

Immigrants and Education

EDUC 128

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M/W: 12:30p – 1:30p, or by appointment

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

| | |
|---------------|--------------|
| A+ (980-1000) | B- (800-830) |
| A (940-970) | C+ (760-790) |
| A- (900-930) | C (700-750) |
| B+ (870-890) | D (600-690) |
| B (840-860) | F (0-590) |

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

| SESSION | TOPIC AND READINGS | ASSIGNMENTS |
|---------|---|---|
| 1 | <p>Course Introduction</p> <p>Why study immigrants and education?</p> <p>Tienda & Haskins (2011) – 15 pages</p> <p>Ladson-Billings (2006) – 8 pages</p> <p>Fine et al. (2007) – 16 pages</p> | <p>Glossary of Terms: Achievement Gap, Education debt, Historical debt, Economic debt, Sociopolitical debt, Moral debt, Internal exiles, Academically undocumented</p> <p>Quick write</p> |
| 2 | <p>A changing demography and globalization</p> <p>Portes & Rivas (2011) - 20 pages</p> <p>Suárez-Orozco (2001) – 15 pages</p> <p>*(A-Mar) Portes, A., & Rumbaut (1996) – 14 pages</p> <p>*(Mat -Y) Suárez-Orozco et al. (2008) – 12 pages</p> <p>*(During class) Passel (2011) – 20 pages</p> | <p>Glossary of Terms: Culture of optimism, ideology of opportunity, cultural capital, economic capital, social capital, culture of violence, binary of belonging, pan-ethnic population, first generation, second generation, 1.5 generation</p> <p>Reading Facilitation #1</p> <p>Case Study Choice</p> <p>Quick write</p> |
| 3 | <p>Assimilation, Acculturation, Accommodation, Adaptation</p> <p>Gibson, M. (1998) – 15 pages</p> <p>Portes, A. & Zhou, M. (1993) – 24 pages</p> <p>Marks et al. (2014) – 4 pages</p> <p>*(A-G) Crosnoe & Turley (2011) – 20 pages</p> <p>*(K-M) Feliciano & Lanuza (2017) – 27 pages</p> <p>*(Q-Y) Feliciano & Lanuza (2016) – 27 pages</p> | <p>Glossary of Terms: Acculturation, Race, Racism, Segmented assimilation, Selective acculturation, Constant acculturation, Dissonant acculturation, Immigrant paradox</p> <p>Reading Facilitation #2</p> <p>Quick write</p> |

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|-----------------|---|---|
| <p>4</p> | <p>Framing Immigration and Transnationalism</p> <p>Lakoff, F., & S. Ferguson. (2006) – 8 pages</p> <p>Timberlake, J. M., & Williams, R. H. (2012) – 21 pages</p> <p>Foner, N. (2005) – 16 pages</p> <p>*(A-L) Kasinitz, P., et al. (2002) – 12 pages</p> <p>*(M -Y) Pedraza, S. (2006) – 10 pages</p> | <p>Glossary of Terms: transnationalism, transculturation, cultural assimilation, structural assimilation</p> <p>Reading Facilitation #3</p> <p>2 Readings for case study</p> <p>Quick write</p> |
| <p>5</p> | <p>(Un)Documentation</p> <p>Benuto et al. (2018) -16 pages</p> <p>Gonzales, R. (2011) – 15 pages</p> <p>Kim (2012) – 3 pages</p> <p>*(A- L) Perez, W., et al. (2010) – 14 pages</p> <p>*(M -Y) Perez, H.L. (2009) – 22 pages</p> | <p>Glossary of Terms: racist nativism, aspirational capital, linguistic capital, familial capital, social capital, navigational capital, resistant capital, spiritual capital, resiliency</p> <p>Reading Facilitation # 4</p> <p>2 Readings for case study</p> <p>Quick write</p> |
| <p>6</p> | <p>Language and Language Policy</p> <p>Valdés, G. (2001) – 10 pages</p> <p>*(A-L) Rodriguez, G. M., & Cruz, L. (2009) – 27 pages</p> <p>*(M -Y) Gándara, P., & Orfield, G. (2010) – 17 pages</p> | <p>Reading Facilitation # 5</p> <p>Quick write</p> |
| <p>7</p> | <p>Imagining the Possibilities—for Educational Policy, Practices, and Pedagogy</p> <p>*(A) Nava, P., & Lara, A. (2016) – 10 pages</p> <p>*(B) Walqui, A. (2000) - 9 pages</p> <p>*(C-H) Stanton-Salazar, R. D., & Spina, S. U. (2003) – 21 pages</p> <p>*(L-Mata) Gibson, M., & Hidalgo, N. (2009) – 23 pages</p> <p>*(Matt - Me) Doucet, F. (2011) – 24 pages</p> <p>*(S-Y) Villenas, S. (2001). – 20 pages</p> | <p>Case Study Summary</p> <p>Reading Facilitation #6</p> <p>Midterm Exam</p> |

| | | |
|-----------|--|--------------------------------|
| 8 | Case studies of immigrants from Asia | Case Study Presentation |
| 9 | Case studies of immigrants from Latin America and the Caribbean | |
| 10 | Case studies of immigrants from Africa and the Middle East | Case Summary/Critique |

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>

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

Course Requirements continued

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:

- Tienda, M., & Haskins, R. (2011). Immigrant children: Introducing the issue. *The Future of Children*, 21(1), 3-18.
- Ladson-Billings, Gloria. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. *Educational Researcher* 35(7), 3-12.

Fine, M., R. Jaffe-Walter, P. Pedraza, V. Futch, & B. Stoudt. (2007). Swimming: On Oxygen, Resistance, and Possibility for Immigrant Youth under Siege. *Anthropology and Education Quarterly*, 38(1), 76-96

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:

- Portes, A., & Rivas, A. (2011). The adaptation of migrant children. *The future of children*, 21(1), 219-246.
- Suárez-Orozco, M. (2001). Globalization, Immigration, and Education: The Research Agenda. *Harvard Educational Review*, 71(3), 345-365
- * (A – Mar) Portes, A., & Rumbaut, R. (1996). Who they are and why they come. Ch. 1 in *Immigrant America*, 2d ed. (pp. 1-27). Berkeley: UC Press.
- * (Mat -Y) Suárez-Orozco, C., Suarez-Orozco, M. M., Todorova, I. (2008). Introduction and Academic Engagement and Performance (Ch. 1). In *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.
- *(During class) Passel, J. S. (2011). Demography of immigrant youth: Past, present, and future. *The Future of Children*, 21(10), 19-41.

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:

- Gibson, M. (1998). Promoting Academic Success among Immigrant Youth: Is Acculturation the Issue? *Educational Policy*, 12(6): 615-633.
- Portes, A. & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *The ANNALS of the American Academy of Political and Social Sciences*, 530: 74-96.

Marks, A. K., Ejese, K., & García Coll, C. (2014). Understanding the US immigrant paradox in childhood and adolescence. *Child Development Perspectives*, 8(2), 59-64.

* (A-G) Crosnoe, R., & Turley, R. N. L. (2011). K-12 educational outcomes of immigrant youth. *The Future of Children*, 21(1), 129-152.

* (K-M) Feliciano, C., & Lanuza, Y. R. (2017). An immigrant paradox? Contextual attainment and intergenerational educational mobility. *American sociological review*, 82(1), 211-241.

* (Q-Y) Feliciano, C., & Lanuza, Y. R. (2016). The immigrant advantage in adolescent educational expectations. *International Migration Review*, 50(3), 758-792.

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:

Lakoff, F., & S. Ferguson. (2006). The Framing of Immigration. The Rockridge Institute.

<http://www.rockridgeinstitute.org/research/rockridge/immigration.html>

Timberlake, J. M., & Williams, R. H. (2012). Stereotypes of US immigrants from four global regions. *Social Science Quarterly*, 93(4), 867-890.

Foner, N. (2005). The Social Construction of Race in Two Immigrant Eras. *In a New Land* (chapter 1, pp. 11-42). New York: New York University Press.

*(A-L) Kasinitz, Philip, Mary C. Waters, John H. Mollenkopf & Merih Anil (2002). Transnationalism and the children of immigrants in contemporary New York. In Levitt & Waters (Eds). *The Changing face of home: The transnational lives of the second generation*. Russell Sage

*(M – Y) Pedraza, S. (2006). “Assimilation or Transnationalism? Conceptual Models of the Immigrant Experience.” In *Cultural Psychology of Immigrants*, edited by Ram Mahalingam. Mahwah, NJ: Lawrence Erlbaum.

Session 5:

Learning Objectives:

Identify the consequences and challenges of being undocumented for students.

Describe the DREAM Act and DACA.

Readings:

Benuto, L. T., Casas, J. B., Cummings, C., & Newlands, R. (2018). Undocumented, to DACAdmented, to DACAlimited: Narratives of Latino Students With DACA Status. *Hispanic Journal of Behavioral Sciences*, 00 (0), 1-20.

- Gonzales, R. (2011). Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood. *American Sociological Review* 76 (4), 602-619.
- Kim, C. (2012). Lost American DREAM of undocumented students: Understanding the DREAM (development, relief, and education for alien minors) act. *Children & Schools*, 35(1), 55-58.
- *(A-L) Perez, W., Cortes, R., Ramos, K., & Coronado, H. (2010). Cursed and blessed: Examining the socioemotional and academic experiences of undocumented Latino/a college students. *New Directions for Student Services*, 131, 35-51.
- *(M-Y) Perez Huber, L (2009). Challenging Racist Nativist Framing: The Community Cultural Wealth of Undocumented Chicana College Students to Reframe the Immigration Debate. *HER*, 74(4), 204-729.
- Romero, F. (2013). Perpetual State of Infancy (Dream Theory)—Link (7 min. video plus blog): <http://dreamersadrift.com/editors-pick/perpetual-state-of-infancy-dream-theory>

Session 6:

Learning Objectives:

Outline the different types of programs for ELL.

Identify the dilemmas that these programs face with ELLs.

Readings:

- Valdés, Guadalupe (2001). Immigrant children and the teaching of English (Ch. 1). In *Learning and Not Learning English*. Teachers College Press.
- *(A-L) Rodriguez, Gloria M. and Lisceth Cruz (2009). The transition to college of English learner and undocumented immigrant students: Resource and policy implications. *Teachers College Record* 111 (10), 2385-2418.
- *(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:

- *(A) Nava, P. & Lara, A. (2016). Latina/o Educational Leadership: *Testimonios* from the Field. *AMA*, 10(3), p. 90-107.
- *(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*.
- * (L-Mar) Stanton-Salazar, R. D. & Spina, S. U. (2003). Informal mentors and role models in the lives of urban Mexican-origin adolescents. *Anthropology & Education Quarterly*, Vol. 34, No. 3, (September), pp. 1-25
- *(Mat) Gibson, M., & Hidalgo, N. (2009). “Bridges to Success in High School for Migrant Youth.” In *Immigrant Communities and American Schools*, Jennifer Holdaway & Richard Alba, Guest Editors. Special Issue, *Teachers College Record* Vol. 111, No. 3, pp. 683-711.
- *(Mc - S) Doucet, Fabienne (2011). (Re)Constructing Home and School: Immigrant Parents, Agency, and the (Un)Desirability of Bridging Multiple Worlds. *Teachers College Record* 113 (12), 2705-2738.
- *(W-Y) Villenas, S. (2001). Latina Mothers and Small-Town Racisms: Creating Narratives of Dignity and Moral Education in North Carolina. *Anthropology and Education Quarterly*, 32(1): 3-28.

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:

- Zhou, M. (2001). Straddling different worlds: The acculturation of Vietnamese refugee children. In R. Rumbaut & A. Portes (Eds.), *Ethnicities* (pp. 187-227). Berkeley: University of California Press.
- Lee, Stacey. (2005). Becoming racialized Americans (Ch. 1). In *Up against whiteness: Race, school, and immigrant youth*. New York, NY: Teachers College Press.
- Lew, J. (2007). “A Structural Analysis of Success and Failure of Asian Americans: A Case of Korean Americans in Urban Schools,” *Teachers College Record*, Vol. 109 (2), pp. 369-390.
- Ngo, B. (2009). Ambivalent urban, immigrant identities: The incompleteness of Lao American student identities. *Qualitative Studies in Education* 22 (2), 201-220.
- Chhuan, V., & Hudley, C. (2010). Asian American Ethnic Options: How Cambodian Students Negotiate Ethnic Identities in a U. S.

Urban School. *Anthropology & Education Quarterly* 41 (4), 341-359.

Keister, L. A., Vallejo, J. A., & Aronson, B. (2016). Chinese Immigrant Wealth: Heterogeneity in Adaptation. *PloS one*, 11(12), 1-23.

Espiritu, Y. L. & Wolf, D. L. (2001). The paradox of assimilation: Children of Filipino immigrants in San Diego. In R. G. Rumbaut & A. Portes (Eds.). *Ethnicities: Children of immigrants in America*.

Jeong, Y. J., & Acock, A. C. (2014). Academic achievement trajectories of adolescents from Mexican and East Asian immigrant families in the United States. *Educational Review*, 66(2), 226-244.

Readings for immigrants from Latin America and the Caribbean:

Lopez, N. (2002). Race-gender experiences and schooling: second-generation Dominican, West Indian, and Haitian youth in New York City. *Race Ethnicity and Education* 5(1): 67-89.

Lopez, D. E., & Stanton-Salazar, R. D. (2001). Mexican Americans: A second generation at risk. In R. Rumbaut & A. Portes (Eds.), *Ethnicities* (pp. 57-88). Berkeley: University of California Press.

Sandoval, G. F. (2015). Immigrant integration models in "illegal" communities: Postville Iowa's shadow context. *Local Environment*, 20(6), 683-705.

Santos, J. L. (2010). Arrival and Adaptation of Salvadoran immigrants in the North Texas Metroplex. *Urban Anthropology & Studies of Cultural Systems & Economic Development*, 39(1/2) 109-147.

Ixa Plata-Potter, S., & de Guzman, M. R. T. (2012). Mexican immigrant families crossing the education border: A phenomenological study. *Journal of Latinos and Education*, 11(2), 94-106.

Jeong, Y. J., & Acock, A. C. (2014). Academic achievement trajectories of adolescents from Mexican and East Asian immigrant families in the United States. *Educational Review*, 66(2), 226-244.

Raffaelli, M. y Wiley, A. R. (2012). Challenges and Strengths of Immigrant Latino Families in the Rural Midwest. *Journal Family Issues*, 34(3), 347-372.

Telles, E. E. (2010). Mexican Americans and Immigrant Incorporation. *Contexts*, 9(1), 28-33.

Harklau, L. & McClanahan, S. (2012). How Paola made it to college: A linguistic minority student's unlikely success story. In Y. Kanno & L. Harklau (2012) *Linguistic minority students go to college: Preparation, access, and persistence* (pp. 74-90). New York, NY: Routledge.

Readings for immigrants from Africa and the Middle East

Abu El-Haj, T. (2010). Becoming Citizens in an Era of Globalization and Transnational Migration: Re-imagining Citizenship as Critical Practice. *Theory into Practice*, 48(4), 274-282.

Habecker, S. (2017). Becoming African Americans: African Immigrant Youth in the United States and Hybrid Assimilation. *The Journal of Pan African Studies (Online)*, 10(1), 55.

Amayo, O. F. (2009). Dimensions of challenging parenting practices: Nigerian immigrants in the United States. *The Journal of Pan African Studies*, 3(2), 83-100.

Tarlebba, N. K. (2010). An ethnographic study on the role of education and language among African immigrants as they struggle to integrate and succeed in the United States. *Journal of Alternative Perspectives in the Social Sciences*, 2(2), 854-868.

Optional Readings:

- Baum, S., & Flores, S. M. (2011). Higher education and children in immigrant families. *The future of children*, 21(1), 171-193.
- Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *The Future of Children*, 21(1), 103-127.
- Domínguez, N., et al. (2009). Constructing a Counternarrative: Students Informing Now (S.I.N.) Reframes Immigration and Education in the United States. *Journal of Adolescent & Adult Literacy*, 52(5): 439-442
- Hagelskamp, C., Suárez-Orozco, C., & Hughes, D. (2010). Migrating to opportunities: How family migration motivations shape academic trajectories among newcomer immigrant youth. *Journal of Social Issues*, 66(4), 717-739.
- How Grandma Got Legal, LA Times Portraits of: “Low Achievers” (Civic), “Improvers” (Rosette), & “High Achievers” (Rosa)
- Kim, A. J. (2015). From the enclave to the city: the economic benefits of immigrant flexibility. *Local Environment*, 20(6), 706-727.
- Lau v Nichols 1974 – Supreme Court decision in full
- Midobuche, E. (2001). More Than Empty Footprints in the Sand: Educating Immigrant Children. *Harvard Educational Review*, 71(3): 529-535
- Oakes, J. & Saunders, M. (2008). Multiple pathways: Promising to prepare all high school students for college, career, and civic participation. In J. Oakes & M. Saunders (Eds.). *Beyond tracking: Multiple pathways to college, career, and civic participation* (pp. 1-16). Cambridge, MA: Harvard Educational Press.
- Olsen, L. (1990). School Restructuring and the needs of Immigrant students. In R. Rumbaut & W. Cornelius (Eds.). *California’s Immigrant Children: Theory, Research and Implications for Policy*.
- Plyler vs. Doe. 1982: A Summary. Retrieved 2-28-28 from <http://www.americanpatrol.com/REFERENCE/PlylerVDoeSummary.html>
- Spears Brown, C. (2011). American elementary school children's attitudes about immigrants, immigration, and being an American. *Journal of Applied Developmental Psychology*, 32. pp. 109-117.

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.

