

***Diverse Latino/a Communities***  
**CHS 200**

**CATALOGUE COURSE DESCRIPTION**

Examinations of diverse Latina/o communities in the United States from their origins in Latin America to the various ways they have integrated into U.S. society.

**STUDENT LEARNING OUTCOMES**

Upon completion of the course the student will be able to:

- 1) Describe the diversity and heterogeneity of the Latino/a population in the United States.
- 2) Examine the historical and contemporary relations between Latin America and the United States in connection with the divergent incorporation of Latino/a groups in U.S. society.
- 3) Identify the most pressing societal issues affecting diverse Latino/a communities.
- 4) Analyze cultural representations and portrayals of Latinos and Latinas in print and visual media, music and popular culture.
- 5) Analyze narratives, images, facts, and figures on the Latino/a population through writing, discussion and oral presentation.
- 6) Articulate basic theoretical concepts of class, race/ ethnicity, gender, and sexuality as they relate to contemporary Latino/a communities.

**REQUIRED TEXTBOOKS**

1. Marcelo Suárez-Orozco and Mariela Páez, eds. Latinos Remaking America (University of California Press, 2002)
2. Sarah Mahler, American Dreaming: Immigrant Life on the Margins (Princeton University Press, 1995)
3. Esmeralda Santiago, When I was Puerto Rican (Vintage Books, 1993)

**CLASS REQUIREMENTS**

## ● Attendance

Class attendance is an essential component of our class. It is to your benefit to come to class regularly. You are allowed two excused absences with no questions asked but after two absences your total participation points will be affected by 1 point per absence. If you miss due to medical reasons please bring a doctor's note. Students are responsible for notifying the Instructor in advance to receive an excused absence. It is the student's responsibility to contact the professor or another student for any missed assignments.

## ● Class Participation

The sharing, exchanging, and appreciation of people's ideas and experiences are part of the process that builds classroom community and produces active and critically aware global citizens. Hence, class participation is an essential component of our class and requires attendance and pre-class reflection on the course materials. To foster active participation, we should come to class prepared with questions or comments from the readings. We all have important contributions to make to our class, so, there will be room for varying types of participation. This includes: large class discussion, group-level discussion and Blackboard discussions.

Large Class Discussion: Students are encouraged to participate in class discussions. Questions related to readings will be posted on Blackboard and/or distributed in the beginning of class.

Small Group Discussion: Students will be placed in small groups in randomly and asked to answer specific questions related to readings will be posted on Blackboard and/or distributed in the beginning of class.

Blackboard Discussion: Please check your Blackboard regularly to

participate in discussions, respond to reading questions, check updates, check your progress in grade book, read class announcements and look for syllabus changes and extra credit opportunities. If you do not regularly check your dolphin email account, please go into Blackboard and forward all of your email to the account that you regularly check. Blackboard discussions will occur throughout the semester and they will be moderated by instructor with questions from readings, videos or current events/issues. Your Blackboard comments need to connect to and react to class readings, discussions and other related/relevant issues. Each posting needs to be well thought out and well informed.

- **Reflection Papers**

You will be asked to submit FIVE 2-3 page typed papers throughout the semester. These papers will be evaluated on their level of reflection, structure, thoughtfulness, and engagement with course material. See reflection paper guidelines posted in Blackboard and class schedule below for more details.

- **Group Presentation**

Each student will be paired up with one or two students to during the first or second week and will be required to make a group presentation at the end of the semester. The purpose of the group presentation is to allow students to explore a topic or issue in more depth and share your findings with the class. Each group will be responsible to meet outside of class and conduct the research on such topic/issue. You will receive specific guidelines on the group presentation that will be posted on Blackboard.

- **Final Exam**

The final exam will cover all lectures, readings and films/videos during the entire semester. Each student must take the final exam to complete the course. There will be no substitute work or make-up exams without the documented illness or emergency notification. The Final Exam will be distributed on the last day of class and will be due during Final Exam week, Thursday December 10<sup>th</sup>.

● **Extra Credit:**

There will be extra credit opportunities throughout the semester. There will be opportunities to earn Extra Credit points throughout the semester. Some examples include Latino Heritage Month events, museum exhibitions, theatrical performances, and film screenings. To earn extra credit you must write a short response on the presentation or film, or event you attended. Each Extra Credit is worth 3 points. No extra credit will be accepted after the last day of class.

**GRADING POLICIES**

The final grade system will be a “+/-” A, B, C, D, and F-scale. For individuals taking the course for credit/non-credit, a minimum C grade is needed for credit.

100% - 95% = A

94% - 90% = A-

89% - 87% = B+

86% - 84% = B

83% - 80% = B-

79% - 77% = C+

76% - 74% = C

73% - 70% = C-

69% - 67% = D+

66% - 64% = D

63% and below = F

**Grade Calculation:**

|                               |     |
|-------------------------------|-----|
| Attendance/Participation..... | 20% |
| Group Presentation.....       | 20% |
| Reflection Papers.....        | 30% |
| Final Exam.....               | 30% |

**Academic Dishonesty**

Academic dishonesty includes such things as cheating; plagiarism, inventing false information or citations, and helping someone else commit an act of academic dishonesty. If caught students we be punished according to university guidelines:

<http://senate.csuci.edu/2002-2003/SP02-01.pdf>

**Disability Accommodation Services**

Disability Accommodation Services (DAS) is dedicated to providing a broad range of quality support services to meet the needs of students with all types of physical, learning, psychological and/or sensory impairments that limit major life activities. Services are available to any student who finds his or her disability to be a barrier to achieving their educational goals. Only those students who identify themselves to the University and present appropriate written documentation of a disability are eligible for accommodation. Students with disabilities should contact the DAS office as soon as possible, even if they are not yet enrolled. All requests for accommodations require appropriate advance notice to avoid a delay in services. (V/TTY): (805) 437-8510. Fax: (805) 437-8529. [accommodations@csuci.edu](mailto:accommodations@csuci.edu).

**SPECIAL NOTES**

- All dates, assignments and readings listed on this syllabus are subject to change with notice.
- I expect that during class you will turn off your cell phones and other

distracting electronic devices.

## **COURSE SCHEDULE:**

### **WEEK 1:**

**Thursday, Aug. 27: Introduction to the course**

-Read *Latinos Remaking America*, Introduction

### **WEEK 2:**

**Thursday, Sept. 3: Mexican Americans & Central Americans**

-Read Gutierrez, "Unraveling America's Hispanic Past: Internal Stratification and Class Boundaries [Blackboard]

-Read Ch.1 "Latino History in the New Millennium" in *Latinos Remaking America*

-Read Hernandez, "Confronting Exclusion in the Latino Metropolis: Central American Transnational Communities in the Los Angeles Area" [Blackboard]

Watch: *Refugees in our Backyard*

### **WEEK 3:**

**Thursday, Sept. 10: Puerto Ricans, Dominicans and Cuban Americans**

-Read Ch.2 "Islands and Enclaves: Caribbean Latinos in Historical Perspective" in *Latinos Remaking America*

-Read Ch3 "Power and Identity: Miami Cubans" in *Latinos Remaking America*

### **WEEK 4:**

**Thursday, Sept. 17: Migrants, Refugees and the "New" Latino Immigration**

-Read Ch.8 "Ambivalent Reception..." in *Latinos Remaking America*

-Read Ch9 "Resurrecting Exclusion..." in *Latinos Remaking America*

CHS Speaker Series: Dr. Lorena Oropeza (Time/Location TBA)

***DUE Reflection Paper#1***

**WEEK 5: Community and Work Latino/a Workers**

**Thursday, Sept. 24**

- Read Ch. 4 “Community Dynamics and Rise of Street Gangs” in *Latinos Remaking America*
- Read Ch. 5 “Gender, Ethnicity & Race in School and Work Outcomes” in *Latinos Remaking America*
- Read Ch. 6 “Families on the Frontier: The Braceros to the Fields to Braceras in the Home” in *Latinos Remaking America*

## **WEEK 6: Health Issues in Latino Communities**

### **Thursday, Oct. 1**

- Read Ch. 10 “The Latino Health Research Agenda for the 21<sup>st</sup> Century” in *Latinos Remaking America*
- Read Ch. 11 “Latinos’ Access to Employment-based Health Insurance” in *Latinos Remaking America*

### ***DUE Reflection Paper#2***

## **WEEK 7:**

### **Thursday, Oct. 8: Language and Education (No Class)**

Read Ch. 16 “Latino/a Languages and Identities” in *Latinos Remaking America*  
Read Ch. 17 “Learning English in California” in *Latinos Remaking America*

Read Ch. 18 “The Schooling of Latino Children” in *Latinos Remaking America*  
Watch: *Lost in Translation, Latinos, Schools & Society* [Blackboard]

## **WEEK 8:**

### **Thursday, Oct. 15: Race, Gender and Latino/a Politics**

Read Ch. 20 “Forever Seen as New” *Latinos Remaking America*  
Read Ch. 21 “Gender and Citizenship in Latino Political Participation” in *Latinos Remaking America*  
Read Epilogue “Problematic Paradigms: Racial Diversity and Corporate Identity in the Latino Community” in *Latinos Remaking America*

### ***DUE Reflection Paper#3***

## **WEEK 9:**

**Thursday, Oct. 22: Immigrant Life in the Margins**

Read Mahler's *American Dreaming*, Chapters 1-3

**WEEK 10:**

**Thursday, Oct. 29: Immigrant Life in the Margins**

Read Mahler's *American Dreaming*, Chapters 4-6

**WEEK 11:**

**Thursday, Nov. 5: Immigrant Life in the Margins (No Class)**

Read Mahler's *American Dreaming*, Chapters 7-9

Watch: *Farmingville*

***DUE Reflection Paper#4 [Blackboard]***

**WEEK 12:**

**Thursday, Nov. 12: Puerto Rican Women's Coming-of-Age Story**

Read Santiago, *When I was Puerto Rican*

**WEEK 13:**

**Thursday, Nov. 19: Puerto Rican Women's Coming-of-Age Story**

Read Santiago, *When I was Puerto Rican*

Watch: *Almost a Woman*

***DUE Reflection Paper#5***

**Thursday, Nov. 26: Thanksgiving Holiday**

**WEEK 14:**

**Thursday, Dec. 3: Group Presentations**

**FINAL EXAM DUE**

**Thursday December 10th before 9pm**