Course Description:
In August, 2015, presidential candidate Donald Trump heated up the debate on immigration by suggesting that birthright citizenship, a law protected by the Fourteenth Amendment, be abolished. Opponents called this remark un-American. As a nation of immigrants, President Obama declared, the United States thrives economically when entrepreneurial newcomers replenish immigrant stocks. With an estimated 42 million immigrants composing 13% of the U.S. population, immigration is understandably one of the most significant issues facing American society today. As newcomers integrate into the cultural, educational, and political institutions of our social system, they, in turn, impact the culture and fabric of the communities in which they settle.

This course is designed to provide students with a sociological overview of immigration to the United States, touching on the pivotal themes of gender, race, transmigration, and second-generation welfare. We will discuss why immigrants migrate from their home territories, where they settle in this country, and how social and economic integration patterns emerge. The topics of immigration law, religious and ethnic identity maintenance, and ethnic entrepreneurship will be reviewed. This course offers a unique opportunity to learn ethnographic research methods, and to develop a short research project addressing one segment of the immigrant population in greater Boston.

Undergraduate Course Requirements:
Students are expected to:

1. Complete all readings and actively participate in seminar discussions (10%);
2. Weekly reading synopsis and facilitation of class discussion (15%);
3. Midterm examination (35%); and
4. Ethnographic Research Paper of 7-8 pages (40%).

(1) 10% Participation-- Attendance, Active Participation, and Questions: Readings are to be completed before the class period for which they are assigned. Attendance is a crucial aspect of class, and we take attendance each day. Three unexcused absences will result in the deduction of a whole letter grade from your overall score (An ‘A’ will be reduced to a ‘B’). Five or more unexcused absences mean that you will fail the course. Please send Professor Lucken and TA Nick Monroe an email if you are unable to attend class due to sickness or emergencies.
Synopsis of Readings and Facilitation of Class Discussion:
You will draft a 2-page outline of the day’s readings (see below) and will help to facilitate the class discussion using questions. Please make it a thoughtful, engaging experience for yourself and the class! See course LATTE for grading criteria.

1) Summarize the (i) main objectives/research questions/scholarly perspective, (ii) methodologies, and (iii) findings and/or conclusions

2) Provide informed critique, whether positive, negative and/or neutral --link your negative critiques as much as you can to other texts/intellectual camps we’ve engaged in class (you must provide summary of perspectives brought from outside of class).

3) Draft at least 2-3 thoughtful discussion questions for the class to engage. This allows for much better, more productive discussion!

Please email this to the professor and TA by 9pm the night before class:

(3) 35% Mid-term Take Home Exam: Handed out Oct 1. Due in class on Oct.7. Please submit a hard copy in class and email a copy to the professor and TA.

Exam Essays are graded on the following criteria:
- Organization and fluency of written work
- Strength of argument
- Attention to detail, and accuracy of facts provided
- References from readings, properly cited (name, page #)

(4) 40% Ethnographic Research Paper 7-8 pages: (Due on the last day of class, Wed., Dec. 9, no later than 1:00 pm in my mailbox.) Must obtain final approval for project by October 22. This is a multi-stepped project involving interviewing one first- or second-generation immigrant utilizing an interview schedule developed in class, taping and transcribing the interview, and writing an analytical paper about the findings that incorporates theory and themes covered in class. Along with your final paper, an interview schedule, signed informed consent form, and typed transcript of the interview must be turned in together for full credit.

Learning Goals:
- Develop understanding of key theories, debates, and knowledge gaps regarding American immigration and the ability to frame the American experience in the broader context of global migration.
- Understand how integration models differ between the United States and other nations, and use critical analytical tools to reflect on the challenges and benefits of various national integration models.
- Develop own research agenda related to the causes and impacts of immigration.

University Policy on Academic Accommodations: If you are a student who has academic accommodations because of a documented disability, please contact me and give me a copy of your letter of accommodation in the first two weeks of the semester. If you have questions about documenting a disability, please contact Beth Rodgers-Kay in the Undergraduate Academic Affairs Office (x63470, brodgers@brandeis.edu). Accommodations cannot be granted retroactively.
University Policy on Academic Integrity: You are expected to be familiar with and to follow the University’s policies on academic integrity (see http://www.brandeis.edu/studentlife/sdc/ai). We will refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct.

CLASS SCHEDULE

Week 1  
Course Overview

Th, Aug. 27

M, Aug. 31 Why People Migrate

W, Sept. 2 Theories of Migration
  • Peter Kvisto and Thomas Faist, Beyond a Border, Chapter 1, LATTE

Th, Sept. 3
  • Chimamanda Ngozi Adichie, 2013. Americanah, Alfred Knopf, Chapters 1, 8, and 9.
  • Due: Short synopsis of your family immigration history (1 single-spaced page)

Week 2  
Uprooted or Transplanted?

M, Sept. 7 LABOR DAY—NO CLASS

W, Sept. 9

Th, Sept. 10 Overview of Immigration in America
  • Nancy Foner, “Who They Are and Why They Have Come,” (Ch.1), in From Ellis Island to JFK, Introduction and Chapter 1 (1-35), Brandeis Library Online.

Week 3  
Integration and Assimilation: Theories and Debates

M, Sept. 14 ROSH HASHANAH—NO CLASS

W, Sept. 16

Th, Sept. 17

Week 4
Education and Long-term Wellbeing
M, Sept. 21
• For Discussion: New York Times article

W, Sept. 23
YOM KIPPER—NO CLASS

Th, Sept. 24
• Zhou and Kim, “Supplementary Education in the Case of Chinese and Korean Immigrant Communities.
• DUE: Outline for Ethnographic Research Paper:
  o What ‘big questions’ are you asking?
  o Who do you plan on interviewing?
  o Preliminary bibliography (3-4 sources)

Week 5
Challenges to Assimilation: Ethnicity and Race
M, Sept. 28

W, Sept. 30
Th, Oct. 1

TAKE-HOME EXAM HANDED OUT IN CLASS (Due on Oct. 7)

Week 6 \hspace{1cm} \textbf{Contemporary Issues of American Immigration}
M, Oct. 5
- Immigration Debate

W, Oct. 7
DUE IN CLASS--Midterm Exam
- In-Class Film

Th, Oct. 8

Week 7 \hspace{1cm} \textbf{Gender Matters}
M, Oct. 12

W, Oct. 14

Th, Oct 15

DUE: Expanded bibliography for research paper. Please include at least 8 academic sources—4 from class readings and 4 from academic journals or books. Information on websites such as Wikipedia do not count as an academic source.

Week 8 \hspace{1cm} \textbf{Asian Immigrants}
M, Oct. 19
W, Oct. 21

Th, Oct. 22 Second Generation
- DUE: Interview Schedule. You have three weeks to complete your interview

Week 9 **Latino and Caribbean Immigrants**
M, Oct 26

W, Oct 28

Th, Oct. 29
- Excerpts from *The House on Mango Street*, by Sandra Cisernos and *Breath, Eyes, Memory*, by Edwidge Danticat

Week 10 **African and Middle Eastern Immigrants**
M, Nov 2

W, Nov 4

Th, Nov. 5

Week 11 **Economic Integration**
M, Nov 9

**W, Nov. 11**
- NYTimes Article on Ethnic Entrepreneurship

**Th, Nov. 12**

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### Week 12  
**The Second Generation**

**M, Nov. 16**
- Interview should be transcribed this week! Must turn in with paper.

**W, Nov. 18**

**Th, Nov. 19**

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### Week 13  
**Thanksgiving**

**W & Th Nov. 14-15  Thanksgiving Break**
You should be working on your paper this week

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### Week 14  
**Religion and Immigration**

**M, Nov. 30**
W, Dec. 2

Th, Dec. 3

**Week 15**

**Summing it Up**

M, Dec. 7

W, Dec. 9  **LAST DAY OF CLASS —SUMMARY**
**DUE:** Ethnographic Research Papers at 10:00 am