Educational Studies 305:  
Immigrants and Education  
Trinity College  Fall 2015  
W 1:15-3:55pm  McCook 309

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Office hours: M 1-3, T 3-4 pm

Course Description:

This course examines the relationship between migration, education, and citizenship in the global era. Schools are the primary social institution for socializing and incorporating newcomers into society, and they have historically been charged with producing national citizens. But mass migration, cultural diversity, and inequality—all central features of contemporary globalization—have challenged schools’ efforts to produce national citizens in countries across the globe. How do national educational systems respond to the challenges and opportunities of globalization and attempt to produce democratic citizens? And how do migrants in schools negotiate and respond to these forces as they craft their own identities and forms of belonging? We will examine these questions in comparative perspective, comparing the experience of immigrant groups in the United States and in several countries in Europe, including France, Spain, the U.K., and Denmark.

Within this comparative, transatlantic framework the course will cover three main areas: 1) state responses to diversity, including different receiving countries’ policies toward multiculturalism and immigration; 2) diasporic citizenship and transnationalism: how migrants construct citizenship, and the creative cultural production of migrants, and 3) global citizenship and civic education. While comparing distinct contexts of reception on both sides of the Atlantic, we will also compare the educational experiences of distinct types of migrants: low-wage labor migrants (undocumented workers) and their families, and “elite” or cosmopolitan transnationals (including university students studying abroad), both of whom pursue education outside of their countries of origin. We will examine the transnational activities of both groups and the different state responses to these groups. For example, education policy discourse in industrialized countries talks of “assimilating” or “integrating” immigrants, while exhorting the need to “globalize” native-born students and higher education institutions. What different normative regimes (or values) are reflected in each of these policy discourses, and what kinds of citizenship are promoted?

Course objectives:

Students will:
- Become familiar with anthropological perspectives on citizenship and education, highlighting cultural processes of identity formation
- Examine how immigrants are constructed by media and education policy discourses in the U.S. and Europe
- Identify the transnational activities of distinct (im)migrant groups
- Compare and contrast the experiences of immigrant students in the U.S. and Europe

Readings

A course reader with required readings will be available for purchase in class. In addition, each student will select one of the following ethnographies to read (purchase on your own or obtain from the library):


We will discuss these books in class on Nov. 11.

Course Requirements

1) Readings and participation

This course will be conducted as a participatory seminar. Students will be expected to do the assigned readings and come to class prepared to participate in discussion. Each student will be required to facilitate two 15-20 minute discussions on two different readings in the syllabus. Each student will also be required to write two 1-2 page response papers for two different readings on the syllabus (sign-ups during the first week). Guidelines for facilitators and response papers will be distributed in class.

2) Media presentation

We are living in a time when immigrants and “migrant crises” are in the news daily. Immigrant youth, in particular, are the subject of intense media coverage in both Europe and the U.S.. Media discourse both reflects and helps shape public perception of immigrants: as such, it “constructs” immigrants as particular kinds of citizen subjects, with implications for the opportunities provided to them. You will be asked to choose a current news story about immigrants, in either Europe or the U.S., depending on your area of interest, and give a brief (5-minute) presentation to the class about the story and its connections to course themes (e.g. segregation, cultural identity, anti-immigrant sentiment, nationalism, war on terror). We will start class with these presentation each week. Sign-ups during the first two weeks of class.

3) Field study

In a group of 4-6 other students, you will visit a local Hartford site for the education of immigrants or observe a community event organized for immigrants (E.g. Hartford Public Library, Connecticut Students for a Dream, Bulkeley High School). Following this visit, you will write a 3-5 page reflection paper on what you learned about immigrant education and how course themes were visible at the field study site. Guidelines to be distributed in class. Due Oct. 31.
4) **Interview assignment:**

Either in conjunction with your field study site or on your own, you will conduct an interview with an immigrant student living in Connecticut and will analyze and write a report on the interview according to course themes. Interviews should be audio-recorded and transcribed, with the subject’s consent. Due on Moodle Sunday Nov. 22.

5) **Group presentation:**

As a central part of course learning, you will select a particular diaspora or transnational migrant group to explore in depth, and will pair with another student or students focusing on the same migrant group in a different country of settlement (as such, you must choose a migrant group that has presence in both the United States and one or more countries in Europe). Your project will be a comparative analysis of citizenship practices for this migrant group in distinct host-country contexts. In addition to researching common historical background on home country context and reasons for migrating, each member of the group, focusing on a different context of settlement, will identify a variety of factors including: context of reception; educational policies for immigrants; major industries or economies in which they work; educational attainment; the role of religion; intersecting identities expressed by the group (ethnic, religious, racial, national, etc.), political activism, and transnational activity. Students will present their research to the class at the end of the semester. Guidelines to be distributed in class.

6) **Final paper:**

Students will write a 10-12-page paper synthesizing their most important research findings and reflecting on their collective learning as a group in terms of course themes. Guidelines to be distributed in class.

**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class Participation (including facilitator roles)</td>
<td>20 pts</td>
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<tr>
<td>2 Reading Response Papers</td>
<td>2 x 10 = 20 pts</td>
</tr>
<tr>
<td>Media presentation</td>
<td>5 pts</td>
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<tr>
<td>Field study reflection paper</td>
<td>10 pts</td>
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<tr>
<td>Interview assignment</td>
<td>10 pts</td>
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<tr>
<td>Group presentation</td>
<td>15 pts</td>
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<tr>
<td>Final paper</td>
<td>20 pts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100 pts</td>
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**The late assignment penalty** is a 10% reduction for every 12-hour period beyond the deadline, with exceptions granted only for documented medical & family emergencies.

Students are expected to engage in **academic honesty** in all forms of work for this course. If this is unclear to you, ask for clarification.

**Use of laptops or phones in class:**

The use of Smartphones is not permitted in the classroom. Please keep phones in your bags with the ringer silenced. If I see you using your phone during class, I will ask you to put it away and it will negatively impact your participation grade.
Laptops: In a discussion-based seminar where we will face each other around a table, laptop screens block our views of each other and the free flow of discussion. For this reason, laptops and/or tablets will only be permitted for referencing class readings in digital format when they have not been made available in print. No typing or note-taking on computers will be allowed (please bring an old-fashioned notebook and pen for note-taking. Research shows that students retain more when they take notes by hand anyway!). Using your laptops or devices for messaging, Facebook, web surfing, etc., while in class will severely harm your participation grade.

### Course Sessions

**Week 1: September 9**

Introduction to the course: overview of the syllabus, discussion of news articles


In class film: Neuland (POV)

**Week 2: September 16**

Topic: Overview of immigration and education in comparative perspective

Readings:


Reviewers: _____________________.

In class film: Neuland (POV), continued
**Week 3:** September 23  
**Topic:** Nationalism and economic imperatives


Suggested news:  

Facilitators:__________________, ___________________, ____________________

Reviewers: __________________, ___________________, ____________________

**Week 4:** September 30  
**Topic:** The education of immigrants in the U.S., Spain, and Denmark


Facilitators:__________________, ___________________, ____________________

Reviewers: __________________, ___________________, ____________________
**Week 5:** October 7
Topic: Muslim immigrant youth in the U.S. and Europe


Facilitators:__________________, ___________________, ____________________

Reviewers: __________________, ___________________, ____________________

In class film excerpt: *La Haine (Hatred)*

**Week 6:** October 14
Topic: Immigration enforcement, undocumented immigrant youth, and mixed-status families


Facilitators:__________________, ___________________, ____________________

Reviewers: __________________, ___________________, ____________________

In class film: *No le Digas a Nadie (Don’t Tell Anyone) (POV)*

**Week 7:** October 21
Topic: Immigrant activism and immigration reform in the US


Facilitators:__________________, ___________________, ________________
Reviewers:__________________, ___________________, ________________

In class film: The Dream is Now
Guest speakers from CT Students 4 a Dream

**Week 8:** October 28
Topic: Latino immigrant youth in the U.S. and Spain


Facilitators:__________________, ___________________, ________________
Reviewers:__________________, ___________________, ________________

**Field study reports due on Moodle Oct. 31.**

**Week 9:** November 4
Topic: Community spaces for migrant youth citizenship


Facilitators:__________________, ___________________, ________________
Reviewers:__________________, ___________________, ________________

Guest speaker: Dr. Enrique Sepúlveda
Week 10: November 11
Ethnographies of immigrant experience and identity

Reading: Your chosen ethnography from list on p. 2.

In class: group exercise

Week 11: Nov. 18: NO CLASS: Prof. Dyrness away at American Anthropological Association meetings. This would be a good time to work on your field study interview!

No class Nov. 25: Thanksgiving vacation

Week 12: December 2
Topic: Global citizenship and citizenship education


Facilitators: __________________, __________________, __________________

Reviewers: __________________, __________________, __________________

Week 13: December 9
Last class: Student presentations

Final papers DUE Wednesday, Dec. 16, by 12:00 noon.