

**Introduction to Chicano/Latino Studies III**  
**CLS 63**  
**Spring 2017**

**Course Day & Time:** Tuesdays & Thursdays, 5:00pm – 6:20pm

**Course Location:** Humanities Hall 178

**Canvas Site\*:** <https://canvas.eee.uci.edu/courses/4613> (\*CHECK PERIODICALLY FOR ANNOUNCEMENTS)

**Instructor's Office Hours:** Thursdays from 9:00am – 11:00am, Chicano/Latino Studies SST 369

**INSTRUCTOR**

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**TEACHING ASSISTANTS**

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**COURSE DESCRIPTION**

As 17.1% of the US population, Latinos 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%).<sup>1</sup> This course considers heterogeneity and intersections of experiences of Chicano/Latino communities in the United States. This course focuses on contemporary social and policy issues of concern for Chicano/Latino communities and how they navigate these issues. Central topics include the following: immigrant incorporation, identity construction, immigration policy, health, economic circumstances, and inter-racial and intra-ethnic relations. Such topics often call for consideration of how ethnoracial status, socioeconomic position, gender, citizenship, and immigration statuses intersect to shape Latinos' access to opportunity and equality. 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 Latino subgroups, we then consider how Latinos 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).

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<sup>1</sup> Central Americans comprise 9.0% of the total Latino population, and South Americans constitute 6.0%, with Colombians comprising the largest national origin group (U.S. Census Bureau, 2010-2015).

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.

### **STUDENT LEARNING OUTCOMES**

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

1. Identify and describe Latinos as a distinct ethnoracial group in the US;
2. Critically compare and contrast Latino subgroups by reflecting on the histories, contexts and processes of incorporation of various Latino subgroups;
3. Discuss social, economic, political, and health phenomena as interconnected social issues that shape opportunity and equality for Latinos and various Latino subgroups.

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

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

### **REQUIRED COURSE MATERIALS**

There are three required texts for this class, which are available for purchase at the bookstore and are also available on reserve (1 day) at the Langson library. These texts are:

1. Chavez, Leo R. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford: Stanford University Press, 2013.
2. Abrego L. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. Stanford: Stanford University Press, 2014.
3. Martinez CG. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. New York: New York University Press, 2016.

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 Canvas announcements via email, as this is the primary way in which your instructor and TAs 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 Latino 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 (<http://inclusion.uci.edu/wp-content/uploads/sites/13/2016/11/Principles-Against-Intolerance.pdf>) values and the American Public Health Association's Code of Ethics (<http://www.apha.org/programs/education/progeduethicalguidelines.htm>), the faculty at the University of California-Irvine believes that the conduct of a student registered or taking courses in the School 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 in the School.

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 [disability services office], 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 Latino 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 civil, 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 immigration policy, which may involve discussions about immigration enforcement and citizenship as a social 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 Dr. 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, TAs, 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.

### 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 Facing Latinos	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's, 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 seven times during the quarter, I will invite you to reflect and give thoughtful answers to an assigned set of questions about contemporary issues facing Latinos. 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 topic will include a central theme from the previous 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 4-page double-spaced paper in which you will summarize 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 Latino subgroup. Explain how the "Latino Threat" narrative has affected one of the social policy areas discussed in the course to date. For ONE POINT extra credit, you may visit the UCI Writing Center to get feedback on your paper and must submit your Writing Center sign-in sheet with the assignment.

Note: All written assignments should follow the APA style.

- E. Opinion-Editorial (20%):** The aim of this exercise, worth 25% of your class grade, is to state your opinion about some feature related to the contemporary experience(s) of Latinos in the US and a social policy issue. 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. For ONE POINT extra credit, you may visit the UCI Writing Center to get feedback on your paper and must submit your Writing Center sign-in 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 a 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 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. Below are three extra credit Think Piece opportunities:

- (1) **April 17, 2017:** Dr. Alana LeBrón: “Disrupting Restrictive ID Policies: Implications for Health Equity”, 12pm-1:30pm, CAL IT2
- (2) **April 18, 2017:** Standing Rock is Everywhere, 12pm-1:30pm, location to be announced
- (3) **April 26, 2017:** Dr. Adriana Aldana: “Down Woodward: Seeing & Disrupting Racial Segregation through a Youth Photovoice Project”, SST 318, 12pm-1:30pm

**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 & HETEROGENEITY ACROSS LATINAS/OS

##### Key Topics Addressed This Week

- Welcome and community building
- Course overview & expectations
- Theories of migration and incorporation
- Heterogeneity within the Latina/o population
- Macro- and micro-level forces that shape migration patterns

##### April 4

No readings.

##### April 6

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

Pedraza S. 2000. Beyond Black and White: Latinos and Social Science Research on Immigration, Race, and Ethnicity in America. *Social Science History* 24(4): 697-726.

#### WEEK 2: WHY DO LATINAS/OS MOVE?

##### Key Topics Addressed This Week

- Why Latinas/os migrate to the continental United States
- Transnational ties
- Different reasons for migration, migration patterns, and settlement between groups
- How the migration experience/immigrant narrative differs for Latina/o subgroups
- The Latino Threat narrative

**April 11**

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

**April 13**

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

**WEEK 3: INCORPORATION, GENDER, REPRODUCTION, AND THE LATINO THREAT NARRATIVE**

**Key Topics Addressed This Week**

- How Latina/o subgroups are received in the United States
- Social networks available Latina/o immigrants
- Gender, reproduction, and fertility in the Latino Threat narrative

**April 18, In-Class Writing Essay #1**

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

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.

**April 20, Film: *No Más Bebés***

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

**WEEK 4: IMMIGRANT INCORPORATION, ASSIMILATION, & SEGMENTED ASSIMILATION**

**Key Topics Addressed This Week**

- Segment(s) of today's ethnoracial structure that Latina/o immigrants are incorporating into based on their racial backgrounds, ethnicity, gender, class & citizenship status
- Salience of ethnicity and ethnoracial identity
- Segmented assimilation

**April 25, In-Class Writing Essay #2**

Abrego LJ. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. (Chapter 4.)

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

**April 27**

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

**WEEK 5: LATINO INCORPORATION: RACE, GENDER, CLASS, & CITIZENSHIP**

**Key Topics Addressed This Week**

- Role of intersectionality in incorporation & mobility patterns



- Role of socioeconomic position in immigrant incorporation

**May 2, In-Class Writing Essay #3**

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

Gonzales, Roberto G. 2011. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood" *American Sociological Review* 76: 602-619.

**May 4**

Agius Vallejo, Jody and Lee, Jennifer. 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.

**WEEK 6: SPECTACLES & RESISTANCE IN THE STRUGGLE FOR INCLUSION**

**Key Topics Addressed This Week**

- Media and policy spectacles in the production of the US ethnoracial structure
- Individual and community resistance to racialization

**May 9, Critical Analysis Paper Due on Canvas by 5pm PST**

Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapters 6 and 7)

**May 11, Guest Lecture: Dr. Leo Chavez**

Martinez CG. 2016. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. (Chapter 1).

**WEEK 7: EXCLUSIONARY SOCIAL CONTEXTS & RESISTANCE IN THE STRUGGLE FOR INCLUSION**

**Key Topics Addressed This Week**

- Inclusionary and exclusionary policy contexts
- Community-driven strategies for inclusion and resistance

**May 16, In-Class Writing Essay #4**

Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapter 8).

Martinez CG. 2016. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. (Chapter 2.)

**May 18**

Martinez CG. 2016. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. (Chapter 3.)

**WEEK 8: TRANSNATIONAL TIES, INTERGENERATIONAL DYNAMICS, BICULTURAL CONFLICTS**

**Key Topics Addressed This Week**

- Transnational ties

- Migration experience over the life course and across generations

**May 23, In-Class Writing Essay #5**

Abrego LJ. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. (Chapters 6 and 7.)

**May 25**

Abrego LJ. 2014. *Sacrificing Families: Navigating Laws, Labor, and Love Across Borders*. (Chapter 8.)

**WEEK 9: RACIAL/ETHNIC IDENTITIES AND ALTERNATIVE SOCIOCULTURAL INSTITUTIONS**

**Key Topics Addressed This Week**

- What is the difference between ascribed social status and self-identification?
- How do Latinas/os self-identify?
- What factors can influence how Latinas/os self-identify within a Latino subgroup?
- Alternative sociocultural institutions

**May 30, In-Class Writing Essay #6**

Martinez CG. 2016. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. (Chapters 4 and 5.)

**June 1**

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.

Viruell-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 10: INTRA-ETHNIC AND INTERRACIAL RELATIONS IN THE UNITED STATES**

**Key Topics Addressed This Week**

- Sources of tension within Latina/o Subgroups and between racial groups
- The American South's tradition of the black-white binary: Emerging issues emerging as a result of Latina/o immigration.
- Religious institutions and Latina/o incorporation.

**June 6, In-Class Writing Essay #7**

Martinez CG. 2016. *The Neighborhood Has Its Own Rules: Latinos and African Americans in South Los Angeles*. (Chapter 6.)

**June 8**

López-Sanders L. 2012. Bible Belt Immigrants: Latino Religious Incorporation in New Immigrant Destinations. *Latino Studies* 10: 128-154.

**WEEK 11: FINALS WEEK**

**JUNE 13, Op-Ed Due by 5PM PST on Canvas**