Department of Chicana/o Studies

Chicana/o Studies M 156A Immigrant Rights, Labor Rights, and Higher Education
(Same as Labor and Work Place Studies M 166A & Asian American Studies M 166A)

Summer 2015 (Session A-june 22-july 31)

Prof. Ingrid M. McCall
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Class Meeting Time: Mondays and Wednesdays from 10:00 a.m- 12:00 pm
Office Hours: By Appointment
Classroom: Haines A25

COURSE SYLLABUS

Course Description
The course will explore the contemporary immigrant rights movement and higher education, with a special emphasis on the immigrant youth movement and recent Supreme Court decisions on higher education. The last few years have witnessed a huge growth in the immigrant youth movement, that directly led to the Obama Administration change in policy to stop the deportation of immigrant youth and to grant them work authorization. UCLA students and alumni played an important role in securing this policy change. This course is a service learning/field research methods class. The class is designed to prepare participants to perform field work and analysis within the context of extensive service-learning projects. Participants will split their time between working groups in class and actual participation in the field. This course will involve participatory learning where students will engage in hands-on experience in the area of leadership development, strategic research and analysis, public education and outreach, media and communications, fundraising, and service learning.

Course Requirements and Grading Scale:

1. Class Participation and Reflection Papers – This class will be taught in a participatory seminar format. There will be a series of leadership workshops in class utilizing various facilitators and trainers. In addition, each student will be assigned to a working group that will create and implement a service learning/field work project to educate the public about deferred action and the federal Dream Act. Each student will be required to write one three-page double-spaced reflection paper about his/her experience working on the projects and with the working groups. Class participation and the reflection paper will count for 25% of the final grade.
2. **Articles for Publication.** Each student will be required to submit two written articles for publication, for a newspaper or newsletter, journal, newsletter, blog or web page or social media outlet on the issue of undocumented immigrant students. Each article should be between 3 – 5 pages, double spaced. One of the articles will be a human interest story regarding an individual impacted by the Dream Act. This could be a story about a UCLA student, a member of the UCLA student organization IDEAS, (Improving Dreams, Equality, Access, and Success), a member of Dream Team Los Angeles, a high school student, a Dream Act leader, or an ally who has participated in the Dream Act movement. The second story could focus on the release of *Undocumented and Unafraid* “DACA” (Deferred Action for Childhood Arrivals), the California Dream Act, the federal Dream Act, IDEAS, commentary on higher education U.S. Supreme Court decisions, a conference, action, or event. The articles could be written either in the first person voice, or third person voice. The article could be an editorial, essay, or human interest story. Each student should try to get it published in a newspaper, student or community publication, newsletter, or in a blog or web page. You will have until the third week to submit one article, and by the fifth week to submit the other. Students will be divided into small peer review groups, so that each article must be reviewed by at least two students before submission. **(25% of final grade)**

3. **Service Learning/Field Work.** Each student will be required to participate in a service learning/field work project focused on the issue of undocumented students’ access to higher education and “DACA” (Deferred Action for Childhood Arrivals). Each group will present a work product at the end of the course, and each group will prepare a 30-minute in-class presentation for the last day of class. **(50% of final grade)**

**Required Readings:**

- *Undocumented and Unafraid: Tam Tran, Cinthya Felix, and the Immigrant Youth Movement*, UCLA Center for Labor Research and Education 2012
- *Underground Undergrad: UCLA Undocumented Immigrant Students Speak Out*, UCLA Center for Labor Research and Education 2008
- *Miguel Contreras: Legacy of a Labor Leader*, UCLA Center for Labor Research and Education 2009
- U.S. Supreme Court decisions
- Additional Readings will be available on-line.
Course Outline:

Week 1: Class Introduction/ IDEAS and the Immigrant Youth Movement
- Introduction to the course
- Panel presentation on IDEAS (Improving Dreams, Equality, Access, and Success)
- Short Film Presentations on “Undocumented and Unafraid”, “Lost and Found” and “Seattle Underground Rail Road”
- Create DACA EVENT TIMELINE
- Exercise on developing your story, finding your voice
- Conducting Outreach and Legal Clinics 101
- Project Sign-ups and Team assignment
- DACA SCREENING

Reading: Deferred Action for Childhood Arrivals (DACA) Self-Help Guide

Week 2: DACAmented - Power Analysis on the DREAM Act and the campaign to stop the deportation of Dream Act students
- How did the Immigrant Youth Movement push the administration to grant deferred deportation and work authorization?
- What are the power dynamics in the campaign to pass the Federal Dream Act?
- Short Film Presentations on Dream Summer 2011 and Dream Summer 2012
- How-to screen for DACA eligibility (CONTINUED)
- Higher education lecture
- Project Teams are assigned and will have their first in-class meeting.
  - Team A:
  - Team B:
  - Team C:

Reading: Underground Undergrads - Part 1, Text of California AB-540 (DREAM ACT)

Week 3: Immigration Time Line and Introduction to Higher Education
- What is your family’s immigration story? When and why did the first member of your family come to this country? What was his or her first job? What does Higher Education mean to you, what does it mean to your family, what does it mean to immigrant youth?
- Short TV Clips on UCLA Undocumented Students
- First Article Due
Week 4: Media/Communications and the Telecommunications Issue for Low-Income communities; Higher Education; and the U.S. Constitution

- How do we frame the message about the Dream Act? How do we share our stories?
- Effective community outreach and higher education seminars
- Short TV Clips on UCLA Undocumented Students


Week 5: The Immigrant Rights Movement and Immigration Reform

- Overview of immigration, history of the immigrant rights movement, the link between immigrant rights, worker rights, and civil rights and the impact of 9/11
- Short Film on Miguel Contrera
- Short Clip on Immigration Reform from the White House: Joe Biden and Cecilia Munoz
- Guest Speaker: TBA
- Second Article Due

Reading: Miguel Contreras Chapter 1, 2 and 3; Immigration Reform – Republican GOP Standards

Week 6: Labor and Immigrant Workers

- The challenges immigrant workers face on the job. Immigrant worker organizing and the role of the labor movement.
- short film on the CLEAN Carwash Campaign
- Reflection Paper Due
- Group Presentations

Reading: Miguel Contreras, Chapters 4 and 5, Immigrants Out! Chapter 5