

University of Houston-Downtown

Course Prefix, Number, and Title: LATS 1301-Introduction to Latino Studies

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Language Philosophy and Culture

Prerequisites: None

Co-requisites: 3 credit hours of Core 010 (written communications)

Course Description: This course surveys the ideas, values, beliefs, and other aspects of culture in Latino communities. Through an analysis of literary, philosophical, theoretical texts, as well as aesthetic and cultural texts artifacts, students explore how these cultural components express and shape Latino experiences.

TCCNS Number: N/A

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs, and other aspects of cultures express and affect human experience	<ul style="list-style-type: none"> • Students read, discuss, and write about major developments in arts, music, literature, philosophy, theology, and politics in Latin American and Latino communities. • Introduction to Latino Studies engages students in analysis of a range of cultural materials, including intellectual currents, forms of aesthetic and literary expression, and philosophical and theoretical frameworks. • In-class discussions focus on leading students to discover the ways historical developments, intellectual trends, and cultural patterns evolve over time and how they 	<p>Reflections: Students write <i>five</i> 2-page reflections drawing connections across each of the keywords featured in that week's assigned readings. Students should craft reflections that explore, contextualize, apply, or critique specific ideas, values, beliefs, or other cultural attributes, and discuss how these express or affect the experiences of Latinos by referencing the assigned readings.</p> <p>Signature Assignment: In the proposal portion of this assignment, students must draw on their knowledge of the important intellectual traditions in Latino Studies as a foundation for their position on an ethical dilemma</p>

		shape Latino experiences today	
Critical Thinking Communication	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures	<ul style="list-style-type: none"> Students read, discuss, and write about major developments in arts, music, literature, philosophy, theology, and politics in Latin American and Latino communities. During the first three weeks of the course, students read chapters from a Latino history textbook to identify the major intellectual and aesthetic developments in Latin American and US Latino histories. Between weeks 4 and 15 of the course, students read keywords texts, each of which provides broad intellectual, aesthetic, and cultural contextualization for major terms, concepts, and processes shaping the field of Latino Studies. The keywords readings for Weeks 5-8 specifically address the historical and cultural contexts for key genres in the arts, literature, philosophy, and communications. 	<p>Artifact Assignment: Students will identify and bring in one artifact related to one or more of the key words assigned for that day and present the artifact to the class. Presentations require students to emphasize the major intellectual, artistic, or theoretical trend their artifact exemplifies, as well as identifying and discussing the historical and cultural contexts informing it.</p> <p>Reflections: Students write <i>five</i> 2-page reflections tying together each of the keywords featured in the assigned readings. Reflections must explore, contextualize, apply, or critique specific ideas articulated in the assigned texts, and draw connections across different assigned readings.</p>
Critical Thinking Communication	3. Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content	<ul style="list-style-type: none"> Students read, discuss, and write about the key assumptions, concepts, and language as it relates to arts, music, literature, philosophy, theology, and politics in Latin American and Latino communities Students read the <i>Introduction to Persuasive Writing</i>, which contains several chapters specifically explaining and providing examples of how to select, frame, analyze, and interpret evidence in service of an argument. Writing assignments 	<p>Timeline Assignment: Students will create the foundation for a chronological argument by curating a sequence of 25 written descriptions of the major historical and intellectual developments in the past and their significance in the present.</p> <p>Artifact Assignment: Students will identify an artifact that exemplifies one or more of the assumptions, concepts, and language of a broader theme, as articulated in the <i>Keywords</i> texts. The oral presentation requires students to present their analysis and interpretation of evidence to justify their decision.</p>

		<p>require students to develop arguments and draw conclusions by evaluating assumptions, concepts, and language are scaffolded throughout the course, and increase in length and skill-level to build students' skills and confidence.</p> <ul style="list-style-type: none"> • Instructor provides written feedback regarding the selection and analysis of evidence in students' written work. 	<p>Signature Assignment: In the proposal portion of this assignment, students must draw on their knowledge of the important intellectual traditions in Latino Studies as a foundation for their position on an ethical dilemma</p>
<p>Critical Thinking Communication</p>	<p>Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats)</p>	<ul style="list-style-type: none"> • Writing Assignments are scaffolded throughout the course, and increase in length and skill-level to build students' skills and confidence. For example, in the first few weeks of the semester, students write 2-3 sentences at a time in the Timeline Project. During the middle of the course, students write 2-page reflections. By the end of the course, students pull their skills together to write a 4-page essay. • Instructor provides written guidelines that outline her or his expectations regarding written, oral, and visual communication, for instance the <i>Introduction to Persuasive Writing</i>, which teaches specific writing skills needed for success on the writing assignments. Students will apply their knowledge of those standards and any further guidance supplied by the instructor regarding improvement of communication skills, such as thesis and topic sentence development. • Students will practice oral communication skills 	<p>Artifact Assignment: Students demonstrate their oral and visual communication skills by selecting two class sessions between weeks 4 and 15 of the course to identify and bring in one artifact related to one or more of the key words readings assigned for that day. Students will present the artifact to the class and discuss how it exemplifies a major intellectual trend in arts, music, literature, science, philosophy, theology, and/or politics.</p> <p>Cultural Roots Project: Students also demonstrate their written, visual, and oral communication skills by identifying and curating descriptions of cultural, philosophical, or literary history and illustrating them visually with historical or artistic images. It also requires that they communicate their ideas orally through a group presentation.</p> <p>Reflection Papers: Students demonstrate their written communication skills by writing five 2-page Reflection Papers</p> <p>Signature Assignment: Students demonstrate their written communication skills by writing a 4-page analytical essay and a 2-page proposal.</p>

		during the daily in-class discussions that emphasize the major intellectual trends in the humanities as they relate to Latino experiences and heritages	
Social Responsibility Personal Responsibility	Identify ethical dimensions of behavior and language use in different cultural contexts	<ul style="list-style-type: none"> The keywords readings for Weeks 5-8 specifically typically discuss the ethical dimensions of developments in arts, literature, philosophy, and communications within the historical and cultural contexts of Latino communities. In-class discussions, especially those focusing on social inequalities in weeks 9-12, require students to consider the ethical dimensions of developments in arts, literature, philosophy, and communications within the historical and cultural contexts of Latino communities. 	<p>Signature Assignment: This assignment requires students to identify an ethical dilemma facing a particular Latino community and construct an argument identifying the ethical dimensions of specific actions or choices within the cultural context of a particular Latino community. This assignment also requires students to write a 2 page proposal to address the ethical dilemma they have identified, based on their own career aspirations.</p>
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literature, philosophical, or intercultural texts.	<ul style="list-style-type: none"> The keywords readings for Weeks 5-8 specifically typically discuss the ethical dimensions of developments in arts, literature, philosophy, and communications within the historical and cultural contexts of Latino communities. In-class discussions, especially those focusing on social inequalities in weeks 9-12, require students to frame analyze ethical dilemmas as they manifest in arts, literature, philosophy, and communications within the historical and cultural contexts of Latino communities. 	<p>Signature Assignment: This assignment requires students to write a 4-page essay focusing on an ethical dilemma facing a specific group of Latinos and connect specific choices and actions with material consequences for the chosen group. The essay's conclusion must consider the ethical significance of the argument.</p>

Additional Learning Outcomes:

None

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

The grading scale is as follows: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59-0% = F.

Summary of Course Exams, Quizzes, Assignments and Final	
Attendance and Participation	15%
<p>Cultural Roots Project</p> <p>For this assignment, students will work in teams of 3-4 to create a visual, textual, or graphic representation tracking the historical evolution of a topic or theme of their choosing related to Latino culture. Drawing on the excerpts of key cultural, literary, or philosophical works assigned in Unit 1, students will select at least 5 of the most significant historical representations or moments influencing the development of their theme or topic. For each entry, students will include a brief 2-3 sentence description of the event and its significance, as well as an image to represent it visually. Student teams will present their timelines to the class on the day they are due.</p>	15%
<p>Written Reflections</p> <p>Students will choose five week-long thematic units between weeks 5 and 15 of the course, on which to write 2-page reflections drawing connections across each of the keywords featured in that week’s assigned readings. Students should craft reflections that explore, contextualize, apply, or critique specific ideas, values, beliefs, or other cultural attributes, and discuss how these express or affect the experiences of Latinos by referencing the assigned readings. Reflections are due at the beginning of class on Wednesday of the chosen week. Each reflection is worth 5% of the total grade. No late Reflections will be accepted for credit.</p>	25%
<p>Cultural Artifact Oral Presentation</p> <p>Students will choose two class sessions between weeks 4 and 15 of the course to identify and bring in an artifact that exemplifies one or more of the assumptions, concepts, and language of a broader theme, as articulated in the <i>Keywords</i> texts assigned for that day. Students will present the artifact to the class, exemplifying their oral and visual communication skills. Students will present their artifact to class, explaining their analysis and interpretation of evidence to justify their decision. Presentations should emphasize the major intellectual, artistic, or theoretical trend their artifact exemplifies, as well as identifying and discussing the historical and cultural contexts informing it. For example, a student who selects Week 6 might bring in the full text of one of the poems discussed in the reading on Poetry and recite it in front of the class. A student who chooses Week 7 might decide to find a recipe for one of the dishes discussed in the reading on Food and discuss the cultural influences in the flavor palate. Artifacts are due at the beginning of class on the day the chosen readings are listed.</p>	10%

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<p>Signature Assignment</p> <p>The Signature Assignment is designed to assess Personal Responsibility, the learning objective designated for assessment in the Language, Philosophy, & Culture Core Component. This skill set entails connecting choices, actions, and consequences to ethical decision-making. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.</p> <p>For this course, students will write a 4-page essay focusing on a precise ethical dilemma articulated in one or more of the assigned course readings. Drawing on the assigned readings, course discussions, and further research, students must clearly identify and describe at least two distinct positions on the dilemma, making sure to contextualize them historically and culturally. Next, students will articulate a clear and coherent thesis statement in which they apply one of these perspectives to take a position on the dilemma. The analysis must connect specific choices and actions with consequences for specific populations within the Latino community. Students should foreground the structure of the essay in the introductory paragraph, by connecting at least 3 specific choices or actions to consequences for the chosen community. The essay must adhere to a logical organization marked concretely with strong topic sentences, employ concrete evidence from the assigned texts to support the argument, and consider the ethical significance of the argument in a concluding paragraph. For further guidance on college-level writing, see my <i>Introduction to Persuasive Writing: A Guide for Undergraduates</i> on our course website.</p>	<p>35%</p>
<p>Total</p>	<p>100%</p>

Course Outline

UNITS	TEXT REFERENCE
What is Latino Studies?	Spain and the “Conquest” of the Indies →Vargas, et. al., Ch 23: History; González, <i>Harvest of Empire</i> , Intro, Ch. 1
The Historical Production of Latinos	The Fall of Spain’s New World Empire →González, Ch. 2; Gutiérrez, <i>New Latino Studies Reader</i> , Ch. 4; Ch 40: Nationalism Latin America during the “American Century” →González, Ch. 3, Gutiérrez, Ch. 6; Vargas, et. al., Ch 15: Empire
Latinos in the Historical present	Neoliberalism →González, Ch. 13; Pew Research Center, “Latinos and the New Trump Administration”

<p>Identities & Cultures</p>	<p>Latinidades →Vargas, et. al., <i>Keywords for Latina/o Studies</i>, Ch 11: Culture; Ch 31: Latinidad/es; Ch 50: Raza Cultural Hybridity →Vargas, et. al., Ch 4: Assimilation; Ch 25: Hyphen</p>
<p>Religion & Thought</p>	<p>Religion & Spirituality →Vargas, et. al., Ch 51: Religion; Ch 56: Spirituality Philosophy →Vargas, et. al., Ch 42: Philosophy</p>
<p>Language & Literature</p>	<p>Language →Vargas, et. al., Ch 30: Language; Ch 55: Spanglish Literature →Vargas, et. al., Ch 33: Literature; Ch 43: Poetry; Ch 60: Testimonio</p>
<p>Music, Visual Cultures, and Performance</p>	<p>Visual & Performing Arts →Vargas, et. al., Ch 3: Art; Ch 41: Performance; Ch 61: Theater Popular Culture →Vargas, et. al., Ch 20: Food; Ch 39: Music; Ch 45: Popular Culture; Ch 49: Rasquachismo</p>
<p>Mass Communications</p>	<p>Print & Radio →Vargas, et. al., Ch 35: Media; Ch 48: Radio TV & Film →Vargas, et. al., Ch 19: Film; Ch 58: Television</p>
<p>Race & Ethnicity</p>	<p>Beyond the US Racial Binary →Vargas, et. al., Ch 7: Brown; Ch 47: Race; Ch 63: White Race Among Latinos →Vargas, et. al., Ch 1: Afro-Latinas/os; Ch 28: Indigeneity; Ch 36: Mestizaje</p>
<p>Gender, Sexuality, & Feminisms</p>	<p>Intersectional Feminisms →Vargas, et. al., Ch 9: Chicana, Chicano, Chinan@, Chicanx; Ch 18: Feminisms; Ch 21: Gender Unpacking Heteropatriarchy →Vargas, et. al., Ch 17: Family; Ch 52: Sexuality</p>
<p>Geopolitics</p>	<p>Borderlands →Vargas, et. al., Ch 2: Americas; Ch 6: Borderlands; Ch 38: Modernity : Struggles over Place →Vargas, et. al., Ch 12: Decolonial; Ch 16: Exile; Ch 54: Sovereignty; Ch 59: Territoriality</p>
<p>Economic Stratification</p>	<p>Economic Inequality →Vargas, et. al., Ch 8: Capitalism; Ch 46: Poverty Labor →Vargas, et. al., Ch 29: Labor; Ch 34: Maquiladoras</p>

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Social Issues	Education & Housing →Vargas, et. al., Ch 14: Education Ch 24: Housing; Ch 5: Barrio Health →Vargas, et. al., Ch 22: Health; Ch 57: Sterilization
Law	Law and Criminal Justice →Vargas, et. al., Ch 32: Law; Ch 27: Incarceration Citizenship →Vargas, et. al., Ch 10: Citizenship; Ch 26: Illegality; Ch 37: Militarism