

New York City College of Technology
Humanities Department
Course Title: **Latin Americans in the U.S.**
LATS 2501/, Section_____

Instructor's Name:
Contact Email:
Office: L630; 718-260-5018
Office Hours:

Sample Syllabus

3 Credit Hours; Course Prerequisites: Prerequisite: ENG 1101 or ENG 1101CO or ENG 1101ML
Flexible Core - US Experience in its Diversity

Course Description

An overview of Latinos and Latin American culture, and their significant impact in American society; factors of migration to the United States; demographic characteristics; pattern of family life and other secondary institutions; marginality and biculturalism; New York City Latinos as they relate to established institutions (schools, hospitals, economic activities, system of justice, etc.); bilingualism; Latino identity; Latinos' contribution to the formation of the cultural diversity of the United States.

The course is structured in two units:

- The first unit offers a historical overview of Latino communities in the USA. It examines population growth, immigration patterns and the social, economic, and political issues affecting the Latino people.
- The second unit examines the experiences of different Spanish-speaking communities living in the USA including the Caribbean Diaspora, Mexicans, Central and South Americans.

Course Outcomes

Students will examine the history of the Latin American communities residing in the United States and gain an understanding of the issues and concerns affecting these communities. They will

- trace the history of the Latin American presence in the United States.
- examine the causes that have driven the waves of Latin American migration.
- explore the relationship between Latino immigration and US foreign policies.
- analyze the process of migration of the different Latino communities and its implications.
- recognize the diversity and identify the traits of Latino communities residing in the US.
- compare the demographic profiles of Latin American communities in the US.
- analyze the process of assimilation and adjustment of different Latino immigrant generations.
- examine issues of identity, language and culture as they define Latinos in the US.
- assess the changing views about race, ethnicity and gender roles among Latino immigrants.
- evaluate the concerns affecting the Latin American population residing in the US.

REQUIRED READINGS AND OTHER RESOURCES

Textbook- Gonzalez, *Juan Harvest of Empire. A History of Latinos in America*. Revised edition, 2011 Penguin

Book. ISBN 978-0-14311928-9

- Students must have copies of *Harvest of Empire* by the second day of class. Copies of the textbook are on reserve in the College library.
- Other reading assignments will be distributed in class or posted on BB.

Other Resources

Many websites provide information about immigration, immigrant groups, Latin American countries and Latinos in the USA. The sources listed below offer useful and reliable data to prepare your presentations.

- Pew Hispanic Center / Pew Research Center Project. In addition to the profiles of various Latin American countries, this site offers reports on issues concerning the Latinos in the USA.
- Library of Congress. Federal Research Division. Country Studies
- 2010 US CENSUS.

Assessment Overview

Assessment includes written examinations, class discussions and oral presentations. Students' active participation is essential. Make sure to read all assigned materials and prepare questions for class discussions.

- Written examinations have an essay format. Dates for these exams appear on the schedule. No make-up exams will be administered.
- Students will make a presentation on a Latino community residing in the USA. Dates for presentations appear on the schedule.
- Criteria for evaluating participation include students' contributions to in-class assignments and discussions, attendance, and punctuality.
- You will find on Brightspace all information pertinent to the class

USEFUL REMINDERS

You are responsible for your learning and your grades. Some activities disrupt the normal course of the class and distract students and instructor.

- Come to class prepared. Do the assigned readings before each class session. Submit assignments on time. Check the class outline to keep up with dates for assignments, exams and presentations.
- Students' presentations are integral part of the course. They are part of your grade and a complement to the topics we study in class.
- Class runs from 6:00-8:30 PM. To be marked present, you need to come on time and be

physically present and active the entire class period. Attend to your personal needs before or after class.

- There are not excused absences or make-up exams.
- This is a college class. Using the phone, eating, sleeping or leaving the classroom while the class is in session cause disruptions and impact your participation. If you do so, you will be asked to leave the classroom and will be marked absent for the session.
- Turn your phones off before the class begins. Students who feel compel to use them will be asked to leave the classroom and will be marked absent for the session.
- If you have any questions about assignments and presentation, I'll be happy to assist you.
- Send me an email or talk to me during office hours.

Grading Distribution

Oral presentation and outline	(20%)
Midterm exam	(20%)
Final exam	(20%)
Written assignments	(15%)
Map	(10%)
Participation	(15%)

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Absence is failure to attend any part of the class, from roll call to dismissal. Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Plagiarism and NYCCT Academic Integrity Policy:

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

NOTE: In the event that the instructor finds that the results of students’ homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

Policy on In-class use of technology

Students are required to **log into their City Tech emails and Brightspace regularly** (every two to three days) to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every student’s responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly.

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day’s session, using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center’s website t <http://www.citytech.cuny.edu/accessibility/> for more information.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Artificial Intelligence Statement

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

<https://www.citytech.cuny.edu/ai/ai-guidance.aspx>

CLASS SCHEDULE AND READING ASSIGNMENTS

UNIT ONE		READINGS and ASSIGNMENTS
January 28	Introduction Latino Communities in the USA	Course Outline Latino vs Hispanic Diversity of Latino communities. Geography of Latin America - Map exercise
February 4	Latino Population in the USA	USA Census 2010, and PEW Community surveys
February 11	History of Latino Communities in the USA	Timeline of Latino communities in the USA Gonzalez, "Roots", chapters 1, 2,3
February 25	Immigration Patterns of Latino Populations	Gonzalez, "Harvest", chapters 11 and 13
March 4	Latino Communities and USA Foreign Policy	Garcia Bedolla, "Latino Migration and US Foreign Policy" VIDEO: Harvest of Empire
March 11	Socioeconomic Characteristics of Latino Immigrants	Pew Hispanic Center, Profiles of Latino Communities

March 18	Culture and Society Identity, Assimilation and Bilingualism	Gonzalez, “Harvest”, chapter 12 R. Rodriguez, “Aria” <u>Hunger of Memory</u> ** Written assignment 1 due: Demographic Profile of a Latino Community.
March 25	WRITTEN EXAMINATION	Unit One & map of Latin America
UNIT TWO		READINGS and ASSIGNMENTS
April 1	Latinos in New York	Excerpts: Haslip-Viera and Bayer, “Latinos in New York”; Esmeralda Santiago, “When I was Puerto Rican”; Julia Alvarez, “How the Garcia Sisters lost their accent”
April 8	The Mexican Americans • Migration patterns • Mexican communities in the USA • Profile of Mexican Americans	Gonzalez, “Branches” chapter 5; Excerpts from Jimenez, “The Circuit” Presentation: Mexicans ** Written assignment 2 due: Bilingualism and assimilation
April 15	Puerto Ricans in the USA • Cyclical pattern of migration • Profile of Puerto Ricans • Puerto Ricans in New York	Gonzalez, “Branches” chapter 4; “Harvest” chapter 14; Rodriguez, “Puerto Ricans: Immigrants and Migrants” Presentation: Puerto Ricans
April 29	Caribbean Communities: • Cubans and Dominicans Waves of migration	Gonzalez, 6: “Cubans: Special Refugees” Gonzalez 7: “Dominicans” PEW Hispanic Center, Profile of Cubans and

	• Profile of Caribbean communities • Cubans in Florida • Dominicans in New York	Dominicans. Presentations: Cubans / Dominicans
May 6	Central American Communities • Waves of migration • Central Americans in the USA • Profiles of Central Americans • Salvadorans in Washington D.C.	N. Rodriguez, “Comparing Mexican and Central Americans in the Present Wave of U.S. Migration” Gonzalez, “Central Americans: Intervention Comes Home to Roost” Presentations on Central American communities ** Written assignment 3 due: Garcia Bedolla
May 13	South American Communities • South American migrations • South Americans in the USA. • Profile of South Americans • Colombians in Florida	Gonzalez, “Colombians” PEW Hispanic Center, countries profiles Presentations: South American communities
May 20	Contemporary Latino Communities • National trends, issues, and concerns. FINAL EXAMINATION	Gonzalez, “Harvest”, “Epilogue”-

Assessment Methods

Pathways Learning Outcomes:

US Experience in its Diversit

A. World Cultures and Global Issues	
A. Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Reading of selected material dealing with the experience of minority groups in the USA. . Class examination and discussion of selected readings.	Gather, interpret, and assess information from a variety of sources and points of view.
Oral presentations of selected topics dealing with the minorities experience Class discussion of presentations	Evaluate evidence and arguments critically or analytically.
Quizzes / tests Written reports on selected topics	Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Examination, through selected material, of the dynamics of the Hispanic minorities in the American society (immigration waves, representative groups, social interaction, integration, etc.)	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
Presentation and discussion of selected material on the role of Latino communities (USA, New York) in the making of the American society.	Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	Analyze the historical development of one or more non-U.S. societies.
Examination and discussion, through selected readings, of the historical exchange between the USA and Latin America and their eventual integration on a global stage.	Analyze the significance of one or more major movements that have shaped the world's societies.
Class activities (reading / discussion / presentation of topics relevant to the Latino experience). Midterm / Final examinations.	Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

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Khalid Lachheb
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Sanchez Jimenez