

***LAL109***

**Spring 2024<sup>1</sup>**

**Introduction to Latina/o Studies**

Class meets Tu-Th 3:35pm– 4:50 pm.

Room: Fell Hall 152

**Instructor:** Fernando Severino, Ph.D. **Office:** 459 Fell Hall **Office hours:** Tuesday 1-2 PM (by appointment)

• **E-mail:** fseveri@ilstu.edu

**COURSE DESCRIPTION**

This class is designed to introduce different issues relevant to the Latina/o community in the United States. This class will cover topics such as the historical, sociological, and cultural forces shaping the contemporary experience of Latinas/os in this country. Also, we will learn about issues such as the Latina/o representation in the media, dynamics in healthcare, access to education, and politics involving this community, among other topics.

The class is the required gateway course for the Minor in Latin American and Latino Studies and meets the United States Traditions (UST) General Education requirement.

**Learning Objectives:**

1. Understand the historical and contemporary experiences of the Latinas/os in the United States.
2. Learn about the different dimensions of the Latina/o identity and the importance of forces shaping this identity.
3. Critically assess and learn social issues such as immigration, media, arts, family dynamics, race, healthcare, employment, and social moments involving Latinas/os in this country.
4. Identify critical concepts when discussing Latinas/os in the US.

**COURSE REQUIREMENTS**

**15 points: Attendance and class participation**

**30 points: Analysis and Quizzes**

**15 points: Discussion leading.**

**20 points: Paper**

**20 points: (Creative) Project**

**Total = 100 points.**

**Makeup and late work policy**

If a student does not turn in an assignment by the deadline, they may submit it during the following week to receive partial credit, but **ONLY** if the instructor was notified in advance.

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<sup>1</sup> Thank you to Professors Marta Ascherio, Maura Toro-Morn and Alejandro Enriquez.

## Extra Credit

The instructor will announce opportunities for extra credit during the semester (if any).

## Attendance and Participation

Students are required to attend all classes and lectures. Students are also expected to participate in class discussions and activities. Repeated unexcused absences will result in a deduction of points.

- All students must stay current with weekly announcements posted for this course on Canvas.
- Students must consistently check their **university e-mail** for information about the class.
- Technology usage. Phones NO, Laptops yes (maybe). Sit in the back if you **must** use the laptop to take notes.

## REQUIRED TEXTS & READINGS

*In the **COURSE SCHEDULE** at the end of the syllabus, you will find all the reading and materials you need with links and instructions. The expectation is that you review in advance the assigned readings/materials Also:*

- [Harvest of Empire: A History of Latinos in America by Juan González.](#) New York: Penguin Books, 2011 or 2022 is the book we will use the most. A copy is in the library, can be checked out for two hours, and must remain in the library building. You may also buy the book to have your own copy available (any edition).
- *This book also has a Spanish version (if you can read it in Spanish, I would encourage you to try it).*
- All other readings will be posted on Canvas, and make sure you know how to use Kanopy (a free streaming service through Milner Library)

## Writing Center:

We all need a little help with our writing. Please consider using the Visor Center on campus.

<https://universitycollege.illinoisstate.edu/help/tutoring/>

Also, from Milner Library:

<https://guides.library.illinoisstate.edu/>

## COVID-19

I will follow these recommendations: <https://coronavirus.illinoisstate.edu/>

## IMPORTANT POLICIES AND PROCEDURES (From ISU-CIPD)

Student Access and Accommodation Services:

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).

### Absence

***Basic rule: Communicate with me! Do not disappear.***

As the Undergraduate Catalog states, you are responsible for attending class and completing all academic work. Make arrangements with me in advance if you will be missing class due to participation in a Sanctioned University Activity or to fulfill a religious obligation.

As responsible adults investing in their future, Illinois State University students are encouraged to take control of their own education, especially when life and health challenges interfere with the planned process. When students need to miss class, they must be swift and proactive in working with their instructors to take advantage of learning opportunities, develop mastery of course materials, meet the learning objectives as outlined in the course, and prepare themselves for more advanced learning.

**Also, students must arrive on time and stay until the end of class.**

### Academic Integrity

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#). All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. In certain circumstances, I may be required to refer violations to the [Student Conduct and Community Responsibilities](#), a unit of the Dean of Students Office.

**Your work should be original/NEW and created ENTIRELY BY YOU for the assignments on this course/semester. DO NOT SUBMIT THE SAME ASSIGNMENT, ARTICLE, OR PAPER YOU HAVE USED FOR A DIFFERENT CLASS.**

### Campus Safety

Illinois State University is committed to maintaining a safe environment for the University community. Ask students to ensure they have downloaded the SafeRedbirds app. Also, note the information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom).

### Classroom Behavior

In the classroom and elsewhere, you are expected to conduct yourself in a manner consistent with Illinois State University's [Code of Student Conduct](#).

### Constructive Conversation

Engaging in civil discourse is both a privilege and a responsibility of living in a democratic society. This class will provide both anticipated and unexpected opportunities to engage in this kind of conversation. Thus, we will work to agree on a set of guidelines that ensures that our civil discourse remains civil.

### **Diversity**

ISU remains committed to creating and maintaining a working, learning and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment.

#### ICRT

In addition, the Inclusive Community Response Team (ICRT) serves students by fostering an open and inclusive campus and responding to instances of hate and bias. You can learn more about how the team can help and report concerns on the [ICRT website](#).

#### MCOT

The Multicultural Outreach Team (MCOT) is a group of staff, graduate students, and undergraduate students in Student Counseling Services dedicated to fostering an equitable, diverse, and inclusive university community for our minoritized students. MCOT offers workshops which promote dialogue about identity, empathy, stereotypes, bias, privilege, power, white supremacy, and systemic racism.

Students can learn more about MCOT at <https://counseling.illinoisstate.edu/outreach/multicultural-outreach-team/>

### **Mental Health**

Life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services \(SCS\)](#). These services are free and completely confidential. SCS is located at 320 Student Services Building, (309) 438-3655.

If you are worried about a friend and don't know how to help, you can call SCS and ask to speak to a counselor. The [Kognito simulation](#), available through SCS's webpage, can also help you learn how to assist your friend in connecting to services.

### **Student Technology**

All students are encouraged to take the Introduction to Technology Online Orientation, found here: [IllinoisState.edu/Quickstart](https://illinoisstate.edu/Quickstart). Additionally, technology support can be found at [Help.IllinoisState.edu](https://help.illinoisstate.edu) which offers online chat and help articles as well as phone support at (309) 438-HELP (4357). Walk-up support and computer repair & purchases are available from TechZone located on the first floor of the Bone Student Center as well as [TechZone.IllinoisState.edu](https://TechZone.IllinoisState.edu).

Two software packages are available at no additional charge: Microsoft Office 365 (Word, Excel, PowerPoint, etc.) and Adobe Creative Cloud. Students can download these packages for installation on their personal computers.

Students can view IT Help Desk articles for more information on [Microsoft Office 365](#) and [Adobe Creative Cloud](#).

Students who do not have access to the technology they need to be successful in their coursework should contact [Help.IllinoisState.edu](mailto:Help.IllinoisState.edu) or (309) 438-HELP (4357) to discuss options.

## Student Wellbeing

It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I urge you to contact the [Dean of Students Office](#) to learn more.

## Class Recording

Notice of recording a class session by the instructor

The University wants to make students aware that a course may be recorded by the faculty member for later use. Please understand that each faculty member makes an individual decision on whether recording and/or sharing their class materials is warranted. Any recordings that a faculty member makes available are for use by students enrolled in the class and are for the purpose of individual or group study only. The recordings may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Please do not independently record the course without prior authorization from the faculty member or an approved accommodation from [Student Access and Accommodations Services](#) office.

Regarding students making their own recordings

Full denial to record

Students may not use audio or video devices to record classroom lectures or discussions. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](#). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).

Permission required to record

**Students who wish to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor.** Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](#). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's [Code of Student Conduct](#).

## ASSESSMENT PROCEDURES

**Attendance and class participation (15 points).** This course is much more fun if you come to class and participate in the discussion! I will have an attendance sheet for every class (*starting WEEK 2*). **The expectation is that you read/watch the assigned materials posted on the syllabus's schedule in advance.**

**Analysis and Quizzes (30 points – 7.5 points each).** During the semester, we will have at least **two quizzes** and at least **two short analytical assignments**. Detailed instructions and directions with the specific rubric will be provided at least a week in advance. The due dates are listed below in the Course Schedule.

**Discussion leader (15 points).** Each student will be a discussant leader on a Thursday of the semester. The student will prepare a brief presentation (no more than 5-10 minutes) about one topic of the week's class that interests you. Then, you need to find a specific example that might apply or be related to current events and propose at least two discussion questions to the class. **DO NOT SUMMARIZE** the content of your week's topic; instead, focus on a particular aspect that interests you. This activity aims to develop your presentation skills and enrich your knowledge about the topic of your interest. We will assign the dates and topics in the first week of class.

Follow these steps:

- Read your selected week's assigned book chapters, readings, or other material.
- Choose a specific topic of the readings/material that caught your attention. What specific issue is of interest to you?
- Read the news and choose one case (news article, opinion, editorial, etc.) that can be linked to your topic.
- Present to the class highlighting the news story and ask two questions for the class to discuss.

**Written Paper (20 points).** This will be a paper to assess your understanding of the class material but, at the same time, will have an analytical and applied component. I will provide detailed instructions and a rubric three weeks in advance.

**(Creative/Professional) Project (20 points).** This will be a project to assess your comprehension and critical analysis of the class material but, at the same time, will have a creative and applied/professional component. The format and topic are flexible and are based on your interests. I will provide detailed instructions and a rubric three weeks in advance. During WEEK 10 of the semester, you will provide a one-page proposal with the idea and how you plan to accomplish your final project. Instructions will be provided in advance for the proposal, but you need to start thinking about what you want to do and how you plan to accomplish this.

*The grading scale is a standard ten percentage point scale:*

**90-100% = A; 80%-89% = B; 70%-79% = C; 60-69% = D; below 60% = F**

*Explanation of grading scale.<sup>2</sup> (UNC office of Registrar).*

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<sup>2</sup> [Taken from the UNC office of the registrar.](#)

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A= Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B= Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C= A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D= A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F=For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

**COURSE SCHEDULE**

	<b>Class description</b>	<b>Reading/Watching/Listening</b>	<b>Assignments</b>
Week 1 1/16- 18	<ul style="list-style-type: none"> <li>• Syllabus review, assessments, and feedback.</li> <li>• Discussion leader assignment.</li> <li>• Getting to know each other.</li> <li>• <i>Introductory lecture and activity.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Class syllabus</i></b></li> </ul>	<p><i>Class activity</i></p> <p><i>Class discussion leaders (Thursday)</i></p> <p><i>Thursday- bring your syllabus feedback for participation points.</i></p>
Week 2 1/23 - 25	<ul style="list-style-type: none"> <li>• What is Latino Studies?</li> </ul>	<ul style="list-style-type: none"> <li>• R. Mize. <b>Chapter 1:</b> <i>What's in a Name? Hispanic, Latino: Labels, Identities.</i></li> <li>• <b>Chapter 9:</b> <i>Conclusion: The Future of the Latina/o Studies Field.</i> R. Mize. (Canvas folder)</li> <li>• “Americas,” “Latinidades,” and “Hyphen” in Keywords for Latina/o Studies. (Link on Canvas/Milner Library and link <a href="#">here.</a>).</li> <li>• <b>Watch:</b> <i>Episode 5: PBS LATINO AMERICANS. Prejudice and Pride.</i> (Link: <a href="https://www.kanopy.com/en/illstu/video/122998">https://www.kanopy.com/en/illstu/video/122998</a>)</li> </ul>	<p><b>Instructions for Analysis #1</b></p>
Week 3 1/30 – 2/1	<ul style="list-style-type: none"> <li>• Latin America and the US.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Latin America? Skidmore et al. <i>Modern Latin America</i> (2019). (Canvas folder)</li> <li>• Bodenheimer, Rebecca. (2021, February 17). <i>Mestizaje in Latin America: Definition and History.</i> Retrieved from <a href="https://www.thoughtco.com/mestizaje-in-latin-america-4774419">https://www.thoughtco.com/mestizaje-in-latin-america-4774419</a></li> </ul>	<p><b>Analysis #1 (due Sunday midnight)</b></p>



		<ul style="list-style-type: none"> <li>• “Conquerors and Victims: The Image of America from (1500-1800),” <b>Harvest of Empire</b> by Juan Gonzalez (Milner reserves).</li> </ul>	
Week 4 2/6- 8	<ul style="list-style-type: none"> <li>• Historical perspectives about Latinos in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Watch the Documentary:</u> “Harvest of Empire”. (Milner Library, KANOPY streaming service) <a href="#">Link here</a></li> <li>• “The Spanish Borderlands and the Making of an Empire” (1810-1898)” <b>Harvest of Empire</b>, by Juan González (Milner reserves).</li> <li>• “Banana Republics and Bonds: Taming the Empire’s Backyard (1898-1950), <b>Harvest of Empire</b> by Juan González (Milner reserves).</li> </ul>	
Week 5 2/13 -15	<ul style="list-style-type: none"> <li>• Latinos in the U.S. general overview and current issues</li> </ul>	<ul style="list-style-type: none"> <li>• The Experiment Podcast: Latinos Are a Huge, Diverse Group. Why Are They Lumped Together? The Atlantic <a href="https://www.theatlantic.com/podcasts/archive/2021/03/chicanos-the-census-and-celia-cruz-inventing-latino/618248/">https://www.theatlantic.com/podcasts/archive/2021/03/chicanos-the-census-and-celia-cruz-inventing-latino/618248/</a></li> <li>• <b>Watch:</b> PBS <a href="#">LATINO AMERICANS</a>. <i>Episode 1: Foreigners in Their Own Land.</i></li> <li>• <b>Watch:</b> PBS <a href="#">LATINO AMERICANS</a>. <i>Episode 2: Empire of Dreams</i></li> </ul>	<p><b>Instructions for Paper 1.</b></p> <p><b>Quiz # 1 (opens)</b></p>
Week 6 2/20- 22	<ul style="list-style-type: none"> <li>• A close look into the larger groups of Latinos in the US (Mexicans, Cubans, Puerto Ricans, Central Americans) Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• “Mexicans: Pioneers of a Different Kind”, <b>Harvest of Empire</b> by Juan González (Milner reserves).</li> <li>• “Puerto Ricans: Citizens Yet Foreigners”, <b>Harvest of Empire</b> by Juan González (Milner reserves).</li> <li>• <b>Watch:</b> <a href="#">PBS LATINO AMERICANS</a>. <i>Episode 4: The New Latinos</i></li> </ul>	
Week 7 2/27 - 29	<ul style="list-style-type: none"> <li>• A close look into the larger groups of Latinos in the US (Mexicans, Cubans, Puerto</li> </ul>	<ul style="list-style-type: none"> <li>• “Cubans: Special Refugees” <b>Harvest of Empire</b> by Juan González. (Milner reserves).</li> </ul>	

	Ricans, Central Americans) Part 2	<ul style="list-style-type: none"> <li>• “Dominicans: From Duarte to the George Washington Bridge” <b>Harvest of Empire</b> by Juan González (Milner reserves).</li> <li>• <i>Recommended:</i> Chapter 8 and 9 by Juan González in Harvest of Empire. (Milner reserves).</li> </ul>	
Week 8 3/5 -7	<ul style="list-style-type: none"> <li>• <b>Thursday</b> Latinos and the Healthcare (<b>Guest Speaker</b>)</li> <li>• <b>Tuesday</b> (Class time will be used for additional office hours and 1:1 meeting with you for Paper 1).</li> </ul>	<i>No reading for this week.</i>	<b>Paper 1 (Due Sunday Midnight).</b>
<b>Week 9 3/12 -14</b>	<b>SPRING BREAK!</b>		
Week 10 3/19 -21	<ul style="list-style-type: none"> <li>• Representation of Latinos in the Media (and beyond).</li> </ul>	<ul style="list-style-type: none"> <li>• USC Annenberg: “Hispanic and Latino Representation in Film: Erasure On Screen &amp; Behind the Camera Across 1,300 Popular Movies” Link here: <a href="https://assets.uscannenberg.org/docs/aii-hispanic-latino-rep-2021-09-13.pdf">https://assets.uscannenberg.org/docs/aii-hispanic-latino-rep-2021-09-13.pdf</a></li> <li>• Arias, S., &amp; Hellmueller, L. (2016). Hispanics-and-Latinos and the US media: New issues for future research. <i>Communication Research Trends</i>, 35(2), 4-21. <a href="http://cscs.scu.edu/trends/v35/CRT_v35_n2_June_2016.pdf">http://cscs.scu.edu/trends/v35/CRT_v35_n2_June_2016.pdf</a></li> <li>• GAO: Workforce Diversity: Hispanic Workers Are Underrepresented in the Media, and More Data Are Needed for Federal Enforcement Efforts <a href="https://www.gao.gov/products/gao-22-104669">https://www.gao.gov/products/gao-22-104669</a></li> </ul>	
Week 11 3/26- 28	<ul style="list-style-type: none"> <li>• Education issues and Latinos</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch Documental:</b> <i>The Graduates / Los Graduados</i> (both episodes) directed by Bernardo Ruiz, 2014. ISU KANOPY <a href="https://www.kanopy.com/en/illstu/video/144547">https://www.kanopy.com/en/illstu/video/144547</a></li> </ul>	<b><i>Creative project instructions including the proposal</i></b>

		<ul style="list-style-type: none"> <li>Flink, P. J. (2018). Latinos and higher education: A literature review. <i>Journal of Hispanic Higher Education</i>, 17(4), 402-414. <a href="https://doi.org/10.1177/1538192717705701">https://doi.org/10.1177/1538192717705701</a></li> <li>Suwinyattichaiorn, T., &amp; Johnson, Z. D. (2022). The Impact of Family and Friends Social Support on Latino/a First-Generation College Students' Perceived Stress, Depression, and Social Isolation. <i>Journal of Hispanic Higher Education</i>, 21(3), 297–314. <a href="https://doi.org/10.1177/1538192720964922">https://doi.org/10.1177/1538192720964922</a></li> </ul> <p><i>Suggested:</i></p> <ul style="list-style-type: none"> <li>PEW Research Center: Hispanic enrollment reaches new high at four-year colleges in the U.S., but affordability remains an obstacle: <a href="https://pewrsr.ch/3ei5NBh">https://pewrsr.ch/3ei5NBh</a></li> </ul>	<p><i>instructions will be provided this week.</i></p> <p><b>Quiz #2 (opens).</b></p>
<p>Week 12 4/2</p>	<ul style="list-style-type: none"> <li>Latina/o and Politics</li> <li><b><u>Professor at Conference 4/4 (No class)</u></b></li> </ul>	<ul style="list-style-type: none"> <li>Subervi, Federico. Mass Media and Latino Politics. Read: Introduction (Chapter 1) and What is known? (Chapter 2) <b>(Milner e-book library <a href="#">click here to the e-book</a>)</b></li> <li>Cadava, Gerardo. The Atlantic. “There’s No Such thing as ‘the Latino Vote’” <a href="https://www.theatlantic.com/magazine/archive/2022/03/latino-voting-history-america/621302/">https://www.theatlantic.com/magazine/archive/2022/03/latino-voting-history-america/621302/</a> (Also in Week 12 folder)</li> <li>Listening to: “LatAm in Focus: What Do We Really Know about the Latino Vote?” <a href="https://www.as-coa.org/articles/latam-focus-what-do-we-really-know-about-latino-vote">https://www.as-coa.org/articles/latam-focus-what-do-we-really-know-about-latino-vote</a></li> </ul> <p><i>Suggested:</i></p> <p>Chapter 1: Francis-Fallon, Benjamin. <i>The Rise of the Latino Vote : a History</i>. Cambridge, Massachusetts: Harvard University Press, 2019 (Canvas folder).</p>	<p><b><i>Proposal of your final project due (Sunday midnight).</i></b></p>
<p>Week 13 4/9 -11</p>	<ul style="list-style-type: none"> <li>Latina/o Family</li> </ul>		<p><b>Instructions for Analysis # 2.</b></p>

		<ul style="list-style-type: none"> <li>• <b>Watch:</b> Los Infiltrados/The Infiltrators. Cristina Ibarra y Alex Rivera: <a href="https://www.kanopy.com/en/illstu/video/10214757">https://www.kanopy.com/en/illstu/video/10214757</a></li> <li>• Hill, Nancy E., and Kathryn Torres. “Negotiating the American Dream: The Paradox of Aspirations and Achievement Among Latino Students and Engagement Between Their Families and Schools.” <i>Journal of social issues</i> 66.1 (2010): 95–112. Web. <a href="https://doi.org/10.1111/j.1540-4560.2009.01635.x">https://doi.org/10.1111/j.1540-4560.2009.01635.x</a></li> <li>• Smokowski, Paul R., Roderick Rose, and Martica L. Bacallao. “Acculturation and Latino Family Processes: How Cultural Involvement, Biculturalism, and Acculturation Gaps Influence Family Dynamics.” <i>Family relations</i> 57.3 (2008): 295–308. Web. <a href="https://doi.org/10.1111/j.1741-3729.2008.00501.x">https://doi.org/10.1111/j.1741-3729.2008.00501.x</a></li> <li>• <i>Suggested:</i> Today.com: “Tackling Latino family dynamics, romance and career in ‘A Lot Like Adiós’” <a href="https://www.today.com/popculture/tackling-latino-family-dynamics-romance-career-lot-adis-rcna2018">https://www.today.com/popculture/tackling-latino-family-dynamics-romance-career-lot-adis-rcna2018</a></li> </ul>	
<p>Week 14 4/16 – 18</p>	<ul style="list-style-type: none"> <li>• Latina/o in Pop Culture and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• NPR: “Latino legends helped pave the way in Hollywood, but the road is still rocky” <b><a href="#">Link to read and listen</a></b></li> <li>• Rivera, Rideau. Remixing Reggaeton: The Cultural Politics of Race in Puerto Rico. <b>Introduction:</b> Reggaeton Takes Its Place <b>Conclusion:</b> Reggaeton Limits, Possibilities and Future. <b>(Access E-book Milner library or using this link:</b> <a href="https://i-share-isu.primo.exlibrisgroup.com/permalink/01CARLI_ISU/kt5co6/alma9921165523905845">https://i-share-isu.primo.exlibrisgroup.com/permalink/01CARLI_ISU/kt5co6/alma9921165523905845</a>)</li> <li>• <i>Review these articles:</i></li> </ul> <p>1) 10 Poems for National Hispanic Heritage Month <a href="https://daily.jstor.org/10-poems-for-national-hispanic-heritage-month/">https://daily.jstor.org/10-poems-for-national-hispanic-heritage-month/</a></p>	<p><b>Analysis # 2</b> <b>(Sunday midnight)</b></p>

		<p>2) Spotlight on U.S./Hispanic Writers  <a href="https://guides.loc.gov/palabra-archive/spotlight-hispanic-authors">https://guides.loc.gov/palabra-archive/spotlight-hispanic-authors</a></p> <p>3) Books by Latino authors you'll want to read in 2023  <a href="https://latinamedia.co/2023-latinx-books/">https://latinamedia.co/2023-latinx-books/</a></p> <p>4) George Lopez returns, once-estranged daughter in tow, with a textbook family sitcom  <a href="https://www.latimes.com/entertainment-arts/tv/story/2022-11-03/lopez-vs-lopez-nbc-review-george-lopez-mayan-lopez">https://www.latimes.com/entertainment-arts/tv/story/2022-11-03/lopez-vs-lopez-nbc-review-george-lopez-mayan-lopez</a></p>	
Week 15 4/23- 25	<ul style="list-style-type: none"> <li>• <b>Creative Projects Presentations</b></li> </ul>	<i>No readings</i>	
Week 16 4/30 – 5/2	<ul style="list-style-type: none"> <li>• <b>Creative Projects Presentations</b></li> </ul>	<i>No readings</i>	<b>Final version of Creative project DUE SUNDAY MAY 5<sup>th</sup>.</b>

*Note: This schedule is subject to change. Students will be held accountable for all changes announced by the instructor in class and via Canvas.*