The University of Texas at San Antonio
Department of Bicultural Bilingual Studies

BBL 5133 Latino/a Biculturalism in the U.S.

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description: This course focuses on the study of Mexican American and other Latinos/as, (e.g. Puerto Rican, Cuban) communities in the United States in the 20TH and 21ST century. Biculturalism will be examined as the salient experience of these communities as they have struggled to make the transition from their national cultures of origin into the mainstream of U.S. society. The course examines bicultural processes at the individual, community and institutional levels, within the context of these groups’ historical experiences in the U.S. Course topics include economic segmentation, educational and other institutional discrimination, political development, cultural maintenance, and biculturalism as self determination.

Course Objectives: Through interactive processes that involve engagement of course readings, discussions, films and lectures, students will be able to:
1. Describe primary characteristics of the bicultural experience in at least two Latino/a communities;
2. Explicate the historical, social, economic and political factors that have influenced the bicultural development of Latino/a communities;
3. Discuss the dynamics and effects of the Latino bicultural experience at the individual, reference group, and community levels;
4. Analyze the phenomenon of biculturalism utilizing an interdisciplinary theoretical perspective that draws on historical, political-economic, anthropological, sociological, and psychological concepts.

Course Requirements:
Attendance and Participation: Your participation is essential for a successful experience in the graduate seminar. Readings and other assignments are the basis for discussion, therefore come prepared to share your understandings, raise questions, i.e., critical engagement, with texts and discussions. You are responsible for completing your readings on the day these are due in order to participate in the discussion. Three absences for any reason will reduce your final score one letter grade (e.g. an “A” becomes a “B.”). Excessive absences (more than five class periods) can result in an F in the class. Tardiness or an early departure of 20 minutes (or more) will be considered an absence.

Group Presentations: Groups will be responsible for presenting the material and leading class discussion. The group presentations and in class groups are an examination of the text itself, focusing on key terms, key concepts, theoretical, analytical and interpretive concepts and (discursive) practices that the author is arguing/presenting.
Weekly Critical Reading Response: (3 pages, typed, double spaced) using the format provided for a critical engagement with the texts. Examine issues, problems, or contradictions that arise in the texts, as they pertain to biculturalism/bilingualism in the U.S. The critical reading response is then a consideration of the text, engaging the contribution of the text to ways of considering newer analytic frameworks. Due every week; late papers will be marked down.

Final: One Critical Reading Review based on Bacon or Ochoa (8-10 pages, typed, double spaced) and Six Critical Reading Responses based on revisions of earlier drafts addressing topics of culture, globalization, immigration, citizenship.

Required Texts

Other articles and books will be assigned (at UT library or through email).

Websites for writing and citation:
American Psychological Association Manual Style web site: UTSA Library, Online Database http://owl.english.purdue.edu/owl/resource/560/01/
University of Toronto, Critical Reading for Critical Writing website: http://www.utoronto.ca/writing/critrdg.html
Graduate Student Writing Resource: http://www.lsa.umich.edu/swc/grad/resources.html#basics

Grading
Weekly Critical Reading Responses of course readings 30%
Group Presentations 10%
Six Final Critical Reading Review 30%
Final Critical Reading Response 30%