Reading Questions, Portes & Rumbaut, Chapter 1

These will be the basis for some of the weekly quiz questions. I recommend that you print these questions out before you do the reading, and write answers in as you read the chapter.

Who is Joe Arapio, and from what region and demographic were his supporters in Arizona originally from?

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ in Maricopa were \_\_\_\_\_\_\_\_\_\_\_ until proven innocent.

What is the contradiction that the story of Arapio illustrates?

What is the goal of the book?

What was the return migration rate of the contidini versus Eastern European Jews?

The advance of what was responsible for the uprooting of European peasant people?

Which class of people in North America welcomed the European migrants? (note also the remarks about the skilled class of independent craftsmen and the early opportunities for Europeans to settle the vast frontier)

What production system helped to wipe out the significance of the independent craftsmen in the US?

What limited the nativist reactions to mass immigration up until the 1920s?

At this point, what three factors contributed to nativist anti-immigrant sentiment? (pages 8-9)

Related to this, the restrictionist movement was supported three additional forces. Summarize each.

The recruitment of Chinese laborers was first done at a large scale by what industry in the West?

Portes and Rumbaut cite what reason for many of these laborers not returning after much of the original work had been done?

What legislation happened in 1882?

What group was later recruited by labor-starved California agriculture?

This group later began to buy land, and this had two negative effects on the existing California Anglo-dominated agriculture. Explain.

The 1913 Alien Land Law did what? And 1920 law?

Who was the next source of labor in the West? How were they incentivized to come?

What two features of the migration of this new group made it less “visible”? (and thus less vulnerable to nativist restrictionist attacks?

Summarize the content of the first nine lines on page 15.

The earliest immigrants to the US had been mostly Protestant. But later, the US became described as \_\_\_\_\_\_\_\_\_\_\_, and then later \_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, reflecting what major changes in religious composition of immigration?

What ended up being the greatest immigration control measure ever?

Against whom did the major repatriation campaign focus on? Exactly how did this affect their population numbers in Texas, from 1930 to 1940? What sub-group of this population suffered an illegal injustice – which was likened to the more recent efforts of Sheriff Arapio?

What legislation was launched after the US entry into WWII, which was to last 22 years? (what is the irony of this, given the previous questions?

What two groups were considered “unmeltable” in the minds of many people in the US after WWII, and why was this so?

What two criteria of admission to the US came to dominate with legislation in the 1960s?

The cancellation of the Bracero Program coincided with what change as illustrated by Table 6?

Up into the 1970s, the availability of what created the possibility of gradual upward mobility by the European second generation without need for an advanced education? (p. 26)

What was the source of the profit squeeze for American companies that started in the 1970s?

How did industry respond?

Notwithstanding this response, what happened to the manufacturing share of the US labor force from 1950 to 1996? (not mentioned here is also mechanization/automation)

What sector of jobs in the US grew at the same time?

What is meant by the term “*polar* service sectors”?

What wiped out much of the net worth of Hispanic and black households in the past decade?

The two segments of the service sector have driven some of the increased economic inequality, creating the ***hourglass economy***. Explain the meaning of this, and its implications for upward mobility.

Three sectors of jobs are described in the middle paragraph of page 32. Two of them have shrunk since the recession began in 2007, and one of them has not. Identify each.

What is the principal magnet that continues to drive immigration from Mexico and Central America?

The mass deportations that began in 2008 have affected what industry in particular? (note that since then net migration from Mexico has ground to a halt and may have even been negative at times)

What are the two key factors (p. 35) sustaining the flow of undocumented workers from Mexico (and to a lesser degree Central America)

What is ***brain drain***, and what causes it?

Though Filipino and Indian immigrants are numerous in the United States, why do we seldom hear about an immigration “problem” with these two groups? Why do these and other similar groups tend to assimilate quickly, linguistically and culturally?

What is the H-1B program, and what regions are key sending areas under this program?

What two advantages over native-born labor do these programs offer employers?

What are ethnic enclaves, and what three conditions need to exist for them to emerge?

The absence of an ethnic enclave tends to limit immigrants of that nationality or ethnicity to what types of work?

When the conditions are not in place for the emergence of an ethnic enclave, often immigrant communities play the role of *middleman minorities*. Define, describe, and give two examples.

Explain what informal business are and the “paradoxical” conditions that increase their number. (page 42)

The Refugee Act of 1980 seeks to address what former practice? (and why then were potential asylees from Guatemala and Nicaragua not admitted legally before this Act)

List the advantages and supports that legally admitted refugees and asylees have that regular legally admitted immigrants do not have.

List several countries whose asylees/refugees in the US have relatively high human capital, and several countries whose asylees/refugees in the US do not have relatively high human capital.

The overview section at the end of the chapter will likely form the basis for some classroom discussion. Be particularly familiar with the content of the paragraph that contrasts the situation with many European countries with that of the United States.