

Spring 5-15-2019

# Without Borders: Culture and Immigration

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**PBL - implementation 5-15-2019.docx**

Oraib Mango, *CSUSB*



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**Institute on Project-Based Learning**  
**December 12-14, 2018 - California State University, San Bernardino**

**Overview**

This project is the result of work done at CSUSB during the Institute on Project-Based Learning in 2018.

**Course Implementation:** ARAB 381, a course on the writings and cultures of Arab American women.

**Project Title:** Without Borders

**Subject:** Borders and Immigration

**Key Concepts**

Movement of people (immigration), intercultural understanding and competence, power, laws and regulations

Do we need borders?

When did borders start?

Should people be able to move freely across countries?

Is immigration driven by the same forces all over the world?

What are the similarities and differences between immigration in the Arab world and immigration from Latin America into the US?

**Significance and Relevance**

Deeper understanding of human conditions, life, struggles, hopes and aspirations

Developing empathy

Civic responsibility, social activism

Out of the classroom, who engages in these topics? How might students engage in these topics in an interdisciplinary real-life way?

Students explore discourse on immigration through investigation of statements of politicians, public policy and civil rights advocates, lawyers and immigrants

Sample questions that students can explore:

Is it a good idea to have no borders? Would you want to just move freely across countries? If you did where would you go? What are your hopes for yourself and your family?

Engage Critical Thinking

Understanding the complex issue of immigration, questioning, investigating contexts, problem solving

Learners will research, analyze and evaluate whether or not borders are important

Students will research and find out the history behind borders in relation to the southern border of the US and the borders in the Arab world.

Students will explore is common in the immigration issues here and in the Arab world (why people migrate)

### Project Sketch

Students make choices regarding their projects

- Prepare a flyer in both Arabic and Spanish expressing their welcome and position on immigration and open borders (expressing solidarity and sharing similar experiences)
- Prepare a presentation to Arabic speaking communities in the US showing empathy and solidarity (present at an Arab-American community event such as the conference hosted by the Southern California Arabic Language Teachers Council)
- Create a web page welcoming immigrants to the US. Students Write messages/letters of encouragement as well as share their own stories in order to welcome recent arrivals from the Arab world as well as Latin America
- Write a Poem/ dance/ play/ short story

Design and Implementation Actions

Action
<u>Entry Event:</u> Students watch story of a Syrian migrant and story of a Latinx migrant
Central probing question Should people be able to live wherever they want? Should there be boundaries between countries? What would it be like to have open borders between countries?
<u>Sustained Inquiry:</u> Students look up history of borders. When and how did they start? How did the southern border in the US and the borders in Arab countries come to be? In class: how to make an argument, give opinion and support it
<u>Authenticity:</u> This question relates to students' lives. Rhetoric on immigration is all around them and in many cases can pertain to their lives and the lives of people around them or people they know; friends or family.
<u>Student Voice &amp; Choice:</u> Students can choose what to focus on and how to direct their inquiry as long as they explore borders and history of borders.
<u>Reflection :</u> Journals, self and peer assessment
<u>Critique and Revision:</u> Opportunities throughout the quarter to check in with other groups and with teacher and get feedback from peers through in-class summary and discussion sessions as well as through digital media such as Flipgrid)
<u>Public Product :</u> Web page, flyer/ letters/ community presentation/ performance (dance/ poem/ presentation, or song)_at local community events and conferences such as SCALTC