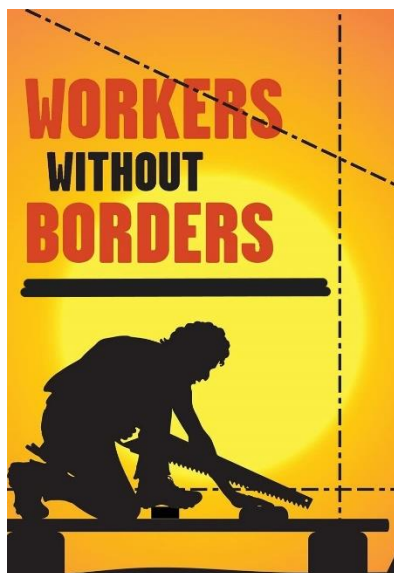


# WORKERS WITHOUT BORDERS: NEGOTIATING FAMILY & IDENTITY

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## **Texts we'll read**

*With These Hands: The Hidden  
World of Migrant Farmworkers*  
- Daniel Rothenberg

*Disposable Domestics:  
Immigrant Women Workers in  
the Global Economy* - Grace  
Chang

## **Concerning this course**

Although the migration of workers from country to country has been an inexorable part of our world for centuries, we rarely hear the stories of the workers themselves. Instead, we frequently hear the term immigration used derisively as part of the political rhetoric without acknowledgement of the essential role that many of these workers serve in the United States nor of the physical and emotional toll that their presence here has taken on both their families and the workers themselves. Often, these workers have been driven to the U.S. by outdated concepts about the “American Dream,” believing that if they can just make it here, they will be able to easily find work and provide for their families through remittances. Some come expecting to stay for a season and then to return to home and others expect to be here longer. Few initially expect to spend a lifetime.

Usually portrayed as young, single men, the face of labor migration has gradually expanded in the last few decades to include both young women and nuclear families who do not want to be separated by difficult border crossings. Little effort is made to understand the lives of these immigrant workers, the binational families of which they are part, or the tremendous pressure upon them to support those families, all while surviving in a foreign environment with little to no support. While anti-immigrant and other pressures in the United States may be difficult, these workers must also cope with the familial, societal, and personal expectations of being the one to have migrated.

In this course, we will examine the conditions that drive migrant workers to the United States as well as their experience in the country and how it informs their concepts of identity and self. The course is intentionally interdisciplinary and will incorporate debates from history, sociology, anthropology, public policy, and more. We will not be limiting our explorations to the United States as this class will incorporate a collaborative online international learning (COIL) component. Students will work directly with their

### **Texts Continued**

*Crossing Over: A Mexican Family on the Migrant Trail* - Ruben Martinez

*The Devil's Highway* - Luis Alberto Urrea

Excerpts from other materials may be included



### **Honors College Learning Outcomes**

Field Research – Research Skill, Leadership & Community Engagement

COIL project - Interdisciplinarity & Connectivity

peers at a university in another country on a project related to the class content.

### **Learning objectives**

- Become familiar with migration, including how and why it occurs and what the effects are on both those who migrate and those who are left behind
- Engage in meaningful conversation amongst ourselves as you explore your own possible migration stories and with workers who migrated to the United States, exploring the effect of that migration upon workers and their families
- Converse with advocates and others about the dynamics of labor related migration including the conditions that workers encounter and how those conditions can be overcome
- Perform field research to better understand the conditions of workers in our community
- Develop your ability to work cross culturally and bilingually in both synchronous and asynchronous settings

### **Assignments**

What follows is a general summary of the assignments for this course. Further details about each will be available on Canvas and in class.

**Class Attendance, Participation, & Discussions:** This class is a hybrid seminar that meets in person only once a week, so participation and discussion is an important part of the course. Every effort should be made to attend each session but should a situation develop that will impact your performance or attendance, please inform the instructor immediately. Participation includes reading and preparing for class and participating in both online and class discussions. We will have outside speakers joining us periodically, which should add to the experience for all of us.

Because this course is taught in hybrid mode, the face-to-face meeting time is reduced by 50%. The other 50% of the class takes place outside of the classroom, whether online, in the field, in the community, or someplace else. It is important to note that this out-of-class “meeting time” is in addition to the homework and preparation that are assigned in all classes regardless of format. In a hybrid course, you will need to self-regulate your out-of-class

time so that you can keep up with both the face-to-face and out-of-class assignments and preparation.

**Field Research:** You will be part of a research team of three to four students who will work together to meet with and interview workers over the course of the semester, subsequently analyzing your team's findings, which will be presented to the class in April.

**COIL:** Each of you will be part of a mixed group of FIU & international students who will work together on a project.

## Changes

The instructor reserves the right to alter readings, assignments or the schedule as dictated by the needs and interest of the class. Any changes will be mentioned in class and announced on Canvas.

## Grading

Attendance & Participation	15%
Weekly Online Discussions	25%
Field Research	30%
COIL	30%

Letter	Range %	Letter	Range %	Letter	Range %
A	93 - 100	B	83 - 86	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

## Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

## Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

## **Honors College Policies and Requirements**

### **Academic Misconduct Procedures and Policies**

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

### **Honors Engagement**

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

## **Community Service**

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

## **Honors Education in the Arts (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

## **Resources:**

### **Panthers Care & Counseling & Psychological Services**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.