

Introduction to Chicana/o and Latino/a Studies Spring 2014
Latino and Latin American Studies 1010, Social Sciences, sec. 001
T/R 1:00 to 2:15, Kayser 224

Instructor: Thomas Sanchez

Office: 3830 ASH

Phone: 554-4977 Office of Latino and Latin American Studies (OLLAS) 554-3835

Office Hours: Tues./Thurs 2:30 to 3:30, Wednesday 10:00 to 11:00 **AND BY APPOINTMENT**

EMAIL: thomassanchez@mail.unomaha.edu

OBJECTIVES

This class will introduce you to the fields of Chicano@ and Latino@ Studies. Although a broad range of Chicano/a Latina/o Studies topics will be covered, there will be a focus on certain aspects of history, culture, politics, race, gender and sexuality. Dialectical reasoning will be used to develop critical thinking skills and to teach you to weave sociological analysis into *your* history and culture using Chicano/Latino Studies as a point of departure. We will examine the similarities and differences among and between Chicano/a and Latino/a Studies while learning the basic tenets of both areas through the writings of Chicano/Latino writers, not all of who are college professors. You will be exposed to many aspects of the lives of Latinos and Chicanos in the United States including terms of identification and their significance in those lives. We will examine myths and stereotypes and look not only at how they are created, but also how we, both as individuals and in groups, come to believe in them.

Format for the Class.

Class will be a combination of lectures, videos, guest speakers, discussion and work outside the classroom. A large portion of the class will be discussion. We will learn from each other with the readings serving as a topical guideline. **IT IS IMPERATIVE THAT YOU READ THE ASSIGNED READINGS BEFORE THE DATES THEY ARE TO BE DISCUSSED AND TAKE NOTES ON THOSE READINGS.** You should review your notes before each class so you can participate in meaningful discussions. I have great knowledge of the topics and some personal experiences to share with you and add to our discussions but you can also learn much from the knowledge and experiences of your classmates. You will be expected to ask relevant questions about the readings and other topics you do not understand and discuss the topics you know about and understand from the readings. You should always be thinking about your biographical relationship to the class discussion topics.

There will be times when you experience strong emotions in this class. If you are offended by comments made by other students or by myself and do not feel comfortable bringing those feelings up in class, **please** see me during office hours. Remember, you will not always be right and you will not always be wrong.

One class will be held in a place other than the classroom. We will visit El Museo Latino (cost \$4.00) on Saturday, March ??th at 10:30 am.

Required Text

Vazquez, Francisco H. 2009. Latino/a Thought: Culture, Politics, and Society. 2nd Ed. Boulder, CO: Rowman and Littlefield.

You are expected to attend every class and I will take attendance. An absence is an absence and there is no difference between excused and unexcused. Your fourth absence will result in a 5% reduction (25 points) of your final grade and your fifth absence will be 10% (50 points) off your final grade. YOU CANNOT PASS THE CLASS WITH SIX ABSENCES.

Grading	
Class participation/notes	50 points
Media Presentation	25 points
quiz/paragraph summaries	25 points
Discussion Leader/Starter	50 points
Biography	50 points
Book Review	100 points
Exams (4 x 50 points each)	<u>200 points</u>
Total	500 points

Grades 490 to 500 points A+, 489 to 460 A, 459 to 450 A-, 449 to 440 points B+, 439 to 410 B, 409 to 400 B-, 399 to 390 points C+, 389 to 350 C, 349 to 340 points D+, 339 to 300 D and below 300 is failing

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Class Participation You are expected to complete the assigned readings prior to the day they are scheduled for class and to come to class prepared to discuss questions or make statements of educated opinion about the articles. You should take notes. **IT IS IMPERATIVE THAT YOU READ THE ASSIGNED READINGS BEFORE THE DATES THEY ARE TO BE DISCUSSED AND TAKE NOTES ON THOSE READINGS.** You should review your notes before each class so you can participate in meaningful discussions. You will be expected to ask relevant questions about the readings and other topics you do not understand and discuss the topics you know about and understand from the readings. You should always be thinking about your biographical relationship to the class discussion topics. How are these readings related to you and your life? What don't you understand? What do you understand very well? Etc. As part of this grade I reserve the right to collect reading notes at any time the semester. You must be in class to participate. **ANY absence takes away from your participation grade. This includes coming late and leaving early.**

Discussion Starters

Discussion should include, the primary claim(s) of the section. Write a hypothesis for each section or article, sum it up in a sentence or short paragraph and make an outline of the relevant articles. Write at least 3 discussion questions. What questions are raised by the author? How is this article related to others in class? Include your perception of the quality of the evidence to support the authors claim. We are using a textbook that has discussion questions so this should be very easy. If you want an "A" be sure to have good organization and clarity, something you can easily understand. Keep in mind that these are discussions of the main ideas and will not include *everything* from the chapter. Be sure to include what you think is important and not just what the author and/or instructor thinks is important. Some sections will include poetry or historical documents. You might not know what to discuss from these readings so you should have your thoughts on them written down and be ready to talk about them. You must hand in your reading/discussion notes. You should also include 2 multiple choice questions with the page number you took the information from and four possible answers, with the correct answer clearly marked.

Media Presentation (5 minute presentation and 3 minutes for discussion or 8 minutes total)

For this assignment you will be required to find a news article (or other media) related to class and to summarize and discuss this article in class. You should look for another side to the article, one not directly represented in the print but something we covered, or will cover in class or in the readings. **How is this article related to class and does it confirm or disprove what was discussed in class about the articles' particular issues?** Topics related to class include gender, social class, sexuality, religion, politics, history and more. Look especially for articles related to proposed legislation, either here in Nebraska or in Washington DC, as this may have the most immediate affect on our lives. The article you present should be no older than one week from publication, we want current events. Have fun with this assignment and use your imagination.

You can also discuss a TV program, movie or other visual media or something occurring on the internet or radio but be sure to summarize (assume we know nothing about it) and give yourself enough time to discuss the rest of the article. It is OK to show a video clip but it should be no longer than 2 minutes and closer to 1.

Biography

You will complete a short autobiography on Race/Ethnicity. You will write about your life, including your family history and how that has affected you. There are some examples of ethnicity affecting lives in our readings. We will discuss this assignment well before the due date and you will be given specifics on what is expected. Then you will have the option of rewriting the assignment using my feedback and what we learn in class to expand beyond your race/ethnicity and to write more about your culture in general. In the end this is worth 10% of your final grade and should be relatively easy. You may have to ask parents, aunts, uncles, grandparents, cousins, etc. for information but most of you will not need to do library work or extra research for this. Be careful with this assignment. Be sure you take the time to think about what you want to write and review for organization and to make sure you have what you need for the grade you hope to achieve.

Book Review

This assignment will require you to read a book outside of class. You can choose any novel, biography or collection of short stories. If you are not sure see me and I can help you find an appropriate book. Look for Latino American authors or stories about Latino life in the U.S. Once you have read the book you must write a 3 page review which will include: 1) about one half page summary, what was the book about? What were the main themes or ideas. **Include almost no description here. Write about and explain one or two main themes of the book.** 2) two pages of analysis; in this section write about how the book relates to class discussions or the class readings. What was in the book that we also covered in class. Be sure to include definitions here. Do not assume anything is too obvious. Tell me, in detail, how the concepts from the book relate to the concepts from class. You will probably have to include some description here in order to explain how your book relates to issues from class. If you have questions about what is and what is not analysis, please ask. 3) The final part of this write-up will be about one half page and will include your opinion of the book, did you like it? Was it believable? Did it bring out any particular feelings or emotions? And of what use was (is) it in this type of class? To make it easier for me to follow the structure of your paper be sure to use section headings. **Papers are due on May 1, 2014.**

Quiz/reading summaries/notes

There will be random quizzes throughout the semester. You will also be required to write reading summaries in class. The lowest grade will be dropped and you will not be able to make up these grades due to an absence or being late for class.

Exams

Exams will be multiple choice, True/False, with some short essays. All exams are worth 50 points.

All written assignments, except those done in class, must be typed. Use ten or twelve point type and **double space everything**. Use one inch margins. You will be graded on what is included in your paper not how long it is. Be sure not to plagiarize, give credit to the writings of others.

I DO NOT ACCEPT EMAILED ASSIGNMENTS!!

There will be no make up exams except with a note provided by a doctor. Be prepared to show documentation.

Late assignments will be accepted for half credit up to one week after due date. NO assignments will be accepted one week after due date. NO course work will be accepted after May 1, 2014 (the last day of class.)

See the Schedule of Classes for policies concerning withdrawal, pass/no pass and incompletes. FYI - the last day to Withdraw from a general session class with a "W" is Friday, April 4 at midnight. The instructor will not "Withdraw" any student from the class

Special notes:

- 1) If you have a special disability and wish to discuss academic accommodations, please contact the instructor as soon as possible in order to ensure that your needs are met in a timely manner.
- 2) To avoid misunderstandings, all students are expected to uphold the academic integrity and conform to the policies and practices set forth in the section on Academic Integrity in the UNO Student Handbook. Students are also expected to avoid the appearance of impropriety by talking or having open books or notes during class activities when it would be inappropriate to do so. Embarrassing or ridiculing another member of the class or disrupting normal class functioning by creating a hostile environment will result in dismissal from class and a grade of for the course.

This syllabus may be changed at the discretion of the instructor.

Week One - January 14 Introduction, syllabus and vocabulary

January 16 **Read Preface and Introduction (page xiii) through page xliii**

Week Two - January 21 **Read 3-14**

January 23 **Read 51-81**

Week Three-January 28 **Read 31-50**

January 30 **Read 15-30 *Quest for a Homeland***

Week Four - February 4 **Read pages 83-112**

February 6 **Writing and**

Exam #1

Week Five

February 11 **Read 113-144**

February 13 **Read 145-159**

Week Six

February 18 **Read 161-192**

February 20 **Read 193-204**

Ethnic Bio due

Week Seven

February 25 **Read 205-214 *Struggle in the Fields***

February 27 **Read 223-242**

Week Eight

March 4 **Read 243-270**

March 6

Exam #2

Week Nine

March 11 **Read 273-298**

March 13 **Read 299-326**

Week Ten

March 18 **Read 327-356 *Elian Gonzalez***

March 20 **Read 359-375**

El Museo Latino Saturday March ??, 10:30 am, 25th and L St. \$4.00

Week Eleven

March 25, 27 Off for Spring Break

Week Twelve

April 1 **Read 405-410 *Palante Siempre Palante***

April 3 **Read 411-438**

Week Thirteen

April 8

April 10 **Read 439-458**

Exam #3

Week Fourteen

April 15 **Read 461-489**

April 17 **Read 491-510**

Week Fifteen

April 22 **Read 511-530**

April 24 ***Mi Familia***

Week Sixteen

April 29 ***Mi Familia***

May 1 **Read 535-562**

Final exam Tuesday May 6 1:00 to 3:00

Maggie or Sylvia
April 5 10:30 am

Ethical Use of Print and Online Sources in Academic Papers University of Nebraska at Omaha

Because the essential function of a university is to develop and disseminate knowledge and because the creation of knowledge is a collective activity, members of a university community frequently write in response to the work of other writers. All of us – undergraduates, graduate students, and professors – acquaint ourselves with information and ideas by reading print and digital texts, and we write in order to analyze, synthesize, evaluate, and/or extend that body of knowledge. The appropriate use of sources is an important academic skill.

To pass Composition II at UNO, students must demonstrate that they know how to locate outside sources, evaluate them for relevance and credibility, integrate information and ideas from other texts into their own work, and *cite sources using the conventions appropriate for the discipline*. Students who have completed Composition II are thereafter held fully responsible for using print and online sources ethically.

Quotation

If you copy material verbatim *from any source*, whether print or digital, you must (1) put quotation marks around the verbatim material and (2) provide a citation to its source.

Paraphrase

“Paraphrase” does not mean copying someone else’s sentences with a few changes in the wording. Instead, it means putting another writer’s ideas into your own words and using them to advance your own line of thought. When you paraphrase, cite the source.

Citation

The style manuals of both the American Psychological Association (APA) and the Modern Language Association (MLA) offer extensive guidelines on using and citing quoted and paraphrased material. These and other style guidelines are available in any good writing handbook and at Purdue University’s Online Writing Lab: <<http://owl.english.purdue.edu/>>

Plagiarism

Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense; faculty members do not accept plagiarized work, and they are encouraged to give a grade of F for the course if the plagiarism is egregious and to report cases of plagiarism to the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action.

If you have a question about using or citing another writer’s work, DO NOT GUESS. Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your paper to the consultation.

- "A" The papers which successfully integrate the ideas presented in the class, discussions, readings and your own thoughts and ideas, to take the paper beyond the basic requirements. They contain no errors.
- "B" The papers which are coherent and adequately address many of the basic points presented in the class, discussions and readings. They contain minimal spelling and grammatical errors.
- "C" The papers which make an attempt to address the points, but need work in developing ideas. They contain some spelling errors, fragments and grammatical errors.
- "D" The papers which have some discernible ideas, but contain structural problems (ie. disorganization of ideas, incorrect grammar, spelling errors, etc.)
- "F" The papers which display no evidence of thoughtful analysis, are disorganized and incoherent.

IV. Hints for Writing a Good Paper

1. Do not begin your paper at 8:00 PM the night before it is due.
2. Remember to cite lectures, discussions, readings and film, if applicable.
3. Outline your paper before writing. The overall organization of the paper should be coherent and logical. Each paragraph should follow from the one before it. Always keep in mind what you have already said and what you need to say to make your ideas clear to the reader.
4. Your paper should have an introduction and a conclusion. They should not be longer than one paragraph. The introduction should not be grandiose and vague (eg. the meaning of life, the purpose of sociology, etc.). It should be a short "map" of your paper ie. it should introduce and briefly outline your paper. The conclusion should not repeat the introduction verbatim. It should briefly restate the general argument of the paper and provide an ending. The ending can point to areas that we need to know more about in relation to the topic, how the subject might change in the future, or pose a challenging question.
5. Proofread your paper. Read it aloud, or have someone else read it to you. Listen for awkward wording, slang/cliches, ambiguous pronouns (the, one, etc.). Use gender-inclusive language (eg. Men and women, humankind, etc.).
6. Common grammar mistakes:
 - a. Write in complete sentences, not fragments *or* *run-ons*
 eg. As Gallagher said it did. (fragment)
 Gallagher said that it did. (sentence)
 - b. Make sure there is pronoun and verb agreement.
 eg. She were writing the paper (incorrect)