

Undergraduate Freshman Seminar

University of Southern California
Rossier School of Education

Course title:

GESM131 The Bilingual-Bicultural Experience in America: A Focus on Latinos

Instructor: Eugenia Mora-Flores
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Office Location: USC City Center, 2101
Class Location: Leavey Library (LVL) 3Y
Meeting time: Mondays/Wednesdays 8:30-9:50am
Office Hours: M/W 10:00am

Course Overview:

The mission of the USC Rossier School of Education is to improve learning in urban education locally, nationally and globally. This course takes a critical look at the experience of Latino students in social, political and educational context locally and nationally, with a historical perspective of the international impact on Latino identity. In close alignment with Rossier's academic pillar of Diversity, students in this course will look at the structures and policies that create barriers to access and understand how Latinos have developed "the skills and political savvy to negotiate, if not eliminate, those barriers for themselves and on behalf of others".

This course takes a close look at the complexities of being a bilingual-bicultural child in America today. We begin by exploring our own beliefs, attitudes, perceptions and experiences as members of diverse ethnic backgrounds. This helps us understand the similarities and differences within and across ethnic cultures to gain a better understanding of diversity. As cultural and language are interconnected, the study of bicultural children cannot be separated from understanding students through their language. The connections between language, culture, and identity will be explored to gain a better understanding of the implications of living a bilingual-bicultural experience. Topics and themes to be covered in the class include child development, immigration, education, media, sociolinguistics and the physiological effects of being bilingual and bicultural.

Though the focus of this course is on understanding Latino children/students, the hope is that we learn about the importance of engaging in a similar process of discovery for all groups.

This course also fulfills the requirements for the undergraduate General Education Seminar in Social Analysis as it focuses on individual and collective actions and beliefs that are shaped by various organizations, political institutions, and the broader social and cultural setting.

Course Learning Outcomes/Objectives:

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- Understand how Latino students are incorporated in the United States
- Discover and appreciate the diversity of Latino cultures
- Evaluate the impact of Latinos in American society and culture
- Analyze the historical, social, political and economic impact on Latino cultures in the United States
- Explore the varied immigrant experiences of Latinos historically and currently
- Compare and contrast the educational experiences of Latino students
- Analyze the impact of television and media on identity

Course Requirements

Reading Journals/Forum Discussion (20 points each= 100 total points): You will have five reading journal entries throughout the course in weeks 2, 4, 6, 8, and 10 (See course outline for dates). You are required to review and discuss key readings, videos, and video lectures. These readings, videos and lectures are selected because they support the learning of issues confronting Latino students. You will be required to share your reading journal through a mediated forum that will further require a respond to at least two classmate's ideas. This is an open-ended post (unless a specific assignment or prompt is provided by your instructor), giving you a chance to share your thoughts as you viewed and read the materials. Your instructor will mediate the forum sessions as a way to connect your prior knowledge and thinking with class time discussions. Your instructor will help clarify the Forum discussion time line to ensure the process is clear. Details on when initial postings are due based on your class time session will be clarified by your instructor. However, all postings to your classmates must be completed 24 hours prior to your class time session. You will receive 10 points for the original reading journal entry (1 page) and 5 points for your response to at least 2 classmates for a total of 20 points for each Journal.

When posting your reading journal think about different ways you might respond to your readings. Possible Ways to respond to reading:

- What struck me
- Analyze the author's purpose for writing the piece
- Key Ideas/Personal Connections
- Create an argument against a statement in the reading
- Consider the authors intentions and biases
- Collage (Create images electronically and words that reflect the message read)
- Analyze the political message of the piece.

Some weeks your instructor may provide a specific learning guide to complete your Reading Journal. These will be provided in class prior to the discussion.

Student Interviews and Reflective paper (30 points): You will be required to interview one male and one female Latino student who is currently a sophomore, junior or senior in college (if you cannot find a current student, you can reach out to a graduate). An interview protocol will be

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developed in class as part of class discussions on readings and lectures. The protocol will be used to gather the data needed for your reflective paper. Based on your interviews you will write a 5-7 page, double-spaced, reflection that includes the following: background information about the students, a brief summary of their responses to the interview questions, an analysis of their experiences as it relates to course theories and readings. Be sure to **support your ideas and findings with course readings, videos and/or lectures**. Interviews should be completed by the end of Week 5. Bring your notes from your interview to class time in Week 6 for discussion. Upload your reflections to Blackboard for instructor grading by the **end of Week 7**. Student Interviews and Reflection are worth. **30 total points** (10 points interview protocol and notes/20 points reflective paper)

Media Analysis Paper (20 points): Self-select a form of media (i.e. television, films, video streams) and a specific genre (i.e. news, comedies, dramas). Review 2-3 episodes/showings of the selected media source to track the presence and perceptions of Latinos. Based on your viewing you will write an analysis paper (4-6 pages, double-spaced) that captures the representation of Latinos in the media as well as connections between media and Latino identity (personal, perceived, and promoted). Be sure to **support your ideas and findings with course readings, videos and/or lectures**. Upload your paper to Blackboard for instructor grading by the **end of Week 12**.

Group Literature Review and Presentation (20 points): In a small group of 3-4 you will select and read a novel related the experiences of Latino students in America (from a list provided by your instructor) during weeks 13-15. As a group you will prepare and present your novel by connecting it to a theory or perspective presented in class. Presentations will include a brief explanation of the novel, a review of the theory or class topic related to the novel, and a facilitated discussion (by the group). In Weeks 14 and 15, each group will present their Literature Review during class.

Midterm Exam (30 points): There will be a take home midterm exam that covers content to that point in the course. The midterm will consist of short-answers and essays. The questions will be distributed one week before it is due and you may use any course materials, including readings and notes, to answer the questions. The midterm should be no more than 3 pages.

FINAL EXAM (50 points): The final exam will consist of a series of short essays. Essay questions will review major concepts and theories covered throughout the course. The exam will allow for one page of notes during the exam. A study guide will be distributed the last week of class to guide your studying and organization of class notes and materials. A blue book will be required for the exam which will be conducted during finals week at the designated time. Refer to the schedule of classes for your scheduled final exam date and time.

Required Textbooks, Readings and Videos:

TEXTBOOKS

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Diaz-Soto, L. & Kharem, H. (2010). *Teaching Bilingual/Bicultural Children: Teachers Talk about language and learning*. New York: Peter Lang Publishing.

Carlson, L. (2013). *Cool Salsa: Bilingual poems on growing up Latino in the United States*. New York: Square Fish-MacMillan.

Valenzuela, A. (2010). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. New York: State University of New York Press.

THE FOLLOWING COURSE READINGS on ARES

Bauer, Elaine (2016). Practicing kinship care: Children as language brokers in migrant families. *Childhood*, 23(1), 22-36.

Collier, V. (1987). Age and rate of acquisition of second language for academic purposes. *TESOL Quarterly*, 21(4), 617-641.

Finch, B. and Vega, W. (2001). Acculturation stress, social support and self-related health among Latinos in California, *Journal of Immigrant Health*, 5(2), 109-117.

Fishman, J. (1980). Bilingualism and biculturalism and individual and as social phenomena. *Journal of Multilingual and Multicultural Development*. 1(1), 3-15.

Mastro, D., Elizabeth Behm-Morawitz, and Maria Kopacz. *Exposure to Television Portrayals of Latinos: The Implications of Aversive Racism and Social Identity Theory*. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2958.2007.00311.x/epdf>

Negron-Muntaner, F. with Chelsea Abbas, Luis Figueroa, and Samuel Robson (n.d.). *The Latino Media Gap: A Report on the State of Latinos in U.S. Media*. Retrieved from http://www.columbia.edu/cu/cser/downloads/Latino_Media_Gap_Report.pdf

Ontai-Grzebik, L., & Raffaelli, M. (2004). Individual and social influences on ethnic identity among Latino young adults. *Journal of Adolescent Research*, 19(5), 559-575.

Perez, W., Cortes, R., Ramos, K., & Coronado, H. (2010). Cursed and Blessed: Examining the Socioemotional and Academic Experiences of Undocumented Latina and Latino College Students. *New Direction of Student Services*. 131, 35-51.

Perez, W., Espinosa, R & Ramos, K. (2010). Civic Engagement Patterns of Undocumented Mexican Students. *Journal of Hispanic Higher Education*, XX(X), 1-21.

PEW Research Center (2009, 2013). *Between Two Worlds: How young Latinos come of age in America* (pp.1-161). Washington, DC: PEW Hispanic Center.

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Saunders, B., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for instruction. *American Educator*, Summer 2013, 13-39.

Rodriguez, L., Allard, R., & Deveau, K. (2009). Self-determination and bilingualism. *Theory and Research in Education*, Sage Publications, 203-213.

Umana-Taylor, A., Garcia, C.D., & Gonzalez-Backen, M. (2008). A Longitudinal Examination of Latino Adolescents' Ethnic Identity, Coping With Discrimination, and Self-Esteem. *Journal of Early Adolescents*. 28(1), 16-50.

VIDEOS

Papers: Stories of Undocumented Youth (2009) Graham Street Productions

"Papers" is the story of undocumented youth and the challenges they face as they turn 18 without legal status. There are approximately 2 million undocumented children who were born outside the U.S. and raised in this country. These are young people who were educated in American schools, hold American values, know only the U.S. as home and who, upon high school graduation, find the door to their future slammed shut. It is against the law to work or drive. It is difficult, if not impossible in some states, to attend college. They live at risk of arrest, detention and deportation to countries they may not even remember. Currently, there is no path to citizenship for these young people.-

http://www.papersthemovie.com/about_papers/

PBS Latino Americans: Episode 1 Foreigners in their own land

<http://www.pbs.org/show/latino-americans/>

One hundred years after Columbus' arrival in the Caribbean, Spanish Conquistadors and Priests, push into North America in search of gold and to spread Catholicism. With the arrival of the British in North America, the two colonial systems produce contrasting societies that come in conflict as Manifest Destiny pushes the U.S into the Mexican territories of the South West.

Apolinaria Lorenzana provides a window to the Spanish Mission System while Mariano Vallejo personifies the era of the California rancheros an elite class who thrive after Mexico gains its independence from Spain. Juan Seguin, a third generation Tejano or Texan, is caught between two worlds; his commitment to an Independent Texas and his identity as a Mexican. Through the Mexican American War, the U.S. takes a full half of Mexico's territory by 1848. Over seventy thousand Mexicans are caught in a strange land and many become American citizens.

As the Gold Rush floods California with settlers, complex and vital communities are overwhelmed. The elites, including Mariano Vallejo and Apolinaria Lorenzana lose their land. Mexicans and Mexican Americans are treated as second-class citizens, facing discrimination and racial violence. Resistance to this injustice appears in New Mexico as Las Gorras Blancas (The White Caps), burn Anglo ranches and cut through barbed wire to prevent Anglo encroachment. At the same time, New Mexicans manage to transform

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themselves through education, managing to preserve Hispano culture in New Mexico and their standing in the midst of an era of conquest and dispossession.

PBS Latino Americans: Episode 2 Empire of Dreams <http://www.pbs.org/show/latino-americans/>

Widespread immigration to the U.S. from Latin countries begins – first with a small group from Cuba, then a larger one from Mexico. Both flee chaos and violence in their home country and are attracted by opportunities in the United States. In 1898, the U.S. helps liberate Cuba and Puerto Rico from Spain but then seizes Puerto Rico as its colony. The first Puerto Rican arrivals (now U.S. citizens) establish a network in New York. Juan Salvador Villaseñor whose story is told by his son, Victor, flees the violence of the Mexican revolution of 1910, along with his mother and two sisters. We follow Juan Salvador's story; first through a grueling journey and poverty, then as a bootlegger, and finally as a successful businessman along with his wife and children in the United States.

During the 1920s, immigration is encouraged with the expanding U.S. economy. Mexicans and Mexican Americans build a thriving community in Los Angeles and look forward to a bright future. But when the economic boom of that 1920s ends with the catastrophic Depression of the thirties, the pendulum swings. Immigrants encouraged to immigrate in the 20s are deported en masse in the 30s. Emilia Castaneda loses her home and her family when she and her father and brother are deported to Mexico, despite the fact that Emilia and her brother are U.S. citizens. Puerto Ricans, also caught in the depths of the Depression, rebel against U.S. rule on the Island, and eventually gain Commonwealth status from the U.S. Government.

PBS Latino Americans: Episode 4 The New Latinos <http://www.pbs.org/show/latino-americans/>

Until World War II, Latino immigration to the United States was overwhelmingly Mexican-American. Now three new waves bring large-scale immigration from Puerto Rico, Cuba, and the Dominican Republic. As the Puerto Rican government implements a historic overhaul over a million Puerto Ricans are encouraged to leave for the US mainland, to alleviate the economic pressure. A young Juanita Sanabria arrives in New York, works hard in the garment district, but encounters hostility and discrimination. Ethnic tensions explode in youth gang warfare depicted in films like West Side Story, etching the stereotype of the knife wielding Puerto Rican in the American consciousness.

In the film, Rita Moreno plays the role of Anita and wins an Oscar. But for most Puerto Ricans empowerment remains elusive. A young Puerto Rican lawyer, Herman Badillo, takes on the political establishment, opening the door for unprecedented Puerto Rican participation in electoral politics. In the early 60s, the first Cubans flee the left-wing Castro regime, a relatively white, middle-class flight that soon forms a refugee enclave in Miami. A child of 11 at the time, Gustavo Perez Firmat believes like most refugees, that it is only a matter of weeks before the American government will wrest Cuba from the Communist regime. But Castro survives. Maria de los Angeles Torres is only six years old when she leaves Havana without her parents, one of 14,000 children are smuggled out through an underground network. Unable to leave legally, Manuel Capo and his two

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military age sons – make a dramatic journey to the US. With skills honed in the family furniture business in Cuba and support from the federal government, the Capos build thriving business marketing to the growing Cuban population.

*In 1965, fearing another Communist takeover in the Caribbean, President Johnson sends Marines to the Dominican Republic, triggering a third wave of immigration. With a US visa in hand, 20 year-old university student, Eligio Peña, flees to New York. Eventually he brings his family to New York as Dominicans build a new home in Washington Heights. Julia Alvarez would take the immigrant experience – her own and that of her fellow Dominicans – to unprecedented literary heights in *How the Garcia Girls Lost Their Accents*. In her work, she explores the hybrid identity taking shape in a new generation of Latinos, who are now demanding their place in America.*

PBS Latino Americans: Episode 5 Prejudice and Pride <http://www.pbs.org/show/latino-americans/>

In the 1960s and 1970s a generation of Mexican Americans, frustrated by persistent discrimination and poverty, find a new way forward, through social action and the building of a new "Chicano" identity. The movement is ignited when farm workers in the fields of California, led by César Chavez and Dolores Huerta, march on Sacramento for equal pay and humane working conditions. Through plays, poetry and film, Luis Valdez and activist Corky Gonzalez create a new appreciation of the long history of Mexicans in the South West and the Mestizo roots of Mexican Americans. In Los Angeles, Sal Castro, a schoolteacher, leads the largest high school student walkout in American history, demanding that Chicano students be given the same educational opportunities as Anglos. In Texas, activists such as José Ángel Gutiérrez, create a new political party and change the rules of the electoral game. By the end of the 1970s Chicano activism and identity have transformed what it means to be an American. Chicano and Latino studies are incorporated into school curriculum; Latinos are included in the political process.

PBS Latino Americans: Episode 6 Peril and Promise <http://www.pbs.org/show/latino-americans/>

In the 80s the nature of the Latino Diaspora changes again. From Cuba a second wave of refugees to United States – the Mariel exodus – floods Miami . The same decade sees the sudden arrival of hundreds of thousands of Central Americans (Salvadorans, Guatemalans, and Nicaraguans) fleeing death squads and mass murders at home like activist, Carlos Vaquerano. By the early 1990s, a political debate over illegal immigration – has begun. Globalization, empowered by NAFTA, means that as U.S. manufacturers move south, Mexican workers head north in record numbers. A backlash ensues: tightened borders, anti-bilingualism, state laws to declare all illegal immigrants felons.

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But a sea change is underway: the coalescence of a new phenomenon called Latino American culture-as Latinos spread geographically and make their mark in music, sports, politics, business, and education. Gloria Estefan leads the Miami Sound Machine creating cross over hits in Spanish and English. Oscar de la Hoya, a Mexican-American boxer from L.A., becomes an Olympic gold medalist and the nation's Golden Boy. Is a new Latino world being created here as the Latino population and influence continues to grow? Alternatively, will Latinos in America eventually assimilate into invisibility, as other groups have done so many times?

Latinos present a challenge and an opportunity for the United States. America's largest and youngest growing sector of the population presents what project advisor Professor Marta Tienda calls, The Hispanic Moment. Their success could determine the growth of the United States in the twenty-first century; however their failure, contributing to an underclass, could also pull this country down. The key, according to Tienda and Eduardo J. Padron, Ph.D., President of Miami Dade Community College, is education.

Angelica Pereyra- Latinos and Art

Angelica Pereyra, artist and teacher, provides a brief history of Latino Artists in America and a critical look at the muralist movement in Los Angeles and Latino identity.

LITERATURE FOR GROUP PROJECT (Select from the following or have a title of your choosing approved by your instructor)

Allende, I. (1982). *The House of Spirits*. Atria Books.

Allende, I. (1999/2008). *Daughter of Fortune*. Harper Perennials Modern Classics.

Allende, I. (2006). *Ines of My Soul*. Harper Perennials.

Alvarez, J. (1994/2010). *In the Time of the Butterflies*. Algonquin Books.

Bolano, R. (1998/2012). *The Savage Detectives*. Pan MacMillan.

Bolano, R. (2003). *By Night in Chile*. New Directions.

Cisneros, S. (2003). *Caramelo*. Vintage Publishers.

Coelho, P. (1975). *By the River Piedra I Sat Down and Wept*. Harper Perennials.

Coelho, P. (1975/2005). *Eleven Minutes*. Harper Perennials.

Coelho, P. (1988/2014). *The Alchemist*. Harper One.

Cortazar, J. (1963/1987). *Hopscotch*. Pantheon.

Esquivel, L. (1989/1995). *Like Water for Chocolate*. Anchor Publishers.

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Fuentes, C. (1962/2009). *The Death of Artemio Cruz*. Farrar, Straus and Giroux.

Garcia Marquez, Gabriel (1967). *One Hundred Years of Solitude*. Harper Perennial Modern Classics.

Garcia Marquez, G. (1975/2006). *The Autumn of the Patriarch*. Harper Perennials Modern Classics

Garcia Marquez, Gabriel (1985/2007). *Love in the Time of Cholera*. Vintage Publishers.

Greene, G. (1940/2003). *The Power and the Glory*. Penguin Classics.

Guevara, E. C. (1993/2003). *The Motorcycle Diaries*. Ocean Press.

Paz, O. (1950). *The Labyrinth of Solitude*.

Vargas Llosa, M. (1969/2005). *Conversation in the Cathedral*. Harper Perennials.

Vargas Llosa, M. (1963/1995). *The Time of the Hero*. Faber & Faber.

Class participation:

During Class Time, students will experience a variety of activities and have opportunities to talk with their instructor about key topics and issues. You are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class.

You will receive Credit each week for full participation. This includes arriving to class on time and participating for the full session. To receive full credit each week, you must also be fully engaged in all activities (15% of your course grade).

Assignment/Grading(Including exams and final papers): (please make sure total percentage equals 100%)

Assignment	Total Points Possible	Weight
Class participation	CR/NC	15 %
Reading Journals	100	10%
Student Interview Reflection	30	10%
Midterm	30	20%

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Media Analysis Paper	20	10%
Group Presentation	20	10%
Final Exam	50	25%

GRADE DISTRIBUTION TABLE

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

Assignment Submission Policy:

All assignments are due in class the day they are due. Unless otherwise indicated, students must submit assignments in hard copy. Late assignments will be accepted **only** with the professor's advance permission **and** under limited circumstances. Late papers submitted with advanced permission will not be docked points for lateness. If advance permission has not been granted, late papers will not receive full credit. Forum postings will NOT be accepted after the due date due to the nature of the assignment as a form of discussion and peer to peer interaction

Academic Accommodations:

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

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Academic Conduct

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct: <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity*, <http://equity.usc.edu/>, or to the *Department of Public Safety*, <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report or can initiate the report on behalf of another person. *The Center for Women and Men*, <http://www.usc.edu/student-affairs/cwm/>, provides 24/7 confidential support, and the Sexual Assault Resource Center web page at <https://sarc.usc.edu/> describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute*, <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs*, http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information*, <http://emergency.usc.edu/>, will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

Incompletes:

IN – incomplete (work not completed because of documented illness or some other major emergency occurring after the twelfth week of a traditional semester – 4th week of a 6-week class; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when

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computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Academic Integrity:

SCampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at <http://www.usc.edu/student-affairs/SJACS/docs/GradIntegrity.pdf>. A summary of behaviors violating University standards can be also found at: <http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html>.

EMERGENCIES AND COURSE CONTINUITY

In case of emergency and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard (blackboard.usc.edu). For additional information about maintaining classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>.

Course Schedule

All required readings must be completed prior to attending class in the week it is assigned. You must come prepared to discuss readings the week they are assigned.

Week	Topic	Required Readings	Assignment
1 1/7/19 1/9/19	Defining bilingual- bicultural	Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i> -Chapter 2- Color-coded Bilingualism -Chapter 4-Nuyorican -Chapter 7- Race matters for bilingual/bicultural children	Cultural Content & Artifact – bring to class on the 9 th .

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<p style="text-align: center;">2 1/14/19 1/16/19</p>	<p>Understanding the diversity of the Latino population (Identity)</p>	<p>Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i> -Chapter 3 Learning a Borderland professional identity -Chapter 6 Puertorriqueno como yo -Chapter 8 Mi Pobre Guerito</p> <p>Acculturation reading: TDB and available on Blackboard</p>	<p>Reading Journal/Mediated Forum #1 Original post due by 1/16/19 Responses to classmates due by 1/21/19</p>
<p style="text-align: center;">3 1/21/19 1/23/19</p>	<p>The Bilingual-Bicultural child (Early Childhood)</p>	<p>Carlson, L. (2013). <i>Cool Salsa: Bilingual Poems on growing up Latino in the United States</i></p> <p>Elaine. B. (2016). Practicing kinship care: Children as language brokers in migrant families.</p>	<p>Begin preparing interview protocol</p> <p>Bring selected poem (Cool Salsa) to class on 1/30- found poem activity</p>
<p style="text-align: center;">4 1/28/19 1/30/19</p>	<p>The Bilingual-Bicultural child (Childhood-Adolescents)</p>	<p>Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.</i> -Chapter 2: Seguin High School a Historical Perspective</p> <p>PEW Research Center (2009, 2013). <i>Between Two Worlds: How young Latinos come of age in America.</i> PEW Hispanic Center</p>	<p>Reading Journal/Mediated Forum #2 Original post due by 1/30/19 Responses to classmates due by 2/4/19</p>
<p style="text-align: center;">5 2/4/19 2/6/19</p>	<p>Education of Latino Students-history and politics</p>	<p>Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i> - Chapter 10- The role of teacher beliefs in the bilingual/bicultural classroom - Chapter 13- Culture and language in the classroom from the perspective of a Latina teacher</p> <p>Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.</i> - Chapter 1 Introduction - Chapter 3 Teacher-student relations and the politics of caring</p>	<p>Conduct student interviews</p> <p>Bring self-selected poem (Cool Salsa) to class on 2/11- visual activity</p>

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		Carlson, L. (2013). <i>Cool Salsa: Bilingual Poems on growing up Latino in the United States</i>	
6 2/11/19 2/13/19	Education of Latino students- Educational practices	Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring</i> -Chapter 5 Subtractive Schooling and the Divisions Among Youth -Chapter 6 Unity in Resistance to Schooling Saunders, B., Goldenberg, C. & Marcelletti, R. (2013). English Language Development: Guidelines for instruction View- <i>Fear and Learning at Hoover Elementary</i> directed by Laura Angélica Simón	Reading Journal/ Mediated Forum #3 Original post due by 2/13/19 Responses to classmates due by 2/18/19
7 2/18/19 2/20/19	Immigration- a historical perspective	Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i> - Chapter 16- Immigrants in our own land Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring.</i> - Chapter 4- Everyday experiences in the lives of immigrant and US born youth. View PBS Latino Americans: Episode 1 Foreigners in their own land View PBS Latino Americans: Episode 2 Empire of Dreams Additional videos may be assigned by guest speaker. Will be available on Blackboard.	Student Interview Reflection Due by 2/20/18
8 2/25/19 2/27/19	Undocumented students and Bi-nationalism	Perez, W., R. Espinosa, R., & Ramos, K. Civic Engagement Patterns of Undocumented Mexican Students.	Reading Journal/ Mediated Forum #4

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		<p>Perez, W., Cortes, R., Ramos, K., & Heigi Coronado, H.-Cursed and Blessed: Examining the Socioemotional and Academic Experiences of Undocumented Latina and Latino College Students.</p> <p>Carlson, L. (2013). <i>Cool Salsa: Bilingual Poems on growing up Latino in the United States</i></p>	<p>Original post due by 2/27/19 Responses to classmates due by 3/4/19</p> <p>Bring self-selected poem (Cool Salsa) to class on 3/4-media activity</p> <p>Midterm questions distributed</p>
<p>9 3/4/19 3/6/19</p>	<p>Latinos in media-sociological perspective</p>	<p>Negron-Muntaner, F. with Chelsea Abbas, Luis Figueroa, and Samuel Robson (n.d.). The Latino Media Gap: A Report on the State of Latinos in U.S. Media.</p> <p>Media Viewing week</p>	<p>MIDTERM Due by Thursday, 3/6/19</p>
<p>SPRING BREAK 3/11-3/15</p>			
<p>10 3/18/19 3/20/19</p>	<p>Latinos in media- identity</p>	<p>Mastro, D., Behm-Morawitz, E., & Kopacz, M. Exposure to Television Portrayals of Latinos: The Implications of Aversive Racism and Social Identity Theory</p> <p>Media viewing week.</p>	
<p>11 3/25/19 3/27/19</p>	<p>Physiological effects of bilingualism</p>	<p>Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i></p> <ul style="list-style-type: none"> - Chapter 15- Learning from children's and teachers stories - Chapter 17- Teachers rethinking their pedagogical attitudes in the bicultural/bilingual classroom. <p>Ontai-Grzebik, Lenna & Raffaelli, Marcela (2004). Individual and Social Influences on Ethinc Identify Among Latino Young adults.</p>	<p>Reading Journal/ Mediated Forum #5</p> <p>Original post due by 3/27/19 Responses to classmates due by 4/1/19</p>
<p>12 4/1/19 4/3/19</p>	<p>Physiological effects of bilingualism</p>	<p>Finch, B. & Vega, W. (2001). Acculturation Stress, Social Support and Self-Related Health Among Latinos in California</p>	<p>Media Analysis Paper due by 4/3/18</p>

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		<p>Umana-Taylor, A., Garcia, C.D., & Gonzalez-Backen, M. (2008). A Longitudinal Examination of Latino Adolescents' Ethnic Identity, Coping With Discrimination, and Self-Esteem.</p> <p>Carlson, L. (2013). <i>Cool Salsa: Bilingual Poems on growing up Latino in the United States</i></p>	<p>Bring self-selected poem (Cool Salsa) to class on 4/13 music activity</p>
<p>13 4/8/19 4/10/19</p>	<p>Sociology and Bilingualism</p>	<p>Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i></p> <ul style="list-style-type: none"> - Chapter 5- Whitestreaming: Why some Latinas/os Fear Bilingual Education - Chapter 14- Teachers overcoming silence 	<p>Group preparations- Literature review</p>
<p>14 4/15/19 4/17/19</p>	<p>Culture and the arts</p>	<p>Group Project- Literature Review Assigned Reading (novel study)</p> <p>View PBS Latino Americans: Episode 6 Peril and Promise</p>	<p>Group Presentations</p>
<p>15 4/22/19 4/24/19</p>	<p>Culture and the arts</p>	<p>Group Project- Literature Review Assigned Reading (novel study)</p> <p>View- Angelica Pereyra (Latinos in Art)</p>	<p>Group Presentations</p>

FINAL EXAM: TBD based on the final exam schedule.