

Term Information

Effective Term	Spring 2026
<i>Previous Value</i>	<i>Spring 2025</i>

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The Center for Ethnic Studies requests approval to offer ETHNSTD 3572 in Distance Learning format during the Spring 2026 term (and potentially again in future semesters).

What is the rationale for the proposed change(s)?

The instructor proposes to enhance the pedagogical efficacy of the course and also open up its availability to a wider audience by offering it 100% online. Online (especially asynchronous) courses also invite increased enrollments from students who are juggling work and family obligations, who are enrolled at the regional campuses, and who have mobility issues that make attending in-person classes on the Columbus campus a formidable challenge.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

COURSE CHANGE REQUEST
3572 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/09/2025

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

Requirement/Elective Designation

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Central America• migration• diaspora• transnationalism• mestizaje• indigeneity• Blackness• refugees• border politics
Sought Concurrence	Yes

Attachments

- ETHNSTD 3572 Spring 2025 Central Americans in the US_REV_CR_20240826.docx: copy of originally-approved syllabus
(Syllabus. Owner: Spitulski, Nicholas M)
- Ethnic Studies 3572 review signed by Mick Robert.pdf: distance approval cover sheet
(Cover Letter. Owner: Spitulski, Nicholas M)
- Re_Concurrence Request for Ethnic Studies 3572 - Central American Migrants in the United States.pdf: copy of original concurrence requests
(Concurrence. Owner: Spitulski, Nicholas M)
- ONLINE ETHNSTD 3572 Spring 2025 Central Americans in the US_REV_CR_20250908.docx: (REVISED) new DL-based syllabus
(Syllabus. Owner: Spitulski, Nicholas M)

Comments

- Resubmitting with updates to DL syllabus per cmte feedback email (see pg. 23 - land acknowledgement replaced with new intellectual diversity statement) *(by Spitulski, Nicholas M on 09/09/2025 09:35 AM)*
- Please see Subcommittee feedback email sent 9/8/25. *(by Neff, Jennifer on 09/08/2025 11:22 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Spitulski, Nicholas M	07/24/2025 12:32 PM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	07/24/2025 12:59 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/12/2025 12:19 PM	College Approval
Revision Requested	Neff, Jennifer	09/08/2025 11:22 AM	ASCCAO Approval
Submitted	Spitulski, Nicholas M	09/09/2025 09:35 AM	Submitted for Approval
Approved	Kunimoto, Thalia Namiko Athena	09/09/2025 10:19 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/09/2025 10:45 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/09/2025 10:45 AM	ASCCAO Approval

Syllabus

Ethnic Studies 3572

Central American Migrants in the United States

Spring 2025

3 Credit Hour - Lecture

Online Asynchronous

Course overview

Instructor

- Professor Carlos Rivas
- rivas.91@osu.edu
- Office Hours
 - Office hours will be conducted virtually over Zoom. Use the posted link on Carmen to reserve a time slot or this [link](#).

Note: My preferred method of contact is via the messaging feature on Carmen.

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 cultural production 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 geopolitical region of tremendous importance to U.S. foreign policy to understand the transnational connections in the lives of most Central Americans today.

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 racial- and 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 living in the United States.

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 *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 an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
- 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.
- 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 the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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 problems from multiple perspectives. Through course readings, video lectures, and supplemental material, 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 (i.e., mobility vs. immobility) and whether 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 online course works

Mode of delivery

This course is delivered 100% asynchronously online via CarmenCanvas. There are no required class meeting times, but students must complete weekly modules by their assigned due dates.

Pace of online activities

This course is divided into weekly **modules** that are released in advance. Students are expected to keep pace with weekly deadlines but may freely schedule their efforts within that time frame. The modules will contain a short 1-minute “check-in” video outlining the module and goals for that week and reminders of any assignments due. Each module will be divided into two subthemes containing: 1) video lectures, which form the primary “content” for the course, 2) supplemental materials (links to YouTube clips, podcast episodes, etc.), and 3) required readings and course materials for that week

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (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.

A typical week in this class:

- Watch instructor-created videos and multimedia content (e.g. video lectures, supplemental content, interviews, etc.) – 3 hours
- Complete assigned readings (core and supplemental texts) – 3 hours
- Participate in discussion board (1 post + 1 reply) – 90 minutes
- Work towards community project and/or final assignment – 90 minutes

Participation requirements

The following is a summary of students' expected participation:

Participating in class

Participation in this asynchronous online class means engaging thoughtfully with weekly Carmen discussion posts, completing assigned readings and multimedia content, and interacting respectfully with peers in discussion forums.

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 and also address any questions you have about the course material or and/or assignments.

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 college-level audience. As we learn about the experiences of racialized 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. In fact, you can absolutely disagree with many aspects of the class so long as you have factual-based evidence to back up your beliefs!

Citing your sources

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. **Backing up your work:** Consider composing your academic posts in Microsoft Word or a note-taking app, where you can save your work, and then copying into the Carmen discussion. *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

- 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).
- Chinchilla, Maya, *The Cha Cha Files* (San Francisco: Kórima Press, 2014).

Recommended (optional)

- *Alma, Karina*, Central American Counterpoetics: Diaspora and Rememory. (Tucson: University of Arizona Press, 2024)
- *Hamilton, Nora and Norma Stoltz Chinchilla*, Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles (Philadelphia: Temple University Press, 2001).
- *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
- Phone: 614-688-4357(HELP)



- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#)
- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](#)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection to access course content and required readings
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- 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.
- An up-to-date web browser (Chrome, Safari, Firefox, etc.)

Carmen Access

You will need to use BuckeyePass (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.

Accessibility of Course Technology

This online course requires the use of CarmenCanvas, Ohio State's learning management system, and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- [CarmenZoom accessibility](#)

Technology support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self-Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Office Hour Visit	5%
Discussion Forum Participation (weekly posts)	20%
Short Essay Responses	20%
Community Project	15%
Video Presentation of Community Project	10%

Assignment Category	Points and/or Percentage
Research Paper Proposal	5%
Research Paper (Final)	25%
Total	100%

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 every one of you forms an integral part. Please use this [link](#) to schedule an appointment with me.

Alignment with GEN MMI ELOs:

- **ELO 2.2:** Encourages self-assessment and reflection on learning progress, fostering a developing sense of self as a learner.
- **ELO 1.1:** Supports critical thinking by allowing students to delve deeper into course content during one-on-one discussions.

Discussion Forum Participation (weekly posts) (20%)

Each week, students will be asked to respond to one of various provided discussion prompts posted in the Carmen “Discussions” tab and to respond to a classmate’s post. These prompts will relate directly to the week’s assigned readings, video lectures, films, or other multimedia materials, and will often draw from the “guiding questions and points of focus” listed in the weekly course schedule at the end of this syllabus.

Students are required to:



1. **Post one original response** (approx. 100–200 words) by **Thursday at 11:59 PM (ET)**
2. **Post one peer response** (approx. 100–150 words) by **Sunday at 11:59 PM (ET)**

Posts should reflect close reading, critical engagement, and thoughtful synthesis of course materials and lectures, as well as connections to personal experiences, current events, or broader social and historical contexts.

Alignment with GEN MMI ELOs:

- **ELO 1.1 & 1.2:** Promotes critical and logical thinking through active engagement with course materials.
- **ELO 2.1:** Encourages the synthesis of different approaches or experiences related to migration and mobility.
- **ELO 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.
- **ELO 4.1.** Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- **ELO 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.

Short Essay Responses (20%)

You will be responsible for two (2) short essay responses, each worth 10% of your final grade. These are short essay responses to directed questions that will ask that you cite some of assigned readings in your response. Each of these posts should be approximately 500-750 words in length.

These essays 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 reflect on how migration is a foundational experience in the United States for ethnic communities beyond Central Americans.

For Short Essay Response #1, you will answer the following question, using a minimum of four assigned readings to back up your response: *Why have so many Central Americans migrated to the United States? What are the underlying environmental, historical, political, economic, social, and/or cultural causes of this migration? Please cite at least four assigned readings.*

For Short Essay Response #2, you will answer the following question, using a minimum of four assigned readings to back up your response: *What are some of the common and mainstream ways that Central Americans are (mis)represented in the United States? What types of experiences are emphasized, which are underemphasized? Please cite at least four assigned readings.*

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.

Example short essay prompt and response (your response should be longer, this is just for illustration purposes):

Sample Question:

What kinds of social and family dynamics occur in transnational Central American households? Please cite at least four assigned readings.

Sample Response:

Transnational Central American households are characterized by complex dynamics that result from the intersection of migration, cultural exchange, and the maintenance of familial ties across borders. Simply put a transnational household is



one in which immediate members of a nuclear family live in two or more different countries. Often there is a dual existence, with members living in different countries yet remaining connected through frequent communication, remittances, and occasional visits (Trujillo 34). This transnational arrangement can create both opportunities and challenges for family members.

One key dynamic in these households is the reconfiguration of traditional gender roles (Abrego). When one or more family members migrate, typically to the United States, those who remain behind may have to assume new responsibilities. For instance, women who stay in Central America may take on roles traditionally held by men, such as managing finances or making major household decisions (Abrego 123). Conversely, migrants often face the pressure of being primary breadwinners, which can create a sense of obligation and stress, particularly if they struggle to find stable employment.

Another important dynamic is the impact on children and their upbringing. Children in transnational households may be raised by extended family members, such as grandparents, while their parents work abroad (Menjivar 258). This can lead to a sense of abandonment or emotional distance, even as the parents strive to provide financial stability through remittances. The generational gap and physical separation can complicate the transmission of cultural values, language, and identity, often leading to a blending of cultures that may cause tension within the family (Alma 152).

Finally, transnational Central American households often face challenges related to maintaining a sense of unity and coherence. The physical distance can lead to fragmented family ties, where communication becomes more about financial support than emotional connection (Menjivar 255). Despite these challenges, many families find ways to adapt, using technology to stay connected and creating a sense of transnational belonging that bridges the geographical divide. These dynamics illustrate the resilience and adaptability of Central American families navigating the complexities of transnational life.

Alignment with GEN MMI ELOs:

- **ELO 1.1 & 1.2:** Fosters advanced, scholarly exploration and critical thinking about migration issues.
- **ELO 3.2:** Encourages analysis of diverse experiences and portrayals of migration, mobility, or immobility.

- **ELO 2.2:** Supports reflection and self-assessment through peer interactions and responses.

Community Project (15%)

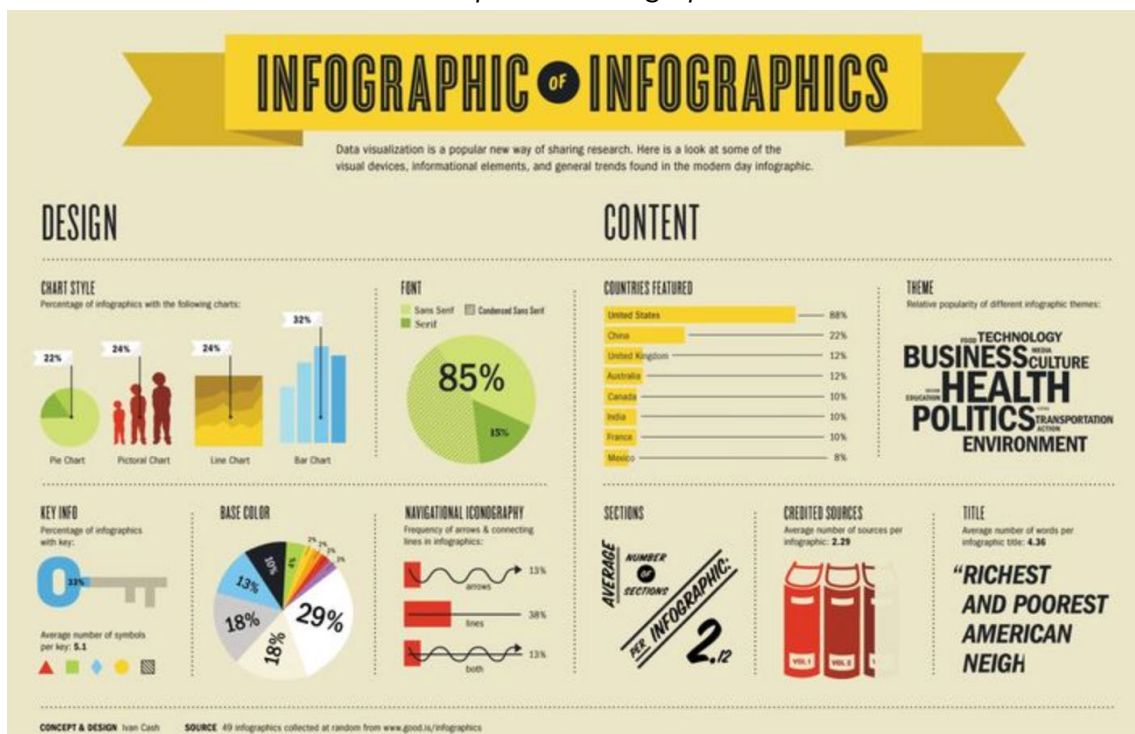
Students will prepare a digital infographic (i.e., poster) using [Canva.com](https://www.canva.com) on social struggles facing Central American communities in the United States as they relate to the migration experience. Canva is a free in-browser software that allows you to collaboratively design posters, flyers, infographics, etc., much like a shared Google Doc or Word file. There will be video workshops that will provide detailed instructions on how to create a simple yet effective infographic using Canva, so that everyone knows how to use the software. Alternatively, you can use other image-editing software of your choice so long as you can still submit the final graphic as a .pdf or .jpeg file to our Carmen site.

An infographic is a collection of imagery, data visualizations, and minimal text that gives an easy-to-understand overview of a topic. Refer to the sample infographic below. Topics may include (but are not limited to): COVID-19 and inequities of access to vaccines and public health; consequences of border surveillance and incarceration, 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. You will conduct basic research and cite your sources within the graphic. Think of this as a small research paper but you present your findings visually rather than in writing. Please refer to the handout on Carmen for more detailed instructions.

Alignment with GEN MMI ELOs:

- **ELO 3.1 & 3.2:** Provides hands-on experience with the environmental, political, economic, and social causes of migration.
- **ELO 2.1 & 2.2:** Encourages the synthesis of experiences and fosters self-reflection and creative work.
- **ELO 4.1:** Explores how migration has shaped societal attitudes and values.

Example of an infographic:



Video Presentation of Community Project (10%)

This assignment serves as the presentation component of your Community Project (infographic) and provides students with the opportunity to showcase their research, digital literacy, and collaborative efforts in an accessible asynchronous format. Moreover, it requires students to practice their public speaking skills virtually.

Technical Guidelines

- **Length:** 8-10 minutes
- **File format:** .mp4 or YouTube link (unlisted or private, if needed)
- **Submission:** Upload to the Carmen Assignment folder labeled "Community Project Video Presentation"



Suggested Outline:

1. Introduction to the Topic
 - What issue facing Central American communities did you investigate?
 - Why did you choose this topic, and how is it related to migration and mobility?
2. Key Concepts & Research Findings
 - What were the major insights you discovered?
 - What social, political, environmental, or economic factors are involved?
3. Infographic Walkthrough
 - Use visuals to highlight the structure of your infographic
 - Explain any data points, quotes, or images used, and explain your sources as well
4. Connections to Course Readings & Themes
 - Reference at least two assigned course readings or lectures that relate to your topic
 - Demonstrate how your findings speak to the course's broader focus on migration, mobility, and immobility
5. Reflections
 - How did this project shape your understanding of the Central American diaspora in the U.S.?

Grading Criteria

You will be graded based on a rubric that will evaluate: 1) Content and Clarity, 2) Engagement with Course Material, 3) Visual and Audio Quality, 4) Professionalism and Creativity

Tips for Success

Script or outline your sections ahead of time to stay on topic.

Practice your timing to keep the video within the time range.

Speak clearly

You may use any of the following platforms to record the presentation:

- Zoom (with screen share of the infographic)

- PowerPoint with voiceover

Make sure your **infographic is clearly visible** in the video, you may zoom in on different sections of it as you discuss the different parts.

Final Paper Proposal (5%)

On the designated course Discussion Forum on Carmen, students will submit a short proposal for their final research paper, including a preliminary thesis statement, outline, preliminary bibliography, and explanation of how the topic relates to course themes. The proposal will receive feedback from the instructor. Please refer to the handout on Carmen for further directions.

Alignment with ELOs:

- **ELO 1.2:** Engages students in advanced scholarly exploration of migration topics.
- **ELO 4.2:** Supports critical engagement with representations and theories related to migration and mobility.

Final Research Paper (25%)

For the final paper, you will write a five- to seven-page academic research paper analyzing a topic of your choice as it pertains to ONE specific Central American community in the U.S. (Belizeans, Guatemalans, Salvadorans, Hondurans, Nicaraguans, Costa Ricans, or Panamanians) and any aspect of the migration and integration experience and/or its outcomes and consequences. Students are expected to engage with scholarly sources, incorporate course readings, and offer original analysis. This final assignment encourages you to follow-up on the research you did for the infographic (community project) and to continue to think critically about all the pertinent topics covered in class to understand and unpack how Central Americans work through mobility (or immobility) as they integrate into U.S.



society at large. Please refer to the handout on Carmen for further directions.

Grading Criteria

You will be graded based on a rubric that will evaluate: 1) Content and Clarity, 2) Engagement with Course Material, 3) Thesis and Argumentation, 4) Engagement with original research and sources beyond the syllabus, 5) Style, Mechanics, and Citations

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.

Alignment with GEN MMI ELOs:

- **ELO 1.2:** Demonstrates in-depth scholarly exploration of migration, mobility, and immobility.
- **ELO 3.1 & 3.2:** Analyzes causes and diverse experiences of migration.
- **ELO 4.1 & 4.2:** Critiques how migration has shaped societal attitudes and representations.

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

Students should expect grades and any relevant feedback within seven business days after submitting the assignment. For longer written assignments such as the short essays and final essay, 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 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](#).

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)
- Ten Suggestions for Preserving Academic Integrity (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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of

view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Intellectual Diversity

“Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.”

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 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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or 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 [Civil Rights Compliance Office](#).

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

Course Schedule

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

Module	Topics/Readings	Assignments Due
1	Video Lecture: Course Overview, Community Guidelines, and Expectations <ul style="list-style-type: none"> Alvarado [Alma], Karina O., Alicia Estrada, and Esther Hernandez. "Introduction: U.S. Central American 	

Module	Topics/Readings	Assignments Due
	(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.	
	<p>Video Lecture: Introduction to Central America: Terminology, Maps, the Isthmus and the Diaspora</p> <ul style="list-style-type: none"> • Stephen Frenkel, “Jungle Stories: North American Representations of Tropical Panama” in <i>Geographical Review</i> 86.3 (1996): 317-33. • 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. • Today’s guiding questions and points of focus: <ul style="list-style-type: none"> ◦ <i>Why can Central Americans be said to be a “transnational” community?</i> 	
2	<p>Video Lecture: Race, Ethnicity, and Categories of Analysis</p> <ul style="list-style-type: none"> • 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. • 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 Millennium</i>. Berkeley: University of California Press. • OPTIONAL: Charles R. Hale, “Neoliberal Multiculturalism: The Remaking of Cultural Rights and Racial Dominance in 	

Module	Topics/Readings	Assignments Due
	<p>Central America,” <i>PoLAR: Political and Legal Anthropology Review</i> 28, no. 1 (2005).</p> <ul style="list-style-type: none"> Today’s guiding questions and points of focus: <ul style="list-style-type: none"> Who exactly is a “Central American American”? What is neoliberal multiculturalism? What is globalization and how does that affect migration and mobility? 	
	<p>Video Lecture: Liberal Reforms, Export Economies, and the First Migrations</p> <ul style="list-style-type: none"> Suyapa Portillo Villeda, “Honduran Immigrants,” in <i>An Encyclopedia of the Newest Americans</i>, ed. Ronald H. Bayor (Santa Barbara, CA: Greenwood, 2011). OPTIONAL: 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. Today’s guiding questions and points of focus: <ul style="list-style-type: none"> What kinds of economic activities were happening in Central America in the century after independence from Spain? How did Central American economies differ from that of the United States to the north? 	
3	<p>Video Lecture: Civil Wars and Revolutions</p> <ul style="list-style-type: none"> LaFeber, Walter. “Introduction.” <i>Inevitable Revolutions: The United States in Central America</i>. New York and London: Norton, 1983. John M. Broder, “Clinton Offers His Apologies to Guatemala,” <i>New York Times</i>, March 11, 1999. Today’s guiding questions and points of focus: 	

Module	Topics/Readings	Assignments Due
	<ul style="list-style-type: none"> ○ <i>What role did U.S. foreign policy play in the various armed conflicts that occurred in Central America in the twentieth century?</i> ○ <i>Why did mass exile occur out of Central America during these armed conflicts? Why was the United States the destination of choice for Central American economic migrants, exiles, and refugees?</i> 	
	<p>Video Lecture: Drug War Capitalism</p> <ul style="list-style-type: none"> • Paley, Dawn. "Drug War Capitalism in Honduras." In <i>Drug War Capitalism</i>, by Dawn Paley, 193–218. Oakland, Edinburgh, Baltimore: AK Press, 2014. • OPTIONAL: Paley, Dawn. "Drug War Capitalism in Guatemala." In <i>Drug War Capitalism</i>, by Dawn Paley, 169–92. Oakland, Edinburgh, Baltimore: AK Press, 2014. • Today's guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>How has U.S. foreign policy that combats the global drug trade in Central America affected migration patterns?</i> ○ <i>What does Dawn Paley reveal about economic consequences of what she calls "drug war capitalism" in Central America? How has this contributed to political instability in Central America?</i> 	
4	<p>Video Lecture: Exile, Sanctuary, Solidarity</p> <ul style="list-style-type: none"> • 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. • Today's guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>How and why was the Catholic Church so politically active in Central America in the 1970s? How would</i> 	

Module	Topics/Readings	Assignments Due
	<p><i>you characterize the actions of the governments of northern Central America in the 1970s?</i></p> <ul style="list-style-type: none"> ○ <i>What does Ana Patricia Rodríguez mean by “dividing the isthmus”?</i> 	
	<p>Video Lecture: Testimonios</p> <ul style="list-style-type: none"> • Randall, Margaret. “Introduction.” <i>Sandino's daughters: Testimonies of Nicaraguan women in struggle</i>. Rutgers, 1995. • 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. • Today’s guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>What do the testimonies from women in Nicaragua featured in Margaret Randall’s book have in common with the testimonies featured in Rossana Pérez’s book? How do these testimonies reveal what leaving home meant for Central American migrants in the 1970s and 1980s?</i> 	
5	<p>Video Lecture: Immigration Trajectories</p> <ul style="list-style-type: none"> • 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 Ruiz, and Immanuel Ness, 213–28. Oxford: Oxford University Press, 2019. • Today’s guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>Why does Leisy Ábrego believe the nation-state is in crisis in Central America, and how has this dire reality led to a “migration crises”?</i> 	
	<p>Video Lecture: Reception of Central Americans in the United States</p> <ul style="list-style-type: none"> • Ábrego, Leisy, and Alejandro Villalpando. “Racialization of Central Americans in the United States.” In <i>Precarity and</i> 	Short Essay Response #1 Due online

Module	Topics/Readings	Assignments Due
	<p><i>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.</p> <ul style="list-style-type: none"> Alfonso Gonzales, "Trumpism, Authoritarian Neoliberalism, and Subaltern Latina/o Politics," <i>Aztlán: A Journal of Chicano Studies</i> 42, no. 2 (2017). OPTIONAL: "Trump Calls Some Illegal Immigrants 'Animals' in Meeting with Sheriffs," <i>CBS News</i>, May 16, 2018, https://www.youtube.com/watch?v=3tmT7-dhOWs. Today's guiding questions and points of focus: <ul style="list-style-type: none"> <i>How has U.S. domestic policy historically dealt with the arrival of Central Americans in the southern border?</i> <i>In what ways are Central Americans portrayed by U.S. media and government, and is the rhetoric employed fair or unfair?</i> 	
6	<p>Video Lecture: Transnational Social Networks</p> <ul style="list-style-type: none"> Cuéllar, Jorge Enrique. "Vital Minimums: El Salvador between Youth and Old Age." <i>Latino Studies</i> 19 (2021): 518–40. Menjívar, Cecilia. "Introduction." <i>Fragmented Ties: Salvadoran Immigrant Networks in America</i>. Berkeley: University of California Press, 2000. Today's guiding questions and points of focus: <ul style="list-style-type: none"> <i>What is the experience like for retired Central Americans who return to Central America after a life working in the United States? What forms of mobility and immobility are possible in this transnational</i> 	
	<p>Video Lecture: Integration or Assimilation? Acculturation?</p> <ul style="list-style-type: none"> Ábrego, Leisy. "Narratives of Migration and Integration of Central American Migrants in the US and Canada." Research 	

Module	Topics/Readings	Assignments Due
	<p>Paper. Montreal, Canada: World Refugee & Migration Council, November 2021.</p> <ul style="list-style-type: none"> OPTIONAL: 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. Today's guiding questions and points of focus: <ul style="list-style-type: none"> <i>What is the experience like for retired Central Americans who return to Central America after a life working in the United States? What forms of mobility are possible in this transnational context?</i> 	
7	<p>Video Lecture: Dangerous Journeys</p> <ul style="list-style-type: none"> 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. Watch <i>Los Eternos Indocumentados</i>, directed by Jennifer Cárcamo, film posted on Carmen. Today's guiding questions and points of focus: <ul style="list-style-type: none"> <i>Why has yet another large wave of Central Americans migrated or fled to the United States since 2014? How has U.S. immigration policy been shaped by this recent influx?</i> 	
	<p>Video Lecture: Those Left Behind, Those Returned</p> <ul style="list-style-type: none"> Rodriguez, Ana Patricia (2013). "Introduction." <i>Dividing the Isthmus: Central American Transnational Histories, Literatures, and Cultures</i>; Austin, Texas: University of Texas Press. 	

Module	Topics/Readings	Assignments Due
	<ul style="list-style-type: none"> • <i>Ábrego, Leisy, "Introduction" and "Conclusion," Sacrificing Families: Navigating Laws, Labor, and Love Across Border. Stanford University Press, 2014.</i> • Today's guiding questions and points of focus: • <i>What are challenges faced by transnational families? How does gender affect how much money Central American migrants can send back to their families in Central America?</i> 	
8	<p>Video Lecture: Central American Neighborhoods in the U.S.</p> <ul style="list-style-type: none"> • 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. • OPTIONAL: 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. • OPTIONAL: "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, <https://www.democracynow.org/2018/1/31/made_in_the_usa_the_real> • Today's guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>How did immigrant neighborhoods form in Los Angeles in the 1970s and 1980s?</i> ○ <i>How did social conditions in Los Angeles lead to the formation of the MS-13 street gang?</i> 	
	<p>Video Lecture: Education in the Inner-City</p> <ul style="list-style-type: none"> • <i>Ábrego, Leisy. "I Can't Go to College Because I Don't Have Papers': Incorporation Patterns of Latino Undocumented Youth." Latino Studies 4 (2006): 212–31.</i> • OPTIONAL: National Public Radio (NPR). 2008. "Students Recall College Life as Undocumented Immigrants," National 	

Module	Topics/Readings	Assignments Due
	<p>Public Radio (http://www.npr.org/templates/transcript/transcript.php?storyId=92513077).</p> <ul style="list-style-type: none"> • Watch film: <i>Fear and Learning at Hoover Elementary</i>, film posted on Carmen. • Today's guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>Why do inner-city schools in primarily-immigrant neighborhoods struggle so much?</i> ○ <i>What challenges do undocumented university students face in the United States?</i> 	
9	<p>Video Lecture: Searching for Home</p> <ul style="list-style-type: none"> • 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. • 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. • OPTIONAL: 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 • Today's guiding questions and points of focus: <ul style="list-style-type: none"> ○ <i>How are some ways that U.S. Central American youth seek connections with their heritage?</i> ○ <i>What is historical memory, and why is it considered so important in the Central American diaspora?</i> 	Short Essay Response #2 Due online
	Video Lecture: Central American-Americans?	

Module	Topics/Readings	Assignments Due
	<ul style="list-style-type: none"> 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. OPTIONAL: Arely M. Zimmerman, "Contesting Citizenship from Below: Central Americans and the Struggle for Inclusion," <i>Latino Studies</i> 13, no. 1 (2015). <i>Today's guiding questions and points of focus:</i> <ul style="list-style-type: none"> <i>In what ways do Central Americans remain invisible even among other Latinx groups in the United States?</i> 	
10	<p>Video Lecture: Indigenous Central Americans</p> <ul style="list-style-type: none"> Boj Lopez, Floridalma. "Mobile Archives of Indigeneity: Building La Comunidad Ixim through Organizing in the Maya Diaspora." <i>Latino Studies</i> 15, no. 2 (July 1, 2017): 201–18. https://doi.org/10.1057/s41276-017-0056-0. OPTIONAL: Chapin, Mac. "The 500,000 Invisible Indians of El Salvador." <i>Cultural Survival Quarterly</i> 13, no. 3 (1989). https://www.culturalsurvival.org/publications/cultural-survival-quarterly/el-salvador/500000-invisible-indians-el-salvador. <i>Today's guiding questions and points of focus:</i> <ul style="list-style-type: none"> <i>What are some of the major indigenous population groups from Central America?</i> <i>What unique circumstances do indigenous Central Americans face in the diaspora?</i> 	
	<p>Video Lecture: Black Central Americans</p> <ul style="list-style-type: none"> 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. <i>Today's guiding questions and points of focus:</i> <ul style="list-style-type: none"> <i>What are some of the major indigenous population groups from Central America?</i> <i>What unique circumstances do indigenous Central Americans face in the diaspora?</i> 	

Module	Topics/Readings	Assignments Due
11	Video Lecture: Diaspora Poets and Authors <ul style="list-style-type: none"> Arias, Arturo, "EpiCentro: The Emergence of a New Central American-American Literature" <i>Comparative Literature</i>, 64.3 (2012): 300-315. 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. <i>Today's guiding questions and points of focus:</i> <ul style="list-style-type: none"> What are some of the major issues explored by members of EpiCentro? 	Community Projects and Videos Due
	Video Lecture: Diaspora Poets and Authors (contd.) <ul style="list-style-type: none"> Chinchilla, Maya. <i>The Cha Cha Files: A Chapina Poética</i>. San Francisco: Kórima Press, 2014. PLEASE READ ENTIRE BOOK BY THIS DATE OPTIONAL: 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. <i>Today's guiding questions and points of focus:</i> <ul style="list-style-type: none"> What is a "solidarity baby"? What does Maya Chinchilla mean when she asks the question: "where is the Center of America?" 	
12	Video Lecture: The Undocumented Experience <ul style="list-style-type: none"> 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. OPTIONAL: Herrera, Juan. "Racialized Illegality: The Regulation of Informal Labor and Space." <i>Latino Studies</i> 14, no. 3 (October 1, 2016): 320–43. https://doi.org/10.1057/s41276-016-0007-1. <i>Today's guiding questions and points of focus:</i> 	

Module	Topics/Readings	Assignments Due
	<ul style="list-style-type: none"> How does U.S. citizenship (or lack thereof) and complicated pathways to legality make social mobility difficult for Central Americans in the United States? 	
	<p>Video Lecture: Memory</p> <ul style="list-style-type: none"> 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. Hernández, 77–97. Tucson, Arizona: University of Arizona Press, 2017. Today’s guiding questions and points of focus: <ul style="list-style-type: none"> According to Osuna, how is memory passed down in Central American and Mexican households, and how is this memory political? Alma talks about the importance of memory as an important tool to fight injustice, what does she mean by “rememory?” 	
13	<p>Video Lecture: Transnational Activism</p> <ul style="list-style-type: none"> 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 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. Today’s guiding questions and points of focus: <ul style="list-style-type: none"> What sorts of struggles do Central American immigrant youth and children of immigrants face in the United States? 	Final Paper Proposal Due on Online Forum
	<p>Video Lecture: Contemporary U.S. Central American Artists</p> <ul style="list-style-type: none"> 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. 	

Module	Topics/Readings	Assignments Due
	<ul style="list-style-type: none"> • <i>OPTIONAL</i>: 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. • <i>Today’s guiding questions and points of focus</i>: <ul style="list-style-type: none"> ◦ What does Kency Cornejo point out as a fundamental problem facing Central American art and artists today in the United States? ◦ How can a public mural be a form of “solidarity” with disenfranchised communities? 	
14	<p>Video Lecture: Gender, Sexuality and the Politics of Immigration</p> <ul style="list-style-type: none"> • 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. • <i>OPTIONAL</i>: Ábrego, Leisy. “Hard Work Alone Is Not Enough: Blocked Mobility for Salvadoran 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. • <i>Today’s guiding questions and points of focus</i>: <ul style="list-style-type: none"> ◦ What forms of precarity do Central American migrant women face that differ from the struggles of Central American men? 	
	Video lecture: Final Assignment Guidelines	
15	<p>Video Lecture: The Rise of Central American Studies</p> <ul style="list-style-type: none"> • Ábrego, Leisy. “#CentAmStudies from a Social Science Perspective.” <i>Latino Studies</i> 15, no. 1 (2017): 95–98. • 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. 	

Module	Topics/Readings	Assignments Due
	<ul style="list-style-type: none"> • <i>OPTIONAL</i>: 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. • <i>Today's guiding questions and points of focus</i>: <ul style="list-style-type: none"> ○ <i>How might more nuanced awareness about immigrant communities in the United States and their historic contributions to the rapid growth of the country create positive changes in perceptions of Central Americans in the United States?</i> 	
Finals		Final Paper Due on Carmen

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title: Ethnic Studies 3572

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

- ☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.
If no, why not?

Syllabus

- ☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- ☐ Syllabus is consistent and is easy to understand from the student perspective.
- ☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- ☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- ☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- ☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- ☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- ☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- ☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☐ Instructor explanations about the learning goals and overall design or organization of the course.
- ☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Bob Mick* on *7/22/25*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Attachment from ODE/Bob Mick

Ethnic Studies 3572 – Central American Migrants in the United States

I am returning the signed Distance Approval Cover Sheet after completing the review of the revised distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (check-in and preview videos, recorded lecture videos supplemented by short documentary videos, YouTube videos, instructor monitored and graded discussion board posts)
- Instructor assessing and providing feedback on student's course work and assignments
- Instructor providing opportunities to ask questions on content of course through email, discussion boards and live office hours
- Live office hours and one required meeting with the instructor
- Facilitating group discussion (required group discussion boards posts and replies)

2. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online asynchronous course.

3. Credit hours and work expectations

The information in the syllabus and cover sheet state the total amount of time to be spent on this course with direct and indirect instruction is an average of 6 hours per week. This is a 3 cr hr, 14-week course, so the total should be 3 hrs of direct instruction and 6 hours of indirect instruction for a total of 9 hours per week. I would recommend evaluating the amount of time again on the various course activities and making adjustments to be sure the total time spent on the course equals 9 hours per week.

4. Description of Major Assignments

All major assignments are clearly explained.

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](#)

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
perez.390@osu.edu

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>

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,

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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](#)



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