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

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly writing</td>
<td>100</td>
</tr>
<tr>
<td>Mid-term annotated bibliography</td>
<td>50</td>
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<tr>
<td>Mid-term Research Paper</td>
<td>100</td>
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<tr>
<td>Group Presentation</td>
<td>100</td>
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<tr>
<td>Final exam</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

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 by 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
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
ANOTATED 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”
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 #5, 69-74

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 #6, pg. 75-92

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 #7, pg. 93-122

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”
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:


Grading System for MAS 365 Research Paper

References (35%)

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%)

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%)

Ease of reading/flow, 10-12 pages (12 point font 1-inch margins), title page, Spelling, Grammar, no generalizations

100 Total Points

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>• All basic requirements will be completed.</td>
<td>• Most basic requirements will be completed.</td>
<td>• Some basic requirements will be completed.</td>
<td>• Few basic requirements will be completed.</td>
</tr>
<tr>
<td>• Thesis/theme of paper will be clear from beginning and supported with scientific evidence.</td>
<td>• Thesis/theme of paper will be mostly understandable by end of paper and supported with scientific evidence.</td>
<td>• Thesis is not stated but clear throughout paper. It is not clearly supported with scientific evidence</td>
<td>• Thesis is missing or not clear within paper.</td>
</tr>
<tr>
<td>• Conclusion is logical within context of paper and presented in a clear strong manner.</td>
<td>• Conclusion is weak, but does make sense within paper.</td>
<td>• Conclusion is weak or does not logically follow thesis of paper.</td>
<td>• Conclusion is missing.</td>
</tr>
<tr>
<td>• Scientific journal articles will be clearly summarized and integrated.</td>
<td>• Scientific journal articles are summarized but inconsistently integrated.</td>
<td>• Scientific journal articles are not summarized or consistently integrated.</td>
<td>• Scientific journal articles are not integrated.</td>
</tr>
<tr>
<td>• Critical analysis of research will be included.</td>
<td>• Critical analysis is inconsistent throughout paper.</td>
<td>• Critical analysis is lacking in depth.</td>
<td>• Critical analysis is missing.</td>
</tr>
<tr>
<td>• Ease of reading and flow of paper will be smooth</td>
<td>• Ease of reading and flow of paper is mostly smooth.</td>
<td>• Paper is choppy and hard to read, no transitions included between paragraphs or thoughts.</td>
<td>• Paper is difficult to read due to writing style. Points are not elaborated on.</td>
</tr>
<tr>
<td>• Almost no spelling or grammatical mistakes.</td>
<td>• Few spelling or grammatical mistakes.</td>
<td>• Some spelling &amp; grammatical mistakes.</td>
<td>• Several spelling and grammatical mistakes.</td>
</tr>
<tr>
<td>• Reference section will be properly organized at end of paper and cited within text.</td>
<td>• Reference section is properly organized at end of paper. References are inconsistently cited within text.</td>
<td>• Reference section is improperly organized, but all references are listed. References are inconsistently cited within text.</td>
<td>• Reference list is missing and references are clearly cited within text.</td>
</tr>
</tbody>
</table>
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.