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SAMPLE final research memo

The Three Keys of Assimilation: Traditional Gender Roles, Socio-Economic Status Inequality and Educational Inequality

1. Abstract

Understanding the factors that influence and play a part of assimilation is essential to getting a full understanding of how immigrants adjust to the host country and what it takes from that country and those people. The aims of this study are to answer how gender, socioeconomic status, and educational background positively or negatively affect assimilation. The study seeks to provide a comprehensive understanding of the complex interplay between these demographic and socioeconomic factors in shaping the immigrant experience and inform policies and programs aimed at supporting successful integration. The method used to conduct the research is content analysis of social media; directly referenced is Twitter. Key findings are that gender, non-males, negatively affects assimilation while education level and socioeconomic status has a positive effect on assimilation. The implications of this are that for gender non male immigrants are less assimilated than the male counterparts and education level is bound to increase assimilation based on the host country. Lastly, depending on the host country's view and implementation of assimilation. Overall, this study's importance lies in its contribution to the understanding of the factors that influence assimilation among immigrants in the US and its potential to inform policies and programs aimed at promoting their successful integration.

2. Introduction and background

This study explores how gender, socio-economic status, and educational background intersect to shape the experiences of immigrants in adapting to the host country's culture and norms. Put differently, this study seeks to investigate how these factors may influence the level of success or difficulty that immigrants face in the assimilation process. The current study focuses on immigrants in the United States because the United States has been a popular destination for immigrants for decades. As such, the experiences of immigrants in the United States can provide valuable insights into the broader process of assimilation and the factors that facilitate or hinder successful integration.

Immigration is one of the complex aspects of sociology but offers a great opening into the understanding of multiculturalism, behavior, and social influence (Koopmans, 2013). One of the largest outcomes or aspects associated with immigration is the ability to or level of assimilation into host society (Portes et al. 2009). Several studies have documented the influence of certain parts of peoples backgrounds such as how the ethnicity of a person can play a part in gaining social or educational opportunity (Hirschman, 2001). The findings of the significance of assimilation is to show what carries influence over the ability to integrate, how those aspects influence, and why such things as gender or socioeconomic status carry such weight.

Understanding some of the complexities of assimilation within immigrant populations is an important factor for any host country as it can allow the host society to know how those that have assimilated affect their country, economy, population, and so on. Based on what has been discussed this research will be examining and attempting to answer the following: how gender, socioeconomic status, and educational background positively or negatively affect assimilation?

The remainder of the paper is organized as follows. First, it starts with the main theoretical framework that this study used. Then, it presents an overview of the theoretical arguments and existing empirical research on traditional gender roles, socioeconomic status inequality, and educational inequality. After describing the methods and sample, the study's findings are introduced. The final section summarizes and discusses the study's main contributions.

3. Theoretical structure and hypotheses

In this paper the term assimilation will be used in reference to the ability of one to integrate into their host society (Kogan et al. 2020). Along with this it is noted that the same term, assimilation, may be used interchangeably with the term acculturation due to geographical context, interpretation, and definition (Bowskill et al. 2007). The idea of gender being influential to assimilation is a concept that is heavily thought of and considered to be an important trait and factor outside of the realm of immigration and sociology. With this being said gender has a possibility of playing multiple roles in this relationship such as being very influential or the opposite, as noted by Fokkema et al (2012). Along with this aspect is the effect of the factor socioeconomic status on assimilation. The position of wealth and opportunity an immigrant is in should have an effect on how well they adjust or assimilate (Waters & Jimenez, 2005). One's level of education has an influence on their jobs, social ability, hobbies, etc. it has the push and pull factor to affect the outcomes of other aspects as well.

3.1. The relationship between traditional gender roles and assimilation

In exploring this possible aspect of assimilation, most of the literature I have come across in regards to the outcome of assimilation due to gender is that in most cases women do not tend to assimilate as much as men. According to one study in fact the idea of gender seems to have little

effect on assimilation compared to educational background or economic background (Fokkema et al. 2012). While in other research there is more of a connection between gender and assimilation. For immigrants their country of origin has an influence on the roles of one's gender and this influence has an effect on how much energy and time can be put into assimilation. Previous research suggests that gender roles and responsibilities are socially constructed and that women are often expected to prioritize domestic duties and childcare over other activities, including integration into the host society. As a result, women may have limited opportunities to engage in assimilation processes and access resources that could facilitate their integration, leading to slower or less successful assimilation than men (Muchomba & Kaushal, 2022).

Hypothesis 1: I expect to find that traditional gender roles negatively affect the process of assimilation among immigrants.

3.2. The relationship between socioeconomic status inequality and assimilation

Through an exploration of potential factors influencing assimilation, extant sociological and scientific literature has largely found that individuals of lower economic status are more likely to experience downward social mobility and less successful integration into the host society as compared to those with more favorable economic status (Hirschman, 2001). While on other literature and research it has been shown that even those with different ethnicities that typically do well in certain areas were affected by socioeconomic status. Having a low socioeconomic status would then in turn show they were more likely to have lower education and assimilation status (Rumbaut, 2004).

Hypothesis 2: I expect to find that socioeconomic status inequality negatively affects the process of assimilation among immigrants.

3.3. The relationship between educational inequality and assimilation

In further exploring literature and research in regards to assimilation I have found that a large amount of literature mentions the influence of education and educational background on assimilation and acculturation. Some of the literature has shown that if a second generation immigrant parent(s) did not have a higher level or background education that they were less likely to assimilate and instead more likely to be part in downward mobility rather than upward (Haller et al. 2011). In other forms of literature they have gone over similar expectations and outcomes, noting that the educational attainments of second generation immigrants were likely to depend on their parent's education prospects and outcome (Alba et al. 2014).

Hypothesis 3: I expect to find that educational inequality negatively affect the process of assimilation among immigrants.

4. Methodology

For this study, I conducted qualitative content analysis and the media platform that I used and explored was Twitter. Since it seems as though Twitter has more consistent use from the people than Facebook does it seems to be the most promising platform for this topic. Within Twitter my data selection was based on these keywords: gender, economic status, education, immigration, and assimilation. All the keywords were each paired up with the two end terms immigration and assimilation in order to find the best qualifying data. With these keywords and concepts I was able to analyze what people have posted, commented or tagged under these words and within a time frame between October 20th of 2017-2022.

Some possible biases associated with this data that book promotions or any advertisement like tweets were avoided for lack of raw data and information from the general public. The date

range selected can also be perceived as a personal bias though it was picked at random. Locating most of the data was straightforward and relatively simple with a few exceptions. Most keywords generated plenty of results and data but socioeconomic status proved to be more difficult to find in relation to immigration and assimilation. After some adjustments with similar key words I was able to retrieve data for this part. With the data I have found evidence pertaining to my area of focus and have laid it out in a file. From there I was able to process the data into a more cohesive and refined result to reference and display. This was done by reading all of the tweets picked and establishing keywords that they shared. I was able to use a highlighting tool that organized all of my highlights into a separate file.

5. Data sources links

<https://twitter.com/DelanoSquires>

<https://twitter.com/MrsTamez4>

https://twitter.com/s_decatu

<https://twitter.com/lubiephil>

<https://twitter.com/xuxuecon>

<https://twitter.com/econoflove>

<https://twitter.com/BraunsteinFE>

https://twitter.com/influx_Divine

<https://twitter.com/QuillingIt>

<https://twitter.com/KarlKaUNg1>

https://twitter.com/concerned_still

<https://twitter.com/DrCastner>

<https://twitter.com/rashadrobison>

<https://twitter.com/SelenaCarrion>

https://twitter.com/JennE_Penny

https://twitter.com/s_decatu

<https://twitter.com/DianaFilarski>

https://twitter.com/bayes_baes

<https://twitter.com/FrankSt34499711>

https://twitter.com/Trying_Together

https://twitter.com/CIS_org

<https://twitter.com/TheCounterResil>

<https://twitter.com/WajahatAli>
<https://twitter.com/JohnRagosta>
<https://twitter.com/creATIFve>
<https://twitter.com/ChachashviliBol>
<https://twitter.com/HarrisRichard77>
<https://twitter.com/Irvingpercenj>
<https://twitter.com/creATIFve>

6. Results

The results of this research stemmed from a total of 29 tweets which were coded into twenty initial codes, then further reduced into seven axial codes, and lastly grouped into three focus codes. The first focused code of gender encompasses the axial codes of characterization, beliefs, and opinions. The second focused code that pertains to socio-economic status in this study encompasses the codes of welfare and resources. The third focused code, which focuses on educational background, is composed of the axial codes of confines and structure.

The first theme, gender, resulted in tweets similar to the one here:

“Gender inequality among recent immigrants to the US in time spent away from family, an assimilation inequality that's stronger for women from countries with more conservative gender roles.”

This tweet, as well as the others, provide a backing for my first hypothesis about gender having a negative effect on assimilation for non-male people. Not all immigrants come from countries that are more gender conservative but a majority do, speaking from the US frame work. Being from a gender conservative country limits the ability to assimilate in comparison to the gender counterpart. Further discussion of this result will follow in the discussion section.

The second theme, economic status, resulted in tweets similar to this one:

“The socio economic profile of the immigrants is different. Also, the USA is a vast country, geographically far away by flight times & a strong culture that encourages assimilation. Europeans have more distinct identities, so not always easy to assimilate (except Germany).”

This finding suggests that socio economic status may not affect assimilation in the way that was previously summarized. Different parts of socio economic status may in part also have an influence in these results along with host country determinants.

Elaboration of these results are to follow in the discussion section.

“Our education system has historically excluded immigrant students and English language learners. Not only do we need resources to actually support them, we need an ideological shift w/ it to create policies & practices that don't further marginalize & force assimilation on S's.”

This observation may support the hypothesis that having a higher education positively affects assimilation. It is apparent that this quote provides structural support for the idea of how the US education system affects immigrants and their ability to assimilate. This combination of findings provides some support for the conceptual premise of how gender, socioeconomic status, and educational background positively or negatively affect assimilation.

6. Discussion and Conclusion

As previously noted the aim of this study was to learn and find how gender, socioeconomic status, and educational background positively or negatively affect assimilation. Most of the findings in the results section successfully provided support for two of my three hypotheses. The two successfully supported are that gender has a negative effect on assimilation and that having a

higher education positively affects assimilation. The content analysis strongly suggests that the concept of gender is very significant for an understanding of assimilation level between the genders. Typically, as stated previously, women or non-male immigrants face a gender inequality that stems from their home country that then follows them to the receiving host country. Non male immigrants have certain expectations and roles that they must follow and that typically falls under being required to do the cleaning, cooking, and raising their children. On top of this they may be required to work which is an important factor often overlooked as non male immigrants typically have a better time getting a job that pays compared to some of their home countries (Guarnizo et al., 2003) which leaves them with little to no time to learn the language, get an education, or otherwise any note of being exposed to assimilation. This implying that women or non males negatively affect assimilation.

The content analysis strongly suggests that the concept of having a higher education positively affects assimilation. Originally I thought that having a higher level of education positively affects assimilation due to being able to secure more resources and opportunities associated with a higher education but after the analysis of the data and results I have concluded that while this still may be the case it is only part of why there is a positive correlation. The other part of this, I theorize, is dependent on the host country's educational system. In this case the US's educational system strives as a way to gain education and opportunity but at the same time is a tool that itself aids in assimilation and forces at that (Zhou, 1997). This country required that children go to school and through that system forced a linguistics change along with implementing other factors. This is required for at least 13 years, from kindergarten to 12th grade. During this time period any immigrants are required to learn the country's customs if they want any hope of friendships, relationships, or resources. While education is a way to unlock

these, it has also been theorized that personal networking can be even more valuable for building these resources and capital (Vacca et al., 2016). Though naturally when perceived to be faced with only one option to lead to one result it is bound to positively affect said result. These results only support the educational system of the US, for different countries the results will vary. More research will have to be done to know more conclusively if this is the case.

The one hypothesis that failed to have support was that having a low economic status negatively affects assimilation, the data here actually opened up a different result and set of questions. The analysis shows that the concept of low economic status is lowly significant to the effect on assimilation. While having a higher economic status may allow for more resources in the home country it will not always translate directly to resources in the host country excluding money. Most immigrants that have well paying and high regard jobs in their host country end up underemployed or unemployed all together in their host country. Despite having a higher status or education, they end up working part time low paying jobs and do not tend to hold or get a similar career as before (Sakamoto, 2007). I theorize from the content that in turn whether the host country encourages assimilation has an influence on this factor. If the host country is not set up to help or in some cases force assimilation then even having a higher economic status will not give more resources but just the same. As opposed to if the country does support assimilation then it is likely that even low low economic status immigrants will receive resources and opportunities no matter what as it is pushed by the host country in order to aid the assimilation process.

This study provides new insights into the factors that affect assimilation, particularly in terms of the role of gender. The findings suggest that women or non-male immigrants may face particular challenges when it comes to assimilation due to gender inequality, which may be

reinforced by cultural expectations and social roles from their home country. Additionally, the study highlights the importance of education in facilitating assimilation, and the potential role of the host country's educational system in this process. However, the study also highlights the limitations of economic status as a factor in assimilation, indicating that having a higher economic status does not always lead to greater opportunities or resources in the host country. These findings suggest that future research on assimilation should consider the complex interplay between gender, education, and economic status, as well as the role of the host country in facilitating or hindering assimilation.

This study has some limitations that need to be considered. First, the data used in this study was collected from Twitter, which may not represent the entire immigrant population. Second, while the study explored the effects of gender, socioeconomic status, and educational background on assimilation, other factors such as race, ethnicity, and language proficiency were not included. Third, the study is limited to the context of immigrants in the United States, and the findings may not be generalizable to other countries. Finally, the analysis of the data suggests that the relationship between economic status and assimilation is complex and requires further research. The study found that having a higher economic status may not necessarily lead to better assimilation outcomes, and that the host country's approach to assimilation may have a significant influence on this factor. Therefore, future research should examine the nuances of the relationship between economic status and assimilation, as well as the role of the host country in facilitating or hindering assimilation. Overall, while this study sheds light on some of the factors that affect assimilation, there are still many aspects that require further investigation.

7. Word count (otherwise, -5) (Minimum 2,500 words of text excluding bibliography): 3121

8. Data coding file:

Put the data coding file link here (My data).

File → Share → Share with others → Copy link.

If I do not have access to this document, you will receive no credit.

Paste here:

Sample:

https://docs.google.com/document/d/1joem_J0FcEh3DEYoupSnX5EPFK-YWRm8teDtChAz5bo

Another Sample:

<https://docs.google.com/document/d/1Bhp9Hjc9I5XCJY8kYw3vxy1YbjHsuHtd>

9. References

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10. Self-grade sheet

Item	Grade your paper here	Maximum score
[Abstract] Did your abstract mention...Importance of the topic and/or reference to the current literature and/or identification of a knowledge gap	1	1
[Abstract] Did your abstract mention...Aims of the current study	1	1
[Abstract] Did your abstract mention...Indication of the methods used	1	1
[Abstract] Did your abstract mention...Statement of the key findings	1	1
[Abstract] Did your abstract mention...Implications of the findings and/or value of the current study?	1	1

[INTRO] Did you clearly show what you are investigating?	2	2
[INTRO] Did you show why the topic is significant and matters?	2	2
[INTRO] Did you clearly state your research question with its reasoning?	3	3
[INTRO] Did you indicate an issue, problem, or controversy in the field of study and where the field lacks knowledge and how your research is filling that gap?	3	3
[INTRO] Did you end this section with how the paper is organized? See the guideline (5. Recommended workflow)	2	2
[THEO] Did you clearly define your key concepts?	2	2
[THEO] Did you adequately review the literature in three subsections (3.1, 3.2, and 3.3) to articulate a theoretical basis for your hypotheses and a justification for your research question?	6	6
[THEO] Did you provide at least two citations for each subsection (3.1, 3.2, and 3.3)?	12	12
[THEO] Did you clearly state your hypotheses and their reasoning?	9	9
[METHOD] Did you discuss what content you analyze?	2	2
[METHOD] Did you discuss your method of selecting media sources?	2	2
[METHOD] Did you paste the links of your data sources? (paste the links after this section)	2	2
[RESULTS] Did you discuss your initial, axial, and focused codes?	3	4
[RESULTS] Did you present and describe the results in a systematic and detailed way based on the focused codes?	3	4
[RESULTS] Did you create tables and/or provide some	3	4

quotations from the content you used?		
[RESULTS] Did you clearly state whether you confirm or reject each of your hypotheses?	3	3
[DISC_CONC] Did you clearly interpret your main findings?	3	3
[DISC_CONC] Did you reflect on the implications of your results for the hypotheses that have driven your research?	2	2
[DISC_CONC] Did you mention any new understanding or insights about the topic you worked on?	2	2
[DISC_CONC] Did you suggest some ways in which your findings have implications for theories relating to your area of interest?	4	4
[BIB] Did you cite at least 12 peer-reviewed journal articles (both in-text and end-text)?	12	12
[BIB] Consistent use of citation and reference format (both in-text and end-text)	4	4
[WRITING and TEMPLATE] Clarity of writing style	3	3
[WRITING and TEMPLATE] Use of template, the logic of research paper organization, consistent font and font size, title, and clear use of headings. All instructions and sample sentences are deleted.	3	3
[Self-grade Sheet] Self-grade sheet is completed (Otherwise you will lose 5% of the grade)	NA	NA
TOTAL	97	100