

**Chicano/Latino Studies 167**  
**Social Science 173L**

Latinos in a Global Society  
Spring 2015  
T, Th 9:30-10:50 a.m.  
Room: DBH 1200

**Dr. Glenda M. Flores**

Office: SST 371

Office Hours: Tuesday, 11:00-12:00 p.m.

(and by appointment)

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**Course Website:** <https://eee.uci.edu/15s/61410>

<https://eee.uci.edu/15s/70370>

**Password: 167**

COURSE DESCRIPTION

More people migrate to the United States than any other country in the world. The Latino population reached 57 million in 2015, and today, they are the largest racial/ethnic minority group in the United States. At 63%, the Mexican origin population is the largest subgroup, followed by Puerto Ricans (9%), Cubans (3.5%), Salvadorans (3.3%), and Dominicans (2.8%).<sup>1</sup> This course examines the heterogeneity of the Chicano/Latino experience in the United States, with a particular focus on the Central American experience and gender. A major focus of this course understands the interconnections between globalization, immigration, and transnationalism on their social, cultural and political realities. Topics to be discussed include: international theories of migration, the role of remittances, immigrant incorporation, law and policy, familial relations, gendered expectations and ideologies, and socioeconomic differentiation, to name a few. Throughout the course, we will consider the various ways that gendered expectations and ideologies influence reasons for migration as well as incorporation experiences. Students are encouraged to create new knowledge through class discussions and participation, critical thinking and analysis. Class lectures and assignments are geared towards helping students develop a critical understanding of the primary issues related to the experiences of Chicanos/Latinos living in the U.S.

We begin this course by examining why Latino men and women move and how they are received. We will then focus on how Latinos and their descendants are incorporating into the United States with a particular focus on gendered dynamics. We conclude with an examination of intra-ethnic and inter-ethnic tensions to gain a more nuanced perspective of Latinos who are moving to new immigrant destinations.

**This course meets the upper division requirement for the undergraduate major in the Department of Chicano/Latino Studies and the major in Social Science. This course**

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<sup>1</sup> Central Americans comprise 8% of the total Latino population, and South Americans are 5.5% with Colombians comprising the largest national origin group (U.S. Census Bureau, 2010).

satisfies the “Inequalities And Social Context” elective for the major in Chicano/Latino Studies and the upper division requirement module in the School of Social Sciences. It also satisfies one of the three upper-division courses selected from Chicano/Latino Studies 100-189. The readings and discussion in this course will allow us to make comparisons by nationality, generation, and citizenship across and within Latinas/os in the U.S., including Mexicans, Central Americans and Caribbean subgroups.

#### REQUIRED TEXTS:

1. Abrego, Leisy. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford University Press.
2. Readings posted online\* (These readings are marked with an \*)

#### COURSE REQUIREMENTS and EVALUATION OF PROJECTS

##### 1. LECTURE PARTICIPATION and ATTENDANCE (10%)

This class is based on active student participation in class discussions. You are expected to attend every class meeting **prepared to discuss the assigned reading**. Attendance and in-class participation account for 10% of your grade. This includes active and informed in-class participation that demonstrates a thoughtful reading of the course material and a presentation of your final paper. It is your responsibility to read all course materials prior to class. If you will miss a class, please make sure to obtain notes from a classmate. Attendance will be taken within the first 30 minutes of class. It is your responsibility to make sure you sign the roll sheet.

Do not overlook the importance of participation and attendance in calculating your grade. This grade is based on the number of class meetings you attend and will increase or decrease depending on your active participation or behavior in class. Things that will bring down your grade are disruptive behavior; disrespect towards your professor or peers; comments that reveal a lack of preparation, sleeping in class; excessive tardiness, excessive absences, texting, and web surfing. 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 lecture discussions such as when discussing current events in the media.

##### 2. NEWS ARTICLE REFLECTION PAPER (25%)

Latinos are always in the news!! The purpose of this assignment is to develop your ‘Sociological Imagination’ or ‘Mestiza/o Consciousness’ and critical thinking skills by applying what you have learned in class to the world around you. You must find an article published in a major newspaper (such as the Los Angeles Times, New York Times, Washington Post, Wall Street Journal, Orange County Register, etc. blogs, foundation websites and the like are not allowed) that pertains to any substantive issue of migration, immigration policy, and or the incorporation of a Latino subgroup. The article must be no more than 21 days old from the date you turn it in. The article, and your reflection may be used to start or spur class discussion. The reflection paper should be no more than three double-spaced pages. You must:

- a. Include the title of the article, author, date published, newspaper, and html address of the article if accessed online.
- b. Include a one page summary of the article detailing:
  - i. The question/issue that the author is addressing and/or investigating
  - ii. The method/evidence that the author employs (i.e. demographics, statistics, interviews).
- c. Respond to the author's argument and main points by linking AT LEAST one theoretical framework from the class (i.e. theories of migration, segmented assimilation pathway, etc.) and one empirical class reading to the article. How do class theories and concepts relate to the article? If the author is making an argument, do you agree with him/her? Could the author have used class concepts and theories to make a stronger case or to help explain the outcome? You must link class concepts and readings correctly in order to receive full credit.
- d. Include a references page

A hardcopy of this paper should be placed in my mailbox located in SSPA (3<sup>rd</sup> floor) on the due date; alternatively, you may bring a hard copy of the assignment to class on the due date. You must upload the written document to the dropbox feature on triple e by the end of class. Assignments that arrive late will not be graded.

### 3. IN CLASS POP QUIZZES (5%)

Five in-class pop quizzes will be administered randomly and will test your knowledge of the week's readings. They will be given at the start of class and no make-ups will be allowed.

### 4. MIDTERM EXAM (30% total)

The exam (30 pts.) will consist of multiple choice, short answer and essay questions. It will draw from readings, class lectures, guest lectures, discussion section, on campus lectures that I may ask you to attend, and any film or video clips shown in class.

### 5. GROUP CRITICAL ANALYSIS PROJECT (30% total)

The group critical analysis project consists of a sociological analysis of a literary text. This means that working in pairs (max 2 people) you must select a literary text (a possible list is included at the end of the this syllabus) to read and complete 1 essay (max 5-7 pages) on this book. Your essay should analyze this film through a sociological and Chicano/Latino studies lens by using theories, empirical evidence and concepts discussed in class. You must **correctly** apply a minimum of 6 theories/concepts **and** 5 scholarly sources used in class. Papers will be graded based on their originality and how well sociological concepts and theories are integrated and analyzed. Make sure to include a references page. The final is due June 4. *Specific instructions for this paper will be posted on the course website.*

### 6. GRADING

All of the materials outlined in this syllabus are required. Students are expected to use all of the information available to make points, arguments and critical assessments in your assignments and course discussions.

Grading will be as follows:

Lecture Attendance & Participation	10%
Newspaper Reflection Report (4/23)	25%
Random in-class pop quizzes	5%
In-class midterm (5/5)	30%
Group Project (6/4)	<u>30%</u>
	100%

#### RUBRIC

100%-97%=A+	89%-87%=B+	79%-77%=C+	69%-67%=D+
96%-93%=A	86%-83%=B	76%-73%=C	66%-63%=D
92%-90%=A-	82%-81%=B-	72%-70%=C-	62%-60%=D-

#### CLASS POLICIES

As with any class, students should behave in a professional and respectful manner. Below are the class policies.

1. Arrive on time.
2. Cell phones should be turned completely off. If you use a computer, it should be employed for taking course notes only. In other words, Facebooking, tweeting and email checking are not allowed. Repeated incidents of Facebooking or email will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor.
3. Talking with other students during class and other disruptive behavior will not be tolerated—it is disrespectful to your classmates and the Professor, and detracts from our goal of mastering the course material.
4. Respect others' opinions and comments. The Professor will work to make sure that all students enjoy a distraction-free, civil and supportive environment in which to learn and express ideas—this means listening to others' ideas and addressing them respectfully.

#### ACADEMIC INTEGRITY

Academic honesty is fundamental to the activities and principles of a university and this class. The professor is required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism and collusion (working secretly in groups). Students who submit work that is not entirely their own will be subject to the University's academic dishonesty policies. The guide for avoiding plagiarism can be found here: <http://www.editor.uci.edu/11-12/appx/appx.2.htm>. Please read the guide so that you are aware of what counts as academic honesty and plagiarism, and or/ask your TA or the Professor for clarification.

#### COMMUNICATION

It is the student's responsibility to frequently check their e-mail and the class website for any class communications. Please put "167" in the subject line of e-mail messages. Do not contact your TA or the Professor with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during your sections or office hours. We will not answer substantive questions via e-mail. Keep in mind that your Professor and TA are quite busy and probably cannot check e-mail as often as you may. Absolutely no

assignments will be accepted via e-mail. We will be using the course website (eee.uci.edu) to post announcements, most handouts and course articles, so check this site periodically.

### DROP BOX

You must upload your newspaper article reflection paper and your final paper via dropbox on eee.uci.edu, which will generate an originality report to guard against plagiarism. A hard copy should also be placed in my mailbox before the due date and time; alternatively, you may bring a hard copy of the assignment to class on the due date. **Both** of these conditions must be met in order to receive a grade. Assignments that arrive late will not be graded. All papers must be uploaded and submitted by 5:00 p.m. on their due date.

Extra credit opportunities may arise at times; note that special individual opportunities for extra credit violate university policy and will not be considered. Finally, grades are earned, they are not given. *Nitpicking over points is discouraged, as it reveals a commitment to a grade rather than to learning.*

**\*\*Any special learning needs should be brought to our attention as soon as possible\*\***

**Note: This syllabus may be slightly modified throughout the course of the quarter.**

### SCHEDULE OF READINGS

#### **Week 1: Introduction to the Course: Theories of Migration**

March 31, April 2

(3/31)

Introduction to the Course

(4/2)

\*Massey, Douglas, Durand, Jorge and Malone, Nolan. 2002. "Principles of Operation: Theories of International Migration" Pp. 7-23 in *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage.

Abrego, Leisy. 2014. *Sacrificing Families* (Chapter 1)

*Weekly Topic(s): We address issues of internal heterogeneity within the Latino population and why they migrate to the United States.*

#### **Week 2: Divergent Migration Pathways: Why do Latino men and women move?**

April 7, 9

(4/7)

\*Massey, Douglas, Durand, Jorge and Malone, Nolan. 2002. "System Assembly: A History of Mexico-U.S. Migration" Pp. 24-51, in *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage.

Abrego, Leisy. 2014. *Sacrificing Families* (Chapter 2 and Chapter 3, pgs. 47-middle of 55)

(4/9)

Movie: *El Norte*

*Weekly Topic(s): How is the migration experience/immigrant narrative different for Latino subgroups? And by gender? What are the macro-level and micro-level forces that propel migration? What are some differences in the reasons for migration, the type of migration patterns and settlement between groups?*

### **Week 3: Context of Reception and Transnational Families**

April 14, 16

(4/14)

\*\*Short piece on Cubans in Miami\*\* (posted to website)

Abrego, Leisy. 2014. *Sacrificing Families* (Chapter 3, pgs. 55-67)

(4/16)

Abrego, Leisy. 2014. *Sacrificing Families* (Chapter 4 and 7)

\*Avila, Ernestine and Pierrette Hondagneu-Sotelo. 1997. "I'm Here, But I'm There": The Meanings of Latina Transnational Motherhood." *Gender and Society*, 11: 548-571.

*Weekly Topic(s): How is the migration experience/immigrant narrative different for Latino subgroups? What are the macro-level and micro-level forces that propel migration? What are some differences in the reasons for migration, the type of migration patterns and settlement between groups? How does migration change motherhood?*

### **Week 4: Immigrant Incorporation, Assimilation and Segmented Assimilation**

April 21, 23

(4/21)

\*Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and its Variants." *Annals of the American Academy of Political and Social Science*, 530: 74-96. <http://ann.sagepub.com/cgi/content/short/530/1/74>

(4/23)

\*Lopez, Nancy. 2002. "Unequal Schooling: Race and Gender Disparity in Urban Education" Pp. 1-12 and "Problem Boys" Pp. 67-88 in *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*. Routledge.

*Weekly Topic(s): We examine how are various Latino subgroups are received in the United States and the social networks that are available to them. What are the policies of the sending and receiving countries? What are the effects of transnationalism on the family?*

**Week 5: Latino Incorporation: Race/Ethnicity, Gender, Class, Age and Citizenship**

April 28, 30

(4/28)

\*Abrego, Leisy. 2014. "Intervention and Displacement: How U.S. involvement in Central America Pushes Children and Families to Migrate" Available online at:  
<http://moralimperialism.wordpress.com/2014/08/21/intervention-and-displacement-how-u-s-involvement-in-central-america-pushes-children-and-families-to-migrate/>

Abrego, Leisy. 2014. *Sacrificing Families* (Chapter 6)

(4/30)

\* Estrada, Emir. 2013. "Changing Household Dynamics: Children's American Generational Resources in Street Vending Markets." *Childhood*, 20: 51-65.

*Weekly Topic(s): We hypothesize what segment of society today's Latino immigrants are incorporating into based on their race/ethnic backgrounds, gender, class and citizenship status.*

**Week 6: Midterm**

May 5, 7

May 5-Midterm

May 7-TBA

*Film: "The New Americans: Dominican Baseball Players"*

**Week 7: Gendered Opportunities and Prospects**

May 12, 14

(5/12)

Abrego, Leisy. 2014. *Sacrificing Families* (Chapter 5)

(5/14)

TBA

*Weekly Topic(s): We examine gender in working class Latino families in greater detail.*

**Week 8: Language and Schooling**

May 19, 21

(5/19)

Film: "Precious Knowledge"

(5/21)

In-class time to coordinate group project

*Weekly Topic(s): What are some of the unique obstacles Latinos face in the schooling system?*

**Week 9: Racial/Ethnic Identities**

May 26, 28

(5/26)

\*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.

\*Agius Vallejo, Jody. 2012. "Mexican Americans or Coconuts? Middle Class Minority and American Identities" in *Barrios to Burbs: The Making of the Mexican-American Middle Class*. Stanford University Press. Pages 104-142.

(5/28)

Movie: Mylene Moreno's, *Recalling Orange County* (2005)

*Weekly Topic(s): What is the difference between imposed and self-identification? How do Latinos self-identify? What factors can influence how Latinos self-identify within a Latino subgroup?*

**Week 10: Group Presentations**

June 2, 4

(6/2)

Group Presentations

(6/4)

Paper Due by 5:00 p.m.

*Please Fill Out the Course Evaluation Sheet!  
Have a great summer!*

**CRITICAL ANALYSIS PAPER: POSSIBLE BOOK REPORT LIST**

Below is a list of possible books you can choose from. I have tried to locate books that focus on different Latino subgroups. If there is a book not on this list that you would like to read, please consult with me beforehand.

*Enriquez's Journey* by Sonia Nazario

*Finding Mañana* by Mirtha Ojito

*How the Garcia Girls Lost Their Accents* by Julia Alvarez

*Always Running* by Luis Rodriguez

*Down These Mean Streets* by Piri Thomas

*Two Badges: The Lives of Mona Ruiz* by Mona Ruiz and Geoff Boucher

*The House on Mango Street* by Sandra Cisneros

*Bless Me Ultima* by Rudolfo Anaya

*Dreaming in Cuban* by Cristina Garcia



*When I was Puerto Rican* by Esmeralda Santiago  
*Rain of Gold* by Victor Villasenor  
*The Moths and Other Stories* by Helena Maria Viramontes  
*Into the Beautiful North* by Luis Alberto Urrea  
*The Devil's Highway* by Luis Alberto Urrea