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1120 Stamp Student Union

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1120 Stamp Student Union

Office Hours
By Appointment.
Purpose, Scope, and Goals
This course explores the political, social, and historical forces that have shaped the current immigration context. Using popular education and project-based learning, students will critically analyze how public policies related to immigration are affecting young immigrants, with special focus on undocumented youth and students. Over the span of the semester, students will participate in a learning community in order to identify and analyze a particular challenge or topic related to young immigrants.

The course concludes with an invitation for participants to share their experiences and project outcomes with the campus community at a closing session in which members of the University of Maryland community are invited to engage students in a dialogue.

Course Objectives
● Gain better understanding of the nature and complexity of federal, state, and institutional policies on lives of undocumented/DACAmented individuals & immigrant communities;
● Explore the impact of national political climate on a college campus;
● Identify social change strategies to address social issues;
● Recognize their responsibility to participate in their own communities and in the broader society;
● Understand and enact personal leadership potential.

Course Materials
Course materials/reading assignments will be provided through the course Canvas page.

Code of Academic Integrity
Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonesty.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion from the University. For more information, see p.43-46 of the University Catalogue; contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204; or visit their website at www.inform.umd.edu/jpo/code_acinteg.html. Students are asked to submit the following honor pledge on all papers, assignments, and tests:

I pledge on my honor that I have not given or received any unauthorized assistance on any assignment or examination. – Sign your name

Students with Disabilities
Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and
identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Students in Need of Assistance**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) offers services and programs on writing skills, English as a second language, study and time management skills, math skills, and issues for students over 25 years of age. They also offer a range of handouts, available online. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers online resources on a series of topics.

Learning Assistance Services (LAS)                                  Counseling Center
2201 Shoemaker Hall                                               Shoemaker Hall
Email: LAS-CC@umd.edu                                               Phone: 301-314-7651
Phone: 301-314-7693                                                Website: www.counseling.umd.edu
Website: www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone: 301-314-8106
Website: www.health.umd.edu/services/mentalhealth.html

**Participation and Attendance**
Your participation grade is based on several factors:
1. Attendance: your attendance is vital to your class participation grade. If you are more than ten minutes late for a class period, your attendance for that class will not count.
2. Reading: in order to participate fully in class, all assigned readings must be completed.
Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
3. Sharing ideas, observations, and personal experiences.
4. Relating and synthesizing ideas of others.
5. Pointing out relationships to earlier discussions.
6. Helping others develop their views and ideas.
7. Successfully completing non-graded assignments for class.
8. Meeting with course teaching team during the semester.
9. Working collaboratively with others to advance knowledge and community.
10. Engaging in the closing event.

You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependent), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.


Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

Course Evaluations
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester; students can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University email account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70%
response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/ stdt_faq.shtml.

Expectations of Teaching Team
Students can expect that their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period. Students are encouraged to make extensive use of instructors in and outside class sessions.

Grading
Format: Written assignments should be submitted in person during class. Papers should be written double-spaced in 12pt Times New Roman font with one-inch margins unless noted otherwise.

Citations: Although much of the work you do for this class will be self-reflective in nature, at times you will find it necessary to consult the readings or other outside sources of information in completing an assignment. When you do so, it is essential that you properly quote, paraphrase, and give credit to the material that you have consulted. Although APA style is preferred for citations, you may also use MLA or Chicago style if you are more comfortable with one of those styles. Regardless of what style you use, you MUST use a recognized style and you MUST properly cite any material used that is not your own. Failure to do so may be considered a violation of the honor code. If you need assistance in properly citing sources, please visit the Writing Center for help.

Due dates and late assignments: Assignments turned in late will result in the loss of 10% of the total points for the assignment, plus an additional 10% for each subsequent 24-hour period after the due date time. If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance. Computer and printing problems are not acceptable excuses for late papers.

Grading Criteria:
All assignments will be graded on the following criteria:

Content:
The degree to which the student responds to all of the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

Introspection, Elaboration and Synthesis:
The degree to which a student is insightful, thoughtful, innovative, and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student
provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Form:**
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation, and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

In addition to these graded assignments, you may also be given several non-graded assignments which will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

**Grades**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation &amp; Engagement</td>
<td>100</td>
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<tr>
<td>Journal Reflections</td>
<td>50</td>
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<tr>
<td>Service Log</td>
<td>50</td>
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<tr>
<td>Course Project</td>
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<tr>
<td>--Project Topic Blog</td>
<td>50</td>
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<tr>
<td>--Project Plan</td>
<td>75</td>
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<tr>
<td>--Project Progress Report</td>
<td>75</td>
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<tr>
<td>--Final Project Presentation</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>500</td>
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**Assignments**

**Journal Reflections**
Each week you will be provided reflection prompts focusing on an aspect of the course or your individual learning. Reflection prompts, format, and due dates will be communicated in class on a weekly basis.

**Service Log**
Create and use a log on Google Docs to record information about out of classroom service completed. Log should include: date, amount of time spent, and description of activity. Please share link with instructors by February 4th. This will be checked semester without notice so please stay on track. From March 24th to April 21st class sessions will be shorter to accommodate time for out of class activities and projects.

**Course Project**
Throughout the course, you will engage in the development of a project focused on addressing an issue related to identity, social change, and social justice resulting in a proposal. The proposal should address an issue relevant to the University of Maryland campus or surrounding community. Leadership for social change is that social change is a long-term effort. Complex issues take significant time to address. In this project, process counts as much as product. How you engage and what you experience is just as important as what you produce. Course project is divided into four parts:

**Part I: Project Topic Brief**
Draft a 2-3 page paper outlining your project topic. Your paper should be formatted in form of a blog. This can include a history of the issue, motivation for addressing this issue, impact of the issue on the campus community, or possible actions to address the issue. Come to class prepare to share your project topic with your classmates. After being reviewed by the instructors, your blog will be featured online. **Due February 18th**

**Part II: Project Plan**
Develop a 2-3 page document describing your project plan steps and reasoning. As part of the project planning brief, you are required to find a field advisor. Please contact us if you need suggestions. **Due March 3rd**

- What the objectives? What are you hoping to accomplish?
- What are the aspirational outcomes of this project?
- What social change strategies are most appropriate to use?
- How will you implement this plan?
- How will you assess the effectiveness of your plan?
- What are the challenges and limitations of this plan?
Part III: Project Progress Report
Draft a 1-2 page document summarizing the progress that has been made on your project. Please also be prepared to share with your classmates in a 5 minute presentation on your project plan and progress. **Due April 14th at 10 am**

Part III: Project Presentation
For the final part of your project, present your proposal for invited members of the University of Maryland or surrounding community. This includes field advisors, campus administrators/departments, and community members connected that are key stakeholders in the project proposal. Consider the following when creating your presentation:

- Overview of accomplishments
- Challenges with the project grounded in the context of the issue
- Applicability of selected leadership and/or identity theories
- A summary of interviews and engagement with others related to the social change project
- Any proposed adjustments or insights gained after activity

**Students will present on May 5th as part of the course concluding event.**
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: 1/28</strong></td>
<td>Class Introduction/ Immigrant Rights Organizing at UMD</td>
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<tr>
<td><strong>Week 2: 2/4</strong></td>
<td>Intro to Community Organizing and Social Change</td>
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<td><strong>Week 3: 2/11</strong></td>
<td>Historical Overview of Undocumented Immigrant Policy/Legislation</td>
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<tr>
<td><strong>Week 4: 2/18</strong></td>
<td>Critical Analysis &amp; Power Mapping</td>
<td>Topic Brief Due</td>
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<td><strong>Week 5: 2/25</strong></td>
<td>Story of Self</td>
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<td><strong>Week 6: 3/3</strong></td>
<td>Strategies for Social Change</td>
<td>Project Plan Due</td>
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<td><strong>Week 7: 3/10</strong></td>
<td>Assessment and Evaluation</td>
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<td><strong>Spring Break: Projects Commence</strong></td>
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<td><strong>Week 8: 3/24</strong></td>
<td>Language Access Issues</td>
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<td><strong>Week 9: 3/31</strong></td>
<td>Cross Racial Solidarity</td>
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<td><strong>Week 10: 4/7</strong>*</td>
<td>Mental Health &amp; Undocumented Status</td>
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<td><strong>Week 11: 4/14</strong>*</td>
<td>Anti-Immigration Climate</td>
<td>Progress Report Due</td>
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<tr>
<td><strong>Week 12: 4/21</strong></td>
<td>Detention Centers and Deportation Pipeline</td>
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<tr>
<td><strong>Week 13: 4/28</strong></td>
<td><em>Break to be alternated for observation trip</em></td>
<td></td>
</tr>
<tr>
<td>Week 14: 5/5</td>
<td>Final Presentations</td>
<td>Final Presentations Due</td>
</tr>
</tbody>
</table>