The Latino population currently consists of approximately 52 million people in the United States, or about 1 in 6 Americans; by the year 2050 the U.S. Census estimates that the Latino population will makeup at least 30 percent of the total U.S. population, about 132.8 million individuals. This course examines the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinas/os in the United States. The course combines the close reading of required texts with detailed classroom discussion. This course will provide students with the essential tools needed to question, discuss, and examine topics, such as, the social construction of race and ethnicity, immigration, theories of power, colonialism, manifest destiny, forms of resistance and social movement activity, urbanization, labor, family, gender issues and relations, race relations, and community social capital. The goal is to have students develop a greater appreciation and understanding of the impact of and the important roles played by Latino men and women in the formation and development of U.S. society. Dist. SOC; WCult: CI. Gómez.

**Required Texts**


**Garrod, Andrew, Kilkenny, Robert, Gómez, Christina (eds).** *Mi Voz, Mi Vida: Latino College Students Tell Their Stories.* Cornell University Press, 2007

Blackboard: All readings (articles, chapters, and reports) listed in the syllabus with an asterisk (*) will be located on Blackboard. In addition I will be posting news articles (“In the News”) and “extra” readings throughout the term for those who might want more resources.
**Course Requirements**

The class format will be a seminar/discussion. Students are expected to attend classes, read assigned texts, and come prepared to discuss material. Students will be asked to begin class with a critique of the reading and prepare questions for class discussion. Students will write two papers throughout the semester. In addition, the course will have a midterm exam and final paper. Students are responsible for checking Blackboard for updated readings or changes in the syllabus.

Grades are based on:

- Class Participation/Attendance 10%
- 2 Papers 30%
- Midterm 30%
- Final paper 30%

**Papers**

Students will write two papers during the course. Each paper will be at approximately 5 pages in length, and must be completed by the appropriate date. Specifics about each paper will be given out in class. No late papers will be accepted. Papers are due in the box outside my office by 12:00 pm on the appropriate date. Paper grades will be based on the expression of ideas, how the student incorporates the texts, the clarity of writing (including grammar, spelling, style) and use of proper citation. Students should give themselves enough time to write thoughtful essays.

**Exam**

A midterm exam will be given in class covering all material prior to the exam.

**Students Accessibility Services**

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Accommodations/Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

**Academic Honor Principle**

When studying for exams, I encourage you to work together to discuss lecture notes, handouts, and the required readings. The exams, however, are closed book, in-class, and non-collaborative. Students are responsible for the information in the Academic Honor Principle, including information concerning plagiarism found in *Sources and Citation at Dartmouth College*, available in the Deans' Offices or at www.dartmouth.edu/~sources/.
Course Outline

Week 1 - Latinos in the United States: an overview (June 20)

Suárez-Orozco, Preface and Introduction: The Research Agenda

*Census Forms 1990, 2000, 2010

*Hispanics in the United States, U.S. Census Bureau


Week 2 - Mexicans, Mexican-Americans, Chicanos (June 25, June 27)

Video: “History of the Mexican American Civil Rights Movement,” Quest for a Homeland

*Treaty of Guadalupe Hidalgo 1848

*Gonzales, Rodolfo Corky, “Yo Soy Joaquin/I am Joaquin”

*Chicano! History of the Mexican American Civil Rights Movement


Week 3 - Puerto Ricans, Boricua, & Nuyoricans (July 2, July 3 – X-hour)

*Rodriguez, Clara, Puerto Ricans in the U.S.A., Chapter 1.


-Video: PALANTE, SIEMPRE PALANTE!: The Young Lords by Iris Morales, 1996.

*Young Lords Party – 13 Point Program

*Young Lords Internet Resource
PAPER #1: DUE July 8th at noon, Silsby 121

Week 4 - Caribbean Latinos: Cubans & Dominicans (July 9, July 11)


Week 5 – Race & Skin Color (July17 – X-Hour)


Language and Bilingualism (July 18)


Zentella, Ana Celia, “Latin@ Languages and Identities,” in Suárez-Orozco, Chapter 16.


*English for the Children & English Only Movement – Websites
Week 6 - Midterm in Class - July 23rd

Week 6 and 7 - Poverty & Drugs: the Underclass Debate (July 25, July 30, August 1)

Bourgois, Philipe. *In Search of Respect: Selling Crack in El Barrio*

*Poverty Thresholds and Poverty Guidelines*

*Drug Facts, National Institute on Drug Abuse, Facts on Crack and Cocaine*

*U.S. Sentencing Ranges Lowered for Crack Cocaine – NPR, November 2, 2007*

Week 8 – Migration: Coming and Going to America (August 6, August 8)

Nazario, Sonia. *Enrique’s Journey*

*Dention Centers in the U.S.*

*Lost in Detention: The Hidden World of Immigration Enforcement – Frontline Documentary*

PAPER #2 due – August 12th

Week 9- Latinos & Education (August 13, August 15)

Garrod, Kilkenny, & Gomez, *Mi Voz, Mi Vida*

*Pew Hispanic Center - Education*

Week 10  - The Future of Latinas/os?: Questions of Identity and Belonging (August 20)


*Pew Research Center, A Conversation About Identity, May 30, 2012*

Final Take-Home Exam due Monday August 26th by midnight (Eastern Time)