Latinos in American Life and Culture
LAO 200/AMS 346/LAS 336/SOC 341
Mon/Wed, 1:30pm-2:50pm, Burr Hall 209

Instructor: Rubia R. Valente, Ph.D.
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Office Hours: Mon/Wed 11:00 am-12:00 pm (and by appointment)

Course Description:
This course will examine how Latinos are transforming the United States socially, culturally and economically even as they evolve as a people. We will discuss Hispanicity as a hybrid ethno-racial identity, debate the issue of and ethical dilemmas posed by undocumented immigration, evaluate the implications of Latinos’ unprecedented geographic dispersal, explore what the growing second generation portends for future socio-economic inequality and political influence, and consider cultural imprints through music, literature and theater.

Required Text(s): Assignments and course-related materials are available at the course web page on Blackboard. Most required readings are available via the Blackboard (ER) e-reserves link (blackboard.princeton.edu), but several books and volumes, such as the Flores and Rosaldo anthology, A Companion to Latina/o Studies, are on reserve at Firestone (designated R). Finally, you will be asked to view several videos that will be posted online for class discussion. Throughout the semester I will post additional materials on the course blackboard site.

Grade Distribution:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Group Project: Book review and Presentation</td>
<td>15%</td>
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<td>Eight Reading/Video Responses</td>
<td>20%</td>
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<td>Position Paper</td>
<td>20%</td>
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<td>Final Research Paper</td>
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Course Requirements:

- **Class Participation [10%]**
  
  - You are required to attend class. If you absolutely must miss a class, you are responsible for the material covered during your absence. You may miss two class sessions without penalty (excused absences); thereafter you are required to submit (medical) documentation for absences, which must be reported within three days of the absence date. Unexcused absences will automatically lower your final grade (three points per absence).
  
  - You are also expected to do the readings ahead of time, participate actively during discussions, and contribute to class discussions in meaningful and thoughtful ways. Class discussion depends on your participation and engagement with the material; therefore, you will be expected to talk during class discussions. Class participation is measured by the quality of your thoughtful contributions to the class discussion.
• **Group Project [15%]: Book Review and In-class Presentation**
  
  - You are required to form a group of 2 to 3 students and as a group sign up for one of the four sections, and select a book for which you will write a 3 to 4 page review (more details will be given in class). In addition, you will be required to present the book to the class and draw connections with the rest of the readings from that section. You will form groups and sign up for the presentation on the second day of class. The presentation calendar will be posted online. At the end of the syllabus I have provided a list of suggested titles. Under each section of the course there are books listed. You need to notify me if your group decides to select a book that is not listed.

• **Eight Readings/Video Responses [20%]**
  
  - You are required to write 8 reading/video responses throughout the semester. You should submit a response every week, either on Monday or on Wednesday. You are allowed **one free week** when you do not have to turn in a response, and you can choose when to take this free week according to your schedule. Also, there will be no response due on the first week of class (week 1), the week you present your group project, and the week your position paper is due (week 6).
  
  - This assignment should contain your critical reaction/thoughts to the readings/video assigned for that day and two questions for class discussion. The response should be **300 to 550 words** in length (font 12, single space). Responses submitted via email without attending class will not be accepted/graded. No late responses will be accepted, you must turn it in at the end of class.

• **Position Paper [20%]**
  
  - You are required to submit a paper about a current controversy related to Latinos living in the United States. The paper should be between 5-7 pages (more details will be given in class). **This paper will be due after Spring Break on March 27th.**
  
  - You need to submit the topic issue of your position paper by February 22nd.
  
  - Among the position papers, I plan to select a few papers and propose one (or two) panel(s) at the Latin American Studies Association Conference (LASA), on a pertinent issue related to Latino Studies. If selected, students on the panel will be invited to present their papers at the 2018 conference to be held in Barcelona, Spain on May 23-26, 2018. We will discuss this further in class, but for more information see: [http://lasa.international.pitt.edu/eng/about/](http://lasa.international.pitt.edu/eng/about/)

• **Final Research Paper [35%]**
  
  - You will be required to write a final research paper on a topic approved by the instructor on an issue related to Latinos in the United States. The paper should be between 10-12 pages total, including a title page, bibliography and tables, figures, and/or pictures. Use APA to format the paper, double space the text, use Times New Roman font, and leave 1 inch margin all around the pages. **The paper will be due May 16th at noon.**
  
  - You need to submit a proposal, with a topic and research question by April 20th.

**Late Work:**

Assignments are due on specified dates. Only the position paper will be allowed to be submitted late (with a penalty, 10% deduction for each day that the assignment is late). For the remaining
assignments, such as the presentations, and final paper, no late assignments will be accepted. Special arrangements will be allowed only for reasons of personal health or family emergency, and you must notify the instructor before the assignment is due, and provide written documentation as well.

**Electronic Devices:**
I strongly discourage the use of laptops and tablets in class. Cell phones must be silenced during class. If you still decide to use a laptop understand that they are to be used ONLY for note taking, not surfing the internet or answering emails, etc. For more information on why I discourage laptop use in the classroom, please read: Sana, Faria, Tina Weston, and Nicholas J. Cepeda. 2013. “Laptop multitasking hinders classroom learning for both users and nearby peers.” In *Computers & Education*. Vol. 62: 24-31.

**Class Etiquette:**
Class participation and discussions are very important parts of classroom dynamics in this course. Please be courteous to your classmates and me—do not talk when someone else is talking, do not interrupt others, and be respectful when addressing others in the class. You are welcome to disagree with others and me, debate is encouraged in the classroom. However, conversations must be respectful. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in this class. We will discuss issues that require sensitivity and maturity, and I expect you to be respectful and polite to everyone.

Three general rules will guide classroom discussions: (1) As a group, our primary commitment will be to learn from one another; (2) As individuals, we will work on speaking our discomfort; and finally (3) our disagreements will focus on challenging ideas and not individuals. This is a safe space to everyone.

**Outside of the Classroom:**
Students are urged to gain broad exposure to Latino culture and issues. Here are a few places to look:

PewResearch Center Hispanic Trends: http://www.pewhispanic.org/

NPR Latino USA: http://latinousa.org/about/

Huffpost Latino Voices: http://www.huffingtonpost.com/latino-voices/the-blog/

PBS America by the Numbers with Maria Hinojosa: http://www.americabythenumbers.org/


**Academic Honesty:**
The entire text on Academic Integrity can be accessed online at: http://www.princeton.edu/pr/pub/integrity/pages/intro/index.htm

**Disclaimer:**
This syllabus is subject to revisions and changes at the discretion of the professor. Any changes will be discussed in advance in class and posted on Blackboard so you can plan accordingly.
Class Schedule and Readings:
Readings marked with an *asterisk* are optional.

I. Latinos: (Re)-Making a People

Week 1  Feb 6  Introduction, organization and assignments

Feb 8  Context: The Changing Ethno-Racial Landscape


Week 2  Feb 13  Who is Hispanic? Who is Latino(a)? Evolving Identities


Feb 15  Politics of Measurement


Week 3  Feb 20  The Historical Context: Conquest and Annexation


Video: Latino Americans: Segment 1


Feb 22  Growth, Diversification, and Redistribution


Video: Latino Americans: Segment 2 & 4

Position Paper Topic Due!

Week 4  Feb 27  Racialization and Labeling


**Video:** Latino Americans: Segments 3 & 5


**II. Latinos and the Law: Undocumented Migration- A Moral Dilemma**

**March 1**  Determinants/Dimensions of Undocumented Migration


**Week 5**  March 6  Consequences of Undocumented Migration

**Guest speaker:** Professor Dan-el Peralta


**March 8**  Minors and Deportations


**Week 6 March 13 The Court 1: Mendez, Miranda and Beyond**


Foley, N. 2007. “God Bless the Law, He is White...” in Flores and Rosaldo, 297-309. (R)


**Video:** Mendez v. Westminster

**March 15 The Court 2: Hernandez, Plyer and Beyond**


**Video:** A Class Apart


**Have a Good Spring Break (March 18-26)**
III. Institutions and Challenges of Integration

Week 7 March 27 Acceptance and Rejection


**Video:** Latino Americans: Segment 6

**Position Paper Due!**

**March 29** Chicanx and Latinx Art: Institutional Challenges

**Guest speaker:** Professor Charlene Villasenor-Black from UCLA


Week 8 April 3 Schools


**Video:** Walk Out

**April 5**  
**Princeton and Ivy League**


**Week 9**  
**April 10**  
**Labor Markets**


**April 12**  
**Marriage and Family**


**Week 10 April 17 Politics and Civic Engagement**


* Sterling, T.G. 2012. “Did Polling Only in English Distort Key Polls?” The Atlantic, Nov. 7. (ER)

**April 19 Activism**


**Final Research Paper Topic Due!**
IV. Language, Media and Arts

Week 11  April 24  Language


April 26  Media


Week 12  May 1  Film and Theater


Video: The Bronze Screen: 100 Years of the Latino Image in Hollywood

May 3  Music


**Videos:** La Bamba (by Son de Madera): https://www.youtube.com/watch?v=2GZgZbTfitQ

La Bamba (by Richie Valenz): https://www.youtube.com/watch?v=Coy8Hoa1DNw

La Bamba (by Las Cafeteras): https://www.youtube.com/watch?v=TNpkvY5Fpos

Have a good Summer!
List of Suggested Books

I. Latinos: (Re)-Making a People


II. Latinos and the Law


III. Institutions and Challenges of Integration


IV. Language, Media, and Arts


Student Information

Student’s Name:

Email Address:

Major:

Academic Class:  Freshman  Sophomore  Junior  Senior

List all classes you are taking this semester:

Besides going to college, are you currently working?

No  Part-time(20hrs)  Full-time(40hrs)  Other:

Student Acknowledgment

I have received, read, and discussed the syllabus for “Latinos in American Life and Culture.”

_________________________________________  ____________________________
Signature                                      Date