
University of California, Santa Cruz

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.

Summer 2020 Session 1 (6/22-7/24)
MW 11:00a-12:00p – Zoom

Instructor: Jolene Gregory
E-Mail: jgregor@ucsc.edu

TA: Adria Patthoff
E-Mail: adria@ucsc.edu

Office Hours: M/W: 10:30a – 11:00a - Zoom

Assessment criteria

Class Participation – 180 points
(Attendance, Study Guide, Case Study Summary)

Reading Facilitation – 70 points

Midterm – 300 points

Case Study – 400 points

Grading scale

A+ (931-950)	B- (760-797)
A (893-930)	C+ (722-759)
A- (855-892)	C (665 -721)
B+ (826-854)	D (540-664)
B (798-825)	F (0-539)

Required text:

All materials will be provided in CANVAS

Calendar of Activities

SESSION	TOPIC AND READINGS	ASSIGNMENTS
1- June 22	Course Introduction	Syllabus Scavenger Hunt Survey
2- June 24	Why study immigrants and education? Tienda & Haskins (2011) – 15 pages Ladson-Billings (2006) – 8 pages Fine et al. (2007) – 16 pages	Readings Study Guide (due June 23 @ 2pm)
3- June 29	A changing demography and globalization Portes & Rivas (2011) - 20 pages Suárez-Orozco (2001) – 15 pages *(A-L) Portes & Rumbaut (1996) – 14 pages *(M -Z) Suárez-Orozco et al. (2008) – 12 pages *(During class) Passel (2011) – 20 pages Model Minority Myth – Video Battling Cultural Stereotypes - Video	Readings Reading Facilitation #1 Study Guide (due June 27 @ 2pm) Case Study Choice (in Class)
4- July 1	Assimilation, Acculturation, Accommodation, Adaptation Gibson, M. (1998) – 15 pages Portes, A. & Zhou, M. (1993) – 24 pages Marks et al. (2014) – 4 pages *(A-I) Crosnoe & Turley (2011) – 20 pages *(J-M) Lee & Zhou (2014) – 11 pages *(N-Z) Feliciano & Lanuza (2016) – 27 pages Acculturation and Assimilation – 3 videos	Readings Reading Facilitation #2 Study Guide (due June 30 @ 2pm)

<p>5- July 6</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 -Z) Pedraza, S. (2006) – 10 pages</p> <p>40 years of Rhetoric – 6 Videos</p>	<p>Reading</p> <p>Reading Facilitation #3</p> <p>Study Guide (due July 4 @ 2pm)</p>
<p>6- July 8</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 -Z) Perez, H.L. (2009) – 22 pages</p> <p>The myth of legal immigration – Video</p> <p>Papers – Video</p> <p>Immigration Statistics - Websites</p>	<p>Reading</p> <p>Reading Facilitation # 4</p> <p>Study Guide (due July 7 @ 2pm)</p> <p>4 Readings for case study (due July 8 @ 10 am)</p>
<p>7- July 13</p>	<p>Midterm Exam</p>	
<p>8- July 15</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 -Z) Gándara, P., & Orfield, G. (2010) – 17 pages</p> <p>Should Spanish speaking students be taught in English Only - Video</p>	<p>Reading</p> <p>Reading Facilitation # 5</p> <p>Study Guide (due July 14 @ 2pm)</p> <p>Case Study Presentation (due July 15 @ 11:59pm)</p>

<p>9- July 20</p>	<p>Imagining the Possibilities for Educational Policy, Practices, and Pedagogy</p> <p>*(A-F) Nava, P., & Lara, A. (2016) – 10 pages</p> <p>*(G-I) Walqui, A. (2000) - 9 pages</p> <p>*(J-L) Stanton-Salazar, R. D., & Spina, S. U. (2003) – 21 pages</p> <p>*(M-N) Gibson, M., & Hidalgo, N. (2009) – 23 pages</p> <p>*(P-S) Doucet, F. (2011) – 24 pages</p> <p>*(T-Z) Villenas, S. (2001). – 20 pages</p>	<p>Reading Facilitation #6</p> <p>Study Guide (due July 21 @ 2pm)</p> <p>Watch Case Study Presentations</p>
<p>10 – July 22</p>	<p>Case studies of immigrants</p>	<p>Watch Case Study Presentations</p> <p>Complete Case Study Summary (due July 21 @ 2 pm)</p>

Course Requirements

1. Time Requirement

Despite its new online format, this is still a 5-credit course. As a general guideline, students during summer session should plan to dedicate 6 hours of study per course credit hour per week. That's 30 hours a week for this course. It is best if you can spread these hours out throughout the week. Consequently, taking this course is not recommended if you have many competing demands or if you are planning on traveling during the time the course is in progress.

2. Attend class regularly and arrive on time.

Attendance is defined as... being present (with your camera on), prepared and participating in the class discussion. The class will meet for discussion groups twice a week for one hour. The majority of the class time will involve you meeting with a small group of students to discuss/compare/share your answers for the study guide and connect that information to current immigrant groups in U.S. schools. In addition, you will facilitate a discussion based on the reading assigned to you by your last name.

Attendance (Total points = 100) will be evaluated during the class in the following manner:

- **Full credit (10 points – Green in Canvas)** = student is punctual, present (with camera on), and attentive and participating in the discussion throughout the class meeting.
- **Half credit (5 point – Yellow in Canvas)** = student is late, leaves the session early, camera is off, and/or student is not fully attentive and participative during the class session
- **Zero credit (0 points – Red in Canvas)** = student is absent and/or occupied with something else during the class session and does not participate in the class discussion.

Absences and punctuality: Due to the limited number of class sessions during a summer course I consider two absences understandable but not ideal. However, I also realize we are in the midst of much chaos which may at times affect attendance. In order to provide the flexibility that some may need, any absences beyond the two that are permitted can be made up by writing a 1500-2000 word reflection **for each additional session missed** which discusses the principal concepts in all the readings for that day (including those NOT assigned to you). Please attach this to the bottom of your study guide assignment for that day. **Attendance is required for session 7 as we will have the midterm, which cannot be made up.** 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 within the first 5 minutes of class.

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

Rationale: The readings and study guides will serve as the foundation of each class session discussion. Discussing the readings with your classmates 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. **Each study guide will be worth 10 points toward your participation grade and due at 2pm the Saturday or Tuesday before class.** It is reasonable that you may not understand each reading completely and will not be able to complete all of your study guide. But **for full credit you will need to have at least 80% complete** and then you will be able to complete the remaining portions during the class discussions. There will be some readings that everyone will read and there will be some readings that each student will read based on their last name which they will facilitate the discussion.

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?

Course Requirements continued

4. *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) also helps me follow the developing understandings of individuals and the class as a whole, allowing me to adapt my instruction accordingly.

5. *Reading Facilitations (Due: BEFORE class begins Sessions 2 – 9)*

Each student will prepare a presentation and lead a discussion with a small group of students of one assigned (by last name) reading per session. **Each facilitation is worth 10 points and due at 2 pm the Saturday or Tuesday before class.** Preparation includes: developing a 1-page summary and critique of article should also include at least 2 key quotes, at least 2 discussion questions for distribution to the class via Canvas discussions.

6. *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 and to present a case study of that immigrant group which identifies/proposes 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 3 – Choice of case study (10 points)

Due: Session 6 – citations for 4 readings you will be using in addition to the course readings and 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 (**120 points**). See <https://guides.library.ucsc.edu/citesources>

Due: Sessions 8 - Final presentation of case study (270 points)

A 10-15 minute presentation utilizing PowerPoint and Loom of your case study. The presentation should include

- a summary of the readings making connections to the theoretical framework from 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

Optional additional ideas:

- interview an immigrant from that group and share their experience
- get statistical data for that group (immigration rates, educational attainment, assessment results etc.)
- photographs of the immigrant community

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>). Please notify me if you choose to do a research paper in Session 2.

Course Requirements continued

Case study summary (due before session 10)

You will watch 2 case study videos for each of the regions and summarize and critique each case study presentation (**10 points**), 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. Each summary should be between 50-100 words.

7. Midterm (*open note exam*) (300 points)

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.

You will be allowed to use your study guides and notes on the exam, so making a concerted effort to complete the study guides as best as you can will benefit you during the midterm.

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 9) 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).

DROP/WITHDRAWAL DATES

Drop: Wednesday, June 29

Withdraw: Thursday, July 10

Summer is unique. You will not be dropped for non-attendance or non-payment. You must drop yourself. Dropping before the deadline results in a 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/studentlife/index.html> For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

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.

Optional Case Study and Additional Readings

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:

- Bajaj, M., & Suresh, S. (2018). The “Warm Embrace” of a Newcomer School for Immigrant & Refugee Youth. *Theory Into Practice: Imagining Sites of Possibility in Immigrant and Refugee Education*, 57(2), 91-98.
- Basu, S. (2018). Age-of-Arrival Effects on the Education of Immigrant Children: A Sibling Study. *Journal of Family and Economic Issues*, 39(3), 474-493.
- 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)
- Jaffe-Walter, R. (2018). Leading in the Context of Immigration: Cultivating Collective Responsibility for Recently Arrived Immigrant Students. *Theory Into Practice: Imagining Sites of Possibility in Immigrant and Refugee Education*, 57(2), 147–153.
- 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
- Lowenhaupt, R., & Montgomery, N. (2018). Family Engagement Practices as Sites of Possibility: Supporting Immigrant Families through a District-University Partnership. *Theory Into Practice: Imagining Sites of Possibility in Immigrant and Refugee Education*, 57(2), 99–108.
- Martin, M., & Suárez-Orozco, C. (2018). What It Takes: Promising Practices for Immigrant Origin Adolescent Newcomers. *Theory Into Practice: Imagining Sites of Possibility in Immigrant and Refugee Education*, 57(2), 82–90.
- Mendenhall, M., & Bartlett, L. (2018). Academic and Extracurricular Support for Refugee Students in the US: Lessons Learned. *Theory Into Practice: Imagining Sites of Possibility in Immigrant and Refugee Education*, 57(2), 109–118.
- Midobuche, E. (2001). More Than Empty Footprints in the Sand: Educating Immigrant Children. *Harvard Educational Review*, 71(3): 529-535.
- Miranda, C., & Cherng, H. (2018). Accountability Reform and Responsive Assessment for Immigrant Youth. *Theory Into Practice: Imagining Sites of Possibility in Immigrant and Refugee Education*, 57(2), 119–126.
- 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.