However, there should be at least a few people in the audience who are rooting for you and should be somewhat friendly. Practice answering and diffusing hostile questions

Natasha: Q&A is critical. They want to make sure you give thoughtful answers. If you interview at a professional school, you will get very different questions.

Negotiating

Natasha: You need to negotiate. Many institutions will under offer because they think you will ask for more. You are paid for 9 months, but you can get salary for summer through grants or negotiate for summer months. This is helpful before you are ready to submit for a large grant. Think about negotiating for course releases and research money.

Stephanie: You should ask for something, but be nice. Don't ever admit the institution that calls you back is your first choice. Don't bring up spouse or kids before that point. When you get the offer, that's when you talk about the possibility of spousal hire.

Natasha: You should also think about telling institutions when you have an offer.

Stephanie: Yes, and tell them when the other department needs to hear back. Trust me, they won't take back an offer if you ask for too much or if you want to buy more time. They already have invested too much. You can still negotiate if you only have one offer. You don't have to take that job - you can wait or you can still ask for more. Just say you are considering more options.

Natasha: You need to make a case why you need research money and what will you be doing with the time for which you have course releases.

Stephanie: If you are dealing with a state school, negotiating for a higher salary might be tough. However, you can still ask moving expenses or other goodies. Think about travel money or an RA. Just don't use your RA in your 1st semester.

Margaret Chin: A lot of time rejection has to do with fit and what position needed to be filled.

Morning Session/Table 8: How to Apply for Post-doctoral Positions

Presiders: Zulema Valdez (UC Merced) & Amada Armenta (University of Pennsylvania)

Rapporteur: Angela S. García (UC San Diego)

How to find post-doc positions:

- Look at university center websites and departments.
- Many positions aren't widely announced.
- Use search engines: UCLA's Grapes, for example.
- Sometimes post-docs are not advertised. If you hear that someone got funding and may need a post-doc, make contact on your own right away.

Different types of post-docs:

- There are one year and two year post-docs, as well as teaching and non-teaching positions.
- One year post-docs are tough, because you have to go right on the job market when you begin.
- Teaching post-docs are not ideal, and often are more like a visiting lectureship.
- If you receive a teaching post-doc and it's your best offer, you can negotiate your teaching. For example, ask to teach all courses in one semester in order to have the other free to do your work.
- Post-docs may also be tied to a certain research project at an institution. If this is attractive to you, be specific about how you will contribute to that project.

How to apply (technical details):

- Follow all application directions.
- Use headings to separate your text out and make the application readable.
- Must be well written, clear, and jargon-free; prose must flow; text must be legible, clean and edited.
- Abstract should also be very solid, as this is the first thing reviewers see.
- Contact the program director with any logistical problems.
- Apply very widely.
- It can be harder to apply to post-docs than jobs, because each one has its own set of requirements.

How to make your application competitive:

- Match your application to the post-doc's objectives and goals.
- Anticipate problems that might arise in the project and have a backup solution. This shows that the project is well thought out.
- Use whatever you can to help your application stand out. Racial/ethnic diversity, regional location, family situation can all be good ways to have a memorable application. You must tread carefully with this, though (see below).
- Ask friends/colleagues for samples of their successful post-doc applications.
- Keep tone very professional and positive.

What to include in the application:

1. Short and long-term goals
 - Tell them what they want to hear by relating your short and long-term goals to that of the granting institution.
 - Include future research plans (even if you're not entirely sure what you want to do). This shows that you have research trajectory.
 - Future research plans should be plausible and realistic. Don't be overly ambitious.
2. Timeline for proposed post-doc project
 - Include time line. Again, be plausible and realistic. For example, your goal can be to revise dissertation into book and work to get it published or to study a new case so you can turn your dissertation into a book.
 - Timeline should be solid, clear, and specific.
 - What you do in year two should not be completely dependent on what you do in year one (because if year one goal doesn't work, year two won't either).
3. Research questions
 - Have an overall, broad research question that has theoretical stakes.
 - Also include related empirical questions.
 - Think of an hourglass shape: start with big focus, then go to smaller questions, then end with big implications.

What to do if your application is rejected:

- Post-docs are very, very competitive (especially the good ones).
- Once you get to the top 10 or 15 applications, the post-doc could go to anyone. A lot depends on the political conversations amongst the reviewers.
- Ask for reviews of your post-doc application if it's rejected, and use them to revise.

What to do if your application is accepted:

- If necessary, you can push back on start times, ask for higher salary, or ask to be flown out to see the campus.
- If you receive more than one post-doc, you can stack them and ask for matching salaries.

Things to remember as you start your post-doc:

- Being a post-doc can be an alienating experience.
- You must work to reach out and connect to others, or else you may feel isolated during your stay.
- Having a post-doc helps you make the psychic transition from grad student to professional scholar.
- You should use the time to get super organized and treat the post-doc as you would a job.

Q & A:

How does timing of application to post-docs work?

- Post-doc deadlines are between October-December. Job deadlines are between August-November (and sometimes through the winter). It's usually a good idea to apply to both post-docs and jobs at the same time.
- Have 5 page and 10 page research project statements ready for post-doc applications. Then tailor these to the position.

Are post-docs flexible on location?

- Some can be, but many require you to be in residence. If you want/need to be somewhere else, you should write that in to your application and have a good justification for why. Alternatively, it's something that you can negotiate when you're offered the position.

What are post-doc options for non-U.S. citizens?

- Some post-docs are open only to U.S. citizens. Check requirements carefully before applying.

What if I have family (spouse/partner, children) considerations that factor into my post-doc decision?

- Two schools of thought on this: 1) Put it in the proposal, because this shows diversity and can help you stand out. It's okay to include personal information. Don't position your family situation as an obstacle; show that your work still comes first. Keep tone positive. If relevant, include this situation in your timeline as well. 2) Don't mention this. It will take you out of the running if it appears that your family situation will take you away from your post-doc project. Also, because post-doc salaries are fairly small, reviewers may think that you won't be able to take position because the money won't be enough to support a family. Keep application strictly about your work. Can always mention and negotiate family situation if/when you're offered the post-doc.
- Also keep in mind the institution that is supplying the money for the post-doc. The AAUW (American Association of University Women) may be more receptive to a family consideration than other groups, for example.

How accountable will I be at the end of the post-doc in terms of doing what I said I would do?

- There isn't a lot of accountability in most post-docs. Sometimes you're required to do a short write-up of what you accomplished.
- The point should be to use the time wisely to get something valuable done (even if it's not exactly what you said you would do in the application).

What to do about post-docs that want you to have an affiliation with an institution (that is not your department)?

- Before you apply, you must find a person to work with at a different institution.
- That person writes you a recommendation letter.
- This entails that you have to plan ahead.

What advice do you have about recommendation letters?

- It's better to get letters from associate or full professors. Or a mixture (2 letters from full professors, 1 letter for an assistant professor) is okay.
- Ask your recommenders if they will write you a strong letter.
- Ask recommenders to tailor letter.
- Ask early, get the recommenders a copy of the proposal, and make sure to send them reminders.
- Remember that getting a post-doc depends more on having a strong project than good letters (because most everyone has good letters).
- However, the pedigree of the letter writers still matters.

Morning Session/Table 9: How to Teach Courses on Immigration

Presiders: Els de Graauw (Baruch College, CUNY), Silvia Pedraza (University of Michigan)
Organizer: Bernadette Ludwig (The Graduate Center, CUNY)

Els de Graauw: teaches “The Peopling of New York City: Immigration and Integration in the Big Apple” at Baruch/ Macaulay Honors College, CUNY (smaller class)

- assistance from technology fellow
- students build a website
- neighborhood walking tours

2 parts:

1st: Immigration & immigration law

2nd: Integration & integration laws

National story of immigration and how it works locally

Theory of exclusion

Variety of Assignments:

- which will ultimately be displayed in modified form on the website
1. Personal immigration/integration essay (reflect on their own or own family's story)
 2. Statistical exercise
 - Using census data (which Els put in a user-friendly excel sheet)
 - In groups write about an assigned immigrant group – reflect on the data
 - Present in class
 3. Interview with an immigrant
 4. Final exam

Syllabus (Spring 2013):

http://elsdegraauw.weebly.com/uploads/5/1/9/9/5199243/syllabus_idc_3001h_spring_2013_012513.pdf

Student website (Spring 2013): <http://macaulay.cuny.edu/eportfolios/degraauw13/>

2010: <http://macaulay.cuny.edu/seminars/degraauw10/>

2011: <http://macaulay.cuny.edu/eportfolios/degraauw11/>

Silvia Pedraza teaches “American Immigration: Sociological Perspectives”

Mostly junior and senior students (about 100 students)

Has graduate student instructor (TA)

Structure of class: 4 waves of immigration to the U.S.

1st wave: Northern & Western European (Scandinavian, Irish, German)

2nd wave: Southern and Eastern European (Jews, Italian)
3rd wave: African Americans from the South & Mexicans
4th wave: mid 20th century until today

Includes also focus on race and structure of society
4 documentaries, one for each wave

Assignment:

Immigrant Family Research Paper (interviewing own family members, and locate their experiences within the experiences of the particular immigrant group – how unique was your family's story or not) – Sociological imagination (connecting biographies to structure)

Students are given instructions (and handout on how to do oral interview)

Midterm

Final

Group discussion helpful tips when teaching immigration classes:

Q: Not every student has a recent or known immigration history, e.g. most African Americans.
Suggestion: Black migration from the South (works for those teaching in the North, Midwest, and West)

Q: Other data sources than U.S. Census?
Suggestion: Social Explorer

Q: How to get students to think about complexities and immigration policies
Suggestion: What would it take for you (multigenerational American) to leave the U.S. – most will not think about immigration law (can they actually go) – use as start for discussion (the “door is not always open”)

Q: How to get them excited?
Suggestion: Have them write a response paper not just for the professor, but maybe mayor, newspaper) – students get excited see broader impact and significance

Resources:

Syllabus bank: <http://community.apsanet.org/MigrationCitizenship/SyllabusBank>

Social Explorer: www.socialexplorer.com/

Other CUNY undergrad immigration classes: <http://macaulay.cuny.edu/eportfolios/encyclopedia/>

Videos on Immigration Reform (2001-07): <http://www.howdemocracyworksnow.com/home>

Morning Session/Table 10: How to Balance Research, Teaching, and Writing

Presiders: Grace Kao (University of Pennsylvania) & Nazli Kibria (Boston University)

Rapporteur: Elizabeth Miller (CUNY-Graduate Center)

Grace Kao (University of Pennsylvania)

1. There is no balance between research, teaching, and writing. But research and writing should be taken to be the same thing.
2. Research should always come first, and only allow teaching to take up as much time as you're willing to let it.
3. Don't take time off from doing your research—not one month, not one year. You can take a day off or a vacation, but not more than that. Always be doing at least some research, because taking time off from research to focus on teaching is not necessarily going to improve your teaching evaluations.
4. Be efficient with your time, and don't give yourself an excuse to push something off until later.
5. Use conferences as deadlines for research and writing.

Nazli Kibria (Boston University)

1. The balance you have to find between research, writing, and teaching depends upon the demands of the institution you are at.
2. Dedicate time to research and writing for a few hours a day or week. Do not check your email.
3. "Clockwork Muse" by Eviatar Zerubavel is a good book to read to learn more about time management and setting aside a small amount of time each day to write.
4. Dedicate one class during the semester to talking about the research you're doing.
5. Assign things to your classes that you want to read, but don't have the time to. This helps you get more engaged with the class, too.

Diana Pan (Brooklyn College): It can be difficult to shift from dissertating to working as an Assistant Professor, when you don't have as much time to get work done. Take advantage of breaks, like winter break, summer, and spring break.

Wendy Roth (University of British Columbia): Read to write. Don't try to read everything that is related to your field. Instead, just read what informs your particular research project. The computer program "Freedom" blocks the internet from your computer for a set amount of time, which can prevent some distraction—especially that which can be caused by email.

Kao: But if you deal with email immediately, it does not pile up and take so much time.

Molly Donero (University of Texas-Austin): How do you balance many projects at once?

Roth: Working with co-authors helps because it leaves your hands once in a while, so you don't have to work on it. But with solo-author papers you have to decide where to focus. Typically it helps to focus on one, make a deadline, then send it to people to read, then work on another paper while it is out.

Kibria: Ideally, have things in the pipeline. Something that you're researching, another that you're writing, and another that is being sent to publication. Have research and writing at different stages.

Nadia Flores-Yeffal (Texas A+M): Or you could work on one paper, set it aside to work on another paper, then revisit the first.

Morning Session/Table 11: How to Balance Work-Life Commitments

Presiders: Ann Morning (NYU) & Tomás Jimenez (Stanford)

Rapporteur: Kris R. Noam (UC, Irvine)

Ann Morning

1. Describing her life situation and divides her talk into things that satisfy her about her work/life balance and things that she struggles with.
2. Satisfied with the hours she spends at work and at home. Her golden rule is to devote work time to work and home time to family. At work Ann only concentrates on work; she does not schedule doctors' appointments, or write personal email etc. At home she spends quality with her daughters and multitasks at 'dead moments', such as calling the doctor in line at the supermarket.
3. Ann struggles with the work/family balance because she feels that she has so little time at either. Sometimes it is hard to be productive, at either work or at home. Balancing research and service work is particularly challenging, especially since the latter became more demanding after reaching tenure. She only does service that is beneficiary to her or to people she is indebted to.
4. Ann's other tips to maximize/utilize time at work and time at home:
 - a. Bringing lunch to work enables you to stay focused when you are having a 'good run'.
 - b. Separating work and private helps you to think about 5 out of 10 things at either work or home.
 - c. Use time saving aids such as cleaning help and multitasking with your iPhone.

Tomás Jimenez

1. Has two sons and emphasizes that the work/non-work is challenging regardless your home situation.
2. His main take-away point is that an academic job is great because he "cannot think of job that is more flexible". But, that flexibility is also its weakness, since it really requires self-discipline and devotion to work and family to combine the two.
3. He advises everyone to write down five things in life that matter most to you and strive to accomplish them. For most people with families children (and partner) come first. But regardless of your home situation, Tomás emphasizes, it is important to find a balance between work and time-off. Tomás has more tips:
 - a. Inquire about maternity/paternity leave and other related leaves you can take (e.g. reduced course load) and use it all. Use this precious time to spend with your family.
 - b. Other faculty may not (always) notice when you are not there so do not worry too much about not being there if you cannot come or if you are more productive from home.
 - c. Limit the time you put into service to a minimum, focus on your research portfolio.

We open the discussion to the rest of the table, which is very informal. Below is organized by themes that came up when we shared experiences, uncertainties, and advice.

Gender

We talk about the double standards for men and women and when they take time off to be with their children. Be it right after birth or to take them to the doctor. Times are changing toward more equality.

Children

Timing: Grad students often wonder: “when is the best time to have kids?” There is not one answer. Grad students are more flexibly and have fewer responsibilities. But, they also have less (financial) stability. Tenure track is another option, especially at schools that offer tenure track stoppage.

Childcare: Not everyone (in grad school) can afford daycare. Try to be creative in finding solutions: part-time daycare, ask relatives, set up a ‘child swap’, take out a loan, divide hours with your spouse, work while the baby is asleep—probably easier said than done, especially for new (sleep deprived) parents.

Partner

Partner’s occupation: Partners who are academics have the same flexibility while those that are not can create structure and stability. Some non-academic partners (or in-laws, or friends) find it difficult to understand that flexibility does not mean there is no work to be done. Using the analogy of a freelancer might help explain the requirements of your work.

Single parents: Not having a spouse to fall back on makes juggling between care for children and work more challenging. In part because people often assume that there is a partner. Being a single parent can be specifically difficult in certain situations; when you are expected to take academic guests to dinner and have to pay for a babysitter or when you attend conferences. Taking guests to lunch instead of dinner could be a solution for the former problem, but the latter requires more creative planning. Some conferences offer childcare and schools might provide funding for parents who bring their children.

Other factors of influence

Time. Try to maximize the time you have at home and at work, not only qualitatively but also quantitatively. Try to live close to work (shorter commute), get a housecleaner (less time spent on chores), ask for help (get grandparents to babysit), etc. Single parents have to be even more pragmatic with their sparse time. Try to prioritize, leave the dishes in the sink or have lunch while working.

Emotions. Everybody recognized the occasional feeling of not allocating ‘enough’ time to work and feeling ‘guilty’ when having a good time with friends rather than working. Time off is important however. We need it to re-charge. Activities can also create the routine to make us more productive.

Office space: Create a quiet space, preferably away from home, to work undisturbed. This can be an actual office, a local library, or a nearby café. Assign this place to be for work only.

Future. Invest in your future, get your name out there, apply for positions broadly, even in places you that are perhaps not your first choice (you might get surprised).

Fear. Do not be afraid to tell colleagues about your situation. Doing so might create more support and understanding than imagined. Also, do not be scared to ask for help from others or to ask about special provisions for (young) parents. If there are no official policies (e.g. paternal leave) in place they might get installed in the future when enough people enquire about them. Many women are afraid that asking about things result in ‘them’ thinking that that we are not as interested in our work. But ‘they’ are wrong; we are interested in our research, in our teaching, and in our job as a whole.

Morning Session/Table 12: How to Communicate Research to the Public

Presiders: Roberto Gonzales (Harvard) & Robert C. Smith (CUNY-Graduate Center)
Rapporteur: Koby Oppenheim (CUNY-Graduate Center)

Public vs. Publics: There is more than one public, and so first need to determine with which of the publics (e.g. press, research community) you intend to communicate.

Cultivating ties with reporters: Cultivating ties with reporters means calling them back in short order. Both Rob and Roberto noted that they, early in their careers, called back everyone who inquired as you never know who they will be in a few years. This included both local reporters and journalism students. This strategy, however, is time consuming particularly for a junior professor.

Short and long versions of your research: In communicating with the press they suggested having an 'elevator' (30 second), 'cocktail' (2 minute) and a full version of your research or commentary. Roberto noted that he took the initiative to introduce himself to the reporter covering immigration.

Creating your own media database: Keeping a list of reporters who contact you can help you send out a 'blast' when your research is published or you want to offer a perspective on current events. Presenters and participants noted the important role an effective university PR person can play in connecting researchers with the press.

Turning down media requests: Reporters often want to speak directly with research informants and don't realize that they are offered anonymity. At times, Roberto noted that they offer to find them others with similar stories. Rob said that he could connect informants who are now public personalities to the press, but not relate what role they played in published research. Their readiness to do so depends, in part, on the type of journalistic effort in question. Short-term journalism projects don't justify seeking new informants, while a long-term project might. When connecting contacts to the press, they send the contact the reporters information, allowing them to decide whether and when to be in touch.

Hate mail: Often get a small, but vociferous set of readers who send hate mail, either in response to a piece they wrote or to a quote given to a reporter. They either ignore these message or offer a respectful response. In recent years, as articles have comments sections they said receive far less hate mail.

Op-eds: It takes time to write a good piece and they related that unless they can turn their attention to a news story immediately, the opportunity to respond to a request has often passed. Op-eds, they noted, run counter to the academic timeline. Nando Sigona (U Birmingham) offered that he focuses his commentary to sites like Open Democracy hosted by the Gaurdian (<http://www.opendemocracy.net/>). Op-eds are often best routed through university press offices, as they have relationships with gatekeepers at newspapers, etc. Op-eds are ideally 700 words in length.

Blogs: Nando Sigona who runs his own blog suggested that you need at least 5 to 6 posts a month to keep it sufficiently active. He uses Twitter posts to fill the gap between blog postings. Contributions to the blog (usually around 400 words) are often pieces that he's posted elsewhere and links back to his own blog. Blogs run by multiple authors are a way to maintain a regularly populated blog and not over-burden one individual. But these undertakings require an 'organizer' and a 'pusher' to ensure that they maintain the desired level of activity. Contributors need to recognize their obligation to write and responsibility to participate. Audrey Singer noted that the Brookings Institute's early blogging attempts were started by younger researchers who were looking for a place to publish, but that it petered out once Brookings' started its own blog. She cautioned against an institutional blog that doesn't have a clear audience, because otherwise few outside the circle of contributors are reading it. Few institutional blogs outside of LSE's are read. If you're interested in dabbling in blogging, you can send your contributions to an established blog rather than trying to start your own. The Immigration Policy Center's (IPC) blog is driven by topical issues and they solicit contributions. Roberto noted that we are at a critical moment in immigration debate and that academics should have a voice, if only for people to know that there are those who support their position.

Spanish language media: For immigration scholars this is another potential outlet. They noted that there is more Spanish language radio and TV media than online opportunities.

Overly broad requests: They often receive overly broad questions on immigrations that indicate that they haven't done basic research on the topic and, in part, are looking for a basic orientation on it. Generally, they noted that these requests often involve a lot of educating. They avoid doing typed interviews and instead prefer phone interviews, where they can assess what the needs of person inquiring actually are and respond directly to it. Audrey Singer shared that she tires to think of 'what do they really want to know' that lurks behind these broad requests. Participants noted that sometimes they send callers to the MPI blog, as a good place to learn quickly about a topic.

Other ways of translating research for the public: Roberto noted that he tries to come up with a research brief that offers a concise summary in everyday language of an academic paper. Nando Sigona said he posted a 3 or 4 minute video clip of an interview that summarizes his research findings. For a recent project, the research team engaged a theater company to create a short piece that summarized what they learned from their research (on immigrant children). The script is available for free and has been put on by other groups. (for more information on the project: <http://irregularvoices.wordpress.com/>) Other similar projects that were mentioned were *Nine Digits Away From My Dream* and *In the Shadow of the Law* (<http://www.espinosaproductions.com/productions/shadow.html>).

Media training: Learning the fine art of the soundbite, how to reword question asked to make your case even if this means not answering question asked. Several academics, like Doug Massey, are particularly good at it. Roberto noted that he's been misquoted in the past given the academic predilection for 'speaking in paragraphs'. Focus needs to be on reaching your audience on a given topic. You typically will be given one sentence in print or eight seconds on the radio and need to relate what is important in that space or time. It's not about sleight of hand. Academics are discouraged from using metaphors or flowery language in their writing and professional communication, which is the opposite of what is often needed for media

communication. Twitter can serve as a good training ground for concise and direct communication because you are limited in the text you post, but have time to think of how best to compose it. Tom Wong from UC San Diego was mentioned as particularly adept at tweeting (<https://twitter.com/twong002>).

Social Media: In setting up a Twitter account, your profile and the keywords selected are important in situating you in different spheres of conversation or followers. Nando noted that research found that most Twitter users use the medium to find views to which they are sympathetic. A number of participants noted that they use Twitter as their public personality, but that Facebook is more complicated because it includes both personal and professional contacts. Many noted that they use Facebook or Twitter to find news articles that they might otherwise miss. Another way to use social media is to write or review Wikipedia entries as part of class assignments. Offline, Irene Bloemraad (UC-Berkeley) noted that taking the opportunity to speak at university alumni events and other public events. The first question from the audience the majority of the time relates to undocumented immigrants, giving her a chance to reach a broader audience than those who might otherwise engage her arguments.

Morning Session/Table 13: How to Coordinate a Team Research Project

Presiders: Susan K. Brown (UC-Irvine) & Patricia Fernandez-Kelly (Princeton)

Rapporteur: Peter Catron (UC-Los Angeles)

1. Leadership

- a. Leadership is something that is required to get a project done. A good leader is someone who can navigate interpersonal relations. There are different levels within the organizational structure of a team, and a leader needs to allow people to be heard but not dissipate the direction of t
- b.
- c.
- d. he project.
- e. Communication has to exist between people invested in research. People are hungry to be valued and acknowledged.
- f. Leadership may also evolve overtime. Sometimes leaders leave. Other times different skills are needed during different points of the project.
- g. Navigating leadership can be productive. However, if you are the instigator of the project, then you get the final word. Generosity and democracy are extremely important, but there is a clear division of labor and when some people don't deliver, they may have to be dropped from the project.
- h. Teams are an effective way of mentorship. Teamwork becomes an instrument for all of us to learn. It is the leader's job to develop common instruments that allow the group to agree and get a sense of the objectives and how each task fits into each part of the project.

2. Time Frame

- a. Team research projects often have long time frames. This is why it is important to get the right team in the onset. Not everyone is a team player, or they have different motivations for being involved. This makes long time frames difficult for research projects.
- b. However, there is a natural history to team projects. People stick together, get something done, and then it exists and others move it in a different way. The personnel may also change, but the institution stays the same.
- c. Long time frames may also be costly. It is therefore important to match the objectives of the project to with the budget constraints. Money may also dry up due to exogenous circumstances and the project must be adaptable to this.

3. Data Management

- a. Keeping the data organized and usable by all members of the team is critical. This requires someone with strong skills in data management (not necessarily a graduate student).
- b. Over a long period, the best answer would be to have a data archivist. Few research universities, however, provide these services. Rather, one may make the data publically available, which is more work because of the need to document it

extensively, but the payoff is that you don't need someone with the institutional memory for it.

- c. It is also important to know what you are doing so someone can't misuse the data. Having the team use common instruments allows for data to be coherent.

4. Ownership/Proprietorship

- a. Who owns the data? Although they are part of the team, someone went out and collected the data. This can be a big issue in team projects and can be resolved by making the data public.
- b. It is important to know who is responsible for different parts of the project. The group must decide who will be a co-author, where the final paper will be submitted, etc. It is important to acknowledge who helped out with the project. There are many contributions to a project and people must be credited for their work. Be as inclusive as possible.

Afternoon Session/Table 1: Assimilation and Multiculturalism

Presiders: Peter Kivisto (Augustana University) & Jennifer Lee (UC Irvine)

Rapporteur: Onoso Imoagene (University of Pennsylvania)

Peter Kivisto opened the discussion by stating that the terms we use in immigration research are always contested. For example, it is a routine thing now for the term multiculturalism to be trashed. Assimilation is also a contested concept. Depending on place, inclusion can be a troubled or innocuous term.

Jennifer Lee asked participants in the roundtable, in light of her being guest editor of the 50th Year International Migration Review Issue, what new ideas should be presented in the field. She asked if researchers should pay greater attention to cross-national studies. What new theoretical ideas are becoming fruitful?

Kay Deaux (Graduate Center CUNY) discussed her work on Turkish immigrants in Germany. She is interested in how group size affects perceptions of threat. She finds there was more stereotype threat when the group was a token size. She concluded by saying that multiculturalism is a bad word in Europe right now because it is seen as a statement for minorities and immigrants. Natives feel that the policy does not have implications for majority members. In sum, how multiculturalism is viewed in a country depends on how it is framed.

Tomas Jimenez (Stanford University) spoke on the need to take assimilation as a two-way process seriously. He is interested in investigating what assimilation means for generationally established people. In the 3 sites where he is studying this question in California, 3 sites where minorities are the majority, he finds that for young people, they are almost beyond multiculturalism and diversity. Thus, he is arguing that diversity is the new normal in a lot of metropolitan areas.

Zulema Valdez (UC Merced) disagreed with Tomas's view that diversity is the new normal in America saying it is regional specific. She felt that immigration scholars have to understand and clearly articulate how assimilation is embedded in structure, that researchers must not ignore how race and gender impact how people assimilate. She states that immigrant integration scholars have to unpack the context of reception detailing how it varies by group, and how the structures formed from race, class, gender, and white supremacy affect assimilation pathways and integration prospects. On this point, she concludes by saying there is a real lack of race in immigration and immigration among critical race scholars. She says scholars in these two fields have to do a better job of recognizing the connections between their interests and that there must be a renewed awareness of intersectionality – looking at the implications the intersections of race, class, and gender have on mobility and individual life chances.

Additionally, Zulema critiqued Latin American scholars for failing to articulate what the theoretical payoff of research on Latin America is. She believes that Latin America scholars have not convincingly argued how what they find in Latin America affects the United States.

Afternoon Session/Table 2: Education and Socioeconomic Mobility

Presiders: Cynthia Feliciano (UC-Irvine) & Vivian Louie (Harvard);

Organizer: Jennifer Sloan (CUNY-Graduate Center);

The role of context in social mobility

Cynthia Feliciano

What do we mean when we discuss socioeconomic mobility?

Educational credentials don't always transfer from home to host country – how does this affect socioeconomic mobility?

What about mobility for the second generation?

- How can we measure and conceptualize mobility? Often view “successful outcomes” as evidence of upward mobility – but what is success, how is it defined? **Context** is important.
 - Parents' educational attainment
 - Have to recognize the *context* of educational outcomes when thinking about educational success e.g., compare children's education to their parent's educational attainment. Comparing 2nd generation to native-born may not be accurate comparison because of differences in parents' starting position.
 - Location
 - Cross-national comparisons may be useful, e.g., comparing migrants from same home country in different host countries
 - Within-country differences, e.g., differences in access to (higher) education across US states
 - Historical context
 - The transition to adulthood takes longer now than in previous eras. We have to be mindful of this *especially* when discussing mobility. E.g., many respondents in CILS were still in school in their 20's during study period. Also, delayed family formation now as compared with earlier eras.

Vivian Louie

- Have to look at social mobility in the context of parents' socioeconomic status.
- Comparisons across ethnic groups are important, e.g., comparisons between Colombian / Dominican 2nd generation vs. Chinese 2nd generation
- New book: PK-16 (pre-kindergarten to college) corridor / pipeline. How are immigrant organizations involved in this pipeline? What are the “best practices” in terms of educational pathways within and across SES? How do these practices map onto race and ethnicity?

Alternative Definitions of “Success”- Using the arts as a method of socioeconomic advancement

Patricia Fernandez-Kelley

- How do we define success in the post-globalization era?
- What is the role of the state in perpetuating urban poverty?

- New book with Paul DiMaggio, *Art in the Lives of Immigrant Communities in the United States*,
 - Expressive activities used by immigrant youth and young adults as means to generate revenue. Entertainment / leisure is fastest growing sector of the economy. “Expressive entrepreneurship”
 - Children of immigrants and other young people are engaged in these expressive activities. These activities cut across class lines. E.g., graffiti, rapping, dancing
 - Arts “offer an avenue” to provide meaning *and* generate revenue for impoverished children of immigrants. BUT, this is also the aspiration of many children of professionals (i.e., youth from wealthy backgrounds are also engaged in the arts)
 - Arts provide immigrant-origin youth a way to become part of society as well as contribute to ideas about what culture and society is.
- There are alternatives to the conventional ways of defining success, immigrant-origin youth are recognizing this and becoming party of this “informal economy.” Young adults don’t just want to be another cog in the machine of corporate America, they want to do something with their lives that has meaning. They also want to have the economic security that their parents often lack. So young adults have turned to the arts – photography, sculpture, etc. – to achieve financial success and security. They see this as being part of the dominant culture and a subversive culture at the same time.
 - What is influencing their activity in the arts? Gender, race, class, immigrant background, etc. PFK argues that people are involved in these activities because they don’t want to be boxed in and also don’t want to be part of the low paying formalized labor structure.
 - Few alternatives for young adults - need incorporate participation in the arts as part of our definition of success. The young adults involved in the arts don’t necessarily want to make a lot of money, they just want to be able to support themselves.
 - “Don’t want to fail, but don’t want to become subordinate”

Technological Change and Adolescence – Implications for Research and Data Collection

Grace Kao

- Contemporary adolescence happens on the internet, e.g., Facebook, Twitter
 - The same things that have traditionally happened to kids and teens, e.g., getting bullied, still happen, but now they happen online.
- Our methodology needs to catch up with the reality of how youth are living their lives – we need a multi-faceted way to collect data (incorporating online and in-person work) because youth live their lives in varied ways. What are the ethical implications of this? Can we ethically collect data on the online lives of youth?
- Survey questions today are worded in the same / similar way now as they were worded in the past. How can we change the questions so that we are asking the right questions?

Christine Diaz

- We have to change the mode of how we collect the data – need to have more data collection online

Vivian Louie

- To what extent do these technologies affect learning?

Cynthia Feliciano

- Current debate on whether the technology that youth are using is actually useful.
- Literature on digital divide
- (How) does tech lessen the gap between youth of different SES?

Long-Term Implications of Educational Policies

James Bachmeier

- Studying Mexican migration throughout all waves of US immigration going back through 1800's.
- There is a 3rd generation delay / decline in education of Mexican-Americans – (how) is this related to historical differences in educational policies in the Southwest, California, the Northeast, etc. How much of the 3rd generation delay / decline (e.g., as described by Telles & Ortiz in *Generations of Exclusion*) is a legacy of 3rd + generation Mexican-American's (great-) grandparents' experiences in the Southwest?
 - 1940's – vast differences in public education across states. Uneven treatment across states / regions in school attendance and ability to attend school.
 - California – viewed school / education as the key for advancement for everyone, high levels of educational enrollment for people of Mexican origin
 - Texas – Much lower rates of educational enrollment for people of Mexican origin. Very controversial to offer education to Mexicans; viewed only as a source of labor, little public support for education for Mexicans. Texas was “shamed” into adopting universal public education in 1915 – this occurred in California much earlier. Negative stereotypes about Mexicans and their lack of educability evident in films and documentaries in the early-mid 20th C. (e.g., *East of Eden*)
- **PFK:** White ethnics experienced nationwide educational reforms at the same time (early 20th C.) but were concentrated in the Northeast and Midwest where public education systems had a longer history and were well entrenched in the culture and well established institutions.
- **Silvia Pedraza:** If students start so much farther behind their peers, how far can they actually go? Again – need to look at the context of educational outcomes (e.g., relative to their parents' educational levels).
- **JB:** 2nd generation generally has higher educational expectations and outcomes – 2nd generation optimism is very common. What happens in the 3rd generation?
- **JB:** Want to look at the impacts of these differences in education policies across the states / regions on today's population. Examine fertility rates of US born Mexican mothers in Texas vs. those in California, the Northeast, etc. Argues that the high fertility is in part due to the lower levels of education of Mexican-origin mothers and that these lower levels of education are a long-lasting legacy of education policies.

Unaccompanied Minors

Isabel Martinez

- When we talk about social mobility for unaccompanied minors, to whom are they being compared? 1st generation adults? There are about 5,000 unaccompanied minors who have migrated to the US between ages 13-18 by themselves. They have never enrolled in school despite being eligible to attend.
 - We want to discuss their social mobility – but with whom do we compare their mobility trajectories? Their parents? Other people's parents? Other children who migrated at the same age? Imperative to keep this frame of reference in mind.
 - How do/can we measure their mobility?
- **SP:** Remittances showing how well someone is doing in the US
- **Erica Jade Mullen:** Who are these teens / young adults living with? Can they be compared to foster kids?
 - **IM:** No, the unaccompanied minors are socialized differently. They generally don't live with families, there's no formalized support structure, etc.
 - **PFK:** Social construction of time (i.e., what is a "normal" activity in a specific point their life course) is important in this case – e.g., for the unaccompanied minors, it is normal to work full-time at age 15 – for foster kids and many other 1.5 generation kids this is not the case. The comparative aspect might not be necessary for studying this group.
 - **SP:** Can we compare this to the Cuban exodus? Some kids were left on their own.
 - **PFK:** These kids are not comparable – Cuban refugees received support from the government. There was tangible, material support, e.g., passports. We must remember that part of Cubans' upward mobility / relatively high SES was due in large part to governmental support for refugees.
 - **JS:** Possibility of using parachute kids (kids whose parents have sent them to the US for K-12 education, parents remaining in home country) as a (direct) opposite to the unaccompanied youth who are mostly labor migrants

Transfer Students and Higher Education

SP: University of Michigan study being conducted using institutional data. Looking at transfer students and how common transferring is; also looking at comparisons between transfer and non-transfer students. (How) does transferring facilitate or hinder outcomes and GPA? Transferring is possible because of articulation agreements between 4-year and 2-year schools, common in large public institutions.

- Transferring is common, but NOT for Black students
 - Possible reason why fewer Black transfer students:
 - Black students start at higher tier / more elite schools and remain there for their college career (e.g., start at Ann Arbor rather than a community college)
 - Universities target Black students and give them scholarships, giving them an incentive to remain in one institution for their college careers
- **JS:** possibly look at CUNY pre- and post- the Pathways initiative. What effects do the institutional structures – and the articulation agreements – have on the transfer process?

- **VL:** Middle class / non-immigrant youth are strategic about using the community college system to save money, earn credits, etc.
- **GK:** Also see how the students got to the school (transfer or non-transfer student) to see what differences exist in GPA, etc.
- **JS:** Also look at (non-transfer) incoming students and transfer students to see how their background characteristics differ (e.g., SAT / ACT scores, high school GPA, parental SES, high school composition)

Afternoon Session/Table 3: Neighborhoods and Social Interactions

Presiders: Eric Fong (University of Toronto) & John Logan (Brown)

Rapporteur: Kevin Beck (University of California-San Diego)

1. Graduate students shared their research interests to start the discussion
 - a. Residential segregation and immigrant neighborhoods
 - b. Social interaction between immigrants and native residents in Tribeca, NY
 - c. Variations in quality of life in immigrant neighborhoods throughout NYC
 - d. Social interaction across racial lines in the American south
 - e. Gentrification in immigrant neighborhoods in San Diego
2. The Presiders asked graduate students to consider the difficulties of studying neighborhoods
 - a. How should researchers determine the boundaries of a neighborhood?
 - b. To what extent are social interactions localized?
 - c. How does the context of social interaction matter?
3. Which data and measurements can be used for analyzing neighborhoods?
 - a. Surveys
 - b. Census data
 - c. General Social Survey
 - d. Geo-coded data
4. How might researchers define an immigrant neighborhood?
 - a. By homogeneity of a characteristic or a combination of characteristics in a neighborhood
 - b. Using the boundaries understood by local residents
 - c. Using census boundaries or municipal boundaries
5. In which ways do neighborhoods matter for immigrants?
 - i. Marriage
 - ii. Education
 - iii. Quality of life
 - iv. Social capital

Afternoon Session/Table 4: Civic Engagement and Political Participation

Presiders: John Mollenkopf (Graduate Center, CUNY) & Veronica Terriquez (USC)

Rapporteur: Naeyun Lee (UChicago)

John Mollenkopf, “Immigration and Politics”

1. A new book edited by Jennifer Hochschild and Claudine Gay is coming out on this topic. 25 sociologists and political scientists have participated in laying out various models of immigrant mobilization and political incorporation.
2. Political mobilization and participation of immigrants
: This topic has a potentially broad range of variables and methods to consider.
For example,
 - Subjective psychological attachment , belonging, comfort, sentiments
 - Under what conditions do groups organize? How groupy are groups?
 - ◆ Thin and spread out, not conscious of themselves
 - ◆ Dense and well-organized groups
3. Political arrangements also matter. Sociologists should read more political theory.
 - Enlightenment values, full inclusion,
 - New ethnic/ racial mixes,
 - Process of othering, racial segmentation, subordination/ inclusion/exclusion
 - Rising groups : new groups try to find a minimum degree of commitment to democracy and inclusion (inequality of citizenship)
4. Comparative study of political mobilization and incorporation of immigrants across different settings : a great topic to study

Veronica Terriquez, “Political and Civic Engagement”

1. Political engagement : political participation to influence government decisions, get involved in elections and lobby politicians
2. Civic engagement : informal, people are together for common occasion (ex. soccer clubs)
Includes both social groups (ex. church groups) & political groups
3. Among the various models in sociology (e.g. “assimilation models”, etc.), where does the “civic engagement” fall under?
 - It can be messy.
 - Soccer club vs. labor union (but these groups can change local policies and politics)
4. Key predictors of civic participation (at the individual level)
 - Resources matter : it affects whether immigrants get engaged
Education, occupation, income
 - Resources matter less for civic engagement
ex. immigrants with less education getting involved in “get out the vote” campaign
5. But in general, resources matter in groups (ex. Mexicans)
 - Highly skilled – variations among resources
 - Language – English-speakers more civically engaged
But also see civic groups that engage people who don’t speak English
But still vibrant

➔ *Again the traditional model doesn't fit*

- Citizenship status and legal status- citizens tend to be more in mainstream groups
Legal status (can be a requirement but also be a catalyst)
- 6. Contexts matter
 - It all depends on contexts including political contexts
 - For example, see works of Janelle Wang and Irene Bloemraad
In the US, contexts impact the nature of participation

Q. What types of organizations promote immigrant integration?

Q. To what degree do they remain social or community-building?

Internal support networks?

- 7. Organizational settings
 - In L.A., powerful immigrant-dominated labor unions have the ear of the city council
 - Community-based organizations shape school district policies
 - Other groups change transportation decisions
- 8. There are places where immigrants gain a lot of power.
But, there are also other places where they are silent.
Q. What are the conditions that facilitate the growth of organizations that facilitate the growth of immigrants and that squash it?

John Mollenkopf

- 1. Civic and political participation: Both Sociologists and political scientists have done research for a long time (going back to Tocqueville)
- 2. A research on 2nd generation groups' political engagement in NYC
 - Russians and Chinese are most successful, but least politically involved
 - African-Americans and Afro-Caribbeans are more engaged
- 3. (from Political Science literature)
Education and income explains variations within groups
But doesn't explain the differences across groups
- 4. 2nd generation *civic* engagement – not many studies done in sociology
 - Much work done on occupational attainment and educational attainment
middle-class Asian students doing well vs. low-income Latino students not doing so well

Veronica Terriquez,

- 1. In California, the majority of young people (50% of those between ages 18-26) are children of immigrants or immigrants themselves
- 2. Compare patterns of education :
Asians and whites do well, Latinos – poorer results
- 3. Civic engagement- Latinos not so doing bad
Doing even better sometimes when controlling for education, income
- 4. In California, it is promising as there's the potential for shift of political power
- 5. Comparable levels of civic engagement, but not in every place
 - Civic engagement of poor people are squashed
- 6. Need to compare California to other states, such as Arizona or Southern states
 - A comparative study to understand the mechanisms that bring forth civic engagement

Roundtable Discussions

Monica Boyd

- 1) Doing a new study on Multiculturalism and racial distinctiveness
 - Social cohesions, belonging, associational membership
 - Voting – strong
 - Immigrants and 2nd generation comparison
 - Language proficiency and immigrant participation
 - Control for those who grew up in English/French-speaking (Anglophone) culture
 - Multi-level analysis: political culture of immigrants' country of origin is important
 - Voting patterns of 2nd generation
 - The myth is that they are less likely to be vote. They are also more likely to feel discriminated and less likely to be politically engaged
- 2) Age is important: 30% are 30 and over
 - Ignore the very young group (In Canada, you can vote at age 18)
 - Ages 18-24 : less likely to vote (a long-term trend even in the US, except for Obama)
 - Early 30s to 40s : people coming from new source countries
 - But they are not any different.
 - They are voting more than 2nd generation (Can't compare the 2nd generation to their parents because this is cross-sectional data)
 - Questions: Do I feel like I belong? Do I feel discriminated?
 - Only for young blacks, feeling discriminated increases their propensity to vote
 - Young cohorts receive rights-based education in schools.
 - Have a higher rate of reporting experiences of discrimination (e.g. gender)
 - But this doesn't affect voting

Veronica Terriquez,

- 1) In her study, among the young people who participate in organizations, those who feel the U.S. is likely to treat people fairly were more likely to vote
 - (but only if they had political education through participating in organization)
- ex. Some organizations motivate young people to change

Roberto Gonzalez

- 1) Study on a community where members are largely undocumented
 - Kids with no status : followed their lives throughout as they grew up with no legal status
 - Studied 150 young adults for the last 10 years (2003-2013) book project
 - Life course: those in late-teens and early 30s are now in their early 30s and late 40s
- 2) Project on the explosion of the DREAMER groups in California
 - National movement organized by undocumented groups – walk across borders and return with cameras (last week)
 - Documented this movement from its inception (in the early 2000s)
- 3) Veronica Terriquez and Roberto Gonzalez: survey of 500 young adults (DOCA)
 - Online 15-20 minute survey with qualitative follow-up
 - Mental health, state-level policies vs. national policies
 - Immigrant mobilization is not just around rights and labor rights

John Mollenkopf

Q. To what extent is the civil rights movement a model for the immigrant political movement?

A: 1. Read books and get advice from the old generation members of social movements

2. Take cues from LGBT, civil rights, Chicano rights

3. DREAM-ers' movement: Educated college students led by former-members of the labor union (Early generation)

Monica Boyd

Q. In the late 1990s in the South, social justice was not very strong

But it's very strong now – when did this happen?

A: In the U.S., the focus is on civil rights (not human rights)

- but it is social justice still

-

Veronica Terriquez:

youth organization groups developed from the 90s in major cities (NY, etc.)

Urban-based social justice groups

(Worked with school rights activists / third world movements activists from the 80s)

John Mollenkopf

Q: What are the preconditions for social activism or organizing?

Who's doing the organizing and where do the resources come from?

Where do the motives come from?

A: ILF, Catholic Churches

Less so, for some communities (ex. Afro-Americans or Puerto-Rican youth in NYC)

Monica Boyd

Q: There is always a platform for social justice with resources.

For instance, are the DREAMers picking up the preexisting platform?

A: Roberto Gonzalez:

The DREAM-er movement is different from the typical immigrant movements

(ex. Justice for Janitors / drywall workers' movement) because they're asserting issues of membership and belonging.

This is an American-bred breed of justice and social issue

Afternoon Session/Table 5: Citizenship and the Politics of Immigration

Presiders: David Cook-Martín (Grinnell) & David Fitzgerald (UCSD)

Rapporteur: Sofya Aptekar (Max Planck Institute)

David Fitzgerald:

We don't have a good sense of how much politics matter in immigration. So much research is on social networks, etc. One way to look at that would be to compare the relative roles of border enforcement ramp-up and economic recession in reducing the number of undocumented.

Most migration happens within developing countries. Sociologists of migration need to do more there.

We also need to explore the role of supranational organizations, particularly through intensive qualitative work that explores the informal ways in which policies are created, the role of expert groups and smaller countries with a disproportionate effect on policy making (e.g. Sweden).

We need more historical and comparative work. There is so much focus on admissions and only recently have people started to look at deportations.

What are the determinants of subnational laws? Political scientists have a good grasp on that but we need to know the effects of these laws?

The study of forced migration is neglected. We need to bring it into sociology. Phenomena such as keeping asylum seekers at a distance so they can't apply for asylum. What explains refugee policies? Refugee studies are too separate right now.

David Cook-Martín:

We should follow Aristide Zolberg's call and think comparatively and over time. IM is moving in this direction in the last 10 years but needs to do more. We need to be systematic in distinguishing between legal affiliation and belonging when we talk about citizenship. In context, it is entwined, but we need to do be more rigorous as analysis.

There is a need for more empirical studies. What is the causality between legal status and identity? For instance, dual nationality – what effect does it have on identity? We should not conflate affective and formal aspects of citizenship.

The debate on post-nationalism is still going on. We should specify when nationality and citizenship matter and what aspects of citizenship.

We have one group of people working on cross-national research, usually quantitative. And another on the effect of 'real law' – the norms about belonging. The latter is important in highlighting new variables the first group would not have thought to include.

Multi-scalar approach is important to think about citizenship, including sub and supra national citizenship. State organizations function at multiple levels.

Research tends to focus on the underprivileged and the left out, which is important in terms of closure around resources. What about people who have choices. The number of people eligible for dual citizenship is very high now. It's not as anomalous. But who has these choices and how are they making decisions? Are they using nationality instrumentally?

Discussion

- Looking at undocumented young adults – what does it mean to them to be a citizen?
- the disjuncture between law and people's understanding and motivations
- Center for American Progress report on DACA
- Rob Smith is interviewing his informants about DACA – now they can make a plan, think about college and jobs – they think of it as an amnesty – and it's going to have an effect on their kids
- can we say that DACA is similar to a Temporary Protection Status? How are people thinking about it?
- biggest predictor of low outcomes among Rob Smith's respondents is undocumented status, although similar outcomes until mid-teens
- with security measures at schools, undocumented have trouble accessing their children's schools without government issued ids.
- what groups have a low uptake of DACA? What is the role of the media and organizations?
- the hardest process is for people not in school and who never went to school – NYC government is establishing an extensive GED program to target those people and allow them to apply to DACA.
- we have to look at the difference in undocumented experience in different areas – for example with health care access
- Rob Smith's student is looking at experience of undocumented in France vs. Us – finds that in France, the police has a lot of discretion, can even make a person documented
- in Spanish, there are differences between autonomous regions
- what will be the trajectory of integration, especially politically, among the Dreamers?

Afternoon Session/Table 6: Gender, Children, and Families

Organizer/Rapporteur: Norma Fuentes-Mayorga (Princeton)

Presiders: Elizabeth Clifford (Towson) & Leah Schmalzbauer (Montana)

Context: The migration of women has increased in the last two decades, driven by both family reunification but increasingly by economic and political imperatives. The new influx includes women from working but also middle class sectors, including entrepreneurs, skilled laborers, political dissidents and refugees. The increasing immigration of women parallels the continued transformation of the labor market with erosion of low and semi-skilled jobs traditionally destined for male workers and expansion of sectors requiring ‘soft skills’ where women are preferred for both skilled and unskilled, domestic and care labor sectors. Gendered patterns of immigration as well as labor market integration increasingly take place at a time of fluctuating economies and the rising of anti-immigrant backlash and regulations targeted and the undocumented but with greater consequences for Latino immigrant groups, especially the 1.5 youth, given the growing institutionalization of local and state-wide anti-immigrant policies and technological surveillance.

Elizabeth Clifford shared her research work on the increasing heterogeneity of immigrant women and its documentation with the publication of her recent book (2011), *Immigration and Women: Understanding the American Experience*, with co-authors Susan Pearce and Reena Tandon (NYU Press). The book is centered on immigrant families’ reunification and the work integration of women in domestic sectors but also in many other sectors of the economy including skilled employment and entrepreneurship. Her study presents a demographic portrait of the heterogeneity of immigrant women coming from different nations and from diverse class and family structures as well as the mechanisms that push and pull them to immigrate and to find work in different parts of the US. Her analysis draws on both qualitative and quantitative insights to present the varied immigrant experiences of women as well as the applicability of gender-specific policies and gender-neutral approaches for the study of immigrant women and families.

Key question the author poses: does the research suggest obvious policy suggestions? For example, should H1B Visas efforts be shifted to include less male-dominated professions? Clifford recommends scholars must be careful not to seem like their research is driven by ideological commitments to particular policies. It is better to rely heavily on immigrant women’s own words to describe their struggles and triumphs and yet be careful about the delicate balance that exists in doing ‘gender-focused’ work that over emphasizes on women’s agency and underplays the obstacles that both culture and structure can place in their way.

Challenge of this work: how to use this and other sociological research on immigrant women, families, and children to inform policy debates; and how to get the research in the right format and in the right ‘hands’ for it to make an impact?

Next, Leah Schmalzbauer (in place for Joana Debry) presented insights from her work on gender, migration and Mexican immigrant families in new destinations, including excerpts from her latest publication (2011), “Doing Gender,” Ensuring survival: Mexican Migration and

Economic Crisis in the Rural Mountain West.” She details how her relocation into Montana allowed her to conduct a four-year longitudinal ethnography among Mexican immigrant families and the ways in which a rural environment allows families to reproduce aspects of their rural-origin culture on gender relations and motherhood. As the research was conducted in the midst of the great economic crisis, Schmalzbauer is able to capture how the crisis impacted Mexican families in rural areas. Two key findings evolve from this research: first, as the crisis eroded many of the jobs where men had traditionally concentrated, such as in construction and metallurgic, it created new opportunities for women to work in service and domestic sector jobs which Mexican men usually rejected. Women’s work in local labor markets as well as their husband’s searches for employment in other destinations, forcing some families to temporarily separate, allowed families to stay economically afloat but also women to take a more leading role in the household. However, Schmalzbauer finds that despite the women’s engagement with wage-employment they continued to perform ‘culturally appropriate gender scripts,’ without challenging male authority or patriarchy. A second finding is that while the literature suggests that external networks of support available to immigrant women in urban contexts increase their independence, the greater isolation encountered in rural contexts forces women to seek support within the family which in turn reinforces family solidarity and patriarchy.

Challenge of this work: Mexican families in new destinations face new set of work opportunities but also new challenges in terms of integration and assimilation, given the higher levels of poverty among majority groups but also new forms of isolation given the lack of immigrant institutions and culture of immigrant integration in new destinations, including small towns and counties in where most Latino migrants have concentrated.

In addition, Schmalzbauer shared lessons learned from involvement and contribution to the development of a new Latino Studies program at Montana University; collaboration in developing courses that can educate both academics while working in collaboration with the local community. There are unique challenges in new destinations including a weak service sector and public workers who are unprepared to work with immigrant and especially non-English and undocumented populations. Schools and churches function as important safe spaces for service provision and collaborative work and community building.

Katherine Donato presented a passionate plea to put families at the center of the immigration scholarship. This would lead to conceptually new theories and perspectives on immigration. For too long family and children have been absent from the stories we tell and the data we analyze.

Afternoon Session/Table 7: Ethnoracial Boundaries and Panethnicity

Presiders: Wendy D. Roth (University of British Columbia),
Mehdi Bozorgmehr (City College & the Graduate Center, CUNY)
Rapporteur: Sarah Tosh (The Graduate Center, CUNY)

Wendy D. Roth

1. What are some of the key issues and themes that are important for future research on panethnicity?
 - a. What happens after panethnicity forms? Does it become less useful or more useful in terms of politics and/or identity formation? Can panethnicity be sent overseas?
 - b. Early stages of panethnic development, people are labeled from outside; next, groups use the identity as something to mobilize around; then it reaches an endpoint as an identity.
 - i. Then, what is next? Can the label be exported?
2. Identity versus boundaries: an important debate right now
 - a. Identity is contextual; identities become most salient when contrasted with the identities of other groups
 - b. How easy is it for boundaries to shift and expand over time?
 - c. Boundaries is the macro issue while identity is micro.
 - d. Theoretical ambiguity about what boundaries are? How do people cross them?
 - e. Future research should look at boundaries versus identities
3. Wendy's own research about Latino panethnicity and how it is sent back to Puerto Rico and the Dominican Republic (transnationalism)
 - a. Why do these panethnic identities show up in these places?
 - i. They come from connections in the United States.
 - ii. They are spread by global media (i.e., multinational Spanish networks: Telemundo, Univision) who want to be able to market the same product throughout Spanish-speaking world
 - iii. Latino label becomes very salient when people are comparing themselves to others in globalized world, when people are thinking in terms of the world of transnational immigrants

Group discussion:

1. Need for a good, simple, and understandable paper on ethnic boundaries
 - a. Not a good synthesis of all the work on boundaries
 - i. Distinction between symbolic and social boundaries (Lamont and Molner 2002) doesn't show up enough in the ethnic boundaries literature
 - ii. Overlap between Alba (2005) article and Lamont and Molner articles needs to be synthesized
 - iii. Need definitions that can be taught in classrooms and need definitions that allow for measurement
2. Importance of comparative approach to panethnic group formation
 - a. Need more research in Europe on the subject
 - i. Current research talks more about national identity and ethnicity, but panethnic processes must be named as panethnic

- ii. Canada: there is a Latin American category on the census, but people say there is no unified Latino identity
 - iii. How much is the notion of panethnicity an American product?
- 3. Concept of panethnicity as contested terrain (i.e., between black Americans, African immigrants, and Caribbean immigrants in the United States)

Mehdi Bozorgmehr

- 1. Existing models of panethnicity would predict the emergence of a panethnic category among Middle Eastern and/or South Asian Americans, especially after 9/11.
- 2. Instead we have seen reification and conflation of the ethnic Arab and religious Muslim categories, while the Middle Eastern and South Asian panethnic categories have failed to crystalize.
- 3. Why have these panethnic categories not developed in the traditional sense, either together, or independently, even after 9/11?
 - a. Existing models mainly based on experiences of Asian Americans and Latinos/Hispanics during Post-Civil Rights Era (1960s)
 - b. Need to take into account the different role of the state in post-9/11 context
 - i. Punitive role versus compensatory role
 - ii. Leads to narrow and defensive group formation (Arab, Muslim) versus broad and instrumental group formation (Asian American, Latino)
- 4. Data sources used to document emergence of ethnic Arab label and religious Muslim label over Middle Eastern and South Asian panethnic labels:
 - a. Urban Institute's National Center for Charitable Statistics (NCCS) data on organizations
 - b. ProQuest search of three major national newspapers
 - c. GoogleBooks search of scholarly book titles
 - d. GoogleTrends assessment of patterns of US-based web searches
- 5. Conclusions:
 - a. Despite theoretical expectations, this study suggests that the Middle Eastern American and South Asian panethnic categories have failed to arise after 9/11.
 - b. Conversely, the pre-existing "Arab American" and "Muslim American" categories have been reinforced.
 - c. This case study suggests that existing models of panethnicity need to be reformulated in order to address different historical contexts and roles of the state.

Group discussion:

- 1. Can we think of new panethnic groupings that have emerged in the post-9/11 era?
- 2. Some of the 1960s panethnic formations are splitting apart now (i.e. pan-Africanism)
- 3. Other questions to think about:
 - a. Is panethnicity always about racialization? Can we have panethnicity without racialization?
 - b. When we think of the "multi-racial" label as an umbrella grouping, should this be thought of through a panethnic lens?

Afternoon Session/Table 8: Selectivity and Highly-Skilled Immigrants (HSI)

Presiders:	Pyong Gap Min (Queens College and Graduate Center, CUNY) & Yinon Cohen (Columbia University)
Rapporteur:	Yung-Yi Diana Pan (Brooklyn College, CUNY)
Participants:	Manashi Ray (West Virginia State University); Harriet Romo (University of Texas, San Antonio); Tristan Ivory (Stanford University); Magaly Sanchez-R (Princeton University)

Yinon Cohen: While studying highly-skilled immigrants, it is important to take into consideration years of education, and dynamics of change in sending countries over the past 20-30 years. The Peak of HSI to the United States was between 1995 and 2000. With regard to earnings, it is important to note that in the absence of discrimination, income at arrival explains one's capability to become highly-skilled. Current work on the Israeli "brain drain" demonstrates that those who chose to migrate to the United States had two or more years of professional training or education than those who did not migrate.

Pyonggap Min: HSI include those who are entrepreneurs in addition to professionals. He notes that HSI have more global flexibility to move between countries because their skills are transferrable. Families, with mobile professionals, will only stay in a country (e.g. the United States) because of children's education. In these cases, especially among Asian immigrants, the parents would then move back to their countries of origin after their children finish college. HSI are also more selective than any other type of immigrants (including refugees, those who enter through family reunification, etc.). He notes that China and India have low college graduation rates, but Chinese and Indians in the United States have very high degree attainment, especially in STEM fields.

The highly-skilled also include the second-generation who move to their parents' countries of origin (e.g. Second-generation Korean Americans who teach English in Korea). The countries of origin do not lose capital because immigrants send money, some re-migrate, and children are re-investing their skills. In this sense, "brain circulation" may be a better way to describe HSI, than "brain drain." But, intergenerational comparisons need to be done to better understand selectivity, especially among the second-generation.

Some Questions from Discussion:

1. Does distance between countries predict the socioeconomic background of immigrants (per Ivory's research on Sub-Saharan Africans in Japan)?
 - a. Cohen: Poverty trap – cannot migrate unless there is some economic threshold
 - b. Min: Do Sub-Saharan Africans in Japan experience discrimination?
2. How do HIS define themselves (per Sanchez-R's work building a new set of data)?
3. Do perceived levels of discrimination affect migration choices? (Ivory)
4. Which receiving countries discriminate the least toward HSI, and why (Cohen)?

Afternoon Session/Table 9: Transnationalism, Migration, and Development

Organizer: Nadia Flores (Texas Tech)

Presiders: Thomas Faist (Bielefeld University) & Peggy Levitt (Wellesley)

Rapporteur: Nadia Flores (Texas Tech).

Thomas Faist

Faist argued that it is important to take into account migrants and non-migrant experiences at the place of origin when looking at transnationalism. He suggested that most of the focus so far in the study of transnationalism has been on development, but we need to also address the issue of global social protection. For example, how to take care of the elderly especially at the places of origin of the migrants through the transnational process. Faist then argued that it is important to look at the mechanisms and the informal means being used for global protection. We need to pay attention to mixed mechanisms, vertical access vs. horizontal access, he said. Then he went on and provided as an example some European social policies in which there were migration associations and religious associations looking out to provide social protection to people. He then concluded by saying that social protection across borders is a very ambiguous process which needs more attention from scholars today. Faist then closed his presentation by arguing that we also need to pay attention to the kinds of social inequalities that are created through social protection mechanisms in the transnational processes.

Peggy Levitt

Levitt began by agreeing that it is important to talk about social protection. She then argued that it is also important to bring “culture” back in to the discussion and not to only focus on acculturation and racial classifications. Levitt continued to argue that we need to pay more attention on how people imagine a different kind of Nation state if they are living transnational lives. She for example argued that we need to pay more attention into today’s global world and to what extent for example, people consider themselves as global citizens in Brooklyn, NY. Levitt then continued by stating that, the cultural structure of cities create cultural institutions. We need to build the blocks to cultural imaginaries, she said. Levitt then asked, where do we see new kinds of identities and new institutions? She provided the examples of, the NYU overseas, and Yale’s Singapore campus, and she emphasized that we need to pay more attention on how those institutions create global citizens. She also asked, what does it mean for example, Asians playing Western music? She also asked, where do we see new kinds of institutions emerging? Then Levitt also addressed the issue of Global social protection, and argued that our focus should not just be about welfare or people having a safety net, but that conversations should be broader than that. For example, she provided the examples of the project in Denton, Georgia and Mexico and how they cooperated recruiting teachers for the schools, or the availability of health insurance across borders. Levitt then concluded by saying that, it is important to also study curators, global art assemblage and ethnic succession.

Discussion:

It was discussed that the number of curators today in the United States with minority backgrounds is close to zero, which helps to perpetuate systems of inequality, was argued. There was also a long and extensive discussion among all the participants about the different kinds of museums in which different racial and ethnic groups could express their identities, culture and social class to others, and about the role of curators in such exhibits. For example, it was mentioned the existence of the Latin American Elite Museum, vs. the Latino Museum. Faist asked the question of what is Global citizenship. He emphasized that we need to agree on what constitutes a cosmopolitan global citizen versus just an international migrant. He suggested for example, that a cosmopolitan migrant can be considered a more elite person, while an international migrant is more transnational. Therefore, he suggested that there is a class divide between the two. The global citizen probably owns a passport to travel around the world, while those who do not own a passport may not be considered global citizens.

Faist also suggested that we need to pay more attention to the use of old fashion ways of sending parcels and the reciprocal affairs across borders. Also we need to pay more attention on who is taking advantage of new technologies and the role of local networks.

Finally, Faist also suggested that when studying global social protection we need to look more deeply at the gender and class components. For example, women provide social support and men financial support. He argued that we also need to pay attention to women empowerment and what are the institutional factors involved, and the role of social policy having an effect on global social protection.

Afternoon Session /Table 10: New Immigrant Destinations

Presiders: Chenoa Flippen (UPenn) & Audrey Singer (Brookings)
Rapporteur: LaToya Tavernier (Graduate Center, CUNY)

Audrey Singer: New destinations came to public view in 2000 Census, though it was happening before on the data level. This raises two questions:

- 1) **How do we define new destinations?**
- 2) **How do we think about new destinations?**

Singer: There are different varieties of new destinations: old, new, and reemerging. New destinations are dynamic. Between 1990 and 2010, there have been several significant changes. For example, in a recent article, it showed that for most of the 20th century 50 percent of immigrants lived in five places and then it decreased to 40 percent in the 21st century. New York has been the top immigrant destination every decade until later in the 20th century when it began to share the top spot with Los Angeles. During this period, Detroit declined sharply as a immigrant destination. This lead to the following questions:

- 1) **What is the significance of being in a location with new immigrants?**
- 2) **How do we talk about context and reception in regards to new destinations?**

Flippen: You just know new destinations. When you see it, you know it. For example, in Durham, NC you see immigrant workers everywhere on the ground. They were drawn by the economic growth, housing, and high-level jobs at universities.

Question: What brings them there? Industrial restructuring -

How are they doing? In Durham, you see extremes. A lot of them are undocumented and about 90% of the undocumented have been in the US less than 5 years. There is job concentration for men in construction. There have been extreme demographic shifts in the immigrant population there. Some stay for short periods which makes Durham different from Los Angeles and makes the immigrants different than native residents of Durham.

Immigration policy affects where immigrant newcomers settle and creates differences between Durham and Los Angeles and within Durham.

For future research, there needs to be more studies looking at contexts, such as Los Angeles versus Durham and other locations. There are lots left to research with Asians and other groups moving to new destinations.

There is a growing trend. Companies in Texas, for example, move immigrants to other sites in North Carolina and pay for their housing. It is striking how recent the migration has been—you can see it.

Participant Question: How do you determine statistically which locations are new destinations?

Singer: For comparative purposes look at contemporary time. I started with Washington, D.C. where I lived. You have to make it clear your parameters—for example, start with 5 categories and 50 metros and you can expand from there. You can also look at article “Geography of Immigrant Skills” by Matt Hall and Audrey Singer. You can regroup categories your way to fit your parameters but it’s dynamic. Places change over time. For example, Washington D.C. moved up a few spots as immigrant destination. It’s the pace (rate of change) that causes the reaction on the ground.

Flippen: Troubled racial history is more of a determinant of who takes on anti-immigrant bills such as 187G than rate of change of immigrant population.

Singer: Between 2006 and 2007, talk radio guys, such as Lou Dobbs and Rush Limbaugh, influenced local opinions from top-down but now they are silent. Yet, they still can’t get government immigration reform done. In 2007, Prince William County had most restrictive immigration ordinances (and boasted being Arizona before Arizona) but shockingly nothing happened there to spark the action. National voices sparked this policy push. African American migration trends to the area preceded immigrant trends. They went quickly from white to more non-white. This place was pushed to limit without major incidents happening. It has been found that many had no point of view on the immigration reform issue until the national talk started driving the conversation towards restrictive ordinances.

Question: How do you use context of new destination to look at incorporation and reception?

Flippen: People have been trying to figure out what it is about new destinations. What makes it different in context from other places? The challenge is how to measure this difference because we know context matters.

Singer: In the case of Georgia and North Carolina, those with resources moved first and others followed.

Flippen: How solid are these places as new destinations? Many of the immigrants moving to these places are unattached men who move frequently. This complicates the new destination status of a place because it can be booming at one time and declining the next decade.

Singer: Looking now at the boom and bust after recession, places such as Las Vegas and Riverside (CA) were top metros with population growth but began to decline after the recession.

Flippen: Sometimes the migration is accidental. With people following an uncle or family member to a new place on a whim. The first thing people send are pictures of them with their new car in their new destination. It is a very enduring image. So those in declining places may not be telling newcomers that the place is not as booming as it used to be.

For future research, there needs to be more comparative studies, studies on Asians in new destinations, studies on Caribbean immigrants in new destinations, studies looking at what makes a new destinations, and the development of theory on new destinations.

Afternoon Session/Table 11: Cross-National Comparisons

Presiders: Irene Bloemraad (UC Berkeley), Edward Telles (Princeton), and Christel Kesler (Barnard/Columbia)

Rapporteur: Jessica Sperling (Graduate Center, CUNY)

Irene Bloemraad

- We had read article she wrote on cross-national studies in immigration, in the inaugural (2013) issue of the journal *Migration Studies*. Main questions addressed in article:
 - o What do you compare? (eg, race, ethnicity, institutions, etc) Why did you pick that comparison? Need to really think about this conceptually.
 - o How do you do the comparison? Ie, what is the logic for picking specific cases? (eg, Weberian ideal-type, typology approach, etc.). This needs to relate to your analytical inquiry.
- Challenges of comparative work
 - o Managing data
 - o How do you write about comparative work in a linear fashion?

Edward Telles

- Research background:
 - o Started work on Brazil
 - o Was told of racial democracy, but saw it was more complicated
 - o Developed comparative interest (the US is not the only place that has race).
 - o Resulting book was on Brazil only, but there is a comparative implication, since most race work is in the US
 - o Now does more explicitly comparative work on various places in Latin America.
- Overall advice:
 - o More investment in cross-national comparison, but payoff is greater
 - o Aren't many people doing cross-national comparative work, relative to those working in just the US.

Christel Kesler

- Was planning to address many points already noted by the other presiders.
- In sociology, is often an exclusively US-focused agenda for research; in political science, is more often comparative work
 - o But political science isn't as diverse as sociology in methodology, or in theoretical backing/options for conceptualization
- Research background:
 - o Christel does mostly quantitative work in Europe.
 - o Her work is often constrained by what's available and accessible

- Going to all the different quant sources to see what's available is time-consuming! We need to note this.
- Some lessons
 - Need to consider what data is available in designing a project
 - Draw on areas that have funding, so you don't have to do all the leg-work yourself

Open discussion:

- General Challenges:
 - Disciplines are sometimes not understood in the same way in different research sites, and terms are not understood the same way.
 - There is definite difficulty in organizing the writing. Do you deal w/ each case individually, or integrate the two? You can look at other comparative books you like, see how they do it, and decide what may be best for you.
 - Can be hard to keep up with each site continually, especially the one you are not currently in.
- Issues in quantitative comparisons
 - People often think you just download the data and you have it all there - no leg-work involved.
 - In reality, that's not often the case!
 - Kesler calls this "quantitative fieldwork" - spending time figuring out what data is available, depending on the locale.
 - Data is often much better and/or more available in the US.
- Issues in qualitative comparisons
 - Resulting books are often well-regarded...but this doesn't help you get a job!
 - Double the field-work; perhaps more languages to know (or learn).
 - Even if you speak a second language, reading it is still more labor-intensive in a second language (re: using the literature from another location).
- General suggestions:
 - Be very clear what you're comparing - and why - from the beginning of the project.
 - People may not care about your specific project/groups/locations. So, you need to tell us why it matters more broadly/theoretically.
 - There are many levels of the comparison; many differences between the contexts.
 - Need to acknowledge this.
 - Do not assume a city is representative of the whole country.
 - Give yourself time to do the project - you need to know the two contexts well.
 - Might help to focus on the place you know the least about first.
 - But also - it's an iterative process. Doing some back and forth can be helpful.
 - Relatedly, have flexibility in the beginning. Spend some time in each research site. Get your feet wet and see what sorts of questions you want to ask. See if/how you need to alter the comparison, based on

- various factors (ie, what data/sample is available, aspects of the context you had not expected, etc).
- You generally cannot keep all aspects of your data in the final project. You need to keep on asking - How do the cases compare? Why does this matter? What matters for your project?
 - Issues re: working with local faculty in one site of research; research/writing with this other person:
 - These ties can be useful - you get their expertise/networks. But, of course, there are drawbacks/issues...
 - Need to be very careful in who you choose as a collaborator. Someone who you can work with personally, and who complements your abilities.
 - You don't get the same credit for coauthored work (for tenure).
 - Different locations may use different sets of core literature. This can be a problem for publication across locations. But, as a plus, this can bring in literature not known in one location.
 - Strategies for research:
 - If you want more control over the project, maybe hire undergrads in second location for interviewing. They will do what you want them to, are often excited about it. Undergrads will stay on task - and not insert themselves/their own ideas - more than grad students (let alone other professors).
 - Strategies for writing:
 - Different people write different chapters.
 - Work at different stages of the research.
 - Split work based on who is best in the language of publications (ie, if you'll have English-language publications, have a native English speaker working on the writing).

Afternoon Session/Table 12: Ethnic Economies

Presiders: Steven Gold (Michigan State)
Pawan Dhingra (Tufts)
Miliann Kang (University of Massachusetts- Amherst)
Organizer/Rapporteur: Jinwon Kim (Graduate Center CUNY)

1. Pawan Dhingra

- Broad topics in ethnic economy
 - Ethnic entrepreneurs /Middlemen minority: immigrants serving non-represented population
 - Ex) Jewish and Korean immigrants who served/serve Black customers.
 - Ethnic enclaves
- Limitation on these approaches.
 - Even the term, ethnic entrepreneurs, is misused.
 - It could be any kind of business, not have to be small business owners.
 - Ethnic business owners are not always entrepreneurs
 - They do not push new things, new idea, innovation etc,
 - Immigrant owners choose it because it is not risky.

2. Steven Gold (Michigan State)

- Informal economy
 - People connect the informal economy to small business, unskilled workers (undocumented immigrants) and low wages.
 - However, the informal economy is more dynamic
 - Its participants include not only marginalized workers but also persons with professional skills, legal status and access to investment capital
 - Engineers, entrepreneurs etc)
 - They are entrepreneurial because they have to survive.
 - Growth of entrepreneurship
 - More people become self-employed (not only immigrants)
 - One person one job- is not too much common anymore.
 - Why?
 - Income is so small that they have to be supplemented (the most commonly cited)
 - Macro, global conditions and policies, transnational push!
 - Informal economy can provide economic benefits?
 - They support poor people, provide employment and fill needs not offered by the formal economy.

3. Miliann Kang (University of Massachusetts)

- Gendering ethnic economy.
 - Terminology is much gendered: See middlemen minority.

- Labor paternalism in ethnic economy
 - Women provide food, childcare, and even emotional labor.
- Ethnic enclave
 - How gender shapes it/is shaped by that?
 - Do women gain or lose through immigration?
 - Sacrificing for children because of their participation in ethnic economy.
- Need to focus on second generation in ethnic economy
 - Are they moving out of ethnic economy through assimilation?
 - Many of the second generation take over their parents' business!
- Transnational activities should be emphasized in this field.

Some questions and discussions from other participants

1. Ethnic economy: co-ethnic solidarity VS. Exploitation?

- Hometown ties → promote exploitations
- Greeks bring their people from their hometown but exploit their own people.
- See Peter Kwong's work.

2. Second generation in ethnic economy: any statistical evidence?

- Region and ethnicity make different
 - Cultural capital they bring.
- Kind of business makes different.
 - Ex) Grocery VS engineering stores.
- High-end end VS cheap stores
 - Ex) nail salons: the second generations tend to run high-end nail salons.

Afternoon Session/Table 13: Immigration and Health

Presider: Yao Lu (Columbia University)

Rapporteur:

Basic Summary: The speaker, Yao Lu, Columbia University, gave a summary of her research agenda and methods, and then the roundtable became a forum for discussing research interests and areas that may require further investigation on immigrants and health. We also discussed the challenges and benefits of cross disciplinary/cross-professional research approaches, such as medical sociology vs. public health approaches.

Notes:

- How health factors into the decisionmaking process and the selectivity of migration and migration's health on sending communities and countries (non-migrants). This is an important topic b/c of how there are policy consequences
- Health selectivity in an internal setting b/c of data availability. As it turns out, there is evidence of a health selection for migration. It's complex and depends on the kind of person who moves. But mostly for labor migration, which makes sense.
- Different outcomes: 1) nutritional status; 2) obesity/underweight; 3) stress related dimensions of health; 4) adopting to new host country related health behaviors - this is a relatively unexplored area because of its complexity; etc.
- One challenge for this topic is because of the lack of data: Internal migration data allows you to look at the set of individual's health data both before and after migration. There has been a convention to compare migrants with native groups, comparing immigrants across different cohorts across the length of stay – those are important strategies but have their limitations because we don't know exactly what their status was before; so we don't have a benchmark of how immigrants are doing over time. One of the major breakthroughs has arrived which will allow us to assess migration health. (Mexican Family Life Survey, tracks immigrants from home cities to the US)
- Underlying processes that link migration to health.
- Social environmental factors may affect health.
- Mediators and process variables can be targeted to improve the health of immigrants. We need to unpack the black box to improve immigrants' health status.
- We want to see more comparative studies

What are your interests in relation to immigration and health?

- I'm interested in how illness or disease shape opportunities to migrate. In the case of refugees with diseases (or potential diseases), states balance the potential of future harm with the urgent need of resettlement. On the one hand, states reserve the right to exclude those with certain ailments. I once saw a presentation by Kierra Crago-Schneider at UC Davis about Jewish DP's in Germany who were possibly infected with TB. Crago-Schneider described how possible contamination, or the need to contain a potential epidemic, was an accepted rationale to prevent refugee resettlement to the US. On the other hand, I know through my interviews with Iraqi refugees in Jordan, that some refugees were allowed to enter Jordan because they sought medical attention for non-communicable diseases (Rawan Arar)

- Has worked on forced migration and health; health knowledge and migration – migrants tend to have more health knowledge and social networks really matter (Ghana research); Holly's dissertation was about South Africa and there's a whole section on health that she hasn't explored, South African migration and health survey; African immigrants and health outcomes in the US; New Immigrant Survey and NHIS restricted data breaks down country of origin (Holly Reed)
- Chinese immunization data; urban and rural health data; older immigrants to the US and health status of parents whose children migrated ahead of time; neighborhood effects (Lei Lei)
- I am interested in health research being communicated to targeted audiences. *Unnatural Causes* (2008) is a fantastic documentary to teach undergraduates about health, inequality, and the social and physical environment – I participated in a health journalism training workshop through the Annenberg and California Endowment; I have written on domestic violence women's shelters and social issues within the Vietnamese community for the Vietnamese reading audience (Mytoan Nguyen-Akbar)
- Medical deportation and hospitals in the US that are privately deporting comatose patients Mexico, Philippines, Poland – there is a story about two immigrants who were in Iowa and woke up back in their home countries after a coma. Some are discharged to their families in Guatemala and Mexico, and have experienced adverse effects. Documented by social justice organizations, not yet sustained research in social science literature. Example of two day old baby born with heart defects and Downs Syndrome and they tried to also deport the baby with the parents, 19-year old deported from Phoenix but was a legal immigrant who was in a coma (Erin Hoekstra).
- Immigration health in the US context with Mexican origin populations, NHANES and NHS – extending the perspective of acculturation approaches to immigration health (selection vs. acculturation), trying to use an intersectional approach of gender, nativity status, class rather than just using nativity. Another project is looking at the Hispanic immigrant paradox on both sides of the border and the Mexican Health and Aging Study in Texas-Galveston Medical Branch and bio-markers; the idea that immigrants the longer they are here increase visits to the doctor more (Molley Dondero)
- Mental health seeking behavior will increase after migration (Yao Lu)

What are the potential sources of funding for health and immigration research?

- If it's just health, NIH or NICHD or NSF
- Private Foundations b/c they have a growing interest in immigration and health related issues (such as RWJ)
- Collaborations and cross-disciplinary work is encouraged (such as soc with political sci and economists)

What are some 'must read' Immigration and Health Articles?

Search International Migration Review for health related articles (more theoretical)

Journal of Demography or Population Studies (more evidence-based).

Another participant, Molly Dondero, who had just compiled a health and immigrants reading list made these suggestions:

- Reanne Frank (?) and Ilana Akresh, American Journal of Public Health

- Hummer et al, Hispanic Paradox and Paradox Found (about the Hispanic paradox, an epidemiological paradox about health immigrant selection bias)
- Alberto Palloni, Paradox Lost
- Alberto Palloni
- Education gradients in health – people from developing countries vs. developed countries
- Goldman at Princeton
- Lisa Park, Entitled to Nothing

More topics of research:

- Most of the focus so far is about Latinos – what about research on Asians or other groups' health?
- Data in the US on longitudinal aspects is less available, mostly cross sectional.
- Maternal education and immigrants
- Controlled experiments where the treatment is providing a medical provider in the native language – there would be maternal outcomes. Look into public health not sociology for those studies.

What are the differences between public health and sociology perspectives?

- Does sociology focus more on institutions?
- A sociologist can build up to a more theoretical approach
- They both may study the same things, but the goals are different. Public health specialists want to find factors influencing health. For sociologists, the eventual goal is to enrich the literature and to say something broader about inequality and stratification
- The more practical differences are: in public health, they use various kinds of data but sociologists tend to use larger scale survey data
- Sociologists treat health as one of many well-being indicators

Afternoon Session/Table 14: Immigration and Crime

Presiders: Tanya Golash-Boya (UC-Merced) & Ramiro Martinez (Northeastern)

Rapporteur: René D. Flores (Princeton)

What sparked your interest in crime and justice?

Tanya Golash-Boya

In my first book I explored issues of racial identity in Peru, but I found that many of my interviewees were more interested in development issues especially water. In the new topic I study, deportations of Latino immigrants, I found that deportees seemed a lot more interested talking about their experiences with the immigration legal system in the U.S. In my new book, I find that there are many differences between the immigration justice system and the criminal justice system. In the former, you don't have many rights so you can be deported without judicial review. Nevertheless, deportation has had severe consequences for my respondents.

I chose the countries in my study because they had different levels of incarceration. On the one hand, the Dominican Republic and Jamaica receive the highest number of deportees with criminal backgrounds. On the other hand, Brazil and Guatemala had the lowest number of deportees. I found that most deported people from Jamaica were males, often from the NYC area but also other regions of the country. Dominicans were entirely from Washington Heights.

I find that Dominicans and Jamaicans were caught in the war on drugs but sociologists haven't explored this. A common story among Dominicans is that they come to the US and get a job at a bodega making low wages. They soon get involved in the drug economy and get caught and processed by the system very early on. They often become involved in the drug economy through their friends. Despite the pervasive presence of drugs in Washington Heights along with heavy policing, there is not a lot of literature on this. Dominican immigrants are extremely likely to get arrested. 1 out of 12 legal Jamaican and Dominican legal permanent immigrants have been deported.

Ramiro Martinez

In my career, I have worked in two main research areas: racial and ethnic disparities with regards to violence and the impact of immigration on communities across time and place. With regards to the first research area: When I was in graduate school about 20 years ago, we talked about the crack and cocaine epidemics. Most research was on the black homicide rate. We had no comparable data for Latinos because Latinos weren't recognized. I had to collect data by hand from archives in Miami, San Diego, and San Antonio. I looked at racial and ethnic disparities in homicide rates.

As I was doing this project, gang homicides were increasing mostly in older *barrios*, but not in immigrant areas. Also, immigration was increasing. Cubans and Haitians were arriving in large numbers to Miami and we saw the first wave of anti-immigrant laws including English-only declarations. A lot of the images and metaphors of the modern U.S. anti-immigrant movement originated there.

This led me to question: what was the impact of immigration on local crimes rates? I analyzed emerging drug markets in SD and Miami, two large immigrant entry points. I found a

lot of heterogeneity in Latino neighborhoods in terms of nativity, gang membership, etc. There was really no gang tradition in Miami, as there was in California. In San Diego, there was a large and diverse Asian population. Many people and police departments recognize diversity within Latino groups, but they fail to do so with regards to Asians.

I found that local medical examiner offices store racial data on homicides but sociologists hadn't been able to access them. We had access to such data nationwide and we found that the Latino homicide rate lies between the black and the non-Hispanic white rates and that the Latino rate is lower in places with more immigrants. This finding is consistent across different contexts and is known as the "Latino paradox": Latino homicide rates are lower than expected given their poverty rates. Indeed, in the study we didn't find a big youth homicide rate during crack epidemics in the Latino community perhaps because immigrants were moving into these areas.

Q&A

1. *How are crime and immigration related? How do political parties use this argument in the political process?*
 - a) Tanya Golash-Boya (UC-Merced): When the 1996 immigration reform bill was passed, the discourse on migration was very gendered. People were afraid of the "immigrant breeder," "anchor babies," etc. In the last 20 years discourse has shifted more towards terrorism so it has become more gendered male. We see this also in deportation. 88% of crime deportees are male. So immigration discourse is more about national security and terrorism, not about crime. Before the 1996 law change, a minor charge of drug possession didn't make you deportable. This changed in 1996. Further, those charges made you deportable retroactively. Most people don't agree with this. However, in mainstream politics nobody wants to stand for the "criminal alien." Any non-citizen convicted of a crime is by definition a criminal alien. This makes it difficult to repeal the 1996 laws.
 - i. Pamela Jackson (Rhode Island College): Many immigration offenses are mere infractions. There are many immigrants in detention centers whose only crime is being undocumented. They are not criminals.
 - ii. Tanya Golash-Boya: But there are criminal immigrants too...
 - iii. Pamela Jackson: In Germany, if you see who is in prison, you would see a lot of Turkish-origin people. There is a youth law (minor sentencing, no jail time) and an adult law (harsher sentences). Many immigrants or children of immigrants are channeled to adult law. In contrast, German children are sent to the youth law track. As a result, people say: "immigrants are filling the prisons, how can you tell me immigrants are not committing crimes?" Further, youth can become socialized in prisons and get into trouble.
2. Ali R. Chaudhary (UC Davis). Criminologists often have a hard time understanding the study of criminalization. They believe it is a qualitative question and wonder how can we measure it. Besides asking people if they feel criminalized, is there another way to study this topic?
 - b) Tanya Golash-Boya: You can do content analysis of news media. Discourse on immigration crime has changed over time and you can use newspaper data to track how immigrants are talked about.
 - c) Pamela Jackson: You can also use the work of Loïc Wacquant. In a recent article in

Punishment & Society he argues that immigrants are suitable targets. Wacquant was responding to European scholars who said immigrants are a problem. You could also look at drug sentencing. There is some recent research from California that compared offenders of different races with similar number of crimes. They found that Hispanics got the harshest sentences, then Blacks. This is because Hispanics have an image that they have problems with drugs.

3. Caitlin Patler (UCLA): What is the best way to get criminal information from specific individuals? I would like to find actual records of people, which are often more reliable than self-reports.
 - a) Ramiro Martinez: In Florida, the department of corrections collects these data. These are the data that landlords use to look up criminal histories. Same as in New York. Such search is easier if you have place of birth, age, and names.
 - b) Pamela Jackson: Sometimes students from disadvantaged backgrounds know how to get this info as well.
4. How can we get criminal history information from immigrants' countries of origin?
 - a) Tanya Golash-Boya: People with criminal background are barred from entering (though undocumented immigrants theoretically break the law by entering without papers). We know that legal immigrants don't have a record.
 - ii) Shirley Leroy: We actually don't know that for a fact since immigration officers rely on self-reports when immigrants enter the country. They don't do background checks due to high cost.
 - iii) Tanya Golash-Boya: Perhaps they only check this for people who apply to come as immigrants but not as tourists.