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## Term Information

Effective Term Spring 2025

## General Information

Course Bulletin Listing/Subject Area Ethnic Studies  
Fiscal Unit/Academic Org Center for Ethnic Studies - D0205  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3572  
Course Title Central American Migrants in the United States  
Transcript Abbreviation CentAms in the US  
Course Description Survey of the history and culture of Central Americans in the United States. Through an interdisciplinary approach spanning the humanities and social sciences, students will analyze the history of mass exodus and migration from Central America, settlement and formation of diaspora communities in major urban areas, and community work and organizing of Central Americans in key cities across the U.S.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 05.0200  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

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## Requirement/Elective Designation

Citizenship for a Diverse and Just World; Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will be able to engage with diverse groups of people while recognizing cultural and individual differences in interaction and communication.
- Students will be able to draw upon personal experiences and class learning to develop common ground for interactions with those from other cultures.
- Students will be able to critically analyze their own cultural norms and biases and describe how these affect their worldview.

### **Content Topic List**

- Central America
  - migration
  - diaspora
  - transnationalism
  - mestizaje
  - indigeneity
  - Blackness
  - refugees
  - border politics
- Yes

### **Sought Concurrence**

## Attachments

- Rivas New Course Submission worksheet - Citizenship Theme copy.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)*
- Rivas New Course Submission worksheet - Migration copy.pdf  
*(GEC Model Curriculum Compliance Stmt. Owner: Spitulski, Nicholas M)*
- Re\_ Concurrence Request for Ethnic Studies 3572 - Central American Migrants in the United States.pdf  
*(Concurrence. Owner: Spitulski, Nicholas M)*
- ETHNSTD 3572 Spring 2025 Central Americans in the US\_REV\_CR\_20240409.docx: REVISED syllabus  
*(Syllabus. Owner: Spitulski, Nicholas M)*

## Comments

- Resubmitting with revised syllabus incorporating contingency items relayed in 4/3/24 email. *(by Spitulski, Nicholas M on 04/09/2024 03:38 PM)*
- Please see A&H2 Subcommittee feedback email sent 4/3/24. *(by Neff, Jennifer on 04/03/2024 02:03 PM)*

**COURSE REQUEST**  
3572 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/10/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	03/11/2024 12:40 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	03/12/2024 10:51 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/21/2024 08:48 AM	College Approval
Revision Requested	Neff, Jennifer	04/03/2024 02:03 PM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	04/09/2024 03:38 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	04/10/2024 09:20 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/10/2024 09:24 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/10/2024 09:24 AM	ASCCAO Approval

## Syllabus

Ethnic Studies 3572

### Central American Migrants in the United States

Spring 2025

3 Credit Hour - Lecture

In-person

Schedule and Location: [TBA]

### Course overview

Instructor

- Professor Carlos Rivas (he/him/él)
- [rivas.91@osu.edu](mailto:rivas.91@osu.edu)
- Office Hours
  - Pomerene Hall 210
  - [times TBA]
  - Use this [link](#) to sign-up and reserve a time slot

**Note:** My preferred method of contact is via e-mail.

### Course Description:

This class surveys the history and culture of Central Americans in the United States. Through an interdisciplinary approach that spans the humanities and social sciences, students will analyze the history of mass exodus and migration from Central America, settlement and formation of diaspora communities in major urban metropolises, and community work and organizing of Central Americans in key cities throughout the United States. While focusing on these communities, students will also analyze the home countries and Central America as a region to understand the transnational connections in the lives of most Central Americans today.

The class will also explore the historical and contemporary roots of more than forty years of Central American immigration and solidarity movements in the U.S., exploring Asylum, Sanctuary, the Temporary Protected Status (TPS) movements for residency, as well as the Deferred Action for Childhood Arrivals (DACA) program. We will analyze the historical social, political, and economic structures that force Central Americans to migrate, and the prejudices and biases that have made Central Americans targets for state detention and deportation. As Central American Studies is an emerging field of study, this class will ask students to think critically about the intersections of race, class, gender, and sexuality in immigration, the identity-formation process, the reconfiguring of cities and immigrant neighborhoods, and emerging Diasporas. We will explore critically the concept of *mestizaje* and its impact on indigenous and Afro-descendant groups, and the marginalization and threats of erasure of Black and Indigenous communities. Students will also gain critical understanding of the relationships between Central Americans and other Latinx communities.

**Course Expected Learning Outcomes:**

Students will be able to engage with diverse groups of people while recognizing cultural and individual differences in interaction and communication.

Students will be able to draw upon personal experiences and class learning to develop common ground for interactions with those from other cultures.

Students will be able to critically analyze their own cultural norms and biases and describe how these affect their worldview.

**General education goals and expected learning outcomes**

As part of the *Citizenship for a Diverse and Just World* theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Goals:
- 1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.



- 2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
- 3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
- 4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.
- Expected Learning Outcomes:
- Successful students are able to:
  - 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
  - 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
  - 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
  - 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
  - 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
  - 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
  - 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
  - 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Students will critically explore country conditions, U.S. foreign policy and local contexts as factors in the decision to migrate and therefore be able to identify and describe how power, positionality, privilege, and other socio-structural factors impact their own life circumstances and those of people locally and globally. To study and adequately understand the Central American experience in the U.S., a community historically disenfranchised through lack of legal citizenship, students will learn a hemispheric and transnational approach that begins by examining injustice and inequity in Central America. Understanding these conditions as the historical causes for mass exile will grant students sensitivity to and compassion for the lived experiences of others. And by understanding how the Central American community in the U.S. forms an ever-important part of the U.S. economy and the growth of major cities, students will understand how “incorporation” and “belonging” are alternative frameworks to the concept of “legal” citizenship.

As part of the *Migration, Mobility, and Immobility* theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Goals:
  - 1. Successful students will analyze “Migration, Mobility, and Immobility” at a more advanced and in-depth level than in the Foundations component.
  - 2. Successful students will integrate approaches to understanding the issues involved in migration, mobility, and immobility by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
  - 3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.
  - 4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.
- Expected Learning Outcomes:



- Successful students are able to:
- 1.1. Engage in critical and logical thinking about migration, mobility, and immobility.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of migration, mobility, and immobility.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to migration, mobility, and immobility.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
- 3.2. Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2. Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

Students will analyze migrant communities from an interdisciplinary perspective and use critical methods to develop research questions to be able to identify, describe and analyze important social issues from multiple perspectives. Through course readings and lecture, students will explore the dynamics of social networks, trajectories, assimilation vs. integration, and Central American history all to become more fluent in structures of immigrant communities. This allows students to be able to identify and describe different global and local manifestations of historical events and contexts that have resulted in mass migration from Central America. Lectures will cover how perceptions of Central Americans (and their racialization) informs both a national discourse and the political horizon that profoundly shapes the Central American experience in the U.S., including pathways to legality that determine if Central



Americans can leave and reenter the United States and whether or not Central Americans can vote in U.S. elections.

Course readings cover a diverse range of subtopics integral to the latest scholarship emerging from Central American Studies and students will also closely engage with artistic and literary production from diasporic Central American artists and writers.

### **How this course works**

#### **Mode of delivery**

This course is “100%” in-person and therefore your attendance is mandatory.

#### **Credit hours and work expectations**

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

#### Participation requirements

Because this is an in-person course, a portion of your grade is based on your attendance, active learning and participation in the classroom. The following is a summary of students’ expected participation:

#### Participating in class

Participation in class means being an active listener and taking notes during lectures as well as participating by speaking during in-class discussion, group activities, and contributing to the formation of a learning community. This means not browsing the internet or using your phone in class, as this is both distracting to your classmates, the instructor, and yourself.

#### Office hours

*I hope to meet with you one-on-one during the course of the semester. All students are required to meet with the instructor at least once during the semester during*



regularly scheduled office hours or via appointment. You may ask any questions you may have about the course, your assignments, the Latinx Studies minor and Center for Ethnic Studies, travel and research opportunities, life at OSU, and/or your plans after college. The goal is for me to get to know you and your interests better.

### Course assignment and communication guidelines

The following is a list of my expectations for how all students should expect to communicate with me and their peers, both in formal and informal communications.

### Writing style

All writing assignments should follow standard, formal and professional college etiquette and should adhere to the conventions standard across the humanities and social sciences. And while I encourage the use of “I” statements so that you may properly express your ideas and personal analysis on any given topic, you should refrain from overly informal language and slang. This means following basic grammar conventions and writing in complete, thoughtful sentences. It is always good practice to let a peer or classmate review a draft of your work and ask them for feedback so they may let you know of any areas that are unclear or require further expansion or clarification.

### Tone and civility

One of the skills that every college student should graduate with is how to properly communicate in a professional and collegial manner. Now is the time to learn and practice these skills. In class discussion posts on Carmen, I expect the use of appropriate language (no offensive, derogatory, or insulting language) suitable to be read by a general audience. As we learn about the experiences of migrant and refugee communities living in the U.S., derogatory language will be unacceptable. If you are unsure about the appropriateness of language or vocabulary, please do not hesitate to reach out and check-in with me first. There are no “stupid” questions and we are all learning to respect each other in an increasingly diverse society. Similarly, I expect any communication directed either to me or to your classmates to follow appropriate etiquette. Finally, as we learn more about the various realities



and struggles of Central American communities in the United States, I expect that you receive the information with an open mind, even if the information presented in readings or in class lecture and discussion goes against your previously held beliefs. Playing “devil’s advocate” just for the sake of challenging the course material is considered rude, and while you may disagree with any number of ideas presented in class, you are expected to remain respectful in your critiques. Debate and disagreement are always encouraged so long as you remain civil, professional, and cordial.

### Citing your sources

As is standard in all college writing, all students must reference any work according to the Chicago Manual of Style to properly cite all sources consulted and or quoted in their writing. This is true for short writing assignments on Carmen and the longer research paper. This includes providing the following information for all references: title, page numbers and/or link, author information, publisher, and date. This is achieved by using either footnotes or endnotes (*please, no in-text citations*). I also *highly* encourage students to expand on their ideas with additional commentary in the footnotes or endnotes, see the sample paper posted on Carmen. Titles of books, periodicals (journals), and films must be *italicized* or underlined while the names of articles or book chapters should be noted with the use of quotation marks. Visit the [Chicago Manual of Style online](#) for further information.

### Protecting and saving your work

I highly recommend the use of cloud-based or browser-based word processing software so that your work “auto-saves” as you complete it. Microsoft 365 auto-saves so long as you have a functioning internet connection while you work. And while technological disasters are inevitable in the world of computing, there are many free options available to all OSU students to ensure that you do not lose your work. *Be sure you can still access your work even after the tragic event of device-failure or theft.* “My dog ate my homework” is not a viable excuse anymore.



## Course materials and technologies

Textbooks (available through the OSU Bookstore)

Required

- Alma, Karina, *Central American Counterpoetics: Diaspora and Rememory*. (Tucson: University of Arizona Press, 2024)
- Chinchilla, Maya, *The Cha Cha Files* (San Francisco: Kórima Press, 2014).

Recommended (optional)

- Hamilton, Nora and Norma Stoltz Chinchilla, *Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles* (Philadelphia: Temple University Press, 2001).
- Oliva Alvarado [Alma], Karina, Alicia Ivonne Estrada, Ester E. Hernández, *U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance* (Tucson: University of Arizona Press, 2017).
- Lovato, Roberto, *Unforgetting: A Memoir of Family, Migration, Gangs, and Revolution in the Americas* (Harper, 2020).

Required

- *All other readings will be posted as electronic PDF files on Carmen in their corresponding modules, arranged chronologically by week. Refer to the course calendar at the end of the syllabus.*

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard



support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))

#### Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection to access course content and required readings
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

#### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).
- An up-to-date web browser (Chrome, Safari, Firefox, etc.)

#### Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service  
If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

### Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Office Hour Visit	5%
Attendance and Participation	15%
Discussion Forum Posts	30%
Community Project	20%
In-Class Presentation of Community Project	5%
Research Paper (Final)	25%
<b>Total</b>	<b>100%</b>

Description of major course assignments

Office Hour Visit (5%)

All students are required to meet with me at least *once* during the semester during regularly scheduled office hours or via appointment. You may ask any questions you may have about the course, your assignments, the Latinx Studies minor, Center for Ethnic Studies, travel and research opportunities, life at OSU, your plans after college and/or your general experience with the course material and your interests in general. The goal is for me to get to know you and your interests better. This will facilitate the creation of a healthy and productive learning community of which each and everyone one of you forms an integral part. Please use this [link](#) to schedule an appointment with me.



### Attendance and Participation (15%)

All students are expected to attend all classes and actively participate by speaking in class during class discussions throughout the semester. This does not mean you have to speak during every class session, but by the end of the semester I should get a sense that you were an active learner and participant that contributed to the class. The material provide in the lectures and readings is thought provoking, and most artists featured in class intentionally make work meant to inspire thought, transformative action, and sometimes make you uncomfortable. And that's okay. But I expect you to think critically about the material presented and share your thoughts. This class is a safe space and we will respect each other's ideas, even if they are different than our own. As people interested in advancing social equity for all people, learning to love and embrace diversity is a crucial goal. You are allowed to disagree and I invite differing opinions, but likewise I discourage playing devil's advocate for the sake of it. All discussion must be rooted first and foremost with kindness and compassion for your fellow classmates and for the Latinx community which we will be learning extensively about. Therefore, no racist, sexist, homophobic, or xenophobic language will be tolerated.

### Discussion Forum Posts (30%)

You will be responsible for three (3) discussion forum posts throughout the semester, each worth 10% of your final grade. The first two are reading responses, where you will pick a pair (2) of assigned readings and respond critically to them in writing. Each of these posts should be approximately 450-500 words in length. The last discussion forum post will require you to write a short description of your final paper topic (see description of final paper assignment below and handout on Carmen) and submit a preliminary research question(s), outline of your paper, and preliminary bibliography of at least four sources of the eight required for the final paper. This will then allow me to provide feedback, suggestions, and give you the greenlight on your final paper topic. Additional handouts with templates and more specific expectations are provided on Carmen in the Course Materials section.



The discussion posts are meant to help you get in the practice of analyzing and engaging with important topics and ideas in the study of Central American communities and to make connections between the readings, your own out-of-classroom experiences (such as your own familiarity with ethnic communities in the U.S.) and to practice synthesizing these ideas in professional, academic writing. I especially encourage you to think through your ideas using a critical historical lens to think through how migration is a foundational experience in the United States for ethnic communities beyond Central Americans.

#### Academic integrity and collaboration guidelines

All work must be original. I discourage the use of AI-generated text as it is usually very obvious to me and never meets the standards of writing for an Ethnic Studies course. Thus, your grade will reflect this.





### Community Project (20%)

Students will work in small groups of 3-4 to collectively prepare a digital infographic (poster) using [Canva.com](https://www.canva.com) on hardships facing Central American communities in the United States. Canva is a free in-browser software that allows you to collaboratively design posters, flyers, infographics, etc., much like a shared Google Doc or Word file. There will be workshops in-class (announced ahead of time) that will provide detailed instructions on how to create an infographic using Canva. An infographic is simply a collection of imagery, data visualizations, and minimal text that gives an easy-to-understand overview of a topic. Topics may include (but are not limited to): COVID-19 and inequities of access to vaccines and public health; border surveillance, family separation, and deportation; educational attainment and the school to prison pipeline; social mobility and integration; or other issues emerging after the pandemic, such as housing and food insecurity, lack of access to decent healthcare, education, and civil and political rights. This report will be presented in-class at the end of the semester. In addition to the infographic, each student will submit a short (no more than 150 word) summary of how they contributed to the research and final execution of the infographic.

### In-class Presentation of Community Project (5%)

We will have a specific day and time set aside for each group to present their poster and findings to the class in a brief (10 minute) presentation. Each member of the group will summarize how they contributed to the project and will share with the class their findings and connect it with the course content.

### Final Research Paper (25%)

For the final, you will write a seven- to ten-page academic research paper analyzing a topic of your choice as it pertains to a specific Central American community in the U.S. (Belizeans, Guatemalans, Salvadorans, Hondurans, Nicaraguans, Costa Ricans, or Panamanians). This final assignment encourages you to think critically about all the pertinent topics covered in



class to understand and unpack how Central Americans must work through mobility (or immobility), race, gender, identity, social justice, etc., and their relationship with their own communities, other Latinx and migrant communities, and U.S. society at large. Leticia Wiggins (Ethnic Studies Librarian) will visit our class and provide a workshop on using the libraries on campus for research.

#### Academic integrity and collaboration guidelines

All final papers will be submitted electronically on Carmen during Finals Week, and will be automatically checked for plagiarism using the built-in scanning software. And while I do not discourage brainstorming with your peers, you should view this assignment as your own original work.

Furthermore, I highly discourage the use of AI-generated text as it tends to be very obvious in addition to not meeting the standards of an original ethnic studies paper. Thus, your grade will most likely suffer if you rely on AI-generated text.

#### Late assignments

All assignments are due on the posted deadline. Students who submit late assignments will be docked points, one full letter grade for each day that it is late.

#### Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

### Instructor feedback and response time

This is a writing intensive course, and you should think of all your writing assignments as contributing to a larger conversation about the key issues and topics surrounding U.S. migrant communities. Similarly, I consider my feedback for your assignments as also being part of this conversation.

### Grading and feedback

For course quizzes and examinations, students should expect grades and any relevant feedback within seven business days after submitting the examination. For written assignments such as research papers and short writing assignments, students should expect grades and feedback within ten business days after submission. All grades and feedback will be posted on Carmen and embedded within your assignment submission. Feedback is meant to both explain why you earned the grade you did as well as provide comments for improvement for future assignments. As mentioned above, I will engage intellectually with your ideas and so you should put thoughtful consideration into all assignments.

### Preferred contact method

The best way to communicate with me about assignments (or any aspect of the course) is during office hours or by making an appointment with me if you are unable to attend during my regularly scheduled office hours. For smaller or more urgent matters, you can communicate with me directly via e-mail at [rivas.91@osu.edu](mailto:rivas.91@osu.edu) or through the inbox feature on our course website on Carmen. *I try to respond to all messages within twenty-four hours during business days, unless I have notified you that I will be unavailable for a specified period. Please keep in mind that I receive a great deal of e-mail from many sources other than the students in this course, and that I may be away during the weekend and unable to attend to messages until I get back on Monday morning.*

## Academic policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

<http://studentlife.osu.edu/csc/>.

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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the

appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### Commitment to a diverse and inclusive learning environment

The Ohio State University 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. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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.

### Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

### Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the

aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Accessibility accommodations for students with disabilities

### Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](https://slds.osu.edu).

### Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with

their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

### **Course Schedule**

Refer to our Carmen course page for up-to-date assignment due dates.



Week	Date	Topics/Readings	Assignments Due
1		<p><b>Course Overview, Community Guidelines, and Expectations</b></p> <ul style="list-style-type: none"> <li>Alvarado [Alma], Karina O., Alicia Estrada, and Esther Hernandez. "Introduction: U.S. Central American (UnBelongings)." In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, edited by Karina Alvarado [Alma], Alicia Ivonne Estrada, and Ester E. Hernández, 3–35. Tucson, Arizona: University of Arizona Press, 2017.</li> </ul>	
		<p><b>Introduction to Central America: Terminology, Maps, the Isthmus and the Diaspora</b></p> <ul style="list-style-type: none"> <li>Stephen Frenkel, "Jungle Stories: North American Representations of Tropical Panama" in <i>Geographical Review</i> 86.3 (1996): 317-33.</li> <li>Obloler, Susanne. 2002. "The Politics of Labeling: Latino/a Cultural Identities of Self and Others," in Carlos G. Velez-Ibanez and Anna Sampaio, eds., <i>Transnational Latina/o Communities: Politics, Processes and Cultures</i>. Rowen and Littlefield.</li> </ul>	
2		<p><b>Race, Ethnicity, and Categories of Analysis</b></p> <ul style="list-style-type: none"> <li>Arias, Arturo. 2003. "Central American Americans: Invisibility, Power and Representation in the US Latino World," in <i>Latino Studies</i> 1.1 (2003): 168-187.</li> <li>Suarez Orozco, Carola. 2004. "Formulating Identity in a Globalized World," in Marcelo M. Suarez Orozco and Desirée Baolian Qin-Hilliard, eds., <i>Globalization, Culture, and Education in the New</i></li> </ul>	





Week	Date	Topics/Readings	Assignments Due
		<p><i>Millennium</i>. Berkeley: University of California Press.</p> <ul style="list-style-type: none"> <li>Charles R. Hale, “Neoliberal Multiculturalism: The Remaking of Cultural Rights and Racial Dominance in Central America,” <i>PoLAR: Political and Legal Anthropology Review</i> 28, no. 1 (2005).</li> </ul>	
		<p><b>Liberal Reforms, Export Economies, and the First Migrations</b></p> <ul style="list-style-type: none"> <li>Suyapa Portillo Villeda, “Honduran Immigrants,” in <i>An Encyclopedia of the Newest Americans</i>, ed. Ronald H. Bayor (Santa Barbara, CA: Greenwood, 2011).</li> <li>Mahoney, James. "Radical, Reformist and Aborted Liberalism: Origins of National Regimes in Central America." <i>Journal of Latin American Studies</i> 33, No.2 (2001): 221-256.</li> </ul>	
3		<p><b>Civil Wars and Revolutions</b></p> <ul style="list-style-type: none"> <li>LaFeber, Walter. “Introduction.” <i>Inevitable Revolutions: The United States in Central America</i>. New York and London: Norton, 1983.</li> <li>John M. Broder, “Clinton Offers His Apologies to Guatemala,” <i>New York Times</i>, March 11, 1999.</li> <li>NACLA, “Getting Our Way: Clinton’s Latin America Policy,” <i>NACLA Report on the Americas</i> (2007).</li> <li>B’atz, Giovanni. “Guatemala Is Xib’alb’a.” <i>Plaza Publica</i>, December 7, 2020. <a href="https://www.plazapublica.com.gt/content/guatemala-a-xibalba">https://www.plazapublica.com.gt/content/guatemala-a-xibalba</a>.</li> </ul>	



Week	Date	Topics/Readings	Assignments Due
		<p><b>Drug War Capitalism</b></p> <ul style="list-style-type: none"> <li>• Paley, Dawn. “Drug War Capitalism in Honduras.” In <i>Drug War Capitalism</i>, by Dawn Paley, 193–218. Oakland, Edinburgh, Baltimore: AK Press, 2014.</li> <li>• Paley, Dawn. “Drug War Capitalism in Guatemala.” In <i>Drug War Capitalism</i>, by Dawn Paley, 169–92. Oakland, Edinburgh, Baltimore: AK Press, 2014.</li> </ul>	
4		<p><b>Exile, Sanctuary, Solidarity</b></p> <ul style="list-style-type: none"> <li>• “Catholic Action, the Second Vatican Council and the Emergence of the New Left in El Salvador (1950–1975)” <i>The Americas</i> 70.3, 459-487</li> <li>• Rodriguez, Ana Patricia (2013). “Chapter 5: The War at Home.” <i>Dividing the Isthmus: Central American Transnational Histories, Literatures, and Cultures</i>; Austin, Texas: University of Texas Press.</li> </ul>	
		<p><b>Testimonios</b></p> <ul style="list-style-type: none"> <li>• Randall, Margaret. “Introduction.” <i>Sandino's daughters: Testimonies of Nicaraguan women in struggle</i>. Rutgers, 1995.</li> <li>• Read three testimonies of your choice from: Rossana Pérez, ed., <i>Flight to Freedom: The Story of Central American Refugees in California</i>. Houston: Arte Público Press, 2007.</li> </ul>	
5		<p><b>Immigration Trajectories</b></p> <ul style="list-style-type: none"> <li>• Ábrego, Leisy , “Central American Refugees Reveal the Crisis of the State.” In <i>The Oxford Handbook of Migration Crises</i>, edited by Cecilia Menjívar, Marie</li> </ul>	



Week	Date	Topics/Readings	Assignments Due
		Ruiz, and Immanuel Ness, 213–28. Oxford: Oxford University Press, 2019.	
		<p><b>Reception of Central Americans in the United States</b></p> <ul style="list-style-type: none"> <li>• Ábrego, Leisy, and Alejandro Villalpando. “Racialization of Central Americans in the United States.” In <i>Precurity and Belonging: Labor, Migration, and Noncitizenship</i>, edited by Sylvanna Falcón, Steve McKay, Juan Poblete, Catherine S. Ramírez, and Felicity Amaya Schaeffer, 51. New Brunswick, New Jersey: Rutgers University Press, 2021.</li> <li>• Alfonso Gonzales, “Trumpism, Authoritarian Neoliberalism, and Subaltern Latina/o Politics,” <i>Aztlán: A Journal of Chicano Studies</i> 42, no. 2 (2017).</li> <li>• “Trump Calls Some Illegal Immigrants ‘Animals’ in Meeting with Sheriffs,” <i>CBS News</i>, May 16, 2018, <a href="https://www.youtube.com/watch?v=3tmT7-dhOWs">https://www.youtube.com/watch?v=3tmT7-dhOWs</a>.</li> </ul>	Reading Response #1 Due in online Discussion Forum
6		<p><b>Transnational Social Networks</b></p> <ul style="list-style-type: none"> <li>• Cuéllar, Jorge Enrique. “Vital Minimums: El Salvador between Youth and Old Age.” <i>Latino Studies</i> 19 (2021): 518–40.</li> <li>• Menjívar, Cecilia. “Introduction.” <i>Fragmented Ties: Salvadoran Immigrant Networks in America</i>. Berkeley: University of California Press, 2000.</li> </ul>	
		<p><b>Integration or Assimilation? Acculturation?</b></p> <ul style="list-style-type: none"> <li>• Ábrego, Leisy. “Narratives of Migration and Integration of Central American Migrants in the US and Canada.” Research Paper. Montreal, Canada:</li> </ul>	



Week	Date	Topics/Readings	Assignments Due
		<p>World Refugee &amp; Migration Council, November 2021.</p> <ul style="list-style-type: none"> <li>Gans, Herbert J. "Toward a Reconciliation of "Assimilation" and "Pluralism": The Interplay of Acculturation and Ethnic Retention," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, ed. <i>The Handbook of International Migration: The American Experience</i>. Russell Sage Foundation, 1999.</li> </ul>	
7		<p><b>Dangerous Journeys</b></p> <ul style="list-style-type: none"> <li>Ábrego, Leisy, and Jennifer A. Cárcamo. "Misrepresented Insecurities: An Annotated Interview about Displacement and Resistance of Central America's 'Eternos Indocumentados.'" <i>Latin American Law Review</i>, no. 7 (2021): 123–42.</li> <li>Watch <i>Los Eternos Indocumentados</i>, directed by Jennifer Cárcamo, film posted on Carmen.</li> </ul> <p><b>Those Left Behind, Those Returned</b></p> <ul style="list-style-type: none"> <li>Rodriguez, Ana Patricia (2013). "Introduction." <i>Dividing the Isthmus: Central American Transnational Histories, Literatures, and Cultures</i>; Austin, Texas: University of Texas Press.</li> <li>Ábrego, Leisy, "Introduction" and "Conclusion," <i>Sacrificing Families: Navigating Laws, Labor, and Love Across Border</i>. Stanford University Press, 2014.</li> </ul>	
8		<p><b>Central American Neighborhoods in the U.S.</b></p>	



Week	Date	Topics/Readings	Assignments Due
		<ul style="list-style-type: none"> <li>• Hamilton, Nora and Norma Stoltz Chinchilla. "Introduction." <i>Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles</i>. Temple University Press, 2001.</li> <li>• Rodríguez, Ana Patricia. "Salvadoran Immigrant Acts and Migration to San Francisco (circa 1960s and '70s)." In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, edited by Karina Alvarado [Alma], Alicia Ivonne Estrada, and Ester E. Hernández, 41–59. Tucson, Arizona: University of Arizona Press, 2017.</li> <li>• "Made in the USA: The Real History of the MS-13 Gang Trump Talked About in State of the Union," <i>Democracy Now!</i>, January 31, 2018, <a href="https://www.democracynow.org/2018/1/31/made_in_the_usa_the_real">https://www.democracynow.org/2018/1/31/made_in_the_usa_the_real</a>.</li> </ul>	
		<p><b>Education in the Inner-City</b></p> <ul style="list-style-type: none"> <li>• Ábrego, Leisy. "I Can't Go to College Because I Don't Have Papers': Incorporation Patterns of Latino Undocumented Youth." <i>Latino Studies</i> 4 (2006): 212–31.</li> <li>• National Public Radio (NPR). 2008. "Students Recall College Life as Undocumented Immigrants," National Public Radio (<a href="http://www.npr.org/templates/transcript/transcript.php?storyId=92513077">http://www.npr.org/templates/transcript/transcript.php?storyId=92513077</a>).</li> <li>• Watch film: <i>Fear and Learning at Hoover Elementary</i>, film posted on Carmen.</li> </ul>	



Week	Date	Topics/Readings	Assignments Due
9		<p><b>Searching for Home</b></p> <ul style="list-style-type: none"> <li>• Trujillo, Ester N. “Rupturing the Silences: Intergenerational Construction of Salvadoran Immigrant War Necronarratives.” <i>Journal of Latino/Latin American Studies</i> 11, no. 1 (2021): 75–92.</li> <li>• Estrada, Alicia Ivonne, and Kevin A. Gould. “Framing Disappearance: H.I.J.@.S., Public Art and the Making of Historical Memory of the Guatemalan Civil War.” <i>ACME: An International E-Journal for Critical Geographies</i> 13, no. 1 (2014): 100–134.</li> <li>• Ek, Lucila D. 2009. “‘Allá en Guatemala’: Transnationalism, Language, and Identity of a Pentecostal Guatemala-American Young Woman.” <i>The High School Journal</i> 92.4: 67-8</li> </ul>	
		<p><b>Central American-Americans?</b></p> <ul style="list-style-type: none"> <li>• Menjívar, Cecilia. 2002. “Living in Two Worlds? Guatemalan-Origin Children in the United States and Emerging Transnationalism.” <i>Journal of Ethnic and Migration Studies</i> 28(3): 531-552.</li> <li>• Arely M. Zimmerman, “Contesting Citizenship from Below: Central Americans and the Struggle for Inclusion,” <i>Latino Studies</i> 13, no. 1 (2015).</li> </ul>	
10		<p><b>Indigenous Central Americans</b></p> <ul style="list-style-type: none"> <li>• B’atz, Giovanni. “Ixil Maya Resistance against Megaprojects in Cotzal, Guatemala.” <i>Theory &amp; Event</i> 23, no. 4 (2020): 1016–36.</li> <li>• Boj Lopez, Floridalma. “Mobile Archives of Indigeneity: Building La Comunidad Ixim through Organizing in the Maya Diaspora.”</li> </ul>	<p>Reading Response #2 Due in online Discussion Forum</p>



Week	Date	Topics/Readings	Assignments Due
		<p><i>Latino Studies</i> 15, no. 2 (July 1, 2017): 201–18.  <a href="https://doi.org/10.1057/s41276-017-0056-0">https://doi.org/10.1057/s41276-017-0056-0</a>.</p> <ul style="list-style-type: none"> <li>Chapin, Mac. “The 500,000 Invisible Indians of El Salvador.” <i>Cultural Survival Quarterly</i> 13, no. 3 (1989).  <a href="https://www.culturalsurvival.org/publications/cultural-survival-quarterly/el-salvador/500000-invisible-indians-el-salvador">https://www.culturalsurvival.org/publications/cultural-survival-quarterly/el-salvador/500000-invisible-indians-el-salvador</a>.</li> </ul>	
		<p><b>Black Central Americans</b></p> <ul style="list-style-type: none"> <li>Lopez Oro, Paul Joseph. “Refashioning Afro-Latinidad: Garifuna New Yorkers in Diaspora.” In <i>Critical Dialogues in Latinx Studies: A Reader</i>, edited by Ana Y. Ramos-Zayas and Mérida M. Rúa, 223–38. New York: New York University Press, 2021.</li> <li>Ramsey, Nicole, “Belizean Independence reminds of the complicated legacy of colonization,” Central American News. September 2020  <a href="https://medium.com/@centralamericannews">https://medium.com/@centralamericannews</a></li> </ul>	
11		<p><b>Diaspora Poets and Authors</b></p> <ul style="list-style-type: none"> <li>Arias, Arturo, "EpiCentro: The Emergence of a New Central American-American Literature" <i>Comparative Literature</i>, 64.3 (2012): 300-315.</li> <li>Alvarado [Alma], Karina O. “A Gynealogy of Cigua Resistance: La Ciguanaba, Prudencia Ayala, and Leticia Hernandez-Linares in Conversation.” In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, edited by Karina O. Alvarado [Alma], Alicia Estrada, and Esther Hernandez, 98–121. Tucson, Arizona: University of Arizona Press, 2017.</li> </ul>	Community Projects Due



Week	Date	Topics/Readings	Assignments Due
		<p><b>Diaspora Poets and Authors (contd.)</b></p> <ul style="list-style-type: none"> <li>• Chinchilla, Maya. <i>The Cha Cha Files: A Chapina Poética</i>. San Francisco: Kórima Press, 2014. PLEASE READ ENTIRE BOOK BY THIS DATE</li> <li>• Gutierrez, Raquel. 2000. “Part-time Salvi.” In <i>Izote Vos: A Collection of Salvadoran American Writing and Visual Art</i>. San Francisco: Pacific News Service.</li> </ul>	
12		<p><b>The Undocumented Experience</b></p> <ul style="list-style-type: none"> <li>• Menjívar, Cecilia, and Leisy Ábrego. “Legal Violence: Immigration Law and the Lives of Central American Immigrants.” <i>American Journal of Sociology</i> 117, no. 5 (March 2012): 1380–1421.</li> <li>• Herrera, Juan. “Racialized Illegality: The Regulation of Informal Labor and Space.” <i>Latino Studies</i> 14, no. 3 (October 1, 2016): 320–43. <a href="https://doi.org/10.1057/s41276-016-0007-1">https://doi.org/10.1057/s41276-016-0007-1</a>.</li> </ul>	
		<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• Alma, Karina, <i>Central American Counterpoetics: Diaspora and Rememory</i>. Tucson: University of Arizona Press, 2024. PLEASE READ WHOLE BOOK BY THIS DATE</li> <li>• Osuna, Steven. “‘Obstinate Transnational Memories’: How Oral Histories Shape Salvadoran-Mexican Subjectivities.” In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, edited by Karina Alvarado [Alma], Alicia Ivonne Estrada, and Ester E.</li> </ul>	





Week	Date	Topics/Readings	Assignments Due
		<p>Hernández, 77–97. Tucson, Arizona: University of Arizona Press, 2017.</p>	
13		<p><b>Transnational Activism</b></p> <ul style="list-style-type: none"> <li>• Boutilier v. Immigration Service, 387 U.S. 118." In <i>Immigrant Rights in the Shadows of Citizenship</i>, edited by Rachel Ida Buff. Read: Pgs. 79-93</li> <li>• Boj López, Floridalma. “Weavings that Rupture: The Possibility of Contesting Settler Colonialism Through Cultural Retention Among the Maya Diaspora” In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, edited by Karina Alvarado [Alma], Alicia Ivonne Estrada, and Ester E. Hernández, 188–203. Tucson, Arizona: University of Arizona Press, 2017.</li> </ul>	
14		<p><b>Contemporary U.S. Central American Artists</b></p> <ul style="list-style-type: none"> <li>• Kency Cornejo, “Does That Come with a Hyphen? A Space?”: The Question of Central American-Americans in Latino Art and Pedagogy” in <i>Aztlán</i> 40.1 (2015): 189-210.</li> <li>• Mauricio Ramírez, “Visual Solidarity with Central America: An Interview with Maestra Muralista Juana Alicia” in <i>Chiricú Journal: Latina/o Literatures, Arts, and Cultures</i> 4.1 (2019): 115-127.</li> </ul> <p><b>Gender, Sexuality and the Politics of Immigration</b></p> <ul style="list-style-type: none"> <li>• Osuna, Steven. “The Social Murder of Victoria Salazar: Neoliberal Capitalism and Working Class Precariousness in El Salvador.” <i>Emancipations: A Journal of Critical Social Analysis</i> 1, no. 3 (August 2022): Article 4.</li> <li>• Ábrego, Leisy. “Hard Work Alone Is Not Enough: Blocked Mobility for Salvadoran</li> </ul>	<p>Discussion Post 3 Due</p>



Week	Date	Topics/Readings	Assignments Due
		<p>Women in the United States.” In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, edited by Karina Alvarado [Alma], Alicia Ivonne Estrada, and Ester E. Hernández, 60–76. Tucson, Arizona: University of Arizona Press, 2017.</p>	
		<p><b>PEER REVIEW ACTIVITY IN-CLASS:</b> Please bring in a PHYSICAL COPY of the draft of your Introduction and Essay Outline (see the handout on Carmen for further directions)</p>	
15		<p><b>The Rise of Central American Studies</b></p> <ul style="list-style-type: none"> <li>• Ábrego, Leisy. “#CentAmStudies from a Social Science Perspective.” <i>Latino Studies</i> 15, no. 1 (2017): 95–98.</li> <li>• Ábrego, Leisy . “Research as Accompaniment: Reflections on Objectivity, Ethics, and Emotions.” In <i>Out of Place, Power, Person, and Difference in Socio-Legal Research</i>, edited by Lynnette Chua and Mark Massoud, 2021.</li> <li>• Alvarado [Alma], Karina O., Alicia Estrada, and Esther Hernandez. “Critical Reflections on U.S. Central American Studies for the Future.” In <i>U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance</i>, 221–30. Tucson, Arizona: University of Arizona Press, 2017.</li> </ul>	
		<p><b>Wrap-Up and Student Presentations</b></p>	
Finals			<p>Final Paper Due on Carmen</p>



# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
<b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
<b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

*Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):*

<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p><b>ELO 3.2</b> <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>
<p><b>ELO 4.1</b> <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>



	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>
<p><b>ELO 4.2</b> <i>Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p><i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i></p>

# GE Theme course submission worksheet: Migration, Mobility, & Immobility

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Migration, Mobility, & Immobility

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

**GOAL 4:** Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.	
<b>ELO 3.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.	
<b>ELO 4.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.	
<b>ELO 4.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations	

**From:** [Perez, Ashley](#)  
**To:** [Spitulski, Nick](#)  
**Cc:** [Arceno, Mark Anthony](#); [Kunimoto, Namiko](#)  
**Subject:** Re: Concurrence Request for Ethnic Studies 3572 - Central American Migrants in the United States  
**Date:** Friday, February 23, 2024 2:22:36 PM  
**Attachments:** [image001.png](#)

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We think this course looks excellent and have no concerns!



**Ashley Hope Pérez (she/her/hers)**

Assistant Professor of Comparative Studies  
Director of Undergraduate Studies  
World Literatures Program Coordinator  
451 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210  
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Novels: *Out of Darkness*; *The Knife and the Butterfly*; *What Can't Wait*

Did you know that award-winning books like *Out of Darkness* are currently being banned from school libraries across the country? Learn more: <https://linktr.ee/ashleyhopeperez>

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**From:** Spitulski, Nick <spitulski.1@osu.edu>  
**Sent:** Thursday, February 22, 2024 2:31 PM  
**To:** Perez, Ashley <perez.390@osu.edu>  
**Cc:** Arceno, Mark Anthony <arceno.1@osu.edu>; Kunimoto, Namiko <kunimoto.3@osu.edu>  
**Subject:** Concurrence Request for Ethnic Studies 3572 - Central American Migrants in the United States

Dear Ashley,

I hope this message finds you well! I write with a new course concurrence request on behalf of the Center for Ethnic Studies.

Please find attached the proposed syllabus and accompanying GE status request forms for Ethnic Studies 3572 "Central American Migrants in the United States". Since the course deals with topics relevant to your department, we are requesting official concurrence from Comparative Studies to include in the new course submission. If you would please review the attachments and let me know of your decision or whether you have any follow-up questions/concerns before granting concurrence by close of business **Thursday, March 7**, I would greatly appreciate it. Per ASC's SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,

--



**Nick Spitulski**

Administrative Coordinator  
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210  
Phone: 614-688-0277



**From:** [Spitulski, Nick](#)  
**To:** [Romero, Eugenia](#)  
**Cc:** [Kunimoto, Namiko](#); [Sanabria, Rachel](#)  
**Subject:** Concurrence Request for Ethnic Studies 3572 - Central American Migrants in the United States  
**Date:** Wednesday, February 21, 2024 2:35:00 PM  
**Attachments:** [image001.png](#)  
[ETHNSTD 3572 Spring 2025 Central Americans in the US REV CR 20240221.docx](#)  
[Rivas New Course Submission worksheet - Citizenship Theme copy.pdf](#)  
[Rivas New Course Submission worksheet - Migration copy.pdf](#)

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Dear Eugenia,

I hope this message finds you well! I write with a new course concurrence request on behalf of the Center for Ethnic Studies.

Please find attached the proposed syllabus and accompanying GE status request forms for Ethnic Studies 3572 "Central American Migrants in the United States". Since the course deals with topics relevant to your department, we are requesting official concurrence from Spanish and Portuguese to include in the new course submission. If you would please review the attachments and let me know of your decision or whether you have any follow-up questions/concerns before granting concurrence by close of business **Wednesday, March 6**, I would greatly appreciate it. Per ASC's SOP, concurrence will be assumed if no response is received within that two-week period.

Many thanks,

--



**Nick Spitulski**

Administrative Coordinator  
[Humanities Institute](#)

454 Hagerty Hall, 1775 College Rd., Columbus, OH 43210  
Phone: 614-688-0277