EL 94a Syllabus  Spring 2013  (Two-credit Experiential Learning Practicum Course) Immigrant Support Services Practicum (ISSP)

Class meeting time: Thursdays from 1:00 – 1:50 p.m. starting Th Jan 24, Brown 224
Instructor: Marci McPhee, International Center for Ethics, Justice and Public Life  mcphee@brandeis.edu  x67744
Office: ASAC 311, down loop road from Mandel Ctr – top floor, left side.
Office hours – 3:30 – 4:30 W & Th, or by appointment – contact Barbara: ethics@brandeis.edu
Visit Marci's office hours google doc to sign up for a time (link in my email signature line)
Make sure I see you through my glass door when you arrive, so I’ll know you’re waiting.

Peer Assistants (PAs):
  Academic PA: Alex Glomset ‘14  glomset@brandeis.edu  Office hours by appointment
  Community Partner PA: Abby Rosenbaum ‘15  abbyrose@brandeis.edu  Office hours by appointment

Associated four-credit base class:
IGS 10a, Intro to Int’l & Global Studies meets M, W, Th 12-12:50
Faculty on Record: Prof. Chandler Rosenberger

IGS 10a course description:
"Globalization" touches us more every day. Introduces the challenges of globalization to national and international governance, economic success, individual and group identities, cultural diversity, the environment, and inequalities within and between nations, regions of the globe, gender, and race.

EL 94a Practicum course description:
The EL 94a Immigrant Support Services Practicum (ISSP) is a 2-credit course that may be taken in conjunction with the base course. This supplemental course is designed to provide students with hands-on experience with community work and applying some of the frameworks and analysis methods of the base course. The practicum is also intended to provide students with an opportunity to realize a social justice aim by collaborating with an organization that is addressing needs of immigrants, and other social justice/social policy issues of interest to the student.

The combination of the base course and the EL 94a should contain the following four elements:

1. Direct or hands-on experiences that engage students intellectually, creatively, emotionally, socially, and/or physically, to enable them to experience the theories they learn and discuss in class.
2. Unknown outcomes allowing students to learn from natural consequences, mistakes, and successes. (We are all co-learners: Instructor, Peer Assistant (PA), and EL94 students.)
3. Opportunities for students to take initiative, make decisions, and be accountable for the results.
4. Structured assignments and processes that enable students to reflect on their direct experiences critically and to connect theory and practice.

In order to develop their reflective skills and to enable faculty to assess their progress, students in
EL 94a will present their EL experience in written and oral form. Students’ papers and presentations should focus on the learning process through their direct experience in the community organization, as it connects to their learning in the base course.

**Time Commitment:**

a. 1-hour weekly class meeting with the Instructor, Peer Assistant, and other 94a participants to workshop, reflect, troubleshoot, etc.

b. At least 3 additional hours per week of individual or group work on project/practicum. Activities will include work on the practicum activities listed above, such as identifying an organization with which to work, collaborating with the organization’s staff to develop a plan for an activity or product, and implementing the activity or product. The 3 hour per week time commitment also includes the final presentation.

**Community Work Hours:** Log your community service hours WEEKLY in two ways:

1) Log hours only on the google doc (see Abby for link) and
2) Log your hours again at the Office of Community Service website at: http://www.brandeis.edu/studentaffairs/communityservice/awardandtrackinghours/index.html. Please indicate what you did in the final box that reads “If you would like to include additional information about your community service hours please use the space below.” Be sure you click the box that reads “Send me a copy of my responses.” Then forward that email to BOTH Marci and Abby, the Community Partner PA, at abbyrose@brandeis.edu. Do not include time spent doing the homework for the the base course course or the practicum (readings or writing assignments). However, time spent preparing for the final presentation should be included.

**Grading:**

1) Work with the community organization: 50%
2) Attendance/participation practicum class: 20%
3) Written assignments: 20% (5% per reflection for 4 assignments). See below for grading rubric.
4) Final presentation: 10%

**Extra credit option:** Attend one or more events related to the themes of the practicum and write a 2-3 page reflection connecting the event to the base course and your community experience. Well-written reflections may bring up your grade. One or two extra credit papers will be accepted.

**Class Attendance and Punctuality:** Regular attendance is crucial to the successful attainment of the course objectives in this small discussion-based seminar. Particularly because the class meets only once a week and class time is so short, punctuality is essential. Missing any part of class will be considered a full absence.

One absence will be considered a warning. Two or more absences will affect your attendance/participation grade by one letter grade for each subsequent absence. In cases of an accident, illness, etc. you must notify the instructor as soon as possible. Excessive absences will have a negative impact on your class participation grade and will seriously affect your ability to achieve the practicum learning objectives.

**A Word about Language:** An immigrant is defined as someone who leaves his country of origin intending to settle in another country. Visiting students or temporary workers who relocate for the purposes of education, tourism, or temporary work are not considered immigrants. Some consider the phrase Illegal immigrant offensive; the preferred terminology is undocumented immigrant. In this class, we may also discuss children of immigrants, whether those children themselves are immigrants.
Potential Partners for your community work:

1. Charles River Public Internet Center
   154 Moody St. 781-891-9559
   http://www.crpic.org/
   Judith Webster jmwebster@crpic.org

   “Changing the World, One Checkbook at a Time” (Financial Fitness)
   Student volunteers will coach participants in a workshop series taught by
   Charles River Public Internet Center (CRPIC) staff, to be offered on a weekday evening. Student coaches will also be available for one hour a week for
   individual coaching at CRPIC with their clients at a mutually convenient time,
   during CRPIC public hours. The workshop will cover financial fitness (basic budgeting, how to pay bills online, understanding loans, credit scores, etc.).
   Students will receive training in how to teach basic financial fitness.

2. Waltham Family School
   510 Moody St. 781-314-5696
   http://www.walthampublicschools.org/fam.cfm
   Bryna Leeder, WFS Volunteer Coordinator, brynaesl@msn.com
   Britta McNemar, BrittaMcNemar@k12.waltham.ma.us

   ISSP students working with Waltham Family School (WFS), a
   family literacy program, will serve as tutors/teaching assistants in
   classes with adults taking English as a Second Language classes.
   Students must be available for at least 3 hours a week during the following time blocks: T (9:00-10:30; 10:30-12:00), Wed (9:00-10:30; 10:30-12:00), or Thurs (9:00-10:30 a.m.; 10:30 a.m.-12:00 p.m.). Orientation will be
   held at WFS one morning Tues Jan 29 through Th Jan 31 between 9-12 (exact day and time TBD).

3. Casa Guatemala
   facebook.com/casa.guatemala
   Mayte Lara mayte2381@hotmail.com
   Elvis Jocol elvis.jocol@gmail.com

   To ensure a better future without forgetting the past, Casa Guatemala aims to
   preserve and celebrate Guatemalan culture and at the same time empower all
   Latino youth to become the future leaders of tomorrow. Two or three ISSP
   students are needed for the Young Latinos Club and after-school tutoring of
   middle school students on Monday and/or Wed from 2:30 – 4:30 at McDevitt
   Middle School, 75 Church Street (off Main Street, across from Moody Street).
   One additional ISSP student may be involved offsite in developing marketing
   materials (including social media) for the Young Latinos Club and the website for
   Casa Guatemala.

   Other organizations are possible on approval, but these are strong partners that
   we recommend.
Transportation: Students are responsible for their own transportation to and from the community partner site. **BE SURE YOU HAVE A BACKUP MODE OF TRANSPORTATION.** If you need help with transportation, consider [http://www.brandeis.edu/campussustainability/transportation/index.html](http://www.brandeis.edu/campussustainability/transportation/index.html)

Assignments:
The four assignments are due via email to Marci mcphee@brandeis.edu and both PAs no later than 12 noon on Fridays (dates below). Please plan ahead for weekend travel, personal circumstances, etc. In fairness to all students, late assignments will receive a lower grade.

Free writing coaching is available at the Writing Center in the Goldfarb Library: visit [http://www.brandeis.edu/writingprogram/writingcenter/](http://www.brandeis.edu/writingprogram/writingcenter/) for hours and details.

- **Assignment 1: Practicum Learning Goals and Workplan**  
  **Due:** Feb 1 (Friday) by 12 noon via email to Marci, Abby & Alex (emails above).  
  **Description:** Within 2 weeks of beginning your practicum, you must submit a 2-3 page reflection (double-spaced) in which you describe the work you have done so far on your practicum, goals you have set with your organizational partners, your personal learning goals, challenges you have encountered so far, and ways you foresee overcoming them. Or, in short, what would you need to accomplish by the end of the semester to feel that you’ve done what you wanted to do, and learned what you wanted to learn? Your paper also should connect 1-2 experiences in your community work to 1-2 specific concepts from the base course class learnings. Include a specific quote or an author you’ve discussed in the base course.

- **Assignment 2: Desert Roots Reflection**  
  **Due:** Feb 15 (Friday) by 12 noon via email to Marci, Abby & Alex (emails above).  
  **Description:** Read the introduction to Mitra Shavarini’s book *Desert Roots: Journey of an American Dream* (available on Google docs). Write a 2-3 page (double-spaced) response paper connecting Mitra’s story to  
  1) a specific concept or theory in the base course (list a quote or an author), AND  
  2) an experience from your community work  
  At the end of your paper, list the questions you wish you could ask the author.

- **Assignment 3: Informal Immigrant Interview**  
  **Due:** March 15 (Friday) by 12 noon via email to Marci, Abby & Alex (emails above).  
  **Description:** Interview an immigrant. Ideally this will be an immigrant you have met in the course of your community work. Write his/her story in 2-3 pages (double-spaced), or submit original artwork, a short video, photo essay with captions, or other product. If you choose something other than a paper, please submit a short narrative of explanation and commentary. Your interview product may be considered for inclusion in the Waltham Public Library archive collecting immigrant stories as part of the history of Waltham. **See below for more information about this assignment.**

- **Assignment 4: Final Reflection and Handoff Letter (separate documents)**  
  **Due:** April 26 (Friday) by 12 noon via email to Marci, Abby & Alex (emails above).
**Description:** Write a 2-4 page (double-spaced) reflection, which summarizes your experience working with the organization, planning and implementing an advocacy product or activity, and working with the practicum, by addressing the following questions:

- What did you learn about yourself through this experience?
- What were your greatest challenges?
- How did this experience affect the way you experience the base course?
- How do you feel that your work with your 94a practicum supports or challenges the information you have learned in the base course?
- What conclusions can you draw about the intersection of the base course learnings and Immigrant Support Services in Waltham?
- Did your work actually meet the needs of immigrants in Waltham? How do you know?

Then, in a separate 1-2 page paper (double-spaced), write your handoff letter to next semester’s ISSP students. What suggestions do you have for future students working with your community partner? Including your name on this page is optional.

**Final Presentation:**
Th April 25 from 1-1:50 in Shapiro Campus Center313 (open to the public)

**Description:** Present your project or summary of your work and experience throughout the semester. Feel free to be creative! Some ideas for final presentations might be: a video or slide show, a poster, a booklet, a scripted skit, the possibilities are endless! However, all presentations should include and specific quotes or observations from both the the base course course AND your community work. Students who worked together on their practicum may work together on final projects.

![CG team fall 2012: Queen White, Ari Paez, Jennah Jacobs, Abby Rosenblum, and Cristal Hernandez. Photo by David J. Weinstein](image)

**Readings:**

- **Required reading:**
  1. Selections from “Massachusetts New Americans Agenda,” (8 pages) available on Google docs. The entire report is downloadable at [www.mass.gov/ori](http://www.mass.gov/ori)

- **Suggested reading (optional):**
Notice to students with disabilities:
If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th Jan 24</td>
<td>Class. Introductions, structure &amp; expectations, forming teams for community organizations. Choose day for ISSP Intensive – 2-3 hour training</td>
</tr>
<tr>
<td>Th Jan 31</td>
<td>Class. Before this class you should have read Selections from “Massachusetts New Americans Agenda,” 8 pages, available on Google docs.</td>
</tr>
<tr>
<td>TBD</td>
<td>ISSP Intensive – 2 hour training</td>
</tr>
<tr>
<td>F Feb 1</td>
<td>Assignment #1 due by 12 noon – Practicum Workplan</td>
</tr>
<tr>
<td>Th Feb 7</td>
<td>Guest speaker – Prof. Rosenberger on academic connections to the base course</td>
</tr>
<tr>
<td>Th Feb 14</td>
<td>Class</td>
</tr>
<tr>
<td>F Feb 15</td>
<td>Assignment #2 due by 12 noon – <em>Desert Roots</em> reflection</td>
</tr>
<tr>
<td>Th Feb 21</td>
<td>NO CLASS – FEB BREAK</td>
</tr>
<tr>
<td>Th Feb 28</td>
<td>Guest speaker – Mitra Shavarini, author of <em>Desert Roots</em></td>
</tr>
<tr>
<td>Th March 7</td>
<td>Guest speaker – Andrew Flagel on immigrants and college access</td>
</tr>
<tr>
<td></td>
<td>Before this class you should have read the Ethical Inquiry, “Should Undocumented Students be Eligible for In-State Tuition Rates?” at <a href="http://www.brandeis.edu/ethics/ethicalinquiry/2010/april.html">http://www.brandeis.edu/ethics/ethicalinquiry/2010/april.html</a> researched and prepared by Vanessa Kerr ’11 and Morgan Manley ’11</td>
</tr>
<tr>
<td>Th March 14</td>
<td>Class</td>
</tr>
<tr>
<td>F March 15</td>
<td>Assignment #3 due by 12 noon – Informal immigrant interview</td>
</tr>
<tr>
<td>Th March 21</td>
<td>Class</td>
</tr>
<tr>
<td>Th March 28</td>
<td>NO CLASS – MARCH BREAK</td>
</tr>
<tr>
<td>Th April 4</td>
<td>Guest speaker – Prof. Rosenberger on academic connections to the base course</td>
</tr>
<tr>
<td>Th April 11</td>
<td>Class</td>
</tr>
<tr>
<td>Th April 18</td>
<td>Presentation preparation – meet in Shapiro Campus Center 315 (near SCC 313)</td>
</tr>
<tr>
<td>Th April 25</td>
<td>Presentation in Shapiro Campus Center 313 – open to the public. Students in the base course particularly invited. Will be advertised as an Ethics Center event.</td>
</tr>
<tr>
<td>1 – 1:50</td>
<td></td>
</tr>
<tr>
<td>F April 26</td>
<td>Assignment #4 due by 12 noon – Final reflection and handoff letter</td>
</tr>
</tbody>
</table>

DATES TO KNOW ABOUT:
These events may be of interest to your Waltham community contacts, or to you for extra credit (see above). Extra credit is NOT limited to Ethics Center-sponsored events. PRELIMINARY details follow – for the latest information, please check [www.brandeis.edu/ethics/events](http://www.brandeis.edu/ethics/events)

**Beyond Nuremberg: The Future of International Criminal Justice**
Wednesday, January 30, 2013
Time: 5:30 pm    Location: International Lounge, Usdan
Prince Zeid Ra'ad Zeid Al-Hussein, Permanent Representative of the Hashemite Kingdom of Jordan to the United Nations, will deliver a Distinguished Lecture in International Justice and Human Rights.

**DEIS Impact! Exploring Social Justice On Campus, In Waltham, and Around the World** February 1 - 11, 2013
The Ethics Center and the Student Union present the second weeklong "festival of social justice" at Brandeis. Dozens of events are planned by departments and clubs -- talks, performances, exhibits, discussions, and more!
Keynote talk by Suffolk professor Judy Dushku and actress Eliza Dushku, titled “Uganda By Way of Boston and Hollywood: A Social Justice Journey.” Details at go.brandeis.edu/deisimpact

REMIX: New Sounds from the Arab Lands
MusicUnitesUS open session of The Arts of Building Peace (PAX 250)
Wednesday, February 27, 2013
Time: 9:00 - 10:30 am Location: Slosberg Recital Hall  MusicUnitesUS 2013 presents residency artists that bring a sublime mix of spontaneity and control rooted in a thousand-year-old tradition of improvisation. This music is as alive and in the moment as you’ll ever hear, but it’s also fraught with history. Moreover, it could only have been created by artists whose own musical journeys have zigzagged back and forth between the Middle East and the West in unique and remarkable ways. Residency artists will perform at an open session of Cindy Cohen’s PAX 250, The Arts of Building Peace, and discuss their boundary-crossing fusion of traditional and contemporary musics of the world. This event is free and open to the public. For a look at the entire residency schedule, and for more information about the artists and sponsors, visit the MusicUnitesUS page.

*Brazil's Balancing Act: Reconciling the Demands of Economic Development, Environmental Protection, and Indigenous Rights
Tuesday, March 5, 2013
Time: 2:00 - 5:00 pm Location: International Lounge, Usdan
Experts working in diverse fields - including economic development, international business, environmental protection, international law, and human and indigenous rights - will examine the intersecting interests and responsibilities of those working in sometimes conflicting sectors. The symposium will provide a forum for dialogue about how Brazil might best fulfill its local, national, and international obligations. All are welcome. For more information, contact ethics@brandeis.edu.

(This IS OUR FINAL PRESENTATION. WE CAN SHAPE THE FOLLOWING PLACEHOLDER TITLE & DESCRIPTION TOGETHER.)
*Immigration Support Services Practicum Presentation
Learnings from a Semester in the Community
Thursday, April 25
Time: 1:00 – 1:50 pm
Location: Shapiro Campus Center 313
A city where over a dozen languages are spoken at home, Waltham presents an array of opportunities and challenges for a substantial community of immigrants. Join the students in the Immigration Support Services Practicum, taught by Marci McPhee, as they share learnings from a semester of working with organizations in Waltham supporting immigrants. Contact ethics@brandeis.edu. RSVPs appreciated on Facebook.

WFS team  fall 2012: Tawanna Johnson (left) and Kira Setren (above) at final presentation. Photo by David J. Weinstein
Assignment #3: Informal Immigrant Interview        Due Friday March 15 by 12 noon

In your work with your community organization, you are likely to meet and build relationships with several people who have migrated to this country. When you feel that sufficient trust is established, approach someone and ask if they would be willing to share their story with you.

Ideally the immigrant will be someone in your community organization. If necessary, you can interview someone on campus (student, faculty, or staff). S/he must be an immigrant: someone who was born in another country and now lives in the US. If you’re unable to locate an appropriate person to interview, you may interview a professional who works with immigrants. In this case you will gather stories of immigrants with whom s/he works. Then you’ll complete the assignment as if you had interviewed the immigrants yourself. This may result in a composite product, i.e. combining stories of various immigrants into a single story.

Write his/her story in 1st person or 3rd person, as a narrative, poem, short performance, essay, etc. If written, your paper should be 2-3 pages (double-spaced). Non-written products might be original artwork, a short video, photo essay with captions, etc. Two students CAN interview the same person if they produce different products. The writing or art must be done by you as the student interviewer, not by the immigrant. Depending upon the work, the final product may be part of the archive being created at the Waltham Public Library to preserve Waltham history and community knowledge.

In most cases you’ll want to change the name of your interviewee in your writing. If you’re including photos or video, you’ll probably want to take the pictures in such a way that the identity of the subject cannot be identified.

Of course, it is essential to build a level of trust with the person before you conduct the interview. Suggestions include reassuring them that their identity will be protected, and allowing them to comment on your product before you submit the assignment.

Possible interview questions might include questions such as these. These are ideas only; conduct the conversation in the way you feel is best, with respect for the person being interviewed as the top priority (NOT getting the story as the top priority).

• What was it like when you were growing up in [country]? Or what have people told you it was like in [country] where you were born?
• How did it happen that you, or your family, moved to the US? Why did you want or need to leave? Why did you want or need to come to this country in particular?
• What happened? Tell me your story.
• What would make you feel like justice was done in this situation?
• What were you looking for in healing? What would healing mean?
• What did you bring with you from your home country, and why? Is there a particular object relating to your story that you kept?
• What are your hopes for the future, for yourself and for your children?

In your opening paragraph, describe in 2-3 sentences how you know the person, your process in conducting the interview, and whether the paper is an individual story or composite story, fact or fiction (i.e. what an immigrant might have experienced, but not an actual interview). If you choose something other than a paper, please submit a short narrative of explanation and commentary.
<table>
<thead>
<tr>
<th>Levels</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Reflective practitioner | **Clarity:** The language is clear and expressive. The reader can create a mental picture of the situation being described.  
                      **Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.**  
                      **Relevance:** The learning experience being reflected upon is relevant and meaningful to student and course learning goals.  
                      **Analysis:** The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.  
                      **Interconnections:** The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.  
                      **Self-criticism:** The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result. |
| Aware practitioner | **Clarity:** Minor, infrequent lapses in clarity and accuracy.  
                      **Relevance:** The learning experience being reflected upon is relevant and meaningful to student and course learning goals.  
                      **Analysis:** The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.  
                      **Interconnections:** The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.  
                      **Self-criticism:** The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions. |
| Reflection novice | **Clarity:** There are frequent lapses in clarity and accuracy.  
                      **Relevance:** Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.  
                      **Analysis:** Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.  
                      **Interconnections:** There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.  
                      **Self-criticism:** There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc. |
| Unacceptable     | **Clarity:** Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.  
                      **Relevance:** Most of the reflection is irrelevant to student and/or course learning goals.  
                      **Analysis:** Reflection does not move beyond description of the learning experience(s).  
                      **Interconnection:** No attempt to demonstrate connections to previous learning or experience.  
                      **Self-criticism:** Not attempt at self-criticism. |

Developed by Steven Jones, Coordinator, Office of Service Learning, IUPUI