COURSE NUMBER (SPECIAL TOPICS) Grad/Undergrad
Summer Session I 2015
Tuesday and Thursday
Room:
Instructor: Prof. Dána-Ain Davis
Email

This syllabus is subject to change

COURSE DESCRIPTION:
The “Abroad in Queens,” program. Also known as a “global in the local” program, it is designed to be an international academic, experiential, and cultural immersion program at home that introduces Queens College students to different national cultures and immigrant communities in Queens, the most diverse borough in the United States. Like a traditional study abroad course, it offers students an international experience. How? Capitalizing on the uniquely global qualities of Queens, NY, students will be immersed in a Chinese, Korean, Brazilian, Indian, Caribbean or other immigrant community of their choice. Studying, living, and working in these local communities, they will make lifelong connections they can continue to draw upon after graduation and beyond.

This 3-credit course will be combined with a homestay experience and service experiences. The class will meet two times a week for 4 hours. The last hour will be dedicated to discussion/updates on students’ internships and volunteer work. The seminars will directly connect classroom learning to your experiences in the field. They will include analyses of assigned readings, service highlights, and presentations by members of the class. We will also collectively discuss, reflect upon and problem solve issues that arise in your placements.

COURSE OBJECTIVES:
Learn about the history of Queens
Understand some key issues in the landscape of Queens politics and community organizing
   Diversity
   Labor Force
   Political Activism
   Sustainability
   Gender
COURSE FORMAT:
Students must complete 45 hours Service Internship hours over the course of the Summer session – (That means 15 hours a week for 3 weeks) as well as attend class regularly.

Service Internship Placement
Your placement experience is structured by the roles and responsibilities that the organization agrees to, your own interests and learning objects. It is important that the relationship between the student and the host be as reciprocal as possible.

All students must complete and sign an Agreement, also signed by their supervisor, and bring it to the second class session, in order to receive course credit.

Class Meetings
Our seminars will directly connect classroom learning to your experiences in the field. They will include analyses of assigned readings, service highlights, guest speakers and presentations by members of the class.

We will meet as a class on Tuesday and Thursday for 4 hours. Each week will be dedicated to a specific topic, and readings and assignments will reflect those topics.

TECHNOLOGY:
This course uses a website hosted by wordpress. This site will house your syllabus, our reading assignments, announcements and the course blog. Students will need to register on the course website, using your QC EMAIL. We will devote a portion of the first class session to learning how to use wordpress.

COURSE READINGS:
Readings will be posted to the course website To BE INSERTED in the folder marked “Course Materials”. This will be a co-created course that means that each week, 2-3 students will be assigned to contribute to the topic by posting an academic article or a report on that topic as it relates to Queens (with the guidance of the Professor). In class, the students posting will present on their selections.

ASSIGNMENTS AND ASSESSMENT:
Assignments are designed to encourage structured academic reflection upon our service experiences outside the classroom and to create an active learning community in class. Because this class is experiential as well as academic, your full participation in all assignments is essential.

Weekly Reflections - 25%
Weekly reflections are due every week at the beginning of class. Each reflection must include two parts:
Part I You must reflect on you’re your internship activities for the week and how those activities contributed to the mission of the organization. It should include how those activities are related to any of the reading materials.

Part II You should write a response to the readings that are insightful. I will post questions for you to answer in relation to the readings.

The reflection should be 1-2 pages, typed in double-space with one inch margins. They are due in hard copy at the beginning of class on Thursday.

Course Blog – 15%
Each student is expected to contribute at least 1 blog post per week that link to news articles, videos, podcasts, interactive maps, or research reports that are relevant to your service internship or one of the course topics.

- Each link must be accompanied by a 1-2 sentence explanation of why you thought it was important.

- The links need to be reputable

- You must also write 1 comment per week on another student’s post. You must write on a different person’s post each time.

Presentations – 20%
Each week every students have to identify one readings that reflects on their community and/or current issues related to that community. And, one reading that represents the region of the country of origin of their community placement.

Students will present on their readings. And the cumulative readings will be sources for the final Capstone Presentation

Capstone Presentations – 25%
At the end of the semester, each student will make a presentation on their internship and the community in which they worked and lived drawing from their experience, their interactions, the readings and the class discussions. This will be a 5-minute Power point presentation for an open audience.

The Power point, which can describe the internship site and the community in which you lived and worked, will also be accompanied by a five page written paper that addresses such questions as “What were the most important things I learned?” “What kinds of insights did I gain?” “What are the challenges facing the organization and the community in which you worked and lived.

Instructions will be posted on the course website.
Service Learning Internship Supervisor Evaluation – 15%
Your supervisor must return the completed form at the end of your internship. Your job is to make sure your supervisor has the form and knows to send it to me. Forms can be found on the source webpage. **DUE DATE TO BE INSERTED**

**GENERAL INFORMATION AND COURSE ADMINISTRATION:**
*Full participation* in all class assignments and discussion is expected
*Service Learning Agreement* must be completed and signed by the due date
*Timesheets* must be recorded each week with the day and hours worked.
CLASS SCHEDULE

Session 1  INTRODUCTION TO THE MOST DIVERSE COUNTY IN THE US.

Steinberg, Nicole. 2011. Forgotten Borough: Writers Come to Terms with Queens. Excelsior Press


*****BREAK*****

QUEENS BY THE NUMBERS: SEARCHING FOR DATA

Workshop with Scott Larsen – INFO SHARE and OFCS
This portion of the session will introduce students to the Borough of Queens demographically. You will learn to use the New York City Department of Planning Data and then will have to prepare a Community Overview, for their specific community using the same data.


Session 2  WHO LIVES IN QUEENS?


****BREAK****

SUSTAINABILITY AND THE ENVIRONMENT IN QUEENS


Film Jamaica Bay Lives

Or GUEST SPEAKER FROM SOUTHEAST QUEENS ALLIANCE TO DISCUSS ENVIRONMENTAL ISSUES IN SOUTHEAST QUEENS
Session 3  **THE POLITICS OF POLITICAL PARTICIPATION**


****BREAK****

**LABORING IN QUEENS**

*Guest Speaker: Wayne Ho – Former Executive Director of Coalition for Asian American Children and Families is Chief Program and Policy Office of the Federation of Protestant Welfare Agencies. Immigrant Workers*


Session 4  
**SITE VISIT – QUEENS MUSEUM**

Session 5  
**GENDERING QUEENS**


**GUEST SPEAKER FOR ADHIKAAR ON WOMEN’S ISSUES**

*****BREAK*****

Session 6  
**SESSION WITH FORMER COMMISSIONER OF IMMIGRANT AFFAIRS**

Session 7  
Final Day Presentations