

**College of Education and Human Ecology
School of Teaching and Learning
Summer Institute on Latin American Migration
June 27-July 1, July 15 2011**

T&L 727.23: Latin America Comes to Ohio:
Implications of Migration for Education – Summer
2011

Credit hours (Graduate): 3 – S/U

Location: Westland Area Library, 4740 W. Broad St.,
Columbus, OH 43228, Phone: 614-878-
1301

Day/Time: Monday-Friday (June 27-July 1), 9:30am-5
pm, Friday (July 15) 9:30am-3 pm

Instructors: Prof. Marcia Farr (Instructor of Record), Sidury Christiansen

Office Hours/Location: By appointment

Contact Info: **School of Teaching and Learning**

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Course Description: This is a professional development course intended for in-service teachers in the Columbus City Schools. The main purpose of this course is to give K-12 teachers opportunities to develop new knowledge and understanding of Latin America in the context of migration, and of the historical, sociocultural, and economic forces that cause Latin Americans to leave home for the US. Participants will develop strategies to enhance the educational experience of their students by incorporating content and new insights on Latin America into their teaching.

Topics will include:

- a brief overview of Latin American geography, history, customs, and cultures
- using technology in teaching
- causes and effects of migration within Latin America, from LA to US, from LA to Central OH (migration in abstract; ties between migration and current world events; space left behind in home country; why do migrants leave home country; why do migrants go to other LA country; why do migrants come to the US, Central OH, etc.)
- US immigration policy and its effect on immigrants
- Latino demographics of Ohio and Central Ohio
- Latin American cultures in the US (cultures in contact, interacting in a culturally appropriate way with Latin Americans or those of Latin American heritage, contributions to mainstream culture, etc.)
- education in Latin America; challenges migrant children and adolescents face in US schools
- using the Latino community as a resource in teaching

These topics will be addressed through lectures by faculty and community experts, cultural activities (film, music, food), field trips, and interaction with members of the community.

Course Objectives: The central objectives of this class are to equip teachers with new knowledge and cultural understanding of Latin America, to challenge and improve teachers' previously held assumptions, to facilitate the integration of Latin American content into lesson plans and curriculum, to align teaching with OH K-12 standards, and to provide teachers with additional resources to teach more effectively about Latin America. By the end of this course students will:

- Demonstrate an increase in knowledge and understanding of Latin American history, social and economic phenomena, and cultures;
- Create a framework for viewing issues of Latin American migration that includes an understanding of the relevant social, political, and economic factors that act upon migrants;
- Demonstrate an increase in understanding of the educational systems in Latin America and how they affect Latin American students and families;
- Develop new skills as technology users and informed and critical consumers of sources (print, video, web, community) for reliable information relating to Latin America.

These objectives will be measured by means of a pre- and post-test containing questions relating both to content and perceptions and attitudes.

Required Texts/Materials: All articles and book chapters will be available on Carmen. A schedule of readings due is on pages 3 and 4.

Topical Outline: For details, see pages 3 and 4.

Day	Topic	Speakers
MONDAY	Welcome, pre-test, demographics, overview of LA cultures, final project, Carmen, technology	Victor Mora, Theresa Delgadillo, Sidury Christiansen
TUESDAY	Education in Latin America; language and literacy; school systems in other countries	Adam Sawyer, Marcia Farr, Sidury Christiansen, Angelica Carabez Rangel
WEDNESDAY	Causes and effects of migration on immigrant families, particularly as relates to education	Joanna Dreby, Jeff Cohen
THURSDAY	US immigration policy; Using the Latino community as a teaching resource; Using film in the classroom	Lilia Fernandez, Terrell Morgan, Tracie McCambridge
FRIDAY	Migration and health; Latin American dance; Celebrations, religions, gestures, etc.	Reanne Frank, Carlos Rubio, Sidury Christiansen
FRIDAY, JULY 15	Meet at Westland Area Library at 9:30 AM. 15-minute presentations of final projects (lesson plans), post-test Lunch on your own at local Latino/a restaurants/taco trucks.	

Grading Assignments: See page 5 and 6 for assignment descriptions and rubric

Assignment	%
Class Attendance and Participation	10%
Reading Response entries	15%
Discussion board participation	15%
Reflection Assignments	20%
Final Project	40%
1 st draft of proposal for final project (lesson plan/unit)	5%
Final draft of proposal for final project (lesson plan/unit)	5%
Final Project written up and presentation (lesson plan/unit)	30%

Grading Scale:

- (S) Satisfactory: 83-100
(U) Unsatisfactory: 82 or below

Grading Scale: For Policies, see pages 6 and 7.

Topical Outline

Day	Topic	List of Readings	Assignments
Monday	<p>Pre-test; Latino demographics of Ohio and Central Ohio; Overview of Latin American geography, language, history, customs, and cultures; Final project, Carmen, technology</p> <p>Speakers: Victor Mora, Theresa Delgadillo, Sidury Christiansen</p>	<p>Readings for MONDAY: <u>Required:</u> Ream, R.K., & Vazquez, L. (2011). Overview of Latino Children and U.S. Public Education. In J.C. Naidoo (Ed.), <i>Celebrating Cuentos: Promoting Latino Children's Literature and Literacy in the Classrooms and Libraries</i> (3-18). Santa Barbara, CA: ABC-CLIO, LLC.</p> <p>Assignment for Monday: Evaluate a web resource (one-page) Go to http://liblearn.osu.edu/tutor/les1/index.html to learn about evaluating internet resources. Identify a web resource on and write a one-page evaluation of it using the tutorial's criteria.</p>	<p>Assignments for MONDAY:</p> <ul style="list-style-type: none"> • Reading Response 1 (for this reading) is DUE (bring it to class either typed or handwritten). <p>Assignments for Tuesday:</p> <ul style="list-style-type: none"> • Reading • Reading Response 1 (post it on Carmen DB) • Reading Response 2 on Carmen DB • Discussion board participation (ongoing) on Carmen DB • Reflection Assignment 1 on Carmen dropbox
Tuesday	<p>Education in Latin America; language and literacy</p> <p>Speakers: Adam Sawyer, Marcia Farr, Sidury Christiansen, Angelica Carabez Rangel</p>	<p>Readings for TUESDAY: <u>Required:</u> Farr, M., Seloni, L., & Song, J. (Eds.). (2010). <i>Ethnolinguistic Diversity and Education: Language, literacy, and culture</i> (Chapter 3). New York: Routledge.</p> <p><u>Recommended:</u> Ibarra, R. A. (2004). Chapter Six. Academic Success and the Latino Family. In R. E. Ybarra, & N. López, <i>Creating Alternative Discourses in the Education of Latinos and Latinas. A Reader</i> (pp. 113-130). New York: Peter Lang.</p> <p>Farr, M., Seloni, L., & Song, J. (Eds.). (2010). <i>Ethnolinguistic Diversity and Education: Language, literacy, and culture</i> (Chapter 2). New York: Routledge.</p>	<p>Assignments for WEDNESDAY:</p> <ul style="list-style-type: none"> • Discussion board participation (ongoing) on Carmen DB • Reading Response 3 on Carmen DB • Reflection Assignment 2 on Carmen dropbox
Wednesday	<p>Effects of migration on immigrant families, particularly as relates to education; Causes and effects of migration within</p>	<p>Readings for WEDNESDAY: <u>Required:</u> Dreby, J. (2010). <i>Divided by Borders: Mexican migrants and their children</i> (Chapters 5). Berkeley, CA: University of California Press.</p>	<p>Assignments for Thursday:</p> <ul style="list-style-type: none"> • Discussion board participation (ongoing) on Carmen DB • Reading Response 4 on Carmen DB • Reflection Assignment 3 on Carmen dropbox

	Latin America, to the US, and to Central Ohio	<p><u>Recommended:</u></p> <p>Cohen, J.H. (2001). Transnational Migration in Rural Oaxaca, Mexico: Dependency, Development, and the Household. <i>American Anthropologist</i>, 103(4), 954-967.</p> <p>Cohen, J.H. et al. (2009). Chapulines and Food Choices in Rural Oaxaca. <i>Gastronomica</i> (Winter issue), 61-65.</p>	
	<p>Speakers:</p> <p>Joanna Dreby, Jeff Cohen</p>		
Thursday	<p>US immigration policy; Using the Latino community as a teaching resource; Using film in the classroom</p> <p>Speakers:</p> <p>Lilia Fernandez, Terrell Morgan, Tracie McCambridge</p>	<p>Readings for THURSDAY:</p> <p><u>Required:</u></p> <p>MacDonald, V.M., & Carrillo, J.F. (2010). The United Status of Latinos. In E.G. Murrilo, Jr, S.A. Villenas, R. Trinidad Galván, J. Sánchez Munos, C. Martínez & M. Machado-Casas (Eds.), <i>Handbook of Latinos and Education: Theory, Research, and Practice</i> (8-26). New York: Routledge.</p> <p><u>Recommended:</u></p> <p>Gonzalez, J. (2001). <i>Harvest of Empire: A History of Latinos in America</i>. Introduction and chapter 11</p> <p>Oboler, S. (1995). <i>Ethnic Labels, Latino Lives: Identity and the Politics of (Re)Presentation in the United States</i>. Minneapolis: University of Minnesota Press.</p>	<p>Assignments for FRIDAY:</p> <ul style="list-style-type: none"> • Discussion board participation (ongoing) on Carmen DB • Reading Response 5 on Carmen DB • Reflection Assignment 4 on Carmen dropbox • 1st draft of lesson/unit plan proposal by the end of the day Friday.
Friday	<p>Migration and health; Latin American dance; Celebrations, religions, gestures, etc.</p> <p>Speakers:</p> <p>Reanne Frank, Pamela Conn, Sidury Christiansen</p>	<p>Readings for FRIDAY:</p> <p><u>Required:</u></p> <p>Delgado-Gaitan, C. (1994). Consejos: The power of cultural narratives. <i>Anthropology & Education Quarterly</i>, 25(3), 298-316.</p> <p><u>Recommended:</u></p> <p>Galindo, R. & Medina, C. (2009). Cultural Appropriation, Performance, and Agency in Mexicana Parent Involvement. <i>Journal of Latinos and Education</i>, 8(4), 312 -331.</p>	<p>Assignments due on SATURDAY:</p> <ul style="list-style-type: none"> • Discussion board participation (ongoing) on Carmen DB • Reflection Assignment 5 on Carmen dropbox • (Final Project) 1st draft of the lesson/unit plan shared by the end of the day. Place a typed revised version on Carmen by Saturday at 6 pm.
Friday, July 8	(Final Project) Final draft of the lesson/unit plan due. This is the one-page version explained below.		
Friday, July 15	Meet at Westland Area Library at 9:30 AM. 15-minute presentations of final projects (lesson plans), post-test Lunch on your own at local Latin@ restaurants/taco trucks.		

Assignments and Grading Rubric:

Class Attendance and Participation	Attendance is very important, so please be punctual, attend every class, and keep phone ringers off. Come prepared to discuss readings and other assignments.	10%	
Reading Response entries	Short (one-three paragraph) daily e-reading responses on the assigned reading for the following day Format: a) Choose a favorite paragraph, quote, idea, etc from the reading. b) State reasons why you found it interesting* * You may relate it to a high quality web resource that you already know on the topic -OR- You may identify a controversial issue and you can try to give opinions of both sides	15%	Due: Everyday (M-F) by 7 am on Carmen
Discussion Board participation	Daily responses to two other reading response entries Format: a) Read as many other responses as you can b) Choose two that you can relate to* c) State why that relates to your teaching experience (no more than one paragraph each) * If the post you read has a controversial issue, try to either support the writer's point or try to present the opposite side with an example.	15%	Due: All posts should be entered by Saturday 6 pm on Carmen
Reflection Assignments	1-page reflection on the day's presentations, including any questions or issues raised for the student as well as how the knowledge gained from the discussions and presentations could be applied in the classroom. Address specific topics and questions from the day's presentation and considering ways in which that day's ideas could be used in the classroom. Note: Tie <i>the readings and the speakers' presentations</i> to your reflection (if possible quote some phrases, ideas, statements).	20%	Due: Daily by 9 am on Carmen (6pm on Saturday)
1st draft of proposal for final project (lesson plan)	Informal Format: a) State your topic b) State a community resource c) State a web resource d) Idea of population/grade e) How it will benefit your teaching	5%	40% Due: Friday July 1st by the end of the day in class Due: Friday July 8th by 6 pm on Carmen Friday July 15th
Final draft of proposal for final project (lesson plan)	1-page (double-spaced) proposal that includes intended resource(s) or topic(s) for lesson plan/unit, possible materials, and use of technology for discussion and brainstorming with fellow classmates and consultation with the instructor. NOTE: It has to be grounded on facts/info from the presenters or readings assigned during the week.	5%	
Final Project	Remember there are two components to this project a written and a presentation, which (may be in e-/digital format)	30%	

Final Project:**1. First draft of project proposal**

Informal. Due by end of the day on **Friday, July 1**. Place a typed, revised version on Carmen by **Saturday, July 2, at 6 PM**.

2. Final draft of project proposal

On Friday, July 8th, each student will place in the Carmen drop box in a 2-3-page (double-spaced) proposal for the final project that includes intended resource(s) or topic(s) for lesson plan/unit,

possible materials, and use of technology for discussion and brainstorming with classmates, and consultation with the instructor.

3. Final Project

On Friday, July 15, return to the Westland Area Library for the presentation of final projects and submit a final draft (no more than 5 pages) in Carmen dropbox. For the presentation, participants will do a short (15-minute) presentation (can be digital –vlog, youtube video, Skype conference) of their projects.

General guidelines for content of the project:

Create an interdisciplinary lesson plan/unit on migration appropriate for the grade/level of your students built around the web resource(s) you have chosen that will increase their knowledge about Latin America (history, culture, customs, etc.) and their understanding of and appreciation for the Latin American newcomers to their school and community. When appropriate, incorporate, the community resources introduced during the previous days.

Grade rubric for project (100 points = 30% of total grade)

The final project consists on designing a lesson plan/unit that consists of the parts below. Note that these parts do not have to be in this particular order. However, all of them should be included in your final project.

Topic	Topic should be clear, focused, and level appropriate	5
Rationale	Lesson plan/unit topic, objectives, and activities should be grounded not only on the teacher's needs due to his/her experience, but also on information, quotes or ideas provided by the readings or the speakers, which need to be cited appropriately.	20
Objectives	Lesson plan/unit needs to have specific objectives.	15
Activities	Activities should be well planned and explained with detail. Make sure you include how an activity can fulfill the objective(s) of your lesson plan/unit.	20
Web resource	Inclusion, description, and explanation of how a web resource can be an activity or help complete an activity, which in turn meets the objectives of the lesson plan/unit.	20
Community resources	Inclusion, description, and explanation of how a community resource can be an activity or help complete an activity, which in turn meets the objectives of the lesson plan/unit.	10
Presentation	This can be in person or in e-/digital format.	10

Policies:

Student Conduct and Participation: Participation will be evaluated based on the extent to which questions are related to or informed by the readings, and by the verbal contribution of news articles and their significance. Staying engaged and using active listening with your colleagues in class discussion are also performance indicators. Please avoid off-topic comments. Please be punctual, attend daily, and keep your cell phone ringers off during class.

Academic Misconduct: The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct). http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems : According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant's department. "

Statement on Diversity: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Off-Campus Experiences: The course will be held at the Westland Area Library, at 4740 W. Broad St., Columbus, OH 43228 (Phone: 614-878-1301). This is to provide the students with the opportunity to utilize the Latin American cultural resources available in this area of the West Side of Columbus.

Technology: The role of technology will be important for this course in regard to web-based research and the identification of internet-based teaching resources. The educational application assignments should consider technology and the final project should produce instructional materials that integrate the internet or other technology for use in the classroom.