EL 16a Syllabus

Fall 2016

(Two-credit Experiential Learning Practicum Course)

The Immigrant Experience in Waltham: A Service-based Practicum

Class meeting time: Wednesdays from 12:00 – 12:50 p.m. starting Wed Sept 7, Schwartz 110.

Instructor: Marci McPhee, International Center for Ethics, Justice and Public Life

mcphee@brandeis.edu x67744 Office: ASAC 311 (Abraham Shapiro Academic Complex)

Office hours – W & Th 3:30 – 4:30, 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 and on LATTE)

Make sure I see you through my glass door when you arrive, so I’ll know you’re waiting.

Associated four-credit base class (to be taken concurrently or within the past year):

AAAS 177a: The Other African Americans: Comparative Perspectives on Black Ethnic Diversity

AMST 55a: Race, Ethnicity, and Immigration in American Culture

ANTH 1a: Intro to the Comparative Study of Human Societies (Fall 2016: Janet McIntosh)

IGS 10a: Intro to International and Global Studies (Fall 2016: Kerry Chase)

POL 184a: Global Justice

SOC 122a: The Sociology of American Immigration

EL 16a Practicum course description:

The EL 16a course “The Immigrant Experience in Waltham: A Service-based Practicum” (IP) 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 through community work with immigrants, 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 16a 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 and EL16a 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 16a 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.

BASE COURSES:

AAAS 177a course description: The Other African Americans: Comparative Perspectives on Black Ethnic Diversity. Explores the identities, immigration and integration of Black Africans and Afro-Caribbeans in the United States and United Kingdom from interdisciplinary perspectives. It examines intra-racial and inter-ethnic similarities and differences, conflicts and collaborations that animate the lived experiences of native and new Blacks.

AMST 55a course description: Race, Ethnicity, and Immigration in American Culture. Provides an introductory overview of the study of race, ethnicity, and culture in the United States. Focuses on the
historical, sociological, and political movements that affected the arrival and settlement of African, Asian, European, American Indian, and Latino populations in the late nineteenth and twentieth centuries. Utilizing theoretical and discursive perspectives, compares and explores the experiences of these groups in the United States in relation to issues of immigration, population relocations, government and civil legislation, ethnic identity, gender and family relations, class, and community.

ANTH 1a course description: Examines the ways human beings construct their lives in a variety of societies. Includes the study of the concept of culture, kinship, and social organization, political economy, gender and sexuality, religion and ritual, symbols and language, social inequalities and social change, and globalization. Consideration of anthropological research methods and approaches to cross-cultural analysis.

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.

POL 184a course description: Global Justice. Explores the development of the topic of global justice and its contents. Issues to be covered include international distributive justice, duties owed to the global poor, humanitarian intervention, the ethics of climate change, and immigration.

SOC 122a course description: The Sociology of American Immigration. Most of us descend from immigrants. Focusing on the United States but in a global perspective, we address the following questions: Why do people migrate? How does this affect immigrants’ occupations, gendered households, rights, identities, youth, and race relations with other groups?

Potential Partners for your community work:

1. Charles River Public Internet Center
   154 Moody St. crpic.org 781-891-9559 x207
   Contact Judith Webster jmwebster@crpic.org
   Brandeis IP students will be tutors in a workshop series taught by Charles River Public Internet Center staff, to be offered on weekday evenings (probably Monday and Wednesday). The workshop will cover very basic computer literacy such accessing the internet and Microsoft Word, for non-native English speakers. All of the community participants are enrolled in English as a Second Language (ESL) classes at other times.

2. Prospect Hill Community Center (PHCC)
   44 Hansen Rd prospecthillcc.org Contact wgprospecthillkidsclub@gmail.com
   Brandeis IP students work in collaboration with volunteers from the Waltham Group’s Prospect Hill Kids Club and Bentley University volunteers to provide afternoon enrichment to children who live in the Prospect Hill Terrace low-income housing neighborhood. The Center is open on weekdays from 3:00-5:15 pm. IP students sign up to be at the Center on the same day each week. The afternoons include homework help, tutoring, and fun indoor and outdoor activities. Children who attend the Center come primarily from single-parent households and are in elementary and middle school. Many parents in Prospect Hill are immigrants who are are non-native English speakers, with the most commonly spoken languages being Spanish.
and Haitian Creole. After the first few weeks of the semester, transportation will be provided by Waltham Group, leaving campus around 2:45 pm. Before then, transport is on your own. ALL PHCC VOLUNTEERS NEED A CORI BACKGROUND CHECK before beginning their volunteer work, which usually takes a week or more. Contact the Office of Community Service in SCC 2nd floor or whiffer@brandeis.edu.

3. Waltham Family School

Contact Britta McNemar, BrittaMcNemar@k12.waltham.ma.us

IP students working with Waltham Family School, a family literacy program, will serve as tutors/teaching assistants in English as a Second Language classes with adults or preschool children (usually adults). Students must be available for at least 3 hours a week during the following time blocks: Tues (9-10:30; 10:30-12), Wed (9-10:30; 10:30-12), or Thurs (9-10:30; 10:30-12) and possibly Fri 10:30 – 12:00. IP students choose a consistent day and time to volunteer.

4. WATCH CDC "Breaking Barriers" program

24 Crescent Street Suite 201 (off Moody Street) watchcdc.org
Contact Brian Logue brian@watchcdc.org (781) 891-6689 x202

Breaking Barriers at WATCH CDC is an adult education, training & leadership program for immigrants of all nationalities. The program expands the skills and strengthens the voice of immigrants in the Waltham community. After initial training (ideally Thurs Sept 15, 6-8 pm) volunteers assist with English classes, which are held Mon through Thurs from 6-8:00 pm. IP students choose a consistent day & time to volunteer.

El 16a Time Commitment:

a. 1-hour weekly class meeting with the Instructor and other students to workshop, reflect, troubleshoot, etc.
b. At least 3 additional hours per week of individual or group work on project/practicum. Activities will include identifying an organization with which to work, volunteering and supporting the organization, and preparing the final presentation.

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 brandeis.edu/publicsafety/safety/escort/schedule

Community Work Hours: Log community service hours WEEKLY in two ways:
1) Log hours and description of the time spent on the google doc
2) Log your hours again on SAGE to help you AND the University. See details at brandeis.edu/studentlife/communityservice/awardandtrackinghours/trackinghours.html

Do not include time spent doing the homework for the base course or the practicum (readings or writing assignments). However, time spent preparing for the final presentation should be included.
Grading: (See page 9 for grading rubrics)

1) Work with the community organization: 50% (target is 30 hours total, with professional behavior like an employee, not a volunteer. See grading rubric on page 9)
2) Attendance/participation practicum class: 20%
3) Written assignments: 20% (5% per reflection for 4 assignments)
4) Final presentation: 10% (including your teamwork in preparing and publicizing – see page 5)

Extra credit option: Attend one or more events of your choice 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 practicum. 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 their 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 or not those children themselves are immigrants.

Assignments:
The four assignments are due via email to Marci mcphee@brandeis.edu no later than 12 noon usually 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 brandeis.edu/writingprogram/writingcenter for hours and details.

• Assignment #1: Practicum Learning Goals and Workplan
  Due: Fri Sept 30 by 12 noon via email.
  Description: 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 organization, your personal learning goals, challenges you have encountered so far, and ways you foresee overcoming them. 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: Fri Oct 21 by 12 noon via email.
  Description: Either read the introduction to Prof. Mitra Shavarini’s book Desert Roots: Journey of an Iranian Immigrant Family (12 pages, on LATTE) OR watch the first three videos from the book launch event at brandeis.edu/ethics/news/2012/2012.September.7
(about 45 minutes total: Prof. Shavarini, author; Leila Pascual ’14, student respondent; Prof. Kristen Lucken, faculty respondent). 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.

• **Assignment #3: Informal Immigrant Interview**
  **Due:** Fri Nov 18 by 12 noon via email.
  **Description:** Interview an immigrant. Ideally this will be an immigrant you have met in the course of your community work. Write their 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. *See page 8 for more information about this assignment.*

• **Final Presentation:**
  Wed Dec 7 during class time in Lurias, Hassenfeld (upper Sherman), open to the public
  **Description:** Present a summary of your work throughout the semester. Some ideas for final presentations might be: a video or slide show, a poster, a booklet, a scripted skit, etc. All presentations should include these essential elements:
  - A story about your community work – a client, a moment
  - Specific academic observations from the base course
  - Some lively audience interaction – make it *experiential* for your audience, helping them to experience what you did as a volunteer.
  **Note:** Your presentation grade includes your teamwork in preparing for and publicizing this presentation, as reported in your final paper below.

• **Assignment #4: Final Reflection and Handoff Letter (two separate documents)**
  **Due:** Mon Dec 12 by 12 noon via email.
  **Description:** Write a 2-4 page (double-spaced) *reflection*, which summarizes your community work and practicum class experience 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 the 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 the immigrant experience in Waltham?
  - Did your work actually meet the needs of immigrants in Waltham? How do you know?
  - What was your role in preparation for the presentation?
  Then, in a separate 1-2 page paper (double-spaced), write your *handoff letter* to next semester’s IP students. What suggestions do you have for future students working with your community partner? Including your name on this page is optional.
Readings:

- **Required texts:**
  1. "Ten Myths About Immigration," (2 pages) on LATTE or at [tolerance.org/immigration-myths](http://tolerance.org/immigration-myths).
  2. Selections from “Massachusetts New Americans Agenda,” (8 pages) available on LATTE. The entire report is downloadable at [www.mass.gov/ori](http://www.mass.gov/ori).
  4. Introduction, *Desert Roots: Journey of an Iranian Immigrant Family*, by Brandeis professor Mitra Shavarini, (12 pages) available on LATTE, OR watch the first three videos from the book launch event at [brandeis.edu/ethics/news/2012/2012.September.7](http://brandeis.edu/ethics/news/2012/2012.September.7) (about 45 min total - Prof. Shavarini, the author; Leila Pascual ’14, student respondent; Prof. Kristen Lucken, faculty respondent).

- **Suggested reading (optional):**
  3. “Theory for Practice: A Framework for Thinking about Experiential Education,” by Rebecca Carver, (10 pages), available on LATTE.

**Notice to students with disabilities:**
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. If you have questions about documenting a disability or requesting academic accommodations, contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.)

**Academic integrity:**
You are expected to be honest in all of your academic work. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Please consult Brandeis University [Rights and Responsibilities](http://www.brandeis.edu/rightsandresponsibilities) for all policies and procedures related to academic integrity.
## IMMIGRANT PRACTICUM CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>W Sept 7</td>
<td>Class. Structure &amp; expectations, connecting with community organizations</td>
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<tr>
<td>W Sept 14</td>
<td>Class. Working in the community</td>
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<tr>
<td>W Sept 21</td>
<td>Class. Guest speaker Prof. Kristen Lucken (SOC) about immigration policy. Before class, read &quot;Ten Myths About Immigration,&quot; (2 pages) on LATTE or at <a href="tolerance.org/immigration-myths">tolerance.org/immigration-myths</a></td>
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<tr>
<td>W Sept 28</td>
<td>Class. Before class, read &quot;Mass New Americans Agenda&quot; (8 pages) on LATTE</td>
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<td>F Sept 30</td>
<td>Assignment #1 due by 12 noon – Practicum Workplan</td>
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<td>W Oct 5</td>
<td>Class</td>
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<tr>
<td>W Oct 12</td>
<td>NO CLASS – Yom Kippur</td>
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<td>W Oct 19</td>
<td>Guest speaker Marina Offner, Admissions. Before class, read the Ethical Inquiry, “Should Undocumented Students be Eligible for In-State Tuition Rates?” at <a href="brandeis.edu/ethics/ethicalinquiry/2010/april">brandeis.edu/ethics/ethicalinquiry/2010/april</a> researched and prepared by Vanessa Kerr ’11 &amp; Morgan Manley ’11. (possible class location – Lurias, Hassenfeld (upper Sherman)) ASSIGNMENT: Bring a page to turn in (1-2 paragraphs) answering three questions about the reading: &quot;What?&quot; (What fact or idea stands out to you?) &quot;So what?&quot; (What does it mean?)&quot;What else&quot; do you wish you knew about this?</td>
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<td>Fri Oct 21</td>
<td>Assignment #2 due by 12 noon – Desert Roots reflection (see LATTE for the reading). Midterm check of hours logged on Google doc and SAGE due 12 noon (pass/fail)</td>
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<td>W Oct 26</td>
<td>Class discussion of immigrant issues raised by Desert Roots Preparation for academic discussion next week</td>
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<td>W Nov 2</td>
<td>Class discussion of academic connections to your community work Guests: Prof. Janet McIntosh (ANTH 1a), Prof. Kerry Chase (IGS10a)</td>
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<td>W Nov 9</td>
<td>Class. ASSIGNMENT: Bring a page to turn in with your intended immigrant interviewee and proposed product (i.e. paper with &quot;value added,&quot; photo essay, artwork, etc.) See syllabus, p. 8</td>
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<td>W Nov 16</td>
<td>Class (last class in our regular classroom!)</td>
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<tr>
<td>F Nov 18</td>
<td>Assignment #3 due by 12 noon – Informal immigrant interview</td>
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<td>W Nov 23</td>
<td>NO CLASS – Thanksgiving</td>
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<td>W Nov 30</td>
<td>Presentation preparation. Class meets in Lurias, Hassenfeld (upper Sherman) with Daniel Langenthal and/or Alyssa Canelli of the Office of Experiential Learning</td>
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<td>W Dec 7</td>
<td>Presentation in Lurias, Hassenfeld (upper Sherman) – open to the public, advertised as an Ethics Center event</td>
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<tr>
<td>Mon Dec 12</td>
<td>Assignment #4 due by 12 noon – Final reflection and handoff letter. All community hours must be logged on the google doc and on SAGE by this time as well.</td>
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(TOP IS OUR FINAL PRESENTATION. WE CAN SHAPE THE FOLLOWING PLACEHOLDER TITLE & DESCRIPTION TOGETHER.)

### The Immigrant Experience. Our Experience.

Wednesday, December 7, 2016  
Time: 12:00 – 12:50 pm  
Location: Lurias, Hassenfeld (upper Sherman)

What's it like for immigrants who live in Waltham? What's it like for Brandeis students who work with them? Join the students in the practicum “The Immigrant Experience in Waltham”, taught by Marci McPhee, as the students share what they learned from a semester working with Charles River Public Internet Center, Prospect Hill Community Center, Waltham Family School, or WATCH. Refreshments served. Cosponsored by the Office of Experiential Learning and Teaching. For more information, please contact ethics@brandeis.edu.
Assignment #3: Informal Immigrant Interview  
Due Friday Nov 18 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). They must be an immigrant: 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. 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 they work. 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 their 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, music, poetry, 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.

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. Only your instructor will see the paper unless they choose to share it with someone else.

Possible interview questions might include questions such as these. These are ideas only; you should 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 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.

Rather than a simple report (“he said, she did. . . “) your interview should have some value added: either a creative fashioning (see above), a reflection on what their story means to you, how it connects to your community work and/or insights from the base course, etc.
ASSESSMENT RUBRIC for papers:
Evaluating papers considers the quality of thesis, evidence, analysis, structure, and style. Please read the assignment carefully; papers must address all parts of the assignment.

- An **A paper** makes an interesting, complex, and important argument and supports that argument with well-chosen evidence. The structure is logical and engaging; the writing is clear and concise, and all aspects of the assignment are thoroughly well executed.
- A **high B paper** either aims at making an engaging, complex argument but is hindered by problems of structure, analysis or style, or else it has a simpler argument that is thoroughly well executed.
- A **B paper** addresses the assignment and demonstrates efforts to produce a complex argument but is hindered by either a lack of complexity or importance in the thesis, or by structural, analytical, or stylistic problems in the execution of ideas.
- A **low B paper** demonstrates effort to address the assignment, but the argument is ultimately too obvious, undeveloped, or obscured by significant structural, analytical, or stylistic problems.
- A **C paper** demonstrates frequent lapses in clarity, unclear relevance, little depth of analysis, no attempt to demonstrate connections to other learnings, and some attempt at self-criticism, but without awareness of personal biases, etc.
- A **D paper** does not meet the minimum page requirement, does not address the assignment, plagiarizes, or does not meet standards for academic writing or argumentation.

Adapted from the Teaching Effectiveness Manual prepared by the Al-Quds/Brandeis Teaching Effectiveness Partnership Team, July 2011, page 6 at brandeis.edu/das/downloads/SomePrinciplesofEffectiveTeaching

ASSESSMENT RUBRIC for community work:
You are representing Brandeis University and yourself. Treat your community partner with maturity and respect, using your best professional behavior like an employee.

A = **Committed volunteer** is engaged and reliable, informing community partner of any changes to the agreed-upon schedule, either personal (illness) or institutional ("Brandeis Monday" conflict, breaks, etc.) as far ahead as possible. Participates with energy and commitment. Ideally 30 hours or more logged frequently on Google doc and on SAGE.

B = **Aware volunteer** demonstrates minor lapses in engagement and commitment. Fewer than 30 hours, but recorded frequently on Google doc and on SAGE.

C = **Novice volunteer**, with frequent lapses in engagement and commitment, with far fewer than 30 hours, not logged frequently on Google doc or on SAGE.

D = **Unacceptable**, with one or more no-shows without informing the community partner ahead of time and little engagement.