

New Course Proposal

Date Submitted: 10/11/16 10:24 am

Viewing: **SPAN 103 : Race, Identity & Migrant Labor**

Last edit: 10/11/16 11:07 am by kcastano

Changes proposed by: **rmontesa**

In Workflow

1. ROM CAS Chair
2. CAS Dean Coord
3. CAS Curr Comm Chair
4. CAS Dean
5. Div Comm Chair
6. SLO Comm Chair
7. Provost
8. Public Comment
9. Registrar
10. Banner

Approval Path

1. 10/11/16 11:18 am
Joseph Acquisto
(jacquist): Approved
for ROM CAS Chair
2. 10/12/16 8:06 am
Kathleen Floyd
(kfloyd): Approved for
CAS Dean Coord

Effective Term	Fall 2017
Subject Prefix	Spanish (SPAN)
College/School	College of Arts and Sciences
Department/Program	Romance Languages&Linguistics
Course Number	103
Title	Race, Identity & Migrant Labor
Credit Hours	3 This course meets the University's definition of a credit hour.
Cross-listings	
Prerequisites	SPAN 052

Enforce all courses listed above as pre-requisites in the Banner registration system?

No

Co-requisites

Pre/Co-requisites

Course Is Repeatable No

Course Description This course is a Spanish composition and conversation course that explores the Mexican and Mexican-American experience in the United States during the 19th, 20th and 21st centuries. The course focuses on issues of sustainability and racism in the US.

Are you seeking graduate credit approval as part of this action? No

Companion Documents

Syllabus [SLSU SPAN 103 Syllabus.docx](#)

Rationale for New Courses

Academic Merit

How would the proposed new course enhance the academic program of your department?

This course would address the Diversity Statement and fulfill the sustainability requirement for students in our department.

Overlapping Courses

Which courses, if any (in your department or in other departments or schools), cover substantial parts of the material of this course?

None

Type of Student

What students are most likely to register for this course? (i.e., from what departments or schools, graduate or undergraduate?)

Undergraduate students from Romance Languages and Linguistics, Sociology, Anthropology, Environmental Sciences, Global Studies, Political Science, English, Psychology, Education, Horticulture, Nutrition and Food Science are most likely to register for this course.

Is this a required or elective course?

elective

Please explain This course would be one of the elective courses for the Spanish major and minor.

Number of Students

First time it is offered: 15

In subsequent offerings: 15

Number of Sections

How many sections of this course would be offered in:

Fall Semester 1

Spring Semester 1

Summer Session 0

Number of students/section 15

Teaching Loads

Can this new course be offered with the faculty that is currently available?

Yes

Does the new course replace an existing course which is being dropped?

No

How will teaching loads or class sizes in other courses be affected by the proposed course?

Teaching loads or class sizes in other courses will not be affected by this course.

Effect on Other Departments

Describe the effects this course will have on other departments. If none, enter "none." None

Attach evidence that departments which might be affected by this new course have been consulted.

Proposed Fees

Are there any Course/Lab fees associated with this course?

No

Facilities/Space

Can this new course be offered in existing facilities/space?

Yes

Library/Equipment Needs

Have you reviewed with Library/Media Services or CIT any equipment, services and/or appropriate computer needs required by this proposed new course?

No unique needs

Other Information

Are you seeking diversity credit approval as part of this action?

Yes

Number of Course Credit Hours

3

Name of Instructor

Rachael Montesano

Yes - The diversity requirement information and instructions were reviewed before submission.

Syllabus: It is expected that the diversity competencies will be an integral part of a course approved for diversity credit and that this focus will be reflected in the course syllabus, in the objectives as well as the content. The committee reviewing the course for diversity approval will look for evidence that the same commitment to diversity espoused in the Diversity Statement on the DCRC website is also reflected in the syllabus.

Yes - The attached syllabus meets the above expectations.

Diversity Statement

Designate the category that best identifies the course. Identify which criteria are addressed by the course and how they are being met.

Category 1 - Race & Racism in the United States

Category 1

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations.

1)Race and racism in the United States

How is this met?

This course explores the Mexican-American experience in the United States during the 19th, 20th and 21st centuries through examining the racially charged rhetoric of Manifest Destiny, the effects of the border change after the Mexican-American War (when Mexico lost roughly 1/3 of its territory to

the US after signing the Treaty of Guadalupe-Hidalgo), the racially motivated violence that included 600 lynchings of Mexican-Americans from the mid-19th century well into the 20th century, the birth of the zoot-suit sub-culture (as an act of self-constructed identity and creation of collective consciousness in the face of the segregation and discrimination that heavily impacted employment opportunities, affordable housing, and incarceration rates for Mexican-American youth during the WWII era), the Zoot Suit Riots (as a misnomer for a series of racially motivated attacks by United States sailors and marines against Mexican-American youth), the Bracero guest worker program, the birth of the Chicano movement and the Teatro Campesino movement.

Students read the play Zoot Suit in Spanish, which serves as a catalyst for critical thinking about the following: the representation of Mexicans and Mexican-Americans in United States media and culture; institutionalized and systemic racism; identity; assimilation; and acculturation. Students use the lens of sustainability to explore these issues and the importance of diversity and multiculturalism in the United States.

2)The meaning of power and privilege

How is this met?

Students explore the concept of race as a societal construction and are asked to think critically about the reasons for the implementation of this concept in American society. Students also explore the power dynamic between white and non-white Americans while examining issues such as institutionalized racism in the American educational, judicial and policing systems. Students also study how segregation, racially motivated mob violence, scapegoatism and marginalization affected the Mexican-American population in the United States from the Treaty of Guadalupe-Hidalgo on. Students also examine the representation of Mexicans and Mexican-Americans in the US media and what role power and privilege play in those representations.

3)The importance and impact of diversity and multiculturalism in United States society

How is this met?

Students use the lens of sustainability to explore how diversity and multiculturalism help create a sustainable society for the United States.

4)And, includes processes that foster critical analysis and assessment of individual, institutional, and/or systemic forms of discrimination.

How is this met?

Students read the play Zoot Suit, which sheds light on the 1943 Zoot Suit riots in LA and the Sleepy Lagoon judicial case which, without evidence, convicted 17 Latino youths for murder, relying on testimony that Mexicans were biologically predisposed to crime and killing due to their Aztec ancestry (culture of sacrifice). As preparation for literary analysis of the play Zoot Suit, students are each given a topic to research that is connected to the play. Each student prepares a formal presentation on his or her topic. These presentations are aimed at deepening each student's understanding of the important historical and cultural information (including institutionalized racism and systemic forms of discrimination) that shapes the narrative of the play. Presentation topics include: the LA Zoot Suit riots (as a misnomer for a series of racially motivated attacks by United States sailors and marines against Mexican-American youth); the Sleepy Lagoon Judicial case (as documented evidence of institutionalized racism against Mexican-Americans

in the US judicial system); the Mexican-American zoot suit subculture (as an act of self-constructed identity and creation of collective consciousness in the face of segregation and discrimination that heavily impacted employment opportunities, affordable housing, and incarceration rates for Mexican-American youth during that era). These presentations integrate social perspectives in the evaluation of sustainability. In continued preparation for the historical, social and economic backdrop of the play, one full class period is dedicated to the comparison and contrast of two urban renewal projects (Chávez Ravine in Los Angeles, CA, and the 1963 Burlington, VT Urban Renewal Project). Students present their findings and analysis to the class and gain a big-picture perspective of how issues of sustainability have not only affected the Mexican-American community, but also their own community in Burlington, VT. Students use the filter of sustainability when drawing their comparisons and contrasts, concentrating on issues such as affordable housing, urban agricultural systems, city planning and economic autonomy in an age of marginalization, segregation, and institutionalized racism (in the case of Chávez Ravine). The focus of this activity is for students to evaluate the sustainability of these communities through ecological and economic perspectives, (community organic food production vs. dependence on agro-industrial food production, locally owned microbusinesses vs. chain stores, etc.). In addition to the graded presentations, students' ability to evaluate individual, institutional, and systemic forms of discrimination is also assessed through graded in-class written compositions that ask them to synthesize the information presented and discussed in class.

Competencies:

Awareness

Develop an awareness of the diversity of individuals, cultures, and communities within the U.S and globally.

How is this met? Students learn about the Mexican-American experience in the United States and the Mexican migrant farmworker experience in Vermont and the United States.

Develop an awareness of one's identities, attitudes, beliefs, values, and assumptions.

How is this met? Through our service-learning projects students are asked to reflect on their own culture and beliefs while learning about the Mexican migrant dairy farm worker experience in Vermont.

Knowledge

Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups within the U.S. and globally.

How is this met? Students learn about trade deals such as NAFTA and their effect on the Mexican migrant farmworker experience in the United States after the Mexican-American War and how that has affected cultural practices and traditions. Through service-learning projects students learn about the importance of collective meals and cultural celebrations, such as The Day of the Dead, that help keep communities resilient and connected.

Skills

Develop the written and oral communication skills necessary to engage in intellectual discourse about diversity-related topics.

How is this met?

Students write academic essays that engage them in intellectual discourse about diversity-related topics. Students routinely engage in discussion about diversity-related topics and give formal presentations about them as well.

Develop interpersonal skills that support respectful, meaningful, and effective interactions with those from diverse backgrounds, including understanding the intent and impact of one's actions.

How is this met?

Through our service-learning projects students interact with Spanish-speaking migrant farm workers here in Vermont, often visiting them in their homes and helping them prepare their kitchen gardens for planting. In order to prepare students for engaging in respectful, meaningful, and effective interactions with the Spanish-speaking migrant farm workers, students participate in a series of activities in class led by my service-learning TAs.

Integration and Application

Engage skills to problem-solve and to develop action plans that address diversity-related issues and situations.

How is this met?

Students problem-solve during our service-learning and develop action plans to help meet the needs of our community partners. As an example, because the growing season is so short and our community partner Huertas needs starter plants for the migrant farmworkers' kitchen gardens, one of my students networked and found greenhouse space at UVM to help solve the problem.

Develop the ability to effectively facilitate the learning and development of others around diversity.

How is this met?

During our service-learning projects students become peer-educators for other university students about diversity and sustainability in Vermont during our fundraisers for our community partner, Huertas.

Faculty Development:

Would you like additional faculty development opportunities in the area of diversity curriculum?

No

Are you seeking sustainability learning outcome (SLO) credit approval as part of this action? Yes

Yes - The SLO information and instructions were reviewed before submission.

<http://www.uvm.edu/~facsen/generaleducation/>

Yes - The course syllabus has been attached.

Provide a brief history of the course/curriculum, general reasons why the course satisfies the Sustainability Learning Outcomes (SLO), and any other contextual information that can assist the committee in its review process.

This course is a service-learning and writing intensive Spanish Composition course that gives students the opportunity to gain a deeper understanding of the multiple definitions of sustainability while examining the Mexican migrant farmworker experience in the United States. Students reflect on their own definitions of sustainability at the beginning of the course, and as the semester progresses, broaden those definitions through course work and their experiential learning activities. Through service-learning activities with our community partners Huertas and the Vermont Folklife Center students explore food sovereignty, food security and cultural isolation issues that face the Spanish-speaking migrant dairy farmworker population in Vermont. In addition to increasing their transcultural competence, students also gain valuable experience in both spoken and written discourse in Spanish surrounding sustainability issues (specifically grammatical, sociolinguistic, strategic and discourse competence).

Describe how your course meets each of the four sustainability learning outcomes. It is expected that for three of the outcomes, the level of exposure will be at least "reinforces."

SLO #1: Student can have an informed conversation about the multiple dimensions and complexity of sustainability. (knowledge category)

Level of exposure: Reinforces

Activity title/type, lecture or activity content, topics taught, etc.

Sustainability lecture followed up by classroom activity based on article by Eric Holt Giménez: Vermont's Invisible Farmworkers

Description of the activity and how it addresses SLO #1 and any assessment methods used to demonstrate learning.

This lecture and subsequent classroom activity have been scaffolded by a previous class discussion about the meaning of sustainability, during which time, students were asked to reflect and share their own personal definitions of sustainability. The lecture portion of this class introduces students to the information presented in the poster "The Big Ideas of Sustainability" (authored by the Sustainable Schools Project of Shelburne Farms and the Children's Environmental Literacy Foundation). As homework and preparation for this class period students are asked a) to look up information about the concept of food sovereignty, b) to look up information about the concept of food insecurity and to write a list of some of the principal causes of food insecurity, c) to read the article Vermont's Invisible Farmworkers, which details food sovereignty, food security and issues of isolation that many migrant dairy farm workers in VT are faced with.

After the initial lecture, students are asked to break into groups of three and discuss the multiple definitions of sustainability and, in light of the lecture on the "big ideas of sustainability," how they would classify issues of food sovereignty, food security and cultural isolation as presented in the Giménez article. After the group discussion students report their conclusions to the class and generate more class discussion.

SLO #2: Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives. (skills category)

Level of exposure: Reinforces

Activity title/type, lecture or activity content, topics taught, etc.

- Reading of play Zoot Suit, by Luis Valdez
- Individual research and class presentations on sustainability issues facing the Mexican-American population that are highlighted in the play
- Study of Chávez Ravine and 1963 Burlington Urban Renewal Project

Description of the activity and how it addresses SLO #2 and any assessment methods used to demonstrate learning.

As preparation for literary analysis of the play Zoot Suit, students are each given a sustainability topic to research that is connected to the play. Each student prepares a formal presentation on his or her topic. These presentations are aimed at deepening each student's understanding of the important historical and cultural information that shapes the narrative of the play. Presentation topics include: the LA Zoot Suit riots (as a misnomer for a series of racially motivated attacks by United States sailors and marines against Mexican-American youth); the Sleepy Lagoon Judicial case (as documented evidence of institutionalized racism against Mexican-Americans in the US judicial system); the Mexican-American zoot suit subculture (as an act of self-constructed identity and creation of collective consciousness in the face of segregation and racism that heavily impacted employment opportunities, affordable housing, and incarceration rates for Mexican-American youth during that era). These presentations integrate social perspectives in the evaluation of sustainability.

In continued preparation for the historical, social and economic backdrop of the play, one full class period is dedicated to the comparison and contrast of two urban renewal projects (Chávez Ravine in Los Angeles, CA, and the 1963 Burlington, VT Urban Renewal Project). Students present their findings and analysis to the class and gain a big-picture perspective of how issues of sustainability have not only affected the Mexican-American community, but also their own community in Burlington, VT. Students use the filter of sustainability when drawing their comparisons and contrasts, concentrating on issues such as affordable housing, urban agricultural systems, city planning and economic autonomy in an age of marginalization, segregation, and institutionalized racism (in the case of Chávez Ravine). The focus of this activity is for students to evaluate the sustainability of these communities through ecological and economic perspectives, (community organic food production vs. dependence on agro-industrial food production, locally owned microbusinesses vs. chain stores, etc.).

In addition to the graded presentations, students' ability to evaluate sustainability is also assessed through a graded in-class written composition that asks them to synthesize the information presented and discussed in class.

SLO #3: Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global. (values category)

Level of exposure: Reinforces

Activity title/type, lecture or activity content, topics taught, etc.

- Service-learning project with Vermont Folklife Center (Day of the Dead celebration)
- Service-learning projects with Huertas (recipe collection, Spanish cooking class coordination)

Description of the activity and how it addresses SLO #3 and any assessment methods used to demonstrate learning.

At the core of this course is the examination of the migrant farmworker experience in the United States, focusing particularly on the cultural exchange currently happening between Mexico and Vermont. Students engage in service-learning activities with the Vermont Folklife Center and Huertas that cause them to think critically about sustainability across the diversity of cultural values in Vermont and Mexico. Through their interactions and conversations with migrant farmworker families while doing recipe collection and facilitating cooking classes taught in Spanish by program participants for Huertas, students engage in multiple dialogues that give them more of a global view of the push-pull factors that cause Mexican migrant workers to come to Vermont and the role that food sovereignty plays in sustainability. While working with the Vermont Folklife Center to build the altar for the annual Day of the Dead celebration for the migrant farmworkers, they also learn about the challenges that cultural isolation can create for this population and the role that communal meals, cultural celebrations and cultural gatherings play in building food security and maintaining cultural identity. Student learning outcome is assessed through pre and post reflection assignments and a graded in-class written composition.

SLO #4: Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability. (personal domain)

Level of exposure: Reinforces

Activity title/type, lecture or activity content, topics taught, etc.

- Service-learning garden planning/planting project with community partner Huertas
- Seed sowing in UVM greenhouses for culturally appropriate fruit and vegetable plant starters for migrant farmworker gardens

Description of the activity and how it addresses SLO #4 and any assessment methods used to demonstrate learning.

Students engage in service with the “invisible” members of Vermont society who live and work on dairy farms in Chittenden county and other surrounding counties. In fall term they hold fundraisers on campus to raise money to buy garlic seed and materials and tools to build raised beds and work garden soil. During fall term they also make visits to the dairy farm workers’ residences to help them plant the garlic seed. In spring term they learn about the plants that are important to the traditional diet and cuisine of the Huertas program participants. They help plant the seeds and care for the starter plants for the gardens (with the help of UVM Professor Mark Starrett, Alpha Zeta and the Horticultural Club). They also help program participants plot out their gardens. During this time, through guest lecturers, reading articles, class discussion, and contact during service projects with the Spanish-speaking migrant dairy farm workers (including communal meals), students learn about the challenging working and living conditions that are characteristic of the migrant dairy farm worker experience here in Vermont. They learn to recognize the impact that this system of migrant labor has on their community and how it contributes to the local economy and enables Vermont to be a competitive player in the national dairy industry. They learn to ask questions about the sustainability of these practices and recognize that in engaging in this service-learning project and sharing their experiences with others they are creating awareness of the role that these new Vermonters play in sustaining Vermont’s economy. They recognize also that they are

helping these community members take steps toward realizing their food sovereignty. They become aware of the important role that food security and food sovereignty play in the sustainability of communities.

Assessment used to demonstrate learning is done through a series of pre and post service-learning reflection assignments and in-class compositions. Students are asked to reflect on how their service-learning experience has influenced their awareness of the migrant farmworker population here in Vermont and how their own perceptions of these new members of Vermont society have changed. They are asked about how their awareness and change in perception could possibly have an impact on sustainability. They are also asked to reflect on how their definition of sustainability has changed and if their own values or behaviors have been influenced by their community engagement

Course reviewer
comments

kcastano (10/11/16 11:07 am): Attached revised syllabus per R. Montesano request.
Kerry

Key: 7437