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# Community Engagement and the Immigrant Experience in Spain

**COURSE DESIGNATOR** TLDO 3975

**Language of Instruction** Spanish

**NUMBER OF CREDITS** 3 credits

**Contact Hours** 45 hours

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## COURSE DESCRIPTION

This course, in which students will learn about the issues surrounding Spanish immigration, is taught with both a classroom and a community engagement component. Within the classroom, the course will be taught with a dual focus on language and culture, improving the students' ability to express themselves in Spanish while also introducing them to the social and cultural phenomena of immigration in Spain. To complete the community engagement component, students will participate in volunteer activities in several of the cities immigration or cultural centers. By the end of the semester, students will have created a project related to their community engagement experience which they will present for a portion of their final grade.

## INSTRUCTOR

TBD

## COURSE GOAL

The goal of this course is for students to:

- Be capable of participating in the day-to-day work of Spanish organizations involved in immigration, collaborating with them and learning from them
- Organize some events to raise awareness on the topic of immigration ( and so sharing everything they have learned) which will be open to anyone interested in the topic of immigration and in our project
- Discover the dramas and difficulties of the immigrant experience as well as examine the success or lack of success of the immigrants in the communities which receive them, comparing their situation to that of the United States, and gaining a new perspective on the world around them and the necessarily active role they play within their own community
- Improve their level of Spanish sufficiently to achieve the other objectives, focusing especially on their ability to debate, argue, and critique (both in writing and orally), as well as focusing on any lexical, grammatical, or socio-grammatical issues they may have
- Learn how to form part of a collaborative team where they are responsible for their own learning (and not merely receptor of information given by the professor) and, on the other hand, to learn from the micro-communities into which they will be integrated (host families, immigration center, the classroom, etc.)

## METHODOLOGY

This course will be taught through lecture, discussion, and film, as well as through the experiences of the students in the community engagement component. Students are expected to come to class prepared and participate fully in both the classroom and the community engagement activities.

## COURSE PREREQUISITES

Spanish 1004

## REQUIRED READING/MATERIALS

Sánchez Alonso, Blanca, "Historia de la emigración española de los siglos XIX y XX" y "La emigración española a Europa" (manuscritos no publicados).  
International Migration Outlook: SOPEMI 2011 (OECD): "Spain"

España en Cifras 2012 (INE)

[http://www.ine.es/ss/Satellite?L=es\\_ES&c=INEPublicacion\\_C&cid=1259924856416&p=1254735110672&pagename=ProductosYServicios%2FPYSLayout&param1=PYSDetalleGratis](http://www.ine.es/ss/Satellite?L=es_ES&c=INEPublicacion_C&cid=1259924856416&p=1254735110672&pagename=ProductosYServicios%2FPYSLayout&param1=PYSDetalleGratis)

Guillermo de la Dehesa (2008): "Efectos de la inmigración en España" en *Comprender la inmigración*, Alianza Editorial, págs. 41-73.

Reher, David S. y Requena Miguel (2009): "Introducción el impacto de la inmigración en la sociedad española" en *Las Múltiples Caras de la Inmigración*, Alianza Editorial, págs. 7-19.

Guia i Conca, Aitana (2007): "¿Qué sabes de la legislación de extranjería?" en *Nadie es extranjero*, Valencia, Edicions del Bullent, págs. 42-48.

"Reforma la Ley Extranjería 2009"

"Cómo conseguir los papeles", publicado en El Mundo digital:

<http://www.elmundo.es/especiales/2005/02/sociedad/inmigracion/ley/index.html>

Hadji Amadou Ndoye (2008): "La inmigración, un dolor de cuerpo y de cabeza" en *Mi nombre es nadie* (Carla Fibla García-Sala y Nicolás Castellano Flores), Editorial Icaria, págs. 33-37.

Pérez-Díaz, Víctor; Álvarez-Miranda, Berta; González-Enríquez, Carmen (2001): *España ante la inmigración [Capítulo V]*, Barcelona, Fundación "la Caixa".

Gratius, Susanne (2005): "El factor hispano: los efectos de la inmigración latinoamericana a EEUU y España", *Instituto Elcano de Estudios Internacionales y Estratégicos. Documento de Trabajo 49 /2005*.

- In addition to these texts the professor will also assign various newspaper articles taken from *El País*

## GRADING

### CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of how grades are weighted:

Participation in community engagement	20%
Events to Raise Awareness	20%
Cultural Assignments <ul style="list-style-type: none"><li>□ Course Journal 10%</li><li>□ Midterm Essay 10%</li></ul>	20%
Improvement of Level of Spanish	20%
Participation/Collaboration in the classroom	20%

Overall Grade

100%

## COURSE CONTENT

### Spain: A Country of Emigrants

- Historical process
- Film: *Un Franco, Catorce Pesetas*

### Spain: A Country of Immigrants

- Historical Process
- Film: *Flores del Otro Mundo*
- Film: *Extranjeras*

### Conflict and Tension

- Political and Social Problems
- Government Action
- The Role of ONGs
- Daily Life: Stereotypes, Prejudice, and Rejection
- The Concrete Case of Regulated Education: The Proposal of Some Autonomous Spanish Communities for the Linguistic and Social Integration of Children of Immigrants

### The United States and Spain: Places of Refuge

- What Makes These Countries Special in Terms of Immigration
- Introduction to the Study of Similarities and Differences Using the Example of Latin American Immigration in the United States and Spain

### Glimmers of Hope

- Changes in the mentality of younger generations: New profiles of family, mestizaje, etc.
- Concrete Contributions of Immigrants: Increase in the Birth Rate, the Work Force, etc.
- And You? What Will You Do?: Personal reflection by the students on how they will apply what they have learned, continue learning, and continue collaborating in the global phenomenon of immigration on their return to the United States

### Spanish Language

- New vocabulary, grammar, and pragmatic concepts learned explicitly and implicitly through real-life practice and assigned texts
- Resources for debating, arguing, and critiquing
- Resources for oral presentations and debates
- Academic Spanish

## **ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

## **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.