

SOC 115: *Contemporary Chicano in Society*

SECT#: 1927

Spring 2016

Mt. San Jacinto College

Professor Franklin C. Pérez

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Office Hours: by appointment only

Biologically, we are a single gene pool with minor variation and superficial cultural and genetic differences; we are interconnected with all life.

Gloria Anzaldúza

Required Text

(Available at the San Jacinto campus bookstore, online from the publisher, or various book sellers.)

Vázquez, Francisco. 2009. *Latino/a Thought: Culture, Politics and Society*. 2nd edition. Lanham, MD: The Roman & Littlefield Publishing Group INC.

AA/AS Degree General Ed Breadth Area(s):

- B2 SOCIAL & BEHAVIORAL SCIENCES
- F DIVERSITY

MSJC Catalog Description:

This course explores the micro-sociological and institutional aspects of contemporary Chicanos/as in the U.S.—particularly in California from the 1930s to present. We will investigate topics of identity formation, gender roles, and interactions within the Chicano/a community. We will also analyze Chicano/as varying and differential access to politics, education, healthcare, and the economy as well as their representation in the media. Students will develop an understanding of the effects that social, cultural, institutional forces have had Chicano/as' life chances.

MSJC Schedule Description:

This course explores the micro-social and structural aspects of contemporary Chicanos/as in the U.S.- particularly in California from 1930s to present.

Professor's Course Description:

This course prepares students to recognize, define, analyze and evaluate the concerns, issues, and problems facing Chican@/Latin@s in America, particularly in California since the 1930s. This knowledge is central to any critical understanding or analysis of intercultural relations—both locally (with Mexican-Americans who are the largest ethnic minority group in California)—and with Chican@s and Latin@s nationally as they become the largest ethnic minority in the US. This course is intended for students interested in the social and behavioral sciences, cultural and ethnic studies, multimedia and communications studies, liberal arts, and the humanities.

Students taking this course will learn about the invisibility and visibility of Latin@ and Chican@s in the U.S. We will discuss the historic role that peoples of Latin America have played in the U.S. and how the growing Latin@ and Chican@ national presence will play a significant role in our nation's future. We will also look at the diversity between and within Latin@ and Chican@ subpopulations to interrogate the notion of Hispanic as a homogenizing population conceptualization stemming from colonial logic. We will explore the politics of persistent colonialism in the Caribbean and Central America as well as representations and misconceptions that often distort and erase the realities that Latin@s and Chican@s face. Additionally, we will investigate the citizenship status, migratory/settlement, gendered, racial, cultural, and class nuances between and among Latin@s and Chican@s. Students will take an active role in the deconstructing the dominate notions associated with Latin@s and Chican@s through analyzing critical media sources in addition to reading, analyzing, and presenting on a selected course readings with an assigned group of classmates. It is my hope that students will develop a broad understanding of Latin@ and Chican@s' cultural richness, the *Latinization* of America, and historic and current racisms that plague this community and other communities of color.

Student Learning Objectives:

Mt. San Jacinto College, Sociology Department's: (MSJC: SLO#)

1. Explain and appropriately apply basic sociological concepts. (DLO 1, 2)
2. Describe and distinguish the sociological perspective from other approaches used in the social and behavioral sciences to explain human social organization, motivation, and conduct. (DLO 1, 3, 4)
3. Explain, analyze, and contrast the major theoretical paradigms in sociology, including but not limited to, Structural Functionalism, Social Conflict Theory, and Symbolic Interactionism. (DLO 1, 2, 4)

Professor's: (prof: SLO#)

1. Students will develop critical thinking skills by analyzing current social issues and the interrelated institutional forces that create and further them through lecture, assignments, and in-class dialogue. We will develop these skills collectively in an effort to help all intellectualize how social problems impact their communities thus building students' critical sociological understandings of current and past social issues.
2. Students will understand the variety of sociological research methods currently used.
3. Students will be able work collaboratively with their fellow students through various in-class group exercises and assignments.

Course Learning Objectives

1. Analyze the relationship between Chicanos/as, modern American society, sociological concepts and theories.
2. Sociologically analyze the depiction of Chicanos/as in various media genres.
3. Interpret and compare various social, critical, and multicultural perspectives on Chicanos/as.
4. Evaluate the historical and contemporary contributions of Chicanos/as in American Society.
5. Examine the social value system that affects Chicanos/as.
6. Sociologically analyze the relationship between the economy, politics, media and gender roles as they relate to Chicanos/as in the United States.
7. Evaluate various social institutions as sites for the perpetuation of inequalities based on membership in the Chicano/a community through content analysis of various literary and media artifacts.
8. Analyze the effects of unequal representation of Chicanos/as in various social institutions.
9. Evaluate the roles of various agents of socialization (i.e., the family, education, peers, religion, the media, government) as they reflect, resist, and reproduce beliefs and stereotypes about Chicanos/as.
10. Critique how each of us as individuals plays a part in the social construction of our understanding of the Chicano/a experience.

Course Content:

- Chicano Population and the Economy
 - Changing demographics of the Chicano/a population
 - Process of assimilation into mainstream society
 - History of urban poverty in Chicano/a communities and its economic impact on the population.
- Chicanos/as experience
 - Value systems in Chicano/a households
 - Gendered roles, expectations, and experiences of Chicanos/as
 - Inter/intra-ethnic/racial intimate relationships formed by Chicanos/as and other groups
- Media representations of Chicanos/as.
 - The perpetuation of ideologies and stereotypes presented in various forms of media and popular culture.
 - Historical and modern changes in the representation of Chicanos/as.
 - Chicanos/as influence on the media
- Social institutions and their interaction and connection with Chicanos/as
 - Connections between various social institutions, group access and marginalization.
 - Aspects of differential access to various social institutions, education, healthcare, housing, the workplace, political power and the effects on Chicanos/as communities.
- Degrees of prejudice and discrimination experienced by Chicanos/as
 - Historical factors that contribute to discrimination experienced by Chicanos/as.
 - Inter/intragroup relations and the factors that contribute to various prejudices and discrimination that affect subgroups and individuals

Class assignments

***Note:**

All assignments must be uploaded to BlackBoard and as WORD DOCUMENTS. **I WILL NOT ACCEPT assignments via email or in any other digital format unless it is an in-class hand-out assignment.**

I expect students to use standard college level English and writing prose for all assignments. Outside references are not required for all assignments, unless otherwise specified. However, any generalized arguments students attempt to make in an assignment **MUST** be supported by peer-reviewed academic sources. Students must cite academic source following standard ASA and APA in-text citation and bibliographic reference formats. **FAILURE TO WRITE AT A COLLEGE LEVEL OR CITE A SOURCE WHEN MAKING CLAIMS WITH YOUR ASSIGNMENTS WILL INCUR AUTOMATIC POINT REDUCTIONS.**

1. Attendance and participation:

(50pts).

Students are required to come to class prepared and on time **EVERDAY**. I will take attendance at the start of each class. If students are not in class within the first 10 minutes, I will consider them late and I will dock students points for the day. If students miss class for any reason then they are responsible for gathering notes and materials for that day from their classmates. Furthermore, because tardiness and leaving early are both disrespectful and distracting to me as well as to other students it is ***emphatically discouraged***. Poor attendance, leaving early, and/or excessive tardiness **WILL NEGATIVELY AFFECT STUDENTS' GRADE.**

It is crucial that students read the each week's assigned chapter before coming to class and come in with thoughts, comments, and/or questions ready to share. This class will have light lecture but I will rely on student based and lead discussions and group activities as primary teaching and learning resources. So, I will not rely on lecture as a main method of instruction. Students will read all materials and come ready to engage in class discussions. Students' participation grade is heavily based on their contribution to in-class discussions and group activities. Students are encouraged to ask any and all questions about the reading and discuss relatable personal experiences. Because students will learn just as much from each other as they would the instructor, if students do not come prepared to class you may not only affect their individual learning and academic growth but also their fellow classmates' academic progress.

In a collaborative learning environment, everyone is accountable for the ongoing learning process both in and outside of the classroom. Hence, I am entrusting students to read the materials and try to understand the points raised in the text before coming to class; so everyone needs to be ready to discuss issues presented in course materials. We will all work together both in and outside of the classroom space to answer any questions that individuals may have about the information discussed in the course or related societal issues. So, I encourage students to build study groups and collegial relationships with each other so they can work together on course topics in and outside of class.

STUDENTS CANNOT MAKE UP PARTICIPATION POINTS, SO ONCE THEY ARE GONE, THEY ARE GONE!

2. Video analysis

(80pts) 4 videos, 2 questions/video, 10pts/question; (2x10)x4=80

I have selected four videos that we will watch in class in conjunction with course materials. We will watch these at the start of class and, if time permits, have a light discussion after each video. I will post Video Analysis questions on BlackBoard with guidelines and a rubric for students to follow. The assignment needs to be submitted online before 5pm on the due date via online assignment submission link. Late assignments will **NOT** be accepted unless there is a legitimate and documented reason (i.e. doctor's note etc.). See Make-up Exam and Late assignment policy section for more details. Assignment guidelines and rubrics are posted on BlackBoard.

3. Seminar style assigned reading group presentation and discussion

(2x20pts)=40pts

Each class session, a student group, 3-5 students (that I assign students), will prepare two brief 20 minute discussion based on class session's reading. I want the group to collaboratively and strategically pull out the relevant information, key terms, and topics that they feel the class should learn about/know. **All students in the group are responsible for a portion of the presentation and speak during the presentation (MEANING ALL GROUP MEMBERS WILL TALK).** Students will use a powerpoint as a support tool to help guide the presentation; however, I do not want presenters merely reading from slides. If students have effectively read the material and have a general comprehension of it, then discussing the content and posing questions related to the text should be fairly easy. **One student from the group will submit a draft of the powerpoint at least a full 24 HOURS PRIOR to presenting for instructor approval.** This assignment will provide students with an opportunity to personalize course readings and gain experience leading discussions and learning. I will post assignment guidelines and a rubric for students to follow on our course BlackBoard. I will help co-facilitate learning for students both presenting and receiving information. I built this assignment in an effort to expose students to graduate school styled learning, thus preparing everyone for the next step in their academic journey beyond undergrad. All students can connect materials to appropriate current events or personal/familial anecdotes if they so feel inclined. Those not presenting need to be actively engaged and contributing to the dialogue, **STUDENTS CANNOT JUST CHECK OUT IF THEY ARE NOT PRESENTING.** Students not actively engaged in the discussion **WILL LOOSE POINTS FOR THE SESSION AND MAY BE ASKED TO LEAVE CLASS** if I consider them to be disruptive in any way and not conducive to the learning environment.

STUDENTS NOT PRESENTING

At the beginning of each class with a reading assignment, I want students to hand in 100 word paragraph type-written paper where they talk about any thoughts, insights, and/or important terms they developed from the text. These don't have to academically written but should demonstrate a level of engagement with the text that shows me you made an attempt to read and comprehend the material before coming to class. I will use these assignments to take attendance

and record participation points. Students who fail to turn in **FIVE** write-ups will lose one whole letter grade. This exercise is meant to keep you accountable for the weeks reading and assess what you are learning from the text.

20 TOTAL ASSIGNED READINGS (not including research workshop day 02/01)

6. Midterm Examinations:

(3 exams X 20pts)=60pts

Exams will consist of some fill in the blank, listing, defining, and short phrase, complete sentence or sentences, and paragraph or essay response styled questions. These questions will gauge students' learning from the previous weeks readings, lectures, and in-class discussions/activities. I will post a study guide the week before the exam. **Each exam will have no less than 10 or no more than 20 questions and will be structured around the classes learning progress.** Students will have the class period to complete these exams. If students cannot make it to the exam for any reason, they need to contact me prior to make arrangements for taking the exam through the LRC. I will only make accommodation for students who provide a documented excuse (doctor's note, etc.). See Make-Up Exam and Late assignment policy section for more details. See Course Schedule and BlackBoard for exam dates.

***Midterm 3** (Online Take-home Final Exam)

I decided to administer your final exam as a take home test. The test will have questions from material that we cover after the second midterm, meaning the exam isn't comprehensive. Unlike your first two exams, I will not provide a study guide for this test. However, you may work with your classmates on the test. I do expect all short answer/essay answer to have your personal interpretation of question responses. This means that you may develop your answers with your classmates but you cannot use another student's answers verbatim. I consider using another student's answers verbatim cheating in accordance with MSJC policies on cheating and plagiarism. **ANY STUDENTS CAUGHT CHEATING IN THIS MANNER ON THE FINAL WILL RECEIVE AUTOMATIC AND NON-NEGOTIABLE ZEROS.**

MAKE-UP EXAM OR LATE ASSIGNMENT POLICY:

Late assignments will not be accepted unless students can provide evidence of a legitimate and documented emergency. For those students that can provide documented excuse, I will allow the assignment to be turned in no later than the next class period. Also, I will not give make-up exams unless there is a legitimate and documented reason. Prior notification and documentation must be given so students can be excused from the midterms. If a specific emergency situation occurs (like birth of child, family emergency/death) then I will make reasonable accommodations. If there is a valid reason for missing the midterm, I will provide alternative tests that will be distinct from the one given to the rest of the class. Students will have to take this alternative assignment in the learning resource center located in the library.

GRADES AND PERFORMANCE CRITERIA:

I will assign a standard letter grade that reflects your levels of effort, learning, performance, and teamwork throughout the course.

- **A (100%-90%)** – This grade represents an exceptional level of effort and an outstanding desire to participate in class discussions and collaborate with fellow students throughout the course. Also, this grade represents an extraordinary willingness to discuss critical topics with fellow classmates and your instructor. An **A** student demonstrates a robust understanding of course materials, concepts, and theories in addition to excellent analytical abilities, built from these elements, while completing all assignments on time.
- **B (89%-80%)** – This grade represents above average academic performance and desire to participate in discussions and collaborate with fellow classmates throughout the course. Also, this grade represents a strong willingness to discuss critical topics with fellow classmates and me. A **B** student demonstrates a better understanding of course materials, concepts, and theories in addition to having good analytical abilities, built from these course elements, while completing all assignments on time.
- **C (79%-70%)** – This grade represents average academic performance and desire to participate in discussions and collaborate with fellow classmates throughout the course. Also, this grade represents a willingness to discuss critical topics with fellow classmates and me. A **C** student demonstrates an understanding of course materials, concepts, and theories in addition to having some analytical abilities, built from various course elements, while completing some of the assignments on time.
- **D (69%-60%)** – This grade represents below average performance, little effort to be engaged in class discussions and/or collaborate with fellow classmates throughout the course. Also, this grade represents a limited willingness to discuss critical topics with fellow classmates and me. A **D** student demonstrates a weak understanding of course materials, concepts, and theories in addition to sub-par analytical abilities while completing only a few of the assignments on time.
- **F (59% and below)** – This grade represents a failure to complete course assignments on time or at all, engage in class discussions, or participate in-group activities. An **F** student has little understanding of course materials and will not seek help from the instructor, campus resources, or fellow students to work through any academic misunderstandings.

GRADING SCALE BREAK DOWN

A= 100%-90%
B= 89%-80%
C= 79%-70%
D= 69%-60%
F= 59%-below

Assignment Grade Breakdown

Assignment Name	Points Possible	Percent of Total Grade
Attendance and Participation	20	10%
Video Analysis	80	40%
Student Lead Reading Discussion	40	20%
Midterms	60	30%
Total	200	100%

STUDENT POLICIES

Attendance/Participation:

I expect every student to arrive to class on time and be both physically and intellectually present for the entire class period. I do not simply want warm bodies in seats; instead, I want students that are well prepared for each class and have read the material before coming to the class. Students grade will impacted by your attendance and participation. Tardiness, leaving early, talking out of turn or being generally disruptive, and/or sleeping in class are both disrespectful and distracting to me as well as to other students so it is ***emphatically discouraged***. Poor attendance, leaving early, and/or excessive tardiness **WILL AFFECT STUDENTS' GRADE.**

Classroom Code of Conduct and Behavioral Policies

Throughout the course, we will discuss topics like white supremacy, racism, sexism, homophobia, and other difficult but essential topics that sociologists investigate and debate. So, it is my job as your instructor to foster a sense of trust amongst all students taking my class and provide a safe space where we can talk about these issues. This comfortable uncomfortableness can only be achieved if all students can respect, challenge, and critique each other and me in a respectful manner. Things will get heavy and fellow students and/or I may share sensitive information about our experiences and histories. So, I want everyone to be mindful of that before responding to points raised or anecdotes shared.

I encourage students to disagree with each other and discuss and debate these difficult topics presented throughout the course in a respectful manner. However, students are not allowed to put anyone down, disrespect fellow classmates, be aggressive, or take retaliatory action towards anyone in the class. Also, students must give their classmates time to respond and avoid cutting other students off before they have had to respond to a comment.

I do not allow cellphones or laptops in my class. Make sure laptops and cell phones are turned off and put away at the start of each class. I feel that personal electronic devices will disrupt the cohesiveness and learning environment that will be attempting to build. Therefore, the use of these devices during the class period will be considered a form of student misconduct.

All of these behaviors described above, I consider to student misconduct and a violation of my classroom policies. **Thus, I consider coming to class late, leaving class early, use of electronic devices, being disrespectful towards fellow students or me, and/or sleeping in class to be forms of disruptive behavior and student**

misconduct. Any student that I feel is in violation of classroom conduct outlined above may be asked to leave the class.

Academic Dishonesty and Cheating

All forms of cheating and plagiarism are unfair to honest students as well as against MSJC policy. A student found engaging in any of these will be subject to academic discipline that may include receiving an "F" for the assignment, in the class, and/or suspension or expulsion from the college. (Please refer to the MSJC Catalog for complete policy).

Forms of cheating include:

- Plagiarism (passing off someone else's work as your own or not adequately citing or giving credit to a source that you draw information from for your assignments)
- Receiving or supplying unauthorized information
- Changing an answer after work has been graded and presenting it as improperly graded
- Illegally accessing confidential information about course materials through any means
- Taking an examination for another student or having another student take an examination in your place
- Forging or altering registration or grade documents
- Using another student's answers to any assignment as your own original thoughts/work

ADDITIONAL POLICIES

Add/Drop Policy:

- It is the student's responsibility to officially drop a class whenever he or she determines that he or she can no longer attend. If a student is consistently late or misses class, I reserve the right to drop that student. Also, if you plan to add my class, you have one full calendar **DAY!** to enter your add code and enroll. If you delay late enrollment for any reason, I will drop you.

Academic Support

- Academic support is available for all students through the services provided in each campus Learning Resources Centers. Inquire at each center regarding hours of operations and specific subjects for which tutors are available. In addition, some subject area

specialist tutors are available for courses through specific departments. Ask your instructor if specialized tutors are available for your individual course.

Students with Disabilities

- Mt. San Jacinto College abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity, which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Student Services and Program (DSP&S) as soon as possible.
- DSPS SJC office #: 1112 phone #: (951)487-3305

Emails

- Please check your student email on a regular basis to get updates on the course and campus life. I will post materials and notifications from course regularly including grade and assignment updates so it is in students' best interests to check your email every day.
- If students need to email me for any reason, the message should state in the subject line: the student's first initial, full last name, course title, and meeting time/date. For example: Subject: F Perez SOC 1 9:30-10:45pm MW. For professional reasons, students need to use their MSJC email to correspond with me and take the necessary time to write clear emails that thoroughly state the nature correspondence. This is easier for me, protects students' identity, and is a more professional means of communication. I will try to respond to students' inquiries as quickly as possible; if the email is clear and direct then I can read and respond more quickly and easily. If the email is too complicated to address in a short response, I reserve the right to ask students to speak to me during office hours, before/after class, or by phone so that I can provide better assistance. Please allow me two regular business days (M-F 9am-5pm) to respond to emails

***I reserve the right to make changes to the syllabus depending on the class's overall academic growth and progress or ability to get through the material. I will only make changes through a democratic fashion proposing the change to everyone in class then voting on it. Also, anyone one in the class can suggest a reasonable change to the cadence, topics discussed, and/or materials used in the course. However, this does not mean that the class can vote to suspend homework or tests.**

COURSE SCHEDULE

WEEK	DATE	TOPIC	READING	ASSIGNMENT DUE
1	Monday 01/18	<i>Holiday Martin Luther King Jr. Day</i>		
	Wednesday 01/20	<i>Introduction to the course and syllabus overview</i>	Syllabus (in class)	
2	Monday 01/25	<i>-Who Are These People and What Do They Want?</i>	Preface and Introduction Pg: xiii-xxx	group reading discussion presentation assignments
	Wednesday 01/27	<i>Why We love Power but Hate Politics</i>	Introduction for Students Pg: xxxi-2	
3	Monday 02/01	research workshop and social science scholarly article analysis (group homework/in- class assignment)	Readings will be posted on Blackboard	
	Wednesday 02/04	<i>1) A Dream of Justice Contexts, Methods, and Practices in Latino/a Thought</i> <i>2) "I Am Joaquin"</i>	Part 1 A Pg: 3-14 Chpt 1 Pg: 15-30	
4	Monday 02/08	<i>Movie</i>	"Harvest of Empire"	
	Wednesday 02/10	<i>A Continental American Quest for Democracy</i>	Chpt 2 Pg: 31-50	
5	Monday 02/15	<i>Holiday Presidents' Day</i>		
	Wednesday 02/17	<i>The Chicana Woman: A Historical Materialist Perspective</i>	Chpt 3 Pg: 51-82	Video Analysis #1 Due
6	Monday 02/22	<i>1) Chicanology: Law, Class, Struggle, and Power/Knowledge</i> <i>2) Seduction and Aggression: The Birth of the Territorial, Involuntary and Cultural U.S. Citizens</i>	Chpt 4 Pg: 83-112 Part 1 B Pg: 113-18	
	Wednesday 02/24	<i>Midterm 1</i>		

7	Monday 02/29	<p><i>1) First Encounters between Anglo Americans and Mexicans</i></p> <p><i>2) The Making of a Tejano: The Personal Memoirs of John N. Sequín</i></p>	<p>Part 2 A Pg: 119-122 Chpt 5 Pg: 123-144</p>	
	Wednesday 03/02	<p><i>1) The United States War with Mexico</i></p> <p><i>2) Letter from James Buchanan and the Treaty of Guadalupe Hildago</i></p>	<p>Part 2 B Pg: 145-148 Chpt 6 Pg: 149-160</p>	
8	Monday 03/07	Movie	“South of the Border”	
	Wednesday 03/09	<p><i>1) The Fragile Political Status of Mexican Americans and their Continued Quest for Democracy</i></p> <p><i>2) Class and Culture Wars in the New Latino Politics</i></p>	<p>Part 2 C Pg: 161-168 Chpt 12 Pg: 243-272</p>	
9	Monday 03/14	<i>Queer Aztlán: The Reformation of Chicano Tribe</i>	Chpt 11 Pg: 223-242	Video Analysis #2 Due
	Wednesday 03/16	Midterm 2		Midterm
10	Monday 03/21	<i>Spring Break</i>		
	Wednesday 03/25	<i>Spring Break</i>		
11	Monday 03/28	Movie	“Walkout!”	
	Wednesday 03/30	Movie	“Walkout!”	in class discussion and activity
12	Monday 04/04	<p><i>1) The Organizer’s Tale</i></p> <p><i>2) Brown Beret National Policies</i></p>	Chpt 9-10 Pg: 205-222	
	Wednesday 04/06	<p><i>1) The Treaty of Paris: Exchanging Colonial Masters or Establishing Relations of Mutual Desire?</i></p> <p><i>2) Meanings in Transition</i></p>	<p>Part 3 A Pg: 273-278 Chpt 13 Pg: 279</p>	Video Analysis #3 Due

13	Monday 04/11	<p><i>1) Cuban Self-Determination under U.S. Hegemony</i></p> <p><i>2) El Exilio: National Security Interests and the Origins of the Cuban Exile Enclave</i></p>	<p>Part 3 B Pg: 299-304</p> <p>Chpt 15 Pg: 305-326</p>	
	Wednesday 04/13	<p><i>1) Havana USA</i></p> <p><i>2) Last-Mambo-in-Miami</i></p>	<p>Chpt 16-17 Pg: 327-358</p>	
14	Monday 04/18	<p><i>1) Under Two Empires: A 400-Year Struggle</i></p> <p><i>2) Excerpts From the Foraker and Jones Acts and Public Law 600: The Commonwealth of Puerto Rico</i></p>	<p>Part 4 A Pg: 359-368</p> <p>Chpt 18 Pg: 369-378</p>	
	Wednesday 04/20	<p><i>1) Albizu Campos and The Ponce Massacre</i></p> <p><i>2) Young Lords Party: 13 Point Program and Platform</i></p>	<p>Chpt 19 Pg: 377-404</p> <p>Chpt 20 Pg: 405-410</p>	
15	Monday 04/25	<p><i>1) Searching for the Best Life, Not the Best Citizenship</i></p> <p><i>2) The Divorce of Nationalist Discourses from the Puerto Rican People</i></p>	<p>Part 4 B Pg: 411-416</p> <p>Chpt 21 Pg: 417-438</p>	
	Wednesday 04/27	<p><i>Reconstructing Racial Identity: Ethnicity, Color, and Class among Dominicans in the United States and Puerto Rico</i></p>	<p>Chpt 22 Pg: 439-457</p>	
16	Monday 05/02	<p><i>Movie</i></p>	<p>“Lost in Detention”</p>	
	Wednesday 05/04	<p><i>Movie</i></p>	<p>“Lost in Detention”</p>	

17	Monday 05/09	<p><i>1) Comparative Thumbnail Sketch of the Status of Mexicans, Cubans, and Puerto Ricans in the United States</i></p> <p><i>2) Fields of Knowledge for Democracy, Justice, and Community</i></p>	<p>Part 5 A Pg: 461-466</p> <p>Chpt 24 Pg: 467-490</p>	Video Analysis 4 due
	Wednesday 05/11	<p><i>1) Transnational Political and Cultural Identities: Crossing Theoretical Borders</i></p> <p><i>2) “Aquí estamos y no nos vamos!”: Global Capital and Immigrant Rights</i></p>	<p>Chpt 25 Pg: 491-510</p> <p>Chpt 26 Pg: 511-531</p>	
18	Monday 05/16	<p><i>1) A Postdemocratic Era</i></p> <p><i>2) Latino U.S.A.: A Canary in the Mine of Continental Democracy</i></p>	<p>Chpt 27 Pg: 531-534</p> <p>Part 5 B Pg: 535-562</p>	
	Wednesday 05/18	Final class: thoughts, reflections, and future directions		
19	Wednesday 05/25	<p><i>Finals</i></p> <p><i>Midterm 3 Online Take-home</i></p>		<p>Submitted via BlackBoard by 11:59pm</p>