Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Daisy Verduzco Reyes
Email: daisy.reyes@uconn.edu (preferred method of contact)
Office Hours are by appointment.

Required Texts:

*Additionally, I will upload articles onto the class website.*

**Course Description**

In 2001 Latinos became the largest minority group in the United States, projected to reach 132.8 million in 2050. The demographic significance of Latinos has led politicians, policy-makers, and academics to debate the future of this population. The purpose of this course is to help you think critically about the role that Latinos play in U.S. society and their diverse experiences. I will provide you with a set of ideas, concepts and ideas to analyze the contemporary and historical experiences of Latinos. In this course, we will primarily use sociological texts (1) explore the diverse migration experiences of Latinos, and 2) study the patterns of incorporation that Latinos face in the United States.

**Course Objectives**

By the end of the semester students will:

1. Use sociological concepts to describe the historical experiences of Latinos in the United States including analyze policies that shape the way Latinos come to the U.S.

2. Use sociological concepts to interpret the diverse immigration and migration patterns of Latinos.

3. Use sociological concepts to assess the diverse incorporation patterns of Latinos into U.S. society.

4. Use sociological concepts to interpret Latino identity labels and identity formation processes.

5. Use sociological concepts to explain the role of Latinos in creating institutions such as Latino Studies.
Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam essay</td>
<td>30%</td>
</tr>
</tbody>
</table>

Journals: 30%
You are expected to do the readings prior to class on the date listed, be prepared to follow the journal prompts many of which will be based on readings.

Quizzes: 10%
You will have several quizzes designed to test whether you have done the reading. You should have your readings with you at all times.

Discussion Board: 30%
Each of you will be responsible for reading and writing many discussion board entries. Several of these entries will be reading summaries. There is a template for reading summaries about the Mary Waters reading, listed under Summary Example. Your summary should follow this template it will include: a short summary paragraph, keywords, and discussion questions that are intended to evoke conversation rather than have yes/no answers. After you post your summary, you will be required to answer two of your classmates’ discussion questions.

Final Essays: 30%
The final exam will also be take-home. You should be prepared to answer questions about any of the theoretical arguments covered in readings.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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</table>
### Grade Letter Grade GPA

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<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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</thead>
<tbody>
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<tr>
<td>70-72</td>
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<tr>
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<tr>
<td>&lt;60</td>
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</table>

### Academic Integrity

The aim of this course is to create a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. When you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with the American Sociological Association’s form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: http://www.community.uconn.edu

### Students with Disabilities

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

### Other issues

[Tip: Not sure whether to address someone as “Dr.”? If they have earned a Ph.D., you should address them as “Dr.” or “Professor.” If they are graduate students, you should ask them how they would like to be addressed. If they are members of the university’s professional staff, but not faculty, you should address them as “Mr.” or “Ms.” unless they tell you differently.]

### Due Dates and Late Policy

All course due dates are identified in the course schedule within HuskCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. I do not accept late assignments unless you have a medical note. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

### Feedback and Grades

I will make every effort to provide feedback and grades within one week or less. To keep track of your performance in the course, refer to My Grades in HuskyCT.
Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps @ UConn Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Kaltura (Kaltura Accessibility Statement, Kaltura Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

NOTE: This course has NOT been designed for use with mobile devices.

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.
Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Course Outline

Module 1: Introduction to Race and Ethnicity
Race: The Power of An Illusion

Module 2: Who are Latinos? Labels and Identities
Read Waters- Optional Ethnicities on Husky CT

Module 3: Political Histories and Incorporation Trajectories
Read Jimenez, Tomas. Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race on Husky CT

   watch Harvest of Loneliness at home (stream through UCONN library link)
   *write one page response (all students must post on Husky CT)

   Read Abrego Chapter 1-2

Module 3: Migration and Families
Read Abrego Chapter 4

Read Abrego Chapter 5

Read Abrego Chapter 6-7

Module 4: Migration and Ideas about Race

   Read Roth Chapter 1

   Read Roth Chapter 2

   Read Roth Chapter 3

   Read Roth Chapter 5
Module 5: Class and Ethnic Authenticity
Read Agius-Vallejo. Mexican Americans or Coconuts? Middle-Class Minority and American
Vasquez. As Much Hamburger as Taco on Husky CT