



Trump Signs Executive Order – January 2017

Cancellation of DACA – September 2017

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Trump Calls Migrants 'Animals' – May 2018

Family Separation Policy – June 2018

Migrant Caravan – November 2018

Trump Bars Refugees and Citizens of 7 Muslim Countries

Executive Order Protecting the Nation from Foreign Terrorist Entry into the United States

Trump's order to ban refugees and immigrants triggers fears across the globe

Trump signs executive order for 'extreme vetting' of refugees

"We don't want them here."

Trump Moves to End DACA and Calls on Congress to Act

Thousands of DACA Recipients Are Already Losing Their Protection From Deportation

Will DACA Parents Be Forced to Leave Their U.S.-Citizen Children Behind?

Judge blocks Trump administration plan to roll back DACA

Democrats slam the end of DACA, while Republicans are mixed

Trump wants to build 30-foot-high wall at Mexican border

Wall 'Will Get Built,' Trump Insists, as He Drops Funding Demand

Sitting atop Border Wall, Mexican Politician Slams Trump's Plan

Trump's 'big, beautiful wall' would be 30 feet high, look good from north side of border

TRUMP CELEBRATES REPLACEMENT BORDER FENCE AS 'START OF OUR SOUTHERN BORDER WALL'

During Roundtable, Trump Calls Some Unauthorized Immigrants 'Animals'

Trump on deported immigrants: "They're not people. They're animals."

In reference to 'animals,' Trump evokes an ugly history of dehumanization

Trump defends 'animals' comment in tweet

Trump: 'Animals' comment referred to MS-13 gang members

Trump administration considers family separation option as border arrests soar

Trump migrant separation policy: Children 'in cages' in Texas

'Where's Mommy?': A family fled death threats, only to face separation at the border.

'Free our children now' – On the U.S.-Mexico border, activists protest separation of immigrant families

Family Separation at the Border Can Cause Long-Term Trauma

Are there really 600 criminals in the migrant caravan at the border?

Migrant caravan hurts tourism in Tijuana: 'They're kind of scared'

'There's no turning back': Migrant caravan stuck on Mexico border vows not to be deterred

'We're going to get killed in our countries': Migrant caravan members plea for their lives

Tijuana official says 280 caravan migrants arrested

Ellen Dunn
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Ethics of Refugee & Immigrant Education
Final Project

Timeline of Immigration Rhetoric in the United States

This project is a digital timeline of six main immigration stories in the United States over the past two years. The top half of the timeline includes semi-transparent photos relating to the top headlines, with keywords from the headlines in blue over the pictures. The bottom half of the timeline lists top headlines relating to six top stories about immigration in the United States over the previous two years. The headlines were taken from a variety of news sources with the goal of representing the current rhetoric about immigration in the United States. The semi-transparent photos address the question of “who is my neighbor?” by forcing the viewer to look past the blue keywords to see the images of the people behind the headlines. The photos depict our neighbors as the protestors defending immigrant rights, the children at the border who absorb this rhetoric, the families that are separated, and the families that are deterred with tear gas at the border. Our neighbors are the people behind the headlines that the negative rhetoric targets.

The project of creating a timeline with top headlines and relevant photos/keywords would be a useful activity in a variety of classrooms in order to allow students to address and process how rhetoric impacts them. The timeline I created is an example of how this classroom project could potentially be approached by a student. The negative rhetoric surrounding immigration in the United States impacts refugee and immigrant students in classrooms all around the United States. Given that the negative rhetoric about immigration impacts students in all teachers’ classrooms, the narrative component of this project explores how teachers should ethically and responsibly address this rhetoric in the classroom.

Several readings and speakers have provided the foundation for the argument that it is the ethical responsibility of teachers to guide their students in an exploration of how the rhetoric surrounding immigration impacts them. Iyer (2015) provides evidence for the necessity of this approach with the recognition that the educational system is heavily intertwined with the larger political atmosphere and the rhetoric surrounding immigration, religion, and nationality. Iyer (2015) discusses how, after 9/11, educational institutions were examined for discrimination against a Sikh student as the number of general hate crimes in society began to rise (p. 17). Iyer (2015) also describes the root causes of hate crimes and violence as “racist and xenophobic attitudes and beliefs that we hold about one another, which are often reinforced by government policies, political rhetoric, and media narratives” (p. 23). As Iyer (2015) explains, media rhetoric and xenophobic and racist media coverage often incite hate and violence, as well as harm those who the media is targeting. Given how powerful political and media rhetoric is, it is the teacher’s ethical duty to address these messages that incite hate and violence.

Furthermore, this timeline project is an example of how education can be adapted to best serve refugee and immigrant students. One example of education adapted to serve the needs of immigrant and refugee students is the LEAP High School. Guest speakers Abshir Mohamed, a graduate of LEAP high school, and Amy Hewett-Olatunde, a former LEAP teacher, demonstrated how individualized language support can make a big difference in the lives of students. This project is a good example of how individualized creative activities can be integrated into a classroom in order to better serve refugee and immigrant students.

The ethical basis for a teacher’s moral imperative to address immigration rhetoric is based on the British Humanist Association (2014) ethical framework. Humanist ethics are based

on empathy, respect for others, and social responsibility (British Humanist Association, 2014). Teachers should empathize with the immigrant and refugee students who are impacted by this negative rhetoric, and have an ethical responsibility to foster empathetic interactions between students in their classroom. Based on humanist ethical understandings of respect for their students and their experiences, teachers should address issues of negative rhetoric in order to help their students process this rhetoric in a creative and healing way.

In addition, this project is related to Stewart's (2011) examination of how teachers should best support refugee students. Stewart (2011) provided artistic and reflective classroom projects for refugee students in order to help them process their transitions and traumas. Based off of Stewart's (2011) recommendations, my proposed project would help students identify and process the pervasive negative rhetoric about immigration that they are surrounded with. The artistic timeline I created is an example of what students could create. This project could be completed in a variety of classrooms, including an AVID class, an ELA course, an ESL advanced course, a history course, or a digital art course. In all of these courses, this project would allow creative and artistic expression of the negative rhetoric students are surrounded with, as well as relevancy to the courses' learning objectives, including digital art skills or English fluency and literacy skills. This project would be beneficial for all students and allow them to critically reflect on the impact of media. This project also demonstrates the importance of representing identity and cultural experiences in class projects, the importance of which is discussed by Ouk in his dissertation on refugee ESL education (Ouk, 2016). Students creating this timeline should have the opportunity share their artwork with others in the class. To disseminate this model of a classroom project to others, my timeline will be posted on the

Advocates for Immigrants and Refugees Facebook page with a description of how it can be used as a model for a project in classrooms. Overall, this project would be a creative way in which teachers can help students explore what rhetoric about immigration in the United States is and how it impacts them.

Annotated Bibliography

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Narrated by Stephen Fry - That's Humanism! [Video file]. Retrieved from

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In this video, the British Humanist Association explores what humanist ethics are. Humanist ethics emphasize empathy, social responsibility, and examination of how our choices impact others. This resource was useful in developing my project's ethical foundation, and takes the position of advocating for humanist ethics.

Iyer, D. (2015). *We too sing America: South Asian, Arab, Muslim, and Sikh immigrants shape our multiracial future*. New York: The New Press.

In this book, Iyer examines the hate crimes and violence in the context of post-9/11 United States. Iyer explores how racism, xenophobia, and violence have impacted South Asian, Arab, Muslim, and Sikh immigrant experiences in the United States. This book is a good resource for examining how media and political rhetoric shape intolerance in society.

Ouk, S. (2016). *We the people: We survived, we work, we live, we belong an autobiographical study of one refugee's victory over poverty and racism to lead an English learner program* (Doctoral dissertation).

Ouk's dissertation examines how his experience as a refugee shaped his educational journey, and how he overcame the obstacles he faced. Ouk's

dissertation provided a personal lens on the examination of how this project could benefit refugee and immigrant students in the classroom.

Stewart, J. (2011). *Supporting refugee children: Strategies for educators*. Toronto: University of Toronto Press.

Stewart examines the challenges that refugee students experience and how teachers can best support refugee students. Stewart's chapters about creative and reflective projects and activities for students were particularly helpful when examining how my project would be beneficial in a classroom.

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