

LALS 101
MWF 10:00-10:50
SS143

Dr. Mark A Menaldo

contact: mark.menaldo@tamuc.edu

Talbot 131

(As a Department Head I am in my office most days of the week, feel free to drop by my office or make an appointment through email)

Course description:

This is an introduction to the interdisciplinary study of Latin America and U.S. Latino Studies. The topics vary widely and so do the sources from which we will learn from. There is no central disciplinary interest in this class, so I advise that you keep an open mind and take solace in the intellectual freedom this class aspires to cultivate.

Attendance and Participation 20%

Take home mid-term: 20%

Student Discussion Leaders 20%

Final Project 20%

Final Exam 20%

Attendance and Class Participation: Attendance is calculated as an average over the course of the semester, each absence will lower your grade. 5 minute grace period (after that you are counted absent). Participation includes coming prepared to each class by having done the reading assigned for each class, talking in class, listening attentively to your classmates, and participating in break out session. Your grade will not just depend on the volume of your participation, as I place equal consideration on the quality of your comments and questions.

Negative Externalities and Taxes:

You are taxed for negative participation. Think of this as a carbon or congestion tax. Any use of cell phone, however brief, is 5 points of your next graded assignment. I don't call you out in class, I just make of mental note of your use. The penalty will appear on your graded essay under TAXES COLLECTED.

Same rule applies to other disruptions, such as side conversations and any other behavior that leads to disruption and distraction.

In-class writing assignments: These are short writing assignments that I grade with a check, check minus, or check plus. At the end of the semester, based on your overall performance, I assign a letter grade.

Discussion leaders: As a class discussant you, and one other student, will lead discussion for the first 15-20 minutes of class and present an artifact related to that week's reading. You must make the artifact visible or audible so that it's presentable. Your assignment asks you to blend the artifact into that week's discussion. You will act as a class discussant either 2 or 3 times throughout the semester.

Examples of Artifacts: Objects in the traditional sense (archeological and historical), primary texts, photographs, music, short clips, food/recipes as artifacts, objects of popular culture, current events, among others.

Final Projects: In pairs, you will select a theme that is relevant to the course. You will conduct research and present it as a project to the class at the end of the semester. I will model the project to you as presentation during the semester.

Final: The final exam is in-class and written answers to comprehensive questions. Have a good set of reading and discussion notes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Week by Week (The schedule below is subject to change, especially in regards to additional reading I will add throughout the semester)

Week 1 Introduction, who are you and what do we know about Latin America?

Chasteen, Introduction.

Week 2: History of Latin America

Chasteen, Colonial Crucible, Countercurrents: Colonial Rebellions. Independence

Sor Juana Ines de La Cruz, La Respuesta (The Answer)

<http://dept.sfcollege.edu/hfl/hum2461/pdfs/sjicanswer.pdf>

Week 3: History of Latin America

Chasteen, Independence, Countercurrents: The Gaze of Outsiders.

Jose Maria Morelos, Sentiment of a Nation

[file:///C:/Users/MenaldoMark/Downloads/Sentiments%20of%20a%20Nation%20\(3\).pdf](file:///C:/Users/MenaldoMark/Downloads/Sentiments%20of%20a%20Nation%20(3).pdf)

Simon Bolivar, "Oath Taken in Rome"

<https://books.google.com/books?id=hRRbDwAAQBAJ&pg=PA113&lpg=PA113&dq=Simon+Bolivar,+>

<https://www.nytimes.com/video/world/americas/100000003901101/central-america-child-migrants.html>
<https://www.pbs.org/newshour/show/road-mexico-central-american-migrants-face-uncertain-future>
<https://www.pewresearch.org/fact-tank/2021/07/09/before-covid-19-more-mexicans-came-to-the-u-s-than-left-for-mexico-for-the-first-time-in-years/>
<https://www.pewresearch.org/fact-tank/2021/04/13/key-facts-about-the-changing-u-s-unauthorized-immigrant-population/>

Week 4: Menaldo's Mexico Presentation

Week 5: Mexicans and Texas, Lorenzo de Zavala

Week 6: Latin American and US relationships Continued.

Week 7: Migration

Watch: <https://www.nytimes.com/video/world/americas/100000003901101/central-america-child-migrants.html>

<https://www.pbs.org/newshour/show/road-mexico-central-american-migrants-face-uncertain-future>

<https://www.pewresearch.org/fact-tank/2021/07/09/before-covid-19-more-mexicans-came-to-the-u-s-than-left-for-mexico-for-the-first-time-in-years/>

<https://www.pewresearch.org/fact-tank/2021/04/13/key-facts-about-the-changing-u-s-unauthorized-immigrant-population/>

Week 8: Ethnicity, Identity, Education.

The Pachuco and Other Extremes, Paz.

<https://www.lahc.edu/library/documents/valadez/paz.pdf>

Hunger of Memory, Rodriguez.

Week 9: Ethnicity, Identity, Education.

Hunger of Memory, Rodriguez

Op-Ed: Schools should help the children of immigrants become truly bilingual

<https://www.latimes.com/opinion/op-ed/la-oe-1222-kagan-heritage-languages-20141222-story.html>:

Week 10 Assimilation and a Changing Culture

How Latinos are Shaping American Future:

<https://www.nationalgeographic.com/magazine/2018/07/latinos-hispanic-power-america-immigration-future/>

The Boy Kings of Texas

Selections

Week 11: Continued

Pew Facts about Latinos in the US. <https://www.pewresearch.org/fact-tank/2016/09/15/facts-for-national-hispanic-heritage-month/>

Justice Sonia Sotomayor: <https://www.newyorker.com/magazine/2010/01/11/number-nine>

Week 12: Politics and Race

Who are we talking about when we talk about Latino Voters?

<https://www.nytimes.com/2018/10/24/us/latino-vote-midterm-elections.html>

The Racial Divide Is the Political Divide

<https://www.theatlantic.com/politics/archive/2019/02/racial-divisions-exist-among-whites-blacks-and-hispanics/583267/>

Week 13: No class, Thanksgiving Break.

Final Week: Class Presentations

COURSE POLICIES Plagiarism & Academic Misconduct Students are expected to know and understand the rules regarding academic misconduct and plagiarism. Sharing or accessing someone else's answers to exams or searching for answers on the internet during an exam constitutes academic misconduct. Plagiarism is the representation of another's works or ideas as one's own. Always cite sources. If questions arise regarding what constitutes plagiarism, please ask. All cases of plagiarism and academic misconduct will be treated very seriously. All coursework is to be an original work by the student and created specifically for fulfilling the requirements for this course. Plagiarism, cheating, or otherwise representing another's work or ideas as one's own without proper attribution will not be tolerated. It is the student's responsibility to: 1. research and write their own papers 2. give proper credit through documentation when using words or ideas of others 3. rely on their own knowledge when taking tests 4. refuse to give another student the opportunity to be dishonest 2 Any act of academic dishonesty will result in the automatic failure of the course and may be subject to further disciplinary action by the university Student Conduct All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

ADA Statement Students with Disabilities The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services Texas A&M University-Commerce Gee Library- Room 132 Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 Email: Rebecca.Tuerk@tamuc.edu Website: Office of Student Disability Resources and Services Nondiscrimination Notice Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained Campus Concealed Carry Statement Texas Senate Bill - 11

(Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.