City College of San Francisco  
Latin American and Latino/a Studies  
LALS 1  
Latino/a Diaspora: The Impact of Latinos Living in the United States  

TR 8:10 -9:25AM  
Prof. Marco Mojica  
Office Hours: 10-11AM (MWF)  
(415) 452-7416 Office: Sci. Bldg. 186  
Email: mmojica@ccsf.edu  

Introduction  
This course examines the central dimensions of the political, historical, social and cultural realities of Latinas/os in the United States. You will learn about how past and present historical processes such as: conquests, migrations, assimilation/acculturation, social struggles, globalization and transnationalism have shaped the lives of Latinas/os. Furthermore, this course explores how the intersecting relations of race, class, gender and ethnicity have defined the experiences of Latinos/as in the United States; looking at inter-group relations (i.e African American-Latino), and intra-group problems. Throughout the course questions of citizenship and political participation, education and empowerment will be addressed.  

Educational Philosophy  
My educational philosophy focuses on strengthening the students' abilities to critically analyze their world and to become active and engaged participants in their education. In the classroom, I promote the idea of a "learning community," a safe space where students can share their ideas, opinions and life histories as important to enriching the community's knowledge. Furthermore, students are asked to work individually and collaboratively in the classroom, as forms of learning and processing the course materials and their overall educational experience. Finally, my goal is to provide students with important tools necessary for enabling their success at the City College of San Francisco, the University and beyond...  

Major Learning Outcomes  
Upon completion of this course a student will be able to:  
B. Examine the demographic, social, cultural and ethnic diversity represented by the terms "Latino," "Hispanic," "Chicano/a," and "Raza."  
C. Examine the policies of the United States government which impacted immigrant communities from Latin America.  
D. Analyze the historical changes in the nature of the Latino experience across three major periods: the pre-Columbian, the Spanish Colonial experience in the Southwest, and the emergence of the United States as a continental power.  
E. Analyze the history of Latin American immigration to the U.S. and its social, economic, cultural and political impact on U.S. institutions (education, immigration law, labor law, naturalization processes, the welfare and criminal system, voting and elections).  
F. Compare historical changes in population ratios and patterns of immigration to the U.S. from Latin American nations from 1500s to present day.  
G. Examine the various motives and contributing factors (eg. Law, social networks, U.S. foreign policy) to the immigration of Latin Americans to the U.S. and how these factors impact their choice of destination.  
H. Compare selected aspects of the Latino/a cultural history to other non-white minorities since the eighteenth century (eg. Citizenship, voting rights, land rights, social welfare rights).  
I. Examine the issues around race, class, gender and ethnicity within the Latino/a communities in the U.S.  
J. Compare and contrast cultural values and class differences within various Latino communities.  
K. Compare patterns of cultural retention, acculturation and assimilation (including language, religion and gender roles) in different Latino communities.  
L. Analyze inter-generational conflict, relationship to "home" countries, their impact on several Latino communities and impact on U.S domestic politics.  
M. Evaluate the Latino communities' cultural contributions to the U.S. and their impact on popular culture in areas such as sports, art, music, food, religious festivals and commemorated 'holy' days.  
N. Describe issues related to social mobility, occupational strategies and educational opportunities in the U.S.  
O. Examine the evolution of national, racial and ethnic conflicts within and between Latino and non-Latino groups in the US through an emphasis on social movements.
P. Examine Latino/a social history, professional development and institutional organization of the field of Latino/a, Chicano/a and Raza Studies.

Q. Compare the offerings of the Latin American and Latino/a Studies Department to Latino/Raza/Chicano departments at other Bay Area educational institutions.

LALS 1 meets graduation requirements for United States History, Social Science, Ethnic Studies (H1). Also, it is accepted as a Humanities requirement at UC and CSU. This is a university level course accepted at the UC and State University systems.

Required Text
LALS 1 Reader: Latino/a Diaspora: The Impact of Latinos Living in the United States.
It can be obtained at Copy Edge. 1508 Ocean Avenue. (415) 587-5345

The reader is to be used as a base for lectures and discussion. If you want to succeed in this class, it is in your best interest to read the text. The text will be supplemented by other reading materials such as essays, newspaper articles and films. You will be expected to reference these materials in the exams.

Attendance
It is crucial that you do not miss class since lectures are important for your success. Excessive absence results in an excessive drop in your grade. If you wish to withdraw, the responsibility for doing so is entirely yours, and you must do so before the final withdrawal date: April 18, 2013. Do not assume that I will automatically withdraw you if you stop showing up.

Classroom Etiquette
Please turn off and put away all electronic devices during class. Cell phone conversations, text messaging, and/or listening to music during class time will not be tolerated. You will be warned the first time you are found to be using these devices. If you persist in your use of these devices thereafter, you will be expelled from the class.

Course Evaluations
Evaluation will be based on three collective exercises and two exams. This is a noncompetitive class! There is no reason not to earn an “A” or a “B” in this course.

Midterm and Final Exam
The midterm exam will be a collective exercise where you and a partner will define course terminology in short paragraph answers. If you miss the midterm exam and do not give me a legitimate excuse the class meeting after the exam date, you will not be allowed to do a make up exam and automatically fail the midterm exam. The final exam will be a 3-5 page essay where students will be asked to reflect and analyze a question provided by the instructor.

Collective Exercises
You will work in a group to answer a question or a set of questions posed by the instructor. There are no make ups for the exercises.

TOPICS FOR LECTURE AND DISCUSSION

Week 1
- Course Introduction
- Identifying key terminology and theories of Assimilation, Race, Class and Immigration in the United States and Latin America

READINGS


Week 2
- Identifying key terminology and theories of Assimilation, Race, Class and Migration in the United States and Latin America


Week 3
- Manifest Destiny and the U.S.-Mexico War 1846-1848
- The conquest of the Southwest in the 19th Century
- Foreigners in their Native Land: Colonialism and Chicano/a Resistance
- Collective Exercise #1

READINGS


Week 4
- The Making of the Chicana: Gender and the Case of the Miners and the Struggle for Labor Rights in the Southwest.
- Americanizing the Mexican

READINGS


Week 5
- The Spanish-American War (1898) and U.S. imperialism: Cuba, Puerto Rico
- The Shaping of Colonial Subjects in Puerto Rico: The progressive era and Americanization schools
- Puerto Ricans the Economy and Citizenship

READINGS


Week 6
- Sterilization and Women’s rights: The Case of Puerto Rican Women
- Exam #1

READING

Week 7
- Framing the 1960s: The Cold War and Anti Colonialism Struggles
- The “Blowouts” The Chicano Student Movement
- Youth and Community Empowerment: The Story of the Younglords

READINGS

Week 8
• (Re)Imagining Social Struggles: Lessons from the 1960s.
• “Don’t Panic I’m Hispanic” Identity Politics in the Post Civil Rights Era
• The changing discourses on Race, Gender, Sexuality and Ethnicity

READINGS


Week 9
• Revolution and Cuban Immigration
• El Exilio: Identity and Power
• Collective Exercise #2

READINGS

Week 10
• Havana USA: Cubans in Miami
• Balseros: Cuban Migration in the Post-Cold War Era.

READINGS


Week 11
• Central American in the United States: Economic and Political Migrations
• U.S. Intervention in Nicaragua: From William Walker to Ronald Reagan
• The Sandinista Revolution and Nicaraguans in Miami

READINGS

Week 12
• Civil War and Migration: Salvadorians and Guatemalans in the United States
• Central American Community Organizing and Sanctuary Cities

READINGS

Week 13
• From a World Economy to a Global Economic: New Latinos in the U.S.
• Globalization and Latino/a transnational communities
• Collective Exercise #3
READINGS

Week 14
- Dual Nationalities and Citizenships
- The effects of Economic, social and cultural remittances

READINGS

Week 15
- New Immigration debates: The border and ‘illegal’ Immigration
- HR 4437: The war on terror and the struggle for Immigrant rights

READINGS
Film: Wetback: The Undocumented Documentary

Week 16
- The Arizona Anti-Immigration and Ethnic Studies Laws
- Confronting Nativism

READINGS

Week 17
- Final Exam Review
- **Final Exam, Tuesday, May 21 @ 8:00AM – 10:00AM**