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## **RPOS 347 - Comparative Latin American Migration: Spain and the United States**

Classroom Instruction: M-F 12:30 pm - 2:00 pm

Field visits: Between 10 am - 12 noon or 3-5 pm As needed.

Room TBD, AIL Formación

### **Learning Objectives**

In this course students will:

1. Learn about and evaluate the historical and political narratives that explain international migration, comparing the experiences of Spain and the United States.
2. Students will learn about the different ways in which political science approaches the questions of immigration compared to other disciplinary approaches. They will also learn how interdisciplinary approaches can be used to better understand international population movements.
3. Using short papers, journal entries, and a class project students will exercise and hone writing and critical thinking skills through reflective summaries and thesis formulation, documentation, analysis and argument. They will exercise and hone these skills through the identification and interrogation of the assumptions, values, evidence, conclusions, and implications of different types of scholarly sources and will receive individual and collective feedback from oral presentations. They will also exercise critical thinking skills through observation, processing of sense data and ideas, and reflection.

### **Course Description**

#### **Comparative Immigration**

This course will examine and compare the migration experience of people from Latin America to Spain and the United States, focusing on Madrid and New York City as the receiving settings. The comparative framework will be set through pre-program readings about Spain. Then we will examine the Latin American immigration experience in both countries. We will target the period since 1965 to the present; in 1965 the United States overhauled its immigration policy, leading to decisive increases in migration from Latin America and the Caribbean. Spain becomes an immigrant-receiving country in the 1980s. In addition to classroom instruction, we will observe aspects of the immigration experience in Madrid's streets and plazas, through site visits, and will watch immigration-themed films through Ensemble Video on Blackboard as well as, if possible, in the distinctively urban way offered by Cine Doré, Filmoteca Española. As part of its cultural immersion component, the course includes visits to Toledo and Valencia.

#### **Required Readings**

All on Blackboard. See Schedule below.

#### **Course Requirements**

I. Reaction Papers – Two kinds of papers are required: 1. Reading-based: These should provide the script for your participation in the discussion of assigned readings. **The minimum required is one page per reading (250 words), unless otherwise indicated, for each of the readings assigned for any given day.** Focus on any aspect of the readings that you find interesting, that you didn't know about previously, and/or that triggers a question or questions you would like addressed in class. 2. Event based: These will be reactions and reflections written after site visits, participant observation, excursions and other activities if appropriate. Reaction papers will be submitted as journal entries on Blackboard.

II. Class Participation – Everyone will be expected to contribute to our class discussions. Participation should demonstrate a careful and thoughtful review of the assigned readings.

III. Project and Class Presentation – Your project should reflect your experience in Madrid in terms of the topics of immigration. Possibilities include an interview, a video project, a photo essay, a book review, etc. Your project must be discussed with me and approved no later than May 23rd. You will find on Blackboard an example of field notes that you should review in order to write your own field notes from scheduled participant observations.

The course is graded A-E.

### Office Hours

M-F, informally or by appointment.

### Schedule

<b>Session A: COMPARATIVE LATIN AMERICAN IMMIGRATION</b>	
Pre-Program Readings - May 7-18: "Spain is Different"; "Spanish Society After Franco"; "The Spaniards"; "20th Century Spain-The Transition." These readings will provide historical and political information and analysis about Spain. For each reading write a 150-word post on Blackboard. All posts are due May 21 and will be marked S/U.	
<b>MAY</b>	
<b>DATE</b>	<b>ACTIVITIES</b>
SAT 19	Depart United States.
S 20	Arrive in Madrid; On-site Orientation and walking tour.
M 21	Lecture: The Nature of Latin American Immigration to the United States Reading: "Hispanic New York" Site visit: Cuatro Caminos Debriefing: Parque Santander
T 22	Lecture and discussion: Immigration to Spain: A Liberal Approach Site visit: Lavapiés Debriefing: Plaza Tirso de Molina
W 23	Reading: "A Nation by Design" Ethnographic Exercise
TH 24	Reading: "Controlling Immigration" Site Visit: SOS Racismo Debriefing: Plaza de los Cabestreros
F 25	Reading: "Immigration and Dual Citizenship" Site Visit: Congreso de Diputados Debriefing: Plaza de las Cortes
SAT 26	Toledo Excursion

M 28	Reading: "Economic Outcomes Among Latino Immigrants" Site Visit: CCOO Debriefing: Paseo del Prado
T 29	Reading: "Demographic Winter in Europe" Ethnographic exercise.
W 30	Film discussion: "Flores de Otro Mundo," "El Tren de la Memoria" Site Visit: Asociación Rumiñahui Debriefing: TBD
TH 31	Project presentations
JUNE 1-2	Overnight visit to Valencia
JUNE 3	Depart for United States from Valencia or Return to Madrid for session B.