

A stylized globe in shades of blue and teal, showing continents and a star in the center. The globe is set against a background of a grid and dashed lines.

**MIGRATION AND
CITIZENSHIP
PLAYLIST: *BEGINNER***

INTRODUCTION

The purpose of this playlist is to expand your knowledge and critical understanding about migration and citizenship from U.S. and international perspectives. This playlist guides you through various types of resources across eight modules related to how issues specific to migration and citizenship affect people's lives in society.

These eight modules, each of which will take about 90 minutes, offer a curated experience that builds upon critical knowledge; provides opportunities for reflection and self-work; presents resources to engage in interpersonal and group work; and offers scaffolding to address organizational and systemic change. Specifically, this playlist is anchored by the necessity to dismantle myths and assumptions about migrants and refugees.

The following modules have been intentionally developed and organized to guide learners through a developmental sequence, building your knowledge as you move from Module 1 to Module 8. By moving through the modules and respective resources in order, you will engage deeply with curated opportunities to build upon your knowledge as you progress through the playlist.

ORIENTATION

To access the resources, click on the underlined text within the modules and the resource will open in a new tab. At the end of each module, there are reflections, activities, and challenges that serve as natural pauses to process your learning and consider how to apply these new insights to your practice. We encourage you to use a journal to keep track of your reflections and responses, so that you have a record of your learning through this playlist.

If you are new to this work, you might start by doing this **activity**.

This playlist includes resources related to trauma, violence, and discrimination. We encourage you to take care of yourself while engaging in these resources. If you need additional support, we have listed Harvard resources in the final module.

As you engage with this playlist, be mindful that we cannot expect closure. True anti-oppressive work is a lifelong process, grounded in a commitment to lifelong learning. This playlist merely serves as a thoughtful entry into the work and we highly recommend that you continue to share these resources with your communities and sustain your commitment to this work through the suggestions in Module 8.

CREDITS

This playlist was curated by Martha Franco (Ed. M and Doctoral Candidate).

To learn more about Martha, click [here](#).

Because this playlist is a pilot, we would truly appreciate your feedback to improve this tool and ensure that these learning experiences are intentional and useful to our community. Once you complete this playlist, please provide your feedback [here](#).

MODULE 1: MYTH BUSTING

In order to critically understand issues of migration and citizenship, it is important to begin by assessing the type of myths and assumptions that are prevalent in this domain.

MODULE 2: LEARNING TERMS AND CONCEPTS

Now that we have assessed the myths surrounding migration and citizenship, learning the different vocabulary and legal terminology is crucial to building the necessary knowledge to speak about issues of migration and citizenship.

MODULE 3: PUTTING KNOWLEDGE INTO CONTEXT

What role does race play in migration and citizenship? What about age and displacement? In this module, we go deeper into how different identity markers and contexts add depth to the experiences of migrants and refugees.

MODULE 4: CONTRIBUTIONS, FAMILIES, AND COMMUNITIES

Migrants and refugees often settle in different states, cities, and communities yet their contributions to these domains often go unseen. Additionally, migrant and refugee families tend to be overlooked in much of the research and practices focused on migration and citizenship.

MODULE 5: TAKING ACTION

This module seeks to begin to answer the question of how to better support migrant and refugee communities in general and from an education perspective.

MODULE 6 & 7: APPLYING KNOWLEDGE

These last two modules provide you with the tools, resources, and information needed to build your own toolkit to support migrants and refugees both from an individual perspective and from a critical educator perspective.

MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides habits, connections, and additional resources to dig deeper, learn more, and engage with this work in community.



ROAD MAP

"When I meet others like me I recognise the longing, the missing, the memory of ash on their faces. No one leaves home unless home is the mouth of a shark."

- WARSAN SHIRE

*TEACHING MY MOTHER HOW TO GIVE BIRTH
(2011)*

AS YOU PREPARE TO ENGAGE WITH THIS PLAYLIST, TAKE A MOMENT TO REFLECT AND NAME YOUR **WHY**.

WHAT HAS BROUGHT YOU TO THIS PLAYLIST?

WHAT ARE YOUR GOALS AS YOU MOVE THROUGH THE MODULES?

WHAT CHANGE ARE YOU HOPING TO CREATE? PERSONALLY, PROFESSIONALLY, AND STRUCTURALLY?

AS YOU CONTINUE THROUGH THE FOLLOWING MODULES, YOU WILL HAVE OPPORTUNITIES TO REVISIT, REFINE, AND RECOMMIT TO YOUR WHY.

**OPENING REFLECTION: WHAT'S
YOUR WHY?**

AS WE CURATED THIS PLAYLIST, WE ALIGNED THE MODULES AND RESOURCES WITH THE FOLLOWING DEIB OUTCOME AREAS:

- **KNOWLEDGE:** GAIN A FUNCTIONAL UNDERSTANDING OF KEY CONCEPTS AND TERMS RELATED TO DIVERSITY, EQUITY, INCLUSION AND BELONGING.
- **REFLECTIVE AND DEVELOPMENTAL SELF-WORK:** DEMONSTRATE AWARENESS, COMFORT, AND SKILL AT CONSISTENTLY SELF-IDENTIFYING AND REFLECTING ON IDENTITY, POSITIONALITY, AND POWER OVER TIME.
- **INTERPERSONAL AND GROUP WORK:** GAIN CAPACITY TO COMMUNICATE, COLLABORATE, DIALOGUE, FACILITATE AND INTERVENE (IN REAL TIME) WITH OTHER PEOPLE, ACROSS SOCIAL IDENTITY DIFFERENCES.
- **ORGANIZATIONAL AND SYSTEMS WORK:** BUILD CAPACITY TO IDENTIFY AND ANALYZE SYSTEMS (HISTORICAL, ORGANIZATIONAL, POLITICAL, GLOBAL) OF POWER AND THEIR INFLUENCE ON THE EVERYDAY EXPERIENCES OF INDIVIDUALS IN OUR SOCIETY.

DEIB OUTCOMES

FOR A FULL LIST OF DEIB OUTCOMES, CLICK [HERE](#).

RECOGNIZING THAT THIS PLAYLIST IS MEANT TO BE A PERSONALIZED EXPERIENCE, COMPARE OUR FOUR DEIB OUTCOMES WITH **YOUR WHY** AND **YOUR GOALS**?

IF YOU WOULD LIKE TO INTEGRATE THESE DEIB OUTCOMES INTO YOUR PERSONAL PURPOSE FOR THIS PLAYLIST, TAKE A MOMENT TO REVISE YOUR WHY AND YOUR GOALS.

AS YOU NAVIGATE THE FOLLOWING MODULES, THESE GOALS WILL SERVE AS TOUCH POINTS FOR YOUR LEARNING.

WHY + DEIB OUTCOMES



MODULE 1: MYTH BUSTING

In order to critically understand issues of migration and citizenship, it is important to begin by assessing the type of myths and assumptions that are prevalent in this domain.

1. "WHY DON'T THEY JUST PLAY BY THE RULES? MYTHS AND FACTS ABOUT U.S. IMMIGRATION POLICY" BY MONICA HERNANDEZ, HIGHLANDER RESEARCH AND EDUCATION CENTER

This document describes the complex pathways to apply for U.S. Citizenship: 1) a closely related U.S. citizen or legal resident family member; 2) specialized profession or job skill in which there is a shortage of American workers; 3) or humanitarian reasons, such as a fear of being persecuted in the home country.

2. UNDOCUMENTED AMERICANS

This 10 minute video follows three undocumented youth, and sheds light on reasons as to why people decide to immigrate to the U.S., and the ways in which being undocumented affects their well-being.

WHAT ARE SOME COMMON MYTHS YOU HAVE HEARD ABOUT IMMIGRANTS OR REFUGEES IN YOUR COMMUNITY?

WHY DO YOU THINK THESE MYTHS ARE COMMON?

WHAT ARE SOME STRATEGIES YOU CAN CREATE TO CONTEST SOME OF THESE MYTHS?

REFLECTION



MODULE 2: LEARNING TERMS AND CONCEPTS

Now that we have assessed the myths surrounding migration and citizenship, learning the different vocabulary and legal terminology is crucial to building the necessary knowledge to speak about issues of migration and citizenship.

1. UN KEY MIGRATION TERMS

This is a UN website that has compiled a list of key migration terms that are relevant internationally.

2. IMMIGRATION REFORM FAQs

This webpage answers a lot of common questions around immigration, such as "why can't immigrants just become legal?" as well describes the implications of immigration reform.



MODULE 3: PUTTING KNOWLEDGE INTO CONTEXT

What role does race play in migration and citizenship? What about age and displacement? In this module, we go deeper into how different identity markers and contexts add depth to the experiences of migrants and refugees.

1. RACISM, THE IMMIGRATION ENFORCEMENT REGIME, AND THE IMPLICATIONS FOR RACIAL INEQUALITY IN THE LIVES OF UNDOCUMENTED YOUNG ADULTS.

This empirical article describes how “colorblind” practices toward undocumented young adults effectively leads to greater criminalization of these youth.

2. HARVARD EDCAST: ELMO GOES TO HARVARD

This podcast features Sesame Street's Elmo and Prof. Sarah Dryden-Peterson. They discuss the work Sesame Street is doing to young refugee children displaced by conflict and persecution.

3. HARVARD EDCAST: UNDERSTANDING IMMIGRATION

Roberto Gonzales is an expert on the topic immigration, and in this one-on-one interview he discusses what we know so far about undocumented families, and ultimately how the Immigration Initiative at Harvard came up.

WHAT ROLE DOES RACE PLAY IN MIGRATION AND
CITIZENSHIP?

WHAT ABOUT AGE AND DISPLACEMENT?

REFLECTION

AT THIS POINT, TAKE SOME TIME TO REVISIT YOUR WHY.

REMINDE YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW HAS YOUR LEARNING THUS FAR HELPED YOU REFINE YOUR GOALS FOR YOUR LEARNING?

WHAT HAS CHANGED REGARDING YOUR UNDERSTANDING OF THE PERSONAL, INTERPERSONAL, AND STRUCTURAL CHANGES YOU ARE HOPING TO CREATE?

**REFLECTION: REVISIT AND REFINE
YOUR WHY**



MODULE 4: CONTRIBUTIONS, FAMILIES, AND COMMUNITIES

Migrants and refugees often settle in different states, cities, and communities yet their contributions to these domains often go unseen. Additionally, migrant and refugee families tend to be overlooked in much of the research and practices focused on migration and citizenship.

1. ONLY IN AMERICA PODCASTS

In this podcast series, each episode focuses on one individual (politician, CEO, journalist, and others), as they talk about their immigration story, or how they have served the immigration community.

2. FAMILIES IN CRISIS: ILLEGAL IMMIGRATION

This 23 minute video describes the experience of a father who was in the U.S. and served in the military, yet was deported to El Salvador.

WHAT ARE SOME OF THE “UNSEEN” CONTRIBUTIONS MIGRANTS MAKE IN THEIR NEW HOMES?

HOW DO COMMUNITIES CHANGE AS NEW MIGRANTS SETTLE DOWN IN THEM?

HOW DOES DEPORTATION AFFECT COMMUNITIES, FAMILIES, AND DEPORTEES?

REFLECTION



MODULE 5: TAKING ACTION

This module seeks to begin to answer the question of how to better support migrant and refugee communities in general and from an education perspective.

1. "IMMIGRANT AND REFUGEE CHILDREN: A GUIDE FOR EDUCATORS AND SCHOOL SUPPORT STAFF" - TEACHING TOLERANCE

This site has a list of frequently asked questions related to having undocumented students in your classroom, and suggestions for how to show your support to these students.

2. "6 WAYS TO BE AN ALLY TO IMMIGRANTS AND REFUGEES" BY AURA BOGADO

This article offer six suggestions for being an ally to immigrants and refugees, including: 1) Center the people targeted by this ban; 2) Be intersectional in your approach; 3) Don't wait for permission; 4) Give your money to grassroots organizations; 5) Offer in-kind services like translation and tutoring; 6) Think about what's next.

AS YOU ARE NEARING THE END OF THIS PLAYLIST, HOW MIGHT YOU REVISE AND RECOMMIT TO YOUR WHY?

BASED ON YOUR ENGAGEMENT WITH THE MODULES SO FAR, REMIND YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW HAS YOUR LEARNING THUS FAR HELPED YOU REFINE THE CHANGE THAT YOU ARE HOPING TO CREATE?

**REFLECTION: RECOMMIT TO
YOUR WHY**



MODULE 6: APPLYING KNOWLEDGE

These last two modules provide you with the tools, resources, and information needed to build your own toolkit to support migrants and refugees both from an individual perspective and from a critical educator perspective.

1. GUIDES AND TOOLKITS: UNITED WE DREAM

These toolkits and resource guides developed by United We Dream and their partners can be used to support local communities in ensuring protection and inclusivity for immigrant communities.

CHALLENGE

CREATE YOUR OWN TOOLKIT FOR EDUCATORS IN THE US WORKING WITH UNDOCUMENTED STUDENTS AND FAMILIES.

PICK 3-5 ESSENTIAL TOOLS (ARTICLES, INFORMATION SHEETS, PODCASTS, VIDEOS) THAT YOU THINK ARE HELPFUL FOR EDUCATORS WORKING WITH THIS POPULATION.



MODULE 7: APPLYING KNOWLEDGE

This last module provides you with the tools, resources, and information needed to build your own toolkit to support migrants and refugees both from an individual perspective and from a critical educator perspective.

1. EXAMINING THE IMMIGRANT EXPERIENCE: HELPING TEACHERS DEVELOP AS CRITICAL EDUCATORS

This case study discusses a curriculum that was developed to promote teachers' critical reflection about teaching students from recent immigrant backgrounds, as well motivating them to actively engage in meeting these students' needs.



MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides connections and additional resources to dig deeper, learn more, and engage with this work in community.

1. CONNECT: HARVARD RESOURCES

The following organizations and resources at Harvard provide opportunities to connect with and learn about migration and citizenship in community.

- [REACH](#)
- [Immigration Initiative at Harvard](#)
- [Harvard Immigration and Refugee Clinic](#)

This clinic has multiple resources and they may need volunteers to help with interpretation and/or translation.

2. LEARN MORE: RESOURCE BANK + RECOMMENDED BOOKS

To learn more about migration and citizenship and intersectional identities and experiences, consider exploring the other playlists and resources in our database. Also, take some time to explore the recommended book list by migration and citizenship scholars below.

RECOMMENDED BOOKS

Explore these works by migration scholars to continue your learning.

EDUCATION AND IMMIGRATION | GRACE KAOM ELIZABETH VAQUERA, AND KIMBERLY GOYETTE | (2013)

LIVES IN LIMBO | ROBERTO C. CONZALES AND JOSE ANTONION VARGAS | (2015)

GLOBAL MIGRATION AND EDUCATION: SCHOOLS, CHILDREN, AND FAMILIES | LEAH ADAMS AND ANNA KIROVA | (2007)

REFUGEES, IMMIGRANTS, AND EDUCATION IN THE GLOBAL SOUTH: LIVES IN MOTION | LESLEY BARLETT AND AMEENA GHAFAR-KUCHER | (2013)

WHAT HAVE YOU LEARNED FROM THIS PLAYLIST?

WHAT CHALLENGED YOU AND WHAT SURPRISED YOU?

IDENTIFY ONE OR TWO RESOURCES THAT YOU WILL EXPLORE GOING FORWARD TO CONTINUE YOUR LEARNING ABOUT MIGRATION AND CITIZENSHIP IN EDUCATION.

FINAL REFLECTION