

MAS 365 Section 01
FALL 2005
Latinos and Latinas: Emerging Contemporary Social Issues
Tuesday/Thursday 2:00-3:15 p.m.
César E. Chávez Building Room 400

Instructor: Dr. Andrea Romero
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- Required Texts:
- (1) Romero, M., Hondagneu-Sotelo, P., & Ortiz, V. (1997). Challenging Frontera. Routledge. New York.
 - (2) Burciaga, J.A(1993). Drink Cultura: Chicanismo. Joshua O Dell Editions: Santa Barbara.
 - (3) Serros, M(2000). How to be a Chicana Role Model. Riverhead Books. New York
 - (4) Class Reader from EES Copy Center, Harvill Building Room 137

Goals & Objectives

The goal of the class is through critical analyses and social science research perspectives to develop student's understanding of micro and macro influences on cultures and individuals. Students will develop their critical thinking skills and writing skills while learning more about the social science study of culture, gender, and class through the specific context of Latinos in the United States. Major topics include (but are not limited to) ethnic identity, gender, social class, and immigration. This is an interactive class with a combination lecture/discussion format. At the end of the course students will be expected to articulately write, discuss and present comparisons between Latino subgroups and influences on social issues, such as gender, ethnicity, and social class. This class is approved as a Tier Two class: Individuals and Societies. It also satisfies the Gender, Race, and Ethnicity or non-Western Studies criteria. Student's grades will be based on weekly writing assignments, group presentation, mid-term research paper, and final exam.

Course Grading

<u>Class Requirements</u>	<u>Points</u>
Weekly writing	100
Mid-term annotated bibliography	50
Mid-term Research Paper	100
Group Presentation	100
Final exam	150
Total Points	500

Grading Scale based on total points:

Final Exam

The Final Exam will be cumulative and will include multiple choice, short answer and essay formats. **The Final Exam will be Thursday, December 15, 2-4 p.m.** The Final exam questions will be taken from readings, class lectures, guest lectures, group presentations, and/or videos. No make-up will be given, unless there is prior approval from the instructor or a written medical excuse.

Weekly Writing:

Weekly writing will be based on reading summaries and critical thinking commentary. Weekly writing will require a 1-2 page typed analysis of readings every week worth 10 points. A total of 10 weekly writing assignments will be submitted for a total of 100 points. Students can choose not to submit weekly papers for 2 assignments or to turn in additional assignments to replace previous weekly writing assignments with lower grades. The weekly writing will include (a) 2-3 sentence summary, (b) identifying the major theme of each reading and (c) critical thinking commentary. Students will submit their weekly writing assignments every Thursday at the beginning of class. Students will need to be prepared to discuss readings assigned for each week on Thursdays.

“Creating Change” Group Presentation:

Students will be organized into groups of 5 members based on social topics (e.g. immigration, education, health, business, etc.) chosen for mid-term research paper. Each group will be responsible for a 30 minute presentation on the social issue. Groups will be expected to present a power point present that presents a realistic and feasible means to create change for the social issue. Group presentations will be evaluated based on (1) description & analysis of social science research themes (2) integration of social science research into “creating change” concept (3) brief budget (4) innovative idea.

Mid-term Research Paper:

The research paper will consist of 10-12 pages, focused on the social science research for one social issue (e.g. immigration, gender, health, etc.). Late papers will not be accepted unless previously approved by professor or medical note is provided. Students will be required to present a critical analysis of research from scientific journals organized around a specific thesis. More details on research paper grading criteria will be provided during class.

Paper grades will be based on clear development of paper theme, use of scientific evidence to state your point, integration of scientific articles, and writing style. The papers must be written in a formal academic style, consisting of a title page (with a title, your name, class information, and date), an introduction and conclusion, correct grammar and spelling, complete sentences, and a reference page. All papers must be typed and double-spaced. Students are encouraged to discuss their rough drafts and outlines during office hours with the instructor or teaching assistant. A website that provides help on how to write essays for this and other classes is <http://www.library.arizona.edu/rio/write1.html>. Other sources of writing support are available through the Writing Skills Improvement Program at 621-5849 and <http://w3.arizona.edu/~wsip>.

Attendance:

Class attendance is required for all lectures, discussions, guest lectures, and library presentations. Students should contact the instructor by email or phone before missing a class. Students unable to attend lectures must show proof of medical illness or directly speak with the instructor about their reason for non-attendance. Students with excessive absences may be dropped from the class by the instructor.

Code of Conduct:

Students that are disruptive, read outside material in class, or sleep during course lectures will be asked to leave the classroom. Plagiarism will not be tolerated and result in a failing grade for the paper/presentation. Cheating or plagiarism will not be tolerated. Students caught cheating or plagiarizing will receive a failing grade and will be brought to the proper university Board for review. Specific details regarding conduct appropriate to the University community are published in the Code of Conduct available from the Office of the Dean of Students located in Old Main.

Week #1

Topic: Introduction

August 23 & 25

Assignment: none

Readings:

Burciaga, Chapter 1 & Chapter 2, pg.3-8

Week #2

Topic: Culture & Ethnicity

August 30 & September 1

Assignment: Weekly Writing

Readings:

Reader: Atkinson, D. "Defining populations and Terms"

Reader: Trimble, J.E. "Ethnic specification, validation prospects and the future of drug use"

Burciaga, Chapter 3 & 4, pg. 9-20

Serros, Role Model Rule #1, pg 1-20

Week #3

Topic: Latinos & Statistics

September 6 & 8

Assignments: Weekly Writing

Reader: Aguirre-Molina & Molina, "Latino Populations"

Fronteras: Chapter 1, Nelson & Tienda, "The structure of Hispanic ethnicity"

Burciaga, Chapter 5 & 6, pg. 21-29

Serros, Role Model Rule #2, pg. 21-34

Week #4

Topic: Latino Identity

September 13 & 15

Assignment: Weekly Writing

Readings:

Fronteras; Chapter 2, Oboler, "So far from God, so close to the United States"

Fronteras: Chapter 3, Klor de Alva, "The invention of ethnic origins and the negotiation of Latino identity"

Burciaga, Chapter 7 & 8, pg. 30-40

Serros, Role Model Rule #3, pg. 35-48

Week #5

Topic: Latino Identity

September 20 & 22

Assignment: Weekly Writing

ANNOTATED BIBLIOGRAPHY DUE ON THURSDAY SEPTEMBER 22 FOR MID-TERM RESEARCH PAPER

Readings:

Fronteras: Chapter 9, Flores, "Qué assimilated, brother, yo soy asimilao"

Reader: Gloria, A. "The cultural construction of Latinas"

Burciaga, Chapter 9 & 10, pg. 41-55

Serros, Role Model Rule # 4, pg. 49-68

Week #6

Topic: Identity Development

September 27 & 29

Assignment: Weekly Writing

Readings

Reader: Vera, E. & Quintana, S. "Ethnic identity development in Chicana/o youth"

Reader: Rotheram-Borus, "Biculturalism among adolescents"

Burciaga, Chapter 11 & 12, pg. 56-66

Burciaga, Chapter 13 & 14, pg. 67-74

Week #7

Topic: Identity & SES & Language

October 4 & 6

Assignment: Weekly Writing

Readings

Romero, Chapter 11, Romero "Life as the Maid's Daughter"

Romero, Chapter 16, Castro, "The Politics of Language in Miami"

Burciaga, Chapter 15 & 16, pg. 75-86

Week #8

October 11 & 13

No Readings

ASSIGNMENTS: MID-TERM RESEARCH PAPER DUE OCTOBER 13TH AT BEGINNING OF CLASS

Week #9

Topic: Prejudice & Sexism

October 18 & 20

Assignments: Weekly Writing

Reader: Aronson, E. "Prejudice"

Reader: Bobo, L. "Group conflict, prejudice, and the paradox of contemporary racial attitudes"

Reader: Trotman Reid, "Racism and sexism"

Serros, Role Model Rule #5, 69-74

Week #10

Topic: Identity & Gender

October 25 & 27

Assignment: Weekly Writing

Readings

Fronteras: Chapter 10, Zavella, P. "Reflections on diversity among Chicanas"

Reader: Garcia, A. "Introduction to historical writings"

Reader: Vidal, M. "New voice of La Raza"

Reader: Castillo, A. "A countryless woman"

Burciaga, Chapter 17 & 18, pg. 87-96

Serros, Role Model Rule #6, pg. 75-92

Week # 11

Topic: Gender Roles

November 1 & 3

Assignments: Weekly Writing

Readings:

Reader: DeLeon, B. "Sex role identity among college students"

Fronteras: Chapter 12, Fernandez-Kelly & Garcia "Power surrendered, power restored"

Burciaga, Chapter 19 & 20, pg. 97-107

Serros, Role Model Rule #7, pg. 93-122

Week #12

Topic: Immigration & Economics & Gender

November 8 & 10

Assignments: Weekly Writing

Groups 1 & 2 Present Thursday, November 10

Readings

Reader: Gonzalez, A. "Al Norte, Economic principles of Mexican immigration"

Fronteras: Chapter 14, Repack "New Roles in a new landscape"

Burciaga, Chapter 21 & 22, pg. 108-118

Serros, Role Model Rule #8, pg. 123-138

Week #13

Topic: Immigration: History

November 15 & 17

Assignments: Weekly Writing

Groups 3 & 4 Present Thursday, November 17

Readings:

Fronteras: Chapter 4, Hamilton & Chinchilla "Central American migration"

Fronteras: Chapter 6, Hondagneu-Sotelo “The history of Mexican undocumented settlement in the United States”

Serros, Role Model Rule #9, 139-160

Burciaga, Chapter 23 & 24, pg. 119-133

Week #14

Topic: Identity & Phenotype & Language

November 22

Assignments: Weekly Writing

Groups 5 & 6 Present Tuesday, November 22

Readings

Reader: Fernandez, C. “La Raza and the melting pot”

Reader: Rothenberg, P. “Introduction to “white privilege””

Reader: Foley, N. “Becoming Hispanic”

Burciaga, Chapter 25 & 26, pg. 134-145

Week #15

Topic: Identity & Activism

November 29 & December 1

Assignments: Weekly Writing

Groups 7 & 8 Present Thursday, December 1

Readings

Fronteras: Chapter 17, Rodriguez, N. “Apartment restructuring and Latino immigrant tenant struggles”

Reader: Pardo, M. “Becoming an activist in Eastside Los Angeles”

Serros, Role Model Rule #10, pg. 162-174

Week #16

Topic: Health

December 6

Assignments: Weekly Writing

Readings:

Reader: Lillie-Blanton, M. “Untangling the web”

Reader: Karlsen, S. “Relation between racial discrimination, social class, and health among ethnic minority group”

Reader: de la Torre, A. “Its about having a healthy body: The health status of Mexican Americans”

Serros, Role Model Rule #11, pg. 175-194

Week #17: Last Day of Class

Topic: Review & Wrap Up

Assignments: NONE

Readings;

Serros, Role Model Rule #12, pg. 195-206

Serros, Role Model Rules #13, pg. 207-222

FINAL EXAM, THURSDAY, DECEMBER 15, 2-4 P.M.

References:

- Aguirre-Molina, M. & Molina, C. (1994). Latino populations: Who are they? (pg. 3-22). In Molina, C. & Aguirre-Molina (Eds.) Latino health in the U.S. : A growing challenge. American Public Health Association: Washington, D.C.
- Aronson, E., Wilson, T.D., & Akert, R. (1994). Social Psychology: The Heart and Mind. (pgs. 498-506). Harper Collins College Pub.: New York, NY.
- Atkinson, D., Marten, G. & Sue, D.W. (1993). Counseling American minorities (pg. 3-39). Brown & Benchmark, Indiana.
- Bobo, L. (1988). Group conflict, prejudice, and the paradox of contemporary racial attitudes (pg. 85-114). . In Katz, P. A. & Taylor, D.A. (Eds.). Eliminating racism: profiles in controversy. Plenum Press, New York, NY.
- Castillo, A. (1994). Massacre of the Dreamers: Essays on Xicanisma (pg. 21-41). Plume Book, Penguin Group, New York, NY.
- De la Torre, A. & Estrada, A.L. (2001). Mexican Americans & Health: Sana!Sana! (Pg. 23-53). The University of Arizona Press, Tucson AZ.
- De León, B. (1995). Sex role identity among college students: a cross-cultural analysis (pg. 245-256). In Padilla, A. (Ed.). Hispanic Psychology: Critical issues in theory and research. Sage Publications Inc, Thousand Oaks, California.
- Fernández, C. (1992). La Raza and the melting pot: a comparative look at multiethnicity (pg. 126-143). In Root, M. (Ed.) Racially mixed people in America. Sage Publications, Newbury Park, California.
- Foley, N. (2002). Becoming Hispanic: Mexican Americans and whiteness (pg. 49-59). In Rothenberg, P.S. (Ed.). White Privilege: essential readings on the other side of racism.. Worth Publishers, New York, NY.
- García, A.M. (1997). Chicana feminist thought: the basic historical writings (pg. 1-16). Routledge, New York.
- Gloria, A. (2001). The cultural construction of Latinas: Practice implications of multiple realities and identities. (pg. 3-24). In Pope-Davis, D.B. & Coleman, H.L.K. (Eds.). The intersection of race, class and gender in multicultural counseling. Sage Publications.
- Gonzalez, A. (2002). Mexican Americans & the U.S. Economy: Quest for Buenos Días (pg. 13-37). The University of Arizona Press, Tucson, AZ.
- Karlsen, S. & Nazroo, J.Y. (2002). Relation between racial discrimination, social class and health among ethnic minority groups. American Journal of Public Health, 92(4). 624-631/ Publisher: American Public Health Association: Washington, D.C.
- Lillie-Blanton, M. & Hudman, J. (2001). Untangling the web: race, ethnicity, immigration and the Nation's health. American Journal of Public Health, 91(11), 1736-1738. Publisher: American Public Health Association: Washington, D.C.
- Pardo, M.S. (1998). Mexican American women activists: identity and resistance in two Los Angeles communities. (Pg. 105-141). Temple University Press, Philadelphia

- Rotheram-Borus, M.J. (1993). Biculturalism among adolescents (pg.81-102) . In Bernal, M.E. & Knight, G.P. (Eds.). *Ethnic identity: formation and transmission among Hispanics and other minorities*. State University of New York Press: New York.
- Rothenberg, P.S. (2002). *White Privilege: essential readings on the other side of racism*. (pg. 1-5). Worth Publishers, New York, NY.
- Trimble, J.E. (1990-91). Ethnic specification, validation, prospects and the future of drug use research. *The International Journal of the Addictions*, 25(2A), 149-170. Marcell Dekker Inc., United States.
- Trotman Reid, P. (1988). Racism and sexism: comparisons and conflicts (pg. 203-221). In Katz, P. A. & Taylor, D.A. (Eds.). *Eliminating racism: profiles in controversy*. Plenum Press, New York, NY.
- Vera, E.M. & Quintana, S.M. (2004). Ethnic identity development in Chicana/o youth (pg. 43-59). In Velásquez, R.J., Arellano, L.M. & McNeill, B.W. (Eds.). *The handbook of Chicana/o psychology and mental health*. Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey.
- Vidal, M. (1997). *New voice of La Raza: Chicanas speak out*(pg. 21-24). In García, A.M. (Ed.). *Chicana feminist thought: the basic historical writings*. Routledge, New York

Grading System for MAS 365 Research Paper

References (35%) _____ **35 points possible**
 8 Individual Scientific Journal References cited within text, summaries are clear, critical analysis, and cited properly on reference list at end of paper.

Expression (50%) _____ **50 points possible**
 Clear thesis from beginning of paper, Well-Supported thesis with scientific evidence, Discussion within context of class, critical analysis is in depth and links to thesis well.

Writing Style (15%) _____ **15 points possible**
 Ease of reading/flow, 10-12 pages (12 point font 1-inch margins), title page,
 Spelling, Grammar, no generalizations

_____ **100 Total Points**

A	B	C	D
<ul style="list-style-type: none"> • All basic requirements will be completed. • Thesis/theme of paper will be clear from beginning and supported with scientific evidence. • Conclusion is logical within context of paper and presented in a clear strong manner. • Scientific journal articles will be clearly summarized and integrated. • Critical analysis of research will be included. • Ease of reading and flow of paper will be smooth • Almost no spelling or grammatical mistakes. • Reference section will be properly organized at end of paper and cited within text. 	<ul style="list-style-type: none"> • Most basic requirements will be completed. • Thesis/theme of paper will be mostly understandable by end of paper and supported with scientific evidence. • Conclusion is weak, but does make sense within paper. • Scientific journal articles are summarized but inconsistently integrated. • Critical analysis is inconsistent throughout paper. • Ease of reading and flow of paper is mostly smooth. • Few spelling or grammatical mistakes. • Reference section is properly organized at end of paper. References are inconsistently cited within text. 	<ul style="list-style-type: none"> • Some basic requirements will be completed. • Thesis is not stated but clear throughout paper. It is not clearly supported with scientific evidence • Conclusion is weak or does not logically follow thesis of paper. • Scientific journal articles are not summarized or consistently integrated. • Critical analysis is lacking in depth. • Paper is choppy and hard to read, no transitions included between paragraphs or thoughts. • Some spelling & grammatical mistakes. • Reference section is improperly organized, but all references are listed. References are inconsistently cited within text. 	<ul style="list-style-type: none"> • Few basic requirements will be completed. • Thesis is missing or not clear within paper. • Conclusion is missing. • Scientific journal articles are not integrated. • Critical analysis is missing. • Reference list is missing and references are clearly cited within text. • Paper is difficult to read due to writing style. Points are not elaborated on. • Several spelling and grammatical mistakes.

MAS 365 Grading Criteria for Weekly Writing

Students will submit 10 weekly writing assignments of a 1-2 page analysis of weekly readings.

Each weekly writing assignment is worth = 10 points for a total of 100 points for 10 summaries.

Requirements for Total Points per week:

- Typed & spell checked
- Date and reference for readings at top of page
- Analyze/ Summarize **ALL readings for the week**
- Summaries will include at least 3 sentences per reading.
- Identify one theme in each reading
- Critical Thinking Commentary will include at least 3 sentences per reading.
- Summaries will be turned in every week on Thursday during class time. No late weekly writing papers will be accepted unless professor or teaching assistant was informed prior to class time of student's absence.

Example for Weekly Writing Submission:

Name of Student Date

Week #

Reading #1 complete reference

A. Theme of reading in 1 sentence

B. Paragraph Summary of reading

C. Critical Thinking Commentary:

Reading #2 complete reference

A. Theme of reading in 1 sentence

B. Paragraph Summary

C. Critical Thinking Commentary

Samples of correct APA referencing.

1. Journal article:

Author's Last name, Author's first name (year of publication) title of article. Title of journal, volume number of journal, page number of journal.

2. Book chapter:

Author's last name, Author's first name (year of publication of book) title of book chapter (page numbers).
Editor's last name, Editor's first name (Ed.) title of book. Publisher, location of publisher.