SPAN 365 Migrant Narratives: Spanish

2 credits; meets 2 hours/week

Contact Information
Instructor: TBA
Office: TBA
Email: TBA

Course Description
SPAN 365 is an examination of migration and forced displacement through the study of personal narrative. This course includes discussion of the causes of displacement including persecution, ecological degradation, economic pressure and conflict. This is a required course in the WLC major in the Identities and Intersections thematic area. Prerequisite: Third-year proficiency in Spanish. Co-requisite: Concurrent enrollment in WLC 365 for 2 additional credits.

Student Learning Outcomes
Learners should demonstrate the following skills, knowledge, and values related to understanding the construction of migrant identities and their relationship to race, gender, class, sexual identity, and other social constructs:
• Describe the primary causes of migration and forced displacement
• Explore and analyze narratives of migration in various formats and genres
• Understand and reflect on your own positionality with respect to migrant communities
• Explain the role of race, gender, sexual identity, political ideology and other social factors connected to migration and forced displacement

Learning Resources

Required


Selected readings available on Canvas

Dialogic Pedagogy
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 predetermined 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.
Class Structure
Most class sessions will be conducted as follows:

1. The class will be divided into groups of 3 or 4 people, depending on class size.
2. For each assigned reading there will be one director and one secretary in each group.
3. The director's responsibilities are to:
   a. Prepare questions and comments that will allow peers to;
      i. demonstrate they completed the assigned reading understanding the main
         ideas and supporting details.
      ii. interpret the passage by activating and applying prior cultural knowledge.
      iii. make predictions, inferences and draw conclusions.
      iv. support answers from textual information, personal experience and/or
         other sources.
      v. connect personal experiences to content.
   b. Ensure a lively discussion within the group;
   c. Elicit reactions and responses from the group;
   d. Be responsible for the apathy of the group (this is a 'bad' thing).
4. The secretary's responsibilities are to:
   a. Take notes during the conversations and prepare a summary of the opinions of
      the group;
   b. Give an oral report based on the notes. (To avoid tiresome repetition, this
      report should focus on one particularly interesting exchange of ideas that might
      be unique to this group);
5. Tips for maintaining a lively discussion:
   a. Use the Guías para la reflexión crítica available in Canvas;
   b. Anticipate counterpoints;
   c. Support your opinions with facts and personal anecdotes;
   d. Listen and react to the opinions of your classmates – promote a
      CONVERSATION among all group members instead of an interview.

In addition to the work we will do together in class, all learners will devote at least 10
additional hours during the term to participate in an organized service activity that meets
identified. This activity will allow students to use their bilingual and bicultural skills and to
reflect on the service activity in such a way as to gain further understanding of course
content, a broader appreciation of the discipline, and an enhanced sense of personal
values and civic responsibility.
Evaluation of Student Performance

See Academic Rules 17, 18 and 19 in the OSU catalog for complete information on grade assignment at OSU.

Grade Calculation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>15%</td>
</tr>
<tr>
<td>Synthesis Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Service-Learning Oral Presentation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Learning/Assessment Activities

1. **Attendance and Participation**— We will meet twice a week for 50 minutes and you are expected to attend every class, and to arrive promptly and well prepared. At the end of every period you will self-evaluate your attendance and participation by tracking the factors included on the assessment rubric. Students absent from class will not receive attendance points.

2. **Reading Quizzes**— You will complete all assigned readings at home and answer a comprehension quiz on each one of them before coming to class. These evaluations will be available through Canvas.

3. **Vocabulary**— The entire class will use an application called Quizlet to collaborate in the creation of a dictionary for our group, *el diccionario de SPAN 365*, to study the terms in it, and to evaluate your knowledge of its contents. Follow the link available in Blackboard each week to access this activity. There you will find instructions as well. You will demonstrate your mastery of these expressions by completing a weekly cumulative evaluation, and by frequently including them in your responses to reading comprehension exercises, and your personal narrative.

4. **Synthesis Papers**— You will complete three 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 Canvas/ Detalles sobre el trabajo de síntesis. Essays will be due on date assigned in syllabus. These papers are due at the beginning of the session at which a particular topic is discussed. They are not acceptable later. To receive credit, you must turn them in on time. I may ask students with especially interesting papers to share with the whole group.

5. **Service-Learning Oral Presentation**— In addition to the work we will do together as a group, all learners will devote at least 10 additional hours during the term to participate in an organized service activity that meets identified Latina/o community needs. This activity will allow students to use their bilingual and bicultural skills and to reflect on their service activity in such a way as to gain further understanding of course content, a
broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. This assignment entails:

- Contacting community members to arrange this service opportunity,
- Designing a Power Point presentation to share with the rest of the group.

**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 yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Expectations for Student Conduct**
Please see [oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0) for expectations for student conduct (cheating policies).
**Course Content**

**Week 1:** Introducción. La historia de la migración a los Estados Unidos.

**Week 2:** Visión histórica de la migración latinoamericana a los Estados Unidos

**Week 3:** La migración en el marco de la economía global

**Week 4:** Guest-Worker Programs in the United States

**Week 5:** Identidad, lengua e inmigración

**Week 6:** La pobreza y la migración
Grande, Reyna. *La distancia entre nosotros*. Atria.

**Week 7:** La migración y el desempeño académico
Grande, Reyna. *La distancia entre nosotros*. Atria.

**Week 8:** El trabajo agrícola infantil en los Estados Unidos

**Week 9:** Activismo, abogacía, y transformación
Aprendizaje en la comunidad: Salida de campo con PCUN

**Week 10:** Presentaciones sobre las experiencias de aprendizaje a través del servicio.