

Diverse Latino/a Communities
CHS 200
Spring 2011

Bell Tower 1688
Monday and Wednesday
12:00-1:15pm

(Last updated 01/24/11)

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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. Juan Gonzalez, Harvest of Empire: A History of Latinos in America (Penguin, 2000)
2. Piri Thomas, Down These Mean Streets (Random House, 1997, originally published in 1967)
3. Cristina García, Dreaming in Cuban (Ballantine Books, 1992)
4. Héctor Tobar, Tattooed Soldier (Penguin Book, 1998)

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.

- **Current Event Presentation**

Each student will pair up with one other student and select a current event/issue that relates to diversity issues in the Latino/a population and share it with the class. First, you must identify the source (newspaper article, website, YouTube video) of your current event/issue. Second, explain how the current event/issue relates to diversity within Latino/a communities. Third, offer your opinion, evaluation and critique of the current issue/event. You need to credit the source in your presentation. Lastly, be prepared for questions from students and instructor. Each presentation will take about 5-10 minutes in the beginning of class. Students will need to sign up for their current event/issue presentation by the second week of the semester.

- **Latino/a Event Paper**

During the semester you are required to attend one event, meeting, conference, artistic presentation, film screening that directly relates to diverse Latino/a cultures and communities. I will make announcements during class about Latino/a events on campus and in the surrounding community. After you attend the event you will need to write a 3-5 page paper. Some questions to answer include: Why did you select this particular event? How does it address the diversity and heterogeneity of the Latino/a population? If any what similarities and differences can be made between the Latino subgroups? What did you learn from attending this event? What specific themes can you relate to class discussions and readings?

Paper is due April 11th

- **Comparative Analysis Paper**

You will be required to write a 3-5 page paper on the diversity of Latino communities by comparing two Latino groups around a particular theme. Some of the themes include: mode of incorporation to U.S. society, citizenship status, immigration and refugee experience, economic status, and political participation, race and ethnicity, and social movements. **Paper is due May 11th**

- **Midterm Exam**

The in-class midterm exam will cover all lectures, readings and films/videos during first half of the semester before Spring Recess. The exam is scheduled for **Wednesday, March 16th**.

- **Final Exam**

Each student must take the in-class 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 is scheduled for **Monday May 16th 1-3pm**.

- **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% - 98% = A+

97% - 94% = A

93% - 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.....	10%
Current Event Presentation.....	10%
Latino Event Paper.....	10%
Comparative Analysis Paper.....	10%
Midterm Exam.....	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.

SPECIAL NOTES

- Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.
- I expect that during class you will turn off your cell phones and other distracting electronic devices.

COURSE SCHEDULE:

<u>DATE</u>	<u>TOPIC & ASSIGNMENTS</u>	<u>REQUIRED READINGS</u>
Mon 1/24	Introduction/overview of the course	Course Overview
Wed 1/26	Latin American Roots, 1 Conquerors and Victims, 1500-1800	Read: <u>Harvest of Empire</u> , Ch. 1
Mon 1/31	Latin American Roots, 2 Spanish Borderlands, 1810-1898	Read: <u>Harvest of Empire</u> , Ch. 2
Wed 2/2	Latin American Roots, 3 U.S. Imperialism and Banana Republics	Read: <u>Harvest of Empire</u> , Ch. 3
Mon 2/7	Branch 2: Puerto Ricans	Read: <u>Harvest of Empire</u> , Ch.4 Watch: <i>Mi Puerto Rico</i>
Wed 2/9	Puerto Ricans in New York City	Read: <u>Down These Mean Streets</u> , pp.1-78
Mon 2/14	Puerto Ricans in New York City	Read: <u>Down These Mean Streets</u> , pp. 81-118
Wed 2/16	Puerto Ricans in New York City	Read: <u>Down These Mean Streets</u> , pp.119-191
Mon 2/21	Puerto Ricans in New York City	Read: <u>Down These Mean Streets</u> , pp.195-238
Wed 2/23	Puerto Ricans in New York City	Read: <u>Down These Mean Streets</u> , pp.241-331

Mon 2/28	Branch 3: Cubans	Read: <u>Harvest of Empire</u> , Ch. 6
Wed 3/2	Cuban American Identity	Read: <u>Dreaming in Cuban</u> , pp.3-55
Mon 3/7	Cuban American Identity	Read: <u>Dreaming in Cuban</u> , pp.57-95
Wed 3/9	Cuban American Identity	Read: <u>Dreaming in Cuban</u> , pp.105-160
Mon 3/14	Cuban American Identity	Read: <u>Dreaming in Cuban</u> , pp.161-245
	<i>Chicano Secret Service & Luis Valdez Lecture, March 15, 6:30pm</i>	
Wed 3/16	MIDTERM EXAM	
Mon 3/21- 3/26	SPRING RECESS	
Mon 3/28	Branch 1: Mexicans	Read: <u>Harvest of Empire</u> , Ch. 5 Watch: <i>Los Mineros</i>
Wed 3/30	Branch 3: Dominicans	Read: <u>Harvest of Empire</u> , Ch. 7 Watch: <i>My American Girls: A Dominican Love Story</i>

Mon Branch 3: Colombians and Read: Harvest of Empire, Ch. 9
4/4 Panamanians

Maria Elena Gaitan Performance
April 5, 6:30pm,

Wed Branch 3: Central Americans Read: Harvest of Empire, Ch. 8
4/6 Watch: *Refugees on our Backyard*

Mon Guatemalan Refugee Story Read: Tattooed Soldier, pp.3-95
4/11

Latino Event Paper Due

Wed Guatemalan Refugee Story Read: Tattooed Soldier, pp. 96-134
4/13

Mon Guatemalan Refugee Story Read: Tattooed Soldier,
4/18 pp.135-226

Wed Guatemalan Refugee Story Read: Tattooed Soldier,
4/20 pp. 227-307

Mon Latino/as and the Remaking of American Read: Harvest of Empire, Ch. 10
4/25 Politics

Wed Latino/as & Immigration Read: Harvest of Empire, Ch. 11
4/27 Watch: *Fear and Learning at Hoover Elementary*

Mon Politics of Language
5/2

Read: Harvest of Empire, Ch. 12

Wed Latino/as and Globalization
5/4

Read: Harvest of Empire, Ch. 13

Mon Vieques Controversy
5/9

Read: Harvest of Empire, Ch. 14

Wed Course Review
5/11
Comparative Analysis Paper Due

FINAL EXAM:

Finals **Monday May 16th 1-3pm.**
Week
5/14-
5/20