This course examines several central themes and issues that have shaped the experiences of Latina/o populations in the U.S. The main areas of inquiry that this course will address include: the history of ethnic labels; the formation of transnational communities and identities; the politics of language and bilingualism; race, class, and ethnicity; gender and sexuality; political and social movements; geographic space and localities; media and popular culture; and religion and faith. The main goal of this course is to urge students to think critically and understand the conceptual, political, and historical issues that are part of the multiple Latina/o experiences in the U.S. The course requires that students engage in a critical examination of a wide selection of shorter readings, ranging from anthropological and historical texts to short stories, films, and fictional works, in an effort to place the experience of diverse Latino populations in the social, political, historical, and interdisciplinary perspectives.

Because this class is small, it will be conducted in a seminar format focusing on a detailed discussion of the required texts and questions provided in the syllabus. This format will allow students to think critically about the diverse issues presented by the lecture and readings. However, supplemental lectures will provide necessary background as needed. Your preparedness and engagement with the readings in thoughtful, meaningful ways will be indispensable for the success of this class.

Required Texts:

COURSE OBJECTIVES
As a first year seminar, this course serves a dual purpose on the one hand, to gain knowledge into a particular subject matter and on the other, to become better thinkers, researchers, and writers. Thus, our course objectives include both content specific and analytical thinking/writing goals.

By the end of this course, students will be able to:
• Produce polished written compositions that have an original perspective, clear argument, supporting evidence, and proper citations.
• Offer constructive feedback on the writing of their peers
• Critically read, annotate, and discuss various types of scholarly texts
• Become familiar with various topics critical to the discipline of Latino Studies such as identity, immigration, reproduction, popular culture, and family.
• Identify the vital issues affecting Latinos, such as immigration, citizenship, education, bilingualism, and racism/discrimination.
• Critically assess the presence and impact of Latinos on U.S. economy, society, and culture and the place of Latinos in the contemporary U.S. public sphere.

COURSE REQUIREMENTS AND GRADING
**Attendance/Participation**
Students are expected to come to class prepared to discuss and participate in class activities, discussions, and assignments. We are a very small group and so it is critical that you come prepared for class, having completed the readings and ready to engage in class discussions.

I will take attendance at each class meeting. Attendance will count as part of your participation grade therefore, after 3 absences, your participation grade will decrease by one whole letter grade, and thereafter decrease another whole letter for another set of 3 days’ absence, and so forth.

**Peer Feedback**
At various points in the semester you will participate in peer-editing exercises. Each student will be responsible for providing written feedback on other student’s drafts.

**Short Essays**
Students will be expected to submit two (2) short essays 3-5 pages. In these essays you will have the chance to apply your acquired knowledge of course material and perspective to a contemporary social or political issue of relevance to Latino lives and/or experience in the U.S. You will have an opportunity to workshop your ideas and papers in class. There will be opportunities for revising/rewriting each of these essays.

**Response Papers & Discussion Questions**
Starting the third week of classes, students will be asked to submit one set of (300-500 word) responses to the assigned readings, per week (you choose which day’s readings you wish to respond to). Please note that reaction papers must be turned in by 9 p.m. the evening before class meets via the Blackboard system. These papers should not be summaries of the assigned readings, but instead a critical response that demonstrates that you have read and thought about the material.

On the days you don’t submit a response paper, you must submit a set of three (3) extended questions that show engagement with the readings. These questions will form the basis for class discussion. Thus, we are not seeking yes/no response questions. Nor do we want to ask questions with obvious answers. Rather we want to engage the author’s methods, analysis, and conclusions in a thoughtful manner.

**Research Paper**
In order to allow each student to develop and/or extend own interests, students will also be asked to write a 8-10 page research paper, double spaced, on a topic or theme drawn from the issues covered in the course. You may for example choose to write about media representations of Latinas/os; the relationship between globalizing forces and growing anti-immigrant sentiment; Latina/o social movements, etc. Your paper must use sources outside of those used in class. The paper will be due the last day of finals, submitted via the Blackboard system.

We will spend time in class developing this paper through particular building exercises.

**GRADING:**
Grades will be distributed as follows:
- Participation: 15%
- Response Papers: 15%
- Essay One: 10%
- Essay Two: 10%
- Annotated Bibliography: 10%
- Introduction: 5%
- Final Paper: 35%

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100%

**COURSE POLICIES AND PROCEDURES:**
Syllabus
The syllabus is subject to revision. The readings and films may be subject to change throughout the semester in order to best meet the needs of the subject matter and the class.

Participation in Writing Workshop
Students enrolled in this class are encouraged to take advantage of the Writing Workshop. Located in Cowles Library, Room 47 (lower level), the Workshop provides writing assistance for Drake students from well-trained peer writing tutors.

The Writing Workshop, provides invaluable resources to help you with all facets of writing. Trained undergraduate tutors work with students in all phases of the composing process, from brainstorming and planning, structuring and researching, to revising and polishing. For tutorial sessions with a peer tutor, students should schedule an appointment on the Workshop’s website at http://artscl.drake.edu/writersworkshop/wwshop.html, or drop by in person.

Academic Integrity and Statement on Plagiarism
Students must abide by the rules for academic integrity set forth by the College of Arts and Sciences. You should familiarize yourself with Drake’s Academic Dishonesty Policy Statement regarding honesty in completing all course examinations, papers, and exercises (see online sources: http://www.drake.edu/dos/handbook/academic/). This Principle commits each of us to individual responsibility and fairness in all course work; and prohibits cheating on exams, fabricating research, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, engaging in computing abuses and forging signatures. In particular, cheating, plagiarism, or academic dishonesty of any sort will be met with severe sanctions. Cheating on exams will result in an automatic “failure” for the specific assignment. A student with repeated violations will “Fail” the course.

Plagiarism will result in a similar outcome. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the sources. REGARDLESS OF INTENT, the failure to provide proper acknowledgment of your use of another's work constitutes plagiarism.

Plagiarism includes:
• using someone else’s words or ideas without proper documentation;
• copying some portion of your text from another source without proper acknowledgement of indebtedness;
• borrowing another person’s specific ideas without documenting the source;
• having someone else correct or revise your work (not as in getting feedback from a writing group or individual, where you make the changes suggested by others);
• turning in a paper written by someone else, an essay “service,” or from a online site (including reproductions of such essays or papers).

Late Submissions
Assignments are expected on the indicated “due date” and by the beginning of that day's class session (unless otherwise stated). Requests for changes in a submission deadlines or make-up exercises should be made well in advance of the due date. Unless previous arrangements have been made with me, late work will be penalized by ½ a letter grade per day late.

Religious Observances
Some students may wish to take part in religious observances that occur during the term. If you have a religious observance that conflict with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Note for Students with Disabilities
Students with learning or other disabilities as well as chronic health conditions that may disrupt your studies are encouraged to meet with the professor during the first two weeks of the term to discuss any academic assistance or accommodations you may require. All discussions will remain confidential. You will also need to be in touch with Michelle Laughlin (michelle.laughlin@drake.edu) in Student Disability Services to discuss any special accommodations you might need so that we can create a learning environment that ensures your success.

**Student Services**
The Coordinator for Sexual Violence Response and Healthy Relationship Promotion’s primary role is to act as a resource for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, gender-based discrimination, and stalking and will advocate on behalf of the student victim’s requests if services are voluntarily initiated. The coordinator can explain how to initiate a complaint within the university and through criminal/civil processes, assist with referrals to a confidential crisis advocate and/or counselor and appropriate medical or legal professionals. The coordinator must report “known” student campus assaults to the Dean of Students and/or Title IX Coordinator, but the complainant still has rights to participate or withdraw from the university process. Other services include providing crisis intervention (safety plan, crisis counseling, rights information), and assistance in academic and housing accommodations as needed. To contact the coordinator, Alysa Mozak, call 515-271-4141 or email alysa.mozak@drake.edu. The Violence Intervention Partner (V.I.P.) program through this office provides peer-based 24/7 confidential advocacy services. To access a V.I.P. advocate call or text 515-512-2972. For more information about these services visit www.drake.edu/sexual-assault/

**Contacting me & e-mail etiquette**
I am happy to speak with you during my office hours, or by appt. if my office hours conflict with your schedule. I am also available to you over e-mail within reason. For example, I cannot read entire drafts of your essays for you over e-mail. What I can do is schedule meetings with you to go over your written work. Please give me 24 hours to reply to your messages before e-mailing me again with a reminder.

**Cell phones, Laptops, PDAs, iPods, & MP3s** - The use of these and other electronic communication devices and/or software (i.e. text messaging) are prohibited during class sessions. I discourage the use of laptops in the classrooms since they can be distracting to both the professor and other students.
Latin@s in the United States-Schedule
(subject to change)

Part 1: “Latino”, “Hispanic”, “Spanish”: The complexity of labels and What/Who we are
This week’s lectures and readings will consider Latino demographic trends, census profiles, and Latino labels. We will engage current debates surrounding label identifications and explore the diversity of Latina/o identifications as we critically examine how labels impact individual identities and social relations.

Tuesday, 9/1-Introductions
• “Hispanic Americans: One or Many Cultures?”

Thursday, 9/3 What’s up with the labels?
• Shorris, “Welcome to the Old World”
• Oboler, “Hispanics? That’s What They Call Us”
• Haney Lopez, “Chance, Context, and Choice in the Social Construction of Race”
  o Assignment: A you read each of these articles identify the author’s main argument; their proof; your assessment based on strength of argument NOT your opinion.

Tuesday, 9/8 Do Latinos share anything in common? What are the bridges between them?
• Espinoza, “Latino/a Identity and Multi-Identity: Community and Culture”
• Hernandez-Truyol, “Building Bridges: Latinas and Latinos at the Crossroads”
• Stavans, “Life in the Hyphen”
  o Assignment: A you read each of these articles identify the author’s main argument; their proof; your assessment based on strength of argument NOT your opinion.

Thursday, 9/10 Is Latino a race? Should Latinos be a special class on the Census?
• Oquendo, “Re-Imagining the Latino/a Race”
• Rodriguez, “The Question of Race”
• Mendoza, “Gateway to Whiteness”

Part 2: Latino Roots: Historical Origins and Trajectories
How has (neo)colonialism shaped different national experiences among Latinos? When and how did we become Latinos? Was it through invitation? Conquest? Annexation? Immigration? What has been the experience of reception? What are the some of the main differences between Mexican, Central American, and Caribbean migrants living in the U.S. in terms of reception, racial identities/formations, educational and occupational success? What accounts for differential treatment of Cuban populations

Tuesday, 9/15 Are Latinos an internal colony?
• Acuña, “Occupied America”
• Feagin, “The first U.S. Latinos”
• Perea, “Tracing the Trajectories of Conquest”

Thursday, 9/17 Differential Trajectories: Immigrants vs. Exiles
• Carrasco, “Latinos in the U.S.”
• Grenier, “The Cuban American Exile Ideology”
• Daniels, “Puerto Rico and the Federal Government”
Tuesday, 9/22 Harvest of Empire
• In class video
  • Essay One Assignment handed out in class

Thursday, 9/24 Ambivalent Reception
• Acuña, “Greasers Go Home”
• Cornelius, “Ambivalent Reception”
• Johnson, “No Poor Need Apply”

Tuesday, 9/29 First Essay Due in Class
• Writing Workshop
  o Revised essay due October 6

Thursday, October 1

Tuesday, October 6
• Revised, First Essay Due

Thursday, October 8

Tuesday, October 13
• Essay #2 Assigned

Thursday, October 15

Tuesday, October 20
• Essay # Due in class
  o Peer review

Thursday, October 22

Tuesday, October 27
• Revised Essay #2 Due

Thursday, October 29 Peer Review

Tuesday, November 3

Thursday, November 5
• Research Paper Proposal Due in Class
Tuesday, November 10

Thursday, November 12
• Annotated Bibliography with six academic (journal) sources Due in class

Tuesday, November 17

Thursday, November 19
• Introduction with thesis statement due in class

Tuesday, November 24

Thursday, November 26

Tuesday, December 1

Thursday, December 3
  • Rough Draft Due in Class

Tuesday, December 8       Last Day of Class
  • In-class presentations/celebration