

Immigrant Integration through Community Planning: Conversations with youth about issues of Community, Education, and Identity

Course Number: ENVD 4361.001 and EDUC 4800.003
Meeting Times: TR 10:40am-12:30pm
Location: ENVD, Room 102
Credits: 3 credits
Requirements: No prerequisites for the course
Office Hours: TBA

Instructors:

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Course Overview:

This course will serve as a forum for investigating issues surrounding immigrant integration that young people face in our local community. It is designed for all students interested in examining how immigrant integration bridges areas of research and practice concerning education issues; community planning and design; local, national and international policy relating to immigration; local efforts to encourage cross-cultural communication; and, most importantly, the centrality of young people's voices and ideas about community integration. This course provides the University of Colorado at Boulder with the opportunity to support multi-generational engagement in the civic and ethical issue of immigrant integration through examining the unique circumstances facing our local community against the backdrop of the current national debate.

Throughout the semester we will focus on defining a "youth friendly city" for a multicultural population. Students who participate in this course will take part in a community effort to promote understanding about immigrant integration and to encourage collaborative dialogue and action towards creating a more integrated community. We will not only use dialogue and action projects as tool to engage secondary students in discussing their experiences and ideas for community change but will also reflect on our combined experiences with immigration to develop understanding and exploring possibilities for change in our local community and beyond.

Educational Objectives:

The main goal of this course is for students to deeply engage in thinking about how immigrant integration affects our communities, informed by an awareness of the many complex aspects of migration and the multiple perspectives that exist regarding integration. Students will also develop their ability to listen to and support secondary students' voices through dialogue and

action projects on immigrant integration. Ultimately, we will discuss the meaning of and possibilities for creating a youth friendly city in terms of immigrant integration. By the end of this course students should:

- be able to articulate their own views and beliefs on the various aspects of immigrant integration
- be familiar with principles of community planning for multicultural populations
- be aware of the historical context of immigrant integration in the United States
- understand how immigration and education policy affects the educational opportunities for immigrant youth
- gain an understanding of participatory planning processes with youth
- be familiar with techniques such as community mapping, photovoice, and digital storytelling that are useful in developing a true understanding of if and how marginalized populations identify with their community and use community spaces
- acquire valuable facilitation/communication skills through training and actual practice

Teaching Philosophy:

We will teach the course as an open dialogue where all voices and opinions will be welcome (dialogue rules will be established the first day of class: avoid stereotypes and generalizations; respect and listen to others; do not dominate the conversation; etc.). We ask that all participating CU students take partial responsibility for the collective outcome of the class. Because we will be working with a community group, daily attendance is required.

Requirements:

Students will be required to work both individually and in groups. Weekly readings, discussions, blog entries and small writing assignments will also be required for successful completion of the course. Students will also be required to facilitate a dialogue/activity session with the high school students we will be working with.

Assignments

Weekly Online Assignment:

Each week you will have an assignment that will help prepare you for our class discussion. This assignment is due at 7:00PM the evening before class so that we can use your responses, questions, comments and/or reflections in our final preparations for the following day. The assignments will be posted on CULearn a minimum of one week before they are due and all of your responses must be posted in the online blog section for the week. The assignments will be different depending on the readings and activities for the week so check the website for details about your weekly online assignment. Online assignments will be graded based on depth of thought and your ability to demonstrate that you did the readings. If your post is late, you will receive a zero for the week. If you do not hand in an assignment you will receive a zero for the week.

There are 12 online assignments to be completed throughout the semester. Each will be worth 4 points and we will drop the lowest two grades.

Issue Paper Assignment:

The purpose of this assignment is to provide an opportunity for you to make connections between course readings, class discussions and activities, and the realities of planning, education, and immigrant integration in the United States. For your midterm issue paper you will research a particular topic related to the themes we are examining in class. You will explore how your chosen topic relates to planning, education and immigrant integration. For this assignment you will first present an academic summary analysis of the topic using a minimum of five research articles and second put forward your own, research-based, position on the issue.

Email us or meet with us to discuss your proposed topic for this paper by September 25th.

Final Assignment:

Your final assignment will synthesize your experiences and knowledge about multicultural youth engagement. You have the opportunity to demonstrate this knowledge in one of four formats:

1. Photovoice essay
2. Digital storytelling film
3. Academic paper analyzing the challenges and successes in youth engagement
4. Manual for multicultural youth engagement.

More details will follow.

Course Policies:**Evaluation and Grades:**

Participation is a critical part of this course, therefore your active participation in class discussions and group work will be required in order to receive pass this course. Please see us if you have any questions or concerns about this.

Activity or Assignment	Percentage of Grade	Total Points
Individual participation in class and afterschool program	20%	40
Weekly online assignment	20%	40
Facilitating one dialogue and one reflection paper	15%	30
Issue paper	15%	30
Draft of final project/paper	5%	10
Final project/paper	25%	50
Total	100%	200

Grading Scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

Attendance:

Attendance is very important in this class. After two absences, your final grade will be lowered by one half grade for each class session you miss there after. If you accumulate six or more absences you will fail the class. We do not want you to come sick to class and with a doctor's note you will be excused for the day.

Late Policy:

We do not accept late assignments.

One Favor Policy:

Stuff happens. Computers break, dogs and children get sick, and car keys get lost. You may ask us for one favor regarding due dates and other issues (other than issues covered in the other course policies) during the semester. Favors usually will be granted—but we retain discretion to refuse requests. This does not apply to absences.

Schedule:**Week 1 Topic: Importance of Children and Youth Participation in Community Planning**

Class Plan	Assignment Due in Class
Day 1 – Tuesday, August 26	
Introduce each other; go over syllabus; go over blog requirements; hand out questionnaire to be completed in class; “Landscape of Immigration” activity.	
Day 2 – Thursday, August 28	
Presentation of Positions; Discussion on the importance of children and youth participation in planning	<ol style="list-style-type: none"> 1. Prepare one page position paper and hand in. 2. Present position in class for 5 minutes

Week 2 Topics: Immigrant Integration Policy and Immigrant Youth Experiences

Class Plan	Assignment Due in Class
Day 3 – Tuesday, September 2	
<p>Discussion of the history of immigration and current political situation.</p> <p>What does immigrant integration mean?</p> <p>Guest Speaker: Vicky Holdridge (Intercambio)</p>	<ol style="list-style-type: none"> 1. Weekly online assignment #1 due – prepare questions for guest speaker and answer reading questions. 2. Read "Segmented assimilation: Issues, controversies, and recent research on the new second generation" by Zhou. 3. Read Alba, R. and Nee, V. (2003). <i>Remaking the American Mainstream</i>. Harvard University Press, 2003. Ch. 5
Day 4 – Thursday, September 4	
<p>Watch “Teens in Between”; discussion on immigrant experiences.</p>	<ol style="list-style-type: none"> 1. Chapters 1 and 2 of <i>Enrique’s Journey</i>; 2. Read selections from <i>Underground Undergrads</i> 3. Optional Reading – Chapter 3 of <i>Enrique’s Journey</i>

Week 3 Topic: Facilitation Training: Philosophy & Basics of Facilitation

Class Plan	Assignment Due in Class
Day 5 – Tuesday, September 9	
<p>Discussion on facilitation techniques;</p> <p>Guest speaker - Leslie Irwin from Dialogues on Immigrant Integration</p>	<ol style="list-style-type: none"> 1. Weekly online assignment due #2 2. Read “Intergroup Dialogue: An Educational Model for Cultivating Engagement Access Differences”, Zuniga et al. 3. Facilitation packet from Leslie 4. Optional Reading “Changing Faces, Changing Communities” from Study Circles
Day 6 – Thursday, September 11	
<p>Work on community assessment assignment. No formal class meeting.</p>	

Wek 4 Topic: Facilitation Training: CU in-class dialogue

Class Plan	Assignment Due in Class
Day 7 – Tuesday, September 16	
<p>In-class dialogue (getting at the CU student opinions)</p> <p>Guest facilitators – Leslie Irwin from DOLL and volunteer facilitator</p>	<ol style="list-style-type: none"> 1. Weekly online assignment #3 - Find two news article related to immigration in Colorado and bring these to class to hand in along with a brief summary of each article. 2. Geary, L. (2008, February 17). No hablo ingles. <i>Campus Press</i>. 3. Im, F. (2008, February 18). A few words on the Asiaphilic plague. <i>Campus Press</i>.
Day 8 – Thursday, September 18	
<p>Group Reflection on dialogue from previous day. Overview of final plan for dialogues and individual roles as facilitators and support people. Logistics of working with youth.</p>	<ol style="list-style-type: none"> 1. Present Community Assessment 2. Reflection on in-class dialogue

Week 5 Topic: Community Asset Mapping and Stereotypes and Discrimination

Class Plan	Assignment Due in Class
Day 9 – Tuesday, September 23	
Begin afterschool program	
Day 10 – Thursday, September 25	
<p>What stereotypes and forms of discrimination are immigrant youth exposed to? Why do you use stereotypes and what can we do to stop them?</p> <p>Community Mapping Overview and Activity</p>	<ol style="list-style-type: none"> 1. Weekly online assignment #4 due. 1. Read “Experiences of Discrimination Among African American, Asian American, and Latino Adolescents in an Urban High School” by Rosenbloom and Way. 2. Read UCLA Asset Mapping outline 3. Read Michigan State Best Practice Briefs – “The Several Forms of Community Mapping”

Week 6 Topic: Alternative Ethnographic Methods

Class Plan	Assignment Due in Class
Day 11 – Tuesday, September 30	
Afterschool program	
Day 12 – Thursday, October 2	
<p>Discussion of Digital Storytelling, Photovoice, Photo-essays</p> <p>Guest speakers - Alan Davis and Jennifer Rudkin</p>	<ol style="list-style-type: none"> 1. Weekly online assignment #5 due. 2. Read “Photography as a Tool for Understanding Youth Connections to Their Neighborhood” 3. Read “Co-authoring identity: Digital storytelling in an urban middle school” 4. Read “Societal images of youth: representations and interpretations by youth actively engaged in their communities”

Week 7 Topic: Youth Civic Engagement

Class Plan	Assignment Due in Class
Day 15 – Tuesday, October 7	
Afterschool program	
Day 16 – Thursday, October 9	
<p>Go over final project assignment. Discussion on ways to engage youth in communities, both immigrants and non-immigrants.</p>	<ol style="list-style-type: none"> 1. Weekly online assignment #6 due. 2. Read “Young People as Competent Citizens” by Checkoway et. al. 3. Read "From Assets to Agents of Change: Social Justice, Organizing, and Youth Development" by Ginwright & James. 4. Read “Banners in the Street” article. 5. Email final project proposal to instructors by Friday, Oct. 17.

Week 8 Topic: Youth Civic Engagement & Youth Development

Class Plan	Assignment Due in Class
Day 17 – Tuesday, October 14	
Afterschool program	
Day 18 – Thursday, October 16	
Reflections about afterschool program. Suggested improvements. Can this change anything?	<ol style="list-style-type: none"> 1. Send final project proposal by October 17 2. Read "New Terrain in Youth Development: The Promise of a Social Justice Approach"

Week 9 Topic: Child- and Youth-Friendly Communities

Class Plan	Assignment Due in Class
Day 19 – Tuesday, October 21	
Afterschool program Discussion on what are characteristics of a child- and youth-friendly community.	<ol style="list-style-type: none"> 1. Weekly online assignment #7 due – reading questions 2. Read chapters 8 and 10 of <i>Growing up in an Urbanising World</i>, "Between Fences: Living and Playing in a California City" – Ilaria Salvadori, and "Toward Better Cities for Children and Youth" – Chawla
Day 20 – Thursday, October 23	
What are the planning policies that encourage child- and youth-friendly communities? Schools are a major part of the world of youth... how do they contribute to a youth friendly community? Maybe film???	<ol style="list-style-type: none"> 1. Find an article on designing community or educational spaces for children and youth and bring to class to discuss.

Week 10 Topic: Multi-cultural Planning - planning for diversity

Class Plan	Assignment Due in Class
Day 13 – Tuesday, October 28	
No Tuesday Class, only meet for Afterschool program	
Day 14 – Thursday, October 30	
Discussion on multicultural planning; why is understanding immigrant issues important for successful community planning?	<ol style="list-style-type: none"> 1. Weekly online assignment #8 due. 2. Read "Pluralistic Planning for Multicultural Cities" by Qadeer 3. Read "Latinos and Planning: The Road Ahead" by Vazquez. 4. Read "The Multicultural City as Planners' Enigma" by Burayidi

Week 11 Topic: Access to Education

Class Plan	Assignment Due in Class
Day 21 – Tuesday, November 4	
Immigrant experiences in schools. What are the benefits of biculturalism and how do our communities, schools and policies support or hinder the realization of biculturalism? Simulation game	<ol style="list-style-type: none"> 1. Weekly online assignment #9 due 2. Read “Subtractive Schooling, Caring Relationships, and Social Capital in the Schooling of U.S.-Mexican Youth” by Valenzuela 3. Read "The Benefits of Biculturalism: Exposure to immigrant culture and dropping out of school among Asian and Latino youths" by Feliciano 4. Read "Ch. 8--Growing up American" from Alba and Nee <i>Remaking the American Mainstream</i>.
Day 22 – Thursday, November 6	
Identity issues for immigrant children and youth. How does where you are from and immigrant status affect who you are? How does it affect community integration? Discuss DREAM Act	<ol style="list-style-type: none"> 1. Read "I can't go to college because I don't have papers" article. 2. Read selections from Underground Undergrads 3. Read "Immigration and military enlistment" article

Week 12 Topic: Power Issues and the inequalities of Race

Class Plan	Assignment Due in Class
Day 23 – Tuesday, November 11	
Education and power/inequalities	<ol style="list-style-type: none"> 1. Read Selections from <i>Learning and not learning English</i> by Valdez. 2. Read "Who Does the Accommodating? Institutional Transformation to Promote Learning" in <i>The Light in Their Eyes</i> by Nieto.
Day 24 – Thursday, November 13	
Planning and power issues	<ol style="list-style-type: none"> 1. Weekly online assignment #10 due 2. Read “Racism and Planning” by Charles Hoch 3. Read "Advocacy and Pluralism in Planning" by Davidoff.

Week 13 Topic: Action in the Community

Class Plan	Assignment Due in Class
Day 25 – Tuesday, November 18	
Action discussion-- making an impact, develop guidelines for making an impact through action	<ol style="list-style-type: none"> 1. Weekly online assignment #11 due – summary of guidelines and rationale 2. Read “Bridging Intergroup Difference in a Community Youth Program” 3. Read “Youth Activism in the Urban Community: Learning Critical Civic Praxis Within Community Organizations” 4. Chapter 7 of <i>Creating Better Cities with Children and Youth</i> by David Driskell
Day 26 – Thursday, November 20	
Meetings with Instructors	<ol style="list-style-type: none"> 1. Draft of Final Project Due

Week 14: Fall Break

Class Plan	Assignment Due in Class
Day 27 – Tuesday, November 25	
No Class!	
Day 28 – Thursday, November 27	
No Class!	

Week 15 Topic: The hidden curriculum of schools and community spaces & Diverse Youth involvement in design and planning

Class Plan	Assignment Due in Class
Day 29 – Tuesday, December 2	
The hidden curriculum of school grounds. Can we translate this to the community?	<ol style="list-style-type: none"> 1. Read “There Is No “Race” in the Schoolyard: Color-Blind Ideology in an (Almost)All-White School” - Lewis 2. Read “Social Class and the hidden curriculum of work” – by Anyon
Day 30 – Thursday, December 4	
Involving youth in design and planning projects. Guest speak – Story Bellows (OWP/P)	<ol style="list-style-type: none"> 1. Weekly online assignment #12 due 2. Selections from <i>The Third Teacher</i>

Week 16 Topic: Wrap-up and presentations

Class Plan	Assignment Due in Class
Day 32 – Tuesday, December 9	
	Presentations of Final projects (half of the class)
Day 33 – Thursday, December 11 - Last day of class	
	Presentations of Final projects (half of the class)

Readings:

Abrego, L.J. (2006). "I can't go to college because I don't have papers": Incorporation patterns of Latino undocumented youth. *Latino Studies*, 4(3), pp. 212-231.

Alba, R. and Nee, A. (2003). *Remaking the American Mainstream*. Harvard University Press.

Anyon, J. (1980) Social class and the hidden curriculum of work. *Journal of Education*, 162(1).

Breitbart, M. M. (1995). Banners for the street: Reclaiming space and designing change with urban youth. *Journal of Planning Education and Research*, 15, pp. 35-49.

Burayidi, M. (2003). The multicultural city as planners' enigma. *Planning Theory & Practice*, 4(3), pp. 259-273.

- Checkoway, B. et. al. (2003). "Young people as competent Citizens". *Community Development Journal*, 38(4), pp.298-309.
- Davidoff, P. (1965). Advocacy and pluralism in planning. *Journal of the American Planning Association*, 31(4), pp. 331-338.
- Delpit, L. (1996). Skills and Other Dilemmas of a Progressive Black Educator. In *Other People's Children*. New Press.
- Driskell, David. (2002). *Creating Better Cities with Children and Youth: A manual for participation*. Unesco Publishing
- Feliciano, C. (2001). The benefits of biculturalism: Exposure to immigrant culture and dropping out of school among Asian and Latino youths. *Social Science Quarterly*, 82(4), 865-879.
- Geary, L. (2008, February 17). No hablo ingles. *Campus Press*. Retrieved from <http://media.www.thecampuspress.com/media/storage/paper1098/news/2008/02/17/Opinion/No.Hablo.Ingles-3214624.shtml>.
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- Ginwright, S. and Cammarota, J. (2007). Youth activism in the urban community: Learning critical civic practice within community organizations. *International Journal of Qualitative Studies in Education*, 20(6), pp. 693-710.
- Ginwright, S. and Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice*, 29(4), pp. 82-95.
- Ginwright, S. and James, T. (2002). From assets to agents of change: Social justice, organizing, and youth development. *New Directions for Youth Development*, 96, pp. 27-46.
- Hoch, C. (1993). Racism and Planning. *Journal of the American Planning Association*, vol. 59, issue 4.
- Messias, D. K. H. et al. (2007). Societal images of youth: Representations and interpretations by youth actively engaged in their communities. *International Journal of Qualitative Studies in Education*, 21(2), pp. 159-178.
- Lewis, A.E. (2001). There is no "race" in the schoolyard: Color-blind ideology in an (almost) all-White school. *American Educational Research Journal*, 38(4), pp. 781-811.

- Nazario, S. (2006). *Enrique's Journey*. New York: Random House.
- Nieto, S. (1999). Who does the accommodating? Institutional transformation to promote learning. From *The Light in Their Eyes*. New York: Teachers College Press.
- Mariscal, J. (2007). Immigration and military enlistment: The Pentagon's push for the DREAM Act heats up. *Latino Studies*, 5(3), pp. 358-363.
- Mendez, M. (2005). Latino new urbanism: Building on cultural preferences. *Opolis*, 1(1), pp. 22-48.
- Portes, Alejandro and Rubén G. Rumbaut. *Immigrant America: A Portrait*. 3rd edition, University of California Press, 2006. Chs. 1 and 2;
- Qadeer, M. (1997) Pluralistic planning for multicultural cities: the Canadian practice. *Journal of the American Planning Association* 63. n4.
- Rudkin, Jennifer Kofkin and Alan Davis (2007). "Photography as a Tool for Understanding Youth Connections to Their Neighborhood." *Children, Youth and Environments* 17(4): 107-123. Retrieved 8-12-08 from <http://www.colorado.edu/journals/cye>.
- Study Circles (1998). *Changing faces, changing communities: Immigration & race, jobs, schools and language differences (2nd ed)*. Retrieved from <http://www.everyday-democracy.org/en/Resource.23.aspx>.
- Talen, E. (2006). Design that enables diversity: The complications of a planning ideal. *Journal of Planning Literature*, 20(3), pp. 233-249.
- Valdez, G. (2001). *Learning and not Learning English*. New York: Teachers College Press. (Selections)
- Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of U.S.-Mexican youth. In Fine and Weis (Eds). *Beyond Silenced Voices*. New York: SUNY Press.
- Watkins, N.D., Larson, R.W., and Sullivan, P.J. (2007). Bridging intergroup difference in a community youth program. *American Behavioral Scientist*, 51, pp. 380-402.
- Zhou, M. (1997). Segmented assimilation: Issues, controversies, and recent research on the new second generation. *International Migration Review*, 31(4), pp. 975-1008.
- Zúñiga, X., Nagda, B.A., and Sevig, T.D. (2002). Intergroup dialogues: An educational model for cultivating engagement across differences. *Equity & Excellence in Education*, 35(1), pp. 7-17.

Academic Honesty & Plagiarism.

All students at the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy at this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu, 303 725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information on the Honor Code can be found at www.Colorado.EDU/policies/honor.html and at www.Colorado.EDU/academics/honorcode/

“ The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic, or see the instructor.”

Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course.”

Students should note that their work may, at the discretion of the instructor, be evaluated through TurnItIn.com, a plagiarism service provided to all faculty members at CU-Boulder; and that this service retains a copy of the submitted work for future comparisons.” (Honor Code Office.)

NOTE: Students are required to include a signed honor code pledge on all class work.

DISABILITIES.

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact 303 492-8671, Willard 322 or www.Colorado.EDU/disabilityservices.

ACCOMMODATION for RELIGIOUS OBSERVANCES.

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, we will work with individuals on a case-by-case basis. Please contact the instructor in a timely manner so that accommodations can be arranged. Policy details at www.Colorado.EDU/policies/fac_relig.html

LEARNING ENVIRONMENT.

Students and faculty members each have a responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty members have a professional responsibility to treat students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See policies at www.Colorado.EDU/policies/classbehavior.html and www.Colorado.EDU/studentaffairs/code.html#student_code/