Course Outline and Objectives

This course addresses the relationships between immigration as a process, immigrants as people, and both formal and nonformal education. The first section provides important perspective on the immigrant experience through historical, theoretical, and comparative materials. The next section involves reading several analytic summaries and qualitative case studies of immigrant youth in schools, both in the U.S. and abroad. In the final two weeks, students present findings from independent research projects pursued throughout the semester.

The seminar will be oriented to asking and answering questions such as:
--What historical and contemporary political-economic forces encourage immigration? Why do immigrants cross borders, and what skills, knowledge, expectations, and aspirations do they typically bring with them? How do immigrants differ from one another based on class, race, gender, generation, and/or national origin?
--How do immigrant parents and children view and practice education in the home and community? How do immigrant children adapt to life in host-society schools, and how do host teachers and students perceive and treat them? What views of “citizenship,” “community,” “personhood,” and the “public sphere” structure immigrant students’ experiences in schools?
--How do new forms of transnational communication, mobility, and citizenship structure immigrant strategies and aspirations? In what sense must the traditional scholarly understanding of “immigrant” be revised, if at all, to account for these new forms?
--What are the special strengths and limitations of qualitative research methods in studying immigrant education? How can educational policy toward immigrants be formulated or addressed by qualitative research practices?

It is hoped that students will engage in an honest search for answers to these questions in order to enhance their own teaching, service, and research in and with immigrant populations.
Texts and Readings

Required:

Recommended:

There will also be a few readings required on electronic reserve.

Assignments and Evaluation

Class participation and attendance 20%
Reading briefs (6) 30%
Final project/paper 50%

Class participation and attendance. This advanced seminar format will emphasize collegiality, mutual respect, collaborative inquiry, and student-centered discussion. The instructor will provide a conceptual framework and a set of readings as a basis for further discussion. Students must therefore attend class regularly and take an active role in raising questions for discussion and examination (reading briefs will provide a basis for contributions to discussion). At the end of the semester, actual class attendance, along with the quality of contributions to discussion, will be globally assessed and given a score out of 200 points.

Reading/discussion briefs. For 6 of our class meetings, students should prepare a discussion brief of approximately 500 words based on that day’s assigned reading. The discussion brief lays out a set of thoughts and questions you would like to share with your classmates and the instructor. It need not be a polished piece of work. The idea is for you to engage with the readings and tell us what you think: What did you find interesting or provocative, and why? What did you find confusing? How do the writings for this week relate to those of previous weeks? What would you like to know more about? Be sure to identify specific pages and quotes that you’d like to discuss more in class.

Discussion briefs should be posted to the Oncourse Discussion Forum before the start of that week’s class; another copy should be brought to class. Each one will be independently evaluated out of a range of 50 points.

Final project/paper. Students are expected to develop a final seminar paper of some 20-25 pages anchored in a significant body of empirical and/or secondary research. Such research can be based on literature reviews or fieldwork opportunities in Indiana schools and communities, as long as it addresses the educational experiences of immigrants in the modern nation-state. The paper should consist of a critical review of a substantial literature (10-20 books and/or articles), or the comparable equivalent of field research. The project can be done individually or in small teams. It may be primarily historical, policy-analytic, theoretical, or ethnographic. The final product may include, or be
mainly comprised of, a publishable statement regarding the situation of immigrant students. Students should work with the instructor to craft a set of guiding questions for the project, and to establish the parameters of acceptable work. Each student will have approximately 20-30 minutes for a final seminar presentation during the last week(s) of the course.

The final paper is worth a full 500 points, or half the grade for the course.
Course Schedule

March 11  *The Big Picture: Ways of Understanding Migration and Diaspora in World History*

Chapters 1-5 from *The Age of Migration* (Castles and Miller)

March 13  *Identity, Politics, Citizenship*

*The Age of Migration*, Castles and Miller, Chaps.9-11  
Smith, "National and other Identities" (Reserve)

**Spring Break**  (Migrating toward the beach?)

March 25  *“Acceptable difference” and the Immigrant Child*

Bonnie Urciuoli, "Acceptable Difference" (Reserve)  
Marcelo Suarez-Orozco, "Conceptual Considerations in the Study of Immigrant Education" (Reserve)  
Margaret Gibson, "Exploring and Explaining the Variability" --Theme Issue of *Anthropology and Education Quarterly*

March 27  *Immigrants and “Other” Minorities*

--Choose and read at least 3 of the 5 individual country studies in Gibson's AEQ theme issue, "Ethnicity and School Performance"  
Margaret Gibson, "Complicating the Immigrant/Involuntary Minority Typology

**** By class today, you should **hand in a one-page typed proposal** for your term paper project, with several bibliographic items

April 1  *Mexican Immigration to the U.S.*

Trueba, “The education of Mexican immigrant children” (reserve)  
Ainslie, “Cultural mourning, immigration, and engagement” (reserve)  

--Visit with Carlos Ornelas, Mexican scholar of education; attend talk at 7:30

April 3  *Education for Immigrant Minorities in Home and School*

Smith-Hefner, *Khmer American*, Chaps. 1-4

April 8 (continued)

*Khmer American*, Chaps. 3-5
April 10  *Dilemmas of Citizenship*
Kathleen Hall, *Lives in Translation*, Chapters 1-3

April 15  (continued)
*Lives in Translation*, Chapters 4, 6-8

April 17  *Immigrants in U.S. Schools*
Olsen, *Made in America*, pp. 9-120

April 22  *Independent Research* (no class meeting)
Work on individual research papers, and/or attend AERA conference in Chicago!

April 24  (continued)

April 29  *Immigrants in U.S. Schools* (continued)
*Made in America*, pp. 150-253
Harklau, "Jumping Tracks" (Reserve)

May 1  *Research reports*
Students present half-hour reports on term project

May 9  (continued)

***Final papers due on Friday, May 9th, by 5 p.m.***