#### **COURSE OUTLINE**

# Ethnic Studies 102 Latinos in the United States

## I. Catalog Statement

Ethnic Studies 102 surveys the social, political, economic and cultural development and experience of the various Latin Americans in the United States. The survey includes the following groups: Mexicans, Puerto Ricans, Cubans and other Caribbean, Central and South Americans. The course analyzes the contributions made by the Latin Americans to the economic development of the North American society.

Total Lecture Units: 3.0 **Total Course Units: 3.0** 

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0** 

Recommended preparation: Eligibility for English 120 or ESL 151

# **II.** Course Entry Expectations

Skill Level Entry: Reading 5; Writing 5; Listening/Speaking 5; Math 1

Prior to enrolling in the course, the student should be able to:

- 1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
- 2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
- 3. organize and write an essay which
  - a. addresses the topic and is directed by a thesis statement
  - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
  - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
  - d. develops ideas, moving from general to specific
  - e. is easy to read and follow

## III. Course Exit Standards

Upon successful completion of the course, students will be able to:

- 1. assess the phenomenon of worldwide immigration, early immigration to the U.S. from Europe and the Pacific, then focusing on immigration patterns from Latin America;
- 2. compare and summarize graphs using demographic, social and economic statistics on Latinos in the U.S;
- 3. compare and contrast Latin American values with those of the dominant Anglo society in the U.S.;
- 4. analyze inter-Latino relations within the U.S., as well as the impact of U.S.- Latin American relations, within the Western hemisphere;
- 5.demonstrate the diversity of Latinos in the U.S.

#### IV. Course Outline

## **Total Faculty Contact Hours = 48 hours**

- A. Historical Perspectives of Latino Immigration to the United States 6 hours
- B. Demographic Analysis of Latinos in the U.S. 6 hours
- C. General Social, Economic and Political Realities

6 hours

- 1. Employment, unemployment, and sub-employment
- 2. Occupation and education
- 3. Housing and health services
- 4. Judicial system
- 5. Political representation: local and national organizations
- D. Latin American Value System vs. the Dominant Anglo in the United States 6 hours
- E. Inter-Latino Relations in the United States

6 hours

- F. Brief Overview of the Impact of United States' Foreign Relations
- 12 hours

- 1. Spain (Cuba and Puerto Rico)
- 2. Mexico
- 3. South America
- 4. Central America
- G. Case Studies

6 hours

- 1. Mexican/Chicano
- 2. Puerto Rican
- 3. Cuban, Haitian, Dominican and Jamaican
- 4. South American
- 5. Central American

#### **III. Methods of Instruction**

The following methods of instruction may be used in this course:

- 1. classroom lecture and discussion;
- 2. audio-visual presentations;
- 3. student presentations and discussions;
- 4. news broadcasts;
- 5. field trips to exhibits, museums, and special cultural presentations.

# IV. Out of Class Assignments

The following out of class assignments may be used in this course:

- 1. class readings;
- 2. writing and research for essays.

#### V. Methods of Evaluation

The following methods of evaluation may be used in this course:

- 1. three to five one-hour essay examinations demonstrating course exit standards;
- 2. instructor evaluation of a research paper to demonstrate critical thinking skills (e.g. Write a four page paper on bilingualism in the United States. If it is such an asset, explain why there is so much controversy over bi-lingual education. Use primary sources and research to support your argument);
- 3. instructor evaluation of an oral presentation based on the research paper.

#### VIII. Textbook(s)

Gonzalez, Juan. Harvest of Empire: A History of Latinos in America. New York: Penguin Books, 2011. Print.

13<sup>th</sup> Grade Reading Level: ISBN: 978-0143119289

Heyck, Dennis, ed. <u>Barrios and Borderlands</u>. Florence: Routledge, 1994. Print. 13<sup>th</sup> Grade Reading level: ISBN: 978-0415903950. Print.

Darder, Antonia ed., *The Latino Studies Reader*. New York: Wiley-Blackwell, 1998. Print.

13<sup>th</sup> Grade Reading level: ISBN: 978-1557869876

# IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- 1. construct an argument using supportive and proper sources;
- 2. identify how causation relates to continuity and change in global frameworks;
- 3. recognize connections between the past and the present relationship of the U.S. and Latin America;
- 4. demonstrate an ability to recognize and interpret multiple forms of evidence (visual, oral, statistical, artifacts from material culture).