

Portland State University
CAE
P.O. Box 751
Portland, OR 97207-0751

Spring 2011

Instructor:
Michael Chamberlain

Office and Office Hours:
CH351D
(by appointment)

Phone:
503-725-9118

(use internal Blackboard
E-mail)

Class Location and Time:
6:00pm-8:00pm
Tues: NH 224
Thurs. VOZ office

Online Access Information

The syllabus, reflective writing prompts and other course resources will be available online through Desire2Learn. You must have a PSU "odin" account to log-in. Go to: d2l.pdx.edu

Campus Closures:

School closures (e.g., weather) will be announced on the PSU website.

Organizing and Defending Immigrant Workers

Course Description: Immigrant workers constitute a large and growing segment of the labor force. This is true *internationally*; and in the *United States* and in *Portland* in particular. This course will explore the contentious issues surrounding immigration and the growth of an immigrant workforce. It will also partner with a local immigrant rights organization to explore ways to defend immigrant rights and to improve the working conditions of immigrants.

Course Textbooks:

The following **books** are required reading for this course. **Articles** or **web links** for additional readings will be provided online in Desire2Learn.

Roger Daniels, Guarding the Golden Door: American Immigration Policy and Immigrants since 1882. New York: Hill and Wang, 2004.

Aviva Chomsky, "They Take Our Jobs!" and 20 Other Myths about Immigration. Beacon Press, 2007.

The Four Goals of University Studies

1. Inquiry and Critical Thinking.
2. Communication.
3. Ethical Issues and Social Responsibility.
4. The Diversity of Human Experience.

Student Learning Outcomes:

By the end of this course, students will be able to:

- Critically analyze important social and political questions related to immigration.
- Participate in a constructive and respectful discussion focused on some of the most important social issues.
- Provide a well-reasoned position on these issues supported by documented research.
- Plan, organize, and implement a project of value to a community organization.

Course Activities

- Participate in classroom discussions and activities relevant to the course goals
- Participate in online discussions
- Write weekly reflection papers and complete assigned readings
- Meet with our community partner to learn about VOZ and it's work
- Complete a project to further the goal of the community partner.

Community Partner - VOZ

VOZ is a workers rights education project founded in June of 2000. The mission of VOZ is to empower immigrant workers, particularly day laborers, to gain control over their working conditions and to exercise

Withdrawal Deadlines:

- Last day to drop class w/ 100% refund – **April 3rd**
- Last Day to drop class without a W – **April 10th**

For complete term calendar:

<http://www.pdx.edu/registration/academic-calendar#2010-2011>

Important Dates:

May 1: Immigrant Rights demonstration.

Students with Disabilities

Please see me if you have a disability that may require some modification to the course. I will work with you and with the Disability Resource Center to arrange need supports.

Plagiarism

Please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another's work in your written assignments, you must use quotation marks and/or acknowledge the source appropriately.

PSU Code of Conduct

You are strongly encouraged to read the Student Conduct Code (<http://www.pdx.edu/dos/conduct.html>). It details your rights and responsibilities as a student and as a member of the Portland State Community.

their collective power to address the issues they face.

Our main contacts at VOZ will be:

- **Ignacio Paramo:** Hire Site Director, iparamo@portlandvoz.org, (503) 752-3619
- **Justin Shear:** Assistant Coordinator, justin@portlandvoz.org (503) 752-3619 P (503) 234-2043
- **Lizzie:** VOZ staff, lizziefuss@gmail.com (VOZ main # (503) 233-6787)

Grading

Grades will be based on participation in the class as measured by:

Class Attendance and Participation	(20%)
Reading Summaries	(10%)
Online discussion	(15%)
Reflective Writing Papers	(15%)
Topic Presentation	(10%)
Project Presentation	(10%)
Final Portfolio	(20%)

The standard 90/80/70/60 grading scale will be used. There will be no final exam for this course.

Class Attendance is an essential part of this course. However, I understand that “stuff happens”. I will forgive one missed class session. Just submit your “stuff happens” request. Find a link in the General Information module.

Reading Summaries will be graded on a 100-point scale.
(See the grading rubric for this activity at the end of the syllabus)

Online Discussion postings will be graded on a 100-point scale.
(See the grading rubric for this activity at the end of the syllabus)

Reflective writing papers will be graded on a 100-point scale:
(See the grading rubric for this activity at the end of the syllabus)

Topic Presentation

Small groups will be formed to research and lead the class discussion on a chosen topic.

Final Project:

Small groups will be formed to plan, organize and complete a project for the community partner. Groups will present on their final project during the final class meeting.

You will need to maintain phone, email and in-person contact with your group members and our partners throughout the term to ensure a successful project.

Weekly Schedule

Our tentative weekly schedule is attached. Please note that the schedule is subject to change.

Weekly Schedule

	Class Content
Week 1	<p>Tuesday, March 29</p> <ul style="list-style-type: none"> • A Nation by Design (citizenship, Nativism, race) <p>Thursday, March 31</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 1-11 Jobs: 50-57, 75-84</p>
Week 2	<p>Tuesday, April 5</p> <ul style="list-style-type: none"> • Conquering the West / colonialism • The Road to Empire <p>Thursday, April 7</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 12-58 Jobs: 84-102</p>
Week 3	<p>Tuesday, April 12</p> <ul style="list-style-type: none"> • The Last Great Depression • World War II (Foreign Policy imperative / Refugees / the Cold War) <p>Thursday, April 14</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 59-97 Jobs: 3-29</p>
Week 4	<p>Tuesday, April 19</p> <ul style="list-style-type: none"> • The Road to 1965 / Refugees • Guest speaker – Del Monte workers <p>Thursday, April 21</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 98-144 Jobs: 64-74</p>
Week 5	<p>Tuesday, April 26</p> <ul style="list-style-type: none"> • Latin Americans • Cubans vs Haitians <p>Thursday, April 28</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 145-218</p>

Week 6	<p>Tuesday, May 3</p> <ul style="list-style-type: none"> • Fruits of Colonialism <p>Thursday, May 5</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Jobs: 119-146, 171-179</p>
Week 7	<p>Tuesday, May 10</p> <ul style="list-style-type: none"> • The Economy <p>Thursday, May 12</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 219-231 Jobs: 36-49, 58-63</p>
Week 8	<p>Tuesday, May 17</p> <ul style="list-style-type: none"> • The Public Opinion <p>Thursday, May 19</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 232-259 Jobs: 103-118, 147-165</p>
Week 9	<p>Tuesday, May 24</p> <ul style="list-style-type: none"> • Post 9/11 <p>Thursday, May 26</p> <ul style="list-style-type: none"> • Community Project work <p>Readings: Golden Door: 260-268 Jobs: 30-35, 166-170, 180-198</p>
Week 10	<p>Tuesday, May 31</p> <p>Thursday, June 2 Final Presentation</p>

This calendar may change during the course of the term because of weather problems or class pace.

GRADING RUBRICS

Online Discussion postings

You will be expected to take part in an online discussion board each week. Your instructor will post two or three questions or comments to kick off the discussion. You should post a response to the original posting by the instructor and also respond to your classmates.

Postings for the week will be graded on the following 100-point scale:

• Posting is clear (we know exactly what you mean).	20
• Posting is original.	20
• Posting is substantial. (You really had something to say.)	20
• Posting demonstrates synthesis with other course components: (refers to assigned readings, class discussions, experience with the community partner etc.)	20
• Postings helped to move the discussion forward	20

Reflective writing papers (300 – 400 words in length)

You will create these papers in Word or a similar word processing application and submit them online using the Blackboard assignments drop box. Directions for each assignment will be found in the assignment for that week in Blackboard

Reflective Writing papers for the week will be graded on the following 100-point scale:

• Paper is well-organized and free of grammatical or spelling errors:	20
• Paper demonstrates critical analysis: (i.e. raises questions, poses arguments, responds to readings/prompt)	20
• Paper demonstrates synthesis with other course components: (refers to assigned readings, class discussions, experience with the community partner etc.)	20
• Thoughtful	40

Reading Summaries

You will download the template for each summary, complete it using Word or a similar word processing application and submit it online using the Blackboard assignments drop box. Directions for each assignment will be found in the assignment for that week in Blackboard.

Reading Summaries for the week will be graded on the following 10-point scale:

Summary is complete	10
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Final Portfolio

Final portfolio will be due by the end of the term. It should include your reading summaries, your reflective papers, immigrant group presentation and your VOZ project presentation

Final Portfolios will be graded on the following 100-point scale:

• Portfolio includes all required components	20
• Portfolio summary provides a synthesis of your study and experiences for the term (draw from assigned readings, class discussions, experience with the community partner etc.)	40
• Portfolio summary provides a thoughtful reflection on you experience over the course of the school term.	40