EDU 451: Immigrants and Refugees in Urban Schools

A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 07 - Human Diversity

This course examines the experience of students in grades K to 12 who are immigrants or refugees (or their relatives) living in urban communities, particularly within the Twin Cities. The historical and contemporary push and/or pull factors that contributed to families from various countries and cultures recently coming to the United States will be examined. Important similarities and differences between the experiences and status of immigrants and refugees will also be studied. Particular challenges encountered within the U.S. will be explored, as well as examples of resiliency, achievement, and community resources. Students will gain the understanding of different cultural practices; benefits of bilingual education; how the larger community and the socio-cultural framework shape communication with parents; and how the urban environment conditions may influence learning. Critical issues in urban multilingual immigrant and refugee communities will be discussed.

B. Course Effective Dates: 05/04/2016 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Analyze the sociolinguistic dynamics of the cultures of the United States.
2. Compare and contrast the status, experiences, struggles and achievements of immigrants and refugees.
3. Compare the generational differences between immigrant and refugee youth and their elders.
4. Explain the reasons why various immigrant and refugee groups living in the Twin Cities came to the U.S. and the Twin Cities.
5. Investigate how the cultural, linguistic, ethnic, regional, and gender differences affect second language instruction and the communication in the classroom.
6. Learn about the history, culture, geography and politics of the original homes countries of various immigrants and refugee communities.
7. Lecture, discussion, critique and reflections on readings, visit to community resources, immigrants and refugee interviews, portfolio assessment, etc.
8. Provide a topical outline of how the course content and resources will be utilized to meet the learning outcomes from the start of the course through the end of the course.
9. Understand the cultural pluralism in the United States; and how cultural and social differences are reflected.
10. Understand the efforts by elders to teach youth about their first language and
11. What are the learning strategies and activities incorporated into the course format?

E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies

None

Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
3. Understand the development of and the changing meanings of group identities in the United States' history and culture.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

G. Special Information

None