

**Spanish 3xx:
Migrating Scenes: Migration and Movement in the Hispanic World
Professor Marilén Loyola, Lake Forest College**

Welcome to Spanish 3xx: Migrating Scenes, a seminar-style course designed to deepen students' knowledge and understanding of global cultural changes in the Spanish-speaking world through the study of emigration, immigration, and the policies and human stories that frame them. Spanish 3xx: Migrating Scenes looks at migration in the Spanish-speaking world over the 20th and 21st centuries and is organized around a series of geographic migration trajectories: Africa to Spain; Latin America to Spain; Europe and the Middle East to Latin America; Caribbean and Central American migration to the United States; and the US Latinx immigrant communities. While the logistics, statistics, and legal ramifications associated with migration will undoubtedly serve as a foundation for our discussions, our course will focus heavily on the human element of these experiences. By looking at the cultural expressions of migration, students will have material with which to analyze the effects of these experiences on both individuals and communities. Course materials will also allow students to explore the reasons that lead people to uproot and often risk their lives, whether in search of opportunity or to preserve their human rights to safety and freedom from persecution and violence. On a broader scale, the course will challenge students' analytical and critical thinking skills, stressing the need for careful, ethical inquiry and the systematic analysis of one's own and others' perspectives and assumptions regarding migration.

Student Learning Outcomes. By the end of the semester, students' learning and practice will have centered on the elements listed below, all derived from the AAC&U Value Rubrics/value@aacu.org.

- **Oral and Written Communication:** Students will be able to have thoughtful analytical discussions (orally and in writing) in Spanish in which they explain and analyze their perspectives regarding migration using credible and relevant evidence, a solid theoretical base, and appropriate vocabulary.
- **Global Learning:** Students will be able to describe, explain, and display a deep understanding of distinct migration trajectories and challenges that have played a role in the Spanish-speaking world, including regions/countries like Africa, Spain, Central and South America, the Caribbean, Mexico, and the United States.
- **Critical Thinking:** Students will be able to analyze their own and others' assumptions regarding the representation of migration in a variety of creative, fiction, and non-fiction works by challenging and evaluating relevant evidence in order to formulate their own critical positions.

Required Materials. Please obtain the following texts through the online Akademos Bookstore: rockford.textbookx.com.

- * Javier de Isusi. *Asylum*. (2015).
- * Juan Carlos Méndez Guédez, *Una tarde con campanas* (2004).
- * Gabriela García. *Of Women and Salt* (2021).
- * Oscar Cásares. *De donde venimos: una novela* (2019).
- * Juan Gabriel Vásquez, *Los informantes*. 2004.

Additional Materials: The course may also include a variety of articles and selections from primary texts, some listed below. Selections from these will be available on our course learning site.

- * Val Rosenfeld and Flor Fortunati. *Voices of the Undocumented* (2015). Selection.
 - * Eduardo Cabrera. *9 Cuentos de inmigrantes en Los Estados Unidos* (2016). Selection.
 - * Constantino Urzaiz. *Sueños ilegales* (2013). Selection.
 - * Orlicz Espiritusanto. *Náufragos En una Yola: Cruzando de Santo Domingo a la Isla hermana de Puerto Rico* (2021). Selection.
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Course Components and Standards for Evaluation

Leading Discussion/Presentations/Participation	25%
Reading & Media Worksheets/Canvas Discussions	25%
Written assignments (at least 3x)	25%
Final Essay and Presentation	<u>25%</u>
COURSE GRADE TOTAL:	100%

Grade scale:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	65-69%
B-	80-82%	F	0-64%

- Leading Discussion/Presentations/Participation (25%):** In small groups or individually, all students will lead at least one class discussion on a primary text and/or article or selection of their choice. Guidelines for how to lead and engage in discussion will be available on our course learning site. Your engagement in class discussions, your overall preparedness, and the quality of your participation in each class session will determine the bulk of this portion of the grade.
- Reading & Media Worksheets and Canvas Discussions (25%):** Each reading assignment this semester will have a corresponding worksheet, a series of discussion questions, a Canvas discussion, and/or a reading response quiz. These will verify your comprehension, ask you to do current events research, and/or ask you to write and reflect critically.
- Written assignments (25%):** At the end of each of the Module, each student will write a 2-3 page essay that critically examines that module's key concepts and works and incorporates at least two scholarly sources. Students will have the chance to develop *one* of the essays into the larger, final 5-page essay described below.
- Final Essay and Presentation (25%):** Your final essay will consist of the in-depth development of one of the earlier 2-3 page essays in the larger context of that Module or the course as a whole. Students will incorporate at least five scholarly sources in addition to their primary texts and contextualize their argument historically and culturally, making comparisons and developing different perspectives and world views as appropriate. Students will have a chance to revise these essays as well as present their final projects to the class.

Calendario del Curso

Fecha	En clase RP = Response Paper, 2 a 3 páginas
Día 1	Introducción al curso y al tema de la migración
THEORY MODULE: Teoría y definiciones	
Día 2	N. García Canclini - "No sabemos cómo llamar a los otros."
Día 3	M.F. Pardo - "La inmigración y el devenir de las sociedades multiculturales."
Día 4	A. Villarino - "La inmigración en España en trece preguntas y un gráfico."
Día 5	Josef Raab and Martin Butler, "Introduction to Cultural Hybridity in the Americas"
Día 6	Discusión: "El buen vecino" de Juan Mayorga
Día 7	Lectura dramática: "El buen vecino" de Juan Mayorga
Día 8	RP#1 – Teoría/Términos/Conceptos Discusión de ensayos y de artículos de periódico
MIGRATION MODULE #1: África a España	
Día 9	Película: <i>Las cartas de Alou</i>

Día 10	Novela gráfica: <i>Asylum</i> Cortometraje: “El viaje de Saïd” (2007): https://youtu.be/gDyNPNBfNSQ Reportajes de radio: NPR/National Public Radio: “A surge of migrants at the border...of Spain” 14 agosto 2014 http://www.npr.org/sections/parallels/2014/08/14/340289301/spain-forced-to-cope-with-surge-in-african-migrants
Día 11	Novela gráfica: <i>Asylum</i>
Día 12	Novela gráfica: <i>Asylum</i>
MIGRATION MODULE #2: Latinoamérica a España	
Día 13	RP#2 – África/España Novela: <i>Una tarde con campanas</i> de Juan Carlos Méndez Guédez
Día 14	Novela: <i>Una tarde con campanas</i> de Méndez Guédez
Día 15	Película: “Flores de otro mundo” (1999)
Día 16	Película: “Flores de otro mundo” (1999)
Día 17	Novela: <i>Una tarde con campanas</i> de Méndez Guédez
Día 18	Artículo: “El rapto de las latinas: migración latinoamericana y mercado matrimonial en España” de A. Domingo, X. Bueno, y A Esteve en <i>El género en movimiento: Familias y migraciones</i> (2014)
Día 19	Novela: <i>Una tarde con campanas</i> de Méndez Guédez
Día 20	Diego Acosta, “Free Movement in South America: The Emergence of an Alternative Model?”
MIGRATION MODULE #3: Europa a Latinoamérica	
Día 21	RP#3 – América Latina – España Novela: <i>Los informantes</i> de Juan Gabriel Vásquez
Día 22	Novela: <i>Los informantes</i> de Juan Gabriel Vásquez
Día 23	Noticiero/Documental: “Desafiar el olvido,” <i>Aquí y ahora</i> , Univisión, 27 October 2019.
Día 24	Novela: <i>Los informantes</i> de Juan Gabriel Vásquez
Día 25	Novela: <i>Los informantes</i> de Juan Gabriel Vásquez
Día 26	Novela: <i>Los informantes</i> de Juan Gabriel Vásquez
Día 27	Fragmentos de <i>Una vez Argentina</i> y/o <i>El libro de los recuerdos</i>
MIGRATION MODULE #4: Latinoamérica a los Estados Unidos	
Día 28	RP#4 – Europa/América Latina Novela: <i>De donde venimos</i> de Oscar Cásares
Día 29	Novela: <i>De donde venimos</i> de Oscar Cásares
Día 30	Novela: <i>De donde venimos</i> de Oscar Cásares
Día 31	Película: <i>Sin nombre</i>
Día 32	Novela: <i>De donde venimos</i> de Oscar Cásares
Día 33	Película: <i>Una noche</i> (dir. Lucy Mulloy)
Día 34	Novela: <i>Of Women and Salt</i> de Gabriela García
Día 35	Novela: <i>Of Women and Salt</i> de Gabriela García
Día 36	Novela: <i>Of Women and Salt</i> de Gabriela García
Día 37	<i>Sueños ilegales</i> (2014) de Constantino Urzaiz
Día 38	<i>Sueños ilegales</i> (2014) de Constantino Urzaiz
Día 39	<i>9 Cuentos de inmigrantes en los Estados Unidos</i> de Eduardo Cabrera
Día 40	<i>9 Cuentos de inmigrantes en los Estados Unidos</i> de Eduardo Cabrera

Día 41	Película: <i>Ya no estoy aquí</i>
Día 42	RP#6 – Los inmigrantes latinoamericanos a y en los Estados Unidos
Día 43	Evaluaciones; Presentación de proyectos finales
Día 44	Presentación de proyectos finales; Conclusiones
<i>¡Les deseo felices fiestas y un buen descanso!</i>	