Introduction to Latina/o Studies (LAS 3930/SYA 4930)  
Fall 2015  
Tuesdays, Period 9 (4:05-4:55)  
Thursdays, Periods 8-9 (3:00-4:55)  
Matherly Hall, Room 0007  

Professor: Nicholas Vargas, Ph.D.  
E-mail: Nicholas.Vargas@ufl.edu  
Office: 360 Grinter Hall  
Office Hours: 9-10 Tuesdays; 9-11 Thursdays  

Required Books  
1. Harvest of Empire: Revised Edition by Gonzalez, Juan (2011)  
   ISBN: 978-0-07-297051-7  
2. New Destination Dreaming: Immigration, Race and Legal Status in the Rural American South by Marrow, Helen (2011)  
   ISBN: 978-0-80477308-9  

Email is my preferred method of contact. Be sure to include your full name and the class (LAS 3930/SYA 4930-Introduction to Latina/o Studies) in the subject line with each email.  

Course Description  
The aim of this course is to provide an introduction to the historical and contemporary racialization of Latina/o immigrants and their descendants in the United States. We will draw primarily from the social sciences to explore varied U.S. Latina/o experiences and conceptualizations of Latina/o identity across national origin groups, immigrant generations, and time. Readings and discussions will focus on themes including historical migration and colonization; contemporary experiences of immigration and deportation; interracial relations between Latina/os and others; undocumented youth and education; racial identity formation and language use among descendants of Latina/o immigrants, and others.  

Course Goals:  
Upon completion of this course, you should be able to:  

1) Recognize racialization as a multi-faceted process  
2) Identify historical patterns of migration, exclusion, and U.S. expansion  
3) Articulate how legal status shapes the lives of first and 1.5 generation immigrants  
4) Compare and contrast Latina/o experiences by generation, origin, phenotype, and other meaningful statuses in the U.S.  
5) Critically reflect upon your own experiences
Course Format

- Class sessions include, lecture, films, and many discussions.
- This is purposefully a very discussion oriented course. Often, people are uncomfortable speaking with others about race and ethnicity. Research suggests that even within very close inter-racial friendships, the topic of race is rarely broached for fear of tension. Thus, the primary challenge of this course is for us all to become more comfortable and knowledgeable with our discussions of race and ethnicity. This requires that we listen, to each other and treat one another with respect, while expressing a genuine interest in learning from one another.
- I try to create a relaxed atmosphere. Food and drink are okay, as long as they do not create problems for others.
- You are required to read (deeply) prior to each class session, devote your honest attention, and participate in class discussions.
- You are not permitted to read or do homework for another class, sleep, or engage in any other activity that occupies your mind.
- No laptops, tablets, or phones may be used in class. Recent research has shown that laptops and internet access impede learning in the classroom not only for the user, but also for those sitting nearby. If you have a documented disability that requires the use of a laptop, please see me privately after the first day of class. Source: [http://news.yorku.ca/2013/03/13/multitasking-on-laptop-impedes-classroom-learning-york-u-study-shows/](http://news.yorku.ca/2013/03/13/multitasking-on-laptop-impedes-classroom-learning-york-u-study-shows/)
- You are also not permitted to have private conversations or engage in activities that will distract your classmates.
- Never intentionally insult another person or group in this class. This includes insults meant as jokes. We will be respectful of one another at all times.
- If you are offended at or bothered by what someone else in class has said, please explain why, so the person can learn from your view. It is possible that this could turn into a valuable learning experience.

Pop-Quizzes

I plan on giving at least one reading pop-quiz every week. Quizzes ensure that you are prepared for class each day. Because this is a very discussion oriented course, quizzes will make a significant contribution to your final grade (35%). It is imperative that you read the material deeply and come prepared for discussion each day. If you do so, you should fare well on the quizzes.

There will be no make-up quizzes. If you miss a quiz due to an excused absence (i.e., a signed document from a doctor stating that you were ill and that you were advised not to work or attend class) you can make it up by writing a 700 word response to the readings (or video) that you missed within three business days of your absence. I will not accept late papers.
On most days, pop-quizzes will start at the very beginning of class. If you are a couple of minutes late, you will have less time to complete the quiz. If you are 5 minutes late, you may not have a chance to take the quiz at all. Make sure to be on time.

**Participation**
Participation in classroom discussions is mandatory and accounts for 5 percent of your final grade. If you have a significant fear of speaking in public, please see me ASAP.

**Homework**
There is one written homework assignment for this course. It will account for 20% of your final grade and is due the last day of class. I will provide additional details throughout the course.

**Exams**
There are two in-class essay exams. Each exam is worth 20 percent of your final grade.

Make-up exams are permitted only under very extreme circumstances. Make-ups also require official documentation pertaining to the extreme circumstance. In such cases, a make-up exam must be taken within 7 days of the original exam.

**Evaluation**

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>(97-100)</td>
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<tr>
<td>A</td>
<td>(93-97%)</td>
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<td>A-</td>
<td>(90-92%)</td>
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<td>(63-67%)</td>
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<td>D-</td>
<td>(60-62%)</td>
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Quizzes: 35%
Participation: 5%
Homework: 20%
Exam 1: 20%
Exam 2: 20%
Total: 100%

**Course Policies**
When writing, you should cite the sources of the information you use. You may use MLA, APA, ASA, or Chicago Manual Style. If you are unfamiliar with these citation styles, review the following link: [http://owl.english.purdue.edu/owl/section/2/](http://owl.english.purdue.edu/owl/section/2/). If you ever use language or ideas that are not your own, you must cite the source of said information.

*Students should adhere to the university policy for academic dishonesty.* Academic dishonesty of any form will not be tolerated.
Course Schedule

Part 1 History and Racialization (6 weeks):

(Week 1) Introduction

August 25, Tuesday (4:05-4:55)
Class Canceled

August 27, Thursday (3:00-4:55)

1. Introduction to Course


(Week 2) Roots: Las Raíces (1500-1950)

September 1, Tuesday (4:05-4:55)


September 3, Thursday (3:00-4:55)


2. Latino Americans PBS Documentary (Episode 1) (53 minutes—watch in class)

(Week 3) Branches: Las Ramas

September 8, Tuesday (4:05-4:55)


September 10, Thursday (3:00-4:55)


2. Latino Americans: Empire of Dreams (Episode 2-in class)

(Week 4) Harvest: La Cosecha

September 15, Tuesday (4:05-4:55)

2. *Latino Americans (Episodes 3 & 4 as homework)*

**September 17, Thursday (3:00-4:55)**


*(Week 5) Harvest: La Cosecha (Continued)*

**September 22, Tuesday (4:05-4:55)**


**September 24, Thursday (3:00-4:55)**


*(Week 6) Exam Week.*

**September 29, Tuesday (4:05-4:55)**

1. Review Day

**October 1, Thursday (3:00-4:55)**

1. Exam Day (Essay)

*Part 2: First Generation Experiences in the Contemporary Rural U.S. (5 weeks):*

*(Week 7) Motivations*

**October 6, Tuesday (4:05-4:55)**


**October 8, Thursday (3:00-4:55)**


*(Week 8) New Immigrant Destinations*

**October 13, Tuesday (4:05-4:55)**

October 15, Thursday (3:00-4:55)


(Week 9) Social Distance with Whites and Blacks (Then and Now)

October 20, Tuesday (4:05-4:55)


October 22, Thursday (3:00-4:55)


(Week 10) Services and State Response to New Immigrants in the Rural South (Then and Now)

October 27, Tuesday (4:05-4:55)


October 29, Thursday (3:00-4:55)


(Week 11) Exam Week.

Tuesday, November 3 (4:05-4:55)


2. Exam Review

Thursday, November 5 (3:00-4:55)

1. Exam (Essay)

Part 3: Children and Descendants of Latina/o Immigrants’ Experiences in the Contemporary U.S. (5 Weeks)

(Week 12) Undocumented Youth

Tuesday, November 10 (4:05-4:55)


Thursday, November 12 (3:00-4:55)


(Week 13) Language and Transnational Engagement

Tuesday, November 17 (4:05-4:55)


Thursday, November 19 (3:00-4:55)


(Week 14) Divergent Paths: Thinned Attachment and Cultural Maintenance

Tuesday, November 24 (4:05-4:55)


Thursday, November 26 (Holiday, No Class)

(Week 15) Panethnic Identity and Political Alignment?

Tuesday, December 1 (4:05-4:55)


Thursday, December 3 (3:00-4:55)


Week 16 (Last Day)

Tuesday, December 8 (4:05-4:55) Last Day of Class

Papers Due