**Chapter 2: Assimilation and Pluralism: From Immigrants to White Ethnics**

[Glenn, E. (2011). Constructing Citizenship: Exclusion, Subordination, and Resistance. *American Sociological Review,* *76*(1), 1-24.](http://asr.sagepub.com/cgi/reprint/76/1/1?ijkey=Vo.82sXeaPHFk&keytype=ref&siteid=spasr)

This article, the 2010 Presidential Address to the American Sociological Association, examines the sociological concept of citizenship, arguing that citizenship is not simply a fixed legal status, but is actually a fluid status that is produced through everyday practices and struggles. Supported by historical examples, the author’s argument that the boundaries of membership are critically reinforced, challenged, and articulated in everyday practice, leads to her contention that undocumented college students experience a form of insurgent citizenship, one that challenges dominant ideology and demands an inclusive reconceptualization of the basic tenets of citizenship.

Questions to Consider:

1. Define: formal citizenship, substantive citizenship, and insurgent citizenship. Why are these distinctions important?
2. How is citizenship “continually constituted and challenged through political struggle”?
3. Why are immigrants entitled to full civil, political, and social rights, including higher education?

[Klandermans, B., Van der Toorn, J., & Van Stekelenburg, J. (2008). Embeddedness and Identity: How Immigrants Turn Grievances into Action. *American Sociological Review, 73*(6), 992-1012.](http://asr.sagepub.com/cgi/reprint/73/6/992?ijkey=gFdyFmNi00GY.&keytype=ref&siteid=spasr)

Arguing that the social and political integration of Muslim immigrants into Western societies is among the most pressing problems of today, the authors detail research that documents how immigrant communities are increasingly under pressure to assimilate to their “host” societies.

Questions to Consider:

1. What special risks do immigrants, particularly Muslim immigrants, face when they begin any form of collective action?
2. What are the five different antecedents of protest participation identified by the authors? How does each increase the investment of the individual in collective action?
3. How does the increased pressure to assimilate lead immigrants into engaging in collective action?
4. What are the factors the authors extracted as meaningful from the literature on collective action? What are the moderator and mediator effects that qualify these relationships?

[Iceland, J., & Nelseon, K. (2008). Hispanic Segregation in Metropolitan America: Exploring the Multiple Forms of Spatial Assimilation. *American Sociological Review,* *73*(5), 741-765](http://asr.sagepub.com/cgi/reprint/73/5/741?ijkey=Ba7KYV3hSc86c&keytype=ref&siteid=spasr).

Using data from the 2000 Census, the authors calculate Hispanics’ levels of residential segregation by race and nativity to examine the association of group characteristics with those patterns. They find that Hispanics experience multiple and concurrent forms of spatial assimilation across generations, with some exceptions, suggesting that race continues to influence segregation despite the general strength of assimilation-related factors.

Questions to Consider:

1. Why is the term “Hispanic” ambiguous? What social factors does the term mask?
2. Describe the general patterns of segregation found in this study.
3. Why do Hispanic race groups show particularly low levels of segregation from native-born Hispanics not of their own race? What specific social and cultural factors explain this phenomenon?

[Nunally, S. (2009). Racial Homogenization and Stereotypes: Black American College Students' Stereotypes About Racial Groups. *Journal of Black Studies,* *40*(2), 252-265.](http://jbs.sagepub.com/cgi/reprint/40/2/252?ijkey=sD8hIo.5f3iuA&keytype=ref&siteid=spjbs)

This article uses the results of the 2004 Black American Socialization and Trust Survey (BASTS) to examine whether Black American college students view other racial groups in stereotypic ways. They hypothesize that first, Black college students perceive racial group-specific stereotypes, and second, that Blacks will esteem their own group in a more positive light than out-groups. They conclude that “BASTS respondents think of people generally and Whites specifically as being both less honest and trustworthy than other Black American, Asian American, and Latino group members,” which suggests that “Black college students may be less trusting of people generally and Whites specifically” (262).

Questions to Consider:

1. Why is an understanding of how Black Americans perceive positive and negative stereotypes about other racial groups critically important to the general discourse on race in America?
2. The author has based her conclusions on “a localized convenience sample of Black undergraduates.” Do you think the study method and the study results are generalizable to other college campuses? To other regions of the United States?
3. Did the study confirm the 2 central hypotheses: a) Black college students perceive racial group-specific stereotypes; and b) that Blacks will esteem their own group in a more positive light than out-groups?
4. What explanation(s) are given for the fact that BASTS respondents think of people generally and Whites specifically as being both less honest and trustworthy than other Black American, Asian American, and Latino group members? Is/are these reasons compelling? Why?

[Restifo, S., Roscigno, V., & Qian, Z. (2013). Segmented Assimilation, Split Labor Markets, and Racial/Ethnic Inequality: The Case of Early-Twentieth-Century New York. *American Sociological Review, 78*(5), 897-924](http://asr.sagepub.com/cgi/reprint/78/5/897?ijkey=tAOsHQGMS205Q&keytype=ref&siteid=spasr).

This article examines the intersection of labor markets and employment trajectories and rewards by analyzing racial and ethnic inequalities as they were found in New York City in the years 1910 to 1930. The authors ask whether there is a clear and demonstrated racial/ethnic hierarchy and group-level variations relative to industrial concentration, segregation, and discrimination. They illustrate the exclusionary constraints as experienced by both new white ethnics and African Americans. They conclude with an examination of the embedded nature of assimilation in the context of labor market opportunities and relative to historical and contemporary eras.

Questions to Consider:

* What is segmented assimilation as defined by the authors? How was this experienced by racial/ethnic minorities in New York?
* What is a split labor market? Have the authors supported their point that there was a clear racial/ethnic hierarchy?
* Explain what the authors mean by “the embedded nature of assimilation in the context of labor market opportunities and relative to historical and contemporary eras.”

[DeJonckheere, M., Vaughn, L., & Jacquez, F. (2014). Latino Immigrant Youth Living in a Nontraditional Migration City: A Social-Ecological Examination of the Complexities of Stress and Resilience. *Urban Education*, 1-28.](http://uex.sagepub.com/cgi/reprint/0042085914549360v1?ijkey=hgOybmL0yPilw&keytype=ref&siteid=spuex)

This article examines the strategies Latino immigrant youth employ to deal with the stress of not having access to culturally relevant services and bilingual education. They identify the risk factors that are experienced by Latino youth in nontraditional destination areas, highlighting both cultural and protective factors that lead to resilience and persistence in goal achievement among these youth.

Questions to Consider:

1. What are the problems that Latino immigrants face when they settle outside of the traditional migration destinations?
2. Why are new immigrants choosing these new cities?
3. What are the cultural factors that are important to these youth? What are the stressors that are significant risk factors for them?
4. What do the authors mean by protective factors and how do these factors work?

[Lissitsa, S. (2014). Can Online Contacts Between Immigrants and Veterans Facilitate Immigrants' Social Integration? *Ethnicities*, 1-25.](http://etn.sagepub.com/cgi/reprint/1468796814547235v1?ijkey=X1ufeJEXYohm6&keytype=ref&siteid=spetn)

This article details research into the question of whether cross-cultural communication through online social platforms between immigrants from the former Soviet Union and veteran Israelis helps to reduce social distance and improve the immigrants’ integration.

Questions to Consider:

1. What did the researchers find out about the impact of online contacts on social distances?
2. Was social integration increased by contact through social media?
3. What did the researchers conclude about the impact of social media on immigrant social distance and integration?

[DiPietro, S., Slocum, L., & Esbensen, F. (2014). School Climate and Violence: Does Immigrant Status Matter? *Youth Violence and Juvenile Justice*, 1-24.](http://yvj.sagepub.com/cgi/reprint/1541204014547589v1?ijkey=7Gnvh8OervBTA&keytype=ref&siteid=spyvj)

This article takes up the question of whether and to what extent school context is a predictor of violent delinquency for both immigrant and nonimmigrant youth. Using data from several programs for at-risk youth, the authors assess the impact of four measures of school climate on violent delinquency.

Questions to Consider:

1. What specifically do the authors mean by school context?
2. Why is school context an important predictor of student behavior?
3. What were the authors’ findings about school context and violent delinquency?