

Undergraduate Freshman Seminar

University of Southern California
Rossier School of Education

Course title:

GESM131 The Bilingual-Bicultural Experience in America: A Focus on Latinos/Latinx Fall 2022

Instructor: Eugenia Mora-Flores
Email: moraflo@rossier.usc.edu
Office Location: WPH, 702A
Class Location: WPH103
Meeting time: Tuesday/Thursday 11-12:20
Office Hours: Tuesday after class or by appointment

Course Overview:

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems. This course takes a critical look at the experience of Latinx people in social, political and educational contexts locally and nationally, with a historical perspective on 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 people 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 person 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 culture and language are interconnected, the study of biculturalism cannot be separated from understanding people 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.

Undergraduate Freshman Seminar

Though the focus of this course is on understanding Latinx people, 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:

- Understand how Latinx people are incorporated in the United States
- Discover and appreciate the diversity of Latinx cultures
- Evaluate the impact of Latinx people 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 people. 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 view 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 next class time session. You will receive 10 points for the original reading journal entry and 5 points for each of your responses 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

Undergraduate Freshman Seminar

- 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. These will be provided in class prior to the discussion as applicable.

Diversity/Identity Intersection Reflective paper (30 points): The purpose of this assignment is to spend time learning about yourself and your own identity, the diversity of the Latinx community and their lived histories, and the intersection of the two. You will read about a range of Latinx children/adolescent experiences through your course text, *In Progress: Short stories about young Latinos*, as well as, a perspective on the social/political/historical perceptions of the Latinx community identity from *Finding Latinx: In search of the voices redefining Latino identity*. You will write a 4-6 pages, double-spaced, reflection that includes the following: A personal identity reflection, a critical analysis of at least 5 stories from *In Progress: Short stories about young Latinos*, and a discussion about the intersection of your own lived experiences and histories and that of the Latinx community. A more detailed explanation of the assignment will be presented in class. Be sure to **support your ideas and findings with course readings, videos and/or lectures**. Upload your reflections to Blackboard for instructor grading by **October 6**. Student Interviews and Reflection are worth **30 total points** (10 points for each critical component of the assignment).

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 **November 15**.

Midterm Exam (60 points): Shared Discussion Groups

The class will be organized into "shared discussion groups" and your professor will schedule when each SDG will present in class. **Each SDG will present twice by the end of the semester.** The first presentation will serve as a practice session. Based on professor and peer feedback the second presentation will count as your midterm. Presentations will be based on one reading or resource (video, film, or other) assigned during the week your SDG is scheduled to present. Your group must announce which reading or resource one week in advance by posting an announcement on the course wall. You may not assign the class additional homework or tasks related to your selected reading or resource. Use the time during your presentation to engage the

Undergraduate Freshman Seminar

class in the discussion. Each SDG will be worth 30 points (Preparation, Facilitation, Group/Individual Participation) **for a total of 60 points.**

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 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

Delacre, L. (2017). *Us, in Progress: Short Stories About Young Latinos*. New York, NY: HarperCollins

Ramos, P. (2020). *Finding Latinx: In Search of the Voices Redefining Latino Identity*. New York, NY: Vintage

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.

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.

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>

Undergraduate Freshman Seminar

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.

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

Undergraduate Freshman Seminar

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. 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.

Undergraduate Freshman Seminar

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, 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.

CODA (2021) available on AppleTV *Ruby is the only hearing member of a deaf family from Gloucester, Massachusetts. At 17, she works mornings before school to help her parents and brother keep their fishing business afloat. But in joining her high school's choir club, Ruby finds herself drawn to both her duet partner and her latent passion for singing.*

SUGGESTED LITERATURE BY and ABOUT LATINX CULTURE AND EXPERIENCES

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.

Undergraduate Freshman Seminar

- 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.
- 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

Undergraduate Freshman Seminar

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:

Assignment	Total Points Possible	Weight
Class participation	3 each session (90 total)	15 %
Reading Journals	100	10%
Diversity/Identity paper	30	10%
Midterm	60	25%
Media Analysis Paper	20	10%
Final Exam	50	30%

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

Undergraduate Freshman Seminar

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

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 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

Undergraduate Freshman Seminar

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>

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 – 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 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

Undergraduate Freshman Seminar

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 8/23/22 8/25/22	Defining culture and Personal Identity	Delacre, L. (2017). <i>Us, in Progress: Short Stories About Young Latinos</i> . New York, NY: HarperCollins (read a couple of stories) Diaz-Soto, L. & Kharem, H. (2010). <i>Teaching Bilingual/Bicultural Children: Teachers Talk about Language and Learning</i> -Chapter 2- Color-coded Bilingualism -Chapter 7- Race matters for bilingual/bicultural children	Cultural Content & Artifact– bring to class on August 30th.

Undergraduate Freshman Seminar

		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.	
2 8/30/22 9/1/22	Understanding the diversity of the Latinx population (Identity)	Delacre, L. (2017). <i>Us, in Progress: Short Stories About Young Latinos</i> . New York, NY: HarperCollins (read a couple of stories) Ramos, P. (2020). <i>Finding Latinx: In Search of the Voices Redefining Latino Identity</i> . New York, NY: Vintage. Chapters 1-2, pgs 23-49 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 9/1/22 Responses to classmates due by 9/6/22
3 9/6/22 9/8/22	The Bilingual-Bicultural child (Early Childhood)	Delacre, L. (2017). <i>Us, in Progress: Short Stories About Young Latinos</i> . New York, NY: HarperCollins (read a couple of stories) Elaine. B. (2016). Practicing kinship care: Children as language brokers in migrant families. Ramos, P. (2020). <i>Finding Latinx: In Search of the Voices Redefining Latino Identity</i> . New York, NY: Vintage. Chapters 3-5, pgs 50-102 View-CODA	
4 9/13/22 9/15/22 (group planning session)	The Bilingual-Bicultural child (Childhood-Adolescents)	Delacre, L. (2017). <i>Us, in Progress: Short Stories About Young Latinos</i> . New York, NY: HarperCollins (read a couple of stories) Ramos, P. (2020). <i>Finding Latinx: In Search of the Voices Redefining Latino Identity</i> . New York, NY: Vintage. Chapters 6-7, pages 103-160. Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring</i> .	Reading Journal/Mediated Forum #2 Original post due by 9/15/22 Responses to classmates due by 9/20/22

Undergraduate Freshman Seminar

		<p>-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>5 9/20/22 9/22/22</p>	<p>Education of Latinx Students-history and politics</p>	<p>Delacre, L. (2017). <i>Us, in Progress: Short Stories About Young Latinos</i>. New York, NY: HarperCollins (read a couple of stories)</p> <p>Ramos, P. (2020). <i>Finding Latinx: In Search of the Voices Redefining Latino Identity</i>. New York, NY: Vintage. Chapters 8-9, pages 161-190.</p>	
<p>6 9/27/22 9/29/22 (group planning session)</p>	<p>Education of Latinx students-Educational practices</p>	<p>Valenzuela, Angela (2010). <i>Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring</i>. - Chapter 3 Teacher-student relations and the politics of caring</p> <p>Ramos, P. (2020). <i>Finding Latinx: In Search of the Voices Redefining Latino Identity</i>. New York, NY: Vintage. Chapters 10-11, pages 191-239.</p>	<p>Reading Journal/Mediated Forum #3 Original post due by 9/29/22 Responses to classmates due by 10/4/22</p>
<p>7 10/4/22 10/6/22</p>	<p>Immigration- a historical perspective</p>	<p>Group Reading- Chapters from the book Harvest of Empire will be assigned</p> <p>Harvest of Empire 2011 Review video https://youtu.be/UyncOYTZfHE</p> <p>View PBS Latino Americans: Episode 1 Foreigners in their own land</p>	<p>Diversity/Identity Intersection Paper due- October 6</p>
<p>8 10/11/22 10/13/22 (NO CLASS-</p>	<p>Immigration- a historical perspective</p>	<p>GROUP presentations: Harvest of Empire</p>	<p>Reading Journal/Mediated Forum #4 Original post due by 10/11/22 Responses to</p>

Undergraduate Freshman Seminar

Fall break)			classmates due by 10/18/22
9 10/18/22 10/20/22	Undocumented students and Bi-nationalism	<p>Perez, W., R. Espinosa, R., & Ramos, K. Civic Engagement Patterns of Undocumented Mexican Students.</p> <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>View PBS Latino Americans: Episode 2 Empire of Dreams</p>	
10 10/25/22 10/27/22	Latinx in media-sociological perspective	<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. & 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"> - Chapter 4 The role of media in the transmission of ideologies related to Latino students <p>Media Viewing week</p>	<p>Reading Journal/ Mediated Forum #5</p> <p>Original post due by 10/27/22</p> <p>Responses to classmates due by 11/1/22</p>
11 Midterm planning week 11/1/22 11/3/22	Latinx in media- identity	<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>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>	
12 11/8/22 11/10/22	Physiological effects of bilingualism	<p>Ontai-Grzebik, Lenna & Raffaelli, Marcela (2004). Individual and Social Influences on Ethnic Identify Among Latino Young adults.</p>	

Undergraduate Freshman Seminar

		Ramos, P. (2020). <i>Finding Latinx: In Search of the Voices Redefining Latino Identity</i> . New York, NY: Vintage. Chapters 12-13, pages 240-292.	
13 11/15/22 (Group Planning time) 11/17/22	Physiological effects of bilingualism	Finch, B. & Vega, W. (2001). Acculturation Stress, Social Support and Self-Related Health Among Latinos in California Umana-Taylor, A., Garcia, C.D., & Gonzalez-Backen, M. (2008). A Longitudinal Examination of Latino Adolescents' Ethnic Identity, Coping With Discrimination, and Self-Esteem.	Media Analysis Paper due by 11/15/22
14 11/22/22	Culture and the arts	GUEST Lecture- Angelica Pereyra	
THANKSGIVING RECESS 11/23-11/27			
15 11/29/22 12/1/22	Culture and the arts	View PBS Latino Americans: Episode 6 Peril and Promise	

FINAL EXAM: Tuesday, December 13, 8:00-10:00 a.m.