Portes and Rumbaut Ch. 6 Reading Questions

What is it that the authors write came to be seen long ago as the “bedrock of national identity” and the “litmus test of Americanization”?

What was the 96 page pamphlet of 1870, produced by the state of Iowa, all about? What groups was it targeted to?

Reproduce the quote by Theodore Roosevelt on page 216.

What was the content of the Babel Proclamation of 1918? What would “heighten patriotism”?

What was the fate of German-language instructors, German textbooks, and German newspapers?

At the bottom of page 216:”…Anti-German prejudice spread to \_\_\_\_\_\_\_\_\_ for all foreigners, as the Babel Proclamation lumped other \_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ groups…with the German scapegoats.”

How many years did the Babel Proclamation last?

The contrasting Iowa experience of 1870 and 1918 (and 1998 and 2002),…welcoming (\_\_\_\_\_\_\_\_\_\_\_\_) and rejecting (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_), illustrate patterns that go back to colonial times.

Palatine Boors were rural German immigrants. Read and summarize the gist of Benjamin Franklin’s remarks.

What is the context and meaning of Huntington’s “there is no Americano dream”?

What is the point of the four line riddle under BABEL IN REVERSE? Note, this is a common joke that I have often heard said in other countries.

What is “remarkable” about America?

….The general historical pattern seems clear:

first generation:

second generation:

third generation:

(“The grandchildren become literally \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to their \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.)

In 1910, nearly \_\_\_\_\_ percent of the US population was foreign born.

Summarize the basic trend shown on Table 30, and its proximate cause.

“Among all the 3141 counties in the United States, the median percentage of the population who spoke a language other than English at home was a mere \_\_\_\_\_\_\_\_ percent.” (Census 2000)

Summarize the theme and geographic pattern of the map (Figure 13)

On Table 31, states part, what place (ranking) does Oregon fall in percent of population that speak a non-English language at home? Does any Oregon city rank in the top 25 of all US cities? Interpret an explanation (on your own, not in reading).

We all know that Spanish is the dominant language after English. What language is in third place, and by what factor is Spanish more prevalent? (eg 2x, 5x, 15x, ect). That language ranking just behind Spanish…what do the authors mean when they say it hides “considerable diversity”?

“The \_\_\_\_\_\_\_\_\_\_ are the only contemporary Asian-origin population that is primarily US born.”

What two conclusions do the authors make from the data of table 33, (LANGUAGE SPOKEN AT HOME AND RELATED SOCIAL CHARACTERISTICS…)?

What do four of the top five countries on Table 34 (ENGLISH SPEAKING ABILITY OF IMMIGRANTS FROM LARGEST SOURCE COUNTRIES) have in common?

Describe the three significant predictors of the acquisition of English fluency among immigrants of non-English origin, from author’s narrative and table 35.

Summarize the importance of age at arrival and English speaking ability.

“Among immigrant adults, almost \_\_\_\_\_\_\_\_\_\_\_\_\_ of college graduates speak English very well, compared to \_\_\_\_\_\_\_ percent of high school graduates and only \_\_\_\_\_ percent of those with less than a high school diploma.”

From the big 1973 Spanish speaking origin survey in LA, David Lopez summarized the percent speaking Spanish or English at home.

-first generation:

-second generation:

-third generation:

What was the second trend that Lopez found in his study of 1979?

“Lopez’s findings raise the issue of \_\_\_\_\_\_\_\_\_\_ vs. \_\_\_\_\_\_\_\_\_\_\_ bilingualism.”

In Alba’s study, what two kinds of places is third-generation bilingualism found?

In the Pew study, what percent were Spanish dominant in

a) the first,

b) second, and

c) third generations?

In the findings from Southern California study, what share of all immigrants in the United States lived in that area?

Unsurprisingly, Mexicans, Guatemalans, and Salvadorans were strongly represented there. But what other national groups there are the largest anywhere in the world outside their countries of origin? (list 6)

In this study, what is meant by:

a) 1.5 generation,

b) 2 generation,

c) 2.5 generation, and

d) 3rd generation?

In which generation did English become universally preferred?

It has been said that the United States is a graveyard of languages. Present evidence for this in the Southern California study, using the concept of the “balanced bilingual” across the generations.

Rank the typical difficulty of maintaining an immigrant language through time for the following terms: speaking, reading, writing, understanding.

Which pan-ethnic group, Asians or Spanish speakers, were more likely to lose bilingual skills by the second generation?

In this vein, the Southern California study by Rumbaut, Massey, and Bean study showed that even among those of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ origin, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ language died by the \_\_\_\_\_\_\_\_\_\_\_\_ generation; all other languages died between the second and third generation.

In the same paragraph that the above statement was drawn from, the authors imply that in most other areas of the United States, the loss of immigrant languages is likely to happen even faster. Explain. (in other words, how is Southern California different?)

BILINGUALISM AND ACHIEVEMENT

The authors identify two types of pressures against bilingualism in the United States. Summarize.

“Did the immigrant’s lack of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cause their lack of \_\_\_\_\_\_\_\_\_\_\_\_\_ or vice versa?”

How did Goodenough come down in this debate?...” and the disproportionate presence of feebleminded aliens was blamed on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Interpret: in simple terms, what was Goodenough saying?

At the bottom of page 242, there is also a description of the interpretation that low intelligence and poor academic achievement were caused by a learned characteristic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_.

Madorah Smith compared that achievement of bilingual immigrants in Hawaii with monolingual immigrants in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

What was her conclusion?

What did almost all of the early-to-mid 1900s studies and bilingualism fail to do? (two things)

When controlling for these variables, what did Peal and Lambert find about bilingualism and IQ tests?

The last sentence of the middle paragraph on page 244 is a nice summary of the hypothesis that today is still widely considered amongst researchers to be valid. The next paragraph explains it more fully. Try to learn the basics.

What do the authors believe are the real underpinnings of linguistic assimilation? (first two paragraphs on page 246)

If you haven’t already written it - why do nativist calls for subtractive acculturation find a receptive audience among less well-educated segments of the domestic population, according to the authors?

The CILS study found what relationship between parental SES and fluent bilingualism?

How did fluent bilinguals do in math and reading scores, when controlling for SES?

Which of the four linguistic groups of Figure 18 are associated with the most negative social-psychological outcomes?

Know at least five of the statistics associated with dropping out of high school.

Summarize the association of monolingualism and limited bilingualism on dropping out. (note that the summary controls for other factors)

Summarize the findings of figure 19 regarding degree of bilingualism and earnings.

What is the income cost $ of monolingualism as estimated from the CILS study?

IMMIGRANTS AND THEIR CONTEXTS

What are the two basic contexts for immigrants in this section?

A large Canadian study found that “the more each group found itself in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the greater the pressure to become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Why did this “pressure” result in more bilingualism with men than women?

In the case of the United States, most high status occupations require what?

In some extreme cases, employers may prefer non-English monolinguals. Explain.

Please study Figure 20 well enough that if I gave you the chart with all of the row labels and column headings filled in, together with some of the cells filled in as well, you could fill in the blank cells with predicted outcomes. For example, for workers who are dispersed (column heading), what is the second generation outcome (row label)? Answer: English monolinguals

Do the authors provide any specific national origin examples of the predicted outcomes of Figure 20?

CONCLUSION

“Instead of a tower of Babel, the American experience has produced \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Even before the research on bilingualism that used controls such as social class, what were many elites doing with their children on the linguistic education front?

“Giving up a foreign language means…” (please finish the quote)

What is the “real” threat, according to the view of the authors?