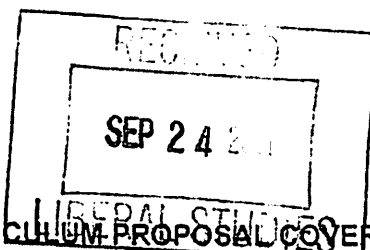


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 01-28f
Submission Date: _____
Action-Date: UWUCC App-1/22/02
Senate App 2/26/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Victor Garcia Phone 357-2732

Department Anthropology

II. PROPOSAL TYPE (Check All Appropriate Lines)

XX **COURSE** Latinos and Diasporas
Suggested 20 character title

XX **New Course*** ANTH/LAS 370: Latinos and Diasporas
Course Number and Full Title

 Course Revision _____
Course Number and Full Title

 Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

 Course Deletion _____
Course Number and Full Title

 Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

 Course or Catalog Description Change _____
Course Number and Full Title

 PROGRAM: Major Minor Track

 New Program* _____
Program Name

 Program Revision* _____
Program Name

 Program Deletion* _____
Program Name

 Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee

[Signature]
Department Chair

[Signature]
College Curriculum Committee

[Signature] 9/12/2001
College Dean

Director of Liberal Studies (where applicable)

*Provost (where applicable)

Latinos and Diasporas Syllabus of Record Format

I. Catalog Description

ANTH/LAS 370 Latinos and Diasporas

3 Lecture Hours

0 Lab Hours

3 Credits

(3c-0l-3sh)

Prerequisites: None

This course introduces students to the global and local dimensions of the changing Latino communities in the United States and examines the communities' multiple connections and dynamic interactions with Latin American diasporas. Towards this end, the course will cover: (1) theories on transnational communities, diasporas, the state, and citizenship; (2) Latino cultures and geography, (3) Latin American immigration and labor migration to the United States; and (4) the impact of Latin American diasporic networks on Latino and non-Latino communities.

II. Course Objectives

Using an interdisciplinary, historical, and comparative approach, the students will:

- learn how to examine critically and use theories of globalization, transnational communities, diasporas, and nation-states and citizenship. In the process, they will learn the strengths and shortcomings of using these and other social science paradigms to understand and study Latino communities, diasporic networks, and ethnic and community identity.
- be introduced to Latino populations and their concentrations in different regions of the United States. Besides providing the students with a demographic, economic, and political overview of the U.S.-based Latino population, the histories and contemporary plights of Mexican, Central American, and Caribbean communities will be covered using case studies, a couple of them based on the instructor's research.
- examine Latin American diasporic networks, particularly patterns and processes of immigration and labor migration, to the U.S. Southwest, Southeast, and Northeast.
- explore the economic, political, cultural, and social impact of Latin American diasporic networks on Latino and non-Latino communities. Included will be the cultural and political strife that exists within Latino populations and between Latinos and non-Latinos. Community alliances and governmental and non-governmental

efforts designed to mitigate against this internal and external strife will also be considered.

III. Detailed Course Outline

A. Introduction to the U.S. Latino Population and Latin American Diasporas

Week One—Who is a Latino? Latino Ethnicity and Community Identity (3 hours)

Video: Mi Familia

Week Two—What are Latin American Diasporas? (3 hours)

Week Three—The Study of Latin American Diasporas (3 hours)

B. Mexican Origin Communities in the United States and Mexican Diasporas

Week Four—Traditional and New Communities of Mexican Origin in the United States (2 hours)

Examination Number 1 (1 hour)

Week Five—Refugees of the Mexican American War and Mexican Revolution of 1910 and the Growth of Historic Mexican Communities in the United States (3 hours)

Case Study Number 1: Early Immigration and Little Mexico in Dallas, Texas

Video: Little Mexico

Week Six—Globalization, Transnational Labor, and Emergence of Recent Mexican Communities (3 hours)

Case Study Number 2: The Emergence and Growth of Mexican Enclaves in Southern Chester County, Pennsylvania

Slide Presentation: Mexican Enclaves in Kennett Square and Toughkenamon, Pennsylvania

C. Guatemalan and Salvadoran Communities in the United States and Central American Diasporas

Week Seven—The Rise of Guatemalan and Salvadoran Communities in the United States (2 hours)

Examination Number 2 (1 hour)

Week Eight—Cold War Conflict in the Western Hemisphere, Political Conflict, and Guatemalan Diasporas, Part I (3 hours)

Case Study Number 3: Guatemalan Refugees and Transnational Migrants in Georgetown, Delaware

Week Nine—Cold War Conflict in the Western Hemisphere, Political Conflict, and Guatemalan Diasporas, Part II (3 hours)

Video: El Norte

Week Ten—Political Repression, Death Squads, and Salvadoran Diasporas (3 hours)

Case Study Number 4: Salvadorans in Long Island, New York

D. Puerto Rican and Cuban Communities in the U.S. Mainland and Caribbean Diasporas

Week Eleven—Old and New Puerto Rican and Cuban Communities in the United States (2 hours)

Examination Number 3 (1 hour)

Week Twelve—The Spanish American War, Operation Bootstrap, and Puerto Rican Immigrant and Migration to the United States (3 hours)

Case Study Number 5: Nuyoricans and Puerto Ricans in Reading, Pennsylvania

Week Thirteen—The Castro Regime, Political Refugees, Forced Expatriation, and the Growth of Cuban communities (3 hours)

Case Study Number 6: Little Havana in Miami

E. National and Local Responses to Latin American Diasporas

Week Fourteen—Latino and Nativistic Responses to Latin American Diasporas: Is There a Middle Road for All Concerned? (3 hours)

IV. Evaluation Methods

The final grade for the course will be calculated in the following manner:

Ten Quizzes (10 points each)	100 Points	20 Percent
Examination Number 1	100 "	20 "
Examination Number 2	100 "	20 "
Examination Number 3	100 "	20 "
Final Examination	100 "	20
Total	500 Points	100 Percent

V. Required Textbook(s), Supplemental Books and Readings

Bonilla, Frank, Edwin Melendez, Ma. de Los Angeles Torres, Rebecca Morales (eds.) 1998. Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence. Philadelphia: Temple University Press. (Selected chapters will be assigned)

- Flores, William V. & Rina Benmayor (eds.). 1998. Latino Cultural Citizenship: Claiming Identity, Space, and Rights. New York: Beacon Press. (Selected chapters will be assigned)
- Garcia, Victor. 1997. Mexican Enclaves in the US Northeast: Immigrant and Migrant Mushroom Workers in Southern Chester County, Pennsylvania, JSRI Report Number 27, Julian Samora Research Institute, Michigan State University, East Lansing, Michigan
- Garcia, Victor. 2001. Mexican Enclaves in Southern Chester County, Pennsylvania: Revisiting Old Observations of an Ongoing Immigration Process. In Gilbert Garcia & Jerry Garcia (eds.), Readings in Chicano Studies. Dubuque, Iowa: Kendal/Hunt Publishing Company.
- Kearney, Michael. 1995. The Local and the Global: The Anthropology of Globalization and Transformation. Annual Review of Anthropology, 24:547-565.
- McMichael, Philip. 1996. Globalization: Myths and Realities. Rural Sociology, 61(1): 25-54.
- Perea, Juan F. (ed.). 1997. Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States. New York: New York University Press. (Selected chapters will be assigned)
- Portes, Alejandro & Ruben G. Rumbaut. 1996. Immigrant America: A Portrait. Berkeley: University of California Press.
- Suro, Robert. 1999. Strangers Among Us: Latinos Lives in a Changing America. New York: Vintage Books.

VI. Special Resource Requirements

There will be no special resource requirements.

VII. Bibliography [used in putting together course proposal]

- Bonilla, Frank, Edwin Melendez, Ma. de Los Angeles Torres & Rebecca Morales (eds.) 1998. Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence. Philadelphia: Temple University Press.
- Burns, Allan F. 1993. Maya in Exile: Guatemalans in Florida. Philadelphia: Temple University Press.
- Cardenas, Gilberto 2000. The State of Research on the United States' Latino Population. Unpublished manuscript.

- Chavez, Leo R. 1997. Immigration Reform and Nativism: The Nationalist Response to The Transnationalist Challenge. In J.F. Perea (ed.), Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States. New York: New York University Press.
- Flores, William V. & Rina Benmayor (eds.). 1998. Latino Cultural Citizenship: Claiming Identity, Space, and Rights. New York: Beacon Press.
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- Gardel, Nathan. 1995. The Tide of Globalization. New Perspectives Quarterly, 12:2-3.
- Hamilton, Nora & Norma Stoltz Chinchilla. 2001. Seeking Community in a Global City: Guatemalans and Salvadorans in Los Angeles. Philadelphia: Temple University Press.
- Hondagneu-Sotelo, Pierrette. 1994. Gendered Transitions. Mexican Experiences of Immigration. Berkeley: University of California Press.
- Jacobson, David. 1996. Rights Across Borders. Immigration and the Decline of Citizenship. Baltimore and London: The Johns Hopkins University Press.
- Kearney, Michael. 1995. The Local and the Global: The Anthropology of Globalization and Transformation. Annual Review of Anthropology, 24:547-565.
- Kearney, Michael. 1996. Reconceptualizing the Peasantry: Anthropology in Global Perspective. Boulder, Co: Westview Press.
- Lamphere, Louise. 1992. Structuring Diversity: Ethnographic Perspectives on the New Immigration. Chicago: University of Chicago Press.
- Lamphere, Louise. 1995. Women and US Immigration: An Invisible Issue. Anthropology Newsletter. November.
- Loker, William M. 1998. Grit in the Prosperity Machine: Globalization and the Rural Poor in Latin America. In William M. Loker (ed.) Globalization and the Rural Poor in Latin America. Boulder: Lynn Rienner.

- Mahler, Sarah J. 1995. American Dreaming: Immigrant Life on the Margins. Princeton, NJ: Princeton University Press.
- McMichael, Philip. 1996. Globalization: Myths and Realities. Rural Sociology, 6 (1): 25-54.
- Moore, Joane 1997. The Contribution of Latino Studies to the Social Sciences. Unpublished manuscript.
- Portes, Alejandro. 1996. Global Villagers. The Rise of Transnational Communities. The American Prospect. March-April.
- Portes, Alejandro and Robert L. Bach. Latin Journey. 1985. Cuban and Mexican Immigrants in the United States. Berkeley: University of California Press.
- Portes, Alejandro & Ruben G. Rumbaut. 1996. Immigrant America: A Portrait. Berkeley: University of California Press.
- Rodriguez, Clara. 2000. Changing Race: Latinos, the Census and the History of Ethnicity in the United States. New York: New York University Press.
- Rouse, Roger. 1997. Making Sense of Settlement: Class Transformation, Cultural Struggle, and Transnationalism among Mexican Migrants in the United States. In J. F. Perea (ed.), Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States. New York. New York University Press.
- Snipp, Mathew C. Understanding Race and Ethnicity in America. 1996. Rural Sociology, 61 (1): 125-142.
- Suro, Robert. 1999. Strangers Among Us: Latinos Lives in a Changing America. New York: Vintage Books.
- Tardanico, Richard & Mark B. Rosenberg, (eds.). 2000. Poverty or Development. Global Restructuring and Regional Transformations in the U.S. South and the Mexican South. New York: Routledge.
- Torres, Andres, Jose E. Velazquez & Emilio Pantojas-Garcia (eds.). 1998. The Puerto Rican Movement: Voices from the Diaspora. Philadelphia: Temple University Press.
- Waldinger, Roger. 1996. Still the Promised City? African-Americans and New Immigrants in Postindustrial New York. Cambridge: Harvard University Press.

Course Analysis Questionnaire

Section A: Details of the Course

A1 The course—Latinos and Diasporas—will add to and strength the course offerings in the Anthropology Department, the Latin American Studies (LAS) minor, and the University in general. At this time, it will not be proposed for inclusion in the Liberal Studies course list.

Specifically, the Latino and Diaspora course will strengthen the cultural area and special subject courses in the Department of Anthropology. Currently, there are cultural area courses that introduce students to the cultures and societies of Africa, Latin America, Southeast Asia, and North America (Native Americans). The course will address two cultural areas—Latin America and North America (United States)—and examine the interrelatedness of the two. By focusing on Latin American diasporas to the United States, among them, labor migrations and the ethnic flight of indigenous people, the course will demonstrate how communities in the United States (Latino and non-Latino in terms of population concentration) and Latin American regions are linked culturally, economically, politically, and socially. In fact, some scholars argue that these ties between the two cultural areas are creating true global communities based in more than one geographical location that no longer can be defined or described by citizenship and nation-state boundaries.

Additionally, the Latino and Diaspora course will add to the limited number of courses in anthropology devoted solely to ethnic minorities in the United States. At present, there is only one course, a course on Native Americans.

Moreover, the proposed course will be an important and timely addition to the recently developed and soon to be proposed LAS minor. The Latino population in the United States, according to Census 2000, is the largest ethnic minority group in the country. It numbers a little over 35 million residents and, in terms of population size, it is only surpassed by Brazil and Mexico. As it stands at the moment, the LAS minor does not have any courses that addresses the growing and diverse U.S.-based Latino population, despite the fact that a significant number of this populace are recent immigrants or transnational migrants who maintain strong ties to their home communities in Latin America. The core course of the minor, LAS 480, only introduces this population to the students, but does not examine this population and its many cultures in depth. The electives in the LAS minor also do not list a course that will address and examine the U.S. Latino population and its close ties to many regions of Latin America.

The course will be appropriate for anthropology majors and students in other disciplines interested in gaining further instruction on Latin America, U.S. Latino Communities, and Latin American diasporas to the United States. Students who plan to pursue careers in education, social work, government and international relations, medicine and health, and business in the United States and Latin America will benefit in particular from the content of the course. Given the growth and geographic dispersion of

the Latino population, it is highly probable that students pursuing their careers in the United States will come into contact with a Latino student, client, constituent, patient, or patron. Having an understanding of their culture and their experiences in the United States will help these young professionals in their prospective careers to better serve the needs of Latinos, particularly in Pennsylvania, a state that underwent nearly a 70 percent increase in its Latino population in the last decade, from 232,000 in 1990 to 392,993 residents in 2000.

A2 No changes in the content of existing courses are anticipated.

A3 This course has not been offered at IUP on a trial basis. However, the writer of this course proposal has covered in a limited fashion the U.S. Latino population and some of the Latin American diasporas to the United States in Anthropology 274 (Cultural Area Studies—Latin America). The students have praised this segment of the course in their written comments on student evaluations. In addition, on two occasions, the Mexican American population and its rich literature were addressed in a synthesis course, LS 499: U.S. Hispanics. The synthesis course, designed to be team-taught by a social scientist and literature scholar, was offered by Drs. Garcia and Foltz. The course did not cover other Latino cultures and did not include Latin American diasporic networks to different regions of the United States. Nonetheless, it drew high enrollments from students majoring in sociology, political science, nutrition, Spanish, and education. In their written comments on the student evaluations, the students lamented the limited scope of the course. They expected other Latino groups, besides Mexican Americans, to be covered. They also were expecting instruction on Latin American immigration and migration to the United States.

A4 This course is not proposed as a dual-level course. If there is demand by graduate students once the course has been offered, it will be developed as a dual-level course in the future.

A5 This course is not offered for variable credit.

A6 Similar but not identical courses are offered at other universities across the country. They are mainly offered in Latin American and Latino Studies Programs. The following are examples of such courses:

- Latino/a Migration (a sociology course for the Chicano/Latino Studies Program at the University of Nebraska at Omaha)
- Hispanic Cultures in the United States (a Latin American, Caribbean and U.S. Latino Studies course for the Latin American, Caribbean and U.S. Latino Cultural Studies Program, University of Albany, SUNY)
- The Latino/a Experience in the United States (a sociology course for the U.S. Latino/a Studies Program at Iowa State University)

- **Latinos in the United States: A Comparative Perspective & Latino/a Histories** (two Latin American and Latino Studies courses for the Latin American and Latino Studies Program at the University of California, Santa Cruz)
- **Latinos in the United States: Past, Present, and Future** (a Latino/a Studies course for the Latino/a Studies Program at the University of Indiana, Bloomsburg)
- **Multiculturalism in the United States: The Construction of Latino Communities** (core course) & **Seminar in Latino Studies: Latino Immigrants and U.S. Society** (two Latin American and Latino Studies courses for the Latin American and Latino Studies Program at DePaul University)
- **Chicano/Latino Communities** (a Chicano/Latino Studies course for the Chicano/Latino Studies Program at Portland State University)

A7 The content of the proposed course is not recommended or required by any professional accrediting process or certification required for anthropologists or Latin Americanists in other social sciences or the humanities.

Section B: Interdisciplinary Implications

B1 Only one IUP instructor will provide instruction for the proposed course—Latinos and Diasporas. Given the content of the course, Dr. Victor Garcia of the Department of Anthropology will teach it. He has researched and written about this diverse population and its diasporas for nearly 15 years.

B2 There is no overlap and foreseeable conflict between the proposed course and existing courses at IUP. The only possible overlap, if the course is ever taught again, will be with LS 499: U.S. Hispanics, discussed in A3 of this Course Analysis Questionnaire. Given that this synthesis course only covers the Mexican American population, there would only be a partial overlap. The proposed course, like the synthesis course, will address the Mexican American population, but unlike the synthesis course, it will also include Mexican immigrants and migrants, Cuban Americans and Cuban immigrants, Puerto Ricans, and Central American refugees. It should be noted that Drs. Foltz and Garcia have no plans of teaching LS 499: U.S. Hispanics again.

Once the Latinos and Diasporas course is approved, the segment of the Anthropology 274 that addresses these subjects in a limited fashion will be removed, allowing the instructor, Dr. Victor Garcia, to cover other important topics in Latin America. Removal of this content should serve as a remedy for any overlap with Anthropology 274.

B3 No.

Section C: Implementation

C1 Yes, faculty resources are adequate, particularly if the Anthropology Department receives credit hours for the semester when this course is offered. No additional faculty will be hired for the sole purpose of teaching this course. This course will be offered no more than once every other academic year. In the semester when this course is taught, it is possible that only one or no sections of Anthropology 274: Cultural Area—Latin America will be offered.

C2 No additional resources, other than what a traditional social science course requires, will be needed to teach this course. Classroom space and audiovisual equipment made available to the Anthropology Department will suffice for this course. Additionally, there is no need to purchase laboratory supplies and other consumable goods and library materials. And travel expenses will not be incurred.

C3 No resources for this course will be funded by a grant. Such funds are not necessary.

C4 The course will be offered once every other year. It is not particularly designed for or restricted to certain seasonal semesters. It will be developed and designed for Fall and Spring Semesters and summer sessions. However, the course, depending on the course sequencing in the Anthropology Department, will mainly be offered either during Fall or Spring semesters.

C5 Only one section of this course will be offered per any single semester.

C6 The proposed course will be limited to 25 students. This is the set limit for 300 level social science courses at IUP.

C7 No. There is no professional society that recommends enrollment limits or parameters for a course of this nature.