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The Hispanic Urban Child

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Hybrid Hispanic Urban Child, Spring, 2020 LALS 131 (65819)
 Office hours: Tuesday 12:30-2:00, Thursday 12:30-2:00, by appt.
 Class Meets: Tuesday 6/110, 11:00-12:15 online Thursday
 E-mail: Hispanicurbanchild@gmail.com

COURSE DESCRIPTION: This course examines the social, historical and cultural roots and life experiences of Latinx community in urban America. It focuses on Latinx families and youth in global cities. The course situates the Latinx diaspora in the United States within a colonial/transnational and global context. In this course we also position Latino communities in the U.S. and discuss “growing up Latinx” within the changing economy of the U.S.A and the impact it has had on the job market, recessions, the organization of the family, gender roles and cultural capital. We explore the role that racial classification and racism in the Spanish speaking Caribbean and in the U.S. play in the emergence of a Latino identity.

The family is the strongest institutions in Latinx culture. This course explores how the Latinx family is changing, settlement patterns in the U.S., the fit between Latinx and the job market, cultural strategies of survival such as reciprocity system, which includes cultural strategies such as children by rearing, the godparent system, religion, and other forms of cultural capital.

Latinx in the United States have a high rate of high school attrition. This course compares the educational status of different Latinx communities in the United States and non-Hispanics and critically reviews educational theories, arguments, and explanations about why some groups are more socially successful than others. In this context we consider explanations about the culture of poverty, intelligence, and I.Q. testing, and review the history of scientific racism and eugenics in the U.S.

In addition, we will explore the impact of new trends among the largest minority group in this country and their impact in the arts--literature, music, film, theater, television; the academy, business and commerce and national electoral politics, on Latinx children and youth. Importantly, issues of gender, race, class, culture, language use, transnational migration and citizenship as variants among Latinos will be interwoven throughout course readings and discussion.

Taking a Hybrid Course:

Taking a hybrid course requires independent work, discipline, and careful planning.

Hybrid Classes only meet once a week. In this the case of this class, we meet on Tuesday and you work on your own on Thursday.

Because this is a hybrid course, it is essential that each student taking this course have access to a lap or desk top computer. If you are taking this course it is highly advisable that you own your own computer because you need to check in on black board at least once a day for announcements, updates, discussion forums, and other activities. If you do not own your own computer and/or do not have easy access to one, it is not advisable that you take this course. See me after class and I will try and help you find another course.

Create a backup plan:

It is also good to have a backup plan in case your computer crashes or you have some other unforeseen problem during the semester. I do not accept technical excuses for not getting your work done on time since it is your responsibility to come up with a backup plan early in the semester.

E-mail Address:

On the first day of class check your e-mail address on blackboard in order to make sure your CUNY e-mail is listed correctly. You will find the course e-mail serve list under tools in blackboard. If you are not listed or the e-mail is incorrect go to black board page; on the left you will see update e-mail. Click on that and add or correct your e-mail. For further assistance contact the help desk at 1-212-650-7878. The help desk is located on the first floor of NAC. The help desk is located on the first floor of NAC. In addition for technical help with blackboard see the announcement file on blackboard.

Deadline for Assignments:

All assignments are due by 11:59 of the designated date. *If you submit your assignment one minute after 11:59 pm, Blackboard will automatically reject it. I accept late assignments but you are penalized 3% of your grade for each day you are late.*

I Only Accept Assignments on Blackboard:

I only accept assignments on Blackboard. Please, do not send them to me on Gmail or CUNY e-mail.

E-mail:

I created an e-mail exclusively for this class. If you write to me at my CUNY e-mail address it may be a while before I see it. I check this e-mail once a day. Please e-mail me only at hispanicurbanchild@gmail.com.

Recording Class Lectures is not permitted unless you have my permission. You must ask for permission and be granted permission before recording any of the lectures.

Please Do Not Ask Me For the Class Notes: At the beginning of the semester I want everyone to exchange e-mail addresses so that if you are absent or late you can ask that student for a copy of their notes. Keep in mind that you are responsible for all the materials covered in class even if you are absent.

Class Policy on Cell Phones and Computers:

- All cell phones and computers must be put away and turned off during class time.
- Add a blank page or two and take hand notes in the printed copy of the assignment you will bring to class on a weekly basis.
- Turn off and put away cell phones and computer
- Regular attendance and Punctuality is required
- Three absences will automatically lower your grade to a lower level. I assume everyone is going to earn an A, for example, if you are absent 2 times and/or are late for class 2 times or more without explaining your absences and/or lateness to me, your grade will be lowered to a B, etc.

SUMMARY OF COURSE REQUIREMENTS:

Running Weighted Average of Attendance (10.00%), Quizzes (60.00%), Essay: Family Cultural Capital (10.00%), Rewrite, Family Cultural Capital which consist of Thesis & Annotated (20.00%).

Graded Assignments: Your class assignments should reflect critical thinking; review the document entitled “Tips for Study, Reflection and Sharing with others” and the following guide: <http://www.criticalreading.com/index.html> Writing must follow rules of grammar, spelling, and punctuation and formatting.

Informed Class Participation: I define class participation as an active contribution to class discussion. This includes familiarity with the assigned readings, submitting assignments on time, keeping up with the online discussions, watching the assigned films, taking notes, and participating in classroom discussions in an informed way.

Online Quizzes:

There are six quizzes in this class. Each quiz has approximately 10 multiple choice and true or false questions. You take the quizzes at home on Blackboard and you may consult with your notes and readings. You have 60 minutes to complete each test. You have eight days in which to take each test. Please pay close attention to the deadline of each test since Blackboard closes each test at 11:59 pm and not a minute later.

Taking the Tests on your Cell Phone and I-Pad Devices:

If you are going to take the test on your cell phone or I-pad device first download the free Blackboard application. If you do not download this application your device Blackboard will eject you while you are taking the test.

Online Calendar for Quizzes and Assignments. Please study this calendar and make sure you are clear about deadlines. **If you miss a deadline for a test you cannot take it again.**

Guidelines for Essay, Length of Paper: Two Pages:

Write the paper in the first person. Start by describing your family background. Tell me whatever you like about your family but please make sure to answer the following questions: Where they were born or what country they migrated from. Where were your parents and grandparents born? How many brothers and sisters did your parents and grandparents have? If they migrated--how old were they when they migrated? Why did they migrate? Describe their migration trajectory.

What kind of family organization did you grow up in, e.g. male-female household, divorced household, extended household, female-headed household or male headed household? What is the educational background of your parents' and grandparents'? What kind of work do your parents do? What kind of work do your grandparents do? If they are retired tell me what they did. Do your parents and grandparents feel they had a strong family/community support system when they were growing up? What did they think were important characteristics to succeed?

Where did you grow up? How many siblings do you have and what are they doing with their lives? Where is your place in the birth order? From your perspective how successful are they? Did you have any trouble developing an ethnic identity when you were younger? Do you feel you have a strong support system? If so who does it consists of? What kind of school did you go to: Private, Public, or Catholic school? What are your career aspirations? Did you have good role models? Which themes or articles in the class resonated with you the most?

Attendance: Students are required to attend classes, arrive on time, and leave at the end of the class period. I only take attendance at the beginning of the class. If you arrive late, it is your responsibility to let me know that you are present after the class is over; otherwise, you will be marked absent. If within the week you do not let me know that you were marked absent when you were there, I cannot change my attendance record. I do this to avoid students telling me at the end of the semester that they were present when I marked them absent.

If you need to leave early, please let me know before the class begins. How your attendance affects your grade: When final scores for the course fall between two grades (as they often do), if the student does not have more than 2 absences or has not arrive late to class more than two times (or leave early more than twice), I give the student the higher grade. If you are absent more than twice, your grade will automatically go down an entire grade unless you have spoken to me earlier.

TEXTBOOKS AND READING MATERIALS FOR THIS CLASS ARE FREE OF CHARGE:

All of the Readings for this class are Provided in Black board in the Readings File free of charge. You will find all the articles and chapter for this class on blackboard.

PLEASE READ THE FOLLOWING SECTION VERY CAREFULLY

The required readings for this course are articles and chapters from a variety of academic sources. Most of the readings are from the City College's online library.

Recommendation: I highly recommend that you print out all of the reading materials in the beginning of the semester as well as the test schedule and other assignments. This will enable you to underline and take notes in the margins and if anything happens to your computer during the semester you will have a hard copy. Computer trouble occurs more often than you think!! It is also a good way to take notes and use the material when you are taking the tests.

Recommendation: I highly recommend that you print and keep in a notebook the test and other assignment schedules.

THE INSTRUCTOR'S RECOMMENDATION IS THAT YOU ACCESS, SECURE AND ORGANIZE COURSE MATERIALS AT YOUR EARLIEST OPPORTUNITY.

Learning Outcomes: Students who successfully complete this course will:

- Demonstrate familiarity with the main issues, themes, and debates concerning the educational status, changing gender roles and family life of Latinx in the United States.
- Gain insight into the complex economic, cultural, racial, and gender dynamics of Latinx who migrated to the United States from the 1950s onward.
- Gain greater fluency and confidence in writing research papers.
- Develop fluency in writing a thesis statement and an annotated bibliography.
- Develop critical thinking and reading skills.
- Develop the ability to meet deadlines.
- Participate Actively and in an informed way in the Classroom.

Please note that the readings are due on the day they are listed. All of the Readings are in Blackboard in the Reading link.

Week 1: January 28 (Class meets on Tuesday, online work on Thursday)

Review Blackboard

Cultural & Social Capital

Week 2: February 4

02/04—"Why Are People Using the Term Latinx?" and "*Latino Si, Hispanic No.*"

02/04—Reference Book on Latinx Children in North America: "*America's Hispanic Children: Gaining Ground, Looking Forward*"; this is an online book located in Black Board).

Week 3: February 11

Overview of Hispanic Children: the Cultural Strengths of U.S Latinx Families

02/11—"The Cultural Strengths of Latino Families."

02/11—"The Protective Role of Social Capital and Cultural Norms in Latino Communities: A Study of Adolescent Births."

02/10—Due on Blackboard Essay Assignment: The Cultural Strengths of the Family

02/10—Assignment Due on Bb—Write an essay on the individual, familial, and social forces that have helped you go to college and to be a successful student. Length: Two typed pages. Guideline questions for writing the essay are found on page three of the syllabus. **Please do not submit a question and answer essay.** See short essay file on Bb for further instructions.

9/10— Please download your assignment on Black board by 11:59 pm. Please bring in a hard copy to class.

Week 4: February 18

02/18— *Hispanics and the Future of America*, read chapter 5, and "Hispanic Families in the US: Family Structure and Process in an Era of Family Change"

02/18 "Toxic Parents, Super Moms, & Absent Fathers"

02/24—Quiz 1 due on Bb (opens 02/19 at 11:59 pm—closes 02/24 by 11:59 pm)

Immigration & Latinx Communities in New York

Puerto Ricans in New York

Week 5: February 25

02/25— The Political-Economic Context-Clara Rodriguez

02/25— *Gender Awareness Across-Generations*

Latinx Experiences in the United States

Week 6: March 3

03/03— Settling in New York

03/02— Quiz 2 due on Bb (opens 02/24—03/02 by 11:59 pm)

Dominicans in New York

Week 7: March 10

03/10—Dominicans in New York: Continuity & Change

03/10 Educational Dynamics

Education: A Critical Analysis of *Deprivation Theories*

The Educational Experiences of Latinos/as in the United States

Week 8: March 17

03/17— Multiple Intelligence

03/17— Film: Stand & Deliver (Discussions)

Week 9: March 24

03/24 — *I like Making My Mind Work*

03/24— *Oye! Do you Understand?*

03/24—Due on Blackboard, Rewrite of Essay on Family Cultural Capital

Genetic Reductionism

Class & Cultural Biases in Intelligence Testing

Week 10: March 31

03/31— IQ & Heredity: Historical & Critical Remarks

04/06—Quiz 3 due on Bb (opens on 03/25 and closes on 04/06 by 11:59 pm)

Education, Socialization, & the ‘Culture of Poverty’

Social Science Deprivation Theories, Cultural Reductionism

Week 11: April 7 (Classes Follow a Wednesday Schedule)

04/07— Education, Socialization, and the ‘Culture of Poverty’

04/07—Review Education, Socialization, and the ‘Culture of Poverty.’

Genetic Reductionism

Social Science Deprivation Theories, Genetic Reductionism

Week 11: April 14 (Spring Break)

04/14— Variations, Combinations, and Evolutions...

Race, Ethnicity, and Identity

Week 12: April 21

Education, Socialization, and the ‘Culture of Poverty.’

04/21—Variations, Combinations, and Evolutions

04/27— Quiz # 4 due on Bb (opens on 04/20 and closes on 04/27 by 11:59 pm)

Week 13: April 28

04/28—Quisqueya on the Hudson

05/04 Quiz # 5 due on Bb (opens on 04/27 and closes on 05/04 by 11:59 pm)

Week 14: May 5

05/05— **The Rainbow People**

05/05—Does Color Matter to Us?

Week 15: May 12

05/12— Race & Search for Identity

05/12—*Why Understanding Colorism Within the Latino Community Is So Important*

05/20—Quiz # 6 due on Bb (opens on 05/13and closes on 05/20 by 11:59 pm)

05/22—Due Final Paper