

Soc. 145

Restructuring Communities

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Office Hours: Tues.: 3 – 5, Broad 216
Wed.: 3 – 4:30, Chicano Studies
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Description of Course

This course examines how Latino and multi-racial communities in the region are being transformed through economic restructuring locally and globally. The issues of community building and participation in the informal economy will be brought to life through service learning or participatory research projects with transformative spaces where new communities are being created in the Inland Empire region. The projects can include work with unions, research teams, a day labor corner in Rancho Cucamonga, or a day labor center in Pomona.

Readings:

Restructuring Communities Reader (Available at King's Copies, 380 W. Foothill Blvd.)

COURSE REQUIREMENTS

This class will be run in a seminar format. Assigned readings will be used as a basis for class discussion and dialogue. Class attendance and participation are expected. In cases of borderline grades, class participation and attendance will be taken into consideration. Assignments need to be turned in on time. Unless there is a crisis emergency, please do not ask for an extension or an incomplete. I will dock points for papers that are turned in late. If all the requirements have not been completed by the end of the semester, a final grade will be given based on the work completed. Papers should be typed, double-spaced, numbered, proofread, and include references. **Please do not send any written papers through e-mail since they easily get lost. I will only accept hard copies of papers that are due.**

Students, in this course, are required to be involved in a service learning or participatory research projects in the Inland Empire (i. e.unions, research teams, a day labor corner in Rancho Cucamonga, or a day labor center in Pomona). The final paper will allow the student to write about what has been learned through the projects. It is also meant to connect what has been learned in the field to the readings and to other literature.

Grades Will Be Allocated as Follows:

Participation	10%
Questions on Readings	10%
Project Proposal	15%
Cultural Praxis Journal	15%
2 Essay take-home exams	20%
Project Presentation	10%
Final Paper	20%

1.) **Participation** -- Weekly attendance at the seminar and two hours per week of fieldwork at a community site or community/campus project are required for the course. 10% of your final grade will be based on your fieldwork at the site, class attendance, completion of the readings for each class, and your participation in weekly discussions.

2.) **Course Readings' Questions** – As part of developing the seminar aspect of the class, and as part of comparing the arguments of the authors in each segment of the class, this assignment requires students to produce a written question for each assigned section in the syllabus. The students will bring the written question to class that is based on a comparison of the content of the readings for that section. The question is meant to have the student think about the argument of the author and whether the research data presented sustains the argument. The questions will be used as part of developing discussion on the readings in the beginning of the class. Since the purpose of the questions is to help facilitate class discussion, they will only be accepted in the class when they are due. A credit/no-credit will be given for the questions and compiled at the end of the semester. No-credit means that the question needs more development or that it was not turned in (10%).

2. **Project Proposal** - A proposal at the beginning of the quarter that includes a description of the project that you will focus on, the arrangements you have made to carry out your project, when and how you will begin, and whether there are any issues you will confront. There will be a hand-out on this assignment. (15%)

3.) **Cultural Praxis Journal** — Your weekly journal will include” data or field notes from the particular site or community/campus project that you are involved in. The data can be based on information that you have gathered in the course of your service learning project. Your data and field notes should be based on your research and observations (what you did, saw, or heard) in your particular site or project. At the same time, to help guide you along, assignment questions will be given out. Minimally, your journal should include responses to the assignments. Journal entries should also include a descriptive account of the research process, what you have observed in the course of this process and your participation with your group and at your site during each visit. As the semester progresses, you will be asked to integrate your experiences from your weekly service learning activity to the concepts, theories, and examples that we are studying in the classroom. The purpose of the journal is to allow your ideas to evolve over the course of the semester and to connect theory with practice. It is not the particular conclusions that you reach, but the process you demonstrate in reaching them that is the goal of your journal. The Journal will be collected and comments given during the semester. It will be turned in with the final research paper. Review the following readings in your Reader for tips on this assignment: “Tips on Doing Field Research,” and “Writing Service Learning Papers: What is Reflection Exactly?” (20%)

4.) **Essay Exams** – The essay questions will focus on the material covered in class and the readings. You should not have any problem with answering these questions if you are keeping up with your readings and attending class regularly. 20%

5.) Final Research Paper and Presentation--

a. **Paper** -- Utilize your research data and field notes from your site and readings (or literature) to write your final paper. All students will write a final paper (10 – 12 pages) that connects the findings from your field notes to the readings, theories, concepts, and issues discussed in the class. As you adopt the role of a research and action participant, it is important that you examine the research findings of other researchers in regards to your particular issue or topic. Any generalizations that you make concerning the potential impact of any issue on your particular site should be based on or related to our readings in this class or to the works of other urban, migration, or community Sociologists who have studied similar issues. Review the reading materials and literature that is available on the issue and where your research fits into the readings or the literature. **USE YOUR READINGS. Before Writing Your Final Paper, Review in your Reader:** “Writing Service Learning Papers: What is Reflection Exactly?,” and “Writing Service-Learning Papers: On Avoiding Some Common Mistakes.” (20%)

b. **Presentation** - The presentation, at the end of the semester, will be based on the results of the research gathered at the site or project. The presentation should identify key concepts and themes related to the class focus (readings, lectures, etc.) and integrate them into a class presentation which uses a creative medium or combinations of mediums (I. e. power point, video, art, music, etc.). The presentation should include an introduction, the method used in gathering the data for your study, what readings and literature connect to your topic, and examples from your research that sustain your findings, and a conclusion. (10%)

Possible SL/Participatory Research Projects

In terms of a site, this class will discuss what possible service learning and participatory research projects we will take up. In the past, the class has focused on projects through the Pomona Day Labor Center and the Rancho Cucamonga Street Corner on Arrow and Grove. In the past, some examples of projects that students have taken up include: 1. Organizing a pictorial/art exhibit portraying the everyday lives of day laborers 2. ESL (teaching English to day laborers) 3. Health Project (organizing of informational materials, educational forums, outreach to health clinics, and a “medical check-up day” (in partnership with local medical interns and doctors) 4. Community Garden Project 5. Fund-raising Project for the center’s emergency fund 6. Development of computer classes 7. Special Events Group – Organizing Spanish tables at Pitzer cafeteria, working alongside the soccer team, and thinking creatively as to how the day laborers and students can be part of the Pomona Christmas Parade 7. Working with the Rancho Cucamonga day laborers in their efforts to organize themselves on the corner of Arrow and Grove 8. Working with a scholar’s group, the National Day Labor Organizing Network, and the Laborers’ International Union of North America in carrying out a research study of the Inland Empire construction industry.

COURSE OUTLINE

Introduction to Class 9/3

Discussion of syllabus, pedagogy, possible research projects, methodologies, and schedule.

Research and Action Strategies in Pomona Day Labor Center 9/8, 9/10

Reader: "Action Research and Strategies in the Pomona Day Labor Center" by Jose Calderon

Reader: "Tips on Doing Field Research," "Writing Service Learning Papers: What is Reflection Exactly?,"

--- **Assignment: Project Proposal – due on 9/22**

---- **Begin Discussion of possible projects and sites – also possibly visiting Pomona Day Labor Site (depending on class decisions)**

Participatory Service, Research, and Action 9/15, 9/17

Linking Critical Democratic Pedagogy, Multiculturalism, and Service Learning to a Project-Based Approach by Jose Calderon and Gilbert Cadena.

"Writing Service-Learning Papers: On Avoiding Some Common Mistakes"

Demographics of the Region 9/22, 9/24

"Immigrants and Labor in the Inland Empire" by Jose Calderon

"The Latino Metropolis" and "Transnational Suburbs" by Mike Davis

Project Proposals due 9/22

Restructuring as Community Economy 9/29, /10/1

Reader: "Rebuilding the Community Economy"

Reader: "The Social Construction of Migrant-led Productive Investment"

Essay take-home passed out 10/1 and due 10/8

Day Labor Work In Restructuring Communities 10/6, 10/8

"Day Labor Work" by Abel Valenzuela Jr.

Worker Centers in Restructuring Communities 10/13, 10/15

"Origins and Characteristics of Worker Centers"

"Internal Life of Worker Centers"

(Hand in sample notes in journal for feedback)

10/20, 10/21 – Fall Break

Restructuring and Communities in Transition 10/22

"Monterey Park and the San Gabriel Valley: Regional, National, and International Trends" by Leland Saito

"Black and Brown Relations" by Jose Calderon

Restructuring and Communities in Transition 10/27, 10/29

Reader: "Central Americans in Los Angeles: An Immigrant Community in Transition" by Norma Chinchilla, etc. p 51-78

Local and Global: Transformation of the Domestic Order 11/3, 11/5

Reader: "New World Domestic Order" by Pierrette Hondagneu-Sotelo

Local and Global: Free Trade 11/10, 11/12

Reader: "Free Trade: The Final Conquest of Latin America" by Juan Gonzalez

Reader: "Immigrants: Old and New: Closing Borders of the Mind" by Juan Gonzalez

Restructuring and Proposition 187 11/17,11/19

Times of Crisis: Proposition 187 and After" Nueva California: Latinos in the Golden State by David Hayes-Bautista

"The Puppeteer" Southern Poverty Law Center

Second Essay Passed out on 11/19 and due on 11/26

Restructuring and Responses 11/24, 11/26

"Immigrant Rights and Social Justice" by Janice Fine

"Operation Return to Sender" by Jose Calderon

Second Essay Due 11/26

Thanksgiving Break 11/27, 11/28

Dia de Gracias with Day Laborers 11/27

Restructuring of Citizenship 12/1, 12/3

Reader: "The Boundaries of Citizenship"

Reader: "Epilogue" by Juan Gonzalez

Presentations 12/8, 12/10

Cultural Praxis Journals and papers due on day of presentation (or day worked out)