

13-219.

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 12-957	Senate Action Date: APP-4/29/14
LSC Action-Date: AP-3/7/13	UWUCC Action-Date: App-9/17/13	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Anthropology	Phone 724 357-2133 or 2732 or 2841

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title. ANTH/LAS 370 Latinos and Diasporas

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input checked="" type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies - must meet at least one)			
<input checked="" type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	2/22/13
Department Chairperson(s)	<i>Phil D. Neusius</i>	2/22/13
College Curriculum Committee Chair	<i>Phil D. Neusius</i>	2/27/13
College Dean	<i>A. ...</i>	2/27/13
Director of Liberal Studies (as needed)	<i>Daniel N. ...</i>	8/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	9/17/13

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1.Catalog Description and Syllabus of Record

Current Catalog Description

ANTH/LAS 370: Latinos and Diasporas

(3c-01-3cr)

Introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities' multiple connections and dynamic interactions with Latin American diasporas. Towards this end, the course covers the following: (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and their concentrations in different U.S. regions; (3) patterns and processes of Latin American immigration and labor migration to the United States; and (4) the economic, political, and social impact of Latin American diasporic networks on Latino and non-Latino communities.

**ANTH/LAS 370: Latinos & Diasporas
Syllabus of Record**

I. Catalog Description

ANTH/LAS 370: Latinos and Diasporas
3 class hours – 0 lab hours – 3 credits
Prerequisites: None

(3c-01-3cr)

Introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities' multiple connections and dynamic interactions with Latin American diasporas. Towards this end, the course covers the following: (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and their concentrations in different U.S. regions; (3) patterns and processes of Latin American immigration and labor migration to the United States; and (4) the economic, political, and social impact of Latin American diasporic networks on Latino and non-Latino communities.

II. Course Objectives

Objective 1:

Identify the holistic and cross cultural approach to the study of Latino communities and their complex relationships with diasporas from Latin America

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to demonstrate an understanding of the major perspectives and approaches used in cultural anthropology and other social sciences not only to examine Latino culture but to understand the cultural, social, and economic differences and similarities among Latino communities in different regions of the United States. Included in this will be the long historical relationship between Latino communities and diasporas from Latin America. A wide geographic coverage in the course that spans from countries in Latin America, such as Argentina and Chile to the United States, provides a basis for global comparisons of the similarities and differences in cultures.

Objective 2:

Comprehend and explain major theories and ethnographic research methods used to study Latino communities, cultures, and Latin American diasporas from a global and transnational perspective;

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

This learning goal addresses global and multicultural awareness goals for empowered learners through assignments that expose and encourage students to use major paradigms and research methods in anthropology and other social sciences to understand how Latino communities and their ties to Latin American diaporas are part of a global social order and how these communities and countries in Latin America undergo change as a result of this integration. The same objective also exposes the students to how these same paradigms and methods are used to examine the many social, economic, and political impacts of globalization and the resulting consequences for Latino and Latin American cultures in the United States and Latin American proper.

Objective 3:

Explain the cultural differences and cultural diversity that exists within the Latino community.

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will demonstrate the anthropological tools, such as native anthropology and cultural citizenship, necessary to learn about the differences that exist among the diverse Latino cultures without assigning judgmental values of right or wrong to these differences. In doing so, the students will develop an understanding and sensitivity for Latino cultures, many of which differ from their own.

Objective 4:

Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues facing the Latinos and their communities.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

The assignments will evaluate students' ability to think critically about social responsibility and civic engagement and to prepare them to apply critical anthropological perspectives to address and solve the complex nature of social problems facing many Latinos, citizens and immigrants alike, and the many causes behind these problems from a global perspective. The social issues in

the course will include, but will not be limited to, racism and nativism, gender and gender regimes, poverty and structural violence, and the political economy of health care access. These and other social issues are presented to students as global problems with local and regional consequences found not only in Latino communities but also in Latin America.

III. Course Outline

- A. Introduction to Latino Culture and Latin American Diasporas (6 Hours)**
1. Latino Ethnicity and Community Identity
 2. Latin American Diasporas and Types of Diasporas
 3. The Study of Latin American Diasporas
- B. Citizenship and Community (6 Hours)**
1. Nationality, Citizenship, and Transnationalism
 2. Cultural Citizenship and the Imagined Community
 3. Nativism, Racism, and Other Responses to Latin American Diasporas
- C. Mexican Origin Communities and the Mexican Diaspora (6 Hours)**
1. Traditional and New Communities of Mexican Origin in the United States
 2. The Growth of Historic Mexican Communities in the United States
 3. Globalization, Transnational Labor, and Emergence of Recent Mexican Communities
- D. Guatemalan and Salvadoran Communities and Homeland Diasporas (12 Hours)**
1. The Rise of Guatemalan and Salvadoran Communities in the United States
 2. Political Repression, Death Squads, and Salvadoran Refugees and Diasporas
 3. Cold War Conflict in Central America and Guatemalan Diasporas
- E. Puerto Rican and Cuban Communities and Caribbean Diasporas (6 Hours)**
1. Old and New Puerto Rican and Cuban Communities in the United States
 2. The Spanish American War, Operation Bootstrap, and Puerto Rican Immigrant and Migration to the United States
 3. The Castro Regime, Political Refugees, and the Growth of Cuban communities
- F. New Research Directions and Latino Communities (4 Hours)**
1. Structural Violence and Health Disparities
 2. Trauma and Historical Violence
 3. Transnational Families and Global Citizenship

In-Class Exams (2 hours)

Final Exam (2 hours)

IV. Evaluation Methods

(60 Percent) Exams - Three in-class exams: two midterms and one noncumulative final. The exams, which will require essay responses, will address the assigned readings and class presentations. Each exam is worth 20 percent of the grade.

(30 Percent) Assignments - Three out-of-class assignments: all three will be reaction papers to case studies presented in lecture, the readings, or a video showing. The reaction papers, not to exceed more than 5 double-spaced pages, will explore globalization and transnational migration theories, such as world culture theory and kinship mitigated social network migration, and apply them to understanding culture change in Latino communities in different regions of the United States. The same theories will be used to examine global social, political, and economic forces that contribute to the emergence and transformation over time of Latin American diasporas to the United States. Each of the three assignments is worth 10 percent of the grade.

(10 Percent) Critical Documentary Viewing - An out-of-class writing assignment based on the critical viewing of a documentary: it consists of two essays, each based on a documentary viewing, and a series of questions designed to stimulate critical viewing complemented with critical reading of pertinent text in the assigned readings and thinking skills. This assignment is presented as the Sample Assignment for a Liberal Studies Course.

V. Grading Scale

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

VI. Attendance Policy

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

VII. Required Textbooks, Supplemental Books, and Readings

Below are three examples of textbooks used in the course:

Chavez, Leo. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, California: Stanford University Press, 2008. Print.

Inda, Jonathan Xavier, and Renato Rosaldo. *The Anthropology of Globalization: A Reader*. Malden, Massachusetts: John Wiley & Sons, 2007. Print.

Zambrana, Ruth. *Latinos in American Society: Families and Communities in Transition*. Ithaca, New York: Cornell University Press, 2011. Print.

Supplemental/Non-textbook readings (Examples)

Brettell, Caroline B. "Political Belonging and Cultural Belonging." *American Behavioral Scientist* 50.1 (2006): 70-99. Web.

Castaneda, Alejandra. "Roads to Citizenship: Mexican Migrants in the United States." *Latino Studies* 2.1 (2004): 70-89. Web.

Chavez, Lilian and Cecilia Menjivar. "Children Without Borders: A Mapping of the Literature on Unaccompanied Migrant Children to the United States." *Migraciones Internacionales* 5.3 (2010): 71-103. Web.

Mejivar, Cecilia. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 111 (2006): 999-1037. Web.

Mejivar, Cecilia. "Living in Two Worlds? Guatemalan-Origin Children in the United States and Emerging Transnationalism." *Journal of Ethnic and Migration Studies* 28 (2002): 531-52. Web.

VIII. Special Resource Requirements

No special resources are needed.

IX. Bibliography

Alba, Richard D., and Victor Nee. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, Massachusetts: Harvard University Press, 2003. Print.

Anderson, Benedict. *Imagined Communities*. London, England: Verso, 1983. Print.

Aparicio, Ana. *Dominican Americans and the Politics of Empowerment*. Gainesville, Florida: University Press of Florida, 2006. Print.

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis, Minnesota: University of Minnesota Press, 1996. Print.

Boli, John and George M. Thomas. "World Culture in the World Polity." *American Sociological Review* 62.2 (1997): 171-190. Web.

Baubock, Rainer, and John Rundell, eds. *Blurred Boundaries: Migration, Ethnicity, Citizenship*. Brookfield, Vermont: Ashgate, 1998. Print.

Brettell, Caroline B. "Political Belonging and Cultural Belonging." *American Behavioral Scientist* 50.1 (2006): 70-99. Web.

Castaneda, Alejandra. "Roads to Citizenship: Mexican Migrants in the United States." *Latino Studies* 2.1 (2004): 70-89. Web.

Chavez, Leo. *Covering Immigration: Popular Images and the Politics of the Nation*. Berkeley, California: University of California Press, 2001. Print.

Chavez, Leo. *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. Stanford, California: Stanford University Press, 2008. Print.

- Chavez, Lilian and Cecilia Menjivar. "Children Without Borders: A Mapping of the Literature on Unaccompanied Migrant Children to the United States." *Migraciones Internacionales* 5.3 (2010): 71-103. Web.
- Coutin, Susan Bibler. "Being En Route." *Legalizing Moves: Salvadoran Immigrants Struggle for U.S. Residency*. Ann Arbor, Michigan: University of Michigan Press, 2000. Print.
- Fox, Jonathan. "Unpacking Transnational Citizenship." *Annual Review of Political Science* 8 (2005): 171-201. Web.
- Garcia, Victor, and Laura Gonzalez. "Juramentos and Mandas: Traditional Catholic Practices and Substance Abuse in Mexican Communities of Southeastern Pennsylvania." *NAPA Bulletin* 31 (2009): 47-63.
- Goodale, Mark. "Toward a Critical Anthropology of Human Rights." *Current Anthropology* 47.3 (2006): 485-511. Web.
- Hondagneu-Sotelo, Pierrette. *Religion and Social Justice for Immigrants*. Piscataway, New Jersey: Rutgers University Press, 2006. Print.
- Knox, Paul L. and Sallie Marston. *A Human Geography: Places and Regions in Global Context*. 4th ed. New Jersey: Pearson Prentice Hall, 2007. Print.
- Mahler, Sarah J. "Constructing International Relations: The Role of Transnational Migrants and Other Non-State Actors." *Identities* 7.2 (2000): 197-232. Web.
- Mejivar, Cecilia. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 111 (2006): 999-1037. Web.
- Mejivar, Cecilia. "Living in Two Worlds? Guatemalan-Origin Children in the United States and Emerging Transnationalism." *Journal of Ethnic and Migration Studies* 28 (2002): 531-52. Web.
- Mejivar, Cecilia. "Religion and Immigration in Comparative Perspective: Salvadorans in Catholic and Evangelical Communities in San Francisco, Phoenix, and Washington D.C." *Sociology of Religion* 64.1 (2003): 21-45. Web.
- Mills, Mary Beth. "Gender and Inequality in the Global Labor Force." *Annual Review of Anthropology* 32 (2003): 41-62. Web.
- Portes, Alejandro, and Ruben G. Rumbaut. *Immigrant America: A Portrait*. 3rd ed. Berkeley, California: University of California Press, 2006. Print.
- Schiller, Nina Glick. "Transborder Citizenship: An Outcome of Legal Pluralism with Transnational Social Fields." *Mobile People, Mobile Law: Expanding Legal*

Relations in a Contracting World. Eds. Franz von Benda-Beckmann, Keebet von Benda-Beckmann, and Anne Griffiths. Burlington, VT: Ashgate, 2005. 27-49. Print.

Vélez-Ibáñez, Carlos, and Ana Sampaio. *Transnational Latina/o communities: Politics, process, and cultures*. Boulder, Colorado: Rowland and Littlefield Publishers, Inc., 2002. Print.

Vélez-Ibáñez, Carlos G. *Border Visions: Mexican Cultures of the Southwest United States*. Tucson, Arizona: University of Arizona Press, 1996. Print.

Xavier Inda, Jonathan, and Renato Rosaldo. *The Anthropology of Globalization: A Reader*. Malden, Massachusetts: Blackwell Publishing, 2007. Print.

Zambrana, Ruth. *Latinos in American Society: Families and Communities in Transition*. Ithaca, New York: Cornell University Press, 2011. Print.

2. Summary of Proposed Revisions

- a. Revision of course objectives
- b. Revision of bibliography
- c. Minor revisions to course outline

3. Rationale

- a. The course objectives have been updated to meet current expectations for student-centered measurable objectives. With respect to Global and Multicultural Awareness, the diversity of Latino cultures around the world including the nature of diasporic communities will be explored using anthropology's comparative method. Anthropological method and theory will enable students to think critically about Latino culture and diaspora.
- b. The bibliography was revised to include works used to develop the course since its initial approval.
- c. The course outline has been revised to reflect the themes and topics currently addressed in similar courses.

4. Sample Assignment for Liberal Studies Course Critical Viewing of Documentary Assignment (10%)

Assignment Instructions

For your paper assignment, please write two brief two-page essays on the concepts of ethnicity, citizenship and cultural citizenship, and nativism as presented in the documentary, "9500 Liberty". Using APA format, please cite your supporting evidence in detail and include page numbers from the text. Your essay should reflect thoughtful consideration of the material in the documentary and should incorporate a critical analysis reflecting your own thoughts and perspectives on the concepts covered in lecture and the readings. Your analysis should be grounded in the reading material and class presentations and should demonstrate familiarity with the many concepts used in the documentary to address pressing issues important to the Latino

perspectives on the concepts covered in lecture and the readings. Your analysis should be grounded in the reading material and class presentations and should demonstrate familiarity with the many concepts used in the documentary to address pressing issues important to the Latino community.

Essay 1: Discuss the evidence of Latino ethnicity, culture conflict, and nativism as portrayed in the documentary, “9500 Liberty,” and examine how each is weighted and treated in the documentary. Incorporate materials from the readings and lecture notes as well, reflecting on the concepts of ethnicity, immigration, citizenship, and nativism.

Essay 2: Using material from Chavez, *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*, the lecture material, and your own opinion, address how cultural citizenship is used to examine Latino challenges to nativism.

Essay Rubric (Example based on 30 points total for assignment)

An ‘A’ paper will be thoughtful and analytical and will illustrate critical thinking. It will show a facility with lecture reading material, especially from Chavez, *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*. It will be based on the major concepts discussed in class, and their use and misuse in the public discourse surrounding recent immigration from Latin America to non-traditional Latino communities as visually depicted in the documentary, “9500 Liberty.” In other words, there will be a clear association and a logical fit between the concepts as introduced in lecture and reading material and as used in the documentary. The paper will also be stylistically and grammatically well written and will conform to the guidelines.

A ‘B’ paper will be moderately thoughtful, analytical, and critical. The connection between the discussion of the major concepts and the examples provided in the writing assignment will be clear and will demonstrate that the writer understands the concepts and understands how they were applied in the documentary. It may have some grammatical or spelling errors but will conform to the guidelines.

A ‘C’ paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key concepts, or the linkages between the concepts and the example provided will not be logical. The concepts from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and it may not completely conform to the guidelines.

A ‘D’ paper will not demonstrate analytical or critical thinking. It will not apply the material from readings, or it will do so in a way that illustrates that the writer of the paper is not well versed in concepts and text in reading sources. There may be significant grammatical and spelling errors. It might not have a thesis or may lack one of the three main components of a paper (introduction, body, and conclusion).

An ‘F’ paper will not have a thesis and might be missing one or more of the three main components of a paper (introduction, body, and conclusion). It may not contain an argument and

may simply relate the details of the readings. There may be significant stylistic, spelling and/or grammatical errors in the paper.

Please describe how you are defining your standards for these objectives and how you will determine they have been met by the students.

The standards for these objectives are similar and in some instances identical to those outlined in the Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes. The progress of the students in meeting these outcomes is assessed in a number of ways, among them, individual student meetings, exams, in-class assignments, and out-of-class writing examinations. The writing sample, provided as a Sample Assignment for Liberal Studies Course (Critical Documentary Viewing Assignment), is an example of an assessment. It will reveal whether students not only understand the analytical concepts, perspectives, and issues covered in class, including video viewing, and in the reading assignments but also whether they are able to apply them to real social problems.

5. Liberal Studies Approval Questions and Answers

a. What are the strategies your department will use to assure that basic equivalency exists.

Basic equivalency among courses is not a concern for this course as this course will not be taught with multiple sections. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

b. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.

The course not only applies the analytic lens of intersectionality to the study of ethnicity, race, gender, class, and diasporas, but it also includes the perspectives and contributions of Latinos and Latinas to the study of Latino culture and transnational population movements. The course draws attention to a new discourse that takes into account how mutually constituted identities, representations, and community and global contexts shape the lived experiences of Latinos and their transnational kindred. Examples of the perspectives used in this discourse, albeit not exclusively, are native anthropology, cultural citizenship, and critical race theory. The writings of Latinos and Latinas are also discussed in the course. Examples of these writings are found in the works of Ruth Enid Zambrana (*Latinos in American Society*) and Carlos Vélez-Ibáñez and Ana Sampaio (*Transnational Latina/o Communities: Politics, Process, and Cultures*). Full citations are located in the bibliography.

c. Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. How will your course meet this criterion?

The assigned books are ethnographies and the other assignments are articles from anthropology journals or edited volumes, or writings of fiction and non-fiction by Latino authors.

d. If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?

This is not a beginning course for the general student audience. It is a class oriented toward anthropology majors, but open to other students with a particular interest in Latino Studies, including those who may be pursuing a minor in Latin American Studies.

**Latinos and Diasporas
Syllabus of Record Format**

I. Catalog Description

ANTH/LAS 370 Latinos and Diasporas

**3 Lecture Hours
0 Lab Hours
3 Credits
(3c-0l-3sh)**

Prerequisites: None

This course introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities' multiple connections and dynamic interactions with Latin American diasporas. Towards this end, the course will cover: (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and geography, (3) Latin American immigration and labor migration to the United States; and (4) the impact of Latin American diasporic networks on Latino and non-Latino communities.

II. Course Objectives

Using an interdisciplinary, historical, and comparative approach, the students will:

- learn how to examine critically and use theories of globalization, transnational communities, diasporas, and nation-states and citizenship. In the process, they will learn the strengths and shortcomings of using these and other social science paradigms to understand and study Latino communities, diasporic networks, and ethnic and community identity.
- be introduced to Latino populations and their concentrations in different regions of the United States. Besides providing the students with a demographic, economic, and political overview of the U.S.-based Latino population, the histories and contemporary plights of Mexican, Central American, and Caribbean communities will be covered using case studies, a couple of them based on the instructor's research.
- examine Latin American diasporic networks, particularly patterns and processes of immigration and labor migration, to the U.S. Southwest, Southeast, and Northeast.
- explore the economic, political, cultural, and social impact of Latin American diasporic networks on Latino and non-Latino communities. Included will be the cultural and political strife that exists within Latino populations and between Latinos and non-Latinos. Community alliances and governmental and non-governmental

efforts designed to mitigate against this internal and external strife will also be considered.

III. Detailed Course Outline

A. Introduction to the U.S. Latino Population and Latin American Diasporas

Week One—Who is a Latino? Latino Ethnicity and Community Identity (3 hours)

Video: Mi Familia

Week Two—What are Latin American Diasporas? (3 hours)

Week Three—The Study of Latin American Diasporas (3 hours)

B. Mexican Origin Communities in the United States and Mexican Diasporas

Week Four—Traditional and New Communities of Mexican Origin in the United States (2 hours)

Examination Number 1 (1 hour)

Week Five—Refugees of the Mexican American War and Mexican Revolution of 1910 and the Growth of Historic Mexican Communities in the United States (3 hours)

Case Study Number 1: Early Immigration and Little Mexico in Dallas, Texas

Video: Little Mexico

Week Six—Globalization, Transnational Labor, and Emergence of Recent Mexican Communities (3 hours)

Case Study Number 2: The Emergence and Growth of Mexican Enclaves in Southern Chester County, Pennsylvania

Slide Presentation: Mexican Enclaves in Kennett Square and Tougenamon, Pennsylvania

C. Guatemalan and Salvadoran Communities in the United States and Central American Diasporas

Week Seven—The Rise of Guatemalan and Salvadoran Communities in the United States (2 hours)

Examination Number 2 (1 hour)

Week Eight—Cold War Conflict in the Western Hemisphere, Political Conflict, and Guatemalan Diasporas, Part I (3 hours)

Case Study Number 3: Guatemalan Refugees and Transnational Migrants in Georgetown, Delaware

Week Nine—Cold War Conflict in the Western Hemisphere, Political Conflict, and Guatemalan Diasporas, Part II (3 hours)

Video: El Norte

Week Ten—Political Repression, Death Squads, and Salvadoran Diasporas (3 hours)

Case Study Number 4: Salvadorans in Long Island, New York

D. Puerto Rican and Cuban Communities in the U.S. Mainland and Caribbean Diasporas

Week Eleven—Old and New Puerto Rican and Cuban Communities in the United States (2 hours)

Examination Number 3 (1 hour)

Week Twelve—The Spanish American War, Operation Bootstrap, and Puerto Rican Immigrant and Migration to the United States (3 hours)

Case Study Number 5: Nuyoricans and Puerto Ricans in Reading, Pennsylvania

Week Thirteen—The Castro Regime, Political Refugees, Forced Expatriation, and the Growth of Cuban communities (3 hours)

Case Study Number 6: Little Havana in Miami

E. National and Local Responses to Latin American Diasporas

Week Fourteen—Latino and Nativistic Responses to Latin American Diasporas: Is There a Middle Road for All Concerned? (3 hours)

IV. Evaluation Methods

The final grade for the course will be calculated in the following manner:

Ten Quizzes (10 points each)	100 Points	20 Percent
Examination Number 1	100 "	20 "
Examination Number 2	100 "	20 "
Examination Number 3	100 "	20 "
Final Examination	100 "	20 "
Total	500 Points	100 Percent

V. Required Textbook(s), Supplemental Books and Readings

Bonilla, Frank, Edwin Melendez, Ma. de Los Angeles Torres, Rebecca Morales (eds.) 1998. Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence. Philadelphia: Temple University Press. (Selected chapters will be assigned)

- Flores, William V. & Rina Benmayor (eds.). 1998. Latino Cultural Citizenship: Claiming Identity, Space, and Rights. New York: Beacon Press. (Selected chapters will be assigned)
- Garcia, Victor. 1997. Mexican Enclaves in the US Northeast: Immigrant and Migrant Mushroom Workers in Southern Chester County, Pennsylvania, JSRI Report Number 27, Julian Samora Research Institute, Michigan State University, East Lansing, Michigan
- Garcia, Victor. 2001. Mexican Enclaves in Southern Chester County, Pennsylvania: Revisiting Old Observations of an Ongoing Immigration Process. In Gilbert Garcia & Jerry Garcia (eds.), Readings in Chicano Studies. Dubuque, Iowa: Kendal/Hunt Publishing Company.
- Kearney, Michael. 1995. The Local and the Global: The Anthropology of Globalization and Transformation. Annual Review of Anthropology, 24:547-565.
- McMichael, Philip. 1996. Globalization: Myths and Realities. Rural Sociology, 61(1): 25-54.
- Perea, Juan F. (ed.). 1997. Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the Unites States. New York: New York University Press. (Selected chapters will be assigned)
- Portes, Alejandro & Ruben G. Rumbaut. 1996. Immigrant America: A Portrait. Berkeley: University of California Press.
- Suro, Robert. 1999. Strangers Among Us: Latinos Lives in a Changing America. New York: Vintage Books.

VI. Special Resource Requirements

There will be no special resource requirements.

VII. Bibliography [used in putting together course proposal]

- Bonilla, Frank, Edwin Melendez, Ma. de Los Angeles Torres & Rebecca Morales (eds.) 1998. Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence. Philadelphia: Temple University Press.
- Burns, Allan F. 1993. Maya in Exile: Guatemalans in Florida. Philadelphia. Temple University Press.
- Cardenas, Gilberto 2000. The State of Research on the United States' Latino Population. Unpublished manuscript.

- Chavez, Leo R. 1997. Immigration Reform and Nativism: The Nationalist Response to The Transnationalist Challenge. In J.F. Perea (ed.), Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States. New York: New York University Press.
- Flores, William V. & Rina Benmayor (eds.). 1998. Latino Cultural Citizenship: Claiming Identity, Space, and Rights. New York: Beacon Press.
- Garcia, Victor. 1997. Mexican Enclaves in the US Northeast: Immigrant and Migrant Mushroom Workers in Southern Chester County, Pennsylvania, JSRI Report Number 27, Julian Samora Research Institute, Michigan State University, East Lansing, Michigan
- Garcia, Victor. 2001. Mexican Enclaves in Southern Chester County, Pennsylvania: Revisiting Old Observations of an Ongoing Immigration Process. In Gilbert Garcia & Jerry Garcia (eds.), Readings in Chicano Studies. Dubuque, Iowa: Kendal/Hunt Publishing Company.
- Gardel, Nathan. 1995. The Tide of Globalization. New Perspectives Quarterly, 12:2-3.
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Checklist for Liberal Studies Electives Course Proposals

1. Review the Criteria for a Liberal Studies Elective – note how the competencies are to be handled.
 2. Follow the 2012 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
 3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document - available at <http://www.iup.edu/senate/uwucc/default.aspx>).
 4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Liberal Studies Electives Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners.
 5. Course content – meets the required course content for a Liberal Studies Elective. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements.
 6. Competencies - All Liberal Studies Electives must meet the EUSLOs and required course content from at least ONE of the following SIX competencies: Global Citizenship; Information Literacy; Oral Communication; Quantitative Reasoning; Scientific Literacy; and Technological Literacy. Note: a course may meet more than one competency.
 7. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
 8. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
 9. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).
- If this is a course revision (p. 18 UWUCC Handbook)
10. Summary of the proposed revisions.
 11. Justification/rationale for the revision – be sure to include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
 12. The old syllabus of record.
 13. Review Liberal Studies course approval checklist (p. 90 UWUCC Handbook).