Course Description and Objectives
Welcome to Latin@ Studies 101: Introduction to Latin@ Studies! In this course we will examine the varying definitions, experiences, and contributions, historical and contemporary, of Latin@s in the United States, be they of Mexican, Caribbean, or Latin American descent. We will explore the intersections of identity, place, history, and social justice activism to:

- Examine the ways that Latin@s have been defined in the United States, as well as the ways they have been perceived and accepted, rejected, and/or simply quietly tolerated by mainstream U.S. society
• Explore the varied Latin@ experience in the United States, including self-identification; family and community structure and maintenance; the quest for upward social mobility; the quest for social and economic justice; and contributions to the host society, culture, and economy
• Employ the terms, concepts, and methods required in Latin@ Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration and immigrant residence status, educational, artistic, and literary
• Critically analyze and discuss sources; share findings; debate the strengths and weaknesses of points raised in scholarly sources and the merits and shortcomings of policies and practices (current and historical); express our views clearly and concisely in carefully developed written form

**Required Readings**
Additional readings posted to our course D2L

**Class Format**
This class is structured to incorporate a mix of: lecture; reading analysis and class discussion; film viewing, analysis, and discussion; and student presentations. Your active participation is essential to maintaining an engaging, dynamic classroom environment and to maximizing the quantity and quality of your and your colleagues’ learning. For this reason participation and written reading responses comprise a substantial proportion of your overall grade. It goes without saying that *regular attendance is compulsory.*

There will be no midterm exam; instead content knowledge will be assessed with four discreet brief quizzes and a final exam. The final exam will be also be discreet except for one essay question that asks you to consider a specific theme revisited throughout the semester. You will receive an exam study guide well ahead of time, which will include potential essay questions as they will appear on the exam. We will also take time in class for review in preparation for the exam.

Additionally, you will write two short papers that will require some research: 1) a brief (4-pg) reflective paper for those of you whose experience and/or backgrounds allows you to reflect personally on a specific topic related to our course. Those who might not relate personally to any of the topics introduced and those who might but choose not to (for whatever reason) may choose a topic to research more thoroughly (even reflective papers will require some research to link your reflection to scholarship); and (2) a brief (2-3 pg) paper exploring some aspect of the intersection of U.S. immigration and naturalization policy and the Latin@ experience in the United States. You might ask yourself any number of questions (and virtually any question you wish). For example: “What are options under current U.S. immigration law to allow for legal migration to the U.S. from Mexico and/or Latin American countries?” “Why do some of those who emigrate to the United States choose to do so without authorization?” “How has U.S. immigration policy changed over time?” “To what effect for Mexican and Latin American immigrants?” “What does it take to legalize residency status?” “To become a citizen?” “What incentives are there to naturalize for those who are able?” “Do Latin@s tend to take advantage of
options for achieving permanent residency status and/or naturalizing?” “Why or why not?”; “What, if any, immigration policy initiatives are currently pending?”; “What are some groups trying to do to forward policy initiatives and/or to aid immigrants currently residing in the United States?” Your findings for both papers will be presented in class. We will receive research instruction with an information technology specialist at Golda Meir Library to assist with these projects.

Weight of Graded Components

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<tr>
<th>Graded Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Written Responses</td>
<td>15%</td>
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<tr>
<td>Quizzes (4)</td>
<td>20%</td>
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<tr>
<td>Short Reflective/Research paper</td>
<td>20%</td>
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<tr>
<td>Immigration Project</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
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Grade Breakdown

- **A** 94-100
- **B** 84-86
- **C** 74-76
- **D** 64-66
- **A-** 90-93
- **B-** 80-83
- **C-** 70-73
- **D-** 60-63
- **B+** 87-89
- **C+** 77-79
- **D+** 67-69
- **F** 59 and below

Academic Honesty

I encourage you to work with your colleagues to get the most out of this course. However, any student discovered plagiarizing materials runs the risk of receiving a failing grade and facing disciplinary action that may lead to academic probation or even expulsion from the university. Plagiarism is the use of someone else’s work as your own. This is in violation of university policy and absolutely unacceptable. When you use someone else’s ideas or language, you **must** cite her/him using appropriate citations. When you quote a source directly, you **must** use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source **must** also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): [https://owl.english.purdue.edu/owl/resource/589/01/](https://owl.english.purdue.edu/owl/resource/589/01/)

For more on UWM Academic Misconduct policy, please see: [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

UWM Writing Center

The Writing Center is an excellent source for help at all types of written assignments and at all stages of your project development: [http://www.writingcenter.uwm.edu](http://www.writingcenter.uwm.edu); (414) 229-4339

Accessibility Resource Center

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For more information, see: [http://uwm.edu/arc/](http://uwm.edu/arc/) or call: (414) 229-6287
Please see the following links for information regarding:
Accommodations for religious observance: http://www4.uwm.edu/secu/docs/other/S1.5.htm
Accommodations for military service: http://www4.uwm.edu/academics/military.cfm
Incomplete policy: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
Discriminatory conduct policies: https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm