Immigrants and Education
EDUC 128

Course Description and Goals

The overarching goal of this course is to examine the educational experiences of contemporary immigrants and the children of immigrants in U.S. schools, focusing primarily (but not exclusively) on immigrants from countries of Asia and Latin America. The course begins with an overview of the changing demography of the nation and the state and the role of globalization in the field of migration and education. It then turns to theories regarding immigrant adaptations, including issues of acculturation and assimilation, and the ways in which cultural and structural factors interact with student agency to shape school performance and opportunity. The course draws from anthropological and sociological perspectives on the schooling of “the new second generation,” i.e., the children of immigrants whose families have arrived in the U.S. since 1965. Promising pedagogical and policy responses to the inequitable education of students from immigrant backgrounds are also explored.

Throughout the course, students will have the opportunity and responsibility to do the following: (a) read and comment on a wide variety of sources that inform the study of immigrants in education, (b) reflect and comment on their own educational backgrounds and personal, familial, or ancestral experiences related to immigration, (c) explore how the themes of the course are related to the experiences of immigrant students and to current educational practices and policies, (d) learn from the diverse perspectives of classmates, and (e) make connections among all of the above.

Instructional Philosophy

The course is intended to provide students with opportunities to work collaboratively. I strongly believe that collaborative venues for discussing course-related topics and engaging in class assignments provide us with an opportunity to pool resources, consider alternative perspectives on a topic or issue, and extend our thinking in ways not available to us when we work individually. Also, as we share and work through frustrations and problems together while pursuing a project or discussion, we provide one another with useful guidance and take on the roles of teachers as well as learners.

This course includes readings, lecture, whole-group and small-group discussion, videos, guest lectures, in-class activities, and student presentations. There are no sections; discussion will take place in class.

Assessment criteria

**Class Participation – 180 points**
Attendance, Punctuality, Preparedness, In class activities: Discussions, Quick writes, Case Study Critiques

**Reading Facilitation – 120 points**

**Midterm – 300 points**

**Case Study – 400 points**
Summary and Presentation

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>980-1000</td>
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<tr>
<td>A</td>
<td>940-970</td>
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<tr>
<td>A-</td>
<td>900-930</td>
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<tr>
<td>B+</td>
<td>870-890</td>
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<td>B</td>
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<td>B-</td>
<td>800-830</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<td>D</td>
<td>600-690</td>
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<td>0-590</td>
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Required text:
All materials will be provided in CANVAS
# Course Overview

## Theoretical Framework: Sessions 1-7
Introduce the changing demography of the nation, and the role of globalization. Explore theories regarding immigrant adaptations (acculturation and assimilation).

## Case Studies Sessions: 8-10
Examine ways in which cultural and structural factors interact with student agency to shape school performance and opportunity.

## Calendar of Activities

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC AND READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>4</td>
<td><strong>Framing Immigration and Transnationalism</strong></td>
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<tr>
<td></td>
<td>Timberlake, J. M., &amp; Williams, R. H. (2012) – 21 pages</td>
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<td><strong>Glossary of Terms:</strong></td>
<td>transnationalism, transculturation, cultural assimilation, structural assimilation</td>
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<td>2 Readings for case study</td>
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<tr>
<td><strong>Quick write</strong></td>
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<thead>
<tr>
<th>5</th>
<th><strong>(Un)Documentation</strong></th>
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<tr>
<td></td>
<td>Benuto et al. (2018) -16 pages</td>
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<td></td>
<td>Kim (2012) – 3 pages</td>
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<tr>
<td><strong>Glossary of Terms:</strong></td>
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<tr>
<td><strong>Reading Facilitation # 4</strong></td>
<td>2 Readings for case study</td>
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<td><strong>Quick write</strong></td>
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<tr>
<th>6</th>
<th><strong>Language and Language Policy</strong></th>
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<tbody>
<tr>
<td><strong>Reading Facilitation # 5</strong></td>
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<td><strong>Quick write</strong></td>
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<tr>
<th>7</th>
<th><strong>Imagining the Possibilities—for Educational Policy, Practices, and Pedagogy</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Case Study Summary</strong></td>
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<tr>
<td><strong>Reading Facilitation #6</strong></td>
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<td><strong>Midterm Exam</strong></td>
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<td></td>
<td>Case studies of immigrants from Asia</td>
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<tr>
<td>9</td>
<td>Case studies of immigrants from Latin America and the Caribbean</td>
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<tr>
<td>10</td>
<td>Case studies of immigrants from Africa and the Middle East</td>
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Course Requirements

1. **Attend class regularly and arrive on time.**

Absences and punctuality: Due to the limited number of class sessions during a summer course I consider one absence understandable but not ideal. *Two or more absences will put you in jeopardy of not passing the class.* While arriving late once or twice during the quarter is understandable, patterns of lateness are disruptive to your own learning and the learning of the class. Please plan accordingly! Attendance will be taken through an in-class quick write activity related to the readings for that day at the beginning of the class. Quick writes cannot be made up.

2. **Read the assigned readings BEFORE the class in which they are discussed.**

Rationale: The readings will serve as the foundation of each class session. Discussing the readings with partners, small groups, and the entire class will help you reflect on your learning, will challenge all of our initial thinking, will help you develop your own arguments more clearly, and will lead to a deeper understanding of the themes of the course. Therefore, reading before class prepares you for these discussions.

When reading and commenting on chapters and articles, you might want to consider the following guiding questions that could apply to all the readings and consider writing responses prior to class to help you participate:

What struck you as interesting about this reading? How do points or claims made in this reading relate or compare to those brought up in other readings for this course? What did you find in the reading that you feel will be useful/relevant for your future career? Why? What did you find in the reading that helped you better understand a past experience or important phenomena or event(s)? What aspect of the reading did you find problematic or did you disagree with? Why? What questions did the reading raise for you?

3. **Participate in class discussions and encourage your classmates to participate.**

Rationale: Your own learning and the learning of the rest of the class will be facilitated by open, honest, and respectful discussions with each other regarding the assigned readings, topics introduced in class, and the themes of the course. “Participation” is a two-way street that includes sharing your own comments AND creating conditions conducive to allowing others to share theirs as well. Your participation in the classroom activities (both oral discussions and writing prompts) also helps me follow the developing understandings of individuals and the class as a whole, allowing me to adapt my instruction accordingly.

Note: If possible bring a computer to every class as we will use them during class.
Course Requirements continued

4. **Reading Facilitations (Due: BEFORE class begins Sessions 2 – 7)**

Students will make a presentation and lead a discussion with a small group of students of one assigned reading per session. Preparation includes:

- preparing a summary of reading with at least 2 key quotes,
- generating a list of discussion questions (minimum 3) related to the article, and
- developing a 1-page summary and critique of article including discussion questions for distribution to the class via Canvas.

5. **Present a Case Study**

Rationale: The team or individual project is designed to apply the theoretical framework from the course to gain a greater understanding of the heterogeneity of different immigrant groups to present a case study of that immigrant group, and identify/propose an intervention (ex. grassroots organizations, school-based reforms etc.) which envisions promising avenues for the education of this group of immigrant students in US schools.

**Due: Session 2 – Choice of case study (emailed to me)**

**Due: Session 4 – citations for 2 readings you will be using (please email me) see [https://guides.library.ucsc.edu/citesources](https://guides.library.ucsc.edu/citesources)**

**Due: Session 5 – citations for 2 readings you will be using (please email me)**

**Due: Session 7 – Summary**

You will individually submit via Canvas a 1-2 page summary per reading making connections to the theoretical framework from the first part of the course, a summary of the chosen efforts to improve education for this immigrant group, and a critique of the effort.

**Due: Sessions 8-10 - Final presentation of case study**

A class presentation utilizing PowerPoint of your case study (please submit the PowerPoint presentation via Canvas prior to the beginning of the class you will be presenting in). The presentation should include

- a summary of the readings making connections to the theoretical framework from the first part of the course,
- a summary of the chosen efforts to improve education for this immigrant group, and
- a critique of the effort, and
- an intervention proposal
Alternative written individual research paper: In lieu of the presentation project, students will have the option of writing an individual case study paper including all information from the presentation project. Criteria: 20 pages (double-spaced), following norms for research papers in the social sciences (APA format: see https://guides.library.ucsc.edu/citesources). A case study summary will be due in session 6 and the final paper will be due in session 8. Please notify me if you choose to do a research paper in Session 2.

Case summary critiques

Due: The day after Sessions 8-10 for the corresponding presentations

You will summarize and critique each case study presentation, indicating how the intervention addresses the immigrant case as well as what it does not address (if any). Please utilize the theoretical framework from the first part of the course in these critiques. These critiques will be submitted via Canvas discussions. Each critique should be between 50-100 words.

6. Midterm (open note exam)

Due: Session 7

Rationale: The goal of the exams is twofold: (a) to allow me to assess the extent to which you have engaged with and are able to synthesize the readings, class sessions, and themes of the theoretical framework, and (b) to provide you with an opportunity to reflect on the course, synthesize your understandings, and discuss how what you have learned relates to your interests in the education of students from language minority backgrounds.

Readings

Read the assigned readings BEFORE the class in which they are discussed.

All readings will be available on CANVAS.

Not all students will be responsible for readings with an asterisk (*). You will read the article indicated by the first letter(s) of your last name.

Note: In order to facilitate productive discussions, please bring the assigned readings to class (either via hard copy or a means to access them electronically).

Session 1:

Learning Objectives:
- Differentiate between the concepts of achievement gap and education debt
- Identify factors that contribute to the education debt
- Describe the concepts of internal exiles and academic illegals
Readings:

Session 2:
Learning Objectives:
Identify the different immigrant types
Explain how and why globalization has changed immigration patterns
List some of the stereotypes of immigrants
Describe the general trends of immigrants in education
List predictors of immigrants' academic success from strongest to weakest
Describe the pan-ethnic populations.
Describe the two theoretical perspectives of assimilation.
Define first, second and 1.5 generation.

Readings:


Session 3:
Learning Objectives:
Describe segmented assimilation and the factors influencing the different routes.
Differentiate assimilation and acculturation.
Describe the immigrant paradox and contributing factors.
Compare the various perspectives regarding the immigrant paradox.

Readings:


**Session 4:**

**Learning objectives:**

Describe transnationalism and what influences it.

Describe how language frames perspectives on immigration and on different immigrant groups.

Differentiate between the four immigration waves and what makes the current wave different from past waves.

Identify how immigrants are framed by race.

**Readings:**


**Session 5:**

**Learning Objectives:**

Identify the consequences and challenges of being undocumented for students.

Describe the DREAM Act and DACA.

**Readings:**


**Session 6:**

**Learning Objectives:**

Outline the different types of programs for ELL.

Identify the dilemmas that these programs face with ELLs.

**Readings:**


*(M-Y)* Gándara, Patricia, and Orfield, Gary (2010) A return to the “Mexican Room”: The segregation of Arizona’s English learners. The Civil Rights Project/Proyecto Derechos Civiles. UCLA.

**Session 7:**

**Learning Objective:**

Describe different proposed options for supporting immigrant students

Identify and analyze strengths and shortcomings of those options.

Utilize what you have learned so far in this course to propose other possible options to address the shortcomings.

**Readings:**

**(B)** Walqui, Aída. (2000). Effective teaching and learning contexts for immigrant students (Ch. 4) AND Promising programs and practices for immigrant students (Ch. 5). In *Access and engagement: Program design and instructional approaches for immigrant students in secondary school*.


**Sessions 8 – 10 Case Studies:**

**Learning Objectives:**

Apply concepts learned in the first part of the course to understand unique characteristics of different immigrant groups.

Describe the immigrant experience for different immigrant groups.

Design a mock intervention to support this specific group.

Evaluate the interventions designed for other groups.

**Readings for immigrants from Asia:**


**Readings for immigrants from Latin America and the Caribbean:**


**Readings for immigrants from Africa and the Middle East**


Optional Readings:


How Grandma Got Legal, LA Times Portraits of: “Low Achievers” (Civic), “Improvers” (Rosette), & “High Achievers” (Rosa)


Lau v Nichols 1974 – Supreme Court decision in full


Additional Information:

**EXTRA CREDIT (100 points)**

You have the option of submitting an extra credit assignment if you feel you will need extra points to get a better grade. You will summarize, compare and contrast how each of the future possibilities policies (Session 7) address the issues discussed in the theoretical framework from the beginning of the course. This paper will be submitted via email to me before the start of session 10. Criteria: 1000-2000 words total (double-spaced), following norms for research papers in the social sciences (APA format).

**LATE ASSIGNMENTS**

Late assignments will be accepted with a 5% penalty for each day late. Late assignments submitted after 4 days late will not be accepted. The case study presentation cannot be done at a time other than that agreed upon in the class.
DROP/WITHDRAWAL DATES

Drop: Monday, August 6
Withdraw: Friday, August 17

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar - https://summer.ucsc.edu/fundamentals/academic-calendar.html

ACADEMIC INTEGRITY

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.
All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.
In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.
For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

ACCOMMODATIONS

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations, or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

Students with “disabilities” or other special needs are encouraged to speak with the instructor as soon as possible regarding needed modifications to the course structure. If you qualify for classroom accommodations because of a “disability,” please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours in a timely manner, preferably within the first week of the quarter.

TITLE IX

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the online reporting option, you can contact the Title IX Office by calling 831-459-2462.