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Latinxs/Hispanics in the US

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Latin American and Latino Studies Program

LALS 12600

Latinxs/Hispanics in the US



Summer 2020

Session One: June 1 – June 25

Fully Online

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COURSE DESCRIPTION:

This course studies the varied experiences of Latinxs/Hispanics in the United States. The course seeks to explore the socioeconomic and political origins of migration and the impact that U.S. society has had on Latinx communities in areas of housing, employment, education, family structure, social mobility, and community development. Through readings, assignments, films, and discussions, students will become familiar with the various representative nationalities such as Mexicans, Salvadorians, Cubans, Panamanians, Colombians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinx communities at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinxs and immigration, assimilation, sexuality, and politics.

As a Fully Online course, we meet asynchronously, virtually on the Blackboard learning platform.

COURSE LEARNING OUTCOMES:

Students will be able to:

Achieved by:

Identify and describe Latinxs according to variables such as nationality, ethnicity and race as well as geographical location and other major demographic characteristics	Using data from the US Census (e.g., maps, pie charts and tables), students will be able to follow the evolution of Latinx demographics through several decades until the present.
Locate the specificities of Latinx cultures in the context of US society	Readings and audio-visuals will familiarize students with what is distinct about Latinxs.

Explain developments and trends experienced by Latinxs through historical periods until the present (migrations, settlements, social mobility)	Projects will require students to create narratives that describe and explain aspects of the Latinx presence, evolution and contributions to American society. This they will be able to do on separate occasions throughout the semester by dealing with one or two such aspects at any given time, whether it is migration, occupational structure, gender dynamics, or political participation
Apply concepts and make use of historical background to analyze in depth either a contemporary Latinx-related issue or the history of Latinxs in a specific state	By writing on specific topics in depth students will show how the part reflects the whole. They will bring to bear on a particular issue all concepts, data and analytical tools applicable to the case

General Education Goals that will be covered and assessed in this course:

Communication Skills	Students will write and read critically and effectively. From discussion board participation to critical film reviews, students will hone their communication skills
Social and Behavioral Sciences Historical Approaches	Students will understand and apply the concepts and methods of the social sciences and history. Through the study of texts and audiovisuals, students will get familiarized with historical contents as well as sociological, economic, anthropological concepts.

REQUIRED TEXTS AND READINGS:

Book

The New Latino Studies Reader: A Twenty-First-Century Perspective

by Ramon A. Gutierrez and Tomas Almaguer – ISBN: 9780520284845

PDF files of each chapter can be found on Blackboard

Additional articles/chapters will be available on Blackboard.

Recommended texts:

- Gonzalez, Juan. 2011. Harvest of Empire: A History of Latinos in America.
- Portes, Alejandro and Alex Stepick. 1994. City on the Edge: Transformation of Miami.
- Suarez, Ray. 2013. Latino Americas: The 500-Year Legacy that Shaped a Nation.
- Mohr, Nicholasa. 2000. El Bronx Remembered.
- Rice-Gonzalez, Charles. 2011. Chulito: A Novel.
- Davila, Arlene. 2011. Latinos, Inc.: The Marketing and Making of a People.
- Davila, Arlene. 2008. Latino Spin: Public Image and the Whitewashing of Race.
- Beltran, Christina. 2010. The Trouble with Unity: Latino Politics, Creation of Identity.
- Ricourt, Milagros and R. Danta. 2002. Hispanas de Queens: Latino Panethnicity in NYC.
- Chavez, Leo. 2013. The Latino Threat: Constructing Immigrants, Citizens, Nation.
- Shorris, Earl. 2012. Latinos: A Biography of the People.

Data sources and research centers

<http://www.nps.gov/history/heritageinitiatives/latino/>

<http://pewhispanic.org/>
<http://latinostudies.nd.edu/>
<http://afrolatinoproject.org/>
<http://centropr.hunter.cuny.edu/>
<https://www.cuny.cuny.edu/dsi>
<https://cri.fiu.edu/>
<http://www.nypl.org/locations/schomburg>
<http://www.chicano.ucla.edu/library>
<http://iuplr.uic.edu/>

STUDENTS NEEDING ACCESSIBILITY SERVICES:

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the AccessAbility Center (AAC). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the AAC, which is located in NAC 1/218. It is the student's responsibility to initiate contact with the AAC and to follow the established procedures for having the accommodation notice sent to the instructor.

POLICY ON ACADEMIC INTEGRITY:

Be advised that academic dishonesty, which includes plagiarism and cheating, is prohibited and is punishable by penalties including failing grades, suspension or expulsion. For further information, refer to the "CUNY Policy on Academic Integrity."

<http://www1.cuny.cuny.edu/facultystaff/provost/upload/Academic-Integrity-Policy.pdf>

REQUIREMENTS/ASSIGNMENTS:

Weekly Writing Assignments (50%): These are completed in the Discussion Board section of our site. One of the primary reasons for using discussion boards is to build a community of learners. This tool allows you to become part of a vibrant learning community, rather than just some independent learner completing & submitting assignments with no real peer interaction. There are two parts to complete daily.

Part One: For these, you are asked to reflect on and address the various questions/concerns/theories derived from the text. Each response should accomplish more than simply summarizing the respective text's contents. Instead, it should also succinctly interpret its significance within the context of the course's broader themes. Be sure to keep in mind the weekly learning objectives and the key concepts while reading. Ultimately, extract major points from the reading, and reflect on them. **Provide a lengthy paragraph per chapter.** At least 200-250 words for each chapter. **Due before 5pm each day.**

Part Two: You are to respond to at least 3 of your peers' postings (with a minimum of 5 sentences/lines each). These responses should not simply be praises nor affirmations, but rather,

they should offer additional or alternative information. This is your opportunity to potentially debate with and offer critique to your fellow peer. Put a lot of effort into these. Due **before 11:59pm** each day.

These daily postings serve as attendance; thus, they must be completed in a timely fashion. If you miss two or more postings, you will be asked to withdraw from the course. *Keep in mind that these cannot be made up if you miss them.* You will not see the posts of others until you post your own. You are welcome to complete them early if you have a busy schedule.

Documentary Film Reviews (10%): You are to write reviews on the films “The New Latinos, Ep 4 of Latino Americans” and “Ep 6 of Latino Americans” using the following six steps:

- give details of the documentary
- explain the purpose of the documentary
- state your prior knowledge of the subject
- summarize the documentary
- talk about the sound effects, camera work, interviews and special effects
- give personal comments and recommendations.

At least 3 full pages, TNR, 12pt, double-spaced, 1in margins
Due **June 7** and **June 18, before 5pm.**

Tests (30%): Throughout the semester, you will take three tests that will correspond to the readings and weeks prior. These will include true/false and multiple-choice questions. These will be available to you 24-48 hours in advance of their due dates, which are **June 6; June 16; June 23** before midnight.

Final Exam (10%): At the end of the semester, you will be tested on all the material covered in the course. These will be a timed exam (2 hours), **June 25, before 5pm.**

****Extra Credit:* Watch and review “Salt Of The Earth”

https://archive.org/details/clacino1_SaltOfTheEarth Due before **Sunday, June 21**, midnight.

POLICY ON ACADEMIC INTEGRITY:

The Borough of Manhattan Community College is committed to academic honesty. Alleged plagiarism (copying direct quotations or summarizing, without giving credit to the author of the source, copying material from the Internet, using or sharing papers with classmates, using papers from your prior courses or a classmate’s prior courses), and similar forms of academic dishonesty will be reported to the HUM coordinator and/or the Academic Committee. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility. If you are unclear about how to credit a source, such as the author of a book or article, please see me or visit the BMCC Writing Center in Room S-500, (212) 220-1384.

Writingcenter@bmcc.cuny.edu

You are hereby notified that by using Blackboard, your instructor has access to all submissions in SafeAssign, including drafts, and may at his/her discretion submit drafts and papers

for plagiarism testing through SafeAssign. Please refer to CUNY's Policy on Academic Integrity.
<http://www1.ccny.cuny.edu/facultystaff/provost/upload/Academic-Integrity-Policy.pdf>

Mutual Agreements of Respect

- Since discussion is an essential part of this course, please be sure to post sooner than later in the discussion board, and always before the deadlines.
- Please use a formal writing style in your posts and all correspondences.
- Adhere to netiquette standards. <http://online.uwc.edu/technology/etiquette>
- Blackboard and school e-mails should be checked regularly for any important messages/announcements.
- When emailing please construct the email formally, explaining who you are and which course you are in.

COURSE SCHEDULE:

First day of classes is *Monday, June 1*

Our weeks run Sundays to Saturdays

Complete the *Introductory Bios* before **Monday, June 1, 5:00pm**

Dates	Reading	Tasks + Due
Week One		
Mon – June 1	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the course website and orient yourself with its contents. <input type="checkbox"/> Introduce yourself in the <i>Introductory Bios</i> forum in the Discussion Board. <input type="checkbox"/> Subscribe to the “Ask the Professor” forum in the Discussion Board. 	Due before 5pm
MODULE 1: HISPANICS, LATINOS, CHICANOS, BORICUAS: WHAT DO NAMES MEAN?		
Mon – June 1	<ul style="list-style-type: none"> • Ch. 1. What’s in a Name? by Ramón A. Gutiérrez • Ch. 2. (Re)constructing Latinidad by Frances R. Aparicio <p>Recommended: What Being Hispanic and Latinx Means in the United States https://youtu.be/Q1A4Vsh5Qas</p>	Discussion Board posts: <ul style="list-style-type: none"> ▪ Part One, 5:00pm ▪ Part Two, 11:59pm

Wed – June 3	<ul style="list-style-type: none"> Ch. 3. Celia’s Shoes by Frances Negrón-Muntaner <p>Recommended: 'Celia Cruz' A short Biography https://youtu.be/gi3shupzL34</p>	Discussion Board posts: <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
<i>MODULE 2: THE ORIGINS OF LATINOS IN THE UNITED STATES</i>		
	<ul style="list-style-type: none"> Ch. 4. The Latino Crucible by Ramón A. Gutiérrez 	
Fri – June 5	<ul style="list-style-type: none"> Ch. 5. A Historic Overview of Latino Immigration and the Demographic Transformation of the United States by David G. Gutiérrez Ch. 6. Late-Twentieth-Century Immigration and U.S. Foreign Policy by Lillian Guerra <p>Recommended: Our Latin Thing (Nuestra Cosa Latina) https://youtu.be/W5LAEYGuERo</p>	Discussion Board posts: <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
Sat – June 6	Test One – Due before 11:59pm	
Week Two		
Sun – June 7	Film: Episode IV. The New Latinos http://www.pbs.org/latino-americans/en/watch-videos/#2365076190	Film Review Due before 5pm
<i>MODULE 3: THE CONUNDRUMS OF RACE</i>		
Mon – June 8	<ul style="list-style-type: none"> Ch. 7. Neither White nor Black by Jorge Duany Ch. 8. Hair Race-ing by Ginetta E. B. Candelario <p>Recommended: Puerto Rico's African Influences https://youtu.be/ZPf4PV_PCHs Dominican Americans Documentary https://youtu.be/IcBi35u19YU</p>	Discussion Board posts: <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm

Wed – June 10	<ul style="list-style-type: none"> Ch. 9. Race, Racialization, and Latino Populations in the United States by Tomás Almaguer <p>Black Beyond America - Afro Latinos https://youtu.be/lw6bC2sgHgg</p>	<p>Discussion Board posts:</p> <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
<i>MODULE 4: WORK AND LIFE CHANCES</i>		
Fri – June 12	<ul style="list-style-type: none"> Ch. 10. Mexicans’ Quotidian Struggles with Migration and Poverty by Patricia Zavella <p>Why some Latinos are supporting Donald Trump https://youtu.be/UeakjRnx9N8</p>	<p>Discussion Board posts:</p> <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
Week Three		
<i>MODULE 5: CLASS, GENERATION, AND ASSIMILATION</i>		
Mon – June 15	<ul style="list-style-type: none"> Ch. 13. Latino Lives by Luis Ricardo Fraga et al. Ch. 14. Generations of Exclusion by Edward Telles and Vilma Ortiz <p>Recommended: Liberal Latinos Debate Conservative Latinos on Immigration, Trump, and Racial Identity; the Wall, Amnesty, and Political Polarization https://youtu.be/I9I6b1JEb2k https://youtu.be/fyymEC8FQHU</p>	<p>Discussion Board posts:</p> <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
Tues – June 16	Test Two – Due before 11:59pm	
Wed – June 17	<ul style="list-style-type: none"> Ch. 15. Latinos in the Power Elite by Richard L. Zweigenhaft and G. William Domhoff <p>Recommended:</p>	<p>Discussion Board posts:</p> <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm

	The Right-Wing Latinos of Miami: Proud Boys and Refugees https://youtu.be/D9Qa1f29diE	
<i>MODULE 6: GENDER AND SEXUALITIES</i>		
	<ul style="list-style-type: none"> Ch. 17. A History of Latina/o Sexualities by Ramón A. Gutiérrez 	
Thur – June 18	Film: Episode VI. Peril and Promise http://www.pbs.org/latino-americans/en/watch-videos/#2365076202	Film Review Due before 5pm
Fri – June 19	<ul style="list-style-type: none"> Ch. 18. Gender Strategies, Settlement, and Transnational Life in the First Generation by Robert Courtney Smith Ch. 19. “She’s Old School like That” by Lorena García <p>Recommended: Seeking Asylum in the US to Escape Trans Discrimination https://youtu.be/km5Yc9LuRsg</p>	Discussion Board posts: <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
Week Four		
Mon – June 22	<ul style="list-style-type: none"> Ch. 20. Longing and Same-Sex Desire among Mexican Men by Tomás Almaguer <p>Recommended: The Cholo Artists Redefining Gay Rap https://youtu.be/eeT4gLIgxkE</p>	Discussion Board posts: <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
<i>MODULE 7: LATINO POLITICS</i>		
	<ul style="list-style-type: none"> Ch. 21. Latina/o Politics and Participation by Lisa García Bedolla 	
Tues – June 23	Test Three – Due before 11:59pm	
Wed – June 24	<ul style="list-style-type: none"> Ch. 22. (& 23) Young Latinos in an Aging American Society by David E. Hayes-Bautista Ch. 24. Life after Prison for Hispanics by Martín Guevara Urbina <p>Recommended: We Are DREAMers Documentary https://youtu.be/khVw22mNmKg</p>	Discussion Board posts: <ul style="list-style-type: none"> Part One, 5:00pm Part Two, 11:59pm
Thurs – June 25	Final Exam – Due before 5pm	

*This syllabus is subject to changes at the instructor’s discretion.

