### COURSE DESCRIPTION

Immigration has continually shaped notions of race and ethnicity throughout the history of the US. Focusing on immigration post-1960s but building upon a foundation of US immigration policy as well as research on early race relations and, this course serves as an introduction to both theoretical and empirical scholarship on race/ethnicity and immigration. The course will contrast scholarship with current debates and public discourse on topics including immigrant adaptation/assimilation, social mobility, educational language policy, immigrant student achievement and shifting construction of racial categories.

### COURSE OBJECTIVES

Upon completion of this course, students will be able to:
- Engage in thoughtful discussion about race/ethnicity and immigration in the United States and other contexts.
- Write critically about topics on race/ethnicity and immigration.
- Direct discussions (either in person or online) about contemporary topics on race/ethnicity and immigration.

### READINGS

Most readings will come from articles, essays and policy papers. A [CLASS FOLDER](#) accessible from the NYU Google Drive contains readings, assignment instructions and some handouts.

### HOW TO APPROACH READINGS

It is imperative you read the assignments. **Readings are to be prepared** to discuss them during the class session for which they are listed. Every class member will be asked to participate in active, thoughtful discussion each week. Below are some tips to approach the readings:
- Identify one or two of the “main points” from the reading.
- Identify ways in which the author’s argument is new, different or in conflict with prior reading and public discourse.
- Use the Q.C.C.Q. Framework:
  - Select a **quote** from the article that is illustrative or resonates
  - Prepare a short **commentary** on the quote you selected
  - Articulate a **connection** to prior readings and current issues
  - Articulate a **question** about the reading.

### Preparing for Class Discussions and in-class writing assignments

Each class session will feature a discussion in small and large group format. Please come to class prepared with notes, quotes, commentary and questions to contribute to that discussion.

Discussion each week will be organized around two areas:

1. The topic of the week (listed in the syllabus)
2. One or two driving questions that are explored in the readings.

Your contribution to class discussion is an essential part of class and will be considered in your grade.
### COURSE REQUIREMENTS

Your grade for this course will be determined as follows:

1. Participation (25%)
2. Three “application” memos (10% each for a total of 30%)
3. One classroom presentation on a specific article (15%)
4. Final policy paper (30%)

Participation includes: preparing readings for discussion (as you will lead discussions in small groups); submitting short ungraded in-class reflections and in-class assignments; participating in small group and whole-class discussions.

### GRADING

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 you 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 with drop by 5% for each additional class missed.

### INSTRUCTIONS for CLASS ASSIGNMENTS

#### “APPLICATION” MEMOS

Topics in this class are relevant to our individual and collective lived experiences. At three points during this course, you will be asked to write a memo that connects one scholarly article from the course to something you have read (preferably non-academic), thought about, or experienced. The memo should engage with the reading deeply beyond a superficial “the reading used this example and this also happened to me.” Did the reading speak directly to your experience? Did the article you read contradict the main argument of the scholarly reading? Each memo should be 3 – 4 pages long. Memos are to be submitted via email, in .doc or .docx format, PRIOR to the class session during which they are due at marguerite.lukes@nyu.edu. See syllabus for due dates.

I will make comments via track changes and return your paper graded. Please include your name in the file name e.g., M_Lukes_Memo_1.doc

#### LEADING A CLASS DISCUSSION

You will select from among the articles assigned and lead one class interactive class discussion of 20-30 minutes in length to address the key theories and findings in the reading. Details will be discussed during the first class session.

#### FINAL POLICY PAPER

Each student must submit a 9-12 page policy paper drawing explicitly from the scholarship explored in this course. The paper will examine a current issue in the realm of migration and education in the global context. In the paper, you will present a question related to the topics discussed in this course, present background and a discussion of why this topic is important, present background on the question using both literature covered in this course and additional scholarship as a guide. Your paper will address the issue that you have selected, point out gaps in the scholarship, present conundrums evident in the research to advance your own argument and, to conclude, present suggestions for further research and/or policy.

You are encouraged as needed to draw from additional peer-reviewed scholarship. While the paper will include a review of the literature, there must be an argument or question that is articulated clearly at the start of the paper and your paper must conclude with practical recommendations for policy and practice.

The paper should be double-spaced, with 1” margins and 11 or 12 point font. You should have at least ten citations of scholarly work at the end in APA format. Papers should be emailed to me as .doc at marguerite.lukes@nyu.edu. Please include your name in the file name e.g., M_Lukes_Memo_1.doc
# Course Outline and Readings

## September 9 Session 1

General introduction: Theoretical perspectives on race/ethnicity and immigration


**Homework:** Environmental Analysis: “The Master Narrative”

## Sept 16

Early immigration in the late 1800s – early 1900s: White ethnics

Questions for discussion and analysis:

- A brief history of US Immigration Laws
  


**Due Next Week: Memo #1, Due before class on Feb 11th (emailed in .doc format).**

## Sept 23

**Guest Lecturer: Blessing Uchendu, LCSW**

Measurement of Race


A Brief History of US Immigration Laws ([Find HERE](#))

## Sept 30


Panethnicity


<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **October 7** | **Racism and discrimination in a new era**  
**Homework: Memo 2 due before next class** |
| Oct 14   | **No Class Fall Break**                                                                             |
| **Oct 21** | **Memo 2 due before class**  
**Educational Language Policy K-Adult**  
**Homework: In next class we will discuss final paper topics.** |
| Oct 28   | **Immigrant Integration and Schools in the European Union:**  
**Readings:**  
Nov 4

**Final paper topic due by next week**

**Immersion**: [Media that Matters Film](#)

**Learning English: Diverse Students in American Classrooms** [WVIZ](#)


Nov 11

**Immigrants and Schools**


Orfield and Gandara (2010), A Return to the Mexican Room: The Segregation of Arizona’s English Language Learners. UCLA, The Civil Rights Project.

Suarez-Orozco, Adolescents at School

**Peer Review of Final Paper Topics**

Nov 18

**Memo 3 due before class**

**Undocumented migrants and education**


The Framing of Immigration (2006). George Lakoff


### Nov 25

**Latinos and education**


### Dec 2

**Asian Americans and Education**


### December 9  
**Session 12**

**The Global Context: Connecting the Dots**


**Class Reflection**

**Final papers due by December 13 (or sooner!)**