

**The University of Findlay  
College of Liberal Arts  
Summer 2009**

*The Mission of the University is to equip our students  
for meaningful lives and productive careers.*

**Course Number/Title:** BLMC343.N1 – Hispanic/Latino Influences in the United States

**Credit Hours:** 3 semester hours

**Class Time/Place:** 05/06, 05/13, 05/20, 5/27, 06/10  
Synchronous (We meet for chat session)  
06/03 – Asynchronous (No chat, do discussion questions only)  
UF online in Lecture Hall from 6:00 – 8:10 - Wednesdays

**Prerequisites:** None

**Instructor:** Rosita Harper  
1114 North Cory #B  
419-434-4835 (office)  
harper@findlay.edu

**Office Hours:** By appointment and also after class online.

**Course Description** This course presents an overview of the history, immigration movements, and cultural traditions of the major Hispanic/Latino groups residing in the U.S. today. It examines important contributions that Spanish speakers have made to the multicultural fabric of American life (art, literature, music, politics, sports, business, and the professions). It also explores current political and social issues of concerns to Hispanics. The course material focuses on contemporary media including films, periodicals and newspapers, popular music, and the Internet.

**Relationship to the Conceptual Framework** The mission of the College of Liberal Arts is to prepare students for lives of critical thinking, cultural awareness, and service. The mission of The University of Findlay is to equip our students for meaningful lives and productive careers. This courses uses critical thinking as student learn about the role of Hispanics in the U.S. It makes them more culturally aware of the diversity of the Hispanics groups. This course will prepare the students in their careers and lives particularly in dealing with the Hispanic community as it becomes the largest minority group in the United States.

**Course Objectives**

Students will:

1. gain a basic knowledge of the history and immigration of the major Hispanic groups residing in the United States today.
2. analyze their own cultural attitudes, values and beliefs as a basis for distinguishing them from those of Spanish-speaking cultures in the U.S.
3. come to recognize, appreciate, and be able to discuss the uniqueness and the great diversity existing within the Latino/Hispanic populations in the United States.
4. examine some representative samples of the literature, arts, food, music, crafts, and architecture of the Spanish speaking populations of the United States and the greater Americas.
5. look at the stereotypes that are frequently applied to Hispanics through the media.
6. gain an awareness of some cultural and political issues of high concern to the Latino populations.

**Required Textbooks and other materials**

Websites which are accessed through blackboard.

**Knowledge Base**

Hispanic Magazine, Hispanic Business magazine, Vista magazine, Latina magazine.

Kanellos, Nicolas. *The Hispanic Experience*. Detroit: Visible Ink, 1994

Lopez, Tiffany Ann. *Growing Up Chicano/a*. Morrow, William and Company, 1994.

Shorris, Earl. *Latinos A Biography of the People*. New York: Avon Books, 1992.

**Instructional Strategies**

Case Analysis		Library and Internet Research	√
Debate		Practice/drill	√
Discovery/Independent Research		Problem solving	√
Discussion/Questioning/Interviewing		Reading assignments	√
Experiential Learning		Role playing/simulation games	
Field Experience		Service Learning	
Group Presentation		Video/Audio Review and Critique	
Laboratory Experiences		Other	

Lecture	√		
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### Methods of Assessment

Abstracts		Participation	√
Attendance	√	Peer Evaluation	
Capstone Project		Portfolio	
Case Study		Portfolio Lab Performance	
Exams		Presentations	√
Group Projects		Professional Evaluation	
Homework Assignments	√	Quizzes	
Internet Research	√	Research project	
Journaling		Other – Final Project	√
Lab Performance	√		
Oral/written review of literature			

<b>Grading</b>	Attendance (5 chat sessions)	20%
	Issue Report	20%
	PowerPoint of what you have learned	20%
	Interview Report	20%
	Threaded Discussions (for 6 sessions)	20% (including Reflection)
	Total	100%

### Grading Scale/Distribution

Grade	Points	Range
A	4.00	93 – 100
A-	3.67	90 – 92
B+	3.33	87 – 89
B	3.00	83 – 86
B-	2.67	80 – 82
C+	2.33	77 – 79
C	2.00	73 - 76
C-	1.67	70 – 72
D+	1.33	67 – 69
D	1.00	63 – 66
D-	0.67	60 – 62
F	0.00	Under 60

<b>Honor Code</b>	<i>I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, in my discretion, report it to the appropriate personnel.</i>
<b>Course Policies and Practices</b>	<p>Students are expected to attend every class. Twenty percent of the grade is based on attendance and participation in class. Also, students may not be allowed to make up class work for unexcused absences. Being late to class will count as ½ an absence. Please call the instructor if you are unable to attend a class</p> <p>The teacher may choose <b>not</b> to accept late assignments unless the student has a medical or legal excuse. Points may be deducted from the scores of late assignments.</p>
<b>Final Exam Date</b>	<b>No final exam – reports used in its place.</b>
<b>Special Services</b>	If you are a student with a disability, it is your responsibility to register with the Office of Disability Service and notify your instructor one week prior to any needed service so that reasonable accommodations can be made for you.
<b>Course and Instructor Evaluation</b>	Students will have an opportunity to evaluate course and professor at the end of the semester.
<b>Additional Information</b>	Grades will be posted online for each student to view.

**Tentative Course Outline (Course outline is subject to change throughout the semester)**

	<b>Date</b>		<b>Assignments Due</b>
<b>Week 1</b>	05/06	Introduction to the course, Syllabus, <b>PowerPoint Presentation</b> – Who are the Hispanics?  <b>Readings from the textbook:</b>  Introduction pp. ix – xii Uno (1) – Latino – Si y No Also look under External Links Dos (2) - Roots	Threaded Discussion Session #1 due 05/13  Introduction due by first class.
<b>Week 2</b>	05/13	<b>Readings from the textbook:</b>  Tres (3) – Mexican Americans Cuatro (4) – Puerto Ricans	Threaded Discussion Session #2 due 05/20
<b>Week 3</b>	05/20	<b>Readings from the textbook:</b>  Cinco (5) – Cuban Americans Seis (6) – Dominican Americans	Threaded Discussion Session #3 due 05/27
<b>Week 4</b>	05/27	Hispanics in the Military Look under External Links  <b>Readings from the textbook:</b>  Siete (7) Americans of Central and South American Descent Ocho (8) La Politica  <b>Issue Report due</b>	Threaded Discussion Session #4 due 06/03

<b>Week 5</b>	06/03	<b>Asynchronous – No class</b> Music – use external links  <b>Reading from the textbook:</b>  Nueve (9) – Famous Latinos  <b>PowerPoint Due</b>	Threaded Discussion Session #5 due 06/10
<b>Week 6</b>	06/10	Wrap up. Give a brief summary your issue report and interview. <b>Interview due</b>	Threaded Discussion Session #6 due 06/14

**Issue report is due by 05/27**

**PowerPoint is due 06/10**

**Interview is due 06/14**

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**The interview must be done last. – Questions will be provided.**

**Three page minimum (2 sources), use MLA or APA documentation on Bibliography (Reference Page) for reports.**