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**
All readings will be posted to our course D2L

**Highly Recommended**

**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. Regular attendance and engagement are indispensable. Active participation will earn you up to 3% extra credit toward your overall grade.

There will be twelve written reading responses, which will comprise 20% of your overall grade. Written responses must be typed/word processed and turned in at the end of class on the day the reading is discussed. Refer to the course schedule to maintain your reading and written response work. Each reading and the questions for your written responses can be found in the class day prior to the day due (for example, reading and response due for Monday, January 29th, can be found in the schedule for the previous Wednesday, January 24th).

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 also be discreet except for one essay question that asks you to consider a specific theme over the course of 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.

My late policy for papers is down 1/3 grade per calendar day assignment is late. For example, one day late on an A paper (95%) would result in a grade of A-(92%); two days late would result in a grade of B+(89%). Save and backup your work (in more than one place) frequently. “My computer crashed” is not an acceptable excuse for not having your paper ready to turn in on the day it is due.

Electronic Devices
The use of laptops or other electronic devices during class is not allowed except by special arrangement. Please turn off and put away your phones before class.

Grade Breakdown
Participation Extra Credit up to 3%
Written Responses 20%
Quizzes (4) 20%
Reflective/Research Project 20%
Immigration Project 15%
Final Exam 25%

Grade Guide
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100%</td>
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<tr>
<td>B</td>
<td>87-96%</td>
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<tr>
<td>C</td>
<td>77-76%</td>
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<tr>
<td>D</td>
<td>67-69%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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Anything below 60% is a failing grade.
Academic Honesty
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

I encourage you to work with your colleagues to get the most out of this course. Be careful, however, not to plagiarize. 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/

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; (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/ 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_Discrimina_duct_Policy.pdf
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm