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**Assignments and Grading:**

Final grades for the course will be based on (1) attendance and class participation; (2) Blackboard on-

**No re-makes are allowed.** Only under certified serious circumstances, a student will be authorized to access the on-line quiz if he/she was not able to take it the scheduled day.

**Blackboard on-line quizzes will be 15 percent of the final grade.**

(3) . Students are required to make a group presentation on any of the following Latino issues:

- religion
- family
- literature
- arts
- music
- theater
- mass media communications
- popular culture
- community
- identity
- immigration
- politics

Presentations will be scheduled for the last three weeks of the semester. Groups and topics will be made during the third week of the semester. The use of all media (power point, videos, posters, plays. etc.) is allowed and encouraged. **At the time of the presentation a detailed outline, list of sources used, and a brief summary of the presentation shall be turned in to the instructor.** It could the copy of the power point presentation and a copy of the original will be sent to the instructor via email attachment.

Group, topics, and schedule of presentations will be organized during the second week of the semester. Instructions for presentations, schedule, and group will be posted under Assignments in Blackboard.!!

**The presentation-research project will be 40 percent of the final grade**

(4) **Oral history Assignment: Oral** histories. How much do we know of the life histories of Latino immigrants? What are their stories? Find a Latino person. Preferably over 60-65 years of age. Interview this person. If this person does not speak English, make sure you have someone to interpret for you. Before you interview this person, ask for their consent. Explain it is a class assignment and that the interview will be under a pseudonym. Create a fictitious name for this person. Ask them place of origin, where they grew up, occupation of the parents, decision to come to the U.S., How old when they came, School? Community? Religion? How many in the family, Current occupation, how do they identify themselves? What do they think of the U.S.? Their community? **PLEASE DO NOT ASK ABOUT IMMIGRATION STATUS. THIS IS AN INAPPROPRIATE QUESTION. DO NOT AT ANY TIME VIOLATE THIS PRINCIPLE. IT WOULD INFRINGE CONFIDENTIALITY.**

**Write the history of this person under a fictitious name. Email the story to my email address.**

**Oral history project assignment is worth 30 percent of final grade.**

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If the student desires to improve its performance or is experiencing difficultF 0 0Tm /F8.1 1 Tf (Y Tjn ( s) .

## **CLASS SCHEDULE**

This is a tentative schedule and at any time can be subject to modification. The instructor will make adjustments, if that is the case and will provide students with proper notification. Changes will be made to accommodate group presentations.

### **WEEK 1**

T&R January 14-16

Introduction Syllabus.  
Who are the Latinos? Why Latinos?  
U.S. a country of immigrant  
Why geography matters

### **WEEK 2**

T&R January 21-23

History  
Spanish territories, Mexico, and the U.S. moving borders  
Significant differences: North-South -North European-Southern Europeans

### **WEEK 3**

T&R – January 28-30

Mexican-Americans

**Movie Mi Familia**

### **WEEK 4**

T&R – February 4 -6

Latino diversity  
Puerto Ricans, Cuban, and Dominicans  
Video

### **WEEK 5**

T&R – February 11-13

The Latino Family and cultural features  
Video

**THURSDAY FEBRUARY 13 QUIZ ONE ON-LINE**

### **WEEK 6**

T&R – February 18-20

Latinos and Religion  
Video

### **WEEK 7**

T&R – February 25-27

New Latinos  
Central and South America  
Movie: El Norte

**WEEK 8**

T& R – March 4-6

Cultural identity

Video

**WEEK 9**

T& R – March 11-13

Latinos and Education

Video

**THURSDAY MARCH 11 QUIZ TWO ON-LINE**

**WEEK 10**

