



# EDUC 128 - Immigrants and Education

Session one, Summer 2021

## Instructor Information

**Instructor**

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**Office Location & Hours**

Zoom meetings - by appointment  
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## General Information

### Course Catalog Description

Research and theory on the education of immigrant students. Major topics include the Americanization movement and America's changing demography, identity maintenance and change, home-school relations, and educators' roles in meeting the needs of culturally and linguistically diverse student populations.

### 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 a contextualization of subject and an overview of the changing demography of the nation and the state, as well as the role of globalization in the field of migration and education. It then turns to theories regarding immigrant school policies, 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 Format

Meeting times: Asynchronous + one-hour weekly discussions

Includes readings, asynchronous lessons, and small-group discussion. There are no sections; discussion will take place in small groups.

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.

## Course Materials

### Required Texts

All readings will be available on CANVAS.

### Course Requirements

- **Attend asynchronous lessons and complete the work assigned**  
Each week I will post an asynchronous lesson with an analysis, comment and reflection of the readings. Please complete the readings before the lesson, it will support your relationship with the texts and, hopefully, will illuminate questions for our weekly discussions.  
Weekly reflections are based on the questions posed in the lesson. They are due by the end of the week
- **Attend weekly group meetings and complete the group discussion report**  
Once a week, you will meet with a group of peers to discuss the readings and reflect on your experiences associated with the topics we are discussing each week. It is a safe space where you will share your thoughts and experiences without judging or being judged. You will participate in the same group every week with the purpose of building community.  
Every week, the group will complete a discussion report, the prompt for each week's discussion can be found inserted in the readings.
- **Complete weeks three and five assignments**  
These are individual assignments that will ask you to reflect on the readings using either an academic or a non-academic genre. The purpose of this assignments is that you experiment with a genre you have not being prompt to use in the past: a song, a video, a poem, an essay; or use a genre with which you feel comfortable. It will depend on what you think is best for you at the moment.

### Evaluation criteria:

1. Asynchronous lessons assignments: 25%
2. Weekly discussions group reports: 25%
3. Week three assignment: 25%
4. Week five assignment: 25%

## 2. Suggestions for reading.

When reading and commenting on chapters and articles, you might want to consider the following guiding questions that could apply to all the readings:

- 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?

### ACADEMIC INTEGRITY

Students are expected to adhere to the five principles of academic integrity: **honesty, trust, fairness, respect, and responsibility**. According to the UCSC Official University Policy on Academic Integrity for Undergraduate Students, “academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty or as further specified in campus regulations.” Potential violations will be taken extremely seriously and will result in consequences as outlined in the university policy at [http://undergraduate.ucsc.edu/acd\\_integrity/policy\\_1.html](http://undergraduate.ucsc.edu/acd_integrity/policy_1.html).

### STUDENTS WITH DISABILITIES

**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 two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY) or <http://www2.ucsc.edu/drc/>.**

### Course Schedule

Week	Topic	Reading
Week 1	Context of US migrations	Suarez-Orozco, Marcelo. (2020) Introduction: Catastrophic Migrations. <i>Humanitarianism and Mass Migration. Confronting the World Crisis</i> . University of California Press. Read pages 1-17 and Conclusions, pages 28-41.  Portes, A., & Rumbaut, R. (1996). Who they are and why they come. Ch. 1 in <i>Immigrant America</i> , 2d ed. (pp. 1-27). Berkeley: UC Press.  United Nations Educational, Scientific and Cultural Organization. (2019). <i>Global Education Monitoring Report, Migration, Displacement and Education: Building Bridges, not Walls</i> . UNESCO Publishing.

Week	Topic	Reading
		<p>Read the sections:</p> <p>Chapter 3 - International migration - Section:</p> <ul style="list-style-type: none"> <li>• Education policies can support migrant’s access to school</li> </ul> <p>Chapter 4 – Displacement – Section:</p> <ul style="list-style-type: none"> <li>○ Refugees need to be included in national education systems</li> </ul> <p>Chapter 5 – Diversity - Section:</p> <ul style="list-style-type: none"> <li>○ Inclusion should be at the center of education policies and systems</li> </ul> <p>Chapter 8 - Primary and Secondary Education - Section:</p> <ul style="list-style-type: none"> <li>○ Policy focus 8.1: Recognizing the right to education of migrants, asylum seekers, refugees and stateless persons</li> </ul> <p>Chapter 20 - Conclusions and recommendations - Section:</p> <ul style="list-style-type: none"> <li>○ How should governments approach the education aspects of migration and displacement</li> </ul> <p><b>Optional:</b></p> <p>Suro, Roberto. (2019). A Migration Becomes an Emergency: The Flight of Women and Children from the Northern Triangle and Its Antecedents. pp. 60-82.</p> <p>Suárez-Orozco, Carola. (2019) A Compassionate Perspective on Immigrant Children and Youth. pp. 99-122.</p>
Week 2	<b>Immigrants and Refugees in US Schools: Achievement &amp; (In)equity, Past and Present</b>	<p>Ladson-Billings, Gloria. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. <i>Educational Researcher</i> 35(7): 3-12.</p> <p>Noguera, Pedro. (2019). From the Crisis of Connection to the Pursuit of our Common Humanity: The Role of Schools in Responding to the Needs of Immigrant and Refugee Children. pp. 291-307</p> <p>Roy, Laura &amp; Roxas, Kevin. (2011). Whose Deficit is this Anyway? Exploring Counter-Stories of Somali Bantu Refugees’ Experiences in “Doing School”. <i>Harvard Educational Review</i>. Vol 18 (3).</p>
Week 3	<b>Assimilation, Acculturation, Accommodation, Adaptation (and Resistance)</b>	<p>Gibson, M. 1998. Promoting academic success among minority students: Is acculturation the issue? <i>Educational Policy</i>, 12(6): 615-633.</p> <p>Gibson, G. &amp; J. P. Koyama, 2011. Immigration and education. In B. A. U. Levinson &amp; M. Pollock (Eds.) <i>A companion to the anthropology of education</i> (pp. 391-407). New York: Blackwell.</p>

Week	Topic	Reading
Week 4	<b>Complications: Race, Ethnicity, Class, Gender, &amp; Identity</b>	Valenzuela, A. (1999). <i>Subtractive schooling: US Mexican Youth and the Politics of Caring</i> . State University of NY Press.
		Abu El-Haj, T. 2010. "The beauty of America": Nationalism, education, and the war on terror. <i>Harvard Educational Review</i> 80(2): 242-274.
		Flores, N. 2016. A tale of two visions: Hegemonic whiteness and bilingual education. <i>Educational Policy</i> , 30(1): 13-38.
		Villenas, S. and Deyhle, D. 1994. Critical race theories and ethnographies challenging the stereotypes: Latino families, schooling, resilience and resistance. <i>Curriculum Inquiry</i> 29(4): 413-445.
		Ladson-Billings, Gloria & Tate IV, William F. (1995). Toward a Critical Race Theory of Education. <i>Teachers College Records</i> . Vol 97 (1), pp. 47-68.
Week 5	<b>Imagining the Possibilities—for Educational Policy, Practices, and Pedagogy</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 <i>Access and engagement: Program design and instructional approaches for immigrant students in secondary school</i> .
		Garcia, O., & L. Bartlett. (2007). A Speech Community Model of Bilingual Education: Educating Latino Newcomers in the USA. <i>The International Journal of Bilingual Education and Bilingualism</i> 10(1): 1-25).
		McBrien, Jody Lynn & Day, Rebecca. (2012). From there to here: Using Photography to Explore Perspectives of Resettled Refugee Youth. <i>International Journal of Child, Youth, and Family Studies</i> . Vol 14 (1), pp. 546-568.
		Bartolome, Lidia. (2004). Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers. <i>Teacher Education Quarterly</i> , Vol. 31 (1), pp. 97-122
		Banki, Susan. (2014). Refugees as Educators: The Potential for Positive Impact on Educational Systems. In McCarthy, Florence & Vickers, Margareth (Eds.) <i>Refugee and Immigrant Students: Achieving Equity in Education</i> , pp. 43-69.