

Education 340
Spring 2009
Race, Immigration and Urban Schools
M/W 11:10 am to 12:20 pm, F 12:00 pm to 1:00 pm
Scoville 106

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Course Description

This course examines the role of American public schools, particularly in urban areas, in the socialization and education of racial minority and immigrant students. We will start by becoming familiar with the demographic changes in American society and in public schools as a result of two periods of high immigration rates in U.S. history (1880–1920 & 1970–present). We will then examine how issues of assimilation, bilingualism and racial disparities have affected the education of both domestic racial minority and immigrant students in urban areas. In the latter half of the course, we will analyze contemporary ethnographic studies of immigrant students in urban schools.

Course Objectives

1. Become familiar with the demographic changes in the general U.S. population and the public school student population during two periods of large-scale immigration.
2. Become familiar with major theories of immigrant assimilation and their application in school settings to immigrant youth in the U.S.
3. Become familiar with some of the debates about linguistic diversity and the education of linguistic minorities in the U.S.
4. Evaluate the range of responses American public schools have had to immigrant youth through critical readings of recent ethnographic studies.

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 others and a willingness to collaborate with others are also essential.

Policies

Illness/Emergencies/Absences: Please let me know (when possible) if an illness/emergency arises and you cannot attend class. Each unexcused absence will result in a student's participation grade being lowered by one-half (i.e. A to A-).

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 5 days. Emailed assignments will not be accepted. Please pace yourself so that you turn in your work on time.

Students with Disabilities: Any student with a documented disability seeking academic accommodations is required to speak with Disability Services for Students. Although they will send out 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.

Assignments

Critical Reading Responses (3, 15% each): 45 % [Due every other week on Monday, beginning on April 13th for Group A and April 20th for Group B]

Movie Presentation: 15% [Due May 6th or 8th]

Final Take Home Exam: 30% [Due June 8th, 9 AM]

Class participation: 10% [Includes attendance and participation in class activities/discussions]

Readings

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.

Olsen, L. (1997). *Made in America : immigrant students in our public schools*. New York: New Press : Distributed by W.W. Norton.
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.

WEEK 1 The Demographic View

March 30th Introduction

April 1st Katz, M. B., & Stern, M. J. (2006). *One nation divisible : what America was and what it is becoming*. New York: Russell Sage Foundation. CHAPTER 1
<http://www.census.gov/Press-Release/www/2009/pdf/Foreignborncharts.pdf>
<http://www.census.gov/Press-Release/www/2009/ForeignBorn.pdf>

April 3rd 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.

WEEK 2 Theories of assimilation and role of schools

April 6th Alba, R. D., & Nee, V. (2003). *Remaking the American mainstream : assimilation and contemporary immigration*. Cambridge, Mass.: Harvard University Press. (Chapter One)

April 8th Ogbu, J. U. (1991). Immigrant and Involuntary Minorities in Comparative Perspective. In M. A. Gibson & J. U. Ogbu (Eds.), *Minority status and schooling : a comparative study of immigrant and involuntary minorities*.(pp. 3–33). New York: Garland.

April 10th Carter, P. L. (1999). Balancing "Acts": Issues of Identity and Cultural Resistance in the Social and Educational Behaviors of Minority Youth. Columbia University, New York.

WEEK 3 Theories of assimilation and role of schools

April 13th Group A Critical Response Paper # 1 Due

Zhou, M. (1997). Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation. *International Migration Review*, 31(4), 975–1008.

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

April 15th 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.

April 17th Fass, P. S. (1989). *Outside In: Minorities and the Transformation of American Education*. New York: Oxford University Press. (Chapter 1)
GROUP 1

Fass, P. S. (1989). *Outside In: Minorities and the Transformation of American Education*. New York: Oxford University Press. (Chapter 4)
GROUP 2

Tyack, D. (2001). Schools for Citizens: The Politics of Civic Education from 1790 to 1990. In G. Gerstle & J. H. Mollenkopf (Eds.), *E pluribus unum?: Contemporary and Historical Perspectives on Immigrant Political Incorporation* (pp. 331–370). New York: Russell Sage Foundation. GROUP 3

WEEK 4 Linguistic Diversity and Bi/Multi-lingual Education

April 20th Group B Critical Response Paper # 1 Due

Moran, C. E., & Hakuta, K. (1995). Bilingual Education: Broadening Research Perspectives. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (pp. 445–464). New York: Macmillan Publishing.

Nieto, S., & NetLibrary Inc. (2002). *Language, Culture, and Teaching Critical Perspectives for a New Century*. Available through Carleton Library/NetLibrary. (Chapter 3)

April 22nd *Effects of the Implementation of Proposition 227 on the Education of English Learners, K–12: Findings from a Five-Year Evaluation*. (2006). American Institutes for Research, WestEd. (pp. vii – I–24) <http://www.air.org/news/documents/227Report.pdf>

April 24th Baugh, J. (2009). Linguistic Diversity, Access and Risk. *Review of Research in Education*, 33, 272–282. EVERYONE

Abedi, J. (2004). The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issues. *Educational Researcher*, 33(1), 4–14. GROUP 1

Cummins, J. (1999). Alternative Paradigms in Bilingual Education Research: Does Theory Have a Place? *Educational Researcher*, 28(7), 26–32, 41. GROUP 2

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. GROUP 3

WEEK 5 *Made in America*

April 27th Group A Critical Response Paper # 2
Olsen, L. (1997). *Made in America: Immigrant Students in our Public Schools*. New York: New Press: Distributed by W.W. Norton. INTRO, CHAPTERS ONE – FOUR

April 29th Olsen, L. (1997). *Made in America: Immigrant Students in our Public Schools*. New York: New Press: Distributed by W.W. Norton. CHAPTERS FIVE – EIGHT

May 1st Olsen, L. (1997). *Made in America: Immigrant Students in our Public Schools*. New York: New Press: Distributed by W.W. Norton. CHAPTERS NINE – ELEVEN

WEEK 6 *Movie Presentations*

May 6th Group B Critical Response Paper # 2

May 8th

WEEK 7 *Subtractive Schooling*

May 11th Valenzuela, A. (1999). *Subtractive Schooling: U.S.–Mexican Youth and the Politics of Caring*. Albany: State University of New York Press. CHAPTERS 1 – 3

May 13th Valenzuela, A. (1999). *Subtractive Schooling : U.S.–Mexican Youth and the Politics of Caring*. Albany: State University of New York Press. CHAPTERS 4 and 5

May 15th Valenzuela, A. (1999). *Subtractive Schooling : U.S.–Mexican Youth and the Politics of Caring*. Albany: State University of New York Press. CHAPTERS 6, 7 and EPILOGUE

WEEK 8 ***Up Against Whiteness***

May 18th Group A Critical Response Paper # 3
Lee, S. J. (2005). *Up against Whiteness: Race, School, and Immigrant Youth*. New York: Teachers College Press, Columbia University. CHAPTERS 1–3

May 20th Lee, S. J. (2005). *Up against Whiteness: Race, School, and Immigrant Youth*. New York: Teachers College Press, Columbia University. CHAPTERS 4 & 5

May 22nd NO CLASS

WEEK 9 ***Hopeful Girls, Troubled Boys***

May 25th Group B Critical Response Paper # 3
López, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge. CHAPTERS 1 –3

May 27th López, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge. CHAPTERS 4 – 6

May 29th López, N. (2003). *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. New York: Routledge. CHAPTERS 7–8

WEEK 10

June 1st Readings to be Determined

June 3rd Readings to be Determined

FINAL PAPER DUE JUNE 8TH, 9 AM.