Comparative Latino Cultures
Fall 2015
CES 254, Section 01
TU, TH from 10:35 to 11:50 am
Sloan 7

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[M]edia spectacles are productive acts that construct knowledge about subjects in our world. This is particularly the case for how we internalize who we are as people. How we as a nation of diverse people, derive our understanding of who to include in our imagined community of fellow citizens is a product of many things, not the least of which is what we glean from the media. Debates over immigration, citizenship, and national belonging are informed by the events we witness through the media’s representation of immigrants or anti-immigration events.

—From Introduction to The Latino Threat

[C]ontemporary debates that seem to over-ethnicize Latinos—whether by presenting them as a threat or as contributors to the “national community;” by highlighting their growing purchasing power and intrinsic “values;” or because of their coming of age or eagerness to assimilate—are never exempt from racial considerations. These discourses are in fact tied to a larger racial project entailing the very reconfiguration of how we talk or do not talk about race and racial hierarchies in an increasingly racially diversified society.

—From Introduction to Latino Spin

COURSE DESCRIPTION AND OBJECTIVES:
Acknowledging the heterogeneity of Latino cultures and experiences, this course navigates the difficult terrain of labels, identities, and ethnic/race relations by looking at both historical and contemporary experiences of Latinas/os and their interactions with each other as well as with other racialized groups. It also studies and analyzes the position of Latinos/as within broader U.S. structures, and their interactions with those structures, US mainstream culture/society, and the
citizens of the nation. The course is grounded in sociology, but it uses a multi- and transdisciplinary approach to focus on historical and contemporary constructions/formations of the different Latino cultures/groups within the U.S. The central aim of this course is to develop a basic understanding of the ways in which the category “Latino/Latina” has been constructed/racialized, and the role this construction/racialization has played in how they are positioned (politically, culturally, and economically) within US society.

Learning Goals:
✓ To introduce students to the methods used in the social sciences (with an emphasis on sociology) to examine and understand Latinos/as and Latino cultures in US society.
✓ To introduce students to the key themes and issues as they relate to the role that different groups of Latinos/as occupy in the US, with the understanding that at times, they are mistakenly seen as one culture.
✓ To provide students access to primary historical documents, sociological data, and other sources of knowledge about Latinas/os within the social sciences.
✓ To provide students the opportunity to look at key sociological data (including analysis of census data) related to particular Latino groups and Latinos/as in general and their racialization.
✓ To introduce key concepts, critical frameworks, individuals, and organizations important in understanding processes of Latino/a racialization.
✓ To encourage students to use primary documents and primary research to actively ask questions, establish positions, employ critical thinking, and advance arguments.
✓ To foster information literacy through library research, which will aid them in their research paper and presentation.

REQUIRED TEXTS:


**An important point about your books:**
Having access to the books is crucial. In order to be able to succeed in this class, you need the books. There is no way around it. And, given the world of hyper-connectivity we live in, “The Bookie ran out of books” will not constitute an excuse for not having your reading summaries ready when they are due.

**Additional Readings (to be found on Blackboard):**


**COURSE REQUIREMENTS:**
**Class Attendance and Participation:** Attendance in this class is **required** and valuable. Since class will consistently entail a lecture and/or documentary/film based on the readings assigned for the day, I will expect you to come to class having completed the readings and willing to engage with the material in class. I will allow opportunities for your contributions to class discussion, which will become part of your participation points. It is also to your advantage to listen closely and take copious notes during both lectures and documentaries/films, since I'll expect you to apply key concepts and terms (and your understanding of them) in your exams.

You are allowed up to **two absences**. **Every additional absence will reduce your final attendance and participation score by 10 points.** Only approved and documented university excuses will be exempted from this rule (for athletes, this means forms from the Athletic Dept. handed in before the absence). Finally, disruptive behavior will make you lose points for participation. The following are examples of disruptive behavior: (1) arriving late to class and/or leaving early, (2) talking to classmates during lecture, (3) reading the newspaper, (4) playing with your laptop computer, (5) texting, etc. If you engage in any of those behaviors during class (or in any other behavior that I deem disruptive), you will lose points from attendance and participation at my discretion and without any warning. Attendance and participation will be worth a total of **150 points**.
An important point about attendance: I will take attendance every day. If you come to class after I am finished taking attendance, you will be marked absent for that day.

**Reading Summaries:** You are required to provide typed and double-spaced summaries (which we will call entries) of the readings. The summaries should be between one full double-spaced paragraph and a double-spaced page long, depending on how long is the reading in question. Obviously, longer readings will require longer summaries and shorter readings will require shorter summaries. It really is that simple. In order to get full credit, each entry must be prefaced with a heading containing the following information: your name, date (when the summary is due, not when you are writing the entry), title of reading, title of the book, pages, and entry number. **Entries must be numbered consecutively (from 1-73).** For instance, you have two entries due on September 1, and the first entry should have the following heading:

```
Full Name
09/01/15
Statistical Portrait of Hispanics in the US
[BB]
(pp. 1-57)
Entry #1
```

I will deduct 2 points for every missing, incorrect, or misplaced item in the heading. Each entry (which corresponds to each reading) should include its own heading and entry number (again, please note that entries are numbered consecutively from 1-73 in the schedule—make sure you always have the right entry number). Each entry should include a full, detailed summary of the reading. **I will collect the summaries every day in class.** Every week, I will grade one random entry from the readings for that time period. The graded entry will be worth up to 15 points, for a total of **195 points** (13 entries) at the end of the semester. Although I will not read and grade the additional entries, they will still be worth up to 4 points each for a total of **240 points** (60 entries) at the end of the semester. The maximum score for the reading summaries is **435 points**.

- What constitutes an entry? If you go to the schedule toward the end of the syllabus, you will notice that I have assigned a number of readings for each day. Each reading is listed numerically and followed by the page numbers and the text where you will find it. Each one of those readings constitutes an entry and must have its own heading. For instance, there are two readings assigned for September 1, which means that on that day at 10:35 am you must have two entries with you as you walk in the door.

- You will always have multiple readings assigned, which means that you **do** need to bring multiple entries, but they **do not** need to be on separate pieces of paper. They can appear consecutively **as long as each is separated by its proper heading** (as described above).

- The reading summaries will be collected in class. If you miss class one day, and your summary(ies) is/are not with those of your classmates, you will forfeit your points for that day.

- I will not accept late reading summaries, nor will I accept reading summaries brought to my office, sent over e-mail, or left in my mail box. Check your printer for ink, your computer for bugs, and your brain for memory ahead of time. **Late entries are equivalent to no entries at all.** You may, however, turn in your entries early by bringing them to class the
day before they are due. I will NOT accept entries on electronic mail or left in my office mailbox (regardless of whether they are early, on time, or late).

Class Notes: Every three weeks (approximately), on the dates shown below and in the schedule, you will need to turn in a typed up copy of your class notes. I expect to see a complete representation of what was discussed in class each day headed by its date. Here’s a schedule of when you will turn in your class notes and what days you will include in them:

- **September 15:** August 27, September 01, September 03, September 08, and September 10.
- **October 06:** September 15, September 17, September 22, September 24, and September 29.
- **November 03:** October 06, October 08, October 13, October 15, October 22, October 27, and October 29.
- **December 01:** November 03, November 05, November 10, November 12, November 17, and November 19.

The sets of notes will be worth 25, 25, 35, and 30 points respectively, for a combined total of **115 points**.

Final Research Paper/Project: The final paper must be on a topic related to the ones covered in class during the semester or on a topic that was not covered in class but that is still relevant to US Latino peoples and cultures. You are free to choose the topic, though you should “OK” it with me before researching it. Although you may use some of the books assigned in class as reference, your paper must include quotes from and references/citations to at least 5 scholarly works not assigned in class and information from primary sources such as the US Census Bureau, a reputedly polling organization, or a reputable survey research center. It must be a written, essay version of your presentation as described below (it can include powerpoint slides but only as an appendix). It must be between 8 and 12 pages long, have a title, an introduction, a conclusion, and the essay must be coherent and flow well. The paper will be worth **200 points**.

Final Research Presentation: During the last two weeks of class you and your classmates will be presenting the findings of your research paper in a “panel” format. This means that I will put together two or three of you with similar topics and you will each present your research to the class for 15-20 minutes. I will assign you to a group at some point during the semester. Also, although you are free to choose a topic discussed in class, you must expand on the topic (by bringing new information and new research), and not limit yourself to merely “reciting” what the assigned readings said, what I said during lecture, and/or what was discussed in class. Presentations will be worth a total of **100 points** of your final score based on the following criteria: Instructor’s evaluation of your research and contribution to the topic (50 points), peer evaluation (25 points), and attendance to all four days of presentations (25 points). Should you miss one day of the presentations, you will lose all attendance and peer evaluation points (a total of 50 points).

Note: During the scheduled Library Day you will get training from one of the librarians at the Terrell Library (Room 20E) as to how to search for and access scholarly articles in journals (secondary material), and how to search for and access relevant and reliable primary documents and information. That training will be invaluable for your research project and presentation, which will require you to make use of both primary and secondary material. In addition to the information the librarian provides for you, here are a few online sites that may be helpful as the semester develops and as you do your research:
For US Government data:
US Census Bureau
US Department of Education
US Department of Homeland Security
US Bureau of Labor Statistics

For Polling data:
Gallup Poll
Pew Research Center
Pew Hispanic Research Center

For Research data:
Pew Hispanic Research Center
Institute for Immigration Research (At George Mason University)
Immigration History Research Center and Archive (at University of Minnesota)

News articles from major newspapers (e.g., *The New York Times, USA Today, The Wall Street Journal*, etc.) are acceptable forms of secondary data, but they can only be used in addition to journal articles and books, not as substitutes. Finally, if you are unsure about whether a primary or secondary source is a reliable one, send me the link, and I will check it out for you.

**COURSE POLICIES:**

**Cellular Phones and other Communication/Electronic Devices:** Turn your cell phones and electronic devices off before coming to class (that includes laptop computers—even if your computer lacks an internet connection, and any other electronic device utilized to communicate with the world outside our classroom). Of course, the use of MP3 players, smart watches, tablets, and other gadgets used for entertainment and/or communication are also prohibited. So are earbuds and headphones of any kind—put them away before class starts. The world can survive without getting a hold of you for an hour and fifteen minutes. And you will also survive without knowing what’s going on outside the classroom for a few minutes. If, for a reason I cannot fathom at this point, you forget to neutralize your communication device, and it does go off during class, you will annoy the heck out of me, and will have the option of (1) turning it off immediately, or (2) handing it to me and letting me answer it. You will take full responsibility for what happens when/if you allow me to answer your phone. If your device goes off more than once during the semester, I will deduct points (at my discretion and without notifying you) from your attendance and participation points. I may also ask you to leave the classroom.

✔ If I catch you “texting” during class, in addition to taking points off, I will confiscate your device and will make you stand in front of the entire class to share with your classmates why you were texting, who you were texting, and the content of your message. You will also lose points for attendance and participation (see explanation above). Finally, under those circumstances, I reserve the right to keep your device in my office until one of two things happens: (1) you drop the class, or (2) the semester ends.

✔ But what if I want to take notes using my computer or tablet?—you may ask. Here is my standard answer: for over a century now, students have been able to take notes using a pad of paper and a pen or a pencil. This method has worked for generations of students, so it will work for you as well. Only students with permission from the Access Center are exempted from this rule.
Academic Etiquette Policy: Class will begin promptly at 10:35 am. Arriving late and leaving early is not tolerable. Do not attempt to carry on private conversations with other students during lectures or discussions. Finally, toleration for different points of view in class is essential to foster a respectful space for intellectual exchange. Thus, I expect all students to treat each other respectfully. Name calling and other forms of verbal harassment will not be tolerated and will result in either the student being asked to leave the class and/or in receiving penalty points at my discretion.

Disability Accommodation: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building, Room 217). All accommodations MUST be approved through the Access Center.

Campus safety plan/emergency information: In the interest of campus safety and emergency procedures, please become familiar with the information available on the following WSU-provided websites:

- http://safetyplan.wsu.edu (Campus Safety Plan);
- http://oem.wsu.edu/emergencies (Emergency Management Website); and

Academic Integrity Policy: In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, for submitting another person's work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own and claim you did. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, I would recommend that you read WSU's Academic Integrity Policy (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010—Definitions). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism, cheating or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of the Department of Critical Culture, Gender, and Race Studies. I will then alert the Office of Student Conduct, which may result in a conduct hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you.

About Grammar and Writing: You are in college, which means that at this point in your academic career, you must be able to communicate coherently and effectively. In order to do that, you must be able to demonstrate a certain level of technical ability in your writing. With that in mind, here are a few goofs that will make you lose points in the written work assigned for this class (i.e., Reading Summaries, Class Notes, and Final Paper):

- Calling authors by their first name. Always use their full name or their last name, and never their first name alone.
- Misuse of the following words:
  - affect/effect
  - dominate/dominant
  - for/four
  - its/it’s
- quite/quiet
- there/they’re/their
- then/than
- to/too/two
- weather/whether
- woman/women
- your/you’re

✓ Made up words like irregardless (it’s irrespective or regardless) or supposably (it’s supposedly); misspelled words like ethnicities (spelled ethnicities) or privilege (spelled privilege); and incongruent pairing of words like “should of” (it’s should’ve or should have).
✓ Each one of these offenses (or offenses like them) will make you lose 2 points every time they appear in your work.

In order to streamline grading, I have designed a key for corrections. I am including it here to let you know why you had points taken off. When I return your work after being graded, they will have codes instead of corrections, here is the key to decipher what I am telling you:

✓ Awk→Awkward sentence structure
✓ IH→Incomplete/inaccurate Heading (for reading reflections)
✓ SP→Spelled wrong
✓ Huh?→I have no idea what you are trying to say
✓ WW→Wrong word
✓ IS→Incomplete Sentence
✓ IT→Incomplete Thought
✓ InSt→Inaccurate statement/bogus fact/unsupported claim
✓ ISum→Incomplete Summary (for reading summaries)
✓ Ram→Rambling, beside the point, not relevant to point/topic/reading in question
✓ PS→2 points as specified in syllabus (goofs in previous check point)
✓ Grm→Grammar needs a lot of work.

**Bottom Line:** Mind your grammar, and write coherently and accurately.

**About Terminology:** In both your written and verbal engagement in this course it is NOT permissible to use the following term: Colored person/people/man/woman, etc.

✓ What about it? Things are colored. People are of color, or alternatively, African-American, Black, Latina/o, Asian-American, etc.
✓ Why? “Colored people” is an offensive, derogatory, archaic term that was meant to create a linguistic inferiority about, and maintain and reinforce social inequality in relation to non-Whites. It comes from a time in which non-White groups were seen as less than human, and thus, does not mean the same thing as people of color.

The use of this term in either your written work or classroom discussion will result in a loss of points in the specific written work in which it occurs, or your attendance and participation grade, respectively. The ONLY exception to the above policy is when you are referencing or citing an author, a film, a character, etc. who is using/discussing the term. In an instance like that, the quote should be properly referenced or cited to determine its origin.

**About Earning your Grade:** As you may have been able to gather from the detailed syllabus I have provided for you, I expect you to do your work as laid out here. The only thing you can do to
get a passing grade in the class is complete the work assigned in the syllabus well, on time, and without excuses. More specifically, in order to obtaining at least a C-, you need to do two fundamental things: (1) follow the syllabus, and (2) do the assigned work well. In order to do better (i.e., obtaining at least a B), you need to follow the syllabus and do the assigned work very well. And in order to receive an excellent grade in this class (i.e., at least an A-) you need to follow the syllabus and excel in your work. Thus, only a strict combination of industriousness and quality of work will guarantee your grade. What does this mean? I am basically warning you that the level of effort you put into the class, may not necessarily correspond to the quality of your work. That is, sometimes a person’s best effort grants him/her a C. I will, then, tolerate no drama at the end of the semester about how (1) you worked really hard in this class and therefore deserve a better grade; or (2) you “wanted an A in this class” and are actually getting a C - and can I do something to help you “improve your grade.” My standard response to the first point is that effort is not necessarily correlated to a “better grade,” and my response to the request embedded in the second point will always be: “sorry, but you had an entire semester to work on improving your grade” or “my responsibility as a professor is to educate you, not to help you earn a grade.” Thus, always bear in mind that the grade you obtain in this class will depend entirely on (1) having followed the syllabus to the letter, and equally important, (2) the quality of your work.

About the Syllabus and Unnecessary Questions: Everything that you need to know is laid out in this document pretty clearly. Therefore, if you send me an email asking a question that can be answered by reading the syllabus, I will send a reply simply saying: “syllabus.” And no, I will not tell you what page to look. It is your responsibility to read and become familiar with the syllabus.

About Electronic Correspondence: Speaking of emails, the college experience is meant to prepare you for the professional world. As such, you must begin practicing professional etiquette. That begins with learning how to address your interlocutor in an electronic message correctly. Thus, here are four choices of salutations you may use when you write an e-mail to me: “Dear Dr. Lugo;” “Dear Professor Lugo;” “Hello/Hi Dr. Lugo;” or “Hello/Hi Professor Lugo.” Note: Any messages sent to me without a salutation or with an improper salutation (such as “hey,” “yo,” or “hi” etc.) will be sent to the trash bin without a reply.

Last but Not Least (or the “How is that my problem” clause): I am a pretty busy person, and as a professor, my role in this class is to teach you about U.S. Latino/a cultures, and to generally prepare you for the professional world. I feel the need to warn you, then, that often times I will have a standard response to many of your requests or “conflicts.” The response will usually be a variation of: “How is that my problem?” For instance, if you tell me that your parents are going on a vacation to Cabo San Lucas during the week we are having final presentations, and they want you to come along (and already bought your tickets), I will ask you: How is that my problem? Similarly, if your best friend is getting married in California and you want to go to the wedding a day you are supposed to be handing in your class notes: How in the world is that my problem? Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him/her and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. It is your responsibility to conform to and abide by the schedule and the syllabus. But I will take this opportunity to say this: please consider that if you decide to bask under the Mexican sun, or eat wedding cake in “sunny California,” or go to Spokane during class time, the activity will come with a cost to your grade. It is ultimately up to you to make your own decisions, but decisions, even in college, have consequences attached to them. Keep that in mind.
### FALL 2015 SCHEDULE

☑️ Though I will try to remain as faithful as possible to this syllabus, I still reserve the right to make changes. These will be announced in advance.

☑️ This syllabus tells you the dates by which you need to have the material read.

#### Week 1
**TU AUG 25**  
First Day: Course Introduction

**THU AUG 27**  
Important Concepts

#### Week 2
**TU SEP 01**  
**Latino/a Demographics**
- 1. Statistical Portrait of Hispanics in the United States in [BB]
- 2. U.S. Census Depicts Latino Diversity pp. 513-515 in [MPLH]

**THU SEP 03**  
**The Borderlands at Two Historical Junctures**
- 3. US Conquest and Mexican American Communities pp. 34-45 in [MPLH]
- 4. Life in the Borderlands pp. 65-75 in [MPLH]
- 5. The Minuteman Project’s Spectacle of Surveillance pp. 132-151 in [TLT]

#### Week 3
**TU SEP 08**  
**The Mainland and the Caribbean at Two Historical Junctures**
- 6. 1898 pp. 96-119 in [MPLH]
- 7. Californians’ Loss of Land pp. 55-63 in [MPLH]

**THU SEP 10**  
**Citizenship I**
- 8. Defining Limited and Ambiguous Citizenship pp. 119-128 in [MPLH]
- 9. Luis Muñoz Rivera Criticizes “Inferior” Citizenship pp. 149-152 in [MPLH]
- 10. US Government Proposes Labor Recruitment p 175 in [MPLH]

**Film**  
*Vieques Paradise Lost*

#### Week 4
**TU SEP 15**  
**Citizenship II**
- 11. Youth and the Zoot Suit Riots in Los Angeles pp. 250-258 in [MPLH]
- 12. Puerto Rican Women and Migration pp. 258-267 in [MPLH]

**Clip**  
*American Me*

**Reminder**  
Class Notes due today

**THU SEP 17**  
**Immigration**
- 14. The Immigrant Marches pp. 152-173 in [TLT]

**Video**  
*Locking up Immigrants for Profit*
**Week 5**

**TU SEP 22**  
Cubans and the Fear of Communism

Read
15. The Cold War and Cuban Migration p. 310-315 in [MPLH]  
17. From Golden Exiles to “Bad Press” pp. 316-317 [MPLH]  
18. Cuban Immigration and the Persistence pp. 489-497 in [MPLH]

**THU SEP 24**  
The Chicano Movement

Read
19. I am Joaquin pp. 348-350 in [MPLH]  
20. First Chicano National Conference pp. 353-354 in [MPLH]  
21. Chicanas Assert a Revolution p. 357 in [MPLH]  
22. The Chicana Movement on College Campuses pp. 373-380 in [MPLH]  
Film: Chicano! Taking Back the Schools

**Week 6**

**TU SEP 29**  
The Puerto Rican Movement

Read
23. Puerto Rican Writer and Activist Jesus pp. 178-179 in [MPLH]  
24. The Young Lords pp. 355-356 in [MPLH]  
25. Puerto Rican Activist Esperanza Martell pp. 358-360 in [MPLH]  

**THU OCT 01**  
LIBRARY DAY

Note: Class meets (today only) on Terrell 20E

**Week 7**

**TU OCT 06**  
The Forging of Cuban American Communities

Read
27. Cuban Youth Promote Dialogue pp. 360-361 in [MPLH]  
29. Political and Economic Connections Shape pp. 128-135 in [MPLH]

Reminder  
Class Notes due today

**THU OCT 08**  
Dominican Communities

Read
30. US State Department Outlines Program pp. 390-392 in [MPLH]  
32. Building Local and Transnational Lives pp. 408-415 in [MPLH]  
33. Dominicans Settle in New York City pp. 392-394 in [MPLH]  
34. Dominicans Reshape Formerly pp. 423-430 in [MPLH]

**Week 8**

**TU OCT 13**  
Central Americans

Read
35. The 1980s pp. 431-432 in [MPLH]  
36. Associated Press Reveals Debate pp. 432-433 in [MPLH]  
37. Churches Launch Sanctuary Movement pp. 433-435 in [MPLH]  
39. Central American Wars pp. 446-455 in [MPLH]
40. Salvadorans Challenge the US Label pp. 455-460 in [MPLH]

THU OCT 15

**Citizenship and Belonging**

Read

41. Introduction pp. 1-18 in [LS]
42. Cultural Contradictions of Citizenship pp. 44-69 in [TLT]
43. U.S. Congress Declares U.S. Citizenship for pp. 155-156 in [MPLH]
44. *Life* Magazine Reveals Concerns with Puerto Ricans pp. 246-247 in [MPLH]
45. Mexicans’ Tenuous Citizenship pp. 223-229 in [MPLH]

Week 9

TU OCT 20

**Citizenship and Belonging II**

Read

46. Gay Cubans Challenge pp. 334-345 in [MPLH]
47. Ricky Martin Ain’t no Dixie Chick in [BB]
48. Pan Dulce pp. 515-523 in [MPLH]

THU OCT 22

**Comparing Circumstances**

Read

49. A Comparative Approach to Mexican and Puerto Rican pp. 267-274 in [MPLH]
50. Afro-Cubans and African Americans pp. 157-163 in [MPLH]
*Califronia Eagle* Blame Servicemen for Attacking pp. 240-242 in [MPLH]

Week 10

TU OCT 27

**Anti-Immigration Rhetoric I**

Read

51. The Latino Threat Narrative pp. 21-43 in [TLT]
52. California’s Proposition 187 pp. 464-465 in [MPLH]
53. Cuba Longs for a Little Boy pp. 466-467 in [MPLH]
54. Costa Rican Student Marie Nazareth Gonzalez pp. 468-469 in [MPLH]

Film

*Balseros*

THU OCT 29

**Anti-Immigration Rhetoric II**

Read

55. Latina Sexuality, Reproduction, and Fertility pp. 70-95 in [TLT]
56. Latina Fertility and Reproduction pp. 96-110 in [TLT]

Week 11

TU NOV 03

**Anti-Immigrant Rhetoric III**

Read

57. Congress Debates the DREAM Act pp. 474-475 in [MPLH]
58. Arizona Enacts Immigration Restriction pp. 475-478 in [MPLH]

Video

*Obama’s Dreamers Long for Immigration Reform*

Video

*Obama’s Immigration Speech* (November 2014)

Reminder

Class Notes due today

THU NOV 05

**Latinos in the Heartland**

Read

60. A Court Interpreter Reflects on the Arrests pp. 469-472 in [MPLH]
61. Latino Urbanism Revisited in [BB]
<table>
<thead>
<tr>
<th>Week 12</th>
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<tbody>
<tr>
<td>TU NOV 10</td>
<td><strong>Inclusion through Consumerism and the Latino Middle Class</strong></td>
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<tr>
<td>Read</td>
<td>62. Here comes the Latino Middle Class (pp. 25-45) in [LS]</td>
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<tr>
<td>Video</td>
<td>63. The Hispanic Consumer (pp. 71-94) in [LS]</td>
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<tr>
<td>Video</td>
<td><em>Ford’s Bold Moves Commercial</em></td>
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<td>Video</td>
<td><em>Toyota’s Superbowl Commercial Camry Hybrid</em></td>
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<tr>
<td>THU NOV 12</td>
<td><strong>Latinos and Inclusion through Popular Culture</strong></td>
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<tr>
<td>Read</td>
<td>64. The Fractures that Unite Us [BB]</td>
</tr>
<tr>
<td>Film</td>
<td>65. Colombian Performer Shakira pp. 509-510 in [MPLH]</td>
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<tr>
<td>Film</td>
<td><em>Latinos Beyond Reel</em></td>
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<tr>
<th>Week 13</th>
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<tbody>
<tr>
<td>TU NOV 17</td>
<td><strong>Constructions of Latinidad</strong></td>
</tr>
<tr>
<td>Read</td>
<td>66. Latinos: The New Republicans pp. 46-70 in [LS]</td>
</tr>
<tr>
<td>Read</td>
<td>67. Journalists Describe Generation X Latinos pp. 503-506 in [MPLH]</td>
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<tr>
<td>Read</td>
<td>68. Confronting Diversity and Latinidad pp. 19-25 in [MPLH]</td>
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<tr>
<td>THU NOV 19</td>
<td><strong>Pan Latinidad</strong></td>
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<tr>
<td>Read</td>
<td>69. Chicago Newspaper calls for Pan-Latino p. 181 in [MPLH]</td>
</tr>
<tr>
<td>Read</td>
<td>70. March on Washington for Immigrant Rights pp. 502-503 in [MPLH]</td>
</tr>
<tr>
<td>Read</td>
<td>71. Becoming Mexican in Chicago through Transnational pp. 204-212 in [MPLH]</td>
</tr>
<tr>
<td>Read</td>
<td>72. Epilogue pp. 177-186 in [TLT]</td>
</tr>
<tr>
<td>Read</td>
<td>73. Conclusion pp. 161-172 in [LS]</td>
</tr>
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| TU NOV 24 | **Thanksgiving Break**  |
| THU NOV 26 | **Thanksgiving Break**  |

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<tr>
<th>Week 14</th>
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<tr>
<td>TU DEC 01</td>
<td><strong>GROUP PRESENTATIONS (1 AND 2)</strong></td>
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<tr>
<td>Reminder</td>
<td>Class Notes due today</td>
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<tr>
<td>THU DEC 03</td>
<td><strong>GROUP PRESENTATIONS (3 AND 4)</strong></td>
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<th>Week 15</th>
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<tr>
<td>TU DEC 08</td>
<td><strong>GROUP PRESENTATIONS (5 AND 6)</strong></td>
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<tr>
<td>THU DEC 10</td>
<td><strong>GROUP PRESENTATIONS (7 AND 8)</strong></td>
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<tr>
<td>Reminder</td>
<td>Final Paper due today</td>
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</table>
KEEP TRACK OF YOUR CLASS GRADE POINTS BELOW

READING SUMMARIES (435 PTS)
#1 _________ #7 _________
#2 _________ #8 _________
#3 _________ #9 _________
#4 _________ #10 _________
#5 _________ #11 _________
#6 _________ #12 _________
#13 _______ 11

Total for Reading Summaries

IN-CLASS NOTES (115 PTS)
#1 _________
#2 _________
#3 _________
#4 _________

Total for Notes

FINAL PAPER (200 PTS)

FINAL PRESENTATION (100 PTS)

ATTENDANCE (150 PTS)

Total points accumulated

FINAL GRADING SCALE

A  950 points and above
A- 900-949  (90-94%)
B+ 870-899  (87-89%)
B  840-869  (84-86%)
B- 800-839  (80-83%)
C+ 770-799  (77-79%)
C  740-769  (74-76%)
C- 700-739  (70-73%)
D+ 670-699  (67-69%)
D  600-669  (60-63%)
F  599 and below