

## **Education 340: Race, Immigration and Urban Schools**

Fall 2011

Tuesdays and Thursdays 1:15 to 3 pm

Willis 114

Anita Chikkatur

Willis 105

[apchikka@carleton.edu](mailto:apchikka@carleton.edu)

507-222-7109

Office Hours: Tuesdays 3:30 to 5 pm; Wednesdays 9 to 11 am; or by appointment

### **Course Description**

This course examines the role of American public schools in the socialization and education of immigrant students. We will start by becoming familiar with the demographic changes in American society since immigration laws were changed in the 1960s. While primarily focused on the period after 1965, we will examine trends from an earlier period of high immigration in U.S. history (1880-1920) when applicable. To understand everyday experiences and interactions in schools, we will analyze contemporary ethnographic studies of immigrant students. We will pay particular attention to how racial structures, identities and inequalities influence immigrant student experiences. We will also examine recent scholarship on theories of assimilation, bi/multilingual education and how gender and sexuality influence student experiences. We will end by considering briefly access to higher education.

### **Course Objectives**

1. Become familiar with the demographic changes in the general U.S. population and the public school student population since 1965.
2. Become familiar with major theories of immigrant assimilation and their application in school settings to immigrant youth in the U.S.
3. Understand how language, race, gender, sexuality and class impact the experiences of immigrant youth.
4. Evaluate the range of responses American public schools, particularly those located in urban areas, have had to immigrant youth through critical readings of recent ethnographic studies.
5. Deepen your communicative competence.

### **Course Expectations**

A successful class depends on each member actively engaging as both a learner and a teacher. Class meetings will be mainly structured around small and large group discussions of assigned readings. Students are expected to come to every class on time with the assignments read and completed, and to be responsible and active participants in all class activities. I encourage you to think critically and voice your opinions; however, respect for the opinions of your classmates and a willingness to collaborate with others are also essential.

## Assignments overview

<u>Assignment</u>	<u>Due Date</u>
Critical reading response essay 1 (15%)	Tuesday, September 27th (due in class)
Critical reading response essay 2 (20%)	Tuesday, October 18th (due in class)
Movie critique essay (15%)	Tuesday, November 1 <sup>st</sup> (due in class)
Final paper (35%)	Monday, November 21 <sup>st</sup> , 9 pm (on Moodle)
Communicative competence [reading, listening and speaking] (15%)	Every class!

**Details about assignments provided after the reading schedule.**

## Policies

*Attendance:* Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every single class session, prepared to participate. We cannot become a community of learners nor can we develop our communicative competence without regular attendance and participation from everyone. After two absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from a B to a B-). **If you miss more than 4 class sessions (20% of the class sessions), you will not be able to pass the class.**

*Late Assignments:* Assignments not turned in during class on the due date will be penalized one-half grade per day late (A to A-, etc.) and **will not be accepted after 7 days**. Please pace yourself so that you turn in your work on time.

*Students with Disabilities:* Any student with a documented disability seeking academic adjustments is required to speak with Disability Services for Students. Although they will send a letter about accommodations, it would be helpful if you can inform me of any accommodations required, so that we can make the appropriate arrangements for you.

## Communicative Competence

To communicate effectively, there are four areas of necessary skills—reading, writing, listening and speaking. In this course, you will be expected to develop your skills in all four areas. How do you read, write, speak, and listen within a community? What are the values and expectations of that community? What evidence counts? We will define the values, expectations and norms of our classroom community during the first day of the course.

## Required Books

Lee, S. J. (2005). *Up against whiteness : race, school, and immigrant youth*. New York: Teachers College Press, Columbia University.

López, N. (2003). *Hopeful girls, troubled boys : race and gender disparity in urban education*. New York: Routledge.

Valenzuela, A. (1999). *Subtractive schooling : U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press.

These books will be available at the Carleton bookstore. There will also be a copy on reserve at the library. All other readings will be available on Moodle.

### **Civic Engagement Project Option**

You have the option of participating in a civil engagement project in Northfield. More details will be provided during the first week of class.

### **Reading Schedule**

**\*Please note the readings are organized by themes, not weeks.**

### **THEME 1: DEMOGRAPHIC CONSIDERATIONS**

*Tuesday, September 13<sup>th</sup>*

Introduction

*Thursday, September 15<sup>th</sup>*

Ueda, R. (2007). Immigration in global historical perspective. In M. C. Waters, R. Ueda & H. B. Marrow (Eds.), *The new Americans : a guide to immigration since 1965* (pp. 14-28). Cambridge, Mass.: Harvard University Press.

Holdaway, J., & Alba, R. (2009). Introduction: Educating immigrant youth: The role of institutions and agency. *Teachers College Record*, 111(3), 597-615.

Census Brief: Place of Birth of the Foreign-Born Population: 2009

### **THEME 2: THEORIES ABOUT IMMIGRANT INCORPORATION**

*Tuesday, September 20<sup>th</sup>*

Ogbu, J. U. (1991). Immigrant and Involuntary Minorities in Comparative Perspective. In M. Gibson & J. U. Ogbu (Eds.), *Minority status and schooling : a comparative study of immigrant and involuntary minorities.* (pp. 3-33). New York: Garland.

Lee, C. (2009). Sociological theories of immigration: Pathways to integration for U.S. immigrants. *Journal of Human Behavior in the Social Environment*, 19, 730-744.

Hernandez, M. Y. (2009). Psychological theories of immigration. *Journal of Human Behavior in the Social Environment*, 19, 713-729.

Thursday, September 22<sup>nd</sup>

Pierre, J. (2004). Black immigrants in the United States and the "cultural narratives" of ethnicity. *Identities: Global Studies in Culture and Power*, 11, 141-170.

Perlmann, J., & Waldinger, R. (1997). Second Generation Decline? Children of Immigrants, Past and Present-A Reconsideration. *International Migration Review*, 31(4), 893-922.

### **THEME 3: LANGUAGE, IDENTITY AND EDUCATION**

Tuesday, September 27<sup>th</sup> CRITICAL READING ESSAY # 1

Valenzuela, A. (1999). *Subtractive schooling : U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press. (Chapters 1 -4)

Thursday, September 29<sup>th</sup>

Valenzuela, A. (1999). *Subtractive schooling : U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press. (Chapters 5 – epilogue)

Tuesday, October 4<sup>th</sup>

Baugh, J. (2009). Linguistic Diversity, Access and Risk. *Review of Research in Education*, 33, 272-282.

Gándara, P., Moran, R., & Garcia, E. (2004). Legacy of *Brown*: Lau and Language Policy in the United States. *Review of Research in Education*, 28, 27-46.

Hakuta, K. (2009). Educating language minority students and affirming their equal rights: Research and practical perspectives. *Educational Researcher*, 40(4), 163-174.

Thursday, October 6<sup>th</sup>

Kibler, A. (2008). Speaking like a "good American": National identity and the legacy of German-language education. *Teachers College Record*, 110(6), 1241-1268.

Alim, H. S. (2005). Critical Language Awareness in the United States: Revisiting Issues and Revising Pedagogies in a Resegregated Society. *Educational Researcher*, 34(7), 24-31.

Friday, October 7<sup>th</sup> (ATTENDANCE STRONGLY RECOMMENDED)

Convocation: Pedro Noguera (10:50 am – noon, Skinner Chapel)

More information about the speaker:

[https://apps.carleton.edu/events/convocations/?event\\_id=748269&date=2011-10-07](https://apps.carleton.edu/events/convocations/?event_id=748269&date=2011-10-07)

Tuesday, October 11<sup>th</sup>

Bucholtz, M. (2009). Styles and stereotypes: Laotian American girls' linguistic negotiation of

identity. In A. Reyes & A. Lo (Eds.), *Beyond Yellow English: Toward a linguistic anthropology of Asian Pacific America* (pp. 21-42). New York: Oxford University Press.

Chun, E. W. (2008). The Construction of White, Black, and Korean American Identities through African American Vernacular English. *Journal of Linguistic Anthropology*, 11(1), 52-64.

Thursday, October 13<sup>th</sup>

GROUP 1: Monzó, L. D., & Rueda, R. (2009). Passing for English fluent: Latino immigrant children masking language. *Anthropology & Education Quarterly*, 40(1), 20-40.

GROUP 2: Pacheco, M. (2010). Performativity in the bilingual classroom: The plight of English Learners in the current reform context. *Anthropology & Education Quarterly*, 41(1), 75-93.

GROUP 3: Palmer, D. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language 'strand' program. *Anthropology & Education Quarterly*, 41(1), 94-114.

#### **THEME 4: RESPONDING TO THE DOMINANT CULTURE**

Tuesday, October 18<sup>th</sup> CRITICAL READING ESSAY #2

Lee, S. J. (2005). *Up against Whiteness: Race, School, and Immigrant Youth*. New York: Teachers College Press, Columbia University. CHAPTERS 1-3

Thursday, October 20<sup>th</sup>

Lee, S. J. (2005). *Up against Whiteness: Race, School, and Immigrant Youth*. New York: Teachers College Press, Columbia University. CHAPTERS 4 & 5

Tuesday, October 25<sup>th</sup> FINAL PAPER PROPOSAL + PRELIMINARY BIBLIOGRAPHY

Hill, J. H. (2008). *The everyday language of white racism*. Chichester, U.K. ; Malden, MA: Wiley-Blackwell. (selections from Chapter 5)

Reynolds, J. F., & Orellana, M. F. (2009). New immigrant youth interpreting in White public space. *American Anthropologist*, 111(2), 211-223.

Thursday, October 27<sup>th</sup>

To be determined

## **THEME 5: RACE, CLASS, GENDER AND SEXUALITY**

*Tuesday, November 1<sup>st</sup>* MOVIE CRITIQUE ESSAY

Ek, L. D. (2009). "It's different lives": A Guatemalan American adolescent's construction of ethnic and gender identities across educational contexts. *Anthropology & Education Quarterly*, 40(4), 405-420.

Cruz, C. (2008). Notes on Immigration, Youth, and Ethnographic Silence. *Theory Into Practice*, 47(1), 67-73.

*Thursday, November 3<sup>rd</sup>*

López, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge. CHAPTERS 1 - 4

*Tuesday, November 8<sup>th</sup>*

López, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge. CHAPTERS 5 – 8

## **THEME 6: HIGHER EDUCATION**

*Thursday, November 10<sup>th</sup>*

Baum, S., & Flores, S. M. (2011). Higher education and children in immigrant families. *The Future of Children*, 21(1), 171-194.

Rodriguez, G. M., & Cruz, L. (2009). The transition to college of English Learner and undocumented immigrant students: Resource and policy implications. *Teachers College Record*, 111(10), 2385-2418.

*Tuesday, November 15<sup>th</sup>*

To be determined

## ASSIGNMENT DETAILS

COMMUNICATIVE COMPETENCE (15%): This class is organized mainly around discussions and therefore it is essential that students come to class regularly and are prepared. As discussed earlier in the syllabus, I will gauge how well you are able to listen, speak and read as evidenced by your class participation, your active engagement in classroom activities and your efforts to ensure that everyone is able to participate in classroom discussions and activities. **Please note that while this is 15% of your final grade, not attending classes might result in a failing grade for the course, regardless of your grade on other assignments (see attendance policy).**

Your communicative competence will be evaluated through the following criteria:

- balance of speaking and listening (as evidenced in your classroom participation); of reading and writing (as evidenced in your classroom participation and written assignments);
- use of evidence appropriate for genre (classroom participation and written assignments);
- consider how much your audience needs to know and shape your contribution appropriately (classroom participation and written assignments);
- engage with others' ideas respectfully (classroom participation and written assignments);
- maintain an open mind (classroom participation and written assignments);
- be aware of your responsibility in keeping this class community communicatively competent (classroom participation)

## GENERAL INFORMATION ABOUT WRITTEN ASSIGNMENTS

1. All written assignments are due at the date and time specified. Half a grade will be deducted for each day it is late. Late papers will not be accepted later than 7 days past the due date.
2. All written assignments should be typed using 12-point font (Times Roman would be best), **double-spaced**. If due in class, please print out your papers and STAPLE them. Double-sided printing is encouraged.
3. Quality of writing: **Make sure to proofread** and spell-check your papers and to use proper citation in-text and in the reference lists. Use APA format for in-text citation and the bibliography. You do not need a cover page. Make sure that you are familiar with the College's policy on plagiarism and academic honesty. **At least half a grade point will be deducted for improper citation.** See these websites for more information:

<https://apps.carleton.edu/campus/doc/honesty/complete/>

<http://owl.english.purdue.edu/owl/resource/560/01/> [also has good general information about academic writing]

4. Papers should provide credible evidence for assertions and should demonstrate a close reading of and connections to the course material.

#### CRITICAL READING RESPONSE ESSAYS (5-7 pages)

Essay 1: Due Tuesday, September 27<sup>th</sup> [15%] (in class)

Essay 2: Due Tuesday, October [20%] (in class)

You can choose to respond to any of the course materials we have read before the due date. The goal of this essay is to read closely and analyze critically course material. This essay should \*not\* be a summary of the readings. Instead, it is a chance for you to explore a theme within one reading (or across a few of the readings) in depth. The response should demonstrate a close reading of the material. While you may use other readings, personal experiences, current events, and other sources of information in your essay, the main focus should be on the course readings. This essay should be written in formal, academic format, meaning that you need to follow standard conventions of writing and citation. Make sure to include a bibliography.

#### GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Appropriate evidence cited for assertions made in the essay; each paragraph provides evidence for central thesis.
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Relevance to the course material.

**A detailed grading rubric is up on Moodle as are sample essays from previous classes to clarify what my expectations are for these critical reading response essays.**

#### Revision Option DUE TWO WEEKS AFTER I RETURN YOUR ESSAYS TO YOU

You can choose to revise your essay based on my feedback. If you choose to do so, you will need to hand in THE ORIGINAL PAPER WITH MY COMMENTS along with the revised version. Otherwise, your revised essay will not be graded. Revising the paper does not guarantee a higher grade. The paper will be graded using the above criteria and how well you have incorporated my feedback. The revised paper, if you choose to submit one, is due in class two weeks after I return the paper to you. Please note that revising a late paper will NOT erase the late penalty on the original paper.

MOVIE CRITIQUE ESSAY (15%) DUE TUESDAY, NOVEMBER 8<sup>TH</sup> (6-8 pages in class)

The movie assignment is designed to let you delve more deeply into one immigrant group's experiences in the United States. For your essay, you will do some research, if necessary, to provide some basic demographic details about the immigrant group (or one of the immigrant groups) in your movie.

Movies to choose from (all these movies are available at Carleton Library). If you want to use a movie not on the list, make sure to check with me first and make sure you will have access to it. You're welcome to watch the movie in small groups, but you have to write your own essay.

- *God Grew Tired of Us*
- *Lost Boys of Sudan*
- *Teen Immigrants*
- *Kelly Loves Tony*
- *My American Girls*
- *Spellbound*
- *Sentenced Home*
- *Real Women Have Curves*
- *Papers*
- *Stand and Deliver*
- *Fear and learning at Hoover Elementary*
- *A Better Life*

For demographic profile part of the paper, consider the following questions:

1. What is the present population of this group in the United States?
2. Are there particular locations in the U.S. where this group is concentrated?
3. How and why did members of this group come to the United States?
4. Other demographic details about the group—educational achievement patterns, socioeconomic status, poverty levels, high school graduation rates, college attendance rates, occupational niches

In addition to providing a demographic profile of an immigrant group, you will examine the movie as a lens on the experiences of young people from this group.

Questions to consider about the movie (you don't have to answer all of these questions in your paper; these are meant to guide your analysis of the movie):

1. From whose perspective is the story told in the movie?
2. What insights do we gain about the young people in the movie, their struggles, their strengths and their cultural frameworks?

3. What insights do we gain about the particular challenges that young people from this immigrant group might face in adjusting to life in the U.S.? in adjusting to the educational systems in the U.S.?
4. What insights do we gain about the U.S. from this movie?
5. What was particularly surprising about the story/movie?
6. How does this movie reflect/reinforce/challenge the readings we've done in class?
7. What might a teacher learn from this movie about teaching immigrant students?

#### GRADING CRITERIA:

- Information provided by demographic profile (depth of research)
- Evidence cited for assertions made in the essay (using appropriate evidence from the movie)
- Relevance to the course material (appropriate incorporation of theories/viewpoints from class readings to analyze the movie)
- Original voice and analysis.
- Quality of writing: spelling, punctuation, word choice.
- Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
- Proper citation of sources and a bibliography.

#### Revision Option DUE TWO WEEKS AFTER I RETURN YOUR ESSAYS TO YOU

You can choose to revise your essay based on my feedback. If you choose to do so, you will need to hand in THE ORIGINAL PAPER WITH MY COMMENTS along with the revised version. Otherwise, your revised essay will not be graded. Revising the paper does not guarantee a higher grade. The paper will be graded using the above criteria and how well you have incorporated my feedback. (I will use the higher grade.) The revised paper, if you choose to submit one, is due in class two weeks after I return the paper to you. Please note that revising a late paper will NOT erase the late penalty on the original paper.

#### FINAL PAPER (12-15 pages, 35%) DUE NOVEMBER 21<sup>st</sup>, 9 pm, on Moodle (you will do a modified version of this paper if you are involved in a service learning project)

For your final course paper, you will write about a program, policy or curricular innovation related to immigrant students and K-16 education.

One page description of proposed case study and a preliminary bibliography: Send to me VIA EMAIL by 12 pm, October 25<sup>th</sup>.

After I approve of your proposed paper topic, you are required to make an appointment with Danya Leebaw to discuss your sources. <http://gouldguides.carleton.edu/dleeabaw> (can use link to see when Danya's free and to make an appointment)

Your paper will have the following components:

1. Annotated literature review on the topic (at least 8 research-based, academic sources, cannot include course readings);
2. Description of the program, policy or practice;
3. Critical reflection on the program, policy or practice drawing on your literature review and course readings;
4. Your recommendations for how the program, policy or practice should be changed, if any, based on what you have learned from the course and your literature review.

Examples:

*Programs:* ASPIRA, MEChA

*Policies:* No Child Left Behind Act and implications for/impact on English Language Learners; State policies that allow undocumented students to qualify for in-state tuition

*Curriculum:* Teaching science and math to English Language Learners; Various approaches to English Language Learning

**Note about late final papers:**

It is College policy that instructors are NOT allowed to accept or grade late final papers. So if your papers is uploaded late even by a few minutes past the deadline, you will need to petition through the Dean's Office to have the final paper graded late. So PLEASE plan accordingly and turn in your papers before the deadline.

See college policy:

[https://apps.carleton.edu/campus/dos/handbook/academic\\_regs/?policy\\_id=21451](https://apps.carleton.edu/campus/dos/handbook/academic_regs/?policy_id=21451)