Immigration continues to be one of the most significant forces impacting American society today, influencing the cultural, educational, religious, and political institutions of our social system. Since the passage of the 1965 Hart-Cella Immigration Act, America has witnessed unprecedented demographic shifts as its borders were opened to Asians, Latinos, Africans and other non-European populations previously denied entry (Foner, Waters, Alba). Currently, almost 13 percent of the American population is foreign born and immigrant youth represent one of the fastest growing sectors of the American population (Suárez-Orozco 2010; 2010 American Community Survey). 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 graduate students with a sociological understanding of American immigration by positioning the American national experience within the broader framework of global migration. Touching on the pivotal themes of gender, ethnicity, race, economic integration and second-generation welfare we will discuss why immigrants migrate from their home territories, where they settle, and what social, religious, and socio-economic patterns are emerging among different ethnic groups. Additionally, the topics of immigration law, religious and ethnic identity maintenance, as well as the significant issue of transnationalism will be reviewed. This course places a strong emphasis on ethnographic research methods and is designed to guide graduate students through an original research project related to the topic of immigration.

Through sociological literature, videos, speakers, in-class exercises, and site visits, we will investigate sociological themes related to gender, race, socio-economic status, generational issues, education, religion, and transnationalism among immigrant populations. Gaining a mastery over the literature and interacting with immigration professionals will give students both a theoretical and practical understanding of the field. Additionally, graduate students will plan and implement an original research project that requires them to interview three immigrants and frame their experiences within the sociological literature on the topic. By gaining hands-on experience in ethnographic research methods and through exposure to individuals working in the field of immigration, graduate students will build professional skills and experiences that prepare them for their life beyond Brandeis.
**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.

**Graduate Course Requirements:**

Students are expected to:

- Complete all readings and actively participate in seminar discussions;
- Turn in synopsis of weekly readings and facilitation of one class discussion;
- Ethnographic Research Paper related to the topic of immigration.

(1) **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 I take attendance each day. Please send me an email if you are unable to attend class due to sickness or emergencies.

(2) **Synopsis of Readings and Facilitation of Class Discussion:** Each week, you will draft a one-page summary of 1-2 class readings. Once during the term, you will help to facilitate the class discussion. Please make it a thoughtful, engaging experience for yourself and the class! *See course LATTE for presentation criteria.*

- Summarize the main objectives/research questions/scholarly perspective, methodologies, and findings and/or conclusions
- 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).
- 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 by 9pm the night before class:**

(3) **Ethnographic Research Paper, 17-20 pages:** *Due on the last day of class by email and hard copy.* This project involves interviewing at least three first- or second-generation immigrants utilizing an interview schedule developed in class, taping and transcribing the interviews, and writing an analytical paper about the findings of your research incorporating the history, theory and themes discussed in class. Signed informed consent forms for each participant, typed transcript of the interview, and an analytical paper must be turned in together for full credit.
Grading Criteria: Graduate students will receive a satisfactory (S) or non-satisfactory (NS) evaluation on all assignments. Detailed feedback from professor will be provided on all assignments throughout the course to guide students through the research process.

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 (seehttp://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-Jan. 13 Introduction

Week 2-Jan. 20 Approaches to American Immigration
• Nancy Foner, From Ellis Island to JFK, Introduction and Chapter 1 (1-35). Brandeis Library Online Access.
## Week 3 – Jan. 27  
**Integration and Assimilation: Theories and Debates**


## Week 4 – Feb. 3  
**Long-term Integration and Wellbeing**

- **Guest Speaker, Massachusetts Immigrant and Refugee Advocacy Coalition of Boston (MIRA)**

## Week 5 – Feb. 10  
**Challenges to Assimilation:**


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


• In-class video clip and discussion, “Being Forever Foreign: Asian Americans in the U.S.” PBS Documentary Video.
http://www.pbs.org/pov/woainimommy/feeling_foreign.php#.VD6fZucVxMg

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

**Week 6-Feb. 17**
- No Class

**Week 7-Feb. 24**


**Week 8-March 3**

• 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.


• Guest Speaker—Geraldine Gudefin: Navigating Jewish Identity in France and the U.S.

Week 9-March 10  Contemporary Issues in the Immigration Debate
• Field trip to immigrant support organization

• DUE: Interview Schedule. You have three weeks to complete your interviews

Week 10-March 17  Pre-1965 Immigration


• Selections: George Sanchez, Becoming Mexican American.


Week 11-March 24  Post-1965 Immigration

• 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 12-March 31  Economic Integration


• NYTimes Article on Ethnic Entrepreneurship (for in-class discussion)


Week 13-April 7  Passover Recess
• No Class

• Complete and transcribe interviews

Week 14-April 14  The Second Generation


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

• Pakistanis in the UK: Tariq Modood, "Capitals, Ethnic Identity, and Educational Qualifications," The Next Generation, pgs. 185-203.

Week 15-April 21  Membership and Belonging in a Transnational World
• Alejandro Portes, “Conclusion: Theoretical Convergences and Empirical Evidence in the Study of Immigrant Transnationalism,” in International Migration Review, Vol. 37, No. 3.


• **FIRST DRAFT of Ethnographic Research Paper should be completed —*this is not due in class*.**

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**Week 16-April 28**

**Summing it Up**

**Last Day of Class**  **Summary**

**DUE: ETHNOGRAPHIC RESEARCH PAPER DUE IN CLASS**

*Please submit a hard copy in class and email a copy to the professor.*