

**School for New Learning  
DePaul University  
Course Syllabus: IN 307 Advanced Elective Seminar: Latino Chicago  
Winter 2010**

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**Location:** Loop Campus

**Dates/Time:** Tuesday, 6:00-9:00pm

**Credit Hours:** 4

**No books are required for this course. The instructor will provide reading materials for each topic covered.**

**Course Description**

Chicago and the larger metropolitan area have long been destination points for many Latino immigrants. Today Latino Chicago is comprised of many diverse groups including Mexicans, Puerto Ricans, Cuban and Central and South Americans that have become a vital part of Chicago's economic, political and cultural life. This class will explore these Latinos' diverse histories and experiences of migration, as well as their journey in establishing a sense of place and home in Chicago. We will also study the social, economic and political history of Latino Chicago as well as current issues relevant to the community, such as housing, education and health care.

Some of the questions we will pursue in this course include, but are not limited to the following.

- 1) What are the historical roots of Latino migration to the U.S. and Chicago?
- 2) Have Latinos been able to maintain their culture and identity while living in Chicago?
- 3) How have Latinos fared with respect to issues concerning housing, education, employment and health?

In this course, we will learn about the concepts of race, class and gender and how these intersect to shape Chicago Latinos' experiences. While we will learn about the inequities that Latinos have experienced, we will also explore this community's struggle for social justice and its efforts to create a voice for itself in Chicago. We will conclude this course by exploring how Latinos/as are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness and justice. For example, we will explore some of the cultural and political projects of this community and the many groups that comprise it.

We will learn about these themes and address questions through readings, class lectures

and discussions, guest lectures, documentary films and field trips. Field trips to Latino Chicago communities such as Pilsen and Humboldt Park will take place during class time (TBD).

### **Competencies:**

**E-1:** Can evaluate the role and impact that Latino's migration to Chicago has played in shaping the community's sense of self and its social identity.

**E-2:** Can relate the Latino experience to another Chicago immigrant community and engage in multiple perspectives the significance these immigrants have in Chicago's history and growth.

### **Expected Outcomes**

Upon successful completing of this course, students will:

- Possess a basic understanding of the historical roots of Latino immigration and migration to the U.S. and Chicago
- Possess an understanding of the history of Latinos in Chicago
- Be able to explain Latino settlement, displacement and intra-city migration patterns
- Possess an understanding of the social economic conditions of Latinos in Chicago
- Possess an understanding of the health, education, employment and housing issues Chicago Latinos face
- Possess a basic understanding of concepts such as race, class and gender and how these intersect to shape Chicago Latinos' experiences
- Be able to explain how global processes and social policies at work in Chicago shape Chicago Latinos' experiences
- Possess a basic understanding of Latino political and cultural projects

### **Evidence the Students will submit –**

- All students must hand in journal responses to help document their understanding of the course, class readings, and questions posted by the instructor about class discussions, field trips, videos, and/or guests' presentations.
- Students will be placed in discussion groups. Students are expected to work collaboratively with their group in reviewing, analyzing, and participating in group discussions.
- All students will demonstrate competence through participation in class and group discussions, in-class assignments, journal assignments, participation of class field trips (TBD) and completion of reading assignments.
- For their final projects all students are required to do a 20-minute class presentation that addresses the E1 & E2 competencies (*A handout with instructions will be distributed later in the quarter*).

- Students must write a final 10-page final paper addressing the E1 & E2 competencies (*A handout with instructions will be distributed later in the quarter*).

**Attendance Policy:** Attendance and participation is very important! Everyone's learning experience will be enriched when every student participates and is present. Missing more than **two classes** will not allow you to meet the requirements for a passing grade.

**Criteria for Assessment –**

20% Attendance

25% Class Participation (includes group discussions, in class assignments, etc.)

25% Journals

30% Final Project

- Students must inform instructor by the second week of class if they intend to take the course for a Pass/Fail or a letter grade. Once students commit to taking a course for a Pass/Fail, they cannot switch back to a letter grade.

**Class Schedule**

**Week One 01/05/10**

**INTRODUCTIONS**

1. Introductions
2. Course review
3. Latino/a overview

**Week Two 01/12/10**

**WHERE DO LATINO/AS COME FROM?**

***Latin America - Geography 101***

1. Location
2. Borders

***Understanding Latin American culture***

1. History
2. Colonialism
3. Religion
4. Slavery
5. The indigenous population

**Week Three 01/19/10**

**WHERE DO LATINO/AS COME FROM? (con't)**

***Latin America - Geography 101***

1. Location
2. Borders

***Understanding Latin American culture***

1. History
2. Colonialism
3. Religion
4. Slavery
5. The indigenous population

#### **Week Four 01/26/10**

#### **THE LATINO HISTORY OF MIGRATION**

##### *History of migration*

1. To the U.S?
  - Mexicans
  - Cubans
  - Puerto Ricans
  - Central Americans
2. To Chicago
  - Then and now...

#### **Week Five 02/02/10**

#### **THE LATINO HISTORY OF MIGRATION (con't)**

##### *History of migration*

1. U.S.
  - Mexicans
  - Cubans
  - Puerto Ricans
  - Central Americans
2. Chicago
  - Then and now...

#### **Week Six 02/09/10**

#### **THE IMPACT OF LATINOS**

1. Social
  - A look at Latino communities
  - Creating space
2. Economic
  - Formal businesses
  - Informal businesses
  - Home ownership
3. Political
  - Who is who in Latino politics?
4. Cultural
  - Maintaining their cultural identity
  - Creating a hybrid culture

#### **Week Seven 02/16/10**

#### **THE IMPACT OF LATINOS (con't)**

1. Social
  - A look at Latino communities
  - Creating space

2. Economic
  - Formal businesses
  - Informal businesses
  - Home ownership
3. Political
  - Who is who in Latino politics?
4. Cultural
  - Maintaining their cultural identity
  - Creating a hybrid culture

**Week Eight 02/23/10**

**CURRENT ISSUES**

1. Housing
  - Gentrification
  - Migration to the suburbs
2. Education
  - Bilingual education
  - High school drop-out rates
  - Latinos/as in higher education

**Week Nine 03/02/10**

**CURRENT ISSUES (con't)**

1. Health care
  - Lack of health insurance
  - Health problems
2. Current immigration issues
  - The laws
  - Separation of families
  - Going back home

**Week Ten 03/09/10**

**STUDENTS' PRESENTATIONS**

**ALL STUDENTS MUST BE PRESENT!!**

**Week Eleven 03/16/10**

**STUDENTS' PRESENTATIONS**

**ALL STUDENTS MUST BE PRESENT!!**

**All final projects are due today!**