Course Description:
In August, 2015, President Elect 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 arguably 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 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 class period. 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 Peer TA Laura Garcia an email if you are unable to attend class due to sickness or emergencies.
(2) **15% Class Facilitation and outline of the reading you’re covering**

*Outline and PowerPoint due on LATTE by 9pm the night before you present.*

You will have the opportunity to facilitate our class discussion one time this term. First, you will draft a detailed outline of the day’s readings, listing the key terms and ideas addressed by the author. You will provide 4-5 compelling questions designed to provoke a hearty discussion of the author’s main points. Please make it a thoughtful, engaging experience for yourself and the class! *See course LATTE for a detailed description of this assignment. PowerPoints are encouraged:*

- Summarize the (i) main objectives/research questions/scholarly perspective, (ii) methodologies, and (iii) findings and/or conclusions
- Provide an 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 to engage the class. This allows for a much more productive discussion!

(3) **35% Mid-term Take Home Exam:** Handed out March 1. Due on March 8.

*Bring a hard copy to class and submit an electronic copy to LATTE.*

Exam essays are graded on the following criteria:

- Organization and fluency of written work
- Strength of argument and mastery of material
- 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 Tues., May 2 at 11:00 am

*Bring a hard copy to class and submit an electronic copy to LATTE.*

This multi-stepped project involves investigating a burning question you have about immigration. You will writing a research proposal, developing a set of interview questions, and interviewing one first- or second-generation immigrant. You will tape and transcribing the interview, using the text as your data. for 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](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**

**Introduction**

Tues, Jan. 17  Course Overview

**Friday, Jan. 20  Why People Migrate**


- Peter Kvisto and Thomas Faist, *Beyond a Border*, Chapter 1, LATTE

Recommended:


**Week 2**

**Uprooted or Transplanted?**

T, Jan. 24

- Due: Short synopsis of your family’s immigration history (1 page, single-spaced)


F, Jan. 27  Overview of Immigration in America

- Nancy Foner, “Who They Are and Why They Have Come,” *From Ellis Island to JFK*, Introduction and Chapter 1 (1-35), Brandeis Library Online.

**Week 3**

**Integration and Assimilation: Theories and Debates**

T, Jan. 31


**F, Feb. 3**


**Week 4**
**Education and Long-term Wellbeing**

**T, Feb. 7**

• For Discussion: *New York Times* article


**F, Feb. 10**

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

**T, Feb. 14**

• **DUE: Outline for Ethnographic Research Paper** (see LATTE for instructions)
  o What ‘big questions’ are you asking?
  o Who do you plan on interviewing?
  o Preliminary bibliography (3 course readings and 3 outside sources)

**F, Feb. 17**

• Conzen, “The Invention of Ethnicity.”
Week 6  Feb. 20-24  February Break – No class

Week 7  Gender Matters
T, Feb. 28

- Patricia Pessar, “Gender and Family,” in *The New Americans*, Mary Waters and Reed Ueda, eds. (Cambridge: Harvard University Press, 2007); 258-269.

F, March 3


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.

Find your interview subject and schedule your interview.

Week 8  Asian Immigrants
T, March 7


F, March 10  Second Generation


- DUE: Interview Schedule. You have three weeks to complete your interview
Week 9  
**Latino and Caribbean Immigrants**

**T, March 14**

**F, March 17**
- Excerpts from *The House on Mango Street*, by Sandra Cisernos and *Breath, Eyes, Memory*, by Edwidge Danticat.

Week 10  
**African and Middle Eastern Immigrants**

**T, March 21**

**F, March 24**

Week 11  
**Economic Integration**

**T, March 28**

**F, March 31**
- NYTimes Article on Ethnic Entrepreneurship
Week 12

T, April 2


- Interview should be transcribed this week! Must turn in with paper.

F, April 7


Week 13

April 10-18

Passover/Easter Break

You should be working on your paper this week

Week 14

Religion and Immigration

T, April 18 -- no class

F, April 21


Week 15

Summing it Up

T, April 25


F, April 28


T, May 2 LAST DAY OF CLASS –SUMMARY

RESEARCH PAPERS DUE IN CLASS –Paper must include interview transcript and signed Informed Consent Form. PLEASE NOTE: Late papers will receive a half-grade deduction for each day beyond the due date. Special consideration will be given only in extreme cases and with advanced approval from the professor.