The Latino population currently consists of approximately 53 million people in the United States, or approximately 17% of all Americans; by the year 2060 the U.S. Census estimates that the Latino population will makeup at least 31 percent of the total U.S. population, about 129 million individuals. This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinas/os in the United States. The course combines the close reading of required texts with detailed classroom discussion. This course will provide students with the essential tools needed to question, discuss, and examine topics, such as, the social construction of race and ethnicity, identity, immigration, theories of power, colonialism, assimilation, manifest destiny, forms of resistance and social movement activity, urbanization, labor, family, gender issues and relations, race relations, and community social capital. The goal is to have students develop a greater appreciation and understanding of the impact of and the important roles played by Latino men and women in the formation and development of U.S. society. Dist. SOC; WCult: CI. Gómez.

Required Texts


*In the News – current news articles about Latinos that I will post (almost daily) on Canvas.*

*Canvas: All readings (articles, chapters, and reports) listed in the syllabus with an asterisk (*) will be located on Canvas. In addition I will be posting news articles ("In the News") and “extra” readings throughout the term for those who might want more resources.*
Course Requirements
The class format will be a seminar/discussion, as well as student presentations. Students are expected to attend classes, read assigned texts, and come prepared to discuss material. Students will be asked to begin class with a critique of the reading and prepare questions for class discussion. Students will write two papers throughout the semester. In addition, the course will have a midterm exam and final paper. Students are responsible for checking their email for updated readings or changes in the syllabus.

Grades are based on:

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>10%</td>
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<tr>
<td>Paper #1</td>
<td>15%</td>
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<tr>
<td>Paper #2</td>
<td>15%</td>
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<tr>
<td>Exam</td>
<td>30%</td>
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<tr>
<td>Final paper</td>
<td>30%</td>
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Papers
Students will write two papers during the course. Each paper will be at approximately 5 pages in length, and must be completed by the appropriate date. Specifics about each paper will be given out in class. No late papers will be accepted. Papers are due in the box outside my office by 12:00 pm on the appropriate date. Paper grades will be based on the expression of ideas, how the student incorporates the texts, the clarity of writing (including grammar, spelling, style) and use of proper citation. Students should give themselves enough time to write thoughtful essays.

Exam
A midterm exam will be given in class covering all material prior to the exam.

Students Accessibility Services
Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

Academic Honor Principle
When studying for exams, I encourage you to work together to discuss lecture notes, handouts, and the required readings. The exams, however, are closed book, in-class, and non-collaborative. Students are responsible for the information in the Academic Honor Principle, including information concerning plagiarism found in Standards of Conduct and Academic Regulations, available in the Deans' Offices or at http://www.dartmouth.edu/~deancoll/student-handbook/standards.html
Course Outline

Week 1 - Latinos in the United States: an overview (Thursday, June 19)

Suárez-Orozco, Preface and Introduction: The Research Agenda

Census Forms 1990, 2000, 2010
http://www.census.gov/2010census/about/interactive-form.php

Pew Research: Hispanics Nativity Shift
http://www.pewhispanic.org/2014/04/29/hispanic-nativity-shift/

Pew Research Center: In 2014 Latinos will surpass Whites in California


Week 2 - Mexicans, Mexican-Americans, Chicanos (Tuesday, June 24 & Thursday, June 26)

Tuesday, June 24th:
Video: “History of the Mexican American Civil Rights Movement,” Quest for a Homeland - You Tube (watch this before class)
https://www.youtube.com/watch?v=RHQ4XS-DrqM

Treaty of Guadalupe Hidalgo 1848
http://www.loc.gov/rr/hispanic/ghtreaty/

Gonzales, Rodolfo Corky, “Yo Soy Joaquin/I am Joaquin”
http://www.latinamericanstudies.org/latinos/joaquin.htm

Chicano! History of the Mexican American Civil Rights Movement
http://www.albany.edu/jmmh/vol3/chicano/chicano.html

Thursday, June 26th:

Week 3 - Puerto Ricans, Boricua, & Nuyoricans (Tuesday, July 1 & Thursday, July 3)

Tuesday, July 1st:
*Video: PALANTE, SIEMPRE PALANTE!: The Young Lords by Iris Morales, 1996 – Streaming on Library Reserves

Young Lords Party – 13 Point Program
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html

The Ideology of the Young Lords Party
https://archive.org/stream/YoungLordsIdeology/ideology#page/n0/mode/2up

*Rodriguez, Clara, Puerto Ricans in the U.S.A., Chapter 1.

Thursday, July 3rd:

PAPER #1: DUE July 7th at noon, Silsby 121

Week 4 - Caribbean Latinos: Cubans & Dominicans (Tuesday, July 8 & Thursday, July 10)

Tuesday, July 8th:

*Cubans in the United States, Pew Hispanic Center, 2006.


Thursday, July 10th:

Video: Mirrors of the Heart (watch in class, 20 minutes) – Streaming on Library Reserves
Week 5 – Race & Skin Color (Tuesday, July 15th & Thursday, July 17th)

Tuesday, July 15th:


Thursday, July 17th:


English Only Movement – Websites
http://www.us-english.org/

Week 6 - Midterm in Class - Tuesday, July 22nd

Week 6 and 7 - Poverty & Drugs: the Underclass Debate
(Thursday, July 24, Tuesday, July 29 & Thursday, July 31st)

Bourgois, Philipe. In Search of Respect: Selling Crack in El Barrio
July 24th: Introduction, Chapters 1-3
*Poverty Thresholds and Poverty Guidelines
http://www.irp.wisc.edu/faqs/faq1.htm

July 29th: Chapters 4-7

July 31st: Chapters 7 – 9, Conclusion and Epilogues
*U.S. Sentencing Ranges Lowered for Crack Cocaine – NPR, November 2, 2007

Week 8 – Migration: Construction of Race and Citizenship
(Tuesday, August 5 & Thursday, August 7)

Molina, Natalia How Race is Made in America
Tuesday, August 5th – Part One: Immigration Regimes I – Race & Citizenship
Thursday, August 7th – Part Two: Immigration Regimes II – Making Mexicans Deportable

*Detention Centers in the U.S.
http://www.ice.gov/detention-facilities/
http://www.detentionwatchnetwork.org/dwnmap

*Video: Lost in Detention: The Hidden World of Immigration Enforcement – Frontline Documentary – Streaming on Library Reserves

PAPER #2 due – August 11th

Week 9- Latinos & Education (Tuesday, August 12 & Thursday, August 14)

Garrod, Kilkenny, & Gomez, Mi Voz, Mi Vida
Students will be assigned specific chapters to present in class and hold discussion

*Pew Hispanic Center – Education
http://www.pewhispanic.org/topics/education/

*Freedom University
http://www.freedomuniversitygeorgia.com/

Week 10 – The Future of Latinas/os?: Questions of Identity and Belonging (Tuesday, August 19)


http://www.pewhispanic.org/2012/05/30/a-conversation-about-identity-tell-us-your-story/

Final Take-Home Exam: Due Monday, August 25th at noon (Eastern Time)