

APPENDIX 1

LATS L350-SOC 350 Contemporary Issues in Latino Studies: Latinos in the US: Origins and Prospects

Instructor:	Robert Aponte	Telephone: 274-2536
Office:	CA 306A	E-mail: raponte@iupui.edu
Office Hours:	Tue 1-3 PM, Mon/Wed 12-1 PM or by appointment	

COURSE OVERVIEW

Latino Studies LATS L350 and Sociology SOC 350 are one and the same class (cross-listed). It is one of the core courses in the Latino Studies curriculum recently launched by the School of Liberal Arts at IUPUI. It seeks to provide a basic understanding of the “who, why, when, and what (can we expect)” that underlie the Latino population’s arrival and experience in the United States. The class aims to illuminate such questions about Latinos as who are “those people,” where do they come from, why are they here, where have they settled in the US (and why there), what has been their experience, and what can they expect in the future. We will find that while, by definition, they come from a common part of the world (Central and South America, the Caribbean, or more basically, Latin America) their origins are more disparate than commonly conceived and their prospects are uncertain. What is eminently clear is that they are here to stay, can be an enormous force for good or ill, and will play an increasingly critical role in our nation’s political, social, and economic life.

COURSE GOALS

At the end of the semester, students should be able to:

- Be well versed on who Latinos are, from where they originate, why and when they arrived.
- Be familiar with the central themes and major events that have characterized the Latino population’s entry and tenure in the mainland US.
- Be able to articulate why some Latinos have fared so well in this society relative to the far more numerous ones whose trajectories have been marred by chronic with such seemingly little hope for their immediate futures.
- Be able to articulate the basic issues surrounding the “illegal immigrant” hysteria and its tragic results.

PRINCIPLES OF UNDERGRADUATE LEARNING

The Principles of Undergraduate Learning (PULs) are the essential ingredients of the undergraduate educational experience at IUPUI. These principles form a conceptual framework for all students' general education and necessarily permeate the curriculum in the major field of study as well. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

The following PUL is emphasized in R100: **Understanding Society and Culture**: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. For a full listing of the PULs, see:

[://www.iport.iupui.edu/selfstudy/tl/puls/](http://www.iport.iupui.edu/selfstudy/tl/puls/)

COURSE REQUIREMENTS AND EXPECTATIONS

Required texts

Juan Gonzalez (2011)

Harvest of Empire: A History of Latinos in America. NY: Penguin

Walter LeFeber (1993)

Inevitable Revolutions: The US in Central America. NY: WW Norton

Oncourse

Throughout the course, we will be using Oncourse, IUPUI's internet-based learning support system. Oncourse provides a wide-variety of electronic tools to suit our purposes. It allows for easily making and delivering course announcements and sending and receiving e-mail that is internal to our class alone. It also provides the platform for discussion forums, internet-based access to grades, and a host of other features. To access Oncourse, go to the following link (url): [://oncourse.iu.edu](http://oncourse.iu.edu). Once there, you will need to log-in using your NETWORK ID and PASSWORD. Your network ID and password should be the same as that for your university e-mail account. If you have trouble logging in, review the help information on the Oncourse login-page or visit any of the UITS support centers on campus (they can be reached at 4-HELP).

Grading (basics)

Grades will be determined on the basis of **FOUR** items. These are as follows: **TWO exams (30% each)**, a book review (**30%**), and participation (**10%**). **Please note:** some component of the exams may be based on class discussions, including videos shown, which are not fully captured by the readings. Likewise exams may, in part, draw upon sections of the readings not fully discussed in class. Details on the assigned book review will be provided in class.

Participation/Attendance (10 %): Attendance is a critical component of participation. See “Attendance” below. The grading scale is constructed as follows:

97-100 A+	93-96 A	90-92 A-
87-89 B+	83-86 B	80-82 B-
77-79 C+	73-76 C	70-72 C-
67-69 D+	63-66 D	60-62 D-
	<u>59 and below F</u>	

ADDITIONAL COURSE POLICIES

Academic Misconduct

As a student in this course, you are governed by the IU Code of Student Ethics and by the expectations and policies set forth in the Bulletin of the School of Liberal Arts (SLA). As stated in the SLA Bulletin (p. 21):

Cheating. Cheating is dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations. It is the responsibility of the student not only to abstain from cheating, but in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student assisted. The student should also do everything possible to induce respect of the examining process and for honesty in the performance of assigned tasks in or out of class.

Plagiarism. Plagiarism is the offering of the work of someone else as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. The language or ideas taken from another any range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or material taken from another source is guilty of plagiarism.

Administrative Withdrawal

A basic requirement of this course is that each student will participate in class and conscientiously complete writing and reading assignments. It is further expected that the student will keep in touch with the instructor (or the mentor and/or teaching assistant) if s/he is unable to attend class or complete an assignment on time. If the student misses ***more than half*** of the class meetings within the first four weeks of the semester without contacting one of the appropriate parties, s/he will be ***administratively withdrawn*** from

this section. Since this class meets twice per week, a student missing more than *four classes* in the *first four weeks* may be withdrawn. This may have academic, financial, and financial-aid implications. Since administrative withdrawals will take place *after* the tuition *refund period*, if you are administratively withdrawn from the course you will not be eligible for a tuition refund.

Additional in-class expectations

To ensure that all students feel comfortable, we **expect** all students to adhere to the following guidelines of in-class conduct:

- * Be in your seat and ready to begin class promptly at the official start time
- * Refrain from talking loudly to your neighbors while someone else is talking
- * Turn off or put on "vibrate mode" all pagers and cellular phones
- * Do not bring children or guests to class without prior authorization.

Students who violate these policies may be asked to leave class immediately.

Attendance

Attendance is required and will influence your grade in a number of ways. First, class discussions may incorporate significant material NOT presented in the readings, and you will still be expected to have benefited from them. Second, ten percent of your grade rides on attendance/participation. Clearly, an essential ingredient in this category is *Attendance*.

Each student will be allowed 2 absences for any reason; not counting August (missing that day will NOT be held against you). Once you have used up your absence-days quota, you will lose a point for each day that you miss. Hence, on the third absence, you will only be eligible for earning 9 points for participation/attendance.

Mental Health, Learning, and Disability Issues

If you or your fellow classmates have a disability or are experiencing mental health problems while a student at IUPUI, there are a variety of resources available to help you. Please do not hesitate to call for assistance. These resources are provided by the university to help students succeed and get the most out of their education at IUPUI. You are also welcome to talk with me about any issues or needs you may have.

- Counseling and Psychological Services (CAPS): (317) 274-2548; web: [://www.life.iupui.edu/caps/](http://www.life.iupui.edu/caps/)
- Adaptive Educational Services (AES): (317) 274-3241; web: [://www.life.iupui.edu/aes/](http://www.life.iupui.edu/aes/)

Tentative Course Outline

Day 1	Introduction & Hand-outs distributed
Day 2	Some Basics on Latinos, Chapter 1, Gonzalez
Week 2	Chapter 1, LaFeber
Week 3	Chapter 2, Gonzalez
Week 4	Chapter 2, LaFeber
Week 5	Chapter 3 Gonzalez;
Week 6	Chapter 2, LaFeber continued, Hand-outs
Week 7	Chapter 4, Gonzalez, Exam 1
Week 8	Review and New Handouts
Week 9	Chapter 4, Gonzalez continued;
Week 10	Chapter 3, LaFeber
Week 11	Chapter 4, Gonzalez; Chapter 4 LaFeber
Week 12	Book Review Week; Supplementary Readings
Week 13	Chapter 5, Gonzalez; Supplementary Readings
Week 14	Chapter 6, Gonzalez; LaFeber Chapter 4
Week 15	Chapter 6, Gonzalez continued; LaFeber Conclusion
Week 16	Review, Final exam

APPENDIX 2

Interdisciplinary courses

Africana Studies

AFRO A202 The West and the African Diaspora. An introduction to Western Europe's and America's perception of Africa and Africans. Emphasis is on the image of Africans and their New World descendants, as constructed by European and American intellectuals.

American Studies

AMST A301 The Question of American Identity: Alternative Histories and American Identity. Is American culture unified or does it consist of a potpourri of more or less distinct cultures? Beginning with the 1600s but emphasizing the nineteenth and twentieth centuries, this course explores classic texts in American culture, seeking to locate the terms of American unity in the midst of obvious diversity.

AMST A302 The Question of American Community. What are the varieties and forms of American social life? This course will explore the manner in which Americans, from Puritan times through the later decades of the twentieth century, have structured and experienced social life in rural, urban, and suburban settings.

AMST A303 Topics in American Studies. Interdisciplinary consideration of various American studies topics.

Anthropology

ANTH A460 Topics in Anthropology (variable title). Anthropology of Latin America or Archaeologies of Latin America. A conceptual examination of selected topics in the field of anthropology.

ANTH E300 Cultures of Mexico and Central America. An ethnographic survey of a selected culture area or ethnic group.

ANTH E384 The African Diaspora. This course examines the cultural formation of the African Diaspora in the Americas. The course focuses specifically on the development of the African diasporic populations in the Caribbean, Central America and South America in comparative perspective. Students will develop a critical understanding of the African Diaspora as a geographical displacement, as an assemblage of cultural groups, and as a process of political identification.

ANTH E403 Women of Color in the US. This course examines the concepts of race, and gender as inextricably tied analytical categories, and how they have structured the lives of African American, Latina, Native American and Asian American women, both US born and immigrant. Themes of oppression, identities and activism figure prominently throughout the course.

ANTH E457 Ethnic Identity. A cross-cultural analysis of the nature of ethnic groups and identity, including the effects of colonialism and nationalism on ethnic groups, stereotyping groups, ethnic symbols and styles, and persistence and change in ethnicity.

ANTH L401 Language, Power, and Gender. This course investigates sociocultural aspects of language use, focusing on the interaction of power and gender with language. Topics include differences in men's and women's language use, discourse patterns and power relationships, and identity and language use. To what extent does the language we speak sustain the dominance of certain groups in our society?

Art and Design

HER H300 Black Visual Artists A survey of the artistic traditions of Africans in the New World, from the period of slavery in North and South America through contemporary and expatriate African American artists. Equivalent to Afro-American Studies A352; students may not receive credit for both courses.

Communication Studies

COMM C180 Introduction to Interpersonal Communications. P: reading placement score of at least 80. The study of human dyadic, interaction, including topics as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships. Course covers applications of interpersonal communication theory/research, including communication competence.

COMM G400 Health Provider-Consumer Communication. This course is designed to teach communication skills and practices related to health care discourse, by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between healthcare providers and patients

COMM C482 Inter-Cultural Communication Intercultural. P: C180 or permission of instructor. Cognitive, affective, and behavioral learning about intercultural and intracultural communication to increase understanding of the centrality of communication in the social, psychological, and environmental aspects of culture.

Economics

ECON E101 Survey of Current Economic Issues and Problems. For nonmajors only. Basic economic principles applied to current social issues and problems. Topics covered will typically include inflation, unemployment, wage and price controls, welfare, social security, national debt, health programs, food prices, pollution, crime, mass transit, revenue sharing, multinationals, population, and energy.

ECON E307 Current Economics Issues. P: E201 or permission of instructor. Current economic issues, problems, and research methods. Designed to explore in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

Education

EDUC E201 Multicultural Education and Global Awareness. EDUC–E 201 Multicultural Education and Global Awareness. This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism.

EDUC M317 Student Commonality and Diversity. Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socio-economic class, and language; and become familiar with multicultural education in practice and its effects on the curriculum, classroom, and school structure.

English

ENG L379 Ethnic and Minority Literature of the United States. Analysis of literature by and about immigrants from diverse cultures as well as ethnic literature about groups such as African Americans, Appalachians, Hispanics, and Native Americans, from a historical and thematic perspective.

ENG W366 Written Englishes: Living Cultural Realities. This course examines the intricacies of the English Language, the language variety or dialect called “correct” or “standard written English,” its meaning, history, and politics.

Geography

GEOG G323 Geography of Latin America. National and regional variations in terrain, climate, natural resources, and economic and social life in Mexico, Central America, the West Indies, and South America.

GEOG G324 Geography of the Caribbean. Geographic introduction to the Caribbean, stressing global and regional political and economic relationships, physical and natural environments, human activities and human-environmental relationships which give coherence and identity to the diversity of Caribbean landscapes, peoples, and cultures.

GEOG G363 Landscapes and Cultures of the Caribbean. Field courses are taught during summer. Includes two weeks of preliminary lectures at IUPUI followed by approximately two weeks of intensive field study in the Caribbean. Destinations vary from year to year.

Health and Rehabilitation Sciences

SHRS W250 Health and Rehabilitation Systems across the World. This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

SHRS W460 Global Perspectives in Nutrition, Health, Disease, and Disability. Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

History

HISTA421 Topics in United States History: The American Ethnic Experience. Intensive study and analysis of selected historical issues and/or problems in United States history. Topics will vary by semester.

HISTA352 History of Latinos in the United States. Examines twentieth century history of immigration to the United States from Mexico, Puerto Rico, Cuba, and Central America. Compares causes of immigration and contrasts experiences of Latino immigrants in the United States.

HIST F341 Latin America: Conquest and Empire. The colonial period: Spanish, Portuguese, Indian, and African backgrounds; discovery, conquest, and settlement; economic, social, political, religious, and cultural life; the movement toward independence.

HIST F342 Latin America: Evolution and Revolution since Independence. National period: the struggle for independence; the nineteenth-century attempts to achieve political stability and economic progress; the efforts to attain social justice in the twentieth century, with emphasis on common problems.

HIST F346 Modern Mexico. Survey of Mexican history from the late 1800s to the present. Focuses on causes for and long-term consequences of Mexico's 1910 revolution.

HIST F347 History of United States–Latin American Relations. This course examines the history of diplomatic, economic, and cultural relations between the United States and Latin America from the late 1700s to the present.

International Studies

INTL-I 100 Introduction to International Studies. This is the required introductory course for the international studies major and minor. In contrast to international relations (a subfield of political science), with which it is often confused, international studies is an interdisciplinary field. This course provides you with an interdisciplinary sample of international studies scholarship from a variety of academic disciplines.

INTL-I 415 Individual Readings in International Studies. This course allows students to pursue independent study projects or to take advantage of opportunities to collaborate with faculty on research projects in international studies.

Journalism

JOUR J475 Race, Gender, and the Media. Survey and analysis of how news and entertainment media represent issues of race and gender. History of women and people of color as media professionals and media consumers. Discussion of contemporary problems and potential solutions.

Philanthropic Studies

PHSY P 105 Giving and Volunteering in America. This introductory course for non-majors encourages students to reflect on their past and current experiences with giving and volunteering. Students will be introduced to the historical, philosophical, and literary traditions of American philanthropy and will be encouraged to apply them to their own lives, service experiences, educational and professional goals, and visions of a better world. One component of the course involves a service-learning experience and reflective essay.

PHST P201 Traditions and Practice in Philanthropic Studies. The course explores the issues and values surrounding philanthropy and nonprofit organizations as they have developed in history, as they shape contemporary formal study of philanthropy, and as an important part of students' personal, intellectual, and professional lives. One component of the course involves a service-learning experience and reflective essay.

PHST P210 Philanthropy and the Social Sciences. This course in the social sciences (including anthropology, communication studies, economics, ethnic studies, political science, psychology, and sociology) offers an introduction to the analytical approaches and perspectives that the social sciences bring to bear upon the study of philanthropy. The course surveys the issues and diverse roles played by voluntary action and philanthropic organizations in society, as well as the problems and questions that shape social science research on understanding and improving the practice of philanthropy.

PHSY P211 Philanthropy and the Humanities. This course draws from the humanities disciplines (including the arts, history, literature, philosophy and religion) to address the question of responsible action in philanthropy. To whom or to what should a philanthropist be responsible? Readings and discussions will involve an analysis of values, goals, purposes, moral claims, and aspirations that sometimes compete, conflict, or coexist uneasily in philanthropic action and organizations.

PHST P212 Philanthropy and Civic Engagement. What contributions do philanthropic actions and organizations make to society? And how does social policy support philanthropy and voluntary service? Using insights from history, economics, political science, and public policy, this course examines the nature and scope of philanthropic giving and volunteering in the United States, the ideas and forces that have shaped its character and growth, and the policy issues it presents within democratic society. One component of the course is an experiential group project to improve the campus.

Philosophy

PHIL P325 Social Philosophy (variable title course). Concentrated study of one more topics in social philosophy, e.g. human rights, political violence, civil disobedience, and legal paternalism.

Political Science

POLS Y337 Latin American Politics. Comparative analysis of political change in major Latin American countries, emphasizing alternative explanations of national and international developments; examination of impact of political parties, the military, labor and peasant movements, Catholic church, multinational corporations, regional organizations, and United States on politics; public policy processes in democratic and authoritarian regimes.

POLS Y377 Globalization. A course that investigates the economic, environmental, financial, political, security, and technological aspects of globalization.

Public and Environmental Affairs

SPEA V221 Nonprofit and Voluntary Sector. This course provides a broad overview of the United States nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations and looks at current challenges that the sector faces.

SPEA J275 Diversity Issues in Criminal Justice. This course will examine the influence of diversity issues such as race, ethnicity, class, and gender on crime and the treatment of underrepresented groups throughout the American criminal justice system.

SPEAV362 Nonprofit Management and Leadership. Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

SPEA V380 Internship in Public and Environmental Affairs. P: permission of instructor. Open to interested students upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research.

Religious Studies

REL R328 Religions of the African Diaspora. Surveys the origin, history, organizational structures, beliefs, and devotional practices of the religions that developed among African slaves and their descendents in the new world (including Brazil, Haiti, Cuba, and the United States).

REL R400 Studies in Religion. Specialized and intensive studies in religion with an interdisciplinary emphasis. (Variable topics).

Social Work

LSTU L385 Class, Gender and Race. This course provides a historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. It examines union responses and strategies for addressing class, race, and gender issues.

SWK S100 Understanding Diversity in a Pluralistic Society. Theories and models that enhance understanding of our diverse society. This course provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group.

SWK S300 Latin American Issues in a Global Society. A compressed class taught the second half of the Spring semester.

SWK S300 Global Society: Human, Economic, Social, and Political Issues. The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

Sociology

SOC R121 Social Problems. Selected current “ problems” of American society are analyzed through the use of basic sociological data and the application of major sociological frameworks. Policy implications are discussed in light of value choices involved in various solutions.

SOC R461 Race and Ethnic Relations. P: R100 or consent of instructor. Comparative study of racial, ethnic, and religious relations. Focus on patterns of inclusion and exclusion of minority groups by majority groups. Discussion of theories of intergroup tensions—prejudice and discrimination—and of corresponding approaches to the reduction of tensions.

Spanish

SPAN S231 Spanish-American Fiction in Translation. Representative prose fiction of Spanish America. Background lectures on the evolution of the short story and novel. Readings and discussions will concentrate on the fiction of the twentieth century.

SPAN-S 323 Introduction to Translating Spanish and English. P: S313 or consent of instructor. A comparative study of the style and grammar of both languages with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice.

SPAN S360 Introduction to Hispanic Literature. P: S313 or consent of instructor. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

SPAN S363 Introduction to Hispanic Culture. P: S313 or consent of instructor. Introduction to the cultural history of Spanish-speaking countries with emphasis on its literary, artistic, social, economic, and political aspects.

SPAN S412 Latin American Culture and Civilization. P: S313 and S363, or consent of instructor. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN-S 423 The Craft of Translation (3 cr.) P: S313 and S323, or consent of instructor. Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, allusion, etc. PUL=2,1A,6;RISE-E

SPAN S440 Hispanic Sociolinguistics. P: S326 or equivalent. Topics include sociolinguistic and phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology, language attitudes, languages in contact, language and gender, language and the law, bilingualism, linguistic politeness, and speech act theory.

SPAN S470 Women and Hispanic Literature. P: S313 and S360, or consent of instructor. The Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism.

SPAN S472 Spanish-American Literature I-II. P: S313 and S360, or consent of instructor. Introduction to Spanish-American literature.

SPAN S477 Twentieth-Century Spanish-American Prose Fiction. P: S313 and S360, or consent of instructor. Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers.

Tourism, Conventions and Event Management

TCEM 334 Cultural Heritage Tourism. Cultural heritage tourism balances visitor interests and needs against protecting cultural and heritage resources. This course examines the range of cultural and heritage assets that can become viable tourism attractions and looks at ways of linking quality cultural heritage tourism to community development. Special emphasis will be placed on Indiana cultural and heritage tourism.

TCEM 483 Ecotourism. Course will introduce students to the history, principles, marketing, planning, and management of ecotourism activities and development which promotes environmental awareness and adds economic benefits.

APPENDIX 3

Latino Studies Program - Course Approval Form for Topic Courses

Student Name: _____

Semester: _____

Course Number: _____

Course Title: _____

Professor (email): _____ (_____)

Program Director _____ Date: ____/____/____

Appendix 4



INFORMATION MANAGEMENT & INSTITUTIONAL RESEARCH

{IMIR.IUPUI.EDU}



▶ INSTITUTIONAL DATA ▶ STUDENT PROFILE ▶

Headcount by Demographic and Enrollment Variables

IUPUI Indianapolis only, All Departments/Groups, All Levels

FALL SEMESTERS	2006	2007	2008	2009	2010
<i>Total Headcount</i>					
Total	28,301	28,322	28,772	28,756	28,915
Undergraduate	19,818	19,733	19,970	20,564	20,664
Grad/Prof	8,483	8,589	8,802	8,192	8,251
<i>Headcount By Level</i>					
Freshman	4,589	4,518	4,542	4,371	4,033
Sophomore	4,703	4,418	4,446	4,644	4,625
Junior	3,688	3,679	3,813	3,969	4,157
Senior	5,901	6,116	6,206	6,479	6,883
UG Special/Unclassified	937	1,002	963	1,101	966
Masters	4,619	4,749	4,978	4,263	4,294
Doctorate - Research	451	455	502	564	606
Doctorate - Practice	2,580	2,600	2,637	2,718	2,738
GR Special/Unclassified	833	785	685	647	613
<i>Full- vs. Part-Time Enrollment Status</i>					
Full-Time	16,871	17,361	17,932	18,742	19,151
Part-Time	11,430	10,961	10,840	10,014	9,764
<i>Residency</i>					
Indiana Resident	25,732	25,624	25,628	26,296	26,420
Non-Resident	2,569	2,698	3,144	2,460	2,495
<i>Gender</i>					
Male	11,948	12,057	12,516	12,328	12,591
Female	16,353	16,265	16,256	16,428	16,324
<i>Ethnicity</i>					
Total Minority	4,319	4,463	4,541	4,684	4,968
African American	2,612	2,629	2,604	2,719	2,783

American Indian/Alaska Native	94	87	83	75	65
Asian American/Native Hawaiian/Pacific Islander	961	1,045	1,140	1,119	1,162
Hispanic/Latino	652	702	714	771	958
International	943	1,126	1,339	1,335	1,350
White	21,719	21,305	21,242	21,002	21,063
Unknown	1,320	1,428	1,650	1,735	1,534
<i>Age Group</i>					
Under 25*	14,776	14,924	15,511	16,023	16,209
25 and Over*	13,525	13,396	13,261	12,733	12,706
Invalid Birth Date	0	2	0	0	0
Under 18	154	150	196	259	232
18 to 20	5,806	6,101	6,504	6,616	6,617
21 to 22	4,651	4,652	4,650	5,000	5,155
23 to 24	4,165	4,021	4,161	4,148	4,205
25 to 32	8,052	8,095	8,013	7,876	7,957
33 to 39	2,639	2,558	2,599	2,381	2,377
40 to 59	2,764	2,654	2,563	2,393	2,297
60 +	70	89	86	83	75

Notes:

† Asian American/Pacific Islander data includes Hawaiian

† * - excludes invalid birthdates

† Students in dual careers are counted once at each campus. Headcount for 'IUPUI Indianapolis' report is unduplicated.

Click on the  (top right) for a description of this report.

Notes: Headcount for IUPUI (Indianapolis and Columbus) is unduplicated. Headcount for a school is based on duplicated heads. See "definitions" tab for further explanation.

Headcount figures for students enrolled in programs under the IU Graduate School are reported in Graduate School figures and in program school figures. For instance graduate programs in Liberal Arts are reported in Liberal Arts figures and in Graduate School figures. Graduate School figures include only those programs administered through the Graduate Office at IUPUI.

Source: Census

Last Updated: Oct 12 2010 10:02PM

620 Union Dr, G003, Indianapolis, IN 46202 Ph: (317) 278 2282 Fax: (317) 274 3400

Last Updated: 2009-Jul-07-09:43 AM by IMIR Web Team (amp)

URL: <http://reports.iupui.edu/render.aspx/INSTITUTIONAL%20DATA/HCBYDEMO/IUPUI>

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Appendix 5



INFORMATION MANAGEMENT & INSTITUTIONAL RESEARCH

{HTTP://IMIR.IUPUI.EDU/}

QUALITY INDICATORS AND PROFILE OF UNDERGRADUATE APPLICANTS AND ADMITTED STUDENTS

IUPUI Indianapolis only	Fall	07/10/2011 (Wk# 29)
View		

Report for: IUPUI Indianapolis only, Semester: Fall, Week ending: 7/10/2011

Beginners

	Applicants					Admitted				
	2010	% of Total	2011	% of Total	% Chg 2010 to 2011	2010	% of Total	2011	% of Total	% Chg 2010 to 2011
Total										
Total	10778	100%	9217	100%	-14.5%	6547	100%	6249	100%	-4.6%
High School Percentile Rank										
Top 10%	1135	14.5%	919	14.1%	-19%	1077	20%	895	17.9%	-16.9%
Top third	4134	52.7%	3494	53.4%	-15.5%	3787	70.4%	3313	66.4%	-12.5%
Middle third	2937	37.4%	2488	38%	-15.3%	1522	28.3%	1593	31.9%	4.7%
Bottom third	774	9.9%	560	8.6%	-27.6%	74	1.4%	87	1.7%	17.6%
Avg HS Percentile Rank	63	-	64	-	-	72	-	71	-	-
Average SAT	999	-	991	-	-	1033	-	1017	-	-
Average ACT	21	-	21	-	-	22	-	22	-	-
Ethnicity										
African American	1658	15.4%	1706	18.5%	2.9%	675	10.3%	830	13.3%	23%
Asian American	372	3.5%	324	3.5%	-12.9%	275	4.2%	251	4%	-8.7%
Hispanic American	549	5.1%	549	6%	0%	297	4.5%	371	5.9%	24.9%
Native American	101	0.9%	76	0.8%	-24.8%	46	0.7%	50	0.8%	8.7%
Minority Total	2680	24.9%	2655	28.8%	-0.9%	1293	19.8%	1502	24%	16.2%
International	326	3%	463	5%	42%	158	2.4%	225	3.6%	42.4%
All Others/ Unknowns	7772	72.1%	6099	66.2%	-21.5%	5096	77.8%	4522	72.4%	-11.3%
Age										
19 and Younger	10170	94.4%	8606	93.4%	-15.4%	6354	97.1%	6032	96.5%	-5.1%

25 and Older	177	1.6%	182	2%	2.8%	49	0.8%	43	0.7%	-12.2%
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** — Figures not displayed due to small number of applicants or admits.

Undergraduate Transfers

	Applicants					Admitted				
	2010	% of Total	2011	% of Total	% Chg 2010 to 2011	2010	% of Total	2011	% of Total	% Chg 2010 to 2011
Total										
Total	3350	100%	3563	100%	6.4%	1949	100%	2287	100%	17.3%
Ethnicity										
African American	496	14.8%	607	17%	22.4%	245	12.6%	333	14.6%	35.9%
Asian American	108	3.2%	129	3.6%	19.4%	64	3.3%	87	3.8%	35.9%
Hispanic American	104	3.1%	123	3.5%	18.3%	56	2.9%	83	3.6%	48.2%
Native American	31	0.9%	23	0.7%	-25.8%	20	1%	14	0.6%	-30%
Minority Total	739	22.1%	882	24.8%	19.4%	385	19.8%	517	22.6%	34.3%
International	163	4.9%	169	4.7%	3.7%	106	5.4%	121	5.3%	14.2%
All Others/ Unknowns	2448	73.1%	2512	70.5%	2.6%	1458	74.8%	1649	72.1%	13.1%
Age										
19 and Younger	546	16.3%	567	15.9%	3.8%	289	14.8%	312	13.6%	8%
25 and Older	1137	33.9%	1137	31.9%	0%	658	33.8%	776	33.9%	17.9%

** — Figures not displayed due to small number of applicants or admits.

Undergraduate Non-degree

	Applicants					Admitted				
	2010	% of Total	2011	% of Total	% Chg 2010 to 2011	2010	% of Total	2011	% of Total	% Chg 2010 to 2011
Total										
Total	690	100%	621	100%	-10%	491	100%	446	100%	-9.2%
Ethnicity										
African American	94	13.6%	90	14.5%	-4.3%	79	16.1%	59	13.2%	-25.3%
Asian American	28	4.1%	21	3.4%	-25%	21	4.3%	14	3.1%	-33.3%
Hispanic American	19	2.8%	20	3.2%	5.3%	15	3.1%	16	3.6%	6.7%
Native American	2	0.3%	5	0.8%	150%	2	0.4%	3	0.7%	50%
Minority Total	143	20.7%	136	21.9%	-4.9%	117	23.8%	92	20.6%	-21.4%
International	18	2.6%	34	5.5%	88.9%	14	2.9%	26	5.8%	85.7%
All Others/ Unknowns	529	76.7%	451	72.6%	-14.7%	360	73.3%	328	73.5%	-8.9%

Age

19 and Younger	194	28.1%	109	17.6%	-43.8%	158	32.2%	71	15.9%	-55.1%
25 and Older	298	43.2%	296	47.7%	-0.7%	204	41.6%	223	50%	9.3%

** — Figures not displayed due to small number of applicants or admits.

Intercampus Transfers ^a

	Applicants					Admitted				
	2010	% of Total	2011	% of Total	% Chg 2010 to 2011	2010	% of Total	2011	% of Total	% Chg 2010 to 2011

Total

Total	675	100%	686	100%	1.6%	511	100%	532	100%	4.1%
-------	-----	------	-----	------	------	-----	------	-----	------	------

Ethnicity

African American	96	14.2%	107	15.6%	11.5%	64	12.5%	68	12.8%	6.3%
Asian American	22	3.3%	22	3.2%	0%	16	3.1%	19	3.6%	18.8%
Hispanic American	26	3.9%	27	3.9%	3.8%	18	3.5%	20	3.8%	11.1%
Native American	2	0.3%	8	1.2%	300%	2	0.4%	4	0.8%	100%
Minority Total	146	21.6%	164	23.9%	12.3%	100	19.6%	111	20.9%	11%
International	9	1.3%	7	1%	-22.2%	7	1.4%	5	0.9%	-28.6%
All Others/ Unknowns	520	77%	515	75.1%	-1%	404	79.1%	416	78.2%	3%

Age

19 and Younger	147	21.8%	155	22.6%	5.4%	109	21.3%	114	21.4%	4.6%
25 and Older	128	19%	126	18.4%	-1.6%	92	18%	103	19.4%	12%

** — Figures not displayed due to small number of applicants or admits.

Returning Students ^b

	Applicants					Admitted				
	2010	% of Total	2011	% of Total	% Chg 2010 to 2011	2010	% of Total	2011	% of Total	% Chg 2010 to 2011

Total

Total	939	100%	982	100%	4.6%	629	100%	723	100%	14.9%
-------	-----	------	-----	------	------	-----	------	-----	------	-------

Ethnicity

African American	161	17.2%	218	22.2%	35.4%	100	15.9%	151	20.9%	51%
Asian American	23	2.5%	21	2.1%	-8.7%	14	2.2%	13	1.8%	-7.1%
Hispanic American	24	2.6%	30	3.1%	25%	15	2.4%	22	3%	46.7%
Native American	5	0.5%	2	0.2%	-60%	4	0.6%	2	0.3%	-50%
Minority Total	213	22.7%	271	27.6%	27.2%	133	21.1%	188	26%	41.4%

International	4	0.4%	9	0.9%	125%	4	0.6%	6	0.8%	50%
All Others/ Unknowns	722	76.9%	702	71.5%	-2.8%	492	78.2%	529	73.2%	7.5%
Age										
19 and Younger	5	0.5%	11	1.1%	120%	0	0%	6	0.8%	0%
25 and Older	644	68.6%	686	69.9%	6.5%	468	74.4%	532	73.6%	13.7%

** — Figures not displayed due to small number of applicants or admits.

-- Effective 7/12/2010, SPEA's undergraduate and graduate health programs transferred to the Department of Public Health in the School of Medicine

-- School of Music data is now reported under Engineering and Technology

a: Intercampus Transfers (ICUs)—Applicants who were formally a degree-seeking student at another IU campus and are now applying as an undergraduate degree-seeking student to the IUPUI campus as an ICU for the first time. Figures exclude students who are undergraduate Temporary Intercampus Transfer students. Students who earned a bachelor's degree from IU or any other institution are also excluded.

— ICU data is not available prior to Summer 2007.

b: Returning Students (RTUs)—Students previously enrolled as a degree-seeking student at IUPUI who left the institution for at least one full year/ two consecutive semesters and plan to return to IUPUI as an undergraduate degree-seeking student. Students who earned a bachelor's degree from IU or any other institution are excluded.

— RTU data is not available prior to Summer 2007.

620 Union Dr, G003, Indianapolis, IN 46202; Ph: (317) 278 2282; Fax: (317) 274 3400

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Appendix 6

To: Bill Blomquist, Dean, School of Liberal Arts

From: Scott Pegg, Acting Chair, Department of Political Science

Re: Latino Studies minor proposal

3 October 2011

Dear Bill,

Tim Brothers and Rosa Tezanos-Pinto asked me to write a letter of support for their proposal to establish a Latino Studies minor (perhaps eventually leading to a major and/or certificate program as well) in the IU School of Liberal Arts at IUPUI. It is my pleasure to do so.

The proposal is clearly correct that the Hispanic population in Indianapolis is growing rapidly. Looking down the road, this population has to have one of the biggest growth potentials of any group that the IU School of Liberal Arts at IUPUI can serve. The Latino Studies proposal does a lot to expand our conceptions of diversity and internationalization and positions us well to take advantage of future demographic growth in our metropolitan area.

As was the case with the International Studies major proposal that I helped devise, this proposal also makes very good use of existing resources. As it is conceived, there would only be two new courses created for the Latino Studies minor: LATS L101 as the introductory course and LATS L350 as the required upper-level elective for the minor and presumably the capstone course were this ultimately to be developed into a major. The remainder of the courses would draw, as the International Studies minor and major do, from existing courses already taught and offered by established departments in SLA and other schools across campus. In the context of constrained resources, I think this proposal's model of proprietary introductory and capstone courses which ensures intellectual coherence combined with the widespread use of already existing courses offered by other departments and schools which minimizes the need for new resources offers us the best model available for moving forward with new interdisciplinary programs. Given that faculty have already been identified to teach LATS L101 and L350, I think it is safe to assume that this minor can get off the ground quickly and that the demands it places upon the school will be quite modest.

In conclusion, this proposal has my full and enthusiastic support. It promotes diversity and internationalization, usefully targets a growing demographic segment of our market and makes wise and judicious use of existing resources. I encourage you to give it careful consideration and hope you will agree with me that it is ultimately worthy of your support.

Sincerely,

A handwritten signature in dark ink, appearing to read "Scott Pegg", with a stylized flourish at the end.

Scott Pegg,
Associate Professor and Acting Chair, Department of Political Science,
IUPUI

----- Forwarded message from lmcguir@iupui.edu -----

Date: Fri, 8 Jul 2011 19:16:19 +0000

From: "McGuire, Lisa E." <lmcguir@iupui.edu>

Reply-To: "McGuire, Lisa E." <lmcguir@iupui.edu>

Subject: Latino Studies

To: "Brothers, Timothy S." <tbrother@indiana.edu>

Dear Timothy - I am responding to a recent email you sent to Dr. Margaret Adamek regarding the new degree in Latino Studies. I am delighted that IUPUI will be offering this opportunity to students. And we would be delighted to work collaboratively with you and include some of our courses as breadth opportunities for students studying for this major. I have included the BSW program student services coordinator, Ivette Barbosa, on this email as she is proudly Latina and has worked hard to recruit Latino students into our program. She would be an ideal person to serve as a contact for the social work program. She also teaches a section of one of the courses identified in your previous emails (S100).

Social work, as a profession, embraces diversity and considers it a vital element of human behavior. We are aware of the growing Latino population and are working to help prepare social workers to better meet needs in the community. Ivette recently provided a ½ training for our community field instructors on Latino culture that was well-attended - we know the need is there!

The two courses you identified from your search would be ideal in supporting students seeking a breadth of understanding for Latino Studies:

S100 Understanding Diversity in a Pluralistic Society - in addition to traditional sections, we offer a Freshman seminar along with the S100 in the Fall, which provides additional support to incoming students. Dr. Khadija Khaja teaches this section. It is offered both semesters.

S221 Human Behavior in the Social Environment I: Individual Functioning this course is offered online and face-to-face. It is offered both semesters and in the summer.

In addition, we offer two others that I think would fit as well:

S300 Global Issues of Human Rights and Culturally Competent Practice -

This is an online course taught by Dr. Khaja and it did go this past spring.

S300 Latin American Issues in a Global Society (this is a relatively new course that has been offered as a compressed class the second half of the Spring semester. I do not believe we have had enough students to have this go but we would sure like to! The instructor is Irene Queiro-Tajalli.)

I have attached the full course description and objectives for all of these courses. Quite a few Nursing students take the S100 course along with our prospective social work students, however, all these courses are open to anyone.

Please let me know if there is anything we can do to be supportive of your efforts for this important new opportunity!

Lisa E. McGuire, Ph.D.
Interim Director of the BSW Program and Associate Professor
Indiana University School of Social Work
902 W. New York, ES4138K
Indianapolis, IN 46202
(317) 274-6736

Celebrating 100 Years of Giving Hope and Changing Lives

Re: FW: Latino Studies proposal

>
> From: Lee, Jennifer M
> Sent: Sunday, July 10, 2011 2:07 PM
> To: Eickmeier, Valerie A; Maldi, Amy C
> Subject: RE: Latino Studies proposal
>
> Hello!
> This is a wonderful idea. I'm certain it will be a welcome option for
> many students, both Latino and non-Latino, who want to understand
> American culture better.
> I'm not certain that H-300 would be a good fit. It focuses
> extensively on African-American artists, and makes sense as a
> comparative case, but it's not an ideal fit for a core course.
> We hired a new art historian starting last January whose research
> area is colonial Latin America. She specializes in Peru, Chile, and
> Argentina, but her expertise extends to much of Latin America in the
> pre- and post-colonial eras. Since she's only been with us one
> semester, her individual courses are still being taught under
> variable topics numbers, but she'll get them permanent ones in the
> next year or so. Meanwhile, I would watch for offerings taught by Dr.
> Emily Engel under the numbers HER-H304 and HER-H400 for suitable
> offerings. In the coming fall she'll be teaching a course on
> Collecting in the Early Modern World, which will cover both Europe
> and the Americas. This past spring she taught "The Art of Spain and
> New Spain," with a focus on Mexico, that might have fit well.
> In recent years we have offered courses under variable topics
> numbers such as "The Caribbeanness of Caribbean Art," "The Art of the
> Maya," and "Pre-Columbian Art." Also, Latino and Latina artists from
> North America are included in our survey courses and in courses such
> as "Women in Art" where appropriate, but probably do not represent a
> sufficient percentage of the course content to warrant inclusion in a
> listing for the Latino Studies program. However, a student in one of
> these courses might take on a research paper topic that could make it
> appropriate to count such a course by individual arrangement.
> We would be delighted to keep your new program informed whenever our
> rotating topics courses cover an area that would fit within your
> curriculum.
>
> Sincerely,
> Jennifer
>
> Jennifer Lee
> Associate Professor of Art History
> Associate Dean of Academic and Student Affairs
> Herron School of Art and Design, IUPUI
> 735 W. New York Street, Indianapolis, IN 46202
> (317) 278-9451
>

RE: Latino Studies proposal

Johnson, Kathy Elizabeth

Sent: Friday, July 08, 2011 8:51 AM

To: Brothers, Timothy S.; Tezanos-Pinto, Rosa

Cc: Williams, Jane R.

Tim and Rosa - this sounds like a wonderful degree program! I've transitioned out of the chair role, so I'm cc'ing Jane Williams who is now serving as interim chair. Humanistic Psychology is taught every semester, but it probably does not have the focus that you're looking for (it's a theoretical branch of psychology, grounded in the work of individuals such as Carl Rogers and Carl Jung). We are in the process of developing a course in the area of multicultural psychology, which would be a terrific fit - but it's not yet been approved and there is still some debate over the title. I'm sure that Jane will be in touch with updates as the fall semester progresses.

Best wishes on the launch of this program!

Kathy

Dr. Kathy E. Johnson
Professor, Department of Psychology
Dean of University College
Associate Vice Chancellor for Undergraduate Education

Taylor Hall, room 3163
815 W. Michigan St., Indianapolis, IN 46202
317-278-0033 (fax: 317-278-2216)
www.universitycollege.iupui.edu

Before printing this e-mail, think green and conserve paper.

Fwd: Re: New Latino Studies program at IUPUI

Brothers, Timothy S.

Sent: Tuesday, July 12, 2011 12:35 PM

To: Tezanos-Pinto, Rosa

Attachments:AMST Syllabuses.zip (1 MB)

----- Forwarded message from martcole@iupui.edu -----

Date: Tue, 5 Jul 2011 15:51:11 +0000

From: "Coleman, Martin A" <martcole@iupui.edu>

Reply-To: "Coleman, Martin A" <martcole@iupui.edu>

Subject: Re: New Latino Studies program at IUPUI

To: "Brothers, Timothy S." <tbrother@indiana.edu>

Dear Dr. Brothers,

I would be pleased to help with a proposal for a B.A. in Latino Studies. My sense is that there is interest among SLA and university administrators in both strengthening existing interdisciplinary studies programs and developing new ones. I am willing to read a draft of the proposal and provide whatever support seems most helpful (suggestions, letter of support, etc.).

A301 and A302 could be part of the LS curriculum, tho there is a wide variation in the style of the course depending on who teaches it. I am including past syllabuses for your examination.

As for A303, this past year (2010-11) AMST offered two courses with emphasis on Latin American culture and history. The syllabuses for these course are included with this message. The instructor was a Future Faculty Teaching Fellow from IUB named Kevin Coleman. He is not teaching in AMST this year since he won an American Council of Learned Societies dissertation fellowship this year and hopes to publish his dissertation as a book. I am hopeful it might be possible to bring him back to IUPUI, and perhaps he could help both American studies and a new Latino studies program.

Cordially,
Martin Coleman

RE: Latino Studies proposal

Sheeler, Kristina K

Sent: Friday, July 08, 2011 11:38 AM

To: Brothers, Timothy S.

Cc: Tezanos-Pinto, Rosa

Dear Tim and Rosa:

The new degree sounds like a great addition. I'm glad you're developing it.

COMM C482 would be an excellent course for your students. Currently, Latino culture in the U.S. is included in the descriptions in the textbook (i.e., related to cultural differences in educational or health care contexts), and students can adapt assignments to the particular cultures they are interested in (so students in the Latino Studies program could focus on Latino culture in completing the specific assignments). In addition, the course provides a broad-based overview of the relationships between culture and communication and of what it means to be a "competent" communicator in a culturally diverse world.

I will add that when C482 is taught during first summer session, it is a study abroad trip to Poland. While this section of the course is contextualized in Poland, the content is similar in terms of the issues of cultural differences, intercultural communication, cultural perspectives, etc. It would be a unique experience for your students.

I would like to suggest two other courses for your consideration: C180 Interpersonal Communication and G400 Health Provider-Consumer Communication. While C180 as it's currently taught does not do an adequate job covering Latino culture (it varies by instructor), we are revising the course for implementation in January or fall 2012. Coverage of issues related to culture generally and Latino culture specifically will be a main goal of the course. G400 includes a unit on cultural differences relevant to the health care industry. If you do decide to include either or both of these additional courses in your offerings, please let me know and I will make sure that our faculty are aware of the new major and the inclusion of our courses.

Thanks for your email. I look forward to seeing the implementation of the program.

Best,
Kristy Sheeler

Kristina Horn Sheeler, PhD
Associate Professor and Department Chair
Department of Communication Studies
IUPUI

RE: Latino Studies proposal

Hji-Avgoustis, Sotiris

Sent: Wednesday, July 13, 2011 11:55 AM

To: Tezanos-Pinto, Rosa; Brothers, Timothy S.

Cc: Gladden, James M

Hello Rosa,

I returned late last night from Kenya. In terms of courses that will meet the requirements outlined in your email I suggest the following:

TCEM 334: Cultural Heritage Tourism (spring, fall, live, online)

TCEM 382: Travel to popular destinations (spring summer, fall, online only)

TCEM 472: Global tourism seminar (spring, fall, live only)

TCEM 482: Travel to exotic destinations (spring, summer, fall, online only)

All four course are offered

Sotiris Hji-Avgoustis, PhD

Professor and Chair

Department of Tourism, Conventions, & Event Management

Indiana University Purdue University Indianapolis (IUPUI)

IU School of Physical Education & Tourism Management

901 West New York Street

PE 258

Indianapolis, IN 46202

or

1200 Waterway Blvd.

Suite 150

Indianapolis, IN 46202

Directions & Map

317-278-1647

317-274-7649

317-278-2041 (fax)

savgoust@iupui.edu

-----Original Message-----

From: Tezanos-Pinto, Rosa

Sent: Friday, July 08, 2011 8:02 AM

To: Gladden, James M; Brothers, Timothy S.

Cc: Hji-Avgoustis, Sotiris

Subject: RE: Latino Studies proposal

Dear Dean Gladden,

Thank you so much for your prompt response. We will be looking forward to hearing from Dr. Sotiris Hji-Avgoustis.

Best,

Rosa

Rosa Tezanos-Pinto, Ph.D.

Associate Professor of Spanish
Director of Graduate Studies
Department of World Languages and Cultures Indiana University-Purdue University
Indianapolis
425 University Blvd., CA 501F
Indianapolis, IN 46202
(317) 278-0012
rtezanos@iupui.edu

From: Gladden, James M
Sent: Friday, July 08, 2011 7:57 AM
To: Brothers, Timothy S.
Cc: Tezanos-Pinto, Rosa; Hji-Avgoustis, Sotiris
Subject: RE: Latino Studies proposal

Dear Tim and Rosa:

I have copied Dr. Sotiris Hji-Avgoustis on this email. He is the Chair of the Department of Tourism, Conventions and Event Management and better answer your questions regarding the most appropriate courses for consideration.

Sincerely,

Dean Gladden

-----Original Message-----

From: Brothers, Timothy S.
Sent: Friday, July 08, 2011 7:09 AM
To: Gladden, James M
Cc: Tezanos-Pinto, Rosa
Subject: Latino Studies proposal

Dean Gladden,

We are developing a proposal for a new B.A. degree in Latino Studies at IUPUI, to be offered for the first time in Fall 2013. This initiative will focus attention on the rapidly growing Hispanic population of Indiana and Indianapolis, which may now comprise nearly 10% of the city's residents. The Latino Studies major will be centered in Liberal Arts but broadly interdisciplinary, incorporating courses from all areas that contribute to understanding Latino culture in the United States. We are compiling a list of such courses from throughout IUPUI, from which L.S. majors might fill the degree's breadth requirements. Since catalog listings are often incomplete or out of date, we ask your assistance in identifying appropriate courses from your own program. At present, we tentatively list the following tourism courses:

TCEM-472 Global Tourism
TCEM-483 Ecotourism

Please let us know:

- 1) whether these courses should be included, in your opinion, as possible breadth requirements for the degree;
- 2) whether there are other courses in your program that should be listed; and
- 3) how frequently each of the appropriate courses is taught.

We recognize that Latino Studies, like the Latino population itself, are still a new topic at IUPUI. We hope that development of the new degree will encourage you to

Re: Question about course content

Tilley, John J.

Sent: Tuesday, July 05, 2011 2:02 PM

To: Brothers, Timothy S.

Cc: Tezanos-Pinto, Rosa

Tim,

P325 is a variable title course, covering topics in social philosophy. This fall the topic is Philosophy of Atrocity; last spring it was Liberalism and Conservatism; in fall 2009 it was Ethics and Economics; and in spring 2009 it was Philosophical Issues in the Criminal Law.

Here's the description from the course bulletin: "Concentrated study of one or more topics in social philosophy, e.g., human rights, political violence, civil disobedience, and legal paternalism. May be repeated for credit when topics vary."

I think it's a great idea to propose a Latino Studies degree -- I wish you all the best in developing it!

Best,

John

On 7/5/11 1:42 PM, "Tim Brothers" <tbrother@indiana.edu> wrote:

> Dr. Tilley,

>

> I am working with Rosa Tezanos-Pinto on a proposal for a new Latino
> Studies degree. I would like to know (as part of defining the list of
> upper-division courses suitable for electives) what Phil 325, Social
> Philosophy, entails. I haven't been able to find a course description
> for it yet on the Dept. web site.

>

> Thanks,

> Tim Brothers

> Dept. of Geography

>

Re: Latino Studies proposal

Barrows, Robert G.

Sent:Friday, July 08, 2011 1:16 PM

To: Brothers, Timothy S.

Cc: Tezanos-Pinto, Rosa; Snodgrass, Michael David

Tim and Rosa--

In addition to the three courses you list, I think at a minimum you might want to add:

HIST-F342 Latin America: Evolution and Revolution since Independence

And since the central Indiana Hispanic population is so heavily weighted towards migrants from Mexico, how about:

HIST-F346 Modern Mexico

I'm cc'ing Michael Snodgrass, who teaches all of our LA courses, for info on frequency of offerings as well as any other thoughts he might have.

Cheers,

Bob B.

Quoting "Carlin, Paul S." <pcarlin@iupui.edu>:

> Dear Rosa and Tim,

>

> It's good to hear you are developing a Latino Studies program.

> Certainly the growth in the Hispanic population in Indianapolis is
> noteworthy.

>

> The courses you list below are all currently being offered. None of
> them, as you might guess, has a Hispanic or Latino emphasis, nor do
> we have any faculty currently on staff who would be likely to develop
> sufficient expertise so that we could redirect them in any
> substantial way. I wouldn't think any of these courses would be
> *required* unless you were planning on developing an economic focus
> to the program. However, I could see some of them on a list of
> courses that could be elected.

>

> Of the courses you list, E303 (International Economics) and E337
> (Development Economics) deal with issues directly relevant to the
> source countries of much of Indianapolis's Hispanic population. Most
> countries south of the Rio Grande are classified as emerging or
> developing so the issues connected with transitions along a
> development path and of economic relations between the developing,
> emerging and developed economies are considered in both courses.

>

> E303 and E337 are offered every semester at present.

>

> E304 (Labor Economics) usually considers issues related to
> immigration, poverty, unemployment, racial and ethnic discrimination
> and hence might be a possible elective. E304 is typically offered
> once per year but 2011-12 may be an exception.

>

> I should note that all of these courses have prerequisites. The E303
> and E337 require both Introduction to Microeconomics (E201) and
> Introduction to Macroeconomics (E202); The E304 requires Introduction
> to Microeconomics (E201).

>

> The fourth course you list, E101, is both more accessible (no
> prerequisites) but also more general. It is a one semester
> introduction to economic analysis (primarily for non-majors although,
> of course, some students who initially encounter economics in this
> course do later become majors). There are multiple sections every

> semester. I am copying Archana Dube on this list so that she can
> respond, in more detail, to you about the appropriateness of the E101
> course. If you think introductory courses from other social sciences
> like Y101 (Intro to Political Science) or Y103 (Intro to American
> Politics) or G110 (Intro to Human Geography) belong on your list then
> perhaps a Survey of Current Economic Issues and Problems would also
> belong.
>
> We do also offer a variable topics course at the 300 level that does
> *not* require prerequisites and you may want to consider that.
>
> The number is E307 and the title is Current Economic Issues: Health
> Economics Issues or Current Economic Issues: Family Economics Issues
> and so on. The exact topic depends on the instructor and any given
> variable topic is only offered when that professor can fit it into
> their schedule. The two I listed might be of interest for the Latino
> Studies program.
>
> The E307: Health Economics Issues has been offered every semester for
> the last two years and, given our growing emphasis on Health
> Economics it is likely to remain on the books and be offered. Most of
> the topics in that course do not touch directly on the Hispanic
> population any more than others but there is usually a section on
> Health Disparities that might be relevant. Archana can also give you
> more detail on that course if you wish.
>
> The E307: Family Economics Issues course that I teach is similar in
> that it is a broad course on family and population issues but touches
> on population movements (emigration and immigration) as well as
> ethnic and racial differences in terms of family structure, teen
> marriages and births and connections to poverty and so on. The
> problem is that the course has been offered once a year but may not
> be this year because I may need to teach either a Master's or a
> Doctoral course instead. As my long-term association with the
> Department and School is uncertain (I am already eligible for 18-20)
> there is no guarantee that it will be offered in the future.
>
> Let me know if you have further questions.
>
> Regards,
>
> Paul

From: Upton, Thomas A
Sent: Monday, August 29, 2011 10:49 AM
To: Brothers, Timothy S.
Cc: Tezanos-Pinto, Rosa
Subject: Re: Latino Studies proposal

Tim and Rosa,

The department Program Directors Committee met on Friday and we discussed your request below. We think L379 would be a good fit for your Latino Studies proposal; we offer it once per year. Another course we recommend you consider is ENG W366, Written Englishes and Cultures. We recently changed the name for this course, and I'm attaching the request to this e-mail as it includes a brief description of the course. It is offered about once per year.

Best,

Thom

Course Change Request

Indiana University

IUPUI

Campus

Check Appropriate Boxes:

Undergraduate credit ☒Graduate credit ☐Professional credit ☐

1. School/Division School of Liberal Arts
 2. Academic Subject Code ENG 3. Current Course Number W366 4. Current Credit Hours 3
 5. Current Title Language, Dialects, and Writing
 6. Effective Semester/Year for changes listed below: Spring 2010 7. Instructor: K.R. Lovejoy

Type of Change Requested (Check appropriate boxes and indicate changes)

- ☐ 8. Change course number to: _____ (must be cleared with University Enrollment Services)
☒ 9. Current course title: Language, Dialects, & Writing
 Change to: Written Englishes = Living Cultural Realities
 Recommended abbreviation (optional) Written Englishes and Cultures
 (Limited to 32 Characters including spaces)
☐ 10. Current credit hours fixed at: _____ or variable from: _____ to _____
 Change to credit hours fixed at: _____ or variable from: _____ to _____
☐ 11. Current lecture contact hours fixed at: _____ or variable from: _____ to _____
 Change to lecture contact hours fixed at: _____ or variable from: _____ to _____
☐ 12. Current non-lecture contact hours fixed at: _____ or variable from: _____ to _____
 Change to non-lecture contact hours fixed at: _____ or variable from: _____ to _____
 13. Is this course currently graded with S-F (only) grades? Yes ☐ No ☐
 Change to S-F (only) grading? Yes ☐ No ☐
☐ 14. Does this course presently have variable title approval? Yes ☐ No ☐
 Is variable title approval being requested? Yes ☐ No ☐
☐ 15. Is this course being discontinued? For all campuses _____ or for this campus only _____
☐ 16. Current course description _____

Change course description to (not to exceed 50 words) _____

17. Justification for change See attached

(Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? _____

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Department Chairman/Division Director

Date 12/8/08

Approved by:

Dean

Date 5/4/09

Dean of Graduate School (when required)

Date _____

Chancellor/Vice-President

Date _____

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY
Department of English
IUPUI

MEMORANDUM

TO: SLA Undergraduate Curriculum Committee
FROM: Kim Brian Lovejoy, English
SUBJECT: ENG W366
DATE: December 5, 2008

I am requesting a title change for ENG W366/Language, Dialects, and Writing because the title is overly general and students have remarked that it doesn't give them a clear sense of the course focus. The new title—Written Englishes: Living Cultural Realities—clarifies the focus of the course and, in its subtitle, relates written Englishes to the cultural realities they represent.

The course curriculum has already been approved. Below is a brief description of the course.

ENG W366 explores the intricacies of the English language that enable writers to communicate their ideas in multiple and diverse ways, in both fiction and non-fiction texts. In the culture or institution of literacy, one dialect or language variety is sanctified as proper for writing—the so-called “grapholect,” or Edited Written English. But we are seeing more and more significant publication in dialects of English previously considered oral (e.g., by Alice Walker, Gloria Anzaldua, Geneva Smitherman, Lois Ann Yamanaka, Sapphire, and others). Much English literature judged canonical today was written in dialects considered at the time to be “low” and oral. Indeed, the English language and all the Romance languages were once oral dialects considered unsuitable for publication. In this course, we begin with the language variety or dialect called “correct” or “standard written English,” its meaning, history, and politics. We view this dialect against the backdrop of a multicultural, multilingual nation drawing on the English language as a means of articulating *other* identities and realities besides those expressed by mainstream writers. In addition to examining home and community language varieties from a sociolinguistic perspective, we examine their uses and representation in a number of fiction and non-fiction texts.

I would be happy to supply additional information if needed (274-2120).

Appendix 7

A301: The Question of American Identity: **Alternative Histories and American Identity**

Benjamin G. Aldred
baldred@indiana.edu
320-0926

Monday/Wednesday 3:00-4:15
Office Hours: M-R 1:30-2:30 ES0025
Semester I 2007-2008

Course Goals and Objectives: This course is designed according to the Principles of Undergraduate Learning, emphasizing core communication and quantitative skills, critical thinking, intellectual depth, breadth and adaptiveness, integration and application of knowledge, understanding society and culture and values and ethics. Specifically the course has the following goals.

1. To teach students tools for analyzing historical narratives
2. To teach students to critically read history/histories
3. To demonstrate the link between history and identity in America
4. To provide students the tools to evaluate American historical claims

Course Theme: American studies scholars often treat American identity as inextricably linked to American history, but history is rarely a singular vision. In this class, American identity will be examined in light of different historical narratives, some literary, some foreign, some revolutionary, some official. These narratives provide clues to the identities of the tellers and give insight into the singular and multiple nature of American identity.

Major Assignments: The main assignments in this class will consist of ten (10) short reader response papers, two(2) short papers and a final project.

<u>Assignment Name</u>	<u>number</u>	<u>points each</u>	<u>total percentage</u>
Response papers	(10)	5	50
Short papers	(2)	10	20
Attendance/Participation	(1)	10	10
<u>Final Project (1) 20</u>	<u>(1)</u>	<u>20</u>	<u>20</u>
TOTAL			100

Response Papers: each section, students will be responsible ten (10) short response papers. These are single page (250-500 word) responses to reading assignments which must include a summary of the main points of the reading and 2 discussion questions. They should be turned in by the class period for the reading assignments. You are

Short Papers: Students will be responsible for 2 short papers (5-7 page) throughout the semester. Details for each are on OnCourse. Papers can be turned in on OnCourse or in person and are due on Tuesdays.

Final Project: Students are responsible for a 10 page final paper or project related to the presentation of history in relationship to identity. Part of the grade will be based on a short presentation of the project in the last 2 days of class. Students should meet with the instructor before Thanksgiving break to discuss topic for final project.

Attendance: Attendance is required. We meet only 30 times over the course of the semester, so any student with more than 3 unexcused absences must meet with the instructor before being allowed to continue in the class.

Missed Assignments and Quizzes: If you miss an assignment or a quiz, it is YOUR responsibility to contact the instructor to find a way to make up the work. Late assignments will be penalized one point per class period in between the due date and the make-up date.

Academic Dishonesty: Students should familiarize themselves with school policies on plagiarism. http://life.iupui.edu/help/docs/Part_3all.html. Students who plagiarize will at the least fail the assignment and probably fail the class. Plagiarism is not treated lightly by the University; one offense can entirely ruin your educational career, do yourself a favor and don't plagiarize.

Required Texts:

- Calloway, Colin. 2003. One Long Winter Count. Lincoln, NE: University of Nebraska Press.
- Loewen, James W. 1995 Lies My Teacher Told Me. New York, NY: Simon and Schuster.
- Dick, Philip K. 1992 Man in the High Castle. Vintage.
- Lewis, Jan and Onuf, Peter S.(eds.). 1999. Sally Hemmings and Thomas Jefferson. Charlottesville, VA. University of Virginia Press
- Smith, Matthew. 2001. Say Goodbye to America. London. Mainstream Publishing.

Articles (on Oncourse):

- Capote, Renée "A Child of the Platt Amendment" in The Cuba Reader.
- Carlson, Marta "Germans Playing Indian" in Germans and Indians
- Cash, John. "The Usable Past Reconsidered: An Ethnography of Civil War"
- Desnoes, Edmundo "Inconsolable Memories: A Cuban View of the Missile Crisis" in The Cuba Reader.
- Diaz, Vicente "Deliberating 'Liberation Day': Identity, History, Memory, and War in Guam. In Perilous Memories
- Dorson, Richard. "Theory of American Folklore"
- Fraginals, Manuel Moreno "Spain in Cuba" in The Cuba Reader.
- Hadden, Robert Lee. "Excerpts" in Reliving the Civil War
- Kennedy, John. "Offensive Missiles on that Imprisoned Island" in The Cuba Reader
- Magelssen, Scott. "This is a Drama, You are Characters The Tourist as Fugitive Slave in Conner Prairie's "Follow the North Star".
- Morley, Vincent. "Introduction" in Irish Opinion and the American Revolution
- Roosevelt, Theodore "The Platt Amendment" in The Cuba Reader
- Sieg, Katrin "Indian Impersonation as Historical Surrogation" in Germans and Indians.
- Sturken, Marita "Absent Images of Memory: Remembering and Reenacting the Japanese Internment" in Perilous Memories.
- Susman, Warren. "History and the American Intellectual"

Introduction-How to Read history

Week 0-Intro to Course

8/22 Wednesday-no reading

Week 1-Tools of analysis(James W. Loewen, "Lies my Teacher Told Me")

8/27 Monday- Loewen-Introduction and Chapter 1

8/29 Wednesday-Loewen Chapter 11, afterword

Week 2-Tools of Further analysis

9/3 Monday-Warren Susman- "History and the American Intellectual"

9/5 Wednesday Richard Dorson- "Theory for American Folklore"

Section I-Social histories

Week 3 Native American Histories

9/10 Monday-One Long Winter Count 1-115

9/12 Wednesday- "116-264

Week 4 Native American Histories/Slavery and History

9/17 Monday- "265-434

9/19 Wednesday-Loewen Chapter 5, Chapter 6

Week 5 Slavery and History

9/24 Monday-excerpts from Sally Hemings and Thomas Jefferson

9/26 Wednesday-more excerpts

Section II-Re-creation

Week 6-Civil War Reenactment

10/1 Monday-Robert Lee Hadden "Reliving the Civil War" excerpts

10/3 Wednesday- The Usable Past Reconsidered: An Ethnography of Civil War Reenactors" Cash, John

Week 7-Germans and Indians

10/8 Monday-Carlson, Marta "Germans Playing Indian" in Germans and Indians

10/9 Tuesday-**Paper #1 Due**

10/10 Wednesday-Sieg, Katrin "Indian Impersonation as Historical Surrogation" in Germans and Indians.

Week 8 Historical Sites

10/15 Monday-discussion of visit to Connor Prairie

10/17 Wednesday- Magelssen, Scott "Recreation and Re-Creation: On-Site Historical Reenactment as Historiographic Operation at Plimoth Plantation"

Section III-Perspectives of the Other Side

Week 9-Cuba

10/22 Monday-Roosevelt, Theodore "The Platt Amendment" Pp.147-149 and Capote, Renée "A Child of the Platt Amendment". Pp. 154-156 and Friginals, Manuel Moreno "Spain in Cuba" Pp. 157-162 in The Cuba Reader.

10/24 Wednesday-Desnoes, Edmundo "Inconsolable Memories: A Cuban View of the Missile Crisis". Pp. 547-551 and Kennedy, John. "Offensive Missiles on that Imprisoned Island" Pp. 544-546 in The Cuba Reader

Week 10-The Revolution in British Eyes

10/29 Monday- "Introduction" Pp. 1-10 and "Conclusions" Pp. 346-355 Conway, Stephen The British Isles and the War of American Independence

10/31 Wednesday-Introduction from Morley, Vincent. Irish Opinion and the American Revolution. 1-39

Week 11-Remembering The Pacific War

11/5 Monday-Sturken, Marita "Absent Images of Memory: Remembering and Reenacting the Japanese Internment" in Perilous Memories. Pp.33-49

11/7 Wednesday-Diaz, Vicente "Deliberating 'Liberation Day': Identity, History, Memory, and War in Guam. In Perilous Memories pp.155-180

Section IV-Conspiracists and Fictional America

Week 12-JFK

11/12 Monday-Say Goodbye to America Smith, Matthew 1-119

11/13 Tuesday-Paper #2 due

11/14 Wednesday- Say Goodbye to America Smith, Matthew 120-243

Week 13-9/11

11/19 Monday-Loose Change <http://www.loosechange911.com/>

11/21 Wednesday(No Class, Thanksgiving)

Week 14-The Man in the High Castle

11/26 Monday-first half

11/28 Wednesday-second half

Conclusion-Presentations

Week 15-Final Paper Presentation

12/3 Monday-no reading

12/5 Wednesday-no reading

12/10 Final Paper Due

American Studies A302 – The Question of American Community

Spring 2011

Section 23689 Tuesday/Thursday 12-1:15 ES 0016

Tom Marvin

Office: Cavanaugh 501J / Hours: TR 9:30-11:30 and by appointment.

Phone & Voice Mail: 274-9844 / Fax: 278-1287

E-mail address: tmarvin1@iupui.edu

Are American communities in crisis, or are they just adapting to changing times? In this seminar we will explore the myths and realities of American communities from colonial New England to the contemporary suburb. We will consider the social, historical, political, and economic forces that shape communities and apply what we learn to Indianapolis. Students will have the chance to get more involved in their communities by completing service-learning projects and community-based research. All of our activities are designed to promote what Catherine Walsh calls “critical literacy.” According to Walsh, “Critical literacy should relate to the contexts of learner’s lives, be interesting, purposeful, engaging, incite dialogue and struggle around meanings, interpretations, and identities and promote among learners a critical understanding of their relationship to a broader society and of their and its political nature and transformative possibilities.”

An Honors Option is available (see additional requirements below).

OBJECTIVES: This course is designed to help students achieve the goals outlined in IUPUI’s Principles of Undergraduate Learning with special emphasis on **Understanding Society and Culture**. Assigned readings and primary research will help students see how social and cultural forces shape American communities and increase their awareness of cultural diversity and the multiplicity of viewpoints that converge in an urban environment. Student achievement will be assessed based on forum postings, oral presentations, community engagement journals, and a final paper.

REQUIREMENTS: Class sessions will rely on active student participation, so thorough preparation is essential to your success. To help you prepare, and to get the conversation underway before we meet in class, you will record your reactions to each week’s reading in a **forum posting on oncourse**. At least twice during the semester each student will serve as a **discussion leader** by posting two quotes from the text, your reasons for choosing each quote, and two questions to spark discussion, by noon on Sunday. Students pursuing the **honors option** will serve as discussion leaders four times and write longer forum posts. Those who are not leaders must post a response to at least one of the quotes by 1:30 p.m. the day we begin discussing it in class. Refer to the detailed forum guidelines in resources on oncourse. Your class preparation will be self-graded on the honor system, but given our emphasis on discussion, everyone’s level of preparation will soon become apparent. The self-evaluation of **weekly preparation** will contribute **30%** toward your final grade.

The COMMUNITY ENGAGEMENT PROJECT will take you beyond the classroom into a local community to see how the ideas we talk about in class play out in the real world. There are two basic types of project, and you’ll need to decide which one is right for you and identify a community group to engage with during the first three weeks of the semester. **The CEP is worth 30%.**

Service learning: If you decide to do a service-learning project, you will work with a community organization and reflect on how the experience has contributed to your understanding of American communities and course themes. I will provide a list of service-learning opportunities, but you may also arrange to work with another community organization with my prior approval. The project will begin with a **contract**, signed by you and by your supervisor at the organization and due on February 1. The contract will specify your work hours (usually 3-4 per week for 8-10 weeks) and the specific duties you will perform. *These duties must be directly related to the mission of the organization and the goals of this class.* Routine office work (typing, filing, etc.) is not appropriate for a service-learning project. You will complete two **service journals** (10% each), due March 8 and April 12, which link your service experiences with course themes and issues. Service journals should be a **minimum of 500 words**, but more information is welcome. The last week of the semester,

you will give a brief **oral report** (20%) to the class on how your experience relates to the course. A **final reflective paper** (5-7 pages, worth 60%) will summarize what you have learned about American communities by completing the service-learning project. **Guidelines for these assignments are available in the service-learning folder, under resources, in oncourse.**

Ethnography of a Community Group: If you elect to do an ethnography, you will observe, describe, and analyze a community group by attending its meetings and events and interviewing some of its members. I will provide a list of suitable groups, but you may also arrange to work with another community organization with my prior approval. The project will begin with a **proposal** identifying the group and your preliminary research questions, due on February 1. You will complete two **ethnography journals** (10% each), due March 8 and April 12, summarizing the notes you've taken and tracking the evolution of your research questions. Ethnography journals should be a **minimum of 500 words**, but more information is welcome. The last week of the semester, you will give a brief **oral report** (20%) to the class on how your findings relate to course themes. The **final ethnography** (5-7 pages, worth 60%) will provide answers for your research questions based on your observations and interviews. **Guidelines for these assignments are available in the ethnography folder, under resources, in oncourse.**

Report on an intentional community: You will conduct independent research on an intentional community, analyze its success or failure using the methodology outlined in Kanter's *Commitment and Community*, and present your results to the class the week of March 1. Students pursuing the **honors option** will also write a five-to-seven-page paper summarizing the results of their research, due the last week of class. The report will be worth **20% of your final grade.**

Your grade for **class participation** will depend more on the quality of your contribution to our discussions than on the frequency of your comments. I'm looking for concise, relevant comments and the ability to make connections between different course materials. Participation will be worth **20% of your final grade.**

CIVILITY: It is impossible to discuss American society without addressing controversial topics that arouse strong emotions. In order for us to have meaningful discussions, we need to treat each other with respect, listen attentively, and exchange ideas, not insults. I expect students to question my opinions and be willing to question their own.

COMMUNICATION: The quickest way to get in touch with me is to send an e-mail to tmartin1@iupui.edu. I check my e-mail regularly during the week and occasionally on the weekends. I also use the course announcement feature of oncourse, so if you miss a class, check oncourse for schedule changes.

ATTENDANCE: Faithful attendance is vital to your success in this course. You should plan to attend every class meeting. However, since emergencies plague even the most diligent, students are permitted to miss three classes without penalty, no questions asked or excuses required. Each subsequent absence will cost you ten points off your participation grade regardless of the reason for your absence. Arriving late or leaving early will be counted as an absence. If you do miss a class, check the course announcement in oncourse for last minute schedule changes, assignments, etc. In the event of a **snow emergency**, check oncourse for notice of cancellation and any changes in the schedule.

A WARNING ABOUT PLAGIARISM: According to the Indiana University Bulletin: "Plagiarism is the offering of the work of someone else as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism." For further information on plagiarism, refer to the IU Code of Student Ethics.

Because some students do not understand the nuances of plagiarism, you must **complete an online tutorial and test**, which can be found at <https://www.indiana.edu/~istd/>. Once you have successfully completed the test,

you will be able to print a confirmation certificate. ***You must turn in your confirmation certificate by Tuesday, January 25 in order to continue in the course.***

A NOTE ON THE SCHEDULE: Rather than break the reading up into little pieces, I expect you to have read a week's worth (100-150 pages) and completed your forum post when you come to class on Tuesday. We will continue our discussion of the week's reading on Thursday, so although Thursdays are often not listed on the syllabus, we still have class!

SCHEDULE

The schedule is subject to change. If you miss a class, check oncourse for updates.

January

- 11 Introduction to the course and to the field of American Studies.
- 13 **What are the issues facing American communities today?**
Write a brief (250-500 word) response for class on Thursday.
- 18 **Are American Communities in Decline – Or Just Changing?**
Read: Robert Putnam, "Bowling Alone" and Nicholas Lemann, "Kicking in Groups" in Resources>Required Readings on oncourse.
- 25 **Family and Community in Colonial New England**
Read: John Demos, *A Little Commonwealth: Family Life in Plymouth Colony*, introduction – chapter five (2-99).
Plagiarism confirmation certificate due.

February

- 1 **Is the New England Village our Model American Community?**
Read: John Demos, *A Little Commonwealth*, chapter 5-end (100-190) and then read the two "Forewords" (vii—xxiv).
Service-learning contract or ethnography proposal due.
- 8 **Can We Create a Perfect Community?**
Read: Rosabeth Moss Kanter, *Commitment and Community: Communes and Utopias in Sociological Perspective*, chapters 1-4 (2-125).
- 15 **What Factors Contribute to the Success or Failure of an Intentional Community?**
Read: Rosabeth Moss Kanter, *Commitment and Community* chapters 5—end (126-269).
- 22 **INDEPENDENT RESEARCH WEEK:** Investigate an intentional community and analyze it using Kanter's methodology.

March

- 1 Student reports on intentional communities.
- 8 **FIRST COMMUNITY ENGAGEMENT JOURNAL DUE.**
No regular class meeting. Instead meet with me in CA 501J for a conference.

15-17 SPRING BREAK

- 22 **Race and Social Class in the Civil Rights Era**
Read: Bebe Moore Campbell, *Your Blues Ain't Like Mine*, chapters 1-33 (9-202).

29 Read: Bebe Moore Campbell, *Your Blues Ain't Like Mine*, chapters 34-end (202-end).

April

5 **Work and Community in a Nineteenth-Century Industrial Village**

Read: Dimitra Doukas, *Worked Over: The Corporate Sabotage of an American Community*, Parts 1 & 2 (1-- 90).

12 **Competing Visions of Work and Community**

Read: Dimitra Doukas, *Worked Over*, Part 3 and Appendix 1 (91—168).

SECOND COMMUNITY ENGAGEMENT JOURNAL DUE.

19 **Building the American Suburb and Dismantling the American Dream**

Read and look at the photographs: Douglas McCulloh, *Dream Street*.

26 **LAST WEEK** – Student reports on the Community Engagement Project.

Final papers for the Community Engagement Project due on April 28.

Honors option: final paper on an intentional community due April 28.

AMST-A 303: TOPICS IN AMERICAN STUDIES

BANANA HISTORY

CONNECTING THE PRODUCTION OF BANANAS IN LATIN AMERICA WITH THEIR CONSUMPTION IN THE UNITED STATES

Fall 2010
Instructor: Kevin Coleman
Course Number: 31270

AMST-A 303
kecolema@indiana.edu

Class time: 12-1:15, T, Th
Office Hours: TBA
Room: IT 155

In this course, not only will we eat a few bananas, but we will also explore the history of a fruit that we all take for granted. In doing so, we will be doing much more than studying an object that serves as the punch line of many jokes. We will be studying two of the earliest transnational corporations—the United Fruit Company (now Chiquita Brands) and the Standard Fruit Company (now Dole Fruit). As we look at Latin America, we will be thinking about the people who grew bananas. As we turn to the U.S., we will examine how bananas were distributed and marketed to the people who ate them. We will ask how the United States went from not consuming any bananas in the early 1880s to our current situation in which the banana is the most frequently consumed fresh fruit in the U.S. and an icon of the tropics, clumsiness, and sensuality.

This course on the history of the humble banana will be a laboratory of sorts. Here, you will be doing what real, live historians and cultural critics actually do. You will read and critically comment upon the vast secondary literature, including histories of the industry written in the 1910s and recent studies by Lara Putnam and John Soluri. You will also dissect primary source material, ranging from an important collection of letters written over a one hundred year period by the United Fruit Company's management to company photographs, advertising jingles, cookbooks, TV commercials, and Donald Duck cartoons. Assignments include three four-page papers and a twelve-page research paper in which you formulate your own perspective on this transnational chapter of our collective past.

The primary source material that you will examine consists of one-hundred years of letters written by various division managers of the United Fruit Company in Bocas del Toro Division in Panama, Central America. You will read these letters against the grain to draw conclusions about the underlying ideologies and assumptions of United Fruit Company officials who sought to make a profit producing bananas in Latin America and selling them in the United States.

REQUIRED TEXTS

- Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (Princeton University Press, 2009).
- John Soluri, *Banana Cultures: Agriculture, Consumption, and Environmental Change in Honduras and the United States* (Austin: University of Texas Press, 2005).
- Nick Cullather, *Secret History: The CIA's Classified Account of Its Operations in Guatemala 1952-1954*, 2nd ed. (Stanford University Press, 2006).
- O. Henry, *Cabbages and Kings* (Book Jungle, 2007).
- OnCourse Resources: Required readings.

Please bring a printed copy of each day's reading to class so that you can easily reference important passages during our discussion.

ASSIGNMENTS

ESSAY ON EARLY NARRATIVES OF THE BANANA INDUSTRY

In this first essay, you will analyze two of the earliest and most widely cited accounts of the U.S.-owned banana companies. The first, *Conquest of the Tropics*, was written by Frederick Upham Adams and published in 1911. The second, *Banana Empire*, was written by Charles Kepner and Jay Henry Soothill and published in 1935.

This essay is worth 15 percent of your final grade and should be four double-spaced pages in length, using 12-point Times New Roman font, with one-inch margins all around.

HISTORIOGRAPHIC ESSAY

A historiographic essay is similar to the “state of the field” and “literature review” sections of articles and essays published in other areas of the social sciences and the humanities. Historians are particularly aware of how the particular social and cultural circumstances in which one is writing condition their findings. Thus this essay attempts to describe the broad trends in research, offering a sort of panorama of work being done on a particular topic.

This essay is worth 15 percent of your final grade and should be four double-spaced pages in length, using 12-point Times New Roman font, with one-inch margins all around.

BOOK REVIEW OF BANANA CULTURES

You will write a book review of John Soluri’s *Banana Cultures*. A book review should be, in the words of *The American Historical Review*, “a thoughtful and engaging critique that explains the basic argument of the book and assesses its strengths and weaknesses.”

This review is worth 15 percent of your final grade and should be four double-spaced pages in length, using 12-point Times New Roman font, with one-inch margins all around.

FINAL RESEARCH PAPER

In this paper, you will develop your own historical argument based upon your research in a rare archive of the United Fruit Company’s internal correspondence. In the first two pages, please discuss how your findings relate to other studies of the banana companies. The remaining eight pages should be dedicated to your interpretation of the primary source documents.

The final paper is worth 30 percent of your final grade and should be ten double-spaced pages in length, using 12-point Times New Roman font, with one-inch margins all around.

GRADING

- Participation in class discussion..... 10%
- Essay on the early narratives of the banana industry..... 20%
- Historiographic essay..... 20%
- Book review of *Banana Cultures*..... 20%
- Final paper..... 30%

This course is based not on lecture, but class discussion. So students must come to class having read and thought about the assigned material.

Students are permitted two unexcused absences. For each additional absence, two points will be subtracted from the student’s final grade.

No late work will be accepted, except with prior approval.

Before class, please be sure to turn off and store any laptop computers, cell phones, and other personal electronic devices.

Feel free to visit me during office hours, or by appointment, to discuss any aspect of this course.

PRINCIPLES OF UNDERGRADUATE LEARNING

In an article entitled "Where is the History Lab Course?" Nancy Shoemaker compellingly argued that students should be invited to experience history as investigation.¹ She noted that if we ask our neighbors or dentists what historians do, we're likely to hear that historians accumulate facts. As an example, they may tell us about their cousin who can list the names of every U.S. president in the correct order. But this isn't what historians actually do. In fact, popular understandings of the historical profession and the daily work of actual historians diverge sharply. History is *not* about the memorization of facts—knowing dates, names, and places is only one small (and uninteresting) part of this enterprise. History *is*, much more importantly, investigative and interpretative.

Hence part of what this course seeks is to allow students to experience firsthand the joys and frustrations of historical inquiry. Students will feel the wonder of holding old documents in their hands, they will have the chance to discover things that no one else knows, and they will attempt to piece together a puzzle. In this course, there will be no authoritative voice of the textbook. Instead, students will read important monographs written by historians over the past hundred years. Students will also read the fragmentary but rich primary source documents of one of the first and largest multinational corporations. Through reading and discussing important secondary sources and an archive of primary sources, students will attempt to satisfy their own curiosities and craft their own interpretations of an important moment in the history of U.S.-Latin American encounters.

With respect to IUPUI's Principles of Undergraduate Learning (PUL), this course aims to strengthen (1) the intellectual depth, breadth, and adaptiveness of students and (2) their understandings of U.S. and Central American societies and cultures. For a full description of these PULs, see: IUPUI Academic Affairs Committee, "Principles of Undergraduate Learning" < <http://www.iupui.edu/~fcouncil/documents/PULs.pdf> >.

ACADEMIC CONDUCT

As a student in this course, you have certain rights and responsibilities. You can find IU's complete Code of Student Rights, Responsibilities, and Conduct at: <http://www.iu.edu/~code/code/rights/index.shtml>

IU's Code of Student Rights, Responsibilities, and Conduct states that:

"Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered 'common knowledge' may differ from course to course.

- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material; or offering materials assembled or collected by others in the form of projects or collections without acknowledgment"

If you turn in work that is plagiarized, you will receive an automatic F in the class and be subject to possible disciplinary procedures.

STATEMENT OF INSTRUCTOR'S BELIEF ABOUT TEACHING AND LEARNING

My approach to teaching is guided by the following principles:

- In reading and writing assignments, in lectures and discussions, each of my courses tacks between history, theory, and method
- As a teacher, I value the diverse perspectives, experiences, and lifestyles of my students and I try to create a safe and engaging classroom environment that allows for honest and respectful communication
- The best way to learn history is by actually practicing the craft, by reading the relevant secondary sources and by attempting to interpret primary source material.

¹ Nancy Shoemaker, "Where is the History Lab Course?" in *Perspectives on History* (Spring 2009), <http://www.historians.org/perspectives/issues/2009/0901/0901tea2.cfm>.

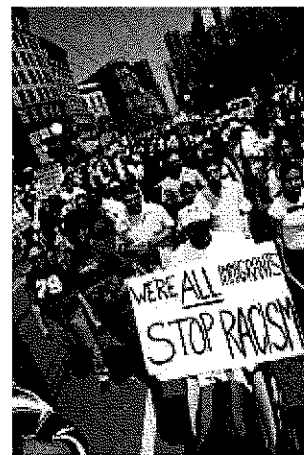
SCHEDULE

Date	In-class	Reading (due on the day indicated)	Assignments (due on the day indicated)
August 24	Can we write a cultural history of U.S.-Latin American encounters?		
August 26	"Our neglected tropical neighbors" ?	Frederick Upham Adams (1914); pp. 3-53	
August 31	"Health Conquest of the Tropics"	Frederick Upham Adams (1914); pp. 264-360	
September 2	"The Banana Empire"	Kepner and Soothill (1935)	
September 7	Economic imperialism	Kepner and Soothill (1935)	
September 9	In-class screening: <i>The Gang's All Here</i>		Four-page historiographic essay #1 due
September 14	Historiography—ethnicity and production	Chomsky, Bourgois, Moberg	
September 16	Historiography—workers, women, and business	Striffler, Bucheli, Putnam	
September 21	<i>Cabbages and Kings</i>	O. Henry (1904), pp. 1-95	
September 23	Coining the term "Banana Republic"	O. Henry (1904), pp. 96-184	
September 28	<i>The Incredible Yanqui</i>	Deutsch (1931), pp. 1-82	
September 30	Mercenaries	Deutsch, pp. 83-164	
October 5	Entrepreneurs	Deutsch, pp. 165-242	
October 7	Regime change	Cullather, pp. vii-73	
October 12	PBSUCCESS	Cullather, pp. 74-123	
October 14	In-class screening: <i>Yes, We have Bananas!</i>		Four-page historiographic essay #2 due
October 19	Linking places of production and consumption	Soluri, pp. 1-40	
October 21	Space invaders	Soluri, pp. 41-74	
October 26	Altered landscapes and transformed livelihoods	Soluri, pp. 75-127	
October 28	Sigatoka, science, and control	Soluri, pp. 128-160	
November 2	The lives and times of Miss Chiquita	Soluri, pp. 161-215	
November 4	Banana cultures in comparative perspective	Soluri, pp. 216-246	
November 9	In-class screening: <i>Carmen Miranda: Bananas is My Business</i>		Review of <i>Banana Cultures</i> due
November 11	History Lab—UFCO Letters	Stoler, pp. 1-16	
November 16	History Lab—UFCO Letters	Stoler, pp. 17-54	
November 18	History Lab—UFCO Letters	Stoler, pp. 57-104	
November 23	History Lab—UFCO Letters	Stoler, pp. 105-140	
November 25	THANKSGIVING		
November 30	History Lab—UFCO Letters	Stoler, pp. 141-178	
December 2	History Lab—UFCO Letters	Stoler, pp. 179-236	
December 7	History Lab—UFCO Letters	Stoler, pp. 237-278	
December 9	History Lab—UFCO Letters	Allan Wells, "Dialectical Bananas"	
December 14			Final paper due

History A421
Fall 2007
CA 235
TTh 1:30-2:45PM

Jack Kaufman-McKivigan
Cavanaugh 531
Off. hrs.: TTH 3-4PM
Phone # 274-5860
Jmckivig@iupui.edu

THE AMERICAN ETHNIC EXPERIENCE



A. COURSE DESCRIPTION:

This course is designed to introduce students to the central issues and methods of inquiry in the historical study of ethnic communities in the United States. The focus of the courses, lectures, discussions, readings, and assignments will be on the similarities and contrasts in the experiences of America's various "ethnic" groups.

As background to our exploration of ethnicity in United States history, the course will briefly examine the theoretical process of group assimilation and the concept of a national character or culture. Special attention will be given to the wide variety of traditional values, behaviors, and institutions brought to this nation by its component ethnic groups. The problems of maintenance of ethnic identity in the face of an "homogenizing" popular culture and governmental "Americanization" programs will be discussed. Students will be encouraged to use such discussions as a means of measuring and testing the nature and strength of their own ethnic identification. The course also will explore evidence of persistent racist and nativist attitudes and their role in sustaining ethnic identity.

B. COURSE REQUIREMENTS:

The success of this course depends upon the completion of reading assignments and participation in class discussion by the students. If a student falls behind in her/his

readings he/she will soon find it difficult to follow the subject matter of class discussion or join in it. Students should feel free to talk to the instructor about any course related problems especially in cases when a student believes that her/his assignment grades do not accurately reflect his/her performance in the course. Students should plan to meet individually with the instructor at least once during the semester to discuss their progress on various assignments.

There will be four types of graded assignments for students in the course of the semester:

(1) & (2) Students are required to take a mid-term examination tentatively scheduled for October 14th and a final examination during Examination Week (December 14th). On both examinations, students will prepare answers for two out of four essay questions presented by the instructor. The general content of these questions will be drawn from the topics dealt with in course reading and class discussion. Each question will be framed to encourage students to exercise their own judgment and interpretative skills in dealing with an important subject of historical debate. The specific subject matter covered on each of the two examinations will **not** be cumulative, although key concepts from the first half of the course should be carried over in the latter half. (Value: each examination worth 30% of course grade.)

(3) In addition to the two examinations, there will be six take-home quizzes during the course of the semester. The subject matter of these quizzes will be current course reading assignments. The format of these quizzes will be short answer or mini-essay. There will be no make-up for these quizzes but the instructor will count only the student's four best scores to determine this portion of the grade. (Value: 20% of the course grade.)

(4) Book Review (6-8 pages) describing and assessing a published autobiography as a research tool for the study of ethnic history. This autobiography should be selected in consultation with the instructor. The assignment will also require the student to do some additional research in pertinent secondary literature dealing with the career/life of the autobiographer and his/her historical period. The primary goals of the assignment are to evaluate the role and impact of ethnic identification in the life of the autobiographer and to assess the difficulties in using "subjective" historical sources. A brief description is due by September 16th. The essay is due on November 11th. (Value: 20 % of the course grade.)

The instructor regards deadlines as extremely important. Failure to take an examination or turn in a quiz by the announced deadline, without **prior** permission from the instructor, will **automatically** result in a penalty in grading. Although specific grade values have been apportioned to each assignment, elements such as effort, interest, improvement, attendance, and participation in class discussion all will be weighed by the instructor in determining final course grades. In particular, missing more than ten classes during the course of the semester will result in a one letter grade deduction from the final course grade.

IUPUI Principles of Undergraduate Learning: The instructor endorses the university's Principles of Undergraduate Learning and has designed this course according to them: (1) Students will be given the opportunity to enhance their communication skills both orally in class room discussions and in writing on quizzes, tests, and assignments; (2) Students will be given the opportunity to enhance their critical thinking skills through exercises designed to analyze complex historical issues and make informed judgments; (3) Students will be given the opportunity to enhance their skills at integrating and applying knowledge through an interdisciplinary approach to historical analysis; (4) Students will be given the opportunity to recognize their own cultural traditions and appreciate the diversity of the human experience by frequent comparisons of the historical experiences of Americans with that of other people in our readings, lectures, and class discussions; and (5) Students will be given the opportunity to apply ethical and moral judgments to the study of the personal and public choices made by historical figures in various written assignment.

Adaptive Educational Services: The Adaptive Services Office is available to any student with disabilities. They will work together with instructors to meet special needs while maintaining high academic standards. The Adaptive Services office will always maintain student confidentiality when dealing with instructors or outside agencies, and will only generate letters to instructors with permission from the student. You can contact them at 274-3241 or <http://www.life.iupui.edu/aes/testing.asp>.

Student Advocate Office: Do you have a problem you don't know how to solve? Is there information you cannot find? Do you have a question that needs an answer or a problem that is affecting your class attendance?

The Student Advocate Office is here to help! I will answer your questions, direct you to appropriate departments and people, familiarize you with university policies and procedures, and give you guidance as you look at ways to solve problems and make choices.

The Student Advocate is located in Suite 350 of the Campus Center and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, see the Student Advocate website at: <http://www.life.iupui.edu/advocate/>

C. ASSIGNED READINGS:

All of the following books are paperbacks and are available at the IUPUI Bookstore. In addition, a number of scholarly articles will be distributed to the class by the instructor.

(1) Nathan Irvin Huggins, *Black Odyssey: The African-American Ordeal in Slavery* (1990 ed.) 272 pp.

Huggins' works analyzes the extraordinarily traumatic experience of the enslavement of Africans and their forced resettlement in the United States. He documents the African Americans' struggle to adapt and preserve their Old World culture to the oppressive conditions encountered in slavery.

(2) Hasia R. Diner, *Erin's Daughters in America: Irish Immigrant Women in the Nineteenth Century* (1983 ed.) 192 pp.

Because most scholars of ethnicity have focused on the male's experience, Diner's book affords a rare assessment of the special problems and coping strategies of the ethnic female.

(3) John Bodnar, *The Transplanted* (1985) 294 pp.

Bodnar supplies a synthetic history of the experiences of the approximately 40 million immigrants to the U.S. during the 1830-1930 period. He gives great attention to the individual as well as group variations in the patterns of adaptation of these immigrants to the U.S. environment.

(4) Roger Daniels, *Guarding the Golden Door* (2005) 199 pp.

Daniels is a student of the public debates over American immigration policy. In *Guarding the Golden Door*, Daniels traces the history of federal legislation controlling immigration from the 1880s down to today. The book both analysis the forces behind modern immigration and behind campaigns to curtail it.

(5) David Gerber & Alan Kraut, *American Immigration and Ethnicity* (2005) 345 pp.

Gerber and Kraut bring together an extensive set of essays, exploring key issues in the modern debate over national and private policy regarding race and ethnicity. The volume balances divergent opinions on such "hot button" topics as affirmative action, bilingual education, and school desegregation.

D. COURSE SCHEDULE: The following is the prospective schedule of class topics, reading assignments, and written assignment deadlines for the course of the semester.

Aug 24 INTRODUCTION

Aug 26 & 31 ETHNIC IDENTITY
AMERICAN MELTING POT

Gerber & Kraut, Chaps 4 & 5

Sep 02 THE ORIGINAL NATIVE AMERICANS

Robert Trennert, "Educating Indian Girls."

Sep 07 & 09 THE PECULIAR INSTITUTION
OUT OF SLAVERY

Nathan I. Huggins, *Black Odyssey*
Gerber & Kraut, Chap. 7

Sep 14 & 16 IMMIGRATION: PUSH AND PULL
IMMIGRATION: THE PROCESS

John Bodnar, *The Transplanted*, xv-xxi, 1-56
Gerber & Kraut, Chap. 3

Book Review topic description due.

Sep 21 & 23 ETHNIC NEIGHBORHOODS
ETHNIC CHURCHES AND SOCIAL ORGANIZATIONS

Sharlene Hesse-Biber, "The Ethnic Ghetto as Private
Welfare."
John Bodnar, *The Transplanted*, 144-68
Gerber & Kraut, Chaps. 2 & 13

Sep 28 & 30 ETHNIC WOMEN
ETHNIC FAMILIES

John Bodnar, *The Transplanted*, 57-84
Hasia Diner, *Erin's Daughters*
Gerber & Kraut, Chap. 10

Oct 05 & 07 NATIVISM
IMMIGRATION RESTRICTION - I

Daniels, *Guarding the Golden Door*, 3-58
Gerber & Kraut, Chaps. 6, 9, & 12

Oct 12 & 14 CATCH-UP & REVIEW
MID-TERM EXAMINATION

Oct 19 & 21 ETHNIC WORKER
ETHNICS AND UNIONS/RADICALS

John Bodnar, *The Transplanted*, 85-116, 197-204

Oct 26 Fall "Break"

Oct 28 ETHNIC ENTERPRISE I

John Bodnar, *The Transplanted*, 117-43, 169-97, 205-16

- Nov 02 & 04 ETHNIC ENTERPRISE II
VARYING RATES OF ECONOMIC SUCCESS
- Ivan H. Light, "Rotating Credit Associations"
Thomas Sowell, "Implications"
- Nov 09 & 11 CIVIL RIGHTS MOVEMENT: WE SHALL OVERCOME
CIVIL RIGHTS DEFERRED
- Harvard Sitkoff, "Up from Slavery"
- Book Review due on 11th.**
- Nov 16 & 18 CIVIL RIGHTS: AFTER THE MOVEMENT YEARS
ETHNIC POLITICS
- Manning Marable, "From Protest to Politics"
Gerber & Kraut, Chap. 8
- Nov 23 NEWEST IMMIGRANTS: PUSH AND PULL
- Daniels, *Guarding the Golden Door*, 59-128, 147-218
Gerber & Kraut, Chap. 1
- Nov 25 THANKSGIVING VACATION
(Thanks to the Native Americans)
- Nov 30 &
Dec 02 NEWEST IMMIGRANTS: OPEN DOOR FOR ALL?
NEO-NATIVISM V. MULTICULTURALISM
- Daniels, *Guarding the Golden Door*, 129-45, 219-68
Gerber & Kraut, Chaps. 11 & 14
Ralph Vecoli, "Return to the Melting Pot"
Gary B. Nash, *The Great Multicultural Debate*
- Dec 07 & 09 POST ETHNICITY IN MASS CULTURE: AN OBAMA-NATION
CATCH-UP & REVIEW
- David Hollinger, "The Ethno-Racial Pentagon" from *Postethnic America*.
- December 14
1-3PM FINAL EXAMINATION