

First Year Seminar
Crossing Borders: Immigration, Identity, and Development
Fall 2019

Instructor: Dr. Kathleen Cain
Office: 323 McCreary
Email: kcain@gettysburg.edu

Course Time: MWF 11 – 11:50, Th 11:30 – 12:30
Office Hours: MW 3:30 – 4:30, Th 1:30 – 3:00,
and by appointment

PLA: Daniela Gonzales
Email: gonzda01@gettysburg.edu

Burg Partner: Jeff Foster
Email: jfoster@gettysburg.edu



“The bosom of America is open to receive not only the Opulent and respectable Stranger, but the oppressed and persecuted of all Nations And Religions; whom we shall wellcome to a participation of all our rights and privileges, if by decency and propriety of conduct they appear to merit the enjoyment.” **George Washington, 1783**

“No one leaves home unless home is the mouth of a shark.” **Warsan Shire, 2011**

“I see the American experience as being defined by the immigrant paradigm of rupture and renewal: rupture with the old world, the old ways, and renewal of the self in a bright but difficult New World.” **Ayad Akhtar, 2012**

“I am not a woman on Monday, an immigrant on Tuesday, a worker on Wednesday, and a mom on Thursday. I am all of these things all of the time, and I’m going to fight for all of these things all of the time.” **Rep. Pramila Jayapal, 2018**

“To pass as an American, I always had to question the law. Not just break it, not just circumvent it, but question it. I had to interrogate how laws are created, how illegality must be seen through the prism of who is defining what is legal for whom. I had to realize that throughout American history, legality has forever been a construct of power.” **Jose Antonio Vargas, 2018**

Course Description

The United States is often called “a nation of immigrants,” and yet Americans have always treated certain immigrants as less desirable than others. Some individuals arrive in the US by choice; others flee war, persecution, and poverty. How are people affected by the experience of immigration? How can we understand the development of children of immigrants? What are the needs of refugees? Of undocumented immigrants? How do individuals with family histories of immigration come to understand themselves and the diverse communities to which they are connected? Which experiences help immigrant youth feel at home in their new countries, and which experiences lead to a sense of alienation? In this course, we ask how the social sciences approach immigration and identity in a developmental context. The course addresses U.S. immigration in general and also offers an in-depth exploration of two immigrant-origin groups in the United States, namely Latino/as and Muslims. The course includes a community-based learning project with local Latino/a high school students.

Learning Outcomes

Students are expected to read actively, prepare for and participate in class discussions and activities, and use writing as means for developing and presenting ideas. Students will:

1. Examine key events in the history of U.S. immigration as context for understanding immigration in the present time, identifying differences and continuities in attitudes toward and experiences of immigrants over time.
2. Understand and synthesize theories of identity development, and examine the ways in which inequality, discrimination, and power differences shape identity.
3. Develop an understanding of the main approaches to both quantitative and qualitative research on immigration and identity.
4. Evaluate key areas of scholarly research on how immigration affects human development, particularly in Latinx and Muslim immigrant-origin youth in the U.S.
5. Compare and contrast social science and humanities approaches to interpreting narratives of immigration.
6. Using a social justice framework, reflect critically on what constitutes positive identity development and how positive identity can best be supported.
7. Through a community-based learning project, make connections between course concepts and the real lives of local immigrant-origin students.
8. Understand issues of academic integrity and strengthen information literacy skills in order to discover and use information critically and ethically.
9. Formulate complex arguments based on evidence, and express these orally and in writing.

Readings and Films

A list of required books, articles, and films is attached at the end of the syllabus. You are responsible for purchasing or locating books through the college bookstore or your own sources. Alternatively, a copy of each book is on reserve at Musselman Library. You may read the reserve copies if you prefer not to purchase the books. The articles are available as links or PDF files on the class Moodle site, and the films are available as video reserves in the Moodle site. Additional readings may be announced during the semester and made available at least one week before they are due.

Collaboration with FYS 166-1

Our seminar is paired with FYS 166-1, Writing the American Dream: Immigrant Stories. The overarching goal of this pairing is to enable you to explore how a complex topic, namely immigration, can be explored from several disciplinary angles. While our class takes a predominantly social science approach to immigration, FYS 166-1 is grounded in the humanities. Our two classes will participate jointly in several class activities and will occasionally meet together.

Course Requirements

Active Reading and Preparation for Class, including Moodle posts

For most class sessions, you will need to read an article or a portion of a book and/or watch a film in advance. It's important for you to read or view the material carefully and ask questions about it before you come to class. Doing so will increase your own understanding of the material and your ability to learn during class discussions. In addition, reading in advance is a courtesy to your classmates and an important part of your "citizenship" in this course. To have lively and interesting class discussions, we must have informed and prepared class participants.

For each day with an assigned reading or film, you are required to complete a brief assignment to demonstrate that you have prepared in advance. The purpose of this assignment is threefold: (1) It requires you to read critically and actively prior to each class session; (2) it offers you frequent opportunities for "writing to learn," that is, ungraded writing that will increase your fluency and skill as a writer, and (3) it allows me to understand how you reacted to the readings and what questions you have for class. Typically this assignment will involve posting a reflection to the course Moodle site. These reflections must be posted by midnight the night before the reading or film will be discussed. In your post, first describe briefly some aspect of the reading(s) and/or film that surprised you, intrigued you, disturbed you, or made an impression on you. Next, you should either ask a thoughtful question about the material or write a brief but thoughtful response to the part of the reading you mentioned. If you ask a question, explain why you want to know that thing and how it relates to the material. If you write a response, you can reflect on something you didn't understand, something you'd like to explore further, something with which you strongly agree or disagree (with a short explanation), something that was changed your thinking, or the relationship between the

material and something else in this or another course. I'll use some of the responses to guide class discussions. Once a week, you should also post a brief response to a classmate's post. Most posts should be about one paragraph (approx. 4 – 5 sentences) long.

I will grade these assignments for completion, and I will be looking for evidence that you've read or viewed the material and given it some thought. If I have any doubt as to whether you have prepared for class, I will send you a warning message the first time. After that, I will grade as "missing" any post that doesn't demonstrate that you've prepared for class.

Consistently thoughtful posts will contribute positively to your class participation grade. (Please understand that I won't be able to respond personally to most of your posts, even though I will read them with interest and refer to them in class.)

Community-Based Learning Project

As part of this class, you will be working with students in the Latino Club at Gettysburg Area High School (GAHS) as part of your first year seminar requirements. The goals of this project are (1) to help you connect course material to issues affecting local youth, (2) to build meaningful partnerships with local youth from immigrant families, (3) to provide a space for reflection and action in relation to issues of social justice that arise in this course, (4) to develop your skills in interviewing, listening to others' stories, and telling your own story, and (5) to produce a specific product, a podcast, that reflects the identities and stories of some local youth from immigrant families and of yourselves.

For this project, you'll be paired with a student at GAHS. (You'll be required to obtain clearances so that you're able to work safely with underage individuals.). Everyone in the project will attend a *mandatory* kickoff event in the library at GAHS on Thursday, September 5, from 6:00 to 7:00 pm. Then you and your GAHS partner will participate in at least three activities together during September, October, and early November. You and your partner will be matched on the basis of the events you both choose to attend. You'll be asked to complete an activity preference form, and it's essential that you respond accurately and thoughtfully, as you will not be able to change your commitments without extensive prior arrangements. Each activity should allow you a chance to get to know your partner. After you've established a relationship, you'll practice interviewing each other (supported with classroom material about interviewing skills). In November, you and your partner will create recorded interviews with one another, and then you, with your partner, will edit these recordings down to shorter segments that illustrate the key parts of your stories. These recorded interviews will be used in a podcast and/or radio production to air on WZBT and hopefully in other locations, too. On the evening of December 4, all members of the project will come together for a celebration of your joint work. Your partners' families will be invited, too. Throughout the semester, you'll keep a journal recording your activities and reflections with your partner. Further details about this project will be distributed separately in class.

For this project, it is vital that you attend conscientiously on the dates you select as well as all required dates, as your partners will be counting on you. We'll discuss professional and culturally sensitive behavior before you begin. I ask you to treat the individuals you meet in this project with the courtesy, respect, and interest with which you yourself would wish to be treated. In the event of serious illness or other emergency situation that precludes your

attendance on a given day, please notify your partner and me by email as far in advance as possible, explain the reason for your absence, and explain how you will provide documented evidence of your inability to attend. Within two days of your absence, you must submit a plan for how you and your partner will make up the session you missed. In addition, you should submit evidence that your partner has agreed to the new plan. For each unexcused absence, and for each absence that is not made up, three points will be deducted from your final course grade. Conscientious effort and thoughtful reflection will have a positive impact on your grade.

NYC Field Trip

Our class will join the members of FYS 166-1 to take a day trip to Manhattan, where we will visit Ellis Island and the Tenement Museum. The trip will take place on Saturday, September 14. Details will be announced separately, but please plan to be available to leave campus very early that morning and return late at night. After the trip, you'll complete a reflection essay (approximately 750 words) connecting your experiences on the trip to the material we're covering in class. The trip is required for the course, and those who are unable to attend will be required to complete an extensive alternative assignment.

Events for The Butterfly Coalition

The Butterfly Coalition is a Gettysburg College student organization founded by students with DACA status. They have organized a series of educational events about immigration issues for the Fall 2019 semester. As part of this class, you will be required to attend two events hosted by The Butterfly Coalition; attendance at these events will be reflected in your course participation grade. The schedule of planned events will be distributed separately. You may choose the two events you wish to attend from the complete schedule.

Research Project

Over the course of the semester, you'll work on a project examining an aspect of immigrant identity, ideally something related to your GAHS partner's experiences. More details about this project will be handed out at various points in the semester. Briefly, you'll identify an area that seems to be important for your partner. You'll find at least three scholarly articles pertaining to this issue that you'll read closely and present in some depth in your paper. You'll produce several short assignments and papers as you develop parts of the project. By the end of the semester, you'll produce a 10-page final paper in which you present and synthesize the three research articles as well as additional research to examine the evidence on this issue, and then, based on what you've read, propose changes in systems and structures that may lead to positive impacts in this area for immigrant-origin youth.

Personal Identity Essay and Final Exam

Near the beginning of the semester, you'll write a two- to three-page essay in which you describe your own identity, especially as it relates to immigration issues (your own family immigration story and your identity as someone who takes an interest in immigration today). This essay will be graded only for completion. For your final exam, you'll return to this essay and write a longer (4 to 5-page) essay reflecting on what you've learned about your own identity this semester and how your identity connects to concepts covered in class.

Course Policies

Deadlines

All graded assignments must be handed in *as hard copies* at the beginning of class on the assigned date. Any assignment that is not handed in at the start of class will be considered late. You will have two free “late” days to use as you like for late assignments over the course of the semester. After these are used up, I will deduct 5% of your assignment grade for each day a paper is late (including Saturdays and Sundays). Your late days may not be used for the final presentation and paper.

In addition to graded assignments, you have numerous assignments that are ungraded (e.g., Moodle posts) and that contribute to your course participation grade. You may have two free days for your Moodle posts – that is, you may omit any two Moodle posts without penalty. You may also have one warning if the content of a post is insufficient. Beyond the two free days and the warning, I will deduct 3 points from your class participation grade for each ungraded assignment you miss or complete insufficiently.

Attendance

I expect you to attend class regularly, both for the sake of your own learning and as a courtesy to your classmates and to me. I will record attendance every day. Poor attendance will lower your class participation grade dramatically. If the problem is severe, it will lower your course grade beyond the 15% normally allotted for participation. If you cannot attend class, I would appreciate advance notification.

Classroom Etiquette

Please arrive for class on time and please wait to leave until class is over. Please refrain from going to the restroom during class unless you’re in an urgent situation. In addition, please turn off and put away all electronic devices when you enter our classroom. If you use a laptop to take notes, please be sure that your browsers, messages, emails, etc., are turned off/closed during class time and that the only content on your screen is related directly to our class. Good classroom etiquette makes it easier for all students to learn in the classroom and helps turn our class into a real community. Poor etiquette causes disturbances and distractions for everyone. Poor classroom etiquette will detract significantly from your class participation grade.

Classroom Diversity

My goal is for this class to offer a welcoming and inclusive environment for students of all races and ethnicities, gender identities, sexual orientations, religions, abilities, and other identities. The class as a whole is enriched by having diverse students with differing perspectives and varied past experiences. I encourage all students to be respectful and intellectually curious about both differences and similarities. If at any time you feel, or you believe another student feels, unwelcome or marginalized (due to class content, something that another student did or said, or something that I did or said), I encourage you to speak with me (either publicly or privately) so that we can all learn from the experience(s).

Students with Disabilities

In this class, everyone should have equal opportunities for learning. If you have a disability or health issue that requires accommodation, please show me your IEAP as soon as possible, preferably within the first week of class. You have every right to ask for what you need to do your best work in this class. I would be glad to discuss your situation with you (alone or in conjunction with one of the deans in Academic Advising) and to work with you to make the necessary arrangements. It is your responsibility to let me know if you require accommodation. Initiating a conversation about your cognitive style and your needs is an important step in learning to advocate for yourself - so please start that conversation soon!

Honor Code

The Gettysburg College Honor Code is an integral part of a learning atmosphere that fosters respect and trust. I take the Honor Code seriously, and I expect you to do the same. If anything is unclear about the code, or about its application to this course, please see me immediately. I would be happy to discuss your question or concern with you and would far prefer to have an open conversation than to learn of an honor code violation after the fact.

The Honor Code applies to all exams and assignments associated with this course. When you take exams, the only tool you need is a pen or pencil; please leave all bags, devices, notes, etc., at home or at the front of the classroom unless you are explicitly instructed to do otherwise (you are, however, welcome and encouraged to study with your classmates as you prepare for exams). For your written assignments, sometimes you will work in a scholarly community, and you'll be sharing sources, writing, and developing a presentation with your classmates. When you're asked to write alone, however, all written work on exams and papers should be your own and only your own. Any and all material that is not your original idea or very common knowledge should be properly referenced, and quotations should be indicated with quotation marks, page numbers, and citations. If you have any doubt about citations, please err on the side of caution and cite your sources.

It is your responsibility to read, understand, and follow the policies set forth in the Gettysburg College Honor Code as they apply to this course.

<https://www.gettysburg.edu/offices/academic-advising/honor-code/>

Grading

Participation (including Moodle posts, personal immigration/identity reflection, attending two events for The Butterfly Coalition, and other short assignments)	16%
Community-based learning project and reflection	25%
Time spent in activities	5%
Podcast	5%
Journal (5 entries)	15%
Field trip (Ellis Island) and reflection essay	5%
Final exam/personal identity essay	15%
Research project (Completed in stages)	39%
Topic paper (1 – 2 pages)	1%
Three abstracts and updated topic	3%
Summary, Article 1	5%
Summaries, Articles 2 and 3	10%
Final paper	20%

Course Schedule

Date	Topic	Assigned reading	Assignment due
Week 1 (Aug. 26 – 30)			
Mon 26	Introductions		Biopoem due
Wed 28	Immigration overview	Thorpe, pp. 3 – 43	
Thur 29	Burg: The American Dream with FYS 166-1		
Fri 30	US immigration history	Gjelten Gerber	
Week 2 (Sept. 2 – 6)			
Mon 2	US immigration history	Freedman Riis	Personal identity essay due
Wed 4	US immigration now	Thorpe, 44 – 105 Shire, <i>Home</i>	Artist's Gallery Talk, Andrew Ellis Johnson, Schmucker Gallery, noon
Thur 5	Burg: Engaging with one another in difficult dialogues		CBL project kickoff, 6 – 7 pm, GAHS library
Fri 6	Immigrant children and youth	Thorpe, 109 – 164 <i>I Learn America</i>	
Week 3 (Sept. 9 – 13)			
Mon 9	Development	Suárez-Orozco, 2015 Film: <i>La Misma Luna</i>	Journal entry 1 due
Wed 11	Development	Marks et al. Thorpe, 165 – 218	
Thur 12	Burg: Purpose of college; planning and time management		Faculty interview due
Fri 13	Development	Suárez-Orozco et al., 2018 Thorpe, 219 - 268	
Sat 14	NYC field trip		

Date	Topic	Assigned reading	Assignment due
Week 4 (Sept. 16 – 20)			
Mon 16	Models of identity	Lightfoot et al.	
Wed 18	Elizabeth Campbell, speaker	Eliza	
Thur 19	Burg: Danger of a Single Story		
Fri 20	Immigration and identity	American Like Me	Field trip reflection due
Week 5 (Sept. 23 – 27)			
Mon 23	Immigration and Identity	Thorpe, 248 – 324	
Tue 24	<i>Heads of the Colored People</i> speaker, Nafissa Thompson-Spires		Attend lecture, CUB Ballroom, 7 pm
Wed 25	Refugees	Thorpe, 325 – 354 Bates et al.	Work on concept map for research paper
Thur 26	Burg: <i>Heads of the Colored People</i>		Optional but encouraged: Meet with Dani before 10/4
Fri 27	Library information session (Library 014)		Bring concept map to the library Friday Night: Salsa on the Square
Week 6 (Sept. 30 – Oct. 4)			
Mon 30	Burg: Student Panel Successes, Experiences, Failures		
Wed 2	Studying identity Conducting interviews	Way & Nelson Thorpe, 357 – 392	
Thur 3	Burg: Preparation for Grande with FYS 166-1	Danticat	
Fri 4	Studying identity	Nesteruk et al.	Three article abstracts and revised topic due
Week 7 (Oct. 7 – 11)			
Mon 7	Studying Identity	Phinney & Ong	Meet with Dani and/or Prof. Cain this week

Date	Topic	Assigned reading	Assignment due
Wed 9	Burg: Gallery Visit, <i>Getting There</i>		
Thur 10	Premigration Contexts	Grande, 3 - 54	
Fri 11	Premigration Contexts	Grande, 55 - 102	
Week 8 (Oct. 14 – 18)			
Mon 14	<i>Reading Day 2019</i>		
Wed 16	Crossing the Border	Grande, 103 - 159	Journal entry 2 due
Thur 17	Postmigration context	Grande, 161-214 Chavez-Dueñas et al., pp. 49 – 55	
Fri 18	Postmigration context	Grande, 215 – 270 Hoff	Summary due, article 1
Week 9 (Oct. 21 – 25)			
Mon 21	Postmigration context	Grande, 271 - 322	
Wed 23	Undocumented youth	Vargas, 3 - 55	Journal entry 3 due
Thur 24	Burg: Purpose of liberal arts and curriculum overview		
Fri 25	Undocumented youth	Vargas, 57 – 113 Yoshikawa et al., 4 - 10	
Week 10 (Oct. 28 – Nov. 1)			
Mon 28	Undocumented youth	Vargas, 115 - 147	Summary due, Article 2
Wed 30	Undocumented youth	Vargas, 149 – 192	
Thur 31	Burg: Interview workshop		
Fri 1	Undocumented youth		
Week 11 (Nov. 4 – 8)			

Date	Topic	Assigned reading	Assignment due
Mon 4	Legal issues in immigration Guest Speaker: Carrie Russell	Guskin & Wilson	Work on interview and podcast
Wed 6	Muslim immigrants	Vargas, 193 – 230 Yoshikawa et al., 10 - 14	
Thur 7	Burg: Center for Global Education		
Fri 8	Muslim immigrants	Abo-Zena & Rana Khan, ix - 32	Work on interview and podcast; Meet with Dani and/or Prof. Cain before 11/18
Week 12 (Nov. 11 – 15)			
Mon 11	Muslim immigrants	Khan, 32 - 76	Summary due, Article 3
Wed 13	Muslim immigrants	Khan, 77 - 112	
Thur 14	Grande reflection with FYS 166-1		
Fri 15	Muslim immigrants	Khan, 113 - 146 <i>The Big Sick</i>	Journal entry 4 due
Week 13 (Nov. 18 – 22)			
Mon 18	Muslim immigrants	Khan, 147 - 221	
Wed 20	Muslim immigrants	Khan, 222 – 268	
Thur 21	Burg: Peer review		Draft of final paper due
Fri 22	Positive identity	Sirin & Gupta	Work on interview and podcast
Week 14 (Nov. 25 – 29)			
Mon 25	Positive development	Suárez-Orozco et al., 2015	Final paper due
Wed 26	<i>No class - break</i>		
Thur 27	<i>Happy Thanksgiving!</i>		

Date	Topic	Assigned reading	Assignment due
Fri 28	<i>No class - break</i>		
Week 15 (Dec. 2 – 6)			
Mon 2	Positive development	Chavez-Dueñas et al., pp. 55 - 60	Podcast due
Wed 4	Round-robin presentations		Evening – Celebration with GAHS students and families
Thur 5	Burg: CCE and CPS		Journal entry 5 due
Fri 6	Concluding thoughts		
Finals Week (Dec. 9 – 13)			
Mon 9			Personal identity essay, 11:30 am

Readings and Films

Books:

Ali-Karamali, S. (2012). *Growing up Muslim: Understanding the beliefs and practices of Islam*. New York: Ember (Random House).

Grande, R. (2012). *The distance between us: A memoir*. New York: Washington Square Press.

Khan, K. (2017). *An American family: A memoir of hope and sacrifice*. New York: Random House.

Thorpe, H. (2017). *The newcomers: Finding refuge, friendship, and hope in an American classroom*. New York: Scribner.

Vargas, J. A. (2018). *Dear America: Notes of an undocumented citizen*. New York: Dey Street.

Articles:

Abo-Zena, M. M., & Rana, M. (2015). Religion. In C. Suárez-Orozco, M. Abo-Zena, & A. K. Marks, *Transitions: The development of children of immigrants* (pp. 80 – 96). New York and London: New York University Press.

Bates, L., Luster, T., Johnson, D. J., Qin, D. B., & Rana, M. (2013). Sudanese refugee youth: Resilience among undefended children. In D. J. Johnson, D. L. Agbényiga, & R. K. Hitchcock (Eds.), *Vulnerable Children: Global Challenges in Education, Health, Well-Being, and Child Rights* (pp. 167-183). New York: Springer.

Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., & Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *American Psychologist*, 74, 49 – 62.

Danticat, E, and Schanilec, G. (2002). *The Coriolis effect*. Stockholm, Wis: Midnight Paper Sales.

Ferrera, A., & Dumont, E. C. (Eds.) (2018). *American like me: Reflections on life between cultures*. New York: Gallery Books (excerpts)

Freedman, R. (1980). *Immigrant kids*. New York: Puffin Books. (At home, pp. 15 – 27; At school, pp. 28 – 39; At work, pp. 40 – 53).

Gerber, D. A. (2011). *American immigration: A very short introduction*. New York, NY, US: Oxford University Press. (Ch. 3, Removing barriers and debating consequences in the mid-twentieth century, pp. 45 – 63.)

Gjelten, T. (2015). *A nation of nations: A great American immigration story*. New York, NY, US: Simon & Schuster Paperbacks. (Ch. 10, The 1965 reform, pp. 107 – 133.)

Guskin, J., & Wilson, D. L. (2017). *The politics of immigration: Questions and answers* (2nd ed.). New York: Monthly Review Press. (Ch. 4, Why can't they just get "legal?," (pp. 65 – 82); Ch. 5, Is it easy to be "illegal?," (pp. 83 – 100).

Hoff, E. (2018). Bilingual development in children of immigrant families. *Child Development Perspectives*, 12, 80 – 86.

Lightfoot, C. A., Cole, M., & Cole, S. R. (2013). *The development of children* (7th ed.). New York, NY, US: Worth Publishers (Ch. 15, Social and emotional development in adolescence: Identity development, pp. 573 – 585).

Marks, A. K., Ejesi, K., & García Coll, C. (2014). Understanding the U.S. immigrant paradox in childhood and adolescence. *Child Development Perspectives*, 8, 59 – 64.

Nesteruk, O., Helmstetter, N.-M., Gramescu, A., Hammad Siyam, M., & Price, C. A. (2015). Development of ethnic identity in young adults from immigrant families: "I want to hold onto my roots, but I also want to experience new routes." *Marriage and Family Review*, 51, 466 – 487.

Phinney, J. S., & Ong, A. D. (2007). Conceptualization and measurement of ethnic identity: Current status and future directions. *Journal of Counseling Psychology*, 54, 271 – 281.

Riis, J. (1890/2016). *How the Other Half Lives*. Oxford, England, UK: Benediction Classics (original edition New York: Charles Scribner's Sons) (Ch. III, The mixed crowd, pp. 15 – 18).

Schwartz, S. J., Meca, A., Cano, M. A., Lorenz-Blanco, E. I., & Unger, J. B. (2018). Identity development in immigrant youth: A multilevel contextual perspective. *European Psychologist*, 23, 336 – 339.

Shire, W. (2015). "Home." *Seekershub.org*, accessed Aug. 20, 2019.

Sirin, S. R., & Gupta, T. (2012). Muslim, American, and immigrant: Integration despite challenges. In A. S. Masten, K. Liebkind, D. J. Hernandez, A. S. Masten, K. Liebkind, D. J. Hernandez (Eds.), *Realizing the potential of immigrant youth* (pp. 253-278). New York, NY, US: Cambridge University Press.

Sirin, S. R. and Rogers-Sirin, L.. 2015. *The Educational and Mental Health Needs of Syrian Refugee Children*. Washington, DC: Migration Policy Institute. Retrieved from <http://www.migrationpolicy.org/sites/default/files/publications/FCD-Sirin-Rogers-FINAL.pdf>

Suárez-Orozco, C. (2015). Family separations and reunifications. In C. Suárez-Orozco, M. Abo-Zena, & A. K. Marks, *Transitions: The development of children of immigrants* (pp. 32 – 46). New York and London: New York University Press.

Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73, 781 – 796.

Suárez-Orozco, C., Yoshikawa, H., & Martin, M. (2015). Future directions: Implications for research, practice, and policy. In C. Suárez-Orozco, M. Abo-Zena, & A. K. Marks, *Transitions: The development of children of immigrants* (pp. 297 – 322). New York and London: New York University Press.

Way, N., & Nelson, J. D. (2018). The Listening Project: Fostering curiosity and connection in middle schools. In N. Way, A. Ali, C. Gilligan, & P. Noguera (Eds.), *The crisis of connection: Roots, consequences, and solutions* (pp. 274 – 298). New York: New York University Press.

Films:

Alonso, Adrián et al. (2008). *La misma luna [Under the same moon]*. Beverly Hills, Calif: 20th Century Fox Home Entertainment.

Apatow, Judd et al. (2017). *The Big Sick*. Santa Monica, California: Lions Gate Entertainment, 2017.

Dissard, J.-M., & Peng, G. (2013). *I learn America (Abridged version)*. San Francisco, California, USA: New Day Films