COIL Example: SOC 100

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Fall 2019

BMCC COIL Collaborative Online International Learning

A collaboration between CETLS, E-Learning, and Internships & Experiential Learning

- 35 BMCC students (SOC 100)
- 40 students from National University of General Sarmiento, Sociology course
- Readings and questions were provided in English and Spanish. Professors attempted to pair students by those who had a better grasp of English/Spanish; otherwise, Google Translate was used.

COIL Activity	Details	Grading
Initial student contact (pairs)	Technology: Email and video Students were encouraged to schedule a time to connect synchronously using the technology of their choice. They were provided with suggested prompts. Errors in some of the email addresses made it difficult to initially connect. Students therefore chose to ask prompts via email and some responded by making a video.	5%
Shared text readings and student responses	Technology: Google translate; CUNY Academic Commons site "Sociology COIL Fall 2019" Students read the same texts in English and Spanish; they had to respond to 5 questions on shared website, and respond to a post from a student in the partner classroom.	10%
Reflection essay	Individual assignment	10%

Sociology COIL Fall 2019

Home   Questions

CUNY Academic Commons site "Sociology COIL Fall 2019"

Home

Welcome to the Collaborative Online International Learning (COIL) program in sociology in the fall of 2019. This is a partnership between a classroom at the Borough of Manhattan Community College of the City University of New York and one at the National University of General Sarmiento in Buenos Aires, Argentina. The program seeks to promote the exchange between students of both courses and stimulate a deeper knowledge of key concepts and ideas in sociology, through an international dialogue capable of combining diverse student experiences.

After completing the assigned reading for this joint course please go ahead and post a response to the three questions listed in the "Questions" tab above. Once you posted your answers, please go ahead and post a response to one of the answers of one of your counterparts.

Bienvenidos al programa de Aprendizaje Colaborativo Online Internacional (COIL por su sigla en inglés) en sociología del segundo semestre de 2019. Este programa surge de la colaboración entre un curso de sociología del Borough of Manhattan Community College de la Universidad de la Ciudad de Nueva York (CUNY) y un curso de la Universidad Nacional de General Sarmiento, Argentina. El programa busca fomentar el intercambio entre los estudiantes de ambos cursos y estimular un conocimiento más profundo de algunos conceptos e ideas clave de la sociología, a partir de un diálogo internacional capaz de cruzar experiencias diversas.

Luego de leer el material indicado, responda las tres preguntas ubicadas en la pestaña "Questions". Una vez posteadas las respuestas, elija una de las respuestas dadas por su compañero en Estados Unidos y coméntela.

Shared Reading

New York Times (Aug. 14, 2019): "Trump's Policy Could Alter the Face of the American Immigrant," by Michael D. Shear, Miriam Jordan and Caitlin Dickerson

Question 1

1)   What are the common perceptions of immigrants in your country? ¿Cuáles son las percepciones más frecuentes sobre los inmigrantes en tu país?

CONTINUE READING

Question 2

2)   Are some immigrant groups treated differently than others and why? ¿El trato hacia los inmigrantes varía según su país de origen? ¿Por qué?

CONTINUE READING

Question 3

3) There seems to be a recent push in America as well as many other countries in Europe and Latin America to limit immigration into their countries? What do you think is driving this push? Who are the actors and interests involved? Últimamente parece haber un movimiento tendiente a limitar la inmigración en Estados Unidos y otros países de Europa y América Latina. Según su visión, ¿qué es lo que está impulsando este movimiento? ¿Qué actores e intereses están envueltos?

CONTINUE READING

Question 4

4) Should ones' ability to immigrate to a new country be based on individual "merit" (such as credit score, education level, or income level)? Why? If yes, how should these admission's requirements be established? De acuerdo a su visión, ¿la posibilidad de migrar a otro país debería basarse en el "mérito" individual (los recursos económicos, el nivel educativo, etc.)? ¿Por qué? Si su respuesta es afirmativa, ¿cómo deberían establecerse los criterios de admisibilidad?

CONTINUE READING

Question 5

5) Should countries be able to refuse entry to certain immigrants out of concern that these immigrants will become a burden on the public, that they will require government support for healthcare, housing, food, or welfare? ¿Deberían los países poder negar la entrada a ciertos inmigrantes por temor a que estos inmigrantes se conviertan en una carga para los contribuyentes en la medida en que demandarían el aumento de los gastos públicos en materia de salud, vivienda, comida y bienestar?

Sample Responses (Question 1)

BELLA KHAIMOVA *on October 6, 2019 at 7:52 pm*

REPLY

There are both positive and negative perceptions of immigrants in the United States. Some people view immigration as strengthening the country by bringing diversity and pursuing the American Dream. While others view it as a threat because they end up on public assistance like welfare programs, and commit crimes. Furthermore, people believe that immigrants steal jobs from Americans such as construction, truck drivers, and more.

AGUSTINA MONTOYA *on October 8, 2019 at 3:16 pm*

REPLY

Es depende de la perspectiva de quién lo piense ya que es muy variada la opinión que tienen acerca de los inmigrantes, muchos creen que vienen a robar trabajo y a generar gastos públicos y en muchos casos se discrimina a los inmigrantes, por otra otra parte hay otros que piensan que todos merecen oportunidades independientemente del país de donde vengan.

DAIANA *on October 23, 2019 at 9:04 pm*

REPLY

I agree with you Agustina a lot of people in the US that are "citizens" see immigrants as one of the worst people there could be. immigrants are labeled as job stealers but what many don't see is that they take any job especial jobs that most Americans would never do because they think its a poor profession like construction, mowing lawns and house cleaning. immigrants get jobs that put money on the table for there family not caring if it means being in the streets selling flowers.

Sample Responses (Question 2)

BOB SODIKKHUJAEV *on October 4, 2019 at 10:04 pm*   REPLY

Yes, I think in the USA there are three types of immigrants and all of them treated differently. In my opinion, Americans think it is a "good" and "bad" immigrant. The good immigrant is an immigrant from an English-speaking country like Australia, Canada, and England (+ half countries in Europe). Bad immigrants are everybody else. If you disagree with that, explain to me the Trump's presidential complain (from 2016) proposal about building a wall between the USA and Mexico but nothing about a wall between the USA and Canada. I think this is a clear example of American's believes about different groups of immigrants.

Btw, in my motherland/Uzbekistan, I think we don't have this type of difference between immigrants. Uzbekistan treats all of them equally.

AGUSTINA MONTOYA *on October 8, 2019 at 3:31 pm*   REPLY

Si, es diferente el trato hacia los inmigrantes en Argentina, muchos son mal recibidos, mientras que otros son vistos con mejores ojos, los que son mal vistos por lo general son los inmigrantes que vienen de países de América Latina o china, por ejemplo las personas que vienen de Perú, de Bolivia, de Paragüay entre otros, reciben un trato más discriminatorio por parte de los argentinos, en los casos de los chinos se ve como una amenaza el hecho de que tengan instalados en el país sus propios negocios ya que consideran que están robando trabajo a las personas de acá, además del hecho de que consideran que vienen muchos inmigrantes de esta parte, después están los inmigrantes del resto del mundo como por ejemplo los estadounidenses, los ingleses, que si bien no son muchos los que llegan a Argentina no reciben el mismo trato, no son discriminados, todo lo contrario.

Lessons Learned

The importance of the first connection between classes

Students were more hesitant than expected to arrange synchronous meetings with a peer abroad. Consider modeling this interaction in class, or start with an asynchronous activity, and have a synchronous meeting later in the project.

Things can change!

The course times originally aligned, allowing for a synchronous meeting to conclude the project. However, the course in Argentina had a scheduling change. We adjusted by only using the CUNY Academic Commons site for discussion.

Interacting with students in another country added to the course

The blog discussions enhanced the course materials by allowing the students in both classes to hear the views of the students in the other class.