

# Undergraduate Freshman Seminar

**University of Southern California**  
Rossier School of Education

Course title:

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

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**Office Location:** USC City Center, 2123  
**Class Location:** VKC254  
**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 Latinx students in social, political and educational context locally and nationally, with a historical perspective of the international impact on Latinx 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 Latinx 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 Latinx 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.

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## Course Learning Outcomes/Objectives:

- Understand how Latinx students are incorporated in the United States
- Discover and appreciate the diversity of Latinx cultures
- Evaluate the impact of Latinos in American society and culture
- Analyze the historical, social, political and economic impact on Latinx cultures in the United States
- Explore the varied immigrant experiences of Latinx historically and currently
- Compare and contrast the educational experiences of Latinx 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 Latinx students. You will be required to share your reading journal through a mediated forum that will further require a response 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 timeline 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 author's 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.

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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 Latinx 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 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 4-6 pages, 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. 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, film, 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 Latinx people. Based on your viewing you will write an analysis paper (4-6 pages, double-spaced) that captures the representation of Latinx in the media as well as connections between media and Latinx 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 Analysis and Presentation (20 points):** In a small group of 3-4 you will select and read a novel related to the experiences of Latinx people 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 (1 sided) 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

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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

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

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

Espinoza-Herold, M. & Gonzalez-Carriedo, R. (2017). *Issues in Latino Education: Race, school culture, and the politics of academic success*. New York, NY: Routledge.

#### ARTICLES AVAILABLE ON ARES

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

Barreto Manzano (2012). Impact of media stereotypes on opinions and attitudes towards Latinos. *National Hispanic Media Coalition*.

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.

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](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.

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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.

Sam, D.L. & Berry, J.W. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science*. 5(4).472-481

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

Stokes-Brown, A.K. (2012). America's shifting color line? Reexamining determinants of Latino racial self-identification. *Social Science Quarterly*, 93(2), 309-332.

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.

Wong Fillmore, L., & Snow, C. (2018).

What teachers need to know about language. In C. T. Adger, C. E. Snow, & D. Christian (Eds), *What teachers need to know about language* (pp. 8–51).

\*additional articles will be made available on Blackboard

### VIDEOS

#### ***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 Californio rancheros an elite class who thrive after Mexico gains its independence from Spain. Juan Seguín, 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.*

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*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 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 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.*

*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,*

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*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.*

**SUGGESTED 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.

Cisneros, S. (1995/2009). *House on Mango Street*. Vintage Books.

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.

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

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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. (1950/1985). *The Labyrinth of Solitude*. Grove Press

Sanchez, E. (2009). *I Am Not Your Perfect Mexican Daughter*. Random House

Santiago, E. (2006). *When I Was Puerto Rican*. Da Capo Press

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%

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Midterm	30	20%
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](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

#### Academic Conduct:

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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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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>.

### **Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://studenthealth.usc.edu/sexual-assault/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://titleix.usc.edu/reporting-options/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

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### *Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

### *Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

### *USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

### **Incompletes:**

IN – incomplete (work not completed because of documented illness or some other major emergency occurring after the twelfth week of a traditional semester – 4<sup>th</sup> 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 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

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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 8/26/19 8/28/19	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-Nuyoricán -Chapter 7- Race matters for bilingual/bicultural children  Stokes-Brown, A.K. (2012). America's shifting color line? Reexamining determinants of Latino racial self-identification. <i>Social Science Quarterly</i> , 93(2), 309-332.	Cultural Content & Artifact – bring to class on the 28th.
2 9/2/19 NO CLASS 9/4/19	Understanding the diversity of the Latinx population (Identity)	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  Sam, D.L. & Berry, J.W. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. <i>Perspectives on Psychological Science</i> . 5(4).472-481	Reading Journal/Mediated Forum #1 Original post due by 9/4/19 Responses to classmates due by 9/9/19

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<p style="text-align: center;">3 9/9/19 9/11/19</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 9/11- found poem activity</p>
<p style="text-align: center;">4 9/16/19 9/18/19</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>Espinoza-Herold, M. &amp; Gonzalez-Carriedo, R. (2017). <i>Issues in Latino Education: Race, school culture, and the politics of academic success</i>. New York, NY: Routledge.</p> <p style="padding-left: 40px;">- Chapter 5 &amp; 6: Introducing Manny...Introducing Carla</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</p> <p>Original post due by 9/18/19</p> <p>Responses to classmates due by 9/23/19</p>
<p style="text-align: center;">5 9/23/19 9/25/19</p>	<p>Education of Latinx Students-history and politics</p>	<p>Diaz-Soto, L. &amp; Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i></p> <ul style="list-style-type: none"> <li>- Chapter 10- The role of teacher beliefs in the bilingual/bicultural classroom</li> <li>- Chapter 13- Culture and language in the classroom from the perspective of a Latina teacher</li> </ul> <p>Espinoza-Herold, M. &amp; Gonzalez-Carriedo, R. (2017). <i>Issues in Latino Education: Race, school culture, and the politics of academic success</i>. New York, NY: Routledge.</p> <p style="padding-left: 40px;">- Chapter 1 Introduction</p>	<p>Conduct student interviews</p> <p>Bring self-selected poem (Cool Salsa) to class on 9/25- visual activity</p>

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		<ul style="list-style-type: none"> <li>- Chapter 2 Conceptual Underpinnings of Latino School success and failure</li> </ul> <p>Carlson, L. (2013). <i>Cool Salsa: Bilingual Poems on growing up Latino in the United States</i></p>	
<p>6 9/30/19 10/2/19</p>	<p>Education of Latinx students- Educational practices</p>	<p>Espinoza-Herold, M. &amp; Gonzalez-Carriedo, R. (2017). <i>Issues in Latino Education: Race, school culture, and the politics of academic success</i>. New York, NY: Routledge.</p> <ul style="list-style-type: none"> <li>- Chapter 3 ¿Que Pasa? Latinos: From the most numerous to the most neglected</li> </ul> <p>Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring</i>.</p> <ul style="list-style-type: none"> <li>- Chapter 3 Teacher-student relations and the politics of caring</li> </ul> <p>Wong Fillmore, L., &amp; Snow, C. (2018). What teachers need to know about language. In C. T. Adger, C. E. Snow, &amp; D. Christian (Eds), <i>What teachers need to know about language</i> (pp. 8–51).</p>	<p>Reading Journal/ Mediated Forum #3</p> <p>Original post due by 10/2/19</p> <p>Responses to classmates due by 10/7/19</p>
<p>7 10/7/19 10/9/19</p>	<p>Immigration- a historical perspective</p>	<p>Diaz-Soto, L. &amp; Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i></p> <ul style="list-style-type: none"> <li>- Chapter 16- Immigrants in our own land</li> </ul> <p>Group Reading- Chapters from the book Harvest of Empire will be assigned</p> <p>Harvest of Empire 2011 Review video <a href="https://youtu.be/UyncOYTZfHE">https://youtu.be/UyncOYTZfHE</a></p> <p>View PBS Latino Americans: Episode 1 Foreigners in their own land</p>	<p>Student Interview Reflection Due by 10/13/18</p>

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<p style="text-align: center;">8 10/14/19 10/16/19</p>	<p>Undocumented students and Bi-nationalism</p>	<p>Perez, W., R. Espinosa, R., &amp; Ramos, K. Civic Engagement Patterns of Undocumented Mexican Students.</p> <p>Perez, W., Cortes, R., Ramos, K., &amp; 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>View PBS Latino Americans: Episode 2 Empire of Dreams</p>	<p>Reading Journal/Mediated Forum #4</p> <p>Original post due by 10/16/19 Responses to classmates due by 10/21/19</p> <p>Bring self-selected poem (Cool Salsa) to class on 10/16-media activity</p> <p>Midterm questions distributed</p>
<p style="text-align: center;">9 10/21/19 10/23/19</p>	<p>Latinx 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>Espinoza-Herold, M. &amp; Gonzalez-Carriedo, R. (2017). <i>Issues in Latino Education: Race, school culture, and the politics of academic success</i>. New York, NY: Routledge.</p> <ul style="list-style-type: none"> <li>- Chapter 4 The role of media in the transmission of ideologies related to Latino students</li> </ul> <p>Media Viewing week</p>	<p>MIDTERM Due by Wednesday, 10/23/19</p>
<p style="text-align: center;">10 10/28/19 10/30/19</p>	<p>Latinx in media- identity</p>	<p>Mastro, D., Behm-Morawitz, E., &amp; Kopacz, M. Exposure to Television Portrayals of Latinos: The Implications of Aversive Racism and Social Identity Theory</p> <p>Barreto Manzano (2012). Impact of media stereotypes on opinions and attitudes towards Latinos. <i>National Hispanic Media Coalition</i>.</p> <p>Media viewing week.</p>	

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<p>11 11/4/19 11/6/19</p>	<p>Physiological effects of bilingualism</p>	<p>Diaz-Soto, L. &amp; Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i></p> <ul style="list-style-type: none"> <li>- Chapter 15- Learning from children's and teachers stories</li> <li>- Chapter 17- Teachers rethinking their pedagogical attitudes in the bicultural/bilingual classroom.</li> </ul> <p>Ontai-Grzebik, Lenna &amp; Raffaelli, Marcela (2004). Individual and Social Influences on Ethnic Identify Among Latino Young adults.</p>	<p>Reading Journal/ Mediated Forum #5</p> <p>Original post due by 11/6/19</p> <p>Responses to classmates due by 11/11/19</p>
<p>12 11/11/19 11/13/19</p>	<p>Physiological effects of bilingualism</p>	<p>Finch, B. &amp; Vega, W. (2001). Acculturation Stress, Social Support and Self-Related Health Among Latinos in California</p> <p>Umana-Taylor, A., Garcia, C.D., &amp; 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>Media Analysis Paper due by 11/17/18</p> <p>Bring self-selected poem (Cool Salsa) to class on 11/13 music activity</p>
<p>13 11/18/19 11/20/19</p>	<p>Sociology and Bilingualism</p>	<p>Diaz-Soto, L. &amp; Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i></p> <ul style="list-style-type: none"> <li>- Chapter 5- Whitestreaming: Why some Latinas/os Fear Bilingual Education</li> <li>- Chapter 14- Teachers overcoming silence</li> </ul> <p>Espinoza-Herold, M. &amp; Gonzalez-Carriedo, R. (2017). <i>Issues in Latino Education: Race, school culture, and the politics of academic success</i>. New York, NY: Routledge.</p> <ul style="list-style-type: none"> <li>- Chapter 7 Introducing the educators</li> </ul>	<p>Group preparations- Literature review</p>
<p>14 11/25/19</p>	<p>Culture and the arts</p>	<p>Group Project- Literature Review Assigned Reading (novel study)</p>	<p>Group Presentations</p>

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		View PBS Latino Americans: Episode 6 Peril and Promise	
THANKSGIVING RECESS 11/27-11/29			
15 12/2/19 12/4/19	Culture and the arts	Group Project- Literature Review Assigned Reading (novel study)  View- Angelica Pereyra (Latinos in Art)	Group Presentations

FINAL EXAM: Wednesday, December 11, 8:00-10:00