The Mexican Immigrant Experience in the U.S.

In this course we will examine the historical, economic and social determinants of Mexican migration to the United States, as well as some of the social, ethnic, linguistic, political and economic consequences for migrant families and communities on both sides of the Río Grande. Some of the fundamental questions we will address in this class include: What causes Mexican people to migrate across the border and, in some cases, settle in this country? What kind of ethnic experiences do migrants have and how does it affect their identities? How does the majority host society react ethnically to immigrants and how is this related to the rights and services it grants to them? In what ways do men, women and children experience migration differently? How do migrants maintain social relationships with those back in their home countries and how does this affect their sense of national allegiance and social integration into the host society? What happens to the second-generation descendants of immigrants and their ethnic and linguistic identities? These themes will be explored not only through readings from various disciplines such as history, sociology, economics, ethnography and creative literature but also through movies, radio programs and music. All discussions, exams and written assignments will be in Spanish. There will be some assigned readings in English.

Prerequisites: This course is designed for Spanish heritage learners and Intermediate-mid Spanish as second language students who have completed 9 credit hours of upper division Spanish with a grade of B- or better. This is a demanding course that requires extensive reading and writing.

COURSE INSTRUCTOR

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Student Learning Resources

1) Ramos, Jorge. Tierra de todos. Vintage español.
4) Additional readings and documentaries available on Blackboard.

Textbook Information: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/). Sample syllabi may not have the most up to date textbook information!
Dialogic Pedagogy

As mentioned in the course goals and outcomes, this class is structured around critical inquiry. This is a practice associated with critical pedagogy, an educational model developed in Latin America in the last century as a tool of empowerment for socially underprivileged people. The aim is not to memorize pre-determined content, but to engage in dialogue with the world in order to construct knowledge that is personally relevant and socially meaningful—knowledge that may lead us toward a transformed, equitable society. The participants in the conversation are faculty, students, the experts whose work we encounter (through film, academic writing, etc.), and others who are directly affected by the topics that we are choosing to examine together. The success of this model depends on each participant’s willingness to take an active part in the construction of new insights. (Adapted from J.A. Trujillo)

Student Learning Outcomes

Students who have mastered the course objectives should be able to:

- Outline the salient historical features of immigration to the U.S.
- Discuss social, historical and economic factors that cause migration.
- Examine examples of immigrant rights violations in a historical perspective, and discuss similarities with current immigrant rights violation.
- Analyze and discuss the connections between globalization and migration.
- Examine how globalization has affected Mexican communities.
- Examine negative stereotypes and their relationship to unjust policies, practices and structures of oppression and privilege.
- Discuss immigration policy’s specific impact on women and children.
- Acquire an appreciation of the experiences of immigrants as gleaned from personal expression of those experiences.
- Present writing samples that provide evidence of a thoughtful exploration of the ways in which socially constructed barriers based on race, ethnicity, gender, political ideology, etc. are used to deprive people and communities of social benefits enjoyed by others.

Assessment of Student Learning Outcomes

1. Weekly entries on Discussion Board (40%)
2. Voxopop participation (20%) x2
3. Synthesis Papers (15%) x2
4. Final Evaluation 10%

A traditional percent scale will be used in the final calculation of a letter grade (94-100=A; 90-93=A-, 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; 0-59=F)

Weekly entries on discussion board

The learning in an online course is greatly enhanced through the exchange of student ideas in the discussion forums, and it is the online modality we use in lieu of traditional in-class discussions. Thus the discussion board is an integral part of SPAN 339, and counts as 40% of your grade. Please refer to the detailed explanation of this task available in Blackboard/DETAILLES SOBRE EL TABLOTE DE DISCUSIÓN.

Voxopop participation

You will participate in weekly Voxopop conversations. Voxopop is a Web 2.0 tool designed to encourage effective communication and to get individuals talking about diverse issues. In our class, we will use Voxopop to delve into the issues studied more in-depth. You will have weekly prompts from which to choose and are encouraged to reply to your peers to keep the conversation going. Note that replies should be succinct and no more than three-five minutes. This also gives us the opportunity to interact with one another through an additional communicative medium. Details on setting-up an account, posting on our ‘Talkgroup,’ etc. will be provided in a separate handout.
Synthesis Papers
You will complete two synthesis papers using themes drawn from assigned books and films. I expect these writings to be more than just summaries of what you have read. I count on you to draw connections to what you are learning in class; to link the various texts; to analyze and interpret what the author is trying to convey; in short, these entries should demonstrate to me that you can think critically about what you are reading. This involves questioning, reflection, interpretation, speculation, drawing connections and conclusions. Please refer to the detailed explanation of this task available in Blackboard/Detalles sobre el trabajo de síntesis. Essays will be due on date assigned in syllabus. *Late submissions drop 5% per day.*

Final Evaluations
There will be a comprehensive take-home final exam during the quarter. THERE ARE NO MAKE-UPS.

Ground rules for online communication & participation
• Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor can view your communication, send it to me by email, and be sure to identify yourself and the class.
• Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
• Online Instructor Response Policy: I will check email frequently and will respond to course-related questions within 24 hours.
• Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss: netiquette: http://www.albion.com/netiquette/corerules.html.

(Adapted from Jean Mandernach, PSYCH Dept., Oregon State University)

Guidelines for a productive and effective online classroom
• The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
• Participate actively in the discussions, having completed the readings and thought about the issues.
• Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
• Think through and reread your comments before you post them.
• Assume the best of others in the class and expect the best from them.
• Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
• Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
• Be open to be challenged or confronted on your ideas or prejudices.

(Adapted from a statement provided by Susan Shaw, WS Dept, Oregon State University)

Late policy
No late work is accepted. Extensions, due to extraordinary circumstances, must be authorized on the prior calendar day in which the work was due.

A Note on Email Etiquette:
Your course instructor will respond to emails within 24hours.
• Before sending questions via email, make sure that your question is not already answered on the course syllabus. You might also call/text a classmate.
• Include a greeting – remember that an e-mail is not the same as a text message and are usually more formal.
• Be specific about the subject of the email in the mail subject heading and use proper spelling, grammar, and punctuation.
• Do not use the urgent email function (!) unless it is an urgent email.
• For any concerns about grades, meet with the course instructor face-to-face.
Subject: SPAN [Level] [Topic or Subject of your email]
Email Body: Dear Instructor,

[Details]

Thank you,
[Student’s Name]

Academic dishonesty
In this class your role as students will be to participate as fully as possible in the production and dissemination of knowledge. You are, that is, charged in large part with the responsibility for the direction of this course. We will share in an on-going discussion of many of the issues faced by Latino, in particular Mexican, immigrants in this country. Consequently, your voices bear heavily on the relative success of this conversation. We will need to proceed through this dialogue as mature, intelligent, and responsible participants. This will be a classroom of mutual respect in which we carefully attend to each other’s ideas in a courteous and engaged manner. This is not to say that we will always share one another’s beliefs, values, and opinions, but we will always push each other to substantiate our claims and further our intellectual capabilities. Rich debate, open dialogue, and the fruitful exchange of opinions will help to transform the classroom and, by extension, our respective communities, for a critical pedagogy asks us to take seriously the transformative potential of our ideas and actions.

To fully understand student conduct expectations, please visit this link: http://oregonstate.edu/ap/curriculum/policies/S_syllabus.html

It is important the written work you submit reflects your writing ability. If you have a tutor or someone help you with writing assignments, s/he can indicate errors, but cannot correct or rewrite any part of your work. Online or other electronic translations (e.g. from the internet or hand-held translators) can be valuable for exploring single words but cannot be used to translate phrases. Translating groups of words robs you of the opportunity to practice creating with the language and robs the instructor of seeing what your writing abilities are. When looking up vocabulary, try sites such as the public forums at the following link: http://forum.wordreference.com/.

Use of online or other electronic translators is an act of academic dishonesty, the consequences of which may be failure of the course and a report to the appropriate authorities. Cheating, plagiarism, and any other form of academic dishonesty are not acceptable and will not be tolerated.

Statement Regarding Students with Disabilities
"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not obtained approval through DAS should contact Disability Access Services immediately:

A200 Kerr Administration Building, Corvallis, OR 97331
Phone: 541-737-4098 (Voice), N/A (TDD)
Email: Disability.Services@oregonstate.edu”

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• Do not use the urgent email function (!) unless it is an urgent email.
• For any concerns about grades, meet with the course instructor face-to-face.

Subject: SPAN [Level] [Topic or Subject of your email]
Email Body: Dear Instructor,
[Details]
Thank you,
[Student's Name]

Student Evaluation of Teaching
We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.