In April of 2010, the signing of tough immigration laws in Arizona produced a heated debate within the media and among public policy makers about how immigration is viewed and managed in America. While advocates and opponents of immigration reform line up on either side of the debate, the profound role immigration has played in the founding and evolution of this country comes into full view. Immigration continues to be one of the most significant forces in American society today, influencing the cultural, educational, and political institutions of our social system. As successive waves of newcomers arrive on American shores, they begin the process of becoming American, and 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%).
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 me and Charlie Pino an email if you are unable to attend class due to sickness or emergencies. Absences will be excused if documentation from doctors, counselors, and/or other people in official roles is provided to explain why you missed class that day.

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:

Mid-term In-class Exam: March 7

Ethnographic Research Paper 7-8 pages: (Due on the last day of class, Mon. April 30, no later than 10:00 am in my mailbox.) Must obtain final approval on project by March 1. This project involves 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 the theory and themes discussed in class. A signed informed consent form, typed transcript of the interview, and an analytical paper must be turned in together for full credit.

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

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<tr>
<th>Week 1</th>
<th>Introduction</th>
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<tr>
<td>W, Jan. 18</td>
<td>Course Overview</td>
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**Th, January 19 Why People Immigrate**

**Week 2 Approaches to American Immigration**

<table>
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<th>M, Jan. 23</th>
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<tr>
<td>· Due: Short synopsis of your family immigration history (1 page)</td>
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<th>W, Jan. 25</th>
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**Th, Jan. 26 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 Access.

**Week 3 Integration and Assimilation: Theories and Debates**

<table>
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<th>M, Jan. 30</th>
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W, Feb. 1


Th, Feb. 2


Week 4  Long-term Integration and Wellbeing

M, Feb. 6

  - For Discussion: *New York Times article*

W, Feb. 8


F, Feb. 9


Week 5  Challenges to Assimilation: Ethnicity and Race

M, Feb. 13


W, Feb. 15

- Nazli Kibria, Chapter 3, “Ethnic Options, Ethnic Binds,” in *Becoming Chinese American*.

Th, Feb. 16

- Kathleen Conzen, “The Invention of Ethnicity.”
  - In Class Exercise on Ethnicity
Week 6

Midterm Recess

No Class Feb. 20-24

Week 7

Gender Matters

M, Feb. 27


W, Feb. 29


Th, March 1


- DUE: Bibliography for Research Paper

Week 8

Contemporary Issues in the Immigration Debate

M, March 5

Class Activity

W, March 7

- In Class Exam

Th, March 8


- In Class: Discussion of Interview Schedule

DUE: Outline for Ethnographic Research Paper:
- What are the ‘big questions’ you are asking?
- Who do you plan on interviewing?
- Preliminary bibliography
Week 9  
**Pre-1965 Immigration**

**M, March 12**

**W, March 14**

**Th, March 15**
- Selections, George J. Sanchez, *Becoming Mexican American*
- DUE: Interview Schedule. You have two weeks to complete your interview

Week 10  
**Post-1965 Immigration**

**M, March 19**

**W, March 21**

**Th, March 22**

Week 11  
**Economic Integration**

**M, March 26**
W, March 28
  · NYTimes Article on Ethnic Entrepreneurship

Th, March 29
  · DUE: Completed Interview-- In-class discussion about findings thus far

Week 12
  The Second Generation

M, April 2

W, April 4

Th, April 6

Week 13
  Passover Recess

No Class April 9-13
  Transcribe Interview

Week 14
  Religion and Immigration

M, April 16
W, April 18  

Th, April 19  

Week 15 Membership and Belonging in a Transnational World

M, April 23  
- **FIRST DRAFT of Ethnographic Research Paper should be completed**

W, April 25  

Th, April 26  

Week 16 Summing it Up

M, April 30 Last Day of Class Summary

DUE: Ethnographic Research Papers at 10:00 am