

Introduction to Chicanx/Latinx Studies III

TEACHING REMOTELY:

This course will be Canvas centered and the instructor will utilize an asynchronous teaching method rather than a synchronous teaching method.

What's the difference?

- Synchronous instruction refers to instruction that is live and delivered in real-time.
- Asynchronous instruction refers to instruction that is recorded.

What does this mean for this course?

This means that I will be recording lectures for you to watch at home at your own time.

COURSE DESCRIPTION

This course focuses on contemporary social and policy issues of concern to Chicanx and Latinx communities and how they navigate these issues. Latinos comprise about 17% of the U.S. population, and today, they are the largest racial/ethnic minority group in the United States. This course examines the heterogeneity of the Chicanx/Latinx experience in the United States. A major focus of this course is understanding the contemporary public policy issues and obstacles these communities face within the U.S. and how these obstacles might be overcome.

Topics include: migration, identity construction, immigrant policy, health policy, economic circumstances, education policy, housing policy, and inter-racial and intra-racial relations.

COURSE INFO

Monday/Wednesday

4:00 PM - 6:50 PM

Virtual/Remote

INSTRUCTOR INFO

Deyanira Nevarez
Martinez, MS, MSGIST

nevarezd@uci.edu

Office Hours

Via Zoom

Friday's at 10 AM and
by appointment

Office Hours Zoom Information

Join Zoom Meeting

Meeting ID: 867 0465
6504

Password: 462167

REQUIRED BOOK/READINGS

1. Chavez, L. (2013). The Latino Threat: Constructing Immigrants, Citizens, and the Nation. Stanford University Press.
2. Other readings will be provided on canvas.

COURSE OBJECTIVES

The goal of the course is to provide an introduction into the contemporary social and policy issues of concern to Chicana/Latina communities in the United States. By the end of the course the student will be able to:

1. Identify and describe Latina communities as a distinct and heterogeneous racial group.
2. Employ an understanding of current social issues related to the social, political, and economic status of Chicana/Latina communities.
3. Critically compare and contrast Latina subgroups by reflecting on the histories, contexts and processes of incorporation of various subgroups.
4. Critically analyze social issues affecting Latina communities in the United States.

COURSE POLICIES

Note on COVID

I understand that we are in unprecedented and particularly difficult times. If you are ever experiencing hardships that are getting in the way of deadlines please contact me ASAP so that we can create a work plan that allows you to complete and pass the course. I am always available, flexible, and willing to help.

UCI ACADEMIC INTEGRITY POLICY

Academic misconduct, in its most basic form, is gaining or attempting to gain a grade, degree, or other academic accomplishment by any means other than through your own work. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort, and shall not

aid another student who is attempting to do so. For more information, please view UCI's Academic Integrity [Policy](#) and [Procedures](#). You may also view a [flowchart](#) of the Process for Resolving Violations of Academic Integrity.

TITLE IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (949) 824-7273. In addition, UCI's Counseling Center can provide confidential, counseling support, (949) 824-6457. You can also report gender discrimination directly to the University's Title IX Office, (949) 824-5594. Reports to law enforcement can be made to UCI Public Safety, (949) 824-5223. For emergencies call 911.

Faculty and Teaching Assistants are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

ACCESSIBILITY AND ACCOMMODATION

UCI is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me, I am here to help you.

If you have a disability, or think you may have a disability, you may also want to meet with the Disability Services Center, to begin this conversation or request an official accommodation. You can find more information about UCI’s Disability Services Center, including contact information, here: <https://dsc.uci.edu/>. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

GRADE BREAKDOWN

- Reading Response 1: 15 pts
- Reading Response 2: 15 pts
- Reading Response 3: 15 pts
- Reading Response 4: 15 pts
- Reading Response 5: 15 pts
- Final Paper: 25 pts
- Total: 100 pts

GRADE	PERCENTAGE
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%
P	70-100%
NP	0-69%

Lectures

The instructor will upload lectures for each class session. Additional material like documentaries, video clips, and other media will also be added.

Weekly Response Papers

Every week you will be expected to turn in a one page response (500 words) to one of the weeks readings. You can pick a reading from either the Monday or Wednesday session and provide your analysis.

Please include the following:

- What is the main problem or issue that the author is addressing?
- What is the author's central claim, argument, or point?
- What are the strengths and weaknesses of the text?
- What are your thoughts on the central claim, argument, or point of the text? Do you agree or Disagree? Why?

Critical Analysis Final Paper

For the final you will prepare a critical analysis paper. You will be asked to turn in a 5-page double-spaced paper in which you will critically analyze the argument and evidence that Chavez advances in his book, *Latino Threat*. Draw from lectures and other readings to make one argument about the importance and contemporary salience of this theory for the Latinx community as a whole or one of its subgroups. Explain how the "Latino Threat" narrative has affected one of the social/policy issue areas discussed in the course. Please include at least 3 peer reviewed academic sources in your paper.

Important Note Regarding Syllabus:

The instructor reserves the right to change the syllabus based on the needs of students and the successful completion of the course. If changes are to be made, the instructor will email students and post an announcement on canvas.

COURSE SCHEDULE

CHC/LAT 63 / SUMMER II 2020

*READING NUMBERS ON SCHEDULE REFER TO NUMBERS ON READING LIST

DATE	TOPIC	READINGS*	ASSIGNMENT	DUE DATE	COMMENTS
08/03	Introduction/ Racial Formation and Heterogeneity Across Latinx Communities	1, 2, 3 & 4	Week 1 Reading Response		
08/05	Racial Formation and Heterogeneity Across Latinx Communities	5 & 6	Week 1 Reading Response	08/07/2020	Pick a reading from the readings assigned on 8/03 and 8/05 and craft a response based on prompt. Turn in on Canvas on 8/07.
08/10	Social Production of Oppression and the Latinx Threat Narrative	7, 8, & 9	Week 2 Reading Response		
08/12	Social Production of Oppression and the Latinx Threat Narrative	10	Week 2 Reading Response	08/14/2020	Pick a reading from the readings assigned 8/10 and 8/12 and craft a response based on prompt. Turn in on Canvas on 8/14.
08/17	Immigrant Incorporation/ Assimilation/Segmented Assimilation	11	Week 3 Reading Response		
08/19	Immigrant Incorporation/ Assimilation/ Segmented Assimilation	12 & 13	Week 3 Reading Response	08/21/2020	Pick a reading from the readings assigned 8/17 and 8/19 and draft a response based on prompt. Turn in on Canvas on 8/21.
08/24	Latinx Communities and Immigration	14 & 15	Week 4 Reading Response		
08/26	Latinx Communities and Education	16 & 17	Week 4 Reading Response	08/28/2020	Pick a reading from the readings assigned on 8/24 and 8/26 and draft a response based on prompt. Turn in on Canvas on 08/28.
08/31	Latinx Communities and the Environment	18 & 19	Week 5 Reading Response		Guest lecture by Michelle Zuniga, Ph.D. Candidate in UPPP.
09/02	Latinx Communities and Housing	20 & 21	Week 5 Reading Response	09/04/2020	Pick a reading from the readings assigned on 8/31 and 9/2 and draft a response based on prompt. Turn in on Canvas on 9/4.
09/07	NA	NA	NA	NA	No Assignments. Work on your paper.
09/09	NA	NA	NA	NA	FINAL PAPER DUE

Week 1: Racial Formation and Heterogeneity Across Latinx Communities**August 3**

1. Blas T. 2016. "I'm Latino. I'm Hispanic. And They're Different, so I Drew a Comic to Explain." Vox. <http://www.vox.com/2015/8/19/9173457/hispanic-latino-comic>
2. Contreras SM. 2017. "Chicana, Chicano, Chican@, Chicanx." In DR Vargas, NR Mirabal, L La Foundain-Stokes (Eds.), *Keywords for Latina/o Studies*. (pp. 32-35) New York: New York University Press.
3. Gonzalez-Barrera A and Hugo Lopez M. 2015. "Is Being Hispanic a Matter of Race, Ethnicity, or Both?" Pew Research Center. <http://www.pewresearch.org/fact-tank/2015/06/15/is-being-hispanic-a-matterof-race-ethnicity-or-both/>
4. Portes & MacLeod (1996) What shall I call myself? Hispanic identity formation in the second generation, *Ethnic and Racial Studies*, 19:3, 523-547,

August 5

5. Massey DS. 2009. "Racial Formation in Theory and Practice: The Case of Mexicans in the United States." *Rac Soc Prob* 1(1): 12-26.
6. Ramirez TI and Blay Z. 2016. "Why People are Using the Term 'Latinx.'" *The Huffington Post*. http://www.huffingtonpost.com/entry/why-people-are-using-the-termlatinx_us_57753328e4b0cc0fa136a159

Week 2: Social Production of Oppression and the Latinx Threat Narrative**August 10**

7. Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapters 1 & 2)

8. Jones CP. 2000. Levels of Racism: A Theoretic Framework and A Gardener's Tale. *American Journal of Public Health*, 90(8), 1212-1215.

9. Abrego, L. J. (2011). Legal consciousness of undocumented Latinos: Fear and stigma as barriers to claims-making for first-and 1.5-generation immigrants. *Law & Society Review*, 45(2), 337-370.

August 12

10. Chavez LR. 2013. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. (Chapters 3, 4, 6)

Week 3: Immigrant Incorporation/Assimilation/Segmented Assimilation

August 17

11. Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and its Variants." *Annals of the American Academy of Political and Social Science*, 530: 74-96. <http://ann.sagepub.com/cgi/content/short/530/1/74>

August 19

12. Abrego, Leisy J. 2006. "I Can't Go To College Because I Don't Have Papers: Incorporation Patterns of Latino Undocumented Youth. *Latino Studies* 4: 212-231.

13. Jiménez TR. 2008. Immigrant Replenishment and the Continuing Significance of Ethnicity and Race. *Am J Soc* 113 (6): 1527-1567.

Week 4 : Latinx Communities and Immigration/Latinx Communities and Education

August 24

14. Edwards HS. 2018. "'No One is Safe.' How Trump's Immigration Policy is Splitting Families Apart. *TIME*. <http://time.com/longform/donald-trump-immigration-policy-splitting-families/>

15. Hacker K, Chu J, Leung C, Marra R, Pirie A et al. 2011. "The Impact of Immigration and Customs Enforcement on Immigrant Health: Perceptions of Immigrants in Everett, Massachusetts." *Social Science & Medicine*, 73: 586-594.

August 26

16. Gonzalez, Gilbert. 1990. "Culture, Language and the Americanization of Mexican Children" Pp. 30-45 in *Chicano Education in the Era of Segregation*. Philadelphia: The Balch Institute Press.

17. Valenzuela, A. (1999). *Subtractive schooling: US Mexican youth and the politics of caring*. (Chapters 1 and 5)

Week 5: Latinx Communities and the Environment/Latinx Communities and Housing

August 31

18. González, E. R., Sarmiento, C. S., Urzua, A. S., & Luévano, S. C. (2012). The grassroots and New Urbanism: a case from a Southern California Latino community. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 5(2-3), 219-239.

19. Pulido, L. (2016). Flint, Environmental Racism, and Racial Capitalism. *Capitalism Nature Socialism*, 27(3), 1-16. <https://doi.org/10.1080/10455752.2016.1213013>

Optional:

Dillon, L., & Sze, J. (2016). Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/securities in U.S. Cities. *English Language Notes*, (January), 13-23.

September 2

20. Wyly, E., Ponder, C. S., Nettling, P., Ho, B., Fung, S. E., Liebowitz, Z., & Hammel, D. (2012). New racial meanings of housing in America. *American Quarterly*, 64(3), 571-604.

21. Yzaguirre, R., Arce, L., & Kamasaki, C. (1999). The Fair Housing Act: A Latino Perspective. *Cityscape*, 161-170.