COURSE DESCRIPTION:

Human migration between towns, states, nations, and continents has been an irreducible feature of human communities throughout recorded history, as have been efforts to exploit and deter migrants. This course is designed to assist students in understanding the issue of immigration within the context of inequality in society and in social institutions and how one institution in particular, public education, has responded to their presence. Students taking this course will read about and critically discuss the way social institutions have responded to human migration in general and to immigrant families and students in particular.

Since their invention, public schools have been portrayed as having two noble missions with regard to immigrant students: 1) to provide immigrant students with the skills necessary for full citizenship into the host country; and 2) to educate these children to their highest individual potential. This is in conflict, however, with a body of literature that argues that the public school system, in fact: 1) forcefully and explicitly devalues and eradicates immigrant students’ native cultures (and languages) and subordinately assimilates them under the dominant culture; and 2) educates immigrant children based on the needs of the market economy.

In addition to exploring these contradictory positions, this course will also provide an overview of theories which examine the historical and contemporary tensions between the process of “Americanization” and the process of “deculturalization” among immigrant communities. It offers ways of understanding how immigrant communities function in schools, society, and family. Particular emphasis will be placed on Latinos as the fasting growing ethnic sector of society and the largest source of immigration during the last 30+ years. Research settings will focus on Southern California and the Pacific Northwest and the particular experiences of immigrant groups in this distinct location of the country.

Among the questions that will be addressed in this course are the following: How has the Americanization teaching and learning process in a multicultural society impacted the way U.S. national citizens respond to recent immigrant children and youth in schools and society? How do young people who self-identify with migrant communities learn to negotiate the process of multiculturalism, Americanization, and cultural citizen-
ship? These questions and topics will be presented through contextualized readings, films, and classroom discussions which will illustrate the historical and contemporary citizenship practices and identities of immigrant communities.

**COURSE OBJECTIVES:**

Students will:

1. Examine and analyze literature relevant to the history of human migration.
2. Examine and analyze literature relevant to the competing imperatives schools face: market forces and nationalistic identities vs. human development and social reconstructionism.
3. Examine, analyze, and synthesize literature and theories which examine interactions of racial bias, linguistic bias, and nationalist sentiments in discussions about the education of immigrant students.
4. Identify pedagogical patterns, policies, and practices schools (and other social institutions) have used to assimilate immigrants, thereby deterring their allegiances to their native cultures and countries.
5. Identify the characteristics of voluntary immigrants and refugees and the reasons to be critical of such distinctions.
6. Understand the difference between additive and subtractive social (educational) policies and practices.
7. Recognize appropriate policies and methods schools (and other social institutions) can use to practice and promote anti-colonialist professional practices.
8. Examine their own personal beliefs towards people of different backgrounds and articulate their personal positions regarding the principle that social justice is not just about equality of access but it is also about access that promotes multiculturalism and multilingualism.

**REQUIRED TEXTS AND MATERIALS:**


An online subscription to the Southern Poverty Law Center, Nativist News Weekly Monitor: http://www.splcenter.org/center/subscribe.jsp

Readings from Blackboard (BB) plus additional handouts and websites not on syllabus

**BIBLIOGRAPHICAL RESOURCES**


WEB RESOURCES

Immigration Research Sites:
America’s Voice: http://www.americasvoiceonline.org/
Bender's Immigration Bulletin: http://bibdaily.com/
Center for Comparative Immigration Studies: http://ccis.ucsd.edu/
Frontline—Crimes at the Border: http://www.pbs.org/frontlineworld/stories/mexico704/
Immigration Impact: http://immigrationimpact.com/
Immigration Policy Center: http://www.immigrationpolicy.org/
Mexican Illegal Immigrants: http://www.mexicoandamerica.com/index.html
Migrant Information Source: http://migrationinformation.org/
National Immigration Forum: http://www.immigrationforum.org/
PEW Hispanic Center: http://pewhispanic.org/
Southern Poverty Law Center: http://www.spclcenter.org/index.jsp

Pro-Immigration & Education Groups:
American Friends Service Committee: http://www.afsc.org/
Basta Dobbs: http://bastadobbs.com/
Border Angels: http://www.borderangels.org/
California Rural Legal Assistance Foundation: http://www.crlaf.org/border.htm
California Tomorrow: http://www.californiatomorrow.org/index.php
Canadian Coalition for Immigrant Children and Youth: http://www.lerc.educ.ubc.ca/CCICY/index.html
Catholic Legal Immigration Network, Inc.: http://www.cliniclegal.org/
CAUSA: http://causaoregon.org
Center for Intercultural Organizing: http://www.interculturalorganizing.org/index.html
Christians for Comprehensive Immigration Reform: http://faithandimmigration.org/
Coalition of Humane Immigrant Rights of Los Angeles (CHIRLA): http://www.chirla.org/
Farmworker Housing Development Corporation: http://www.fhdrc.org/
Immigration Clearinghouse: http://immigrationclearinghouse.org/
Justice for Immigrants: http://www.justiceforimmigrants.org/
PCUN-Pineros y Campesinos Unidos del Noroeste/Northwest Treeplanters and Farmworkers United: http://www.pcun.org/
StopGateKeeper: http://www.stopgatekeeper.org/
Transnational Institute for Grassroots Research and Action: http://www.transnationalaction.org/index.html
Truth in Immigration: http://www.truthinimmigration.org/
Voices of Immigrants: http://www.voicesofimmigrants.org/

Restrictionist & Hate Groups:
California Crusader: http://californiascrusader.com/
Center for Immigration Studies: http://www.cis.org/
Desert Invasion: http://www.desertinvasion.us/index.html
Federation for American Immigration Reform (FAIR): http://www.fairus.org/site/PageServer?pagename=homepage
Minuteman Civil Defense Corp: http://www.minutemenhq.com/hq/
Minuteman Project: http://www.minutemanproject.com/
Minutemen Uncensored: http://www.minutemenuncensored.com/
Numbers USA: http://www.numbersusa.com/content/
Oregonians for Immigration Reform: http://www.oregonir.org/
LEARNING THEORY: Significant learning takes place when the subject matter is perceived by the learner as having relevance for their own purposes. Learning which involves a change in the perception of oneself is threatening and tends to be resisted. However, when these “threats” are low, the individual makes use of opportunities to learn in order to enhance themselves. Learning is facilitated when the learner participates in the learning process. When they choose their own direction, helps to discover their own learning resources, formulates their own problems, decides their own course of action, lives with the consequences of each of these choices, significant learning is maximized.

ROLE OF THE INSTRUCTOR: In order to facilitate learning and a climate for sharing ideas and experiences, the instructor will make presentations and facilitate interaction among participants through presentations, lectures, discussions and group activities. It is assumed that each participant brings to the course a wealth of knowledge and resources that will be pooled to experience and examine the subject matter through the eyes and views of more than one person.

CLASS REQUESTS: All students are expected to demonstrate professional behavior in class. In particular, students are asked to turn off cell phones during class, not text messaging, and not use laptop computers in the classroom (unless the student has a documented disability in writing with Disabilities Services which requires use of a computer). As future teachers, all are expected to demonstrate behavior they would expect from their future students. This includes arriving to class on time and not leaving early, limiting side conversations, and addressing professors and colleagues respectfully, both in person and in email.

DIVERSITY: It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY: Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/.

ACADEMIC MISCONDUCT POLICY: All students are subject to the regulations stipulated in the UO Student Conduct Code (http://studentlife.uoregon.edu/programs/student_judi_affairs/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION: Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.
It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Edward J. Kame'enui, Associate Dean for Curriculum and Academic Programs, at 346-1644 or eka-mee@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

Outside the College, you can contact:

* UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
* Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
* Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**GRIEVANCE POLICY:** A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

**IN CASE OF INCLEMENT WEATHER:** In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**COURSE INCOMPLETE POLICY:** Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, consult the UO Catalog or http://www.uoregon.edu/~registrar/common/incomplete_policy.html.

**COURSE REQUIREMENTS & ASSIGNMENTS:**

**Assignment I:** Class attendance and participation (20 points).
Students are required to attend all class meetings, participate, and read all assigned readings. Attendance and active participation are crucial. No more than one absence will be excused—absence of more than 20% of the course will lower your final grade by one grade. There is no way a student can make-up the discussions and experiences that occur in class. Punctuality is also important. It is expected that students will be ready for every class session by arriving to class on time, doing the required readings, preparing any special assignments given, and by giving thoughtful consideration to the topic under discussion. Students must also bring their required readings (books, articles, etc) to each class they are to be discussed. Failure to do so will count as partial (50%) attendance for that day.

**Assignment II:** Weekly reading responses and small group discussions (40 points).
Each student will write a weekly 2 page (double-spaced) response paper to the readings for the week including a series of discussion questions (about 4 or 5). These papers (Word documents) will be posted on a Blackboard small group discussion group. The reading responses should not simply summarize the week’s readings, but also offer critical and thoughtful analysis and reflection on the topic. Students must post their reading responses and discussion questions on Blackboard by 8 pm each Wednesday night and bring a hard copy (double sided is fine) on Thursday to share out in a small group. Students will only receive partial (50%) credit for their papers if they do not post them by the deadline or share them out on Thursdays.
Assignment III: Reading quizzes (40 points).
There will be four in-class quizzes (4 x 10pts) based on the readings for the class. These quizzes will take material from the books required for the class as well as from the BB readings.

POST-BACCALAUREATE STUDENTS ONLY:

Assignment IV: Book Review (10 points).
Post-baccalaureate students will choose one book that is relevant to the topic of the class from the optional texts list (bibliographical resources) and provide a review. The book review format will be 3 to 4 pages in length and include: (1) a summary or overview of the book; (2) identification of 4-6 key themes in the book; (3) a discussion of the identified key themes; (4) a discussion of social and institutional implications; and (5) a critique and/or recommendation of the book.

POLICY ON ASSIGNMENTS:

1. All assignments must demonstrate college level competencies in terms of content, grammar, and spelling. This means there must be no typos and/or errors (use F7 on Word)
2. All assignments must demonstrate knowledge of coursework materials and lectures and must cite the appropriate material using APA format only.
3. Assignments must be posted by their due date and time, no make ups or extensions will given without a written doctor’s note in case of illness or emergency
4. Specific guidelines for some assignments will be posted on Blackboard.

BASIS FOR GRADING

<table>
<thead>
<tr>
<th>Schedule/Due</th>
<th>Points</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Every Session</td>
<td>20</td>
<td>Attendance and Participation</td>
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<tr>
<td>Weekly</td>
<td>40</td>
<td>Weekly Reading Responses and Group Sharing</td>
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<tr>
<td>On Calendar</td>
<td>40</td>
<td>Reading Quizzes</td>
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GRADING SCALE:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
<td>C+</td>
<td>60-62</td>
<td>D-</td>
<td>55-59</td>
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<td>A-</td>
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<td>&lt;59</td>
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<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>63-66</td>
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<td>B</td>
<td>83-86</td>
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<td>60-62</td>
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## Tentative Schedule of Instructional Themes by Week (Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>9/28</td>
<td><strong>Course introductions:</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Who are the immigrants and what do they want?</td>
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<td>• Demographic shifts in the U.S. and U.S. public schools</td>
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<td>• The social context of immigration and immigrants in local communities and in the public schools</td>
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<td>9/30</td>
<td>• Frameworks for studying immigration (migration theory)</td>
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<td>• Human migration as normal and inevitable</td>
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<td>• Societal assumptions and myths about immigrants</td>
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<td>• Why challenge myths about immigration?</td>
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<td></td>
<td></td>
<td>• The U.S. social context: Capitalism, neo-liberalism, and a globalized society</td>
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<td><strong>Mendoza:</strong> A “nation” of immigrants (pp. 41–48) (BB).</td>
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<td><strong>West:</strong> Seven myths that could cloud the immigration debate (Online: <a href="http://www.brookings.edu/opinions/2010/0901_immigration_west.aspx">http://www.brookings.edu/opinions/2010/0901_immigration_west.aspx</a>)</td>
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<td>2</td>
<td>10/5</td>
<td><strong>Why risk it all? Push &amp; pull factors in immigration:</strong></td>
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<td>• Who promotes immigration myths and who benefits?</td>
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<td>• Whose country is this?</td>
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<td>• Why do we defend the border? What does it accomplish and represent?</td>
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<td>10/7</td>
<td>• What do immigrant workers contribute? Who benefits from immigrant labor, tax payments, business and cultural contributions?</td>
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<td>• Why do people migrate to the U.S. from Mexico and Latin America? What risks do they take? What are the conditions they come under?</td>
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<td>• Video: <em>Wetback</em></td>
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<td><strong>Ellingwood:</strong> Hard line (Prologue, Chapters 1–3) (pp. 4–55).</td>
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<td><strong>Von Drehle:</strong> A new line in the sand (pp. 28–35)(BB)</td>
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<td><strong>Media Matters:</strong> Fear and loathing in prime time (pp. 1–9) (BB)</td>
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<td>3</td>
<td>10/12</td>
<td><strong>Immigration labor and border enforcement (cont.):</strong></td>
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<td>• Employer sanctions, legalization, temporary workers: Will they work? Who benefits?</td>
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<td>• Border vigilantes</td>
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<td>• Irregular or unauthorized migration</td>
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<td>• Racism and nativism in U.S. immigration policies</td>
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<td>10/14</td>
<td>• The myths of immigration “control” and “comprehensive” immigration policies</td>
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<td>• How are stratification and inequality explained?</td>
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<td>• Meritocracy and equal opportunity in U.S. society and U.S. schools.</td>
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<td>Video: <em>Which way home</em></td>
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<td><strong>Ellingwood:</strong> Hard line (Chapters 6–8) (pp. 93–164).</td>
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<td><strong>Doty:</strong> The law into their own hands (Chapter 2) (pp. 19–40)</td>
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<td><strong>Ellingwood:</strong> Hard line (Chapters 9) (pp. 165–199).</td>
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<td><strong>Doty:</strong> The law into their own hands (Chapter 3) (pp. 19–40)</td>
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<td>4</td>
<td>10/19</td>
<td><strong>Economic perspectives on migration:</strong></td>
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<td>• Globalization, neo-liberalism, and free-trade</td>
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<td>• Structural adjustment policies in developing</td>
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<td><strong>Ellingwood:</strong> Hard line (Chapters 10 &amp; Epilogue) (pp. 200–235).</td>
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<td><strong>Quiz:</strong> Hard line: Life and death on the</td>
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<td>Week</td>
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<td>Topic</td>
<td>Reading/Assignment Due</td>
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| 5    | 10/26 | History of U.S. immigration:  
- Constructing a White nation  
- Exclusionary laws and practices  
- Alien citizens  
- Racism and nativism in U.S. immigration policies  
- The myths of immigration “control” and “comprehensive” immigration policies | Perkins: Confessions of an economic hit man (Chapters 1–6) (pp. 3–47)  
Chomsky: They take our jobs! (Introduction & Myths 1 & 2) (pp. 3–29)  
(Film option: The 800 Mile Wall 5pm to 830pm) |
| 5    | 10/28 | Immigrant integration:  
- Models of integration  
- Who is allowed to “integrate”?  
- Americanization, assimilation, domination, and colonization  
- Ethnic communities in the U.S. | Perkins: Confessions of an economic hit man (Chapters 14–18) (pp. 87–132)  
Chomsky: They take our jobs! (Myths 5–8) (pp. 39–63)  
Herreras: Immigration 101: Becoming a legal immigrant is more complicated than you might think  
(Online: http://www.tucsonweekly.com/tucson/immigration-101/content?oid=2179482) |
| 5    | 11/2  | Immigrant integration (cont.):  
- Forces that facilitate and/or hinder integration  
- The role of social institutions (i.e., schools)  
- Resilience and resistance | Perkins: Confessions of an economic hit man (Chapters 24–30) (pp. 165–213)  
Chomsky: They take our jobs! (Myths 10 & 11) (pp. 77–102)  
Perkins: Confessions of an economic hit man (Chapters 31–33) (pp. 214–238)  
Chomsky: They take our jobs! (Myths 12 & 13) (pp. 103–118) |
| 5    | 11/4  | Immigrant communities and the US public schools:  
- History of immigrants in the public schools  
- Laws protecting the rights of immigrants in U.S. public schools | Perkins: Confessions of an economic hit man (Chapters 34–Epilogue) (pp. 239–277)  
Quiz: Confessions of an economic hit man & other readings |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
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</table>
| 11/18 | 11/18 | Access to education | Olson: Made in America (Chapter 4) (pp. 90–105)  
Chomsky: They take our jobs! (Myth 14) (pp. 121–132)  
Fortuny, Hernández, & Chaudry: Young Children of Immigrants (BB) (pp. 1-14) |
| 9 | 11/23 | Immigrant communities and the U.S. public schools (cont.):  
- Undocumented students in the public schools  
- Parents, families, and communities | Olson: Made in America (Chapter 7) (pp. 150–172)  
Chomsky: They take our jobs! (Myths 15–18) (pp. 147–179)  
Suárez-Orozco & Suárez-Orozco: Children of immigration (BB) (Chapter 3) (pp. 66–86) |
| 11/25 | 11/25 | Thanksgiving Holiday (No Class) | |
| 10 | 11/30 | Immigrant communities and the U.S. public schools (cont.):  
- Barriers in schools  
- Higher education  
- The DREAM Act  
Video: Fear and Learning at Hoover Street Elementary | Chomsky: They take our jobs! (Myths 19–21 & Epilogue) (pp. 180–198)  
Quiz: They take our jobs! & other readings  
Olson: Made in America (Chapter 10 & 11) (pp. 227–253)  
Suárez-Orozco & Suárez-Orozco: Children of immigration (BB) (Chapter 5) (pp. 124–153) |
| 12/2 | 12/2 | | |
| Finals Week | 12/8 | Finals | Quiz: Made in America & other readings |