



COURSE OUTLINE : ETH S 102
D Credit – Degree Applicable
COURSE ID 004061
Cyclical Review: February 2019
Revision: June 2021

COURSE DISCIPLINE : ETH S
COURSE NUMBER : 102
COURSE TITLE (FULL) : Latinos in the United States
COURSE TITLE (SHORT) : Latinos in the U.S.
ACADEMIC SENATE DISCIPLINE: Ethnic Studies

CATALOG DESCRIPTION

ETH S 102 surveys the social, political, economic and cultural development and experience of the Latina/o/x communities in the United States. The survey includes the following groups: Mexicans, Puerto Ricans, Cubans and other Caribbeans, Central and South Americans. Students also analyze the contributions made by the Latina/o/x community to the economic development of the United States.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00 Recommended

Preparation: ENGL 100 or ESL 141.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
3	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
4	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
5	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes
6	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
7	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
8	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes
9	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
11	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
12	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes



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14	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
15	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
16	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
17	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
18	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

EXIT STANDARDS

- 1 Correlate how imperialism contributed to immigration patterns from Latin America into the United States;
- 2 interpret theory and knowledge focusing on lived-experiences and social struggles of Latinas/os/xs;
- 3 recognize the intersection of race, class, gender and immigration status in the Latina/o/x American communities;
- 4 acknowledge the struggle, resistance, activism and self determination as experienced and enacted by Latina/o/x Americans;
- 5 engage in anti-racist, equity-minded practices, advocating for Latina/o/x communities.

STUDENT LEARNING OUTCOMES

- 1 Articulate systemic oppression concepts such as racism, white supremacy, imperialism as experienced by Latina/o/x communities in the United States;
- 2 construct data driven arguments using knowledge produced by Latina/o/x American scholars, activists, and artists;
- 3 identify methods of active engagement with anti-racist and anti-colonial issues and the practice and movements within the Latina/o/x community to build an equitable society.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

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	Description	Lecture	Lab	Total Hours
1	<p>Consequences of imperialism in Latin America and Latino Immigration to the United States •</p> <ul style="list-style-type: none"> • Push/Pull Migration Theory • Push Factors <ol style="list-style-type: none"> 1. Mexico 2. Central America 3. South America <ul style="list-style-type: none"> • Pull factors <ol style="list-style-type: none"> 1. Gender and Labor 2. Asylum 3. Group affirmation through communities 	6	0	6
2	<p>Demographic Analysis of Latinos in the U.S.</p> <ul style="list-style-type: none"> • Historical population trends in the U.S. <ol style="list-style-type: none"> 1. Mexicans 2. Central Americans 3. South Americans 4. Caribbeans <ul style="list-style-type: none"> • Unique social conditions <ol style="list-style-type: none"> 1. Race 2. Class 3. Gender <ul style="list-style-type: none"> • Immigration patterns <ol style="list-style-type: none"> 1. Race 2. Class 3. Gender 4. Age 	6	0	6



3	Critical historical events impacting the Latina and Latino Community in the United States <ul style="list-style-type: none"> • Puerto Ricans/Nuyoricán • Mexican/Chicana/o • South Americans • Central Americans 	9	0	9
4	White Supremacy Impact On the Latinas and Latinos <ul style="list-style-type: none"> • Cultural Hegemony • Postcolonial Theory • Feminism • Queer Theory 	6	0	6
5	Social, Economic and Political Struggles <ul style="list-style-type: none"> • Occupation and education inequities & advances • Housing discrimination & poverty • Racism in the judicial system • Equity in media representations 	12	0	12
6	Group affirmations in the United States <ul style="list-style-type: none"> • Political activism • Economic contributions • Artistic productions • Equity in education • LGBTQIA 	9	0	9
7	Contemporary Representations <ul style="list-style-type: none"> • Mexican/Chicano Community • Puerto Rican/Nuyoricán Community • South American Community • Central American Community • Caribbean Community 	6	0	6
				54

OUT OF CLASS ASSIGNMENTS

- 1 formative discussion questions (e.g., analyze the employment opportunities for Mexican Americans);
- 2 short essays (e.g., four-page paper featuring theory and knowledge focusing on lived-experiences and social struggles of Latinas/os/x).



METHODS OF EVALUATION

- 1 research activity and oral presentation to demonstrate critical thinking skills (e.g., visit Latina/o/x community center and report on your observations);
- 2 three one-hour essay examinations demonstrating course exit standards.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Inventing Latinos: A new story of American racism	Required	The New Press	1		Gomez, Laura E.	978-1595589170	2020