

Colleen Ebacher
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Honors Seminar 370 Crossing Borders: Latino Immigration and the U.S.

Instructor: Dr. Colleen Ebacher, Associate Professor, Foreign Languages	Course Information: Honors????
Office: LA 4139 E-mail: cebacher@towson.edu Office Hours: ????	Class meets ??? in ????? Final Exam: ??? Our website: ?????

Course Description:

Together we will strive to better understand Latinos and Latino immigration to the US.

We will address several issues including:

- How is migration related to other processes of globalization?
- What are the sociocultural differences between Latinos from various nations and cultures, such as Cuba, Mexico, Argentina, Puerto Rico, and Guatemala?
- How are Latinos represented in the media?
- How do Latinos represent themselves?
- Who constructs Latino identity?
- Hispanic? Latino? What's in a name?
- Should undocumented immigrants have access to higher education?
- How will Latinos shape and influence the U.S.?
- What is the next step?

We will read critical materials, share our own experiences, follow issues related to immigration in the mass media, and listen to/read the stories of Latino immigrants. We will also engage with the local Latino community through interviews and research projects. And, we will spend 10 days in Cuernavaca, Mexico where we will seek to understand more fully the issues of immigration already explored in our readings, discussions and interviews. We will do this through study of language, culture, and in particular, the Mexican perspective on immigration to the U.S. We will explore, in particular, the issue of transnationalism and we will interview immigrants who have returned to Mexico from the U.S. and families of those who currently reside in this

country. Our study abroad experience, will take place over Spring break and will inform the second half of the semester.

Learning Outcomes: Students who successfully complete the course will:

- have a deeper understanding of Latino immigration and the issues central to the Latino situation in the U.S.
- have increased knowledge of Latinos in the local community.
- have engaged actively with the local Latino community
- speak and write with critical awareness and originality of the complexities of Latino immigration issues.

Final Grade:

<input checked="" type="checkbox"/>	Reading, homework and Blackboard quizzes:	15%
<input checked="" type="checkbox"/>	Exams:	20%
<input checked="" type="checkbox"/>	Interview project:	20%
<input checked="" type="checkbox"/>	Research project/multimedia presentation:	20%
<input checked="" type="checkbox"/>	Participation:	10%
<input checked="" type="checkbox"/>	Final reflection paper:	15%

Grade Scale (percentages):

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 70-76	D 60-66
	B- 80-82		F 0-59

A grade of 73% or better is required in order to receive a P, if you are taking the course Pass/Fail.

Readings, Homework and Blackboard Quizzes:

You will complete reading assignments for each class and complete a quiz online on our Blackboard Course site for each new reading. Homework should be completed prior to class and will be shared in class discussions.

Exams:

Two exams (a midterm and a final) based on readings, lectures, and class discussions will be given over the course of the semester. You will receive an outline of each exam prior to completing the exam.

Interview Project:

You will work with two or three classmates to interview a Latino immigrant from the local community. The purpose of this interview is to explore the history of this person within the context of the issues studied in the course. The professor and students together will create a list of fundamental questions to ask. You will also ask questions pertinent to your interviewee and his or her situation. You will add a profile of the interviewee and a summary of the interview (with a digital clip) to the class’s website (intranet platform). Use the sample interviews done by the professor that you will find on our course site as a model for your work. We will meet with a representative of Technology Services prior to the interview who will guide us through the technology required for the interview.

Interviewees will also be invited to an in-class interview the second last week of classes. Your grade for the interview will be based on the following:

- Interviewee summary (biographical information and explanation of why the interviewee is an appropriate subject for the assignment) and interview questions.
- Interview summary evidenced in the completed template posted to course's Blackboard site.
- Confidential evaluation of group mates of your work on the interview.
- Participation in in-class interview (second last week of classes).

Research Project:

From your interview, you will work with your interview group to choose a topic that you wish to explore further. While in Mexico, you will explore your topic further and collect pertinent information. The topic chosen must be relevant to both our local Latino community and what you learn and experience in Mexico. You will develop a research project (3 sources minimum) and share it with classmates in a multimedia presentation the final week of class. Your presentation will form the basis of a discussion with classmates about the topic you have chosen as part of the in-class presentation of the project. You will upload a summary with discussion questions at least one class period prior to the in-class presentation so that your classmates may use this material to prepare for your presentation.

Your grade for the research project will be based on the following:

- Annotated bibliography of sources
- Preliminary summary and discussion questions posted to Blackboard
- Multimedia in-class presentation
- Discussion of chosen topic with classmates
- Confidential evaluation of in-class presentation (done professor, group mates, and class mates)

Participation:

You will use the "Record of Participation" to evaluate your participation on a daily basis and leave it with the instructor at the end of each class. The professor will confirm the grade you have assigned yourself weekly. Each student has the responsibility of participating in class discussions. While there will be ample opportunities to participate, ultimately the responsibility of participating lies with you.

Final Reflection Paper:

You will reflect on your experiences of, reading about, and discussions of the topics studied in the course in a final reflection paper. Your reflection should include an analysis of the most salient issues studied as well as your thoughts about them. You should take into consideration: readings, in-class discussions, the interview and in-class multimedia presentation that you conducted as well as those done by other groups, and the study abroad experience in Mexico.

Attendance and Absences: Attendance at all class sessions is required. Absence from a class session will result in a 0 (out of 100) for the student's participation grade for that session, regardless of the cause of absence. Rather than require students to justify

absence from a class session, the **three** lowest participation grades will be dropped at the end of the term. These drops are intended to prevent absences due to illness, work, civil duty, family emergency or military action from lowering the students' final grades. Please save them for an emergency. Only in specific, unavoidable situations does the University excuse absences from class: 1.) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student, or death of a member of the immediate family (please note: minor illnesses are not considered "emergencies" - you must use a "free" absence for these); 2.) religious observances that prevent the student from attending class; 3.) participation in University-sponsored activities approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, R.O.T.C. functions, academic field trips, and special events connected with coursework; 4.) government-required activities, such as military assignments, jury duty, or court appearances; and 5.) any other absence that the professor approves. The instructor will not approve absence for which one of the three free absences should have been used (illness, work, family emergency, funeral, vacation, etc.).

Late work and make-ups:

No late work or make-up work will be considered without written documentation for your absence. If you are absent the day of an exam or quiz for an excusable reason, you should make an appointment to make up the exam with the professor during the next scheduled office hours. However, you will not receive credit for the exam until your instructor has approved the absence. If you are absent on the day of an exam for an unexcused reason, you will receive a zero on the exam. Any missed assignment must be turned in the following class period, along with the above-mentioned documentation. You are ultimately responsible for material covered in class, regardless of whether you are absent or present. Authorized absences do not relieve you of course responsibilities; you are still expected to have completed all the preparation for the class and the class that follows it. While absences for minor illnesses are not excused, it is recommended that where possible you notify the instructor via e-mail that you are unable to attend class due to illness. If you are ill and have notified the professor, you may turn in collected assignments within two class periods of your return to class.

ACADEMIC HONESTY: Any form of plagiarism or cheating will result in failure for the course. This includes any use of uncredited material in papers, copying on exams or homework, or generally presenting any kind of work as yours when it is not.

Dropping the course: I am pleased that you have chosen to take Honors ??????. Should it be necessary for you to drop the course, however, the last day to do so without a grade appearing on your transcript is ????. The last day to drop the course with a grade of "W" is ??????. Please complete the Drop/Add form and return to Enrollment Services.

Accommodation: Students who require accommodations in this class must present proper documentation to Towson University's Disability Support Services located in the 7720 Building on the second floor. You may consult their site at <http://wwwnew.towson.edu/dss/mission.asp> for procedures.

Repeating the course: This course may be repeated only once without the prior permission of the Academic Standards Committee.

How to enroll in the Blackboard Site for this Course: Enroll in our course by going to the Blackboard site <http://bbweb.towson.edu> and searching under “Courses” “Honors College” “???? Crossing Borders You will see my name, Colleen Ebacher, listed next to the course. Click on the “Enroll button.”

Units of Study: The class will focus on the following issues. Our approach will be facilitated discussion, analysis and debate.

I. Introduction: How do we think about immigration and immigrants?

- Images of Immigrants
- Exploring the stereotypes of Latinos
- Our own experiences of and thoughts on immigration.

II. Latino Identity

- What’s in a name?
- Stories of Latino life in the U.S.
- Representation in the media

II. Latino Immigration and the US

- History
- Changes over time
- Current policies

III. Causes of Migration

- Migration and the Global Economy
- Migration and Social Networks
- Gendered Migration

IV. Migration and a Multicultural U.S.

- Racism and “Whiteness”
- African American/Latino Relations
- What does it mean to be “other”?

V. The Bilingual Education Debate

- English immersion versus dual language education
- Access to Higher Education
- Latinos and education outcomes

V. The Future

- Projected demographics
- The Latino Vote

Course Materials:

We will read primary (first person accounts) and secondary sources (critical studies about Latino issues).

Texts:

Alvarez, Julia. *How the Garcia Girls Lost Their Accents*. New York: Plume, 1992.

Cisneros, Sandra. *The House on Mango Street*. New York: AA. Knopf, 1994.

D'Angelo and Douglas. *Taking Sides: Clashing Views on Race and Ethnicity*. New York: McGraw Hill, 2008. (Selected chapters on immigration issues.)

Santiago, Esmeralda. *When I Was Puerto Rican* (1993). Cambridge: Da Capo Press, 2006.

We will also read from our coursepack:

Berg, Charles Ramírez. Latino Images in Film: Stereotypes, Subversion, and Resistance. Austin: University of Texas Press (2002), 104-120.

Chambers, Veronica. "Secret Latina at Large." *Becoming American: Personal Essays by First Generation Immigrant Women*. New York: Hyperion, 2000.

Espinoza-Herold, Mariella. "Introducing Carla: 'This is America English!'" Issues in Latino Education: Race, School Culture, and Academic Success. Pearson Education Group, 2003, 67-93.

Grosjean, Francois. "Hispanic Americans." *Life with Two Languages: An Introduction to Bilingualism*. Cambridge: Harvard University Press, 1982.

Manulis, John Bard, prod. "Tortilla Soup." Culver City, Calif. : Columbia TriStar Home Entertainment, 2002.

Martin, María. "Taco Bell and Latino Stereotypes." Latino USA: The Radio Journal of News & Culture 1999.

Olmos, Edward James, Ybarra, Lea, and Monterrey Manuel. Latino life in the United States. Boston: Little, Brown, 1999.

Passel, Jeffrey S. and Suro, Roberto. "Rise, Peak and Decline: Trends in U.S. Immigration 1992 – 2004." Pew Hispanic Center (2005). (27 pgs.)

Rodríguez, Clara E, ed.. *Latin Looks: Images of Latinas and Latinos in the U.S. Media*. Boulder: Westview Press, 1997.

Romero, Mary. "Life as the Maid's Daughter: An Exploration Boundaries of Race, Class, and Gender." Challenging Fronteras, New York: Routledge, 1997, 195-209.

Subervi, Federico. "Network Brownout 2004: The Portrayal of Latinos & Latino Issues in Network Television News, 2003." National Association of Hispanic Journalists 2004. (20 pgs.)

Suro, Roberto. "Attitudes toward Immigrants and Immigration Policy: Surveys among Latinos in the U.S. and in Mexico." Pew Hispanic Center (2005).

Trickey, Helyn. "What does the term 'Hispanic' mean?" [CNN.com](http://www.cnn.com) 2002.

Study Abroad
Crossing the Border: Immigration in Mexico
Cuernavaca, Mexico
March 12-21, 2010

Honors ???? includes a 10 day immersion study in Cuernavaca, Mexico. The immersion program includes: 1.) study of language, culture and issues of immigration; 2.) excursions to pertinent sites; and 3.) home stays with Mexican host families.

Why Mexico?: Mexicans make up the majority of the immigrants from Latin America to the United States and Mexican-Americans comprise the majority of Hispanics in the United States. Mexico is one of the United States' most significant geographical, historical, social, political and economic partners.

Why Cuernavaca?: Cuernavaca, known for its year round "Eternal Spring" climate (average temperature 70-85 F./20-28 C.), is a city of 500,000 located in the mountains 50 miles south of Mexico City. Cuernavaca provides the ease of a one-hour commute to several significant sites in Mexico City yet provides a much more comfortable environment for your ten day stay in Mexico.

Language Study: While language study is not the focus of the proposed course, students will study Spanish and Mexican culture for fifteen hours while in Mexico. In Cuernavaca, students will be placed in appropriate Spanish language skill level groups (from the beginner to the native speaker), with no more than five students per group. Multiple opportunities for language and cultural exposure will be available through participants' home stays with Mexican families in Cuernavaca, excursions, and participation in language enhancement activities sponsored by the Spanish Language Institute, including visits by local musicians and artisans.

You are not required to have any proficiency in Spanish in order to participate in the Study Abroad experience, but you are encouraged to enroll simultaneously in a Spanish course at the appropriate level at Towson University.

Interviews and Discussions: In Mexico, you will participate in interviews of: 1.) members of the indigenous community of Xoxocotla; 2.) factory and farm workers; and 3.) returned immigrants and families of immigrants.

Immigration Seminar: Dr. Leigh Binford, an expert on immigration from Mexico to the U.S. and Canada, will lead two days of seminars and discussions. He will focus on three issues: the history of immigration; the impact of U.S. legislation on immigration

patterns and its effects; and the importance of remittances on Mexico. The two day seminar with Dr. Binford, will conclude with an open discussion of students' questions and perspectives on immigration.

Excursions: The Study Abroad experience includes 4 one-day excursions and 1 half-day excursion. You will visit Mexico City (the Museum of History and Anthropology, Zócalo, Templo Mayor, Cathedral and Presidential Palace, the Ballet Folklórico and the Guadalupe Shrine). You will also visit the indigenous farming community of Xoxocotla, the Pyramids and historic site at Teotihuacan, as well as Taxco (Santa Prisca Church and markets). You will participate in a walking tour of Cuernavaca during which you will visit the Cortés Palace, Jardín Borda, Cathedral and Brady Museum. You will also visit a local charity, "Vamos" that works to meet the educational and medical needs of children.

The Host Institution: The Spanish Language Institute, Cuernavaca

The Spanish Language Institute (SLI) will serve as the headquarters for the seminar. Towson University has conducted numerous successful study abroad experience through the Spanish Language Institute since 2000. The Institute's complex includes comfortable and attractive conference rooms, small group classrooms, and a cafeteria. See SLI's website at: <http://www.spanishincuernavaca.com>

Housing: You will live with a family while in Mexico. The host family provides 3 meals a day and accommodation in a shared double room. Single-occupancy rooms are available for an additional fee.

Day-by-Day of Activities:

Friday, March 12 Travel to Cuernavaca, Mexico
Reception at Spanish Language Institute (SLI)
Meet host families

Saturday, March 13
8:00 a.m.-2:00 p.m. Excursion to Xoxocotla (indigenous farming community)
4:00 - 6:00 pm. Discussion with factory and farm workers, facilitated by SLI

Sunday, March 14
8:00 a.m.-7:00 p.m. Excursion to Mexico City Museo de Antropología, Zócalo, Templo Mayor, Cathedral, Presidential Palace (murals of Diego Rivera), Guadalupe Shrine and Ballet Folclórico

Monday, March 15
9:00 a.m.-12:00 p.m. Placement Exam and Orientation to Mexico,

Spanish Language Institute (program host),
 Language and Culture Study
 12:30-3:00 pm Visit to “Vamos”
 4:30-7:00 p.m. Tour of Cuernavaca - Cortés Palace, Jardín
 Borda, Cathedral, Brady Museum

Tuesday, March 16

9:00 a.m.-12:00 p.m. Language and Culture Study, SLI
 12:30-3:00 p.m. Seminar, “History of Migration from Mexico
 and Central America to the U.S.,” Dr. Binford
 5:00-7:00 p.m. Seminar, “Migration since IRCA: Neoliberal
 Economic Policies, Border Crossings,
 Transnational Communities, Gender and
 Indigenous Identities,” Dr. Binford

Wednesday, March 17

9:00 a.m.-12:00 p.m. Language and Culture Study, SLI
 12:30-3:00 p.m. Seminar, “Migration and Development:
 Remittances As Alternative Source of
 Development Funds?, Dr. Binford
 5:00-7:00 p.m. Discussion of U.S. Government’s Policy,
 Approaches to and Possible Solutions for
 Undocumented Migration led by Dr. Binford

Thursday, March 18

9:00 a.m.-12:00 p.m. Language and Culture Study, SLI
 12:30-3:00 p.m. Meeting with returned immigrants and families,
 facilitated by SLI
 3:00 - 5:00 p.m. Lunch and Fiesta Mariachi, hosted by SLI
 5:00-7:00 p.m. Group discussion of the immigrant meeting

Friday, March 19

9:00 a.m.-12:00 p.m. Language and Culture Study, SLI
 12:00 - 7:00 p.m. Excursion to Taxco, Santa Prisca Church, and
 markets

Saturday, March 20 Excursion to Teotihuacan

Sunday, March 21 Return Travel Mexico to U.S.