

# EDUC 265: Issues at the Intersection of Education & Immigration

West Campus 103, Tuesday/Thursday 2:00pm-3:15

\*Thursday meetings are off campus at the Newcomer International Center (5151 Scottsdale Ave, Memphis, TN 38118).

“History doesn’t repeat itself: it breeds new monsters. Yet it also births new salvations. And it does so because people endure, survive, and take action to change the course of history, even if all the odds seem to be stacked against them” (Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, p. 435).

Dr. Laura Kelly, Office: West Campus 110, Phone: 901-843-3070; 610-937-5812 (cell), Email: [kellyL@rhodes.edu](mailto:kellyL@rhodes.edu)

## Office Hours

Tuesdays, 12:30-2:00 and 3:30-4:00

Fridays, 1:00-2:00

## Required Texts

Luiselli, V. (2017). *Tell me how it ends: An essay in 40 questions*. Minneapolis, MN: Coffee House Press.

Thorpe, H. (2017). *The newcomers: Finding refuge, friendship, and hope in an American classroom*. New York: Simon and Schuster.

Wides-Muñoz, L. (2018). *The making of a dream: How a group of young undocumented immigrants helped change what it means to be American*. New York: HarperCollins.

## Course Description

In this course, students explore current immigration issues and how these issues impact the educational experiences of immigrant students and their families, particularly in US public schools. Students will read texts and engage with multimedia resources about citizenship and educational access, language education and language policies, refugee education and education for students with interrupted formal education, and engage current topics like the uncertain future for DACA students and family detention and separation at the border. These issues have become politically contentious, and students will use their academic readings and interactions with community partners to consider multiple perspectives, develop informed views on these topics, communicate their views in a way that exemplifies civil discourse, and engage with public institutions that address these issues.

Border towns and large cities have long been immigrant destinations. However, over the past twenty years, immigrants have arrived in larger numbers to non-traditional destinations in the

South. Southern school systems initially lacked the experience, infrastructure, and personnel to meet the needs of their changing student populations. In this course, students will work with community partners in Memphis who work to meet the unique needs of immigrant children at school.

Students and the professor will engage in research related to the community-based learning. Students will facilitate writing workshops for K-12 students at the community partner site, and the academic research will address pedagogical strategies for supporting the writing development of the K-12 students in their second language.

### **Course Structure**

On Tuesdays, this class meets at Rhodes and follows a typical college class structure. On Thursdays, class meets at the Newcomer International Center (on the campus of Wooddale High School; 5151 Scottsdale Ave, Memphis, TN 38118). At NIC, Rhodes students will facilitate small-group instruction for recently-arrived immigrant high school students.

### **Foundations**

This course satisfies the F9 and F11 requirement!

### **Latinx Studies**

This course contains 51+% content related to Latin American and Latinx Studies and meets the requirements for a Category A course towards a major or minor in that program.

### **Course Objectives**

- Identify key issues relating to education and immigration.
  - Understand multiple viewpoints relating to these issues.
  - Articulate one's own viewpoint informed by research and community engagement.
- Participate in community-based learning.
  - Plan and implement instructional supports that meet the needs of the goals of a community partner working with K-12 immigrant students.
- Disseminate academic research.
  - Collect data on instruction and learning at community partner site.

### **Assignments**

- Reading responses: 15 responses x 2 points each = 30 points
  - Read required pages as noted in syllabus prior to class meetings. Responses are due in Canvas at 12:15pm on the day of class. Responses are limited to 10

minutes, so Canvas will cut you off at that time. Responses are open-ended and may include your reactions, questions, connections to course content, or summaries. Grading is at my discretion, and full points are given to responses that indicate that you read.

- Podcast responses: 6 responses x 2 points each = 12 points
  - Listen to “This Week in Immigration” podcast from the Bipartisan Policy Center. (<https://bipartisanpolicy.org/policy-area/immigration/> > Click on “Podcasts Episodes”). New episodes are released every 2 weeks, so listen to the latest *full* episode that you have not heard yet. Responses are due in Canvas at 6pm on Fridays. (Potentially you could listen to the podcast while driving/riding to the Newcomer Center on Thursdays.) Your response should be 3 sentences long. State 3 issues that the podcast raised or 3 questions or reactions that you have to what the podcast raised. Responses should not take you more than 5 minutes, but they are not timed.
- Journal reflections: 11 journals x 2 points each = 22 points
  - After each day of field work, complete a journal entry in Canvas. Describe what you and your NIC partner did (read, wrote, talked about). What went well? What didn’t? What were your thoughts and reflections about your interactions and the student’s work? What do you want to try next time? What are you learning about this student as a reader, writer, and learner? What are you learning about yourself? Include any photos you took of the student’s work. Responses should be a minimum of one paragraph, and some weeks they may be longer. Responses should take 15-25 minutes to write, but they are not timed. They are due in Canvas on the Friday following fieldwork by 6pm.
- Case study of NIC student: 8 points
  - More information and examples will be provided in class. The case study should mostly write itself if you have kept good journals and records (photos) of your partner’s work.
  - Due date: Tuesday, 12/3 in Canvas
- Final project: 3 check-ins (3 points each = 9 points) + works-in-progress mini-conference (5 points) + final product and presentation (12 points) = 26 points
  - More information will be provided in class about check-ins and works-in-progress mini-conference.
  - We do not have a traditional final exam, but we will meet during the final exam period for final presentations.

For your final project, you need to select...		
A topic...such as...	A final product...such	A grouping

	as a...	structure...such as...
-DACA -Case study of good schools/programs for immigrant youth -Case study of how your hometown's schools are responding to immigration -History of immigrants in schools (choose specific time period / place / issue) -How immigration is portrayed typically in school curriculum / children's literature -Major court cases / laws pertaining to education & immigration -Education in immigration detention facilities -Educational rights for students without documentation -Educating students with interrupted or limited formal schooling -Educating resettled refugee children -Education in refugee camps (choose specific context) -Policies about language in education -How teachers are prepared to teach immigrant students and/or children learning English -Education for unaccompanied minors -Case study of any specific immigrant group (choose group / time / place) -Asian immigrants & the model minority stereotype -Muslim immigrant experience in American schools (choose group / time / place) -Education after deportation -Educational options for adult immigrants ...something else that has to do with education & immigration...	Research paper Unit plan (series of lesson plans) Podcast Mini-documentary Children's book Series of infographics Series of cartoons Photo essay Series of newspaper articles Graphic novel Artistic product (w/ artist statement) Book club Social media campaign ...something else that works for your project that you check with me...	By yourself With a partner With a small group

- CITI Training: 2 points
  - See page in Canvas with link to complete. Due date: 9/5
- Movie Night!
  - This is optional. It will be at my house on Friday, September 6th, 5-8pm. We will watch *God Grew Tired Of Us*, about the Lost Boys of Sudan.

## Policies

- Everything in this class will be housed in Canvas, an online course management system. Readings will be there, and you will turn in assignments there. Set up your free account through this link: <https://canvas.instructure.com/enroll/HHMF4W>
  - Make sure your Canvas settings have the correct time zone.
  - The syllabus ALWAYS overrides Canvas if you observe a different due date between the two.
- Late work: I don't take late work. There is no individual extra credit.
- Grade scale: A=90-100; B=80-89; C=70-79; D=60-69
  - All grades, including final grades, are at my discretion.
- Attendance: Reliable attendance is required, especially at NIC where students are counting on you to show up and work with them.
  - You have 2 excused absences across the semester.
  - If you ever miss a Thursday class at NIC, you must (if possible) inform your NIC students in advance and (absolutely) inform me in advance (not later in the evening after you've already failed to show up). If you miss a Thursday without communicating with anyone, you will lose 1% off your grade even if you are still within the 2 excused absences.
  - After your 2 excused absences, each additional absence is 3% off your final grade.
  - Six absences means automatically getting an F!
  - 3 tardies equals an absence.
  - Religious absences and Rhodes-related travel do not count against you if you communicate with me about them in advance.
- Contact: I'll return emails within 24 hours during the work week. You can contact me on my cell if there is a serious issue.
- Cell phones and laptops: Sometimes we'll use these in class. I think it hampers classroom discussion and community when they are out at other times.
- Syllabus modification: I reserve the right to modify the syllabus as needed, but only to your advantage.

## Course Calendar

Tuesdays (always at Rhodes)	Thursdays (generally at Newcomer Center)
	8/22 [at Rhodes] Before class, view: <i>I Learn America</i>

	In class: Module 1 - Newcomer pedagogies, preparing for our field work
8/27  Before class, read: <i>Newcomers</i> , p. 3-58  In class: Module 1 - Newcomer pedagogies, preparing for our field work	8/29 <b>[at Rhodes]</b>  Before class, read: <i>Newcomers</i> , p. 59-108  Start CITI training  In class: Module 2 - Immigration overview
9/3  Before class, read: <i>Newcomers</i> , p. 109-164  In class: Module 2 - Immigration overview	9/5  Before class, plan: NIC activities  Before class, complete CITI training & upload certificate to Canvas  Journal reflection due Friday, 6pm
9/10  Before class, read: <i>Newcomers</i> , p. 165-218  In class: Module 3 - Our local context	9/12  Before class, plan: NIC activities  "This week in immigration" podcast response due Friday, 6pm  Journal reflection due Friday, 6pm
9/17  Before class, read: <i>Newcomers</i> , p. 219-268  In class: Module 3 - Our local context	9/19  Before class, plan: NIC activities  Journal reflection due Friday, 6pm  Final project check-in #1 next week
9/24  Before class, read: <i>Newcomers</i> , p. 269-326  Final project check-in #1  In class: Module 4 - Immigration & schooling	9/26  Before class, plan: NIC activities  "This week in immigration" podcast response due Friday, 6pm  Journal reflection due Friday, 6pm

<p>10/1</p> <p>Before class, read: <i>Newcomers</i>, p. 327-392</p> <p>In class: Module 4 - Immigration &amp; schooling</p>	<p>10/3</p> <p>Before class, plan: NIC activities</p> <p>Journal reflection due Friday, 6pm</p>
<p>10/8</p> <p>Before class, read: <i>Tell Me How it Ends</i>, p. 1-54</p> <p>In class: Module 4 - Immigration &amp; schooling</p>	<p>10/10</p> <p>*Trip to NIC cancelled this week due to scheduling conflict with the school; treat the extra day as an independent work day for your final project*</p> <p>Before class, plan: NIC activities</p> <p>"This week in immigration" podcast response due Friday, 6pm</p> <p><del>Journal reflection due Friday, 6pm</del></p> <p>Final project check-in #2 next week</p>
<p>10/15 [no class, Rhodes on fall break]</p>	<p>10/17 [at Rhodes bc SCS on fall break]</p> <p>Before class, read: <i>Tell Me How it Ends</i>, p. 55-106</p> <p>In class: Module 4 - Immigration &amp; schooling</p> <p>Final project check-in #2, due Friday at 6pm</p>
<p>10/22</p> <p>Before class, read: <i>Making of a Dream</i>, p. 1-52</p> <p>In class: Module 5 - Refugees and students with limited/interrupted formal education</p>	<p>10/24</p> <p>Before class, plan: NIC activities</p> <p>"This week in immigration" podcast response due Friday, 6pm</p> <p>Journal reflection due Friday, 6pm</p>
<p>10/29</p> <p>Before class, read: <i>Making of a Dream</i>, p. 53-124</p>	<p>10/31</p> <p>Before class, plan: NIC activities</p> <p>Journal reflection due Friday, 6pm</p>

<p>In class: Module 5 - Refugees and students with limited/interrupted formal education</p>	<p>Final project works in progress mini-conference next week</p>
<p>11/5</p> <p>Before class, read: <i>Making of a Dream</i>, p. 125-173</p> <p>Final project works in progress mini conference</p>	<p>11/7</p> <p>Before class, plan: NIC activities</p> <p>"This week in immigration" podcast response due Friday, 6pm</p> <p>Journal reflection due Friday, 6pm</p>
<p>11/12</p> <p>Before class, read: <i>Making of a Dream</i>, p. 174-220</p> <p>In class: Module 6 - Language education policies</p>	<p>11/14</p> <p>Before class, plan: NIC activities</p> <p>Journal reflection due Friday, 6pm</p> <p>Final project check-in #3 next week</p>
<p>11/19</p> <p>Before class, read: <i>Making of a Dream</i>, p. 221-270</p> <p>Final project check-in #3</p> <p>In class: Module 7 - Citizenship &amp; access</p>	<p>11/21 <b>[last day at NIC]</b></p> <p>Before class, plan: NIC activities</p> <p>"This week in immigration" podcast response due Friday, 6pm</p> <p>Journal reflection due Friday, 6pm</p>
<p>11/26 <b>[combined with LALS 200]</b></p> <p>Before class, read: <i>Making of a Dream</i>, p. 271-323</p> <p>In class: Module 7 - Citizenship &amp; access</p>	<p>11/28 <b>[no class, Thanksgiving]</b></p>
<p>12/3</p> <p>Final class - reflections/research/recommendations</p> <p>Due: Case Study</p>	
<p>12/7, 5:30pm <b>[final exam - present final]</b></p>	



project]	
----------	--

### **Additional Recommended Reading**

Benton-Cohen, K. (2018). *Inventing the immigration problem: The Dillingham Commission and its legacy*. Cambridge, MA: Harvard University Press.

Ko, L., (2017). *The Leavers*. Chapel Hill, NC: Algonquin Books.

\*novel about Chinese undocumented experience

Guerrero, D. (2017). *In the country we love: My family, divided*.

Lai, T. (2013). *Inside out and back again*. New York, NY: Harper Collins.

\*young adult novel in verse about Vietnamese to Alabama refugee experience

Ledesma, A. (2017). *Diary of a reluctant dreamer: Undocumented vignettes from a pre-American life*. Columbus, OH: Mad Creek Books.

\*graphic novel

Markham, L. (2017). *The faraway brothers: Two young migrants and the making of an American life*. New York, NY: Crown.

Patel, L. & Fine, M. (2013). *Youth held at the border: Immigration, education, and the politics of inclusion*. New York, NY: Teachers College Press.

Portes, A & Rumbaut, RG. (2001). *Legacies: The story of the immigrant second generation*. Berkeley, CA: University of California Press.

Stewart, M. A. (2017). *Understanding adolescent immigrants: Moving toward an extraordinary discourse for extraordinary youth*. Lanham, MD: Lexington Books.

Suárez-Orozco, C., Suárez-Orozco, M.M., & Todorova, I. (2008). *Learning in a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press.

Terrio, S. J. (2015). *Whose child am I? Unaccompanied, undocumented children in US immigration custody*. Berkeley, CA: University of California Press.

Yoon, N. (2016) *The sun is also a star*. New York, NY: Delacorte Press.

\*young adult novel about Caribbean undocumented experience

Vargas, J.A. (2018). *Dear America: Notes of an undocumented citizen*. New York, NY: Dey Street Books.

Yoshikawa, H. (2012). *Immigrants raising citizens: Undocumented parents and their young children*. New York, NY: Russell Sage Foundation.

Zoboi, I. (2017). *American street*. New York, NY: Balzer + Bray.

\*young adult novel about Haitian to Michigan immigration experience

### **College and Department Policies**

**Access and Accommodations:** Your experience in this class is important to me. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so we can discuss options. If you have already established accommodations with Student Accessibility Services (SAS), please communicate your approved accommodations to me so we can discuss your needs in this course.

If you have not yet established services through SAS, but have a condition that requires accommodations (conditions include but not limited to mental health, attention-related, learning, vision, hearing, physical or chronic health), please contact SAS at 901-843-3885, Burrow Hall 4<sup>th</sup> floor, [www.rhodes.edu/accessibility](http://www.rhodes.edu/accessibility). SAS offers resources and coordinates reasonable accommodations for students with disabilities and temporary conditions. Reasonable accommodations are established through an interactive process between you, SAS, and your faculty. It is the policy and practice of Rhodes College to create inclusive, equitable, and accessible learning environments for all students.

**Honor Code:** Work turned in for this course is to be completed in accordance with Rhodes' Honor Code. Students are expected to be familiar with the requirements of the Code and to conduct themselves accordingly in all classroom matters.

**Sexual Misconduct Disclosure:** Rhodes is committed to ensuring a safe learning environment that supports the dignity of all members of the Rhodes community. Rhodes prohibits and will not tolerate sexual misconduct, which includes, but is not limited to, dating/domestic violence, sexual assault, sexual exploitation, stalking, sexual harassment and sex/gender discrimination. Rhodes strongly encourages members of the Rhodes community to report instances of sexual misconduct immediately. All Rhodes faculty, staff, Peer Advocates, and Resident Assistants are Mandatory Reporters (exceptions are confidential resources: Counseling Center- 901-843-3128, Chaplain Beatrix Weil- 901-843-3822, and Student Health Center- 901-843-3895)

and are required by the College to report any knowledge they receive of possible violations of this policy to the Title IX Coordinator, Tiffany Cox. If you choose to share information related to sexual misconduct with me I will report it to the Title IX Coordinator; however, you will control how your report is handled and you are not required to pursue a formal claim. The goal is to make you aware of the range of options and resources that are available to you. For more information about Rhodes' sexual misconduct policy or to make a report please see [www.rhodes.edu/titleix](http://www.rhodes.edu/titleix) .

**Climate Statement:** The Educational Studies Program at Rhodes College is committed to creating an academic climate that is sage, respectful, and appreciative of all students, staff, and faculty regardless of race, ethnicity, sexual orientation, gender identity, age, size, socioeconomic background, religion, spirituality, physical ability, mental ability, or any other aspect of one's identity. We believe that a climate of mutual respect allows us to ask difficult questions and to participate in honest discussions about difficult issues, even in the context of strong disagreement.