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COURSE NAME: EDD 8299 Return to Sender: Exploring U.S. Immigration Policy in the Classroom

DATES AND LOCATIONS: The course features a “blended” style of instruction, both online and at one’s convenience, including face-to-face interaction during our Educator Workshop at the Spencer Museum of Art at the University of Kansas on **Friday, July 21, 2017**. All course assignments must be turned in by **August 18, 2017**.

CREDIT HOURS: 1

INSTRUCTOR: Aron Muci, Education Program Specialist and Outreach Coordinator, Center for Latin American and Caribbean Studies, University of Kansas

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COURSE DESCRIPTION:

This course is designed for teachers and education students who would like to broaden and deepen their knowledge about U.S. immigration policy, including documented status and deportation and how it affects the education system in the Midwest. The course will explore contemporary literature as a means to teach critical consciousness, global citizenship and cultural competency. Through attendance at the day-long workshop, educators will hear from experts on U.S. immigration policy, documented status, youth development, critically conscious pedagogy, and benefits of using literature and art in the classroom. In particular, Professor Marta Caminero-Santangelo, Professor of English and Director of CLACS, will facilitate a book discussion centered on teaching about global citizenship in Julia Alvarez’s novel. We’ve also got a presentation about using art to teach cultural competency and a guided tour of a special exhibition that explores our nation’s history of immigration. This course also has an online learning component, in which educators will be introduced to additional resources in order to produce and share lessons plans with K-12 educators.

COURSE OBJECTIVES:

At the end of the course, students will be able to:

- Identify key aspects of current U.S. immigration policy;
- Outline the history of immigration in the U.S., including the history of migrant labor;
- Consider psychological and mental health effects in students and family caused by immigration;
- Identify pedagogical methods to teach about immigration in K-12 classrooms;
- Evaluate the importance using literature to teach about topics such as global citizenship and cultural competency;
- Evaluate the importance of using art to teach about topics such as global citizenship and cultural competency;
- Identify local and regional resources available to students regardless of their documented status in the U.S.;
- Workshop and share lesson plans with regional K-12 educators.

RESOURCES AND MATERIALS:

Multimedia Testimonials:

“My Immigrant Story” – Online collection of stories written by immigrants (<https://myimmigrationstory.com>)

“No Human Being was Born Illegal” – Video of students discussion immigration in a classroom (<https://www.niot.org/nios-video/no-human-being-was-born-illegal>)

“To this Day, I Can Smell the Dirt and the Fear” – Story Corps narrative video (<https://storycorps.org/listen/vito-de-la-cruz-and-maria-sefchick-del-paso-160422/>)

Literature and Art Exhibitions:

Return to Sender (2009) by Julia Alvarez. CLACS can offer free copies, while supplies last (<http://return-to-sender.juliaalvarez.com>)

Digital Exhibition of Artworks from the Spencer Museum of Art – To be made available (spencerart.ku.edu)

Teacher Resources:

“Vamos a Leer: Teaching Latin America Through Literacy” – Online resource of teachers (<https://teachinglatinamericathroughliterature.wordpress.com>)

“The Border: Resources for Teaching” – Online resource for teachers (<https://resourcesforteachingabouttheborder.wordpress.com>)

“The Space Between: A Beginning Journey into Border Crossing” – Teacher resource for *Return to Sender* (<http://wowlit.org/blog/2011/03/07/the-space-between-a-beginning-journey-into-border-crossing/>)

CONTENT OUTLINE:

Part 1: “Return to Sender: Exploring U.S. Immigration Policy in the K-12 Classroom” Educator Workshop – Friday, July 21, 2017, 9:00-4:00 p.m., Spencer Museum of Art – Lawrence, KS (8 hours)

AGENDA:

9:00 REGISTRATION

- Breakfast pastries and fruit provided by Lady Bird Diner
- Refreshments provided by Spencer Museum of Art

9:15 WELCOME & OVERVIEW

9:30 WORKING WITH UNDOCUMENTED STUDENTS AND FAMILIES

- Presented by Andrea Gomez Cervantes, KU Center for Migration Research, and Mauricio Gomez Montoya, KU Office of Multicultural Affairs

11:30 BREAK

11:45 THE EFFECTS OF IMMIGRATION ENFORCEMENT IN THE CLASSROOM

- Lunch provided by KU Catering
- Panel discussion with local law and social work professionals.
- Panelists: Jessica Piedra (Immigration Attorney), Giselle Scott/Lydia Diebolt (Centro Hispano Resource Center), Diane Rojas (Guadalupe Centers)

12:45 BREAK

1:00 TEACHING GLOBAL CITIZENSHIP IN “RETURN TO SENDER”

- Facilitated by Marta Caminero-Santangelo
- Book discussion of *Return to Sender* by Julia Alvarez. Reserve your copy to read in advance, if you prefer.

2:15 BREAK

2:30 ART AS AN ENTRY POINT TO CULTURAL COMPETENCY

- Presented by Amanda Martin-Hamon

3:00 GUIDED TOUR OF SPECIAL EXHIBITION ON IMMIGRATION

- Facilitated by Amanda Martin-Hamon

3:30 DEBRIEF AND GROUP DISCUSSION

4:00 WRAP-UP AND CLOSING REMARKS

Part 2: Multimedia Testimonials and Reflection Assignments (2)

- Watch 2 assigned videos (10 minutes), pick 2 additional from PBS, Youtube, etc. (10+ minutes), and write a short comparative reflection paper
- Pick 10+ written narratives and write short reflections about each. Include a summary paragraph as a comparative reflection
- **Alternative Option 1:** Reflection Paper of *Return to Sender* or Digital Exhibition of Immigrant Art curated by Spencer Museum of Art (spencerart.ku.edu)

- **Alternative Option 2:** Reflection Paper of a book of your choosing (approval mandatory) or a collection of artworks of your choosing (approval mandatory)

Part 3: Teacher Resource and Primary Source Research and Lesson Plan (2)

- Review teacher resources and develop a lesson plan using the template provided

ASSESSMENT:

Class Attendance and Participation	66%
Multimedia Testimonials and Reflection Assignments	17%
Teacher Resource and Primary Source Research and Lesson Plan	17%

GRADING SCALE:

90%-100%	A
80%-90%	B
70%-80%	C
60%-70%	D
59% and below	F

Grading rubric for reflections and response papers:

	<i>DISTINGUISHED</i> (5)	<i>PROFICIENT</i> (4)	<i>SATISFACTORY</i> (3)	<i>UNSATISFACTORY</i> (0-2)
<i>CONTENT</i>	Each reflection/ response demonstrates engagement with the concepts and is of graduate level quality	Most reflections/ responses demonstrate engagement with concepts and are of graduate level quality	Engagement with concepts conveys little evidence of personal response and not of graduate level quality	Reflections/ responses show no personal response to issues and concepts in discussed in presentations
<i>WRITING CONVENTIONS</i>	No spelling or grammatical errors; logical organization	Few spelling and/or organizational errors	Some spelling, grammatical, and/or organizational errors	Many spelling, grammatical, and/or organizational errors

Grading rubric for lesson plan:

	<i>DISTINGUISHED (5)</i>	<i>PROFICIENT (4)</i>	<i>SATISFACTORY (3)</i>	<i>UNSATISFACTORY (0-2)</i>
<i>CONTEXT</i>	Unique attributes of target population and learning environment are identified clearly; appropriate lesson plan	Appropriate lesson plan for target population and learning environment	Vague description of target population and learning environment	Incomplete or no description of target population and learning environment
<i>LINKED TO CURRICULUM STANDARDS</i>	Clear and well-developed connection to Standards	Clear connection to Standards	Limited connection to Standards	Not listed
<i>PRIMARY SOURCES</i>	Complete bibliographic resource list, with annotation	Complete bibliographic resource list	Incomplete resource list; not in a common bibliographic format	Not listed
<i>OBJECTIVES</i>	Behavior, criteria, and expectations uniquely communicated	Behavior, criteria, and expectations clearly communicated	Behavior, criteria, and expectations are apparent, but poorly written	Behavior, criteria, and expectations are not listed
<i>BASICS</i>	Submitted at deadline; each section is thoroughly complete	Submitted at deadline; each section is mostly complete	Submitted after deadline; each section is minimally complete	Not submitted; incomplete sections