

Understanding Latino Migration
ANT 495/595 SUMMER 2021
3 credit hours *1:40-4:40; M-F * pre-req: none

Instructor:	Dr. Nora Haenn	Office:	1911 Bldg., Rm 229
Email:	nora_haenn@ncsu.edu	Office hours:	Thurs, 7:00-9:00 pm and by apt;
Class location:	Moodle, see zoom link on Moodle page		pls sign up via link on Moodle

COURSE OVERVIEW

This collaborative, hands-on class examines what ultimately drives migration and how families, communities, and policy-makers respond to migration in ways that can keep the process going. Focusing on emigration from Mexico, Guatemala, Honduras, and El Salvador, the course reviews the historical foundation for today's migration with attention to migration to North Carolina.

COURSE DESCRIPTION

What causes Latin American citizens to emigrate to the U.S. without a visa? How do people undertake the journey? And what are the consequences of their travels for immigrant health, well-being and integration into North Carolina? Students in this collaborative, hands-on class will learn what ultimately drives migration; how families, communities, and policy-makers respond to migration in ways that can keep the process going. Focusing on emigration from Mexico, Guatemala, Honduras, and El Salvador, the course begins with the 1980s, when the foundation for much of today's migration was put into place. The course also examines the 1990s and 2000s to consider policies that stoked labor migration and the flight of refugees. Finally, the course reviews North Carolina's diverse Latino population. Requiring no prior knowledge, including no knowledge of Spanish, this class is appropriate for any curious-minded learner. The course employs peer-teaching to cover the breadth and depth of material associated with the topic. The class culminates in a final project tailored to each students' educational needs and interests.

COURSE PREREQUISITES None

LEARNING OUTCOMES

Upon completing this class, you will be able to:

- Identify major trends in U.S. migration history during the last 150 years
 - Connect history and anthropology by summarizing how events of the last forty years in sending countries contribute to today's migratory flows
 - Differentiate among diverse kinds of migratory flows and their drivers in the present day
 - Explain the organizational, economic, and social logistics of migrants' journeys from Central America and Mexico to the United States
 - Identify how anthropological and sociological research evaluates the way migrants' experiences of a range of social phenomena (such as family dynamics and poverty) interact with each other in migratory settings both in the United States and in sending countries.
 - Identify the geographic, cultural (anthropological) and social factors that contribute to migration-resistant communities
 - Define significant, migration-related research questions
 - Analyze and critically assess journalistic and academic reporting on migration topics
 - Identify research methods in migration studies (examples, ethnography, survey research, ecological research)
 - Demonstrate collaborative and presentation skills in the context of group presentations
 - Improve your writing and critical thinking skills
 - Analyze migration-related on-line databases [graduate students only]
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MEETING TIMES AND COURSE STRUCTURE

1:40-3:40 Monday through Friday, May 19-June 10, 2021

This course combines mini-lectures, classroom discussion, small-group collaboration, peer teaching via group presentations, digital reports, on-line discussion, and visiting speakers.

READING MATERIALS

All course materials can be accessed through the course website (norahaenn.org/understandinglatinomigration) or through the NCSU libraries. The course website can also be accessed through Moodle. No costs are associated with these materials.

GRADING SCALE (THIS COURSE USES STANDARD ROUNDING GUIDELINES).

A+ = 100-98	B+ = 89-87	C+ = 79-77	D = 69-60
A = 97-93	B = 86-83	C = 76-73	F BELOW 60
A- = 92-90	B- = 82-80	C- = 72-70	

REQUIREMENTS

PERCENT OF FINAL GRADE

	ANT 471	ANT 571	
REFLECTIVE ESSAYS (4 IN ALL)	> 500 WORDS	> 750 WORDS	16
GROUP PRESENTATIONS (3 IN ALL)			15
TOPIC PROPOSALS (3 IN ALL)	> 250 WORDS	> 500 WORDS	12
TOPIC REPORTS (2 IN ALL)			12
IN-CLASS PARTICIPATION			8
FINAL PRESENTATION			10
FINAL PROJECT			10
ATTENDANCE			10
DIGITAL STORYBOARD			4
MAP QUIZ			4
VOCABULARY QUIZ AND ETHICAL STATEMENT			
REFLECTION: IMMIGRATION AND UNCERTAINTY	> 500 WORDS	> 750 WORDS	4
TOTAL POINTS			105

COURSE REQUIREMENTS

A brief description of the course requirements appears below. We will also discuss assignments in class. As a guide, the items bracketed by two ** indicate the work expected of graduate students. While undergraduate and graduate students will carry out similar tasks whose grades will be weighted in the same manner in the final grade, graduate students are expected to carry out substantially more work.

Vocabulary quiz and ethical statement:

Before the start of class, we'll want to all have a common vocabulary to talk about migration. The vocabulary quiz will get us there. See the link to the United Nations' list of key migration terms posted on the course website. The topic of migration is nearly impossible to disentangle from the question of ethics. The course schedule below and website also link to a primer on ethics. Recognizing that your thoughts on the topic may change, use the primer to write up a 250-500 word statement outlining your ethical stance in relation to migration. (The website also links to a podcast that debates the topic.) If you ascribe to an ethical framework that is not included in the primer, feel free to build your statement around that position. Just be sure to give me an explanation of the framework.

Zoom virtual background images:

Let's see if we can have fun in our on-line environment. **For our first day of class**, dig around on the internet for an image that represents your thoughts about immigration as we begin. Just come to our first class with a regular background, but be prepared to show your "immigration background" when the time comes and speak to why you made this selection. We'll run through the same exercise on our last day of class.

Map quiz:

I am embarrassed to admit that I did not learn my Central American geography until after college! I don't want you all to be in the same position. During our first class meeting, we'll have a map quiz. The quiz will ask you to identify key places as well as migrant routes in El Salvador, Guatemala, Honduras, and Mexico. Feel free to study beforehand, but the quiz is set up for you to use your computer during class to make marks on a PDF document.

Digital Storyboard:

Create a digital storyboard that tells us the immigration story of wherever you are zooming in from. "A storyboard is a graphic organizer that plans a narrative...At their core, storyboards are a set of sequential drawings to tell a story. By breaking a story into linear, bite-sized chunks, it allows the author to focus on each cell separately, without distraction."¹ For your storyboard, include 5 to 8 photographs of your neighborhood. Each photograph should be migration-related. The relationship is up to you. Maybe your neighbors were born in another country. Maybe you live in housing that was built by immigrants. Maybe your local restaurant has an immigration story. Okra and watermelon came from West Africa via the slave trade and show how immigration becomes naturalized in our everyday lives! Give each photograph a caption that tells us the photo's connection to immigration and to you. A storyboard template is available on Moodle.

¹ <https://www.storyboardthat.com/blog/e/what-is-a-storyboard>

Topic Proposals (3 in all):

Each week, in preparation for the presentations, you will be divided into groups dedicated to a portion of that week's material. The material available for investigation is extensive, so the proposals will list the material you will personally analyze and contribute to the presentation. Students are encouraged to build proposals around topics that lead to their final project.

In order to write a topic proposal, you will first need to explore the course website to review key concepts and determine the materials' contents. Following the guidelines below, you should then decide on your materials and their associated justification. I have developed a handout to help you build your own "catalog" of the website (see Moodle). Topic proposals should be a minimum of 250 words in length for undergraduates and *500 words in length for graduate students*. Proposals should include the following:

1. An answer to the following questions: How do the materials you propose complement one another? That is, how do they contribute to a theme without overlapping in significant ways? How do the materials draw on diverse disciplines? (See also key concepts listed on the website.)
2. Identification of one of the following:
 - ~ a full-length book, in which case, the proposal should connect the book to course questions developed on first day of class or, in consultation with the professor, to questions associated with your final project (all books are available at the library either as e-books or on reserve)
 - ~ a minimum of two academic articles and a combination of three popular reporting items for undergraduates; *a minimum of four academic articles and six popular reporting items for graduate students*; podcasts/videos of less than 20 minutes should not be included
4. Three to five clarifying/discussion questions. At least one question must be a discussion question.
5. *Graduate student proposals should also identify and incorporate the use of at least one on-line database.*

During our Friday meetings, I will review the topic proposals with an eye toward the group presentations. As such, being mindful of our quick turnaround time, I may suggest students swap out materials for the next day's presentation.

Group Presentations (3 in all):

Yes, I know these can be troublesome, but after much consideration, I have found no other way to cover our material in the time frame we have. I will work to facilitate everyone's best contribution to the presentations. Your 100% effort will be noticed by both me and your group-mates.

Presentations should be 20 minutes in length and include a one-page learning guides to aid the audience's comprehension. The learning guides must include key terminology and their definitions, as well as three to five orienting questions that focus listeners' attention and invite exploration of the presentation's most important points. Questions for discussion should also be listed on a slide at the end of each presentation. See additional directions for presentations on Moodle that tailor the presentations to the course learning outcomes. Students will receive an individual and a group grade on the presentations.

Topic Reports (2 in all):

Following on your group presentation, write up a final report. It's unlikely the group presentations will allow you to show off all you learned. Keep the report focused on material that did *not* fit in the group presentation. Our material includes academic and journalistic reporting. How is your topic handled differently in the two genres? Graduate student reports should incorporate the use of at least one on-line database. Topic reports for undergraduates should be 500 words in length. *Topic reports for graduate students should be 1000 words.*

Final Project and Presentation:

This class leads to a final project and presentation on a topic and in a format that students will develop with the professor. Possible projects include: an annotated bibliography; a fifteen minute, fully-cited lecture with accompanying powerpoint and handout; a series of news articles for local publication; a series of policy briefs; or a traditional research paper. Other projects are also possible with approval. As a rule of thumb, final projects should be 500-1000 words in length for undergraduates and *2000-3000 words for graduate students*.

Final presentations will be approximately 10 minutes in length and should highlight the main points of the student's individual projects. Each final presentation must include an explanation of the research methods that led to the findings presented in the final project. Note two advantages and two disadvantages of at least one particular method. Where possible, **your presentation should offer novel information that was *not* covered in class discussion**, because everybody likes an interesting surprise at the end of class!

In-class participation (including contribution to group activities):

Because the topic of Latino Migration has many facets, I organized this class as a collaborative hands-on environment where you all will explore topics in-depth and report your findings to one another. This means, the class demands a high level of participation. To earn full points for participation, you should plan to spend class-time in active mode: working in groups, preparing presentations, delivering presentations, and testing readings against activities and the perspectives of visiting speakers. Toward the end of the class, you will submit to me your confidential assessment of each class member's overall contribution to group work. This confidential assessment will account for 10% of the final participation grade.

Reflective Essays (3 in all):

We'll be moving through a considerable amount of material during our meetings. The reflective essays are meant to be written Monday or Tuesday, after you have had time to step away from the class and think back. In the reflective essay, respond to the presentations *for which you were an audience member*. Use the benefit of hindsight to consider: What information in the presentations was most memorable? What connections did you see across the presentations? What questions did the presentations raise that demand future exploration? Reflective essays typically communicate the writer's feelings on a topic. Use this aspect of the genre to interrogate the emotions surrounding international migration. What emotions did the presenters aim to evoke, either wittingly or unwittingly? Was this effective? Why or why not? Does the emotional content change the way you think about migration? As with the topic proposals, you are encouraged to use the reflective essays toward your final project. But really, you might just need to get something off your chest. This is the place to do that. Both undergraduate reflective essays should be 500 words in length. *Graduate student reflective essays should be 750 words in length.*

Reflection: Immigration and Uncertainty:

In the last few months, we've all received a lesson in the uncertain quality of life. Many of my colleagues have noted the parallels between this uncertainty and the lives of some migrants. Use this essay, to take the position of a particular migrant. Describe this fictional person based on real information that you gathered from the course materials. Include citations of the materials in question. From what you learned, what is *certain* in this person's life? What is *uncertain*? What resources are available to this person to address problematic uncertainties? What are some tools available to all of us for coping with uncertain situations? Undergraduate reflective essays should be 500 words in length. *Graduate student reflective essays should be 750 words in length.*

Attendance:

Given this emphasis on participation, attendance is essential. Given our online environment, attendance includes (1) meeting with me individually during office hours to develop your final project – one meeting is *required*

- (2) participate in zoom meetings
- (3) contribute to any on-line discussions in a timely way

I will register class absences in hours with each unexcused hour resulting in a 3% lowering of the attendance grade. If you miss more than four unexcused hours of class, you will fail the class. Notice that because group presentations will be created and delivered during class hours, absences can also affect other portions of the course grade. If your internet connectivity should prevent you from attending on a Saturday, I will offer you a substitute activity. The activity must be completed by Tuesday of the following week. Refer to <http://policies.ncsu.edu/regulation/reg-02-20-03> for an explanation of what constitutes an excused absence.

MORE THINGS TO KNOW

Electronically-Hosted Course Components

There's no way around it. Participation in this class will likely disclose personally identifiable information to other students in the course via electronic tools like email or web or Moodle postings. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Additionally, students are expected to neither download nor share recorded lectures or class meetings. Students who take this course agree to never edit or distribute electronic course components or allow individuals not registered in the class to access, edit, or distribute course electronic course components.

Incomplete Assignments: Assignments will be assessed for quality *after* consideration of the missing work. For example, work that is 80%, 70%, or 60% complete will first be graded as a B, C, or D, respectively. Additional points may then be deducted based on the quality of the work. Work that is less than 60% complete will automatically receive a failing grade.

Late assignments: All assignments must be completed by the scheduled date and time. Late assignments will be marked down 25% for each hour that passes after the due date and time, unless you have an excused absence. Assignments due on days when class meets should be handed in *at the beginning of class*. Assignments due on other days should be handed in anytime before midnight. In the case of late assignments associated with an excused absence, students should contact the professor for a timely submission that will not incur a penalty.

Make-up work policy: If you miss class, email your work to me *before* the start of class in order to receive full credit for the work. If you encounter a one-time event or conflict that the university recognizes as an excused absence, make arrangements with me *immediately* to discuss a new due date. Students who do not contact me within 24 hours of the missed assignment may not receive make-up consideration. Please notice that, given the compressed time frame of this class and the in-class quality of some assignments, it may not be possible to make up missed work.

SCHEDULE*

<i>DATE</i>	<i>TOPIC</i>	<i>ACTIVITIES/ASSIGNMENT DUE</i>	
Day 1: Weds, May 19:	COURSE OVERVIEW AND INTRODUCTIONS	Due today:	on-line vocabulary quiz; see vocabulary here ;
		Lecture:	ethical approaches; ethics primer available here
		Activity:	syllabus and website review; development of students' <i>personal</i> guiding questions
Day 2: Thurs, May 20	MIGRATION IN U.S. HISTORY	Due today:	ethics statement; digital storyboard
		Lecture:	round-trip to America
		Discussion:	family stories of migration
Day 3: Fri, May 21	TOPIC: COUNTRY OF ORIGIN – HISTORIES, U.S. RELATIONS, CURRENT CONDITIONS	Due at start of class:	topic proposal #1 map quiz
		Activity:	
		Lecture:	regimes of (im)mobility
		Discussion:	studying structural violence; secondary trauma; assertive communication
		Activity:	formation of presentation groups and preliminary work on presentations
Day 4: Mon, May 24	TOPIC: COUNTRY OF ORIGIN – HISTORIES, U.S. RELATIONS, CURRENT CONDITIONS	Due at start of class:	students are expected to arrive to class having examined the material relevant to their topic and ready to contribute to preparation of the presentation
		Activity:	preparation of presentations
Day 5: Tues, May 25	TOPIC: COUNTRY OF ORIGIN – HISTORIES, U.S. RELATIONS, CURRENT CONDITIONS	Activity:	preparation of presentations
Day 6: Weds May 26	TOPIC: COUNTRY OF ORIGIN – HISTORIES, U.S.	Due today:	topic report
		Activity:	deliver group presentations; Q & A

	RELATIONS, CURRENT CONDITIONS	Visiting speaker: Nicole Vargas, SIRE @ 1:40
Day 7: Thurs, May 27	TOPIC: MULTIPLE ROLES TO AFFECT CHANGE	Due today: reflective essay Lecture: multiple roles to affect change Activity: “What roles might I play?” Visiting speaker: Jorge Rafael Archila Ruiz, Consul General Guatemala @ 1:40
Day 8: Fri, May 28	TOPIC: SOCIAL CONCERNS	Due at start of class: topic proposal #2 Discussion: Reflective essays and guiding questions Activity: group assignments for second module; website review
Day 9: Mon, May 31	TOPIC: SOCIAL CONCERNS	Due at start of class: students are expected to arrive to class having examined the material relevant to their topic and ready to contribute to preparation of the presentation Activity: preparation of presentations
Day 10: Tues, Jun 1	TOPIC: SOCIAL CONCERNS	Activity: preparation of presentations Visiting speaker: Stefania Arteaga, NC ACLU @ 1:40
Day 11: Weds, Jun 2	TOPIC: SOCIAL CONCERNS	Due today: topic report Activity: deliver group presentations; Q & A
Day 12: Thurs, Jun 3	TOPIC: SOCIAL CONCERNS	Due today: reflective essay Visiting speaker: Dr. Angel Cruz, El Salvador @ 1:40
Day 13: Fri, Jun 4	TOPIC: PHASES OF THE JOURNEY	Due at start of class: topic proposal #3 Discussion: reflections & guiding questions Lecture: “the arterial border” Activity: group assignments for final presentation; website review

Day 14: Mon, Jun 7	TOPIC: PHASES OF THE JOURNEY	Due at start of class: students are expected to arrive to class having examined the material relevant to their topic and ready to contribute to preparation of the presentation Activity: preparation of presentations
Day 15: Tue, Jun 8	TOPIC: PHASES OF THE JOURNEY	Due today: topic report Activity: deliver group presentations; Q & A
Day 16: Wed, Jun 9	TOPIC: FINAL PROJECT REPORTS	Activity: presentation of final projects
Day 17: Thur June 10		Due today: reflective essay #3 on Saturday presentations and Reflection: Immigration and Uncertainty

*The schedule is subject to change at the instructor's discretion.

ADDITIONAL POLICIES AND HELPFUL INFORMATION

A brief description of the class policies and helpful information are listed below.

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05>This link will open in a new window with additional references at <https://oied.ncsu.edu/equity/policies/>This link will open in a new window
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>This link will open in a new window
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>This link will open in a new window
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>This link will open in a new window
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>This link will open in a new window“

Information for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the **[Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)**”

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that

appear in the students' written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge.

Online Course Evaluations:

Students will be able to complete online course evaluations during the last two weeks of class. You will receive an email message directing you to a website where they can login and complete evaluations. These evaluations are completely confidential and I will not have access to the evaluations until after the end of the semester, when your final course grades have been submitted to Records & Registration. The online course evaluation will be available at <<http://classeval.ncsu.edu>>.