

**SYLLABUS**  
**LALS 203: Puerto Rican and Latino/a Ethnic Identity**  
Prof: Sandy Placido  
Queens College  
Spring 2021

History and Latin American & Latino Studies

Office: Powdermaker Hall 352UU

Office Hours: T/Th 12:00-1:00 pm.

Office number: (718) 997-5293

Fax number: (718) 997-5359

email: [sandy.placido@qc.cuny.edu](mailto:sandy.placido@qc.cuny.edu)

LALS 203 Lecture: T/Th 10:45am-12:00pm

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**Course Description:**

Explores Puerto Rican and Latino/a identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

**Discipline/Course Specific Learning Objectives**

This course will provide an overview of Latinx history, from the 1500s to the present. Beginning with European colonialism in the Americas and ending with a consideration of Latinx migrant communities outside of the United States. There will be an emphasis on Puerto Rican migration to the mainland U.S. and their history, and themes such as Afro- Latinidad, gender, sexuality, social movements, intellectual history, cultural production, migration, labor, and the history of Latin American countries of origin. We will trace the construction and evolution of Latinidad and contextualize the experiences of individuals who identify as Latinx (or as one of the term's precedents). Recognizing that Latinidad is a fluid category that continues to evolve even in terms of nomenclature, this course aims to build upon and articulate new directions for scholarship that traces continuities between diasporic communities with roots in Latin America. Students will gain experience analyzing and contextualizing primary sources; engaging with secondary sources in order to identify historiographical trends; and developing original, historical arguments in a variety of written assignments.

**Textbook Information:**

- Juan Gonzalez, *Harvest of Empire: A History of Latinos in America* (Penguin Books, 2011, Revised Edition)
  - Miriam Jiménez Román and Juan Flores, eds., *The Afro-Latin@ Reader: History and Culture in the United States* (Durham: Duke University Press, 2010)  
Other required readings will be available on Blackboard. Grading and Assignments Required Texts
  - Nancy Raquel Mirabal, *Suspect Freedoms: The Racial and Sexual Politics of Cubanidad in New York, 1823-1957* (New York: New York University Press, 2017)
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### **Class Participation and Weekly Reading Statuses** (20 points, 20% of your final grade)

Your presence is expected in class meetings, and I also expect that you arrive having completed all assignments beforehand. I will periodically call on students to discuss readings and will require in-class group work.

I ask that **every week** you post a short Status on Blackboard about that week's material. This status can be a question provoked by the assignments, a quotation that stood out to you in the reading, or links from an internet search inspired by course material. Please read through the statuses of your classmates as well, since these posts will be integrated into our Thursday morning conversations.

**The class participation grading rubric is included below, after "Course Schedule."**

### **Quizzes** (10 points each; 20% of your final grade)

In-class quizzes will take place on **March 18** and **April 20**. These quizzes will test you on content from readings, lectures, and films.

### **Paper #1** (20 points; 20% of final grade)

Historiography Paper: For this five-page paper, I want you to place Nancy Mirabal's *Suspect Freedoms* in conversation with one other secondary source. You can choose a chapter or section from *The Afro-Latin@ Reader*, the entirety of *Harvest of Empire*, an episode from the *Latino Americans* documentary, or a secondary source (book or journal article) that you find on your own. The goal is for you to think about the different ways that Latinx History is researched and narrated, and to consider gaps, genealogies, and future directions. Additional details will be provided in class. Due March 11<sup>th</sup> at 5pm.

### **Paper #2** (20 points; 20% of final grade)

Historical Roots of Contemporary Issues: For this five-page paper, please use primary and secondary sources to identify historical roots and provide historical context for a contemporary theme within Latinx communities. Examples of contemporary themes include immigration enforcement, participation in higher education, youth cultures, and transnational organizing. Additional details will be provided in class. **Due April 8<sup>th</sup> at 5pm.**

### **Final Project** (20 points, 20% of final grade)

For your final project, I would like for you to identify a theme relevant to the course, and find primary sources from three, distinct time periods that relate to that theme. For example, the theme could be family, migration, or language. The time periods will be 1500-1800; 1800-1900; and 1900 to the present. You will close read each primary source, citing relevant secondary sources, and then you will create a narrative connecting the sources. Project is to be presented in an online format, and I will provide additional information in class about the platform.

Topic/Theme due March 4<sup>th</sup> at 5pm.

Project Proposal April 20<sup>th</sup> at 5pm. (5 out of 20 points)

Final Project due May 13<sup>th</sup> at 4pm. (15 out of 20 points)

### **Course Grade:**

Participation: 20%

Quizzes: 20%

Paper #1: 20%

Paper #2: 20%

Final Project 20%

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### **Recording of Remote Classes:**

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

### **Netiquette:**

Please maintain a professional demeanor when posting online. You can be respectful even when you have a difference of opinion. Treat others as you'd want to be treated yourself. Don't type in all caps, as that is the online equivalent of shouting. If you need to emphasize a word or phrase, use italics.

### **CUNY Policy on Academic Integrity:**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>. Please read this document, paying careful attention to the sections on plagiarism and Internet plagiarism. If you are not sure how to cite work you have found on the internet, please review the APA Guidelines provided by the Purdue OWL.

### **Accommodations:**

I will provide the appropriate accommodations for students with documented disabilities, so please communicate with me about this matter within the first two weeks of the semester. Candidates with disabilities needing academic accommodation should:

- 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111;
- 2) Submit to the instructor a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, visit <http://www.qc.cuny.edu/studentlife/services/specialserv/Pages/default.aspx>

### **Course Evaluations:**

During the final four weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please remember to participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution, since your responses will be pooled with those of other students and made available online, at the Teaching Evaluations Data: Spring 2010 – Present (<http://ctl.qc.cuny.edu/evaluations/data/>). All responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

## CUNY FLEXIBLE CORE

*(do not modify the below statement – this statement must be included on all QC WCGI courses)*

**All Flexible CORE Courses must meet the following three learning outcomes:**

FC 1: Gather, interpret, and assess information from a variety of sources and points of view.
FC 2: Evaluate evidence and arguments critically or analytically.
FC 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

**In Addition, all USED courses must satisfy at least three of the following learning outcomes:**

USED 1: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
USED 2: Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
USED 3: Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
USED 4: Explain and evaluate the role of the United States in international relations.
USED 5: Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
USED 6: Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

## Course Schedule Spring 2021

Class Meeting	Day & Date	Topic	Readings/Assignments	Objectives/ Criteria Met
Week 1	Tu & Th  2/2 & 2/4	<b>Defining a People, Situating a Field</b>	<p>Frances Aparicio, "(Re)Constructing Latinidad: The Challenge of Latina/o Studies," in <i>A Companion to Latina/o Studies</i>, Juan Flores and Renato Rosaldo, eds. (Blackwell Publishing, 2007), pp. 39-48.</p> <p>Vicki Ruiz, "Nuestra América: Latino History as United States History," <i>Journal of American History</i> 93:3 (December 2006), pp. 655-672.</p> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>USED 3: Readings and Post Assignment- Evaluate how indigenous populations, afro-Latino, and other immigrants from Latin American countries have shaped the development of the United States</p> <p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week's material.</p>
Week 2	Tu & Th  2/9 & 2/11	<b>Colliding Worlds  Early Examples of Intersectional Latinidad</b>	<p>Gonzalez, Chapter 1, pp. 3-26.</p> <p>Peter Wood, "The Earliest Africans in North America," in <i>The Afro-Latin@ Reader</i>, pp. 19-26.</p> <p>Jack D. Forbes, "Black Pioneers: The Spanish-Speaking Afro-Americans of the Southwest," in <i>The Afro-Latin@ Reader</i>, pp. 27-37.</p> <p>Virginia Meachem Gould, "Slave and Free Women of Color in the Spanish Ports of New Orleans, Mobile, and Pensacola," in <i>The Afro-Latin@ Reader</i>, pp. 38-50.</p> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>FC 2: Evaluates evidence and arguments critically or analytically by posting reflection on the week's material.</p> <p>USED 3: Readings and Post Assignment- Evaluate how afro-Latino and other immigrants from Latin American countries have shaped the development of the United States.</p>

Week 3	Tu & Th  2/16 & 2/18	<b>Independence, Expansion, and Shifting Borderlands</b>  <b>Division and Annexation &amp; Transnational Revolutions</b>	<ul style="list-style-type: none"> <li>• Gonzalez, Chapter 2, pp. 27-57.</li> <li>• Mirabal, Introduction, pp. 1-23.</li> <li>• Mirabal, Chapter 1, pp. 25-59.</li> </ul> <ul style="list-style-type: none"> <li>• Mirabal, Chapter 2, pp. 61-96</li> <li>• Susan Greenbaum, "Afro-Cubans in Tampa," in <i>The Afro-Latin@Reader</i>, pp. 51-61.</li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>USED 3: Readings and Post Assignment- Evaluate how Latino immigration is a natural result of U.S economic and political involvement in the Americas. Immigration has helped shape the development of the United States.</p> <p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week's material.</p> <p>USED 4: Readings and Post Assignment- Explains Latino immigration as an outgrowth of us economic expansion and international relations in Latin America.</p>
Week 4	Tu & Th  2/23 & 2/25	<b>1898: Colonies and Diasporas</b> <b>Migrant Communities in the late 19<sup>th</sup> century</b> <b>Depression, War, and Organizing in the early 20<sup>th</sup> century.</b>	<ul style="list-style-type: none"> <li>• Gonzalez, Chapter 3, pp. 58-78.</li> <li>• Arturo Alfonso Schomburg, <i>The Afro-Latin@Reader</i>, pp. 65-91.</li> <li>• Mirabal, Chapter 3, pp. 97-138.</li> </ul> <ul style="list-style-type: none"> <li>• Mirabal, Chapter 4, pp. 139-192.</li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>USED 3: Readings and Post Assignment- Evaluate how an Afro-Latino with Puerto Rican roots engaged in African diasporic studies proving the importance of Afro-Latino influence in the intellectual development of African American studies in the United States.</p> <p>USED 4: Readings and Post Assignment- Evaluates the role of the U.S. in international relations in Cuba and its impact on the development of the first Cuban diaspora in the U.S. before 1959.</p>

Week 5	Tu & Th  3/2 & 3/4	<b>The Cold War and the Cuban Revolution</b>  <b>FINAL PROJECT THEME DUE</b> (please email me your theme by 5pm)	<ul style="list-style-type: none"> <li>• Mirabal, Chapter 5, pp. 193-226.</li> </ul> <p>Please watch <i>Latino Americans</i>, Episode Two, “Empire of Dreams (1880-1942).” <b>Available on PBS website</b> under “Watch Videos”: <a href="http://www.pbs.org/latino-americans/en/EvelioGrillo,“BlackCuban,BlackAmerican,”inTheAfro-Latin@Reader,pp.99-112.">http://www.pbs.org/latino-americans/en/EvelioGrillo,“BlackCuban,BlackAmerican,”inTheAfro-Latin@Reader,pp.99-112.</a></p> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week’s material in Blackboard.</b></p>	<p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week’s material.</p> <p>USED 4: Readings and Post Assignment- Explains and evaluates how the role of the United States in international relations in Cuba.</p>
Week 6	Tu & Th  3/9 & 3/11	<b>Zooming in— Puerto Rican History</b>  <b>PAPER #1 DUE— 5pm.</b>	<ul style="list-style-type: none"> <li>• Selection from Laura Briggs, <i>Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico</i></li> <li>• Jesús Colón, “A Puerto Rican in New York and Other Sketches,” in <i>The Afro-Latin@ Reader</i>, pp. 113-119.</li> </ul> <p>• Pablo Mitchell and Haley Pollack, “Making the ‘International City’ Home: Latinos in Twentieth-Century Lorain, Ohio,” in <i>Beyond el Barrio: Everyday Life in Latina/o America</i> ( NYU Press, 2010)</p> <p>• Johanna Fernández, “Denise Oliver and the Young Lords Party: Stretching the Political Boundaries of Struggle,” in <i>Want to Start a Revolution? Women in the Black Freedom Struggle</i> ( NYU Press, 2009).</p> <p><b>Paper #1:</b>  <b>Historiography Paper:</b> For this five-page paper, I want you to place Nancy Mirabal’s <i>Suspect Freedoms</i> in conversation with one other secondary source. You can choose a chapter or section from <i>The Afro-Latin@ Reader</i>, the entirety of <i>Harvest of Empire</i>, an episode from the <i>Latino Americans</i> documentary, or a secondary source (book or journal article) that you find on your own. The goal is for you to think about the different ways that Latinx History is researched and narrated, and to consider gaps, genealogies, and future directions. Additional details will be provided in class.</p> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week’s material in Blackboard.</b></p>	<p>FC 1: Paper 1- Gather, interpret, and assess information from a variety of sources and points of view, from class assigned readings and an additional secondary source.</p> <p>FC 2: Paper 1 (5-Page paper) evaluating different ways Latinx History is researched and narrated, and to considers gaps, genealogies and future directions using assigned readings and secondary source.</p> <p>FC 3: Paper 1- Produce well-reasoned written paper using evidence to support conclusions.</p> <p>USED 1: Paper Assignment 1  <b>Historiography Paper</b> requires students to Identify and apply the fundamental concepts and methods of history to Latino studies exploring the U.S. experience in its diversity.</p> <p>USED 3: Readings and Post Assignment- Evaluate how Afro-Latino, and other immigrants from</p>

				<p>Latin American countries have shaped the development of the United States</p> <p>USED 4: Evaluates the role the U.S. had in the Spanish American war and the annexation of Puerto Rico as a U.S. territory.</p>
Week 7	Tu & Th  3/16 & 3/18	<b>Zooming in—Chicana/o/x History</b>  <b>QUIZ 1</b>	<ul style="list-style-type: none"> <li>• Selection from Lori Flores, <i>Grounds for Dreaming: Mexican Americans, Mexican Immigrants, and the California Farmworker Movement</i> (Yale University Press, 2016)</li> <li>• Selection from Alicia Schmidt Camacho, <i>Migrant Imaginaries: Latino Cultural Politics in the U.S. Mexico Borderlands</i> (New York University Press, 2008)</li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>FC1: Quiz 1 will test students on content from readings, lectures, and films. This requires students to interpret, and assess information from a variety of sources and points of view.</p> <p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week's material.</p> <p>USED 3: Readings and Post Assignment- Evaluate how indigenous populations, and other immigrants from Mexico have shaped the development of the United States</p>
Week 8	Tu & Th  3/23 & 3/25	<b>Zooming in—Dominican American History</b>	<ul style="list-style-type: none"> <li>• Carlos Cooks and Pedro Rivera in <i>The Afro-Latin@ Reader</i>, 211-218.</li> <li>• Selection from Jesse Hoffnung-Garskof, <i>A Tale of Two Cities: Santo Domingo and New York after 1950</i> (Princeton University Press, 2010)</li> <li>• Selection from Silvio Torres-Saillant, <i>An Intellectual History of the Caribbean</i> (Palgrave Macmillan, 2005)</li> <li>• Selection from Lorgia García Peña, <i>The Borders of Dominicanidad: Race, Nation, and Archives of Contradiction</i> (Duke University Press, 2016)</li> <li>• Please watch <i>Latino Americans</i>, Episode Four, "The New Latinos (1946-1965)." <b>Available on PBS website</b> under "Watch Videos": <a href="http://www.pbs.org/latino-americans/en/">http://www.pbs.org/latino-americans/en/</a></li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week's material.</p> <p>USED 4: Readings and Post Assignment- Explains Latino immigration as an outgrowth of us economic expansion and international relations in Latin America</p>



Week 9	Tu & Th 3/30 & 4/1	<b>Spring Recess</b>	<b>Spring Recess</b> No Classes Scheduled	
Week 10	Tu & Th 4/6 & 4/8	<b>Zooming in— Central Americans in the United States PAPER #2 DUE</b>	<ul style="list-style-type: none"> <li>• Norma Stoltz Chinchilla and Nora Hamilton, “Central American Immigrants: Diverse Populations, Changing Communities,” in <i>The Columbia History of Latinos</i></li> <li>• Selection from Leon Fink, <i>The Maya of Morganton</i> (University of North Carolina Press, 2003)</li> <li>• Please watch <i>Latino Americans</i>, Episode Five, “Prejudice and Pride (1965-1980).” <b>Available on PBS website</b> under “Watch Videos”: <a href="http://www.pbs.org/latino-americans/en/">http://www.pbs.org/latino-americans/en/</a></li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week’s material in Blackboard.</b></p> <p><b>Paper #2: Historical Roots of Contemporary Issues:</b> For this five-page paper, please use primary and secondary sources to identify historical roots and provide historical context for a contemporary theme within Latinx communities. Examples of contemporary themes include immigration enforcement, participation in higher education, youth cultures, and transnational organizing. Additional details will be provided in class.</p>	<p>FC 1: Gather, interpret, and assess information from a variety of sources and points of view in Paper 2.</p> <p>FC 2: Five-page Use paper, primary and secondary sources to identify historical roots and provide historical context for a contemporary theme within Latinx communities.</p> <p>FC 3: Paper 2 -Produce well-reasoned written paper using evidence to support conclusions.</p> <p>USED 1: Paper Assignment 2 <b>Historical Roots of Contemporary Issues</b> requires students to Identify and apply the fundamental concepts and methods of history to Latino studies exploring the U.S. experience in its diversity.</p> <p>USED 3: Readings and Post Assignment- Evaluate how indigenous populations and other immigrants from Central America have shaped the development of the United States</p>
Week 11	Tu & Th 4/13 & 4/15	<b>Solidarities and Social Movements</b>	<ul style="list-style-type: none"> <li>• Selection from Sonia Song-Ha Lee, <i>Building a Latino Civil Rights Movement: Puerto Ricans, African Americans, and the Pursuit of Racial Justice in New York City</i> (University of North Carolina Press, 2014)</li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week’s material in Blackboard.</b></p>	<p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week’s material.</p> <p>USED 3: Readings and Post Assignment- Evaluate how Afro- Latino and other immigrants helped shape the development of the united</p>

				<p>states civil rights movement.</p> <p>USED 6: Readings and Post Assignment- Analyze and discuss patterns of life in contemporary U.S society have been influenced by immigrants' race and ethnicity. It analyses the impact of Puerto Rican and other Afro-Latinx in the U.S. Civil Rights Movement.</p>
Week 12	Tu & Th  4/20 & 4/22	<b>Music and Performance</b>  <b>FINAL PROJECT PROPOSAL DUE</b>	<ul style="list-style-type: none"> <li>Juan Flores, "Boogaloo and Latin Soul," in <i>The Afro-Latin@ Reader</i>, 150-154.</li> <li>In-class viewing: "Our Latin Thing" (1972)</li> <li>Selection from Alexandra Vazquez, <i>Listening in Detail: Performances of Cuban Music</i> (Duke University Press, 2013)</li> <li>Graciela, "Esoeratomendo!" in <i>The Afro-Latin@ Reader</i>, 150-154.</li> <li>Raquel Z. Rivera and Pancho McFarland in <i>The Afro-Latin@ Reader</i>, 373-395.</li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week's material.</p> <p>USED 3: Readings and Post Assignment- Evaluate how Afro- Latino immigration has contributed to the U.S. development in music and art.</p>
Week 13	Tu & Th  4/27 & 4/29	<b>Markets and Consumers</b>	<ul style="list-style-type: none"> <li>Selection from Arlene Dávila, <i>Latinos, Inc.: The Marketing and Making of a People</i> (University of California Press, 2001)</li> <li>Please watch <i>Latino Americans</i>, Episode Six, "Peril and Promise (1980-2000)." <b>Available on PBS website</b> under "Watch Videos": <a href="http://www.pbs.org/latino-americans/en/">http://www.pbs.org/latino-americans/en/</a></li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>FC 2: Evaluate evidence and arguments critically or analytically by posting reflection on the week's material.</p> <p>USED 3: Readings and Post Assignment- Readings and Post Assignment- Afro- Latino immigration have shaped the development of politics in the United States.</p>
Week 14	Tu & Th  5/4 & 5/6	<b>Post-1996 Immigrant Rights Movement</b>  <b>QUIZ 2</b>	<ul style="list-style-type: none"> <li>Gonzalez, Chapter 10, pp. 167-198.</li> <li>Selection from Alfonso Gonzales, <i>Reform without Justice: Latino Migrant Politics and the Homeland Security State</i></li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p>	<p>FC1: Quiz 2 will test students on content from readings, lectures, and films. This requires students to interpret, and assess information from a variety of sources and points of view.</p> <p>FC 2: Evaluate evidence and arguments critically or analytically by posting</p>

				<p>reflection on the week's material.</p> <p>USED 3: Readings and Post Assignment- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</p> <p>USED 6: Readings and Post Assignment- Analyze and discuss patterns of life in contemporary U.S society have been influenced by immigrants' race and ethnicity. It also analyzes how Latinx migration has influenced laws and policing in the U.S.</p>
Week 15	Tu & Th  5/11 & 5/13	<b>Global Latinxs</b>  <b>FINAL PAPER &amp; Presentation DUE MAY 13<sup>TH</sup> AT 4PM.</b>	<ul style="list-style-type: none"> <li>• Lorgia García Peña, "Translating Blackness: Dominicans Negotiating Race and Belonging," in <i>The Black Scholar</i>, 45:2, pp. 10-20, 2015.</li> <li>• Selection from Claudia Milian, <i>Latining America: Black-Brown Passages and the Coloring of Latino/a Studies</i> (University of Georgia Press, 2013)</li> </ul> <p><b>Assignment: Write a short paragraph &amp; post the reflection on the week's material in Blackboard.</b></p> <p><b>Final Paper: Identify a theme relevant to the course, and find primary sources from three, distinct time periods that relate to that theme.</b> For example, the theme could be family, migration, or language. <b>The time periods will be 1500-1800; 1800-1900; and 1900 to the present.</b> You will close read each primary source, citing relevant secondary sources, and then you will create a narrative connecting the sources. Project is to be presented in an online format, and I will provide additional information in class about the platform.</p>	<p>FC 1: Final Paper - Gather, information from 3 primary sources. Interpret, and assess information from a variety of sources and points of view.</p> <p>FC 2: Evaluate information from 3 primary sources.</p> <p>FC 3: Paper Assignment 3/Final Paper- Produce well-reasoned written paper using evidence to support conclusions.</p> <p><b>USED 1: Paper Assignment 3 Final Paper/Project</b> requires students to Identify and apply the fundamental concepts and methods of history to Latino studies exploring the U.S. experience in its diversity. Students need to Identify a theme relevant to the course, and find primary sources from three, distinct time periods that relate to that theme creating a narrative citing</p>

				<p>primary and secondary sources.</p> <p>USED 3: Readings and Post Assignment- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</p> <p>USED 6: Readings and Post Assignment- Analyzes and discusses common institutions like historical accounts, family and religion and patterns of life in contemporary U.S society influence or are influenced by race and ethnicity of Latinx population with an emphasis on Afro-Latinos.</p>
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**LALS 203 – Grading Rubric for Class Participation and Weekly Reading Statuses (20 points; 20% of your final grade).**

<b>Component</b>	<b>Advanced (18-20 points)</b>	<b>Proficient (16-17 Points)</b>	<b>Developing (14-15 Points)</b>	<b>Beginning (0-13 points)</b>
<i>Frequency and Quality</i>	<i>Always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	<i>Frequently contributes</i> to the discussion in the aforementioned ways.	Sometimes <i>contributes</i> to the discussion in the aforementioned ways.	Rarely <i>contributes</i> to the discussion in the aforementioned ways.
<i>Weekly Discussion Blackboard Posting Content</i>	Discussion postings display an excellent understanding of the required readings and underlying concepts. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings show little or no evidence that readings were completed or understood. Postings do not include supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.
<i>Weekly Discussion Blackboard Posting Learning community.</i>	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including —building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of having read and understood other students' postings.

<i>Reasoning</i>	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them.
<i>Readings</i>	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.
<i>In Class Group Work</i>	<ul style="list-style-type: none"> <li>• Always contributes positively to the group with one or more of the following: ideas, workload, energy/motivation.</li> <li>• Always prepared to work with the team.</li> <li>• Always fosters collaboration in terms of: flexibility, objectivity, acceptance,</li> <li>• Always treats team members with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently contributes positively to the group with one or more of the following: ideas, workload, energy/motivation</li> <li>• Frequently prepared to work with the team.</li> <li>• Frequently fosters collaboration in terms of: flexibility, objectivity, acceptance</li> <li>• Frequently, treats team members with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes contributes positively to the group with one or more of the following: ideas, workload, energy/motivation</li> <li>• Sometimes prepared to work with the team.</li> <li>• Sometimes fosters collaboration in terms of: flexibility, objectivity, acceptance</li> <li>• Sometimes treats team members with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely contributes positively to the group with one or more of the following: ideas, workload, energy/motivation</li> <li>• Rarely prepared to work with the team.</li> <li>• Rarely fosters collaboration in terms of: flexibility, objectivity, acceptance</li> <li>• Rarely treats team members with respect.</li> </ul>