

Summer 2005 Course Announcement

EFND 4000/6000 IMMIGRANTS, MIGRANTS, AND REFUGEES

EFND 4000 Call # 81-997 EFND 6000 Call # 01-998
First Short session, daily 9:15-11:30am, Aderhold 625,
Instructor: Dr. Diane Brook Napier
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WELSF Main office number: 542-1682



Why do people move? Issues related to immigrants, migrants, and refugees are a hot topic today. This interdisciplinary course for graduates and undergraduates analyzes the motives for and the dynamics of population movements within and across countries, and the impacts of these movements. We shall examine historical, sociocultural, political, economic, and geographic dimensions of population movements. The American experience will be considered in global perspective with selected examples of other countries. We shall consider the impacts of shifts in policy and public attitudes, and forces such as xenophobia and racism, and how the influx (or loss) of people can change the face and character of a community or nation. Case studies will illustrate the issues associated with immigrants, migrants, and refugees in different settings and contexts. Central to the course will be analysis of the implications for society in general, and for education and schools in particular. *Topics addressed include:*

- **Introduction:** general issues, global perspective versus American perspective
- **Conceptualizing population movements:** globalization, immigration theory, transnationalism; dynamics of race, ethnicity, gender, family; motives for movement/displacement of people within and across countries
- **Types of Population Movements and contributing factors related to immigrants, migrants, refugees;** voluntary/involuntary; legal/illegal; forced removals/displacements; flows/counterflows; push/pull factors; source areas and target areas; barriers to movement; intranational (internal) movements (Sunbelt migration, other cross-regional, rural/urban, ex-urban, seasonal movements, etc.); transnational movements (country to country, colony to “mother country”, refugee movements, etc.).
- **Demographics, History, Policy, Attitudes;** focusing primarily on the American experience (historical waves of immigrants, American Dream, policy and attitude shifts in various periods for quotas, restrictions, favored source areas); dilemmas and needs of displaced persons (ex. Native Americans) and illegal immigrants; examples from abroad.
- **Results & Implications for society, economy, education, culture (USA and other countries):** Minority/ethnic communities; ghettos, townships, favelas, barrios; civil rights and language issues; acculturation, assimilation, multiculturalism; economic assimilation and impact on society/economy; new cultural forms (ex. in music); human resources issues (education, housing, health, jobs); heterogeneous society versus dominant culture; brain drain from developing countries to developed countries.
- **Future Trends:** New intergroup relations at home and abroad; terrorism & security; national identity and citizenship; implications for schools in USA and other countries.

The course activities will include background lectures, readings, discussions, presentations, videos/slides and website visits. *Students will be encouraged to work on projects that complement their own interests and programs.*

EFND 4000/6000 IMMIGRANTS, MIGRANTS, AND REFUGEES Summer, First Short Session 2005

EFND 4000 Call # 81-997; EFND 6000 Call # 01-998

Class meets daily 9:15-11:30, 625 Aderhold Hall

Instructor: Dr. Diane Brook Napier

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Office Hours: Before class, or by appointment



Purpose of the Course:

Why do people move? Issues related to immigrants, migrants, and refugees are a hot topic today. This is an interdisciplinary course for education and non-education majors, both graduates and undergraduates. Participants will analyze the motives for- and the dynamics of population movements within and across countries, and the impacts of these movements. We shall examine historical, sociocultural, political, economic, and geographic dimensions of population movements. The American experience will be considered in global perspective with selected examples of other countries. We shall consider the impacts of shifts in policy and public attitudes, and forces such as xenophobia and racism, and how the influx (or loss) of people can change the face and character of a community or nation. Case studies will illustrate the issues associated with immigrants, migrants, and refugees in different settings and contexts. ***Central to the course will be critical analysis of the implications for society in general, and for education and schools in particular.*** The emphasis in this course will be on open and critical discussions with consideration of issues from several different perspectives. This course will operate to some degree as a *web-enhanced course* to capitalize on the wealth of current information online pertaining to immigrants, migrants, and refugees. Interaction and sharing of ideas and readings will maximize the amount of information and insight for all participants. ***Students will be encouraged to work on projects that complement their own interests and programs.***

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

1. Develop a well-grounded understanding of issues and key concepts pertaining to the study of immigrants, migrants, and refugees in education and the social sciences (U/G).
2. Analyze the key features of transnationalism and immigration theory, from multiple perspectives (ex. American versus global, insider versus outsider perspectives) (U/G)
3. Examine the range of interactions, processes, and development impacts associated with the movement of people as illustrated in cases in American and other settings.(U/G)
4. Develop a personal conception of key concepts including identity, hybridity and duality; citizenship and dual citizenship; separatism versus assimilation; and loyalty to family, community, nation, mother country (U/G).
5. Examine the main features of immigration policy in the United States in historical and contemporary context (U/G).
6. Provide a critical analysis of merits and demerits of American immigration policies with regard to factors such as prejudicial or favorable treatment of certain groups in particular historical periods (G).

7. Develop a critique of policy versus practice with regard to a given issue or set of issues pertaining to immigrants, migrants, or refugees in the United States (G)
8. Develop a critical comparative perspective on policy versus practice issues as manifested in the United States and one or more other countries (G).
9. Examine daily life dilemmas for immigrants/migrants/refugees on a variety of levels and in diverse settings (local, regional, national, global) and their general implications for schools and society (U/G).
10. Examine specific imperatives for schools, administration, teaching and teacher training, and counseling as a consequence of the influx of immigrants, migrants, and refugees to communities and their schools (U/G).
11. Create a plan to integrate and apply learning and experiences from the course into one's own field of practice ex.. in teaching, curriculum development, counseling, policy analysis, or community service (G).

Required Texts (Sign up for selected chapters in #s 1, 2):

1. Foner, N. (Ed.) (2001). **New Immigrants in New York**. New York: Columbia University Press. ISBN # 0-231-12415-5 (paperback, in UGA bookstore). All to read chs 1, 2, 3. Sign up for chapters 4-10.
2. Bryceson, D. & Vuorela, U. (Ed.s)(2002). **The Transnational Family: New European Frontiers and Global Networks**. New York: Berg publ./Oxford Un. Press. ISBN # 12-85973-681-5 (paperback, in UGA bookstore). All to read chs. 1, 2, 3, and epilogue. Sign up for other chapters.

Supplementary and Suggested Additional Texts (not required):

3. Gracia, J.J.E. & De Greiff, P. (Eds.) (2000). **Hispanics/Latinos in the United States: Ethnicity, Race, and Rights**. New York: Routledge. ISBN # 0-415-92620-3.
4. Jonas, S. & Thomas, S.D. (Editors) (1999). **Immigration: A Civil Rights Issue for the Americas**. Wilmington, DE: Scholarly Resources, Inc. ISBN # 0-8420-2775-0
5. Barbour, S. & Barbour, W.S. (Ed.s) (1994). **Immigration Policy (At Issue: An Opposing Viewpoints Series)**. San Diego: Greenhaven Press. ISBN # 1-56510-267-3
6. Chang, I. (2003). **The Chinese in America: A Narrative History**. New York: Viking/Penguin. ISBN # 2-670-03123-2 (cloth).
7. Behar, R. (Ed.) (1995/2003). **Bridges to Cuba/Puentes a Cuba; Cuban and Cuban American artists, writers, and scholars explore identity, nationality, and homeland**. Ann Arbor: Univ. of Michigan Press. ISBN # 0-472-06611-0 (paperback).
8. Nayak, A. (2003). **Race, Place and Globalization: Youth Cultures in a Changing World**. New York: Berg/Oxford. ISBN # 1- 85973-609-2 (paperback).
9. **Other books of interest?** search for titles on www.amazon.com and www.google.com under *United States, emigration and immigration, mass migration, government policy, refugees, legal status/laws, sociology, anthropology, social science, ethnic identity, country & ethnic group names, etc.*

Websites (a selection only; search google under *immigrants OR migrants OR refugees, by population group, country, neighborhood name, city, etc*):

NOTE: Given the vast amount of information online, you can consider this to be a web-enhanced course in which we will draw heavily on sources of information that are online, many

of which are more current and extensive than printed sources. Bookmark key sites, download main information and home pages, as a minimum.

**** Conduct an advanced google search using key terms in your specific areas of interest (see #9. above for suggestions) (literally millions of sites!!!!)**

Selected key sites:

www.doe.k12.ga.us Georgia Dept. of Education main site

<http://factfinder.census.gov> and www.census.org census data of all kinds

www.ets.org (Educational Testing Service & many reports on issues including achievement of minority/immigrant groups)

www.nces.org (National Center for Ed. Statistics)

www.bergen.org/AAST/Projects/Immigration summary of USA immigration basics

www.iea.org (International Ed. Association and International AEP)

www.naep.org (National Assessment of Educational Progress)

www.cia.gov (CIA Fact book, contains profiles and data on most countries)

www.unhcr.ch United Nations High Commissioner for Refugees

www.ecre.org European Council on Refugees and Exiles

www.aclu.org/issues/immigrant/hmir/html ACLU and immigrant rights in the USA

www.sairr.org South African Institute of Race Relations, immigration/emigration data for SA

www.hrw.org/refugees Human Rights Watch: Refugees, Migrants, Internally Displaced groups

www.jcwi.org.uk Immigration nationality asylum law and policy

www.refugeesonline.org.uk Refugees online, linked to UNHCR, to help individuals..

www.state.gov/g/prm/ Refugees, Bureau of Population, Refugees and Migration , USA

www.asian-migrants.org Asian migrants home page.

www.allafrica.com/refugees African refugees/migrants news site.

www.cic.gc.ca/english/refugees CIC Canada; Canadian Refugee System

www.nationalgeographic.com National Geographic magazine main site with links

www.smithsonianmag.com Smithsonian magazine with downloadable articles and related info.

Other Sources:

Consult periodicals containing articles pertinent to the course focus and to your field of study/interest

- Journals in education fields (social science/studies, anthropology, sociology, geography, history, language arts)
- Reputable periodicals and newspapers such as National Geographic, Smithsonian, AJC, NYTimes, Washington Post, Economist. Selected articles from such sources will be distributed and used in class as materials providing information on case studies.
- State and national standards in your content area of interest (K-12) for insights into treatment of immigrants/migrants/refugees in curriculum areas.

TOPICAL OUTLINE

1. **Introduction:** general issues, global perspective versus American perspective
2. **Conceptualizing population movements:** globalization, immigration theory, transnationalism; dynamics of race, ethnicity, gender, family; motives for movement/displacement of people within and across countries.
3. **Types of Population Movements and contributing factors related to immigrants, migrants, refugees (key concepts, definitions, processes);** voluntary/involuntary; legal/illegal; forced removals/displacements; flows/counterflows; push/pull factors;

source areas and target areas; barriers to movement; right of return; intranational (internal) movements (Sunbelt migration, other cross-regional, rural/urban, ex-urban, seasonal movements); transnational movements (country to country, colony to “mother country”, refugee movements, exiles, expatriates).

4. **Demographics, History, Policy, Attitudes**; focusing primarily on the American experience (historical waves of immigrants, American Dream, policy and attitude shifts in various periods for quotas, restrictions, favored source areas); dilemmas and needs of displaced persons (ex. Native Americans) and illegal immigrants in USA and elsewhere. Citizenship and naturalization; assimilation versus separatism; integration versus exclusion; coping and adjustment issues linked to schooling and curriculum, language, religion, food, work, and other cultural issues/attitudes. Case studies for illustration.
5. **Results & Implications for society, economy, education, culture (USA and other countries)**: Minority/ethnic communities; ghettos, "colonias", townships, favelas, barrios; civil rights and language issues; acculturation, assimilation, multiculturalism; economic assimilation and impact on society/economy; new cultural forms (ex. in music); human resources issues (education, housing, health, jobs); heterogeneous society versus dominant culture; brain drain from developing countries to developed countries. Case studies include USA - Mexico border colonias, South African squatter camps, Refugee and Resettlement Camps in Africa. Specific implications for teaching, curriculum development, minority language programs and limited English proficiency student needs, testing, administration, counseling, community development, and support programs.
6. **Future Trends**: Educational and other implications for schools, administration and teachers, teacher training, counseling and support networks, and community development as a result of influx of new populations. New inter-group relations at home and abroad; terrorism & security; national identity and citizenship and ramifications for immigration policy and practice as well as for public attitudes

Activities:

- **Lecture/presentations** on background and introduction, review/synthesis.
- **Visual field trips**: video/slides illustrating specific cases
- **Discussions and Presentations**: of chapter readings, projects, and findings online shared with the class. This is a major learning component of the course

Projects:

A) In-class Assignments: Assume responsibility for leading the discussion on text readings for which you signed up ([sign up for at least one chapter in each required text](#)), participate in class activities/discussions linked to readings required of all class members, and present/share information on specific topics or cases that you obtain online (**25% participation**).

B) Conduct an advanced online search to access literature and sources available on issues pertinent to the topic of your choice for the final project (see D below). Submit an annotated printout of your search, for feedback. Due around W/WF. Specific instructions for conducting an EBSCO advanced search will be given. (**15% of grade**)

C) End of term project: In-depth Issue Analysis/ Case Study: Develop and *expand on your ideas* in B) **or** select a new topic Detailed instructions and suggestions will be provided..

(Option I): Produce an in-depth **report** on the issue/ case with examples to illustrate its features, the different aspects the issue, pros and cons in terms of development and policy-practice elements, etc. Include visuals and appended, downloaded data in your report

(Option 2) On your topic, develop a coherent series of lessons as a **unit or portfolio** of materials, information, and visuals for use in your classroom

***Present your ideas to class visually, with a series of posters, a model, summary charts, maps, power point presentation, etc. in the last TWO class sessions. Provide a one page summary of your project for classmates. **(10% of grade)**

***Turn in all materials/full project on Exam Night, May 4 (**% of grade**).

Examination:

There will be no midterm examination. The final examination will be a take-home reflective essay in which you articulate your thoughts on the experience of the course and your position with regard to specific subtopics pertaining to immigrants, migrants, and refugees in the context of your personal interest and training program (**20%**): Due on exam day, July 7th.

Final Grade:

Attendance: 19 classes	10%	
Participation, in-class assignments (A)	25%	
Online search for final project	10%	
Final project + presentation (25% +10%)	35%	
Final examination essay	20%	Total: <u>100%</u>

Miscellaneous

Clear all topics with instructor, work in consultation--throughout

Work alone; "legit" assistance is that from instructor only

Working in pairs (on same topic??) is OK: consult the instructor

No exam exemptions

Due dates to be confirmed in class, by agreement & as feasible

Attend all sessions, notify instructor in advance of excusable absences,

Unexcused absences will compromise your grade (see above); each class = I WEEK!

Grade Policy: A = truly excellent work; B = above average work

C = mediocre work; D = below average, unsatisfactory work

PLEASE! No food, caps or hats in class, CELL PHONES OFF

Contact Dr. Napier at home 227-0166 during the term, don't rely on email, meet after class.

UGA Academic Honesty Policy:

Adhere to the UGA Honor Code *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

You will be asked to sign an Honor Pledge when submitting your work. Review the Honesty Policy at www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Key Dates:

Thursday June 9	First Class
June 9 - Mon 13	Drop/Add
Wednesday June 22	Midterm, W/WF cutoff
Friday July 1	Take Home Essay topic assigned, due July 7
Monday July 4	Holiday, NO CLASS
Tuesday July 5, - Wed. July 6	Last 2 classes; final project presentations
Thursday July 7	Exam Day: all work due; lunch gathering at home

This short session: 19 class meetings (daily) & 4 weekends (one 3 day weekend July 2-4)

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Final Project: Suggestions and Options

- **One Group in the USA** (Irish, Somalis, Bosnians, Mexicans, etc.), considering historical and/or contemporary features and issues
- **One Family or Community group**, considering micro-level history and issues in their case, in a given location or place.
- **Your family history**, an autobiographical analysis of your own family's immigration/migration/refugee history, and all of the issues
- **One Country** (India, China, Ireland, Somalia, Bosnia, Vietnam) and emigres from that country: where did they go? Why? When? Under what conditions? Their presence in the USA as well as elsewhere?
- **USA macro focus**: general immigration history, profile of changes and features, policy shifts, numbers and groups. Broad focus here, general trends and issues.
- **USA immigration/naturalization policy in detail**: illegal/legal immigration, naturalization, preferences and quotas, source areas, numbers of people, asylum, exiles and expatriates.
- **USA regional migration**: South – North, North – South, Rustbelt and NE to Sunbelt, frontier settlement, “snowbirds”, off-the-land, & back-to-the-land, border settlements and cross-border settlements.
- **One State**: influx to California/Alaska/Florida, etc., depletion of certain areas, transformation of a state or region within a state (FLA, GA)
- **One Place/city/metropolitan area** (Atlanta, New York, Boston, Detroit, San Diego, Milwaukee, Dearborn, Athens; migration, suburbanization, donut formation, back-to-city moves/gentrification, ethnic neighborhood formation and issues
- **Another Country** focus (as in any of the above), with/without comparisons with the USA.
- **Ghettos, colonias, barrios, townships, favelas, slums, shanty-towns**; a look close-up at realities and issues
- Compare one group migration, immigration, etc. **issues across countries** (ex. UK and USA, Germany and Switzerland) or compare one group and its experience in more than one country (ex. Somalis in USA versus UK; Iranians in USA versus Canada).
- **Labor and education issues**, ex. brain drain from developing countries to developed countries, specific examples. Labor market niches and nodes of new immigration (textiles, chicken processing, canning, fruit pickers, construction, hotel/restaurant services).
- **Refugees, exile, and asylum**: global focus, national focus, regional/local or single group focus. Causes, processes and policies specific to refugees, war and terrorism. Boat people, economic versus political refugees, etc. UNHCR and other organization efforts, resettlement.
- **Music**: crossover music / conhunto, Afro-Caribbean and Afro-Cuban music, reggae and rumba across several continents **Sport**: cross-national issues, stars/teams imported
- **Religion/food/dress/language**, etc. dimensions of life for immigrants, migrants, or refugees: maintaining links with home, new forms, etc.
- **American Dream, transnationalism, multiple identities and hybridity**, and other ephemeral notions: examples, illustrations and analysis within societal context.
- **Women's issues, children's issues** for immigrants, migrants, refugees: special challenges, problems, programs.

- **YOUR professional focus:** teaching, curriculum development, counseling, administration.
Specific application to a certain group, problem, challenge, place/school/community/age, etc.