

Educational Studies 305: Immigrants and Education
Trinity College
Spring 2019

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McCook 312

Course Schedule: Tuesdays and Thursdays, 10:50 AM-12:05 PM, MECC 220

Office Hours: Wednesdays, 10 AM-12 PM in the Cave
Thursdays, 2-3PM in McCook 312
Or by appointment (email me and suggest a few times you are available)

Course Description

This course examines issues surrounding the education of children from immigrant families in educational settings. In particular, we will examine the relationship between immigration, education, race, belongingness, and citizenship. We focus primarily on immigrant students and families in the United States, but also explore the experiences of immigrant youth in other countries.

Schools are one of the primary social institutions for socializing and incorporating newcomers into society. How do national educational systems respond to the challenges and opportunities of educating immigrant youth? What values surrounding citizenship, belongingness, and immigration underpin various educational policies and practices? How do immigrants in schools and beyond negotiate, respond to, and resist these forces as they craft their own identities and forms of belonging? Through readings, discussions, and assignments, we will examine the economic, social, political, and ideological contexts of immigration and education, as well as school factors and home-school relations. We will also consider the impact of various policy and pedagogical approaches. For this course, you should expect to spend an average of 9 hours per week studying and completing assignments outside of class.

This semester, the course includes a Community Learning component. As a class, we will collaborate with Jubilee House, a community organization that serves Hartford immigrant families. Jubilee House provides English as a Second Language (ESL) classes and tutoring to adult learners, many of whom are parents to children who attend Hartford schools. Many of these adult students have expressed an interest in building greater connections to their children's schools. As a class, we will support the organization in determining the topics in which parents are most interested, as well as in developing relevant resources.

Over the course of the semester, you will be able to:

- Analyze the political and social contexts of immigration and education.
- Examine questions about educational quality and access, language and culture, immigration, educational policy, community and family engagement, and other topics pertinent to the education of immigrant students.
- Explore the critical academic, linguistic, social, and cultural supports schools must provide to immigrant students.

Course Readings

As a class, we will read two books this semester. They are available for purchase at the bookstore or online, as well as available through the library:

Valenzuela, Angela. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: State University of New York Press.

Bartlett, Lesley & Garcia, Ofelia. (2011). *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Immigrant Youth in the Heights*. Nashville, TN: Vanderbilt University Press.

Additionally, students will read and present on one of the following books in groups. Preferences and book assignments will be determined in the first week of class:

Lee, Stacey. (2005). *Up Against Whiteness: Race, School, and Immigrant Youth*. New York, NY: Teachers College Press.

Valdes, Guadalupe. (1996). *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*. New York, NY: Teachers College Press.

Jaffe-Walter, Reva. (2016). *Coercive Concern: Nationalism, Liberalism, and the Schooling of Muslim Youth*. Stanford, CA: Stanford University Press.

Patel, Lisa (Leigh). (2013). *Youth Held at the Border: Immigration, Education, and the Politics of Inclusion*. New York, NY: Teachers College Press.

Hall, Kathleen. (2002). *Lives in Translation: Sikh Youth as British Citizens*. Philadelphia, PA: University of Pennsylvania Press.

All other course readings will be available on Moodle or online. Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to engage with the class in discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. I encourage you to interpret the readings through your personal experiences and to attempt to understand them through the eyes of people unlike you. You should analyze the readings in relation to your experiences, other readings from class, and other scholarly literature you have read.

Course Evaluation

Class Participation

= 20 points

Because this is a discussion-based seminar, your attendance and participation are essential, both for your learning and that of your classmates. Class begins on time and you are required to attend all classes from start to finish. If you know that you will be absent or will need to arrive late or leave early, please contact me in advance to arrange to make up work missed. More than two unexcused absences and/or more than two late arrivals or early departures will affect your grade, except in cases of documented medical or family emergencies. I encourage you to reserve your allowed unexcused absences for cases of illness.

Your class participation will be evaluated based on your participation and contributions to learning in class. Please note that outstanding participation involves not only making thoughtful

contributions in class (whether in large or small group discussions), but also leaving space for your classmates to share their opinions and perspectives and being a reflective listener.

Critical Reading Responses

2x10 = 20 points

Twice times during the semester, you will individually submit a response to the day's reading (2-3 pages each). Critical reading response assignments will be determined after the first class meeting, when students will be able to express preferences for their reading response dates. Critical reading responses are **due at 8:00 AM the day of class** and should be uploaded to Moodle. More information about this assignment will be distributed in class.

Book Presentation

= 10 points

In groups of ~4 students, you will read one of the book options, present it to the class (~15 mins), and field questions from your classmates (~15 mins). Groups will present on **Thursday, April 4, Tuesday, April 9, or Thursday, April 11**. More information will be distributed in class.

Community Learning Project

Interview Transcript and Reflection

= 10 points

You will conduct an interview of an immigrant parent at Jubilee House during our class time/Common Hour, tentatively on Thursday, February 14. You will audio record and transcribe the interview. You will also write a 2 page reflection on at least one important theme that emerged from the interview, connecting it to at least one course reading. **Due Tuesday, February 26 at 11:59 PM**

Jubilee House Resource Development Plan

= 10 points

After interviews, we will determine the types of resources Jubilee House parents are most interested in and form groups to address these needs. As a group, you will submit a plan detailing how you plan to obtain and develop the resource. The resource could be a physical product (e.g. brochure or pamphlet), a presentation (e.g. a mini course for parents at Jubilee House), or something else. **Due Friday, March 8 at 11:59 PM**

Resource Polished Draft

= 10 points

Each group will submit a polished draft of your Jubilee House resource by **Thursday, April 18 at 11:59 PM**. This draft should be nearly ready to submit to Jubilee House. You will receive feedback from Prof. Wong and your classmates to make any edits before final submission.

Resource Completion and Reflection on Resource

= 10 points

You must complete and deliver your resource to Jubilee House by **Friday, April 26 at 11:59 PM**. A reflection on your experience, including a connection to a least one course reading, is due by **Tuesday, April 30 at 11:59 PM**.

Final Paper Prospectus

= 5 points

A prospectus detailing your plan for your final paper is due on **Tuesday, April 2 at 11:59 PM**

Final Paper

= 20 points

For your final paper (~10 pages), you will choose an issue related to immigrants and education and conduct a literature review of the topic. The topic may be one that we discussed in class, but your paper should go beyond class readings and discussions. You may choose to select a theme

that arose in our interviews with Jubilee House immigrant parents and include discussion of interview responses in your paper, but you do not need to. Due **Tuesday, May 7 at 11:59 PM**

Grading Scale

The grading scale is as follows:

90 to 100% = A (outstanding work)

80 to 89% = B (good work)

70 to 79 % = C (adequate work)

Below 70% = D or F (unsatisfactory work)

Each letter grade is divided into equal thirds for minus (-), regular, and plus (+) letter grades (e.g. 80 to 83.33 is a B-, 83.34 to 86.67 is a B, and 86.68 to 89.99 is a B+).

Academic Policies

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please provide notification electronically using SARC Online during the first two weeks of the semester or a minimum of 10 days prior to utilizing your accommodations. Following notification, students are required to meet with faculty to further discuss implementation of accommodations. If you do not have approved accommodations, but have a disability requiring accommodations, or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources at Lori.Clapis@trincoll.edu, 860-297-4025 or refer to the Student Accessibility Resources (SARC) website: <https://www.trincoll.edu/StudentLife/StudentAccessibilityResources/students>.

Intellectual Honesty and Plagiarism

According to Trinity College policy, intellectual honesty “assumes that students do their own work and that they credit properly those upon whose work and thought they draw” (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences. If you are unsure about how to use another scholar’s work to support your own ideas without plagiarizing, please ask me.

Academic Citations

It is always important in academic writing to give credit to other people’s ideas. You are required to appropriately cite works in all assignments for this course, whether you quote them directly or draw on their ideas. You may use any citation style, as long as you use it consistently.

Use of Electronics

Smartphone use is prohibited in class. **Laptop use is permitted only to view course readings.** Unless you require accommodations or have otherwise received permission from me, other use of electronics is not permitted during class time, as they can be a distraction to you and/or your

classmates. Unauthorized use of electronics will result in one warning, and then will severely impact your participation grade.

Late Assignments

Late assignments will be penalized with a 10% deduction for every 24-hour period beyond the deadline, with exceptions granted only for documented medical and family emergencies. Other extenuating circumstances should be discussed with the instructor and will be handled on an individual basis.

Re-Writes and Extra Credit

If the instructor warrants that a re-write of an assignment is appropriate, you will meet with the instructor to self-assess errors and review grading comments. The paper will be resubmitted on an agreed timeline for up to 90% of the assignment point value.

Extra credit assignments may be offered at the instructor's discretion. An example of an extra credit assignment might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see the instructor if you are interested in an extra credit assignment to receive approval.

Course Schedule

Note: Schedule is subject to change. Prof. Wong will inform you of any changes.

Unit 1: Introduction

Tue 1/22 Course Introduction

Thu 1/24 Immigration in Context

Salomone, Rosemary. (2010). *True American: Language, Identity, and the Education of Immigrant Children*. Ch. 2, "Americanization Past" (pp. 15-45).

"Changing patterns in US immigration and population" <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/12/changing-patterns-in-us-immigration-and-population>

Stephen Castles, "World population movements, diversity, and education," in *The Routledge International Companion to Multicultural Education*, edited by James Banks, Routledge, 2011, pp. 49-60.

Tue 1/29 Introduction to Immigrant Students in Schools

Salomone, Rosemary. (2010). *True American: Language, Identity, and the Education of Immigrant Children*. Ch. 4, "Language, Identity, and Belonging" (pp. 68-97)

Suarez-Orozco, Carola, & Marks, Amy. (2016). Immigrant Students in the United States: Addressing Their Possibilities and Challenges. In *Global Migration, Diversity, and Civic Education: Improving Policy and Practice* (pp. 107-131). New York, NY : Teachers College Press.

Thu 1/31 Jubilee House Introduction (Tentative)

Note: We will walk to Jubilee House to get an introduction on this day. Please dress accordingly (i.e. wear clothing and shoes that will allow you to walk ~15 minutes).

Browse the Jubilee House/House of Bread website: <http://www.hobread.org/education/jubilee-house/>

Seidman, Irving. (2006). Interviewing as Qualitative Research: A Guide for Researchers in Education and Social Sciences. Chapters 6-7 (pp. 78-111).

Tue 2/5 Immigrant Youth and Community Organizations

Guest speakers in class: Dr. Eujin Park & Dr. Julissa Ventura. Prepare at least one question for each speaker.

Park, E. (in progress). Growing Community and Social Capital at Hangeul and ATC.

Ventura, J. (2017). " We Created that Space with Everybody:" Constructing a Community-Based Space of Belonging and Familia in a Latina/o Youth Group. *Association of Mexican American Educators Journal*, 11(1), 23-37.

Public Event: Panel Discussion with Dr. Park and Dr. Ventura – Education Beyond Schooling: The Power of Community-Centered Research for Youth of Color, 12:15-1:15, Mather Hall, Terrace B&C (attendance not required, but encouraged)

Thur 2/7 Immigrant Parents

Han & Love (2016). Stages of immigrant parent involvement: survivors to leaders. *Phi Delta Kappan*.

Lopez, Gerardo. (2003). Parent involvement as racialized performance. In *Interrogating racism in qualitative research methodology*. pp. 71-95

Dyrness, A. (2007). ‘Confianza is where I can be myself’: Latina mothers’ constructions of community in education reform. *Ethnography and Education*, 2(2), 257-271.

Unit 2: Schooling Challenges of Immigrant Youth

Tue 2/12 Subtractive Schooling, Part 1

Valenzuela, Angela. *Subtractive Schooling*. Chapter 1, 3, and 4 (optional: Chapter 2)

Thur 2/14 Interviews with Jubilee House Students (Tentative)

Note: Please also reserve Common Hour on this date.

Tue 2/19 Subtractive Schooling, Part 2

Valenzuela, Angela. *Subtractive Schooling*. Chapters 4-5 (pp. 115-226).

Thur 2/21 NO CLASS – TRINITY DAYS

Tue 2/26 Racialization, Identity, and Schooling Experiences, Part 1

Romero, M. (2008). Crossing the immigration and race border: A critical race theory approach to immigration studies. *Contemporary Justice Review*, 11(1), 23-37.

Cammarota, J., & Aguilera, M. (2012). ‘By the time I get to Arizona’: Race, language, and education in America’s racist state. *Race Ethnicity and Education*, 15(4), 485-500.

Interview Transcript and Reflection due at 11:59 PM

Thur 2/28 Racialization, Identity, and Schooling Experiences, Part 2

Park, G. C. (2011). Becoming a “model minority”: Acquisition, construction and enactment of American identity for Korean immigrant students. *The Urban Review*, 43(5), 620–635.

Lopez, N. (2002). Rewriting race and gender high school lessons: Second-generation Dominicans in New York City. *Teachers College Record*, 104(6), 1187-1203.

Tue 3/5 Religion and Immigrant Youth

Zine, J. (2006). Unveiled sentiments: Gendered Islamophobia and experiences of veiling among Muslim girls in a Canadian Islamic school. *Equity & Excellence in Education*, 39(3), 239-252.

Ghaffar-Kucher, A. (2012). The religification of Pakistani-American youth. *American Educational Research Journal*, 49(1), 30–52.

Optional: Jaffe-Walter, R. (2013) “Who would they talk about if we weren’t here?”: Muslim youth, liberal schooling and the politics of concern. *Harvard Educational Review*, Vol. 83, No. 4, pp. 613-632.

Thur 3/7 Citizenship, Nationalism, and Belongingness

Aihwa Ong, “Higher Learning: Educational Availability and Flexible Citizenship in Global Space,” in *Diversity and Citizenship Education*, edited by James A. Banks, Jossey Bass books, 2004, pp. 49-68.

Abu El-Haj, T. R. (2010). “The Beauty of America”: Nationalism, Education, and the War on Terror." *Harvard Educational Review* 80(2): 242-275.

Optional: Ríos-Rojas, A. (2011). “Beyond Delinquent Citizenships: Immigrant Youth’s (Re)visions of Citizenship and Belonging in a Globalized World.” In *Harvard Educational Review*, Vol. 81, No., Spring 2011.

Jubilee House Resource Development Plan due Friday, March 8 at 11:59 PM

Tue 3/12 Language and Multilingualism

Garcia, Eugene. (2005). *Teaching and learning in two languages: Bilingualism and Schooling in the United States*. Ch. 5, “The policy debate and related policies regarding U.S. bilinguals.” (pp. 77-99)

Valdés, G. (2004). Between support and marginalisation: The development of academic language in linguistic minority children. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 102-132.

Orellana, M. F., Dorner, L., & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators or para-phrasers. *Social Problems*, 50(4), 505-524.

Thur 3/14 Academic Tracking and Immigrant Students

Dabach, D. B. (2014). "I am not a shelter!": Stigma and social boundaries in teachers' accounts of students' experience in separate "sheltered" English learner classrooms. *Journal of Education for Students Placed at Risk (JESPAR)*, 19(2), 98-124.

Callahan, R. M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal*, 42(2), 305-328.

Tue 3/19 & Thur 3/21 NO CLASS – SPRING BREAK

Unit 3: Immigrant Youth Beyond Schools

Tue 3/26 Transnationalism and Immigrant Youth

Sanchez, P. (2007). "Urban Immigrant Students: How Transnationalism Shapes Their World Learning." *The Urban Review*, 39(5), pp. 489-517.

Kasun, G. S. (2015). "The only Mexican in the room": Sobrevivencia as a way of knowing for Mexican transnational students and families. *Anthropology & Education Quarterly*, 46(3), 277-294.

Thur 3/28 Undocumented Immigrant Students and Mixed Status Families, Part 1

Gonzalez et. al. (2015). "Untangling Plyler's Legacy: Undocumented Students, Schools, and Citizenship." *Harvard Educational Review*, Vol. 85, No. 3, pp. 318-338.

Abrego, L. J. (2006). "I can't go to college because I don't have papers": Incorporation patterns of Latino undocumented youth. *Latino Studies*, 4(3), 212-231.

Tue 4/2 Undocumented Immigrant Students and Mixed Status Families, Part 2

Mangual Figueroa, A. (2012). "I have papers so I can go anywhere!": Everyday talk about citizenship in a mixed-status Mexican family. *Journal of Language, Identity & Education*, 11(5), 291-311.

Lachica Buenavista, T. (2018). Model (undocumented) minorities and "illegal" immigrants: centering Asian Americans and US carcerality in undocumented student discourse. *Race Ethnicity and Education*, 21(1), 78-91.

Final Paper Prospectus due Tuesday, April 2 at 11:59 PM

Thur 4/4 and Tue 4/9 Book Presentations

Note: Class will be cancelled on one of these two dates (Prof. Wong will be at the American Educational Research Association conference). Book presentations will occur on the other date.

Thur 4/11 Book Presentations

Unit 4: Immigrant Youth, Additive Schooling, and Activism

Tue 4/16 Additive Schooling, Part 1

Bartlett & Garcia, *Additive Schooling in Subtractive Times*. Ch. 1-4 (pp. 1-114)

Thur 4/18 Additive Schooling, Part 2

Bartlett & Garcia, *Additive Schooling in Subtractive Times*. Ch. 5-7 (pp. 115-210)

Jubilee House Resource Polished Draft Due Thursday, April 18 at 11:59 PM

Tue 4/23 Additive Schooling, Part 3

Antrop-González, R., & De Jesús, A. (2006). Toward a theory of critical care in urban small school reform: Examining structures and pedagogies of caring in two Latino community-based schools. *International Journal of Qualitative Studies in Education*, 19(4), 409-433.

Jaffe-Walter, R., & Lee, S. J. (2018). Engaging the Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth. *American Journal of Education*, 124(3), 257-283.

Thur 4/25 Immigrant Youth, Resistance, and Activism

Fine, M., et al. (2007). Swimming: On oxygen, resistance, and possibility for immigrant youth under siege. *Anthropology & Education Quarterly*, 38(1), 76-96.

Negrón-Gonzales, G. (2014). Undocumented, unafraid and unapologetic: Re-articulatory practices and migrant youth “illegality”. *Latino Studies*, 12(2), 259-278.

Optional: Valenzuela, *Subtractive Schooling*, Ch. 6 (pp. 227-254)

Jubilee House Resource to be completed/submitted by Friday, April 26 at 11:59 PM

Tue 4/30 Course Wrap Up

Reflection on Jubilee House Resource due Tuesday, April 30 at 11:59 PM

Final Paper due Tuesday, May 7 at 11:59 PM