Course Description:
In June of 2012, the Supreme Court had a split decision regarding Arizona’s tough immigration laws, which 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) Synopsis of one reading 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 **me and Joshua Kaye** 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.

(2) 15% *Synopsis of Readings and Facilitation of Class Discussion:*
You will draft a 2-3 page outline of one class reading and will help to facilitate the class discussion. 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 4-5 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 **February 26.** Due in class at 10:00 am on **March 8. Please submit a hard copy in class and email a copy to the professor.**
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, 8-9 pages: **Due on the last day of class, Tues. April 30, no later than 12:30 pm by email and hard copy.** 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. **LATE PAPERS WILL NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENTS ARE MADE.**

**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  
Tuesday, Jan. 15  Course Overview

Friday, January 18  Why People Immigrate

Week 2  Approaches to American Immigration
Tuesday, Jan. 22
- **Due: Short synopsis of your family immigration history (1 page)**

Friday, Jan. 25  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
Tuesday, Jan. 29

Friday, Feb. 1
Week 4  
**Long-term Integration and Wellbeing**

**Tuesday, Feb. 5**

- For Discussion: *New York Times* article

- **RECOMMENDED:** “Education,” in *The New Americans*, 241-257.

**Friday, Feb. 8**


Week 5  
**Challenges to Assimilation: Ethnicity and Race**

**Tuesday, Feb. 12**

**Friday, Feb. 15**
- Nazli Kibria, Chapter 3, “Ethnic Options, Ethnic Binds,” in *Becoming Chinese American*.

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

Week 6  
**Midterm Recess**

*No Class Feb. 18-22*

Week 7  
**Gender Matters**

**Tuesday, Feb. 26**

Take home exam handed out—DUE ON FRIDAY, MARCH 8

Friday, March 1
- Speaker

Week 8: Contemporary Issues in the Immigration

Debate
Tuesday, March 5
- Film and discussion about interview techniques

Friday, March 8
- In Class: Debate
- MIDTERM EXAM DUE BY 12:30 PM
  Please submit a hard copy in class and email a copy to the professor.

Week 9: Pre-1965 Immigration

Tuesday, March 12


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

Week 10: Post-1965 Immigration

Tuesday, March 19

Friday, March 22
· Nazli Kibria, “The American Tightrope.”
· Mary Waters, “Debating Immigration: Are We Addressing the Right Issues?” in Writing Immigration: Scholars and Journalists in Dialogue, 236-250.

Week 11

Passover Recess
March 25-April 2
· Complete Interview and transcribe

Week 12

Economic Integration
Friday, April 5
· NYTimes Article on Ethnic Entrepreneurship (for in-class discussion)


Week 13

The Second Generation
Tuesday, April 9

Friday, April 12
· Kasinitz, Mellenkopf, Waters, and Holdaway, “Conclusion: The Second Generation Advantage,” in Inheriting the City: The Children of Immigrants Come of Age, 342-369.

Week 14  
Religion and Immigration  
Tuesday, April 16  


Friday, April 19
· Ken Crane, "Latino Churches: Family, Faith and Ethnicity in the Second Generation" Chapter 4 (p.49-79) and Chapter 8 (p. 176-184) Brandeis Library Online Resources

Week 15  
Membership and Belonging in a Transnational World  
Tuesday, April 22
· Peggy Levitt, Kristen Lucken & Melissa Barnett (2011): Beyond Home and Return: Negotiating Religious Identity across Time and Space through the Prism of the American Experience, Mobilities, 6:4, 467-482


· FIRST DRAFT of Ethnographic Research Paper should be completed – this is not due in class.

Friday, April 26
· Alejandro Portes, “Conclusion: Theoretical Convergencies and Empirical Evidence in the Study of Immigrant Transnationalism,” in International Migration Review, Vol. 37, No. 3.

Week 16  
Summing it Up  
Tuesday, April 30  
Last Day of Class  
Summary
DUE: ETHNOGRAPHIC RESEARCH PAPER DUE IN CLASS AT 12:30PM
Please submit a hard copy in class and email a copy to the professor.