

**INTE-GE 2545: IMMIGRATION AND EDUCATION A GLOBAL CONTEXTS
NEW YORK UNIVERSITY**

Summer 2021

Tuesdays and Thursdays online 4:55 to 7:25 pm EST

Class meets on Zoom:

Professor:	Marguerite Lukes, PhD Director of Research and Innovation Email: Marguerite.Lukes@nyu.edu Internationals Network for Public Schools Office Hours by Appointment
Lecture, Group Discussion and Activities:	Each week there are three class sessions: ● 2 synchronous: Tues & Thurs 4:55-7:25 p.m. from June 15 - July 2, 2021 ● 1 asynchronous to be completed on your own time
COURSE DESCRIPTION	Contemporary (im)migration is a global phenomenon that shapes populations and nations of inequality. Each semester will focus on a different national context of schooling and education. This course serves as an introduction to different theoretical and empirical scholarship on the role of education in the social adaptation on (im)migrants, and how race/ethnicity, social class, and gender matter.
COURSE OBJECTIVES	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> ● Engage in thoughtful discussion about race/ethnicity & immigration in the United States and in contexts around the world. ● Identify and critically examine historically and socially influenced perspectives on migrants in diverse national contexts; ● Write critically about topics on race/ethnicity and immigration; ● Draw from a research and policy base to engage in discussions about contemporary topics of immigration.
How to be successful in this course	Review this syllabus thoroughly and look at the assignment timeline to understand what readings and assignments are due on which date. The summer semester is fast and furious and will feel intense. Please communicate with me via email with questions, concerns or feedback!
Readings	Course materials come from a mix of research, policy briefs, news reports, audios & film. You will have some choice regarding topics you engage with. It is very important that you read all assignments closely and deeply . Readings are listed under the date on which they are due. For example, readings to be completed PRIOR to class on June 17 are listed under the title June 17.

<p>Preparing for Class Discussions and in-class writing assignments</p>	<p>Each class session will feature discussion in small and large group format, interactive activities, and time for individual reflection and response. Please come to class prepared with notes, quotes, commentary and questions to contribute to that discussion. Your active contribution to class -- along with your unique perspective and insights -- is essential to this collaborative approach to learning. In addition, participation will be considered in your grade.</p>
<p>COURSE REQUIREMENTS and Grading</p>	<p>Your grade for this course will be determined as follows:</p> <ol style="list-style-type: none"> 1. Participation (20%). This includes: <ol style="list-style-type: none"> a. attending class, having completed assignments and readings; b. speaking in class and engaging actively and vocally in discussion and debate; c. raising questions, insights, critiques; d. participation in small group and whole-class discussions; e. writing and posts on padlets, jamboards, discussion forums. 2. Two (2) “Application” memos (10% each for a total of 20%) 3. Three (3) Expert handouts on a specific article, film or media (30%) 4. 2 Content Analysis and Critiques of streaming content (20%) 5. 1 Final Project: Immigration Organizations in Action (10%)
<p>GRADING</p>	<p>As a rule, late assignments are not accepted. A late or incomplete assignment (barring unforeseen hardship, which will need to be documented) will impact your grade for this course. If you have unforeseen circumstances and are absent for class on a day when an assignment is due, the assignment must be turned in BEFORE class; otherwise, the assignment will not be considered submitted. You are allowed one absence (for whatever reason) before your attendance grade drops by 5% for each additional class missed.</p>
<p>INSTRUCTIONS for CLASS ASSIGNMENTS</p>	
<p>“APPLICATION MEMOS”</p>	<p>Topics in this class are relevant to our individual and collective lived experiences. In Weeks 2 and 3 you will be asked to write a paper that connects course topics and readings from the course to something you have read, thought about, or experienced in your life. This paper is both personal and academic.</p> <p>Each application memo must engage with the reading deeply beyond a superficial “the reading used this example and this also happened to me.” Questions to guide you: Did the reading speak directly to your experience? Have you read or experienced something that affirms or contradicts the main argument of the reading? Each memo should be 3 – 4 pages long. Citations are to be in a consistent format at the end of the paper (APA preferred). Memos are to be submitted via NYU Brightspace, in <i>.doc or docx format</i>, PRIOR to the class session during which they are due.</p>

	<p>I will make comments via track changes and return your paper graded. Please include your name in the file name, for example, Josephine_Baker_Memo_1.doc Criteria for Grading include Relevance, Connections, Clarity and Conciseness, Analysis and Depth and are detailed in the full assignment description on Brightspace See Timeline for due dates.</p>
EXPERT Handout and discussion lead	<p>In three class sessions (starting on June 17) you will be the responsible expert who will prepare a handout and teach back to your group members about an article/film/podcast that you reviewed and analyzed that they did not. In your expert role, you will prepare a handout to share and submit for a grade. You will prepare a short handout (one page max, in any format) will cover:</p> <ol style="list-style-type: none"> 1. Main topic 2. Key ideas & findings 3. Methods (if relevant to what you read & reviewed) 4. Connections to other course topics 5. One key quote 6. Biggest aha's for you 7. Questions for the group <p>You will have about 15 minutes to present (via "Share Screen"). See Assignments Timeline for Due Dates</p>
CONTENT ANALYSIS AND CRITIQUE	<p>Each week there will be an asynchronous assignment that you will complete on your own time. You will select one of a menu of films or podcasts that address immigration and education in the global context, view or listen to the content, and complete a one page analysis and critique of the item(s). Assignment Description is HERE</p>
INFORMAL WRITING ASSIGNMENTS	<p>At various points during the semester, you will be asked to complete short, in-class writing assignments that address topics in the course. These will be submitted via NYU classes and will count toward your participation grade.</p>
FINAL ASSIGNMENT: Immigration in Contemporary Contexts: Group or Individual Choice Project	<p>The final project is an opportunity for you to connect a topic from this course to work done "on the ground" and "in the field" by immigrant-serving organizations. The project is your opportunity to tie together threads of the semester by demonstrating your understanding of course topics as they relate to the educational realities of immigrants, migrants, displaced peoples and refugees today, as well as practical work of organizations across the globe. Your final presentation/project can use any format (mp4, ppt, Word, .mov) and will describe the organization, the issue(s) it addresses, why they are important, the services/programs provided and your analysis of the impact of the work and how it fits in with what we have discussed in class.</p>

Class Sessions and Readings

Week 1:

What is immigration? How is it constructed across contexts?

Session 1 June 15 Introduction to Immigration and Migration

a.

Session 2 Asynchronous (Topic is Refugees)

Session 3 June 17 The Construction & Measurement of Race: “Us” and “Them”

Expert Group #1 Topics: [Sign up for One here on google Drive](#)

1. Topic: Birthright Citizenship:
2. Topic: The invention of Race
3. Topic: How Racism is based in “science”
4. Topic: Racial Categories
5. Topic: System Racism against specific immigrant subgroups

Week 2 ==

[Immigrants in US Schools -- Achievement and Beyond](#)

Session 4 June 22 School Achievement in Immigrant & Refugee Populations Globally

Session 5 Psychological Dimensions of Immigration & Displacement

Session 6 June 24 Language Policy in Schools and Public Contexts

DUE TODAY (Uploaded to Brightspace before Class)

1. Expert Group Handout #2

Expert Groups

- Group 1: Bilingual education
- Group 2: CRSE and Critiques
- Group 3: New Models of Language and Learning
- Group 4: New Language Learners and Opportunity to Learn
- Group 5: Literacy and language

Week 3:

Subgroups in Schooling Contexts, Challenges and Opportunities Ahead

Session 7 June 29 Subgroups and Schooling

Topic 1: Internally Displaced People and Schooling

Topic 2: The Latin Diaspora

Topic 3: The Asian and Pacific Diaspora

Topic 4: Undocumented Students and Their Families

Topic 5: Refugee Education -- models

Session 8 -- Asynchronous -- Legal Issues in Immigrant Education

Session 9 July 1 Persistent Challenges and Opportunities for Change

DUE TODAY

- **Upload** your final project to the Course Google
- Upload **Application Memo #2**

In today's class we will

- **Review key civil rights battles in US immigrant and language minority education**
- **Share final projects and share written feedback with classmates**
- **Complete a written class reflection**
- **Talk about next steps**

Group Final project Presentations

Class reflection