



Integrative Learning: Latinx Chicago Undergraduate Course Information Guide

Course Number: IN 307, 4 credits, 10 Weeks
Delivery Formats: Online Async

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Course Description

In this course, students explore the value and practice of being an integrating thinker in today's increasingly complex world. Students are guided to draw connections among the categories and disciplines of liberal learning. Students will develop and demonstrate this ability by considering one phenomenon, problem or event through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society? To meet upper-division expectations, students synthesize complex ideas, assess significant research in the field, and articulate original perspectives.

This course will also explore how the diverse communities that make up Latinx Chicago have organized themselves politically and civically and how they have contributed to addressing issues within their communities and enhancing our City. Because Mexican, Puerto Rican and Central Americans represent the largest Latinx groups in the Chicago metro region, we will focus our studies on these communities. You will, however, have opportunities to study other Latina/o/x groups as well.

Learning Outcomes

After completing this course, you will be able to:

- Analyze and think more critically about the histories and experiences of Latinas/os/xs in Chicago.
- Question and critically explore one's own and other's assumptions.
- Question and critically explore demographic data.
- Explain and compare the diverse history of Latinx communities in the United States and Chicago.

- Explain the various factors that led to the forceful incorporation of various Latinx groups into the United States and the immigration and migration of others.
- Explain the various labels Latinxs use to define themselves and the diversity of the pan-ethnic Latinx community.
- Describe and critically explore one issue or topic relevant to the Chicago Latinx community.

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Learning Strategies and Resources

Through readings, films, podcasts and field trips, this course will explore the histories, identities, and experiences of Chicago's diverse Latinx populations through an interdisciplinary and multidisciplinary framework. In this course, we will study the history, formation and diverse cultures of Chicago's Latinx communities. We will investigate how Latinx groups define themselves and make sense of their immigration and migration experience. We will study the settlement patterns of these groups, explore questions of community formation, and study issues of housing, employment and education.

It is important to understand a bit about the history of Latinx communities in the U.S. to better grasp the experiences of Latinos in Chicago. For this reason, the first three modules of our course will explore the history and diverse experiences of Latinx communities across the country as well as explore the demographics of this community.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Readings are available on Electronic Reserve, at the [DePaul Library](#). Log in to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

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Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussions	35%
Reading, Media and Class Resource Analysis	35%
Research Paper	20%
Field Trip Reflection	10%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Module 1 Topics: Overview of Latina/o/x What's in a name? Latinx, Latino/a, Hispanic	Readings and media resources available on D2L.	Discussion Posts: 150 to 200 words or 2 minute audio/video response. Reading and Media Analysis Paper: 500 words.

<p>Latinx Presence in the U.S. and Chicago</p> <p>By the Numbers – The Latinx population in the U.S. and Chicago</p> <p>Positionality/Exploring our assumptions</p>		
<p>Module 2 Topics:</p> <p>Latinx Presence in the U.S. and Chicago (continued)</p> <p>Situated Knowledges/Exploring our assumptions</p> <p>History of Latinxs in the United States</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p> <p>Critical Positionality Paper: 500 words or five-minute audio/video).</p>
<p>Module 3 Topics:</p> <p>Latinx Presence in the U.S. and Chicago (continued)</p> <p>History of Latinos in the United States (continued)</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p> <p>Reading and Media Analysis Paper: 500 words.</p>
<p>Module 4 Topics:</p> <p>Latinx Chicago History</p> <p>Mexican and Puerto Rican Community Formation in Chicago</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p>
<p>Module 5 Topics:</p> <p>Mexican and Puerto Rican Labor Migration to Chicago</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p> <p>Reading and Media Analysis Paper: 500 words and a note indicating what</p>

		<p>site you'll visit for your field trip experience.</p> <p>Field Trip Reflection Guidelines on D2L website.</p>
<p>Module 6 Topics:</p> <p>Central Americans in Chicago</p> <p>Immigration Issues</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p> <p>Selection of research topic and its significance. Paper will be due week 11 of the course.</p> <p>Guidelines for paper available on D2L website.</p>
<p>Module 7 Topics:</p> <p>Community Settlement</p> <p>Urban Renewal and Gentrification</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p> <p>Research Paper Preparation: Submission of 4- 6 scholarly resources.</p>
<p>Module 8 Topics: (Students' Choice)</p> <p>Education, Labor, Activism</p> <p>Exploring Latinx Chicago through food and culture</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Discussion Posts: 150 to 200 words or 2 minute audio/video response.</p> <p>Field Trip Reflection Due: 750 words or 5-minute audio/video.</p>
<p>Module 9 Topics:</p> <p>Research Paper Preparation:</p> <p>Thesis & Significance</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Research Paper Proposal: thesis idea/statement, outline, 4-6 scholarly sources and significance.</p>
<p>Module 10 Topics:</p> <p>Research Paper Preparation:</p>	<p>Readings and Media Resources available on D2L.</p>	<p>Submission of penultimate draft of research paper.</p>

Penultimate Draft		Final papers are due during finals week.
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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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