Course Description:
Working within an interdisciplinary framework, we will explore the ways in which academic scholars have theorized and represented the everyday life of Latinas/os in the Midwest. Historically and contemporaneously, we will study the formation and transformation of various Latina/o communities in the Midwest. The course explores Latina/o experiences grounded in a specific place, space, and time. With a special focus on new literature in the field, we will discuss how scholarship on Latinas/os in the Midwest has contributed and shaped theoretical understandings of Latinidades and the fields of Latina/o History/Studies, American History/Studies, and Ethnic Studies.

Course Objectives:
By the end of this course, students will be able to:

1) demonstrate critical thinking in multiple forms (writing and speaking);
2) deliver an oral presentation;
3) identify central arguments and supporting evidence in academic scholarship
4) understand different methodological approaches employed in scholarly texts;
5) conduct independent research; and
6) write analytical essays.

Required Texts & Materials:


Additional readings will be posted on Blackboard. Bring the assigned readings and your notes to class each week (hard or soft copies).
Course Policies and Procedures

**Attendance:** Be sure to sign the attendance sheet each time our class meets. It is your responsibility to do so. If you must be absent, please meet with a peer to find out what you missed. If you anticipate missing class, please let me know in writing prior to your absence. You are allowed two absences for emergencies; however, you must provide some form of documentation and you must complete additional work to makeup for the classroom instruction lost. Three or more absences will result in the loss of 5 participation points per absence, with the potential for receiving no points.

If you must arrive late or leave early, please notify me in advance and sit in a place that will not disturb your classmates when you leave. Excessive lateness or leaving class early will also result in the loss of 2 participation points after four times you are tardy.

**Principles of Interaction:** My goal in this classroom is to stimulate critical analysis, challenge paradigms, and raise questions and issues so that as a class we may engage in respectful and considerate debate and discussion. There will most likely be a wide range of opinions among students, many of which may be rooted in personal experiences. Accordingly, we will develop acuerdos [agreements] to ensure we maintain a safe classroom environment conducive to learning. Please keep the principles of interaction in mind at all times and in all forms. Offensive and insulting contributions to class discussions or behaviors and/or comments that otherwise disrupt the learning process are not acceptable.

Appropriate usage of a laptop or IPAD/tablet is allowed as long as your usage does not become a distraction to you or others. However, there is no cell phone/text usage or similar electronic devices during class.

**Oberlin Honor Code:** Each student is expected to maintain the highest standards of honesty and integrity in academic matters. Your written work must be your own. By enrolling in this class you are agreeing to abide by Oberlin’s Honor Code System. Remember to include an honor code statement on all of your assignments, such as “I affirm that I have adhered to the Honor Code in this assignment.”

**Special Needs:** Appropriate accommodations will always be granted to students with documented disabilities. If you have a documented disability that requires modified instructional procedures, please notify me within the first two weeks of the semester. Any questions about the necessary process of documenting disabilities should be addressed to Jane Boomer, Director of Services for Students with Disabilities. For further information, call (440) 775-5588.

**Virtual Learning Environments:** This course has a site on Blackboard, the online course information site at Oberlin College. I will post the syllabus and important course documents. The course will also rely on the usage of Google Drive Documents.

**Format:** Unless noted otherwise, assignments should be double-spaced, 1 inch margins, 12 point Times New Roman font, Chicago Style. Include your name, date, course
information, course assignment, and title on the upper left hand corner. There is no need for a title page.

**Grading:** Written work needs to be submitted on time. Unless there is an extenuating circumstance and I know in advance, I do not accept late papers. This is out of consideration of your peers.

Please bring any grading errors or contestation of grades to my attention. You must do so in writing within a week of receiving your grade for a particular assignment. Be sure to specifically state the concern. This way I am prepared to address the issue during office hours or a scheduled appointment.

See the general grading guide below:

- **A** – You must complete all work assigned on time and it must be of excellent quality. It should fully respond to the assignment. It should be well-organized, provide support or evidence for any arguments made. A-level written work must also demonstrate in-depth reflection on and analysis of the assigned task and your ability to apply insights creatively from your past course work and other experiences to the assignment.
- **B** – Your written work must be submitted on time and demonstrate most of the qualities above. However, it may be lacking in quality, such as the depth of analytical insights or the clarity of writing.
- **C** – Most of your written work is submitted on time. There’s an attempt to respond to the assigned task, but may do so in a superficial or uneven way.
- **D** – Work turned in is incomplete and fails to fully respond to the assignment.
- **Fail** – A substantial proportion of the assignments are missing and those that are turned in are inadequate, or all work is turned in but it consistently reflects a poor grasp of the task and the ability to complete it. Poor writing can contribute to a grade of F.

**All students must fulfill all course obligations to receive a passing grade or credit.**

**COURSE REQUIREMENTS & EVALUATION:**

I. Attendance and Active Participation 10%

The course will be dedicated to active learning. This means you must be prepared to contribute to classroom discussions and any other forms of learning activities within and beyond the classroom walls. Bring any assigned readings, notes, questions/comments, and other relevant material that will promote active engagement with the course. This aspect of your grade depends in part on the quality of your participation. To this point, prepare 5 analytical commentaries on or before **Tuesday, March 18**. Feel free to choose any of the assigned readings; however, you cannot submit a commentary on the day you are assigned to lead discussion.

**Requirement:** Craft a meaty paragraph that demonstrates your careful reading and understanding of the assigned text. Engage with the authors’ arguments and pose one thoughtful, productive question based on the readings that will spark conversation or debate.
For example, analyze and discuss the significance of 1-2 salient quotes, concepts, or issues. Or, consider these questions: What are the main ideas the author is trying to convey? How does the author support and develop the argument (sources, evidence, examples)? Is the argument convincing? Why or why not? What issues do you see that might emerge as a consequence of the argument? How might you change/adapt/shift the argument differently?

Post the analytical commentary on the discussion thread on our Blackboard site before class officially begins. Remember the last day to submit an analytical commentary is Tuesday, March 18.

II. Discussion Leaders 10%

In triads, you will lead discussion during one course meeting on or before Thursday, March 13. Begin with a two-minute overview of the authors’ main interventions, and share an agenda or roadmap that will guide the class discussion. In order to keep the discussion moving along, prepare critical thinking questions, striking quotes, and/or hands-on learning activities i.e. games, scenarios, debates, role-plays, art, creative writing exercise. Tease out the specificities of Latina/o Midwestern experiences. Be sure to bring in outside materials, such as film, art, or multi-media, to illustrate any concepts/points/arguments and to highlight on the ground Midwestern Latina/o experiences. Creativity is highly encouraged to stimulate provocative classroom discussions.

Create a handout of your “lesson plan” with a brief abstract of the assigned reading, discussion questions, and any other relevant information such as discussion questions/information/resources. You must meet with me to discuss your plan at least one day prior to your presentation. Be sure to send me a rough/working draft of your ideas before seeing me during office hours. Next, e-mail me your handout and any other relevant material by 9am prior to your interactive presentation. See grading rubric in Blackboard.

My day to facilitate class is: __________. My group members are: _____________________.

III. Midterm Examination 35% DUE: 12:15pm on Thursday, March 20, 2014

I will distribute a take-home midterm exam on Thursday, March 13. The exam will consist of three sections: (1) identification & significance of key terms; (2) précis of a scholarly text; and (3) one short analytical essay. The exam will be due no later than 12:15pm (the official end of our class period) on Thursday, March 20. You will electronically submit your midterm exam to our Blackboard site. More details will be provided in class and posted on Blackboard.
IV. Creative Project & Reflection 10% DUE: May 6 and May 8

In a small group, develop a project that thoughtfully and creatively captures the course material and inspires change or action. The purpose of this assignment is to share with others what you have learned in a creative form in order to deepen our understanding of Midwestern Latina/o experiences. Choose your intended audience (elementary, high school, or college students or perhaps teachers, community members, or academics), and provide a rationale. Be prepared to present your project to an audience of invited guests. (Time allotment: 10 minutes).

Your creative project can take a variety of forms that include, but not limited to: visual artwork (drawing, photography, sculpture, poster), video (documentary, short film), writing (poem, song/rap, play, lesson plan, brochure), performance presentation (spoken word, dance), or workshop (teach-in). In order to receive credit, you must upload the creative project to our Blackboard site. If you can’t upload your project, simply take a picture of your work and then e-mail it to me. Please submit a hard copy to Professor Wendy Kozol.

Provide an explanation of what the project’s possible implications (community, academic, policies). Your reflection should capture important learning moment(s) and the significance of that learning (1 hearty paragraph). Upload your reflection to our Blackboard site and submit a hard copy to Professor Wendy Kozol.

V. Final Analytical Essay 35% DUE: Wednesday, May 17, 2014 at 11am

The final analytical essays (6 pages) are intended to allow each student to make an argument by connecting a specific Midwestern Latina/o issue, experiences, or trend to a broader context of the literature and ideas in the field. The final paper can take various approaches. Some of the options include: media analysis, cultural artifact analysis, literature analysis, or a policy analysis.

Use a narrative form. Open with a story that grabs the readers’ attention and nicely leads into your discussion, and why it is important to explore (your academic intervention). Explicitly state your thesis (main arguments); you must make an argument. Make sure you provide supporting evidence (your research) throughout your paper to support your arguments. Integrate the necessary (historical, social, and/or economic) contextualization for your topic. Thoughtfully engage with the key course concepts in your paper. Conclude with a discussion on the potential contributions, and/or implications (politically, academically, and/or locally) of your work. Paginate your essay.

I will provide more details in class and will post a handout on Blackboard.

***I reserve the right to make changes to the syllabus. Any changes will be announced in class and posted on Blackboard.***
COURSE SCHEDULE:

Week 1: Introduction, Foundations

T: Overview, Principles of Community/Acuerdos [Agreements]


R: Rubén Martínez, editor, Latinos in the Midwest, Michigan State University Press, 2011

- Introduction, pp. 1-16
- The Changing Demography of Latinos in the Midwest, pp. 33-56


- Aquí in the Midwest [Here in the Midwest], pp. 1-21

Week 2: Latina/o Studies in the Midwest


- Introduction, Moving Beyond Borders, pp. 1-8
- Chapter 2, A Scholar and a Visionary in Mexican American and Latino Studies, pp. 30-48
- Chapter 3, Philanthropy, the Creation of a National Minority and the Mexican American Graduate Studies Program at Notre Dame, pp. 49-64
- Chapter 5, Serving Our Communities (1970-1980), pp. 79-88

Discussion Leaders: ____________________________

R: Building Bridges: Academia, Community, and Service


- Chapter 6, From Usvalde, Texas to South Bend, Indiana: A Chicano Goes to Notre Dame, pp. 89-97
- Chapter 28, The Legacy of Latino Consciousness, pp. 223-228


Discussion Leaders: ____________________________
Week 3: Barrios Norteños I
2/18, 20
T: Dionicio Valdés, Barrios Norteños: St. Paul and Midwestern Mexican Communities in the Twentieth Century, Introduction and Chapters 1 and 2, pp. 1-86

Discussion Leaders: ____________________________

R: Dionicio Valdés, Barrios Norteños, Chapters 3 and 4, pp. 87-177

Discussion Leaders: ____________________________

Week 4: Barrios Norteños II
2/25, 27
T: Dionicio Valdés, Barrios Norteños, Chapters 5, 6, and Retrospective, pp. 178-278

Discussion Leaders: ____________________________


Maria Josefa Santos and Antonio Castro-Escobar, “Increasing Knowledge and Network Opportunities for Small-Scale Growers in Southwest Michigan” in Latinos in the Midwest, pp. 257-280

Discussion Leaders: ____________________________

Week 5: Grounded Identidad
3/4, 6
T: Mérida M. Rúa, A Grounded Identidad: Making New Lives in Chicago’s Puerto Rican Neighborhoods, Chapters 1, 2, and 3, pp. 1-77

Discussion Leaders: ____________________________

R: Mérida M. Rúa, A Grounded Identidad, Chapters 4, 5, and 6, pp. 78-138

Discussion Leaders: ____________________________

Week 6: Brown in the Windy City I
3/11, 13

Discussion Leaders: ____________________________

R: Lilia Fernández, Brown in the Windy City, Chapters 3 and 4, pp. 91-172

Discussion Leaders: ____________________________

Week 7: Brown in the Windy City II
3/18, 20
T: Lilia Fernández, *Brown in the Windy City*, Chapters 5, 6, and 7, pp. 173-262

R: No Class Meeting. ***MIDTERM EXAM DUE BY 12:15PM. ELECTRONIC SUBMISSION.***

**SPRING BREAK 3/24-28**

**Week 8:**


Special Paper: Theresa Delgadillo and Janet Weaver, “Latinas Leading in the Midwest Through Work, Coalition, Advocacy.”

- Introduction, pp. 1-14
- Chapter 3 Activism Across the Diaspora *Tejano Farmworker Movement in Wisconsin* pp. 60-97
- Chapter 4 Making a Migrant Village in the City *Tejanos and the War on Poverty in Milwaukee*, pp. 98-125

**Guest Speaker:** Professor Julie Keller, Ph.D., Sociology Department

**Week 9:**

**Latinas/os in Lorain, OH**


**Guest Speaker:** Professor Pablo Mitchell, CAS Program/History Department

R: Gina M. Pérez, *The Near Northwest Side: Migration, Displacement, and Puerto Rican Families*
- Introduction, pp. 1-29
- Los De Afuera, Transnationalism and the Cultural Politics of Identity, pp. 92-126
- Gentrification, Intrametropolitan Migration, and the Cultural Politics of Place, pp. 127-161

**Guest Speaker:** Professor Gina Pérez, CAS Program
CREATIVE EXPRESSIONS, ARCHIVAL SNAPSHOTS, & ACADEMIC INTERVENTIONS

Week 10: 4/15, 17
T: Archival Workshop delivered by Ken Grossi, Oberlin College Archives, MUDD 420

R: Research Workshop delivered by Eboni Johnson, Comparative American Studies Librarian (in class)

Homework: Bring your research topics and question(s).

Week 11: 4/22, 24
T: Independent Research. No Class Meeting.

Homework:
- Select and read 4 scholarly texts that will frame your project.
- Identify your “object” of analysis. What specifically will you analyze?
- Develop a detailed plan/outline. Generate a working thesis statement.

R: In-Class Writing Workshops in Small Groups.

Homework:
- Bring your detailed plan/outline.
- Bring your introductory paragraph (thesis statement) and one body paragraph.

Week 12: 4/29, 5/1
T: Independent Research. No Class Meeting.

Homework:
- Revise your outline. Integrate the feedback as needed.
- Write 4 pages.

R: In-Class Writing Workshops in Small Groups.

Homework:
- Bring 4 solid pages of your paper.
- Discuss your thesis statement, the organization of your paper, and your supporting evidence.

Week 13: Creative Project Presentations 5/6, 8
T: _______________________
R: _______________________

FINAL ANALYTICAL ESSAYS DUE - Wednesday, May 17, 2014 at 11am
**Upload a copy in Blackboard and submit a hard copy. I’ll be in my office ready to collect your essays.