

EDUC 128 – Immigrants and Education

Session 2 – Summer 2022

Location: Online

Meeting times: Tuesdays and Thursdays 1:00 pm - 4:30 pm PDT

[ZOOM LINK](#) - password is educ128



Course Instructor: Raul Meneses Samperio, Ph.D. Student
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Zoom Room (for Office Hours) [ZOOM LINK](#) – password is office


Instructor Communication Policy: If you need an immediate response, please text me through WhatsApp, otherwise, you can email me your concerns, questions, and/or to setup office hours appointment. If you email me, please email me from you UCSC email account, and if you text me, please provide me your full name in your first text. If you would like to setup a zoom office hour meeting, please contact me at least **ONE** day in advance.



Course Reader: Joel Lovos, Ph.D. Student
Email: jdlovos@ucsc.edu

Land and Labor Acknowledgment:

As Iyko Day reminds us, racial capitalism “mix[es] alien labor with indigenous land to expand white property [as] the basis and objective of settler colonialism.” The land on which UC Santa Cruz is located is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprising descendants of the indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the central coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma. We pay homage to those who were stolen from Africa, placed in bondage, falsely named as chattel, and forced into labor, who were called “slaves,” but never submitted as



such, who have always been fully human, with an unbroken connection to the Divine and to each other. We honor our African ancestors for the still-unpaid labor which built what is now the Americas. We acknowledge the labor of undocumented and documented laborers who have historically and are still currently being exploited, at times to the point of wage theft, wage slavery, and death, and whose life stories have largely been erased from the landscapes and infrastructures they have made profitable for others. To our Indigenous, Black, and undocumented forebears and selves, we commit to the continued struggle for liberation and reparations for it is only through freedom and justice for all that we can contest the multidirectional nature of racial capitalist violence. During this time of global pandemic, we invite you to acknowledge the land from which you're joining this class and the labor—paid and unpaid—that create the circumstances for us to meet.

This acknowledgment draws from statements prepared by members of the Awaswas-speaking Uypi Tribe and Dr. Melina Abdullah.

Summer Session 2 Deadlines:

- **Add** - Thursday, July 28
- **Drop** - Monday, August 1 (tuition reversed)
- **Request "W" Grade** - Sunday, August 14 (no tuition reversal)
- **Change Grade Option** - Sunday, August 21
- **Grades Due** - Thursday, September 1

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: Tuesdays and Thursdays, 1:00 pm to 4:30 pm

Includes readings, synchronous lessons, and small-group discussions. 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.

Required Texts:

All readings will be available on CANVAS: canvas.ucsc.edu.

Course Assignments (5)

<p>Attendance and Participation</p>	<p>Please make sure you are logged into class with your UCSC email because this will be used to give you credit for your attendance on Tuesdays and Thursdays each week.</p> <p>The participation grade is not given solely for attending class, instead participation credit is earned by the following: engage in critical and in-depth small group and whole class discussion; raise questions and contribute relevant comments of the readings or topics being discussed; listening and responding appropriately to others' comments; being sensitive to the possible emotional impact of your statements; and being cognizant of your level of participation</p>
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	<p>and if necessary, making attempts to increase or decrease your participation; and showing a willingness to learn and grow. To participate, attendance is necessary. It is the student's responsibility to inform me as soon as possible of any intended absences for religious observances or emergency situations. Only under extenuating/special circumstances and prior notification (i.e., email) to the instructor will an absence be considered as excused. The instructor has the right to make the final decision regarding absences. If you miss a session, it is recommended that you coordinate with a colleague to get class notes and information related to assignments.</p>
<p>Weekly Discussion Reading Responses</p>	<p>Each week you will post individual reading responses to the course content. That means that you will respond twice a week for each of the day's reading content (Tuesdays and Thursdays). These responses will be the point of departure for in-class group discussions and therefore it will be very important to complete them prior to attending class. See CANVAS for directions on how to complete these responses.</p>
<p>Weekly Asynchronous Assignment</p>	<p>Although class time is from 1:00 pm to 4:30 pm on Tuesdays and Thursdays, I am cognizant that being on zoom for that many hours can be debilitating and counter-productive to our learning. Therefore, we will meet as a class from 1:00 pm to 3:30 pm on Tuesdays and Thursdays (with a break), and in leu of being in class for the last hour, you all will complete a weekly asynchronous writing assignment. The purpose of this assignment is to help you synthesize the day's course content as well as the class discussions with the goal of helping you respond to a hypothetical situation given by the instructor. These responses will be crucial in helping you develop and complete the final paper for this course. See CANVAS for directions on how to complete these assignments.</p>
<p>Critical Instagram Post</p>	<p>The purpose of this assignment is to develop your critical reading and thinking skills. These skills will be important throughout your career and life, as they will help you understand how to evaluate different information variables to reach a sound, informed decision, and to be able to synthesize critical information. In pairs or small groups, you will complete a critical Instagram post in the form of Instagram slides. I believe that learning should extend past our own classroom digital borders. For this reason, your pair/small group will also create an Instagram informational graphic post on your selected reading. The purpose of this assignment is to extend our learning beyond our classroom where we become educators to the larger community members using the course</p>

	content we are engaging with. I will provide an example of this on the first day of class.
Final Paper	The final paper for the course will be due on Sunday August 28 th by midnight. The final paper will be a 6-8 page, double spaced, APA format essay on a prompt that will be given to you by beginning of Week 4 or 5.

Evaluation Criteria:

1. Attendance and Participation: 25%
2. Weekly Reading Responses (2 per week): 30%
3. Weekly Asynchronous Assignment: 15%
4. Critical Instagram Post: 10%
5. Final Paper: 20%

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.

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/>.

Week	Theme	Readings
Week 1		
	Class 1 Introduction	

	Class 2 Why study immigrants and education?	1. 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.
Week 2		
	Class 3 Assimilation, Acculturation, Accommodation, and Adaptation	2. Portes & Rumbaut (2003) <i>Legacies: The story of the immigrant second generation</i> Ch. 2 Not everyone is chosen: Segmented assimilation and its determinants (pp. 44-69). 3. Valenzuela, A. Subtractive Schooling, Caring Relations, and Social Capital in the Schooling of U.S.- Mexican Youth. 336 - 345
	Class 4 Immigrants and Refugees in US Schools: Achievement & (In)equity, and Resistance	4. Fine et al. (2007). Swimming: On oxygen, resistance, and possibility for immigrant youth under siege (p. 76-96).
Week 3		
	Class 5 Intersections among Race, Ethnicity, Class, Gender, & Identity	5. Nguyen & Nguyen (2018). Is the "First-Generation Student" term useful for understanding inequality? The role of intersectionality in illuminating the implications of an accepted—yet unchallenged term. (p.146–176). 6. Lee, S. J. (2008). The ideological blackening of Hmong American youth. <i>The Way Class Works: Readings on School, Family and the Economy</i> , 305-314. 7. 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.
	Class 6 Framing Immigration: Transnationalism, Citizenship, and Un(Documentation)	8. Rodriguez, S. (2020), "I Was Born at the Border, Like the 'Wrong' Side of It": Undocumented Latinx Youth Experiences of Racialization in the U.S. South. <i>Anthropology & Education Quarterly</i> , 51: 496-526. https://doi.org/10.1111/aeq.12357
Week 4		
	Class 7 Language and Language Policy	9. Valdés, G., Capitelli, S., & Alvarez, L. (2011). Realistic expectations: English language learners and the acquisition of "academic" English. 10. Flores, N., & Rosa, J. (2015). Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education. p. 149–171.

	Class 8 Families, Communities, and Peers	11. DeNicolo et al. (2017). Reimagining critical care and problematizing sense of school belonging as a response to inequality for immigrants and children of immigrants.
Week 5		
	Class 9 Imagining the Possibilities—for Educational Policy, Practices, and Pedagogy	12. Dyrness & Sepúlveda (2020). Ch. 2 Acompañamiento in the borderlands: Toward a communal, relational, and humanizing pedagogy (pp. 35-67). 13. Lugones, M (2003). Playfulness, “World”-Traveling, and Loving Perception. In Peregrinajes/Pilgrimages: Theorizing Coalitions Against Multiple Oppressions.
	Class 10 Where do we go from here?	14. Duncan-Andrade. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. Harvard Educational Review, 79(2), 181-194. https://doi.org/10.17763/haer.79.2.nu3436017730384w