

# Integrative Learning: Latinx Chicago Syllabus



## Course Information:

Course Name: Integrative Learning: Latinx Chicago

College: School for New Learning

Instructor: Marisa Alicea, Ph.D.

Instructor phone number: + 1 (312) 362-8772

Instructor email address: [malicea@depaul.edu](mailto:malicea@depaul.edu)

## **Course Description:**

Through readings, films, pod-casts and field trips, his 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/migration experience. We will study the settlement patterns of these groups, explore questions of community formation, and study issues of housing, employment and education. 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.

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 nationally, in Illinois and in Chicago.

## **Learning Objectives:**

By the end of the course, you should be able to:

1. Analyze and think more critically about the histories and experiences of Latinas/os/xs in Chicago
2. Question and critically explore one's own and other's assumptions.
3. Question and critically explore demographic data.
4. Explain and compare the diverse history of Latinx communities in the United States and Chicago.
5. 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.

6. Explain the various labels Latinxs use to define themselves and the diversity of the pan-ethnic Latinx community.
7. Describe and critically explore one issue or topic relevant to the Chicago Latinx community.

## **Required books, readings and media sources:**

There are no required books. Readings and media resources will be posted on our D2L website and via the library's e-reserve system.

**I reserve the right to make changes to the syllabus. Instructor will announce any changes via email and/or our D2L website.**

<b>Modules</b>	<b>Topics, Readings, Media Resources, Assignments and Discussions</b>
Module 1	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Introduction &amp; Overview of Latina/o/x            What's in a name? Latinx, Latino/a, Hispanic            Latinx presence in the U.S and Chicago            By the Numbers – The Latinx population in the U.S. and Chicago            Exploring our assumptions</p> <p>Principles of Community and Agreement</p> <ul style="list-style-type: none"> <li>• Readings and media resources available on D2L</li> <li>• Assignments include discussion posts and a page to a page and half reading and media analysis paper.</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Latinx Presence in the U.S. and Chicago (continued)            Exploring our assumptions</p>

	<p>History of Latinos in the United States</p> <ul style="list-style-type: none"> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts and a one-page statement about exploring ones assumptions and critically questioning data.</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Latinx Presence in the U.S. and Chicago (continued) History of Latinos in the United States (continued)</p> <ul style="list-style-type: none"> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts and a page to a page and half reading and media analysis paper.</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Latinx Chicago History – Mexican and Puerto Rican History and Community Formation in Chicago</p> <ul style="list-style-type: none"> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts and a page to a page and half reading and media analysis paper.</li> </ul>

Module 5	<ul style="list-style-type: none"> <li>• Topics  Mexican and Puerto Rican Labor Migration to Chicago</li> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts and a page to a page and half reading and media analysis paper.</li> </ul>
Module 6	<ul style="list-style-type: none"> <li>• Topics  Central Americans in Chicago Immigration Issues</li> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts and starting work on your research paper by selecting a topic. Paper will be due week 11 of the course.</li> </ul>
Module 7	<ul style="list-style-type: none"> <li>• Topics  Community Settlement, Urban Renewal and Gentrification</li> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts a page to a page and half reading and media analysis paper. I will also ask you to visit one of Chicago's Latinx. I will be hosting 2 field trips in Chicago one of the Saturdays in May. You can also do a self-guided tour. For those of you who live outside of Chicago, you will have the option of visiting a Latinx community near where you live or if you have the time and the means, you fly to Chicago to participate in the two field trips I will be hosting!</li> </ul>

<p>Module 8</p>	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Immigration Issues (continued) Education Issues Labor Issues</p> <ul style="list-style-type: none"> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts. Students will also continue work on their research paper by identifying 2-3 resources and writing an annotated bibliography.</li> </ul>
<p>Module 9</p>	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Latino Activism</p> <ul style="list-style-type: none"> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts. Students will also continue work on their research papers by identifying 2-3 additional resources and adding to their annotated bibliographies. Students will also be asked to submit a draft of their paper.</li> </ul>
<p>Module 10</p>	<ul style="list-style-type: none"> <li>• Topics</li> </ul> <p>Exploring Latinx Chicago through food and culture</p> <ul style="list-style-type: none"> <li>• Readings and Media Resources available on D2L</li> <li>• Assignments include discussion posts and a page to a page and half reading and media analysis paper. Students will continue work on their research paper. Final papers are due at the end of week 11 during finals week.</li> </ul>

# Grading

## Grade Weights

**Students are required to submit various types of assignments. These are weighted as follows.**

<b>Assignments</b>	<b>Weights</b>
Discussion posts and class participation	<b>35%</b>
Reading, media and class resource analysis	<b>35%</b>
Research paper	<b>20%</b>
Other assignments – quiz, field trip report	<b>10%</b>

# 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%	

Grades below C- in SNL courses do not satisfy competence and are not counted toward graduation.

The following University grading standards will be used in assessing students' work:

**A:** Accomplished the stated objectives of the course in an EXCELLENT manner

**B:** Accomplished the stated objectives of the course in a VERY GOOD manner

**C:** Accomplished the stated objectives of the course in a SATISFACTORY manner

**D:** Accomplished the stated objectives of the course in a POOR manner

**F:** Did NOT accomplish the stated objectives of the course

**PA:** Passing achievement in a pass/fail course. (Grades A through D.) **Students who take this course pass/fail must request this option by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading.**

**W:** Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

# Course Policies

## Policy on Late Work

Any work submitted after an assignment deadline will receive a grade of 0, unless an extension was negotiated with the instructor prior to the deadline. All negotiated, late submissions are subject to a grade reduction of 5% for each non-holiday weekday that elapses following the due date, up to the date of submission. An unforeseen, documented emergency is an exception to this policy, and should be brought to the instructor's attention as soon as possible. See also "Dean of Students Office" section below. Any assignment for which work is not submitted will receive a grade of 0.

## College and University Policies

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

[Academic Integrity Policy \(GRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format \(GRAD\)](#)

# **Additional Course Resources**

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)