

Introduction to Chicano/Latino Studies III
CHC-LAT 63
Spring 2019

Course Day & Time: Tuesdays & Thursdays, 11:00am – 12:20pm

Course Location: Anteater Learning Pavilion (ALP) 1600

Canvas Site: CHECK CANVAS SITE PERIODICALLY FOR ANNOUNCEMENTS

Instructor's Office Hours: Wednesdays from 1:00pm – 3:00pm, Chicano/Latino Studies SST 369

INSTRUCTOR

Prof. Alana M.W. LeBrón, PhD, MS

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TEACHING ASSISTANTS

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COURSE DESCRIPTION

As 17.1% of the US population, Latinas/os/xs are the largest ethnoracial minority group in the United States. At 63.9%, the Mexican origin population is the largest subgroup, followed by Puerto Ricans (9.5%), Cubans (3.7%), Salvadorans (3.7%) and Dominicans (3.2%). Central Americans comprise 9.0% of the total Latina/o/x population, and South Americans constitute 6.0%, with Colombians comprising the largest national origin group among South Americans in the US (U.S. Census Bureau, 2011-2015). This course considers heterogeneity and intersections of experiences of Chicana/o/x or Latina/o/x communities in the United States. This course focuses on contemporary social and policy issues of concern for Chicana/o/x and Latina/o/x communities and how they navigate these issues. Central topics include the following: migration, immigrant incorporation, identity construction, immigrant policy, health policy, economic circumstances, and inter-racial and intra-racial relations. Such topics often call for consideration of how racial identities, socioeconomic position, gender, citizenship, and (im)migration statuses intersect to shape Latinas/os/xs' access to opportunity and equity. Each of these topics is covered over the quarter. Exploration of each topic will include lecture, group exercises, and class discussions focused on understanding these topics and comparing, contrasting, and integrating the issues.

Beginning with an examination of the distinct migration contexts of Latina/o/x subgroups, we then consider how Latinas/os/xs are incorporated into US ethnoracial, social, economic, and political structures. We conclude with an examination of inter-racial dynamics in the United States.

This course meets the core course requirement for the undergraduate major and minor in the Department of Chicano/Latino Studies. This course also meets the University's General Education requirement for "Social and Behavioral Sciences" (Category III) and "Multicultural Studies" (Category VII).

This course involves undergraduate students representing different disciplines. Students are encouraged to co-learn and create new knowledge through class discussions and participation, critical thinking, and analysis. Students are encouraged to share and reflect on their backgrounds and prior experiences.

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STUDENT LEARNING OUTCOMES

By the end of this course the student will be able to:

1. Identify and describe Latinas/os/xs as a distinct and heterogeneous racial group in California and the United States;
2. Critically compare and contrast Latina/o/x subgroups by reflecting on the histories, contexts and processes of incorporation of various Latina/o/x subgroups;
3. Discuss social, economic, political, and health phenomena as interconnected social issues that shape opportunity and experiences of (in)equity for Latinas/os/xs and various Latina/o/x subgroups.

Having been successful at the above, the student will be able to:

1. Apply theories and models to critically analyze social issues affecting Latinas/os/xs;
2. Articulate a critical analysis through spoken and written presentation.

REQUIRED COURSE MATERIALS

There are two required texts for this class, which are available for purchase at the bookstore and are also available on reserve (2 hours) at the Langson library and may be available via the library's online catalogue. These texts are:

1. Chavez, Leo R. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, 2013.
2. Rios V. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press, 2017.

Besides these books, a set of required readings (i.e. book chapters, articles) are available on Canvas. **Readings should be completed for the day they are assigned.** I supplement readings with a lecture or discussion that engages the theme of the week – however, the lectures are not substitutes for the readings.

WEBSITE

The Canvas website is an integral part of the course. Use the site to: find course readings; find resources for the course assignments; and post final versions of your assignments. **Please ensure that your Canvas settings allow for you to receive notifications of Canvas announcements, as this is the primary way in which your instructor and TA will communicate with the class.**

TEACHING PHILOSOPHY & INSTRUCTIONAL METHODS

I incorporate diverse teaching strategies to facilitate students in synthesizing, bridging, and critiquing the application of social science theories to real world issues. My classroom teaching strategies incorporate case studies to enhance discussions about the complex systems in which social inequities emerge to ultimately inform the social statuses that Latina/o/x communities may navigate, and to discuss responses to these processes. In keeping with this philosophy, my teaching methods include presentations, class discussions, and opportunities to apply concepts introduced in class through assignments.

ACADEMIC INTEGRITY REQUIREMENT

In keeping with the University of California-Irvine's values (<http://inclusion.uci.edu/wp-content/uploads/sites/13/2016/11/Principles-Against-Intolerance.pdf>), the faculty at the University of California-Irvine believes that the conduct of a student registered or taking courses at UCI should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest speakers, administrative support staff, and fellow students.

Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience at UCI.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

The University of California-Irvine website provides a user-friendly definition of plagiarism: <https://aisc.uci.edu/students/academic-integrity/index.php>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Providing equitable access to learning opportunities for all students is important to me. If you have already established accommodations with the UCI Disability Services Center, please communicate your approved accommodations to me at your earliest convenience so we can discuss your accommodations for this course. If you have not yet established services through the Disability Services Center, but have a temporary health condition or permanent disability that requires accommodations (e.g., mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact the Disability Services Center at <http://disability.uci.edu> or (949) 824-7494. This office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

MENTAL HEALTH AND WELL-BEING

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, bias incidents, financial challenges, mental health concerns, alcohol or drug use, feeling down, difficulty concentrating, and/or lack of motivation. I believe it is important to support the physical and emotional well-being of our students. If you are experiencing any of these issues, I encourage you to use the resources on campus such as those listed below. If you have a health issue that is affecting your performance or participation in any course, and/or if you need help contacting these offices, please contact me or the resources indicated below:

- On-campus work life & wellness: <http://www.wellness.uci.edu>
- On-campus mental health resources: Counseling Center: <http://www.counseling.uci.edu>
- On-campus disability services office: <http://disability.uci.edu>
- On-campus health resources: <http://www.shs.uci.edu>
- On-campus sexual assault resources: Campus Assault Resources & Education (CARE): <http://www.care.uci.edu>
- On-campus financial aid office: <http://www.ofas.uci.edu>
- On-campus department where bias incidents should be reported: <https://aisc.uci.edu>
- On-campus police: <http://www.police.uci.edu>
- On-campus career services office: <http://career.uci.edu>
- On-campus writing support: <http://www.writingcenter.uci.edu>

If your situation is not life threatening, but you have an urgent question that cannot wait for the Counseling Center to open, you may call the after-hours emergency number at (949) 824-6457. If you find yourself in an emergency situation, please call 911 or go to the Emergency Room.

In the event that I anticipate that you need additional support, I will express my concerns and the reasons for them, and remind you of resources (e.g., counseling services, career services, Dean of Students, etc.) that might be helpful to you. It is not my intention to know the details of what might be going on, but simply to let you know that I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do – for yourself and for those who care about you.

CLASSROOM EXPECTATIONS

I expect everyone to participate in class discussions and exercises. Students are expected to come to class and discussion section having read the assigned material and prepared to engage in discussion and/or application of the material. Because many of the issues we will be discussing are topical, students are encouraged to also read media reports of issues affecting Latina/o/x communities and bring those to class discussions. I also expect that each of us will listen respectfully to each other's ideas and encourage vigorous, but constructive, debate over controversial topics.

TECHNOLOGY POLICY

I will not be asking you to use your personal computer, tablet, or phone during class time. However, I realize that some students prefer to take notes or read from their electronic device. I ask that if you choose to use an electronic device that you sit at the front of the class. Please be mindful of the ways in which your technology might be distracting for your own learning and those around you. Computer use during class is for class purposes only (e.g. referring to assigned readings, taking notes).

Please turn off your cell phones before coming to class.

IMMIGRATION CONCERNS

Throughout this course, we will be discussing several issues related to (im)migration policies, which may involve discussions about immigration enforcement and citizenship status as a social and political construct. Please frame your contributions to the discussion in a way that is respectful of different experiences and perspectives.

If, during the quarter, you experience an immigration crisis that interferes with your attendance or the class assignments, please speak with Prof. LeBrón.

REQUIREMENTS, EXPECTATIONS AND GRADING

Throughout the course, you will have opportunities to practice all five student learning outcomes and to get feedback from your Instructor, TA, and from your peers. Feedback will be verbal and written. All students are expected to attend each class session, critically read the assigned readings before class, and actively participate in the course discussions. **The expectation is that everyone will participate in these discussions by keeping up with course readings and contributing to the class discussion. Students will be graded on their class participation and discussion of assigned readings, and their written assignments. Please recall that grades are earned, they are not given.**

Grading of the Class Will Be as Follows:

- Class Attendance, Preparation, Participation, and Discussion	10%
- Discussion Section Attendance and Participation	10%
- In-Class Writing Essays	35%
- Critical Analysis Paper	25%
- Op-Ed on Contemporary Issues Affecting Latinas/os/xs	20%
- Extra Credit	5%

The requirements/assignments are as follows:

- A. Lecture Attendance and Participation (10%):** Attendance and in-class participation account for 10% of your grade and include (1) lecture attendance; and (2) active and informed in-class preparation that demonstrates a thoughtful reading of the course material. It is your responsibility to read all course materials prior to class.

Attendance will be taken within the first 30 minutes of class. It is your responsibility to ensure that you sign the attendance sheet. Do not sign the attendance sheet for your peers.

Behavior that will hurt your attendance and participation grade include: disruptive behavior; disrespect towards your professor, TA, or peers; comments that indicate a lack of preparation; sleeping in class; excessive tardiness; excessive absences; web surfing; and texting. **Excessive absences and constant disruptive behavior will result in a failing class participation grade.**

Do not assume that you will receive full participation and credit merely for showing up to class. You must also thoughtfully participate in class discussions. Everyone is expected to participate in the class discussions. Each member of the class has several important roles in participating in class discussions, and your evaluation will be based on your participation in these roles.

First, to critically evaluate the readings and to bring questions and issues to class for discussion. Although most of these readings are published in peer-reviewed books or journals, *there are no perfect readings.* A good critique will provide a balanced analysis of the strengths of an article or chapter vis-à-vis its limitations as they relate to the course topics.

Some tips for bringing questions and issues to class for discussion:

- It may sometimes be helpful to begin with a quick one-sentence summary. You might also distinguish whether the reading is primarily a review, a conceptual argument, empirical investigation, and/or a description. All of the readings in this class fall under one of these categories and some fall under more than one.
- It may sometimes be helpful to review the theoretical arguments made by the author(s), and or the major research questions and hypotheses.
- Consider the methods and/or processes and how the author(s) went about trying to develop their theory or test their research questions, and the information presented in tables and figures as these relate to the topic.
- Review the conclusions made by the author(s).
- You are free to bring to the class discussion anything about the chapter or article that you find relevant, including remarks about the reading's shortcomings and strengths.
- I expect that you will have read the readings carefully, but do not expect you to be an expert. If there are parts of the reading you do not understand, raise questions about them.

A second important role is to hone your discussion and group skills by engaging with others in a conversation about the reading/discussion topic. The goal is to actively use your group skills to discuss multiple perspectives, insights and interpretations from members of the class. For example:

- Pay attention not only to your own important contributions and insights, but to those of others in the class;
- Give priority to students who have said less, and encourage them to contribute;
- Please remember to be respectful, even if you disagree with a statement that has been made;
- If you did not entirely understand a point made by another member of the class (or by me), ask

for clarification or an example;

- Build on points that have been made by others, and acknowledge their contributions.

- B. Discussion Section Attendance and Participation (10%):** Attendance at and active participation in discussion section is mandatory and accounts for 10% of your grade. Your TA will take attendance and determine your discussion section score. Please see the above section for more information on how participation will be evaluated and suggestions for preparing for your discussion section.
- C. In-Class Writing Essays (35%):** At five times during the quarter, through in-class writing essays you will demonstrate your ability to reflect and give thoughtful answers to an assigned set of questions about contemporary issues affecting Latinas/os/xs. The purpose of this assignment is to ascertain your engagement with the course concepts. **These closed-book essays will be completed during class time and will be distributed at the beginning of class. If you are late to class, you will lose time and may not be able to complete the assignment. To earn credit, your writing must reflect awareness of central issues and ideas expressed by authors and in class.**

The essay will include a central theme from the previous two week's readings and course discussions and will incrementally build on course concepts. **These assignments are graded and cannot be made up under any circumstance.**

- D. Critical Analysis Paper (25%):** For the Critical Analysis Paper, worth 25% of your grade for the course, you will be asked to prepare a 3-page double-spaced paper in which you will critically analyze the argument and evidence that Chavez advances in his book, *Latino Threat*. Draw from lectures and other readings to make one argument about the importance and contemporary salience of this theory for one Latina/o/x subgroup. Explain how the "Latino Threat" narrative has affected one of the social issue areas discussed in the course. During Discussion Sections, you will have several opportunities to receive peer feedback on your paper ideas and the organization of your arguments. **For ONE POINT extra credit, you may visit the UCI Writing Center to get feedback on your paper and must submit your Writing Center visit summary sheet with the assignment.**

Note: Citations for all written assignments should follow the APA style.

- E. Opinion-Editorial (20%):** The aim of this exercise, worth 20% of your class grade, is to state your opinion about a social issue related to the contemporary experience(s) of Latinas/os/xs in the US. You should consult the "Op-Ed" sections of your local newspaper or those that are available online to become familiar with the style of writing that is most appropriate for this type of publication. During Discussion Sections, you will have several opportunities to receive peer feedback on your Op-Ed ideas and the organization of your Op-Ed. **For ONE POINT extra credit, you may visit the UCI Writing Center to get feedback on your paper and must submit your Writing Center visit summary sheet with the assignment. For ONE POINT extra credit, you may submit your Op-Ed to your local and/or hometown newspaper and must submit proof of Op-Ed submission with your Op-Ed. More details on this assignment as the term progresses.**
- F. OPTIONAL Extra Credit "Think Piece" (2%):** For extra credit, you may write ONE 500-word (max) "Think Piece" on a campus event that has been announced as eligible for this extra credit opportunity. You can write about the issue as it relates to the course topics, highlights from the event discussion, and/or questions that the presentation or the event sparked for you. You are encouraged to draw connections with your course readings and class discussions in your Think Piece. **You may get extra credit once (i.e. for 1 event), and it will be added on the top of your final grade. This is due one week after the event by 5:00PM PST via Canvas as a Word document under the "Think Piece**

(OPTIONAL)" assignment. Below are two extra credit Think Piece opportunities. One additional Think Piece opportunity will be announced in class, later in the quarter

1. **April 9, 2019 (1:30pm-3:00pm):** *What Place Do Central Americans Have in CHC-LAT?* in SST 318 (Chicano/Latino Studies Dept)
2. **April 16, 2019 (12:30pm-2:00pm):** *The Homosociality of Lowrider Car Culture* in SST 318 (Chicano/Latino Studies Dept)

LATE WORK: Late work is not accepted without a University acceptable excuse.

WRITING CENTER: If you plan to take advantage of the extra credit opportunity and resources at the UCI Center for Excellence in Writing and Communication, please be aware that appointments fill quickly. **You are encouraged to schedule your writing center appointment approximately two weeks in advance.** (HINT: The best time to look for open appointments is Thursday evening or Friday afternoon.)

WEEK 1: INTRODUCTION TO THE COURSE, RACIAL/ETHNIC IDENTITIES, & HETEROGENEITY ACROSS LATINAS/OS/XS

Key Topics Addressed This Week

- Welcome and community building
- Course overview & expectations
- What is in a name? Hispanic, Latina/o, Latin@, Latinx, Chicana/o/x, and alternatives to pan-ethnic categories
- How do Latinas/os/xs self-identify?
- Heterogeneity within the Latina/o/x population
- Macro- and micro-level forces that shape (im)migration patterns

April 2

Gonzalez-Barrera A and Hugo Lopez M. 2015. "Is Being Hispanic a Matter of Race, Ethnicity, or Both?" Pew Research Center. <http://www.pewresearch.org/fact-tank/2015/06/15/is-being-hispanic-a-matter-of-race-ethnicity-or-both/>

Contreras SM. 2017. "Chicana, Chicano, Chican@, Chicanx." In DR Vargas, NR Mirabal, L La Foundain-Stokes (Eds.), *Keywords for Latina/o Studies*. (pp. 32-35) New York: New York University Press.

April 4

Massey DS. 2009. "Racial Formation in Theory and Practice: The Case of Mexicans in the United States." *Rac Soc Prob* 1(1): 12-26.

Supplemental Readings (Recommended, not required)

Alcoff LM. 2005. "Latino vs. Hispanic: The Politics of Ethnic Names." *Philosophy & Social Criticism* 31(4): 395-407.

Blas T. 2016. "I'm Latino. I'm Hispanic. And They're Different, so I Drew a Comic to Explain." *Vox*. <http://www.vox.com/2015/8/19/9173457/hispanic-latino-comic>

Ramirez TI and Blay Z. 2016. "Why People are Using the Term 'Latinx.'" *The Huffington Post*. http://www.huffingtonpost.com/entry/why-people-are-using-the-term-latinx_us_57753328e4b0cc0fa136a159

De Genova NP. 2007. "The Production of Culprits: From Deportability to Detainability in the Aftermath of 'Homeland Security.'" *Citizenship Studies* 11(5): 421-448.

WEEK 2: SOCIAL PRODUCTION OF OPPRESSION & THE LATINO THREAT NARRATIVE

Key Topics Addressed This Week

- Levels of oppression
- The Latino Threat narrative

April 9

Jones CP. 2000. Levels of Racism: A Theoretic Framework and A Gardener's Tale. *American Journal of Public Health*, 90(8), 1212-1215.

De Genova N. 2017. "Citizenship." In DR Vargas, NR Mirabal, L La Foundain-Stokes (Eds.), *Keywords for Latina/o Studies*. (pp. 36-39) New York: New York University Press.

Menjívar C. 2017. "Illegality." In DR Vargas, NR Mirabal, L La Fountain-Stokes (Eds.), *Keywords for Latina/o Studies*. (pp.93-99) New York: New York University Press.

April 11

Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapters 1 & 2)

Campos B and Chavez L. 2017. How Anti-Latino Rhetoric Hurts All Americans.

https://greatergood.berkeley.edu/article/item/how_anti_latino_rhetoric_hurts_all_americans

Supplemental Readings (Recommended, not required)

Ibarra-Frayre M and Lopez W. 2018. "Too Lazy"? Five Reasons Why Kelly's Comments on DACA are Wrong." *Medium*. https://medium.com/@williamlopez_9697/too-lazy-five-reasons-why-kellys-comments-on-daca-are-wrong-d54796ed3f52

WEEK 3: THE LATINO THREAT NARRATIVE

Key Topics Addressed This Week

- The Latino Threat Narrative
- Gender, reproduction, and fertility in the Latino Threat narrative
- Media and policy spectacles in the production of the US ethnoracial structure

April 16: In-Class Writing Essay #1

Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapters 3 & 4)

April 18

Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapter 6)

Supplemental Viewing (Recommended, not required)

Moon Canyon Films. 2015. *No Más Bebés*. Available online through the UCI Library at:
<http://antpac.lib.uci.edu:80/record=b5724971~S7>

WEEK 4: WHY DO LATINAS/OS/XS MOVE? & LATINA/O/X INCORPORATION: RACE, GENDER, CLASS, & LEGAL STATUS

Key Topics Addressed This Week

- Why Latinas/os/xs (im)migrate to the continental United States
- Different reasons for (im)migration, (im)migration patterns, and settlement between groups
- How the (im)migration experience/(im)migrant narrative differs for Latina/o/x subgroups
- Role of intersectionality in incorporation & mobility patterns
- Role of socioeconomic position in (im)migrant incorporation
- How Latina/o/x subgroups are received in the United States
- Transnational ties & social networks amongst Latina/o/x (im)migrants

April 23: GUEST LECTURE: PROFESSOR LEO CHAVEZ (ANTHROPOLOGY)

Abrego LJ. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. (Chapters 1 & 2.)

April 25: In-Class Writing Essay #2

Abrego LJ. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. (Chapters 3 & 5.)

Supplemental Readings (Recommended, not required)

De Genova NP. 2002. "Migrant 'Illegality' and Deportability in Everyday Life." *Annu Rev Anthropol* 31: 419-447.

Mullen P, Lopez WD, LeBrón AMW. 2015. "Don't Read the Comments? As Immigration Advocates, We Must." *Rewire*. <https://rewire.news/article/2015/01/13/dont-read-comments-immigration-advocates-must/>

WEEK 5: (IM)MIGRANT INCORPORATION

Key Topics Addressed This Week

- Segment(s) of today's ethnoracial structure that Latina/o/x immigrants are incorporating into based on their racial backgrounds, ethnicity, gender, class, & citizenship status
- Salience of ethnicity and ethnoracial identity
- Segmented assimilation
- Migration experience over the life course and across generations

April 30: In-Class Writing Essay #3

Abrego LJ. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. (Chapters 6.)

Viruell-Fuentes EA and Schulz AJ. 2009. Toward a Dynamic Conceptualization of Social Ties and Context: Implications for Understanding Immigrant and Latino Health. *Am J Public Health* 99: 2167-2175.

Vida M. 2017. How #Central American Twitter Evolved Beyond a Hashtag in a Much-Needed Community. *Remezcla*.

May 2

Jiménez TR. 2008. Immigrant Replenishment and the Continuing Significance of Ethnicity and Race. *Am J Soc* 113 (6): 1527-1567.

May 3: Critical Analysis Paper Due by 5:00PM PST on Canvas

Supplemental Readings (Recommended, not required)

Portes A and Zhou M. 1993. "The New Second Generation: Segmented Assimilation and its Variants." *Annals of the American Academy of Political and Social Science*, 530: 74-96.

WEEK 6: INTERGENERATIONAL DYNAMICS & SYSTEMS OF EXCLUSION

Key Topics Addressed This Week

- What is the difference between ascribed social status and self-identification?
- What factors can influence how Latinas/os/xs self-identify within a Latino subgroup?
- Sources of tension within Latina/o/x subgroups and between racial groups
- Policing, race, and gender

May 7

Vallejo JA and Lee J. 2009. Brown Picket Fences: The Immigrant Narrative and Patterns of Giving Back among the Mexican Origin Middle-Class in Los Angeles. *Ethnicities*, 9: 5-23.

May 9

Rios VM. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press, 2017. (Introduction & Chapters 1)

Supplemental Readings (Recommended, not required)

Virell-Fuentes. 2011. "It's a Lot of Work": Racialization Processes, Ethnic Identity Formations, and Their Health Implications. *Du Bois Review* 8(1): 37-52.

WEEK 7: SYSTEMS OF EXCLUSION & THE STRUGGLE FOR INCLUSION

Key Topics Addressed This Week

- Citizenship, legal status, and education
- Undocumented immigrant youth movement
- Policing, race, and gender

May 14

Rios VM. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press, 2017. (Chapters 2, 3 & 4)

May 16: In-Class Writing Essay #4

Rios VM. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press, 2017. (Chapters 5 & 6)

WEEK 8: (IM)MIGRATION POLICIES & INDIVIDUAL AND COMMUNITY RESISTANCE

Key Topics Addressed This Week

- Individual and community resistance to racialization
- Alternative sociocultural institutions
- Grassroots initiatives to promote inclusion

May 21: In-Class Writing Essay #4

Hacker K, Chu J, Leung C, Marra R, Pirie A et al. 2011. "The Impact of Immigration and Customs Enforcement on Immigrant Health: Perceptions of Immigrants in Everett, Massachusetts." *Social Science & Medicine*, 73: 586-594.

Artiga S and Ubri P. 2017. "Living in an Immigrant Family in America: How Fear and Toxic Stress are Affecting Daily Life, Well-Being, and Health." Kaiser Family Foundation. <https://www.kff.org/disparities-policy/issue-brief/living-in-an-immigrant-family-in-america-how-fear-and-toxic-stress-are-affecting-daily-life-well-being-health/>

Edwards HS. 2018. "'No One is Safe.' How Trump's Immigration Policy is Splitting Families Apart. TIME. <http://time.com/longform/donald-trump-immigration-policy-splitting-families/>

May 23

Tran T, Felix C, and the Immigrant Youth Movement. 2012. *Undocumented and Unafraid*. Part II.

Enriquez LE and Saguy AC. 2016. Coming Out of the Shadows: Harnessing a Cultural Schema to Advance the Undocumented Immigrant Youth Movement. *American Journal of Cultural Sociology*, 4 (1): 107-130.

WEEK 9: CLIMATE MIGRATION & CLAIMING BELONGING

Key Topics Addressed This Week

- Contested citizenship amongst Puerto Ricans
- Puerto Rican migration to the mainland US
- Hurricane Maria
- Claiming Belonging: Social Movements and Collective Action

May 28: In-Class Writing Essay #5

Rodríguez CE. 1997. A Summary of Puerto Rican Migration to the United States. In M. Romero, P. Hondagneu-Sotelo, & V. Ortiz (Eds.), *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.* (pp. 101–114). New York, NY: Routledge.

Podcast: Allen G and Peñaloza M. 2017. Stories about Puerto Rico Statehood: "Puerto Ricans Reflect on a Century of (Limited) Citizenship." NPR. <https://www.npr.org/tags/518010176/puerto-rico-statehood>

Podcast: Florido A. 2018. "Unable to Prove They Own Their Home, Puerto Ricans Denied FEMA Help." NPR. <https://www.npr.org/2018/03/20/595240841/unable-to-prove-they-own-their-homes-puerto-ricans-denied-fema-help>

Podcast: Florido A. 2018. "Months After Hurricane Maria, Puerto Rico has a Long Recovery Ahead." NPR. <https://www.npr.org/2018/03/20/595123550/6-months-after-hurricane-maria-puerto-rico-has-a-long-recovery-ahead>

Additional reading to be announced

May 30

Readings to be announced

Op-Ed Write-In (Optional): Date & Location TBD

This is an optional opportunity for students to further develop their Op-Eds. Students are invited to use this space to write their Op-Eds in a supportive environment surrounded by other peers who are also drafting their Op-Eds. For those who would like to, Dr. LeBrón and one Teaching Assistant will be available to discuss Op-Eds with students. Additionally, UCI Writing Center specialists will be available for scheduled meetings with students interested in discussing their Op-Eds.

Supplemental Readings (Recommended, not required)

Duany, Jorge. 1998. "Reconstructing Racial Identity: Ethnicity, Color and Class Among Dominicans in the U.S. and Puerto Rico." *Latin American Perspectives* 100: 147-172.

WEEK 10: RESISTANCE IN THE STRUGGLE FOR INCLUSION

Key Topics Addressed This Week

- Fostering inclusive social contexts
- Community-driven strategies for inclusion and resistance
- Critical reflections on course concepts, new or enduring questions

June 4

Rios VM. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press, 2017. (Conclusion)

June 6: Critical Course Reflections

There are no assigned readings for the final class. Instead, students are expected to come to class having critically reflected on the discussion questions offered during the prior class.

JUNE 7: Op-Ed Due by 5:00PM PST on Canvas