You’ve probably read the headlines: “New census milestone: Hispanics reach 50 million”; “U.S. Hispanic population tops 50 million” and one of my Spanglish favorites “Los USA -- Latino Populations Grow Faster with Wider Spread.” The U.S. Census numbers have confirmed that the Hispanic population has reached an important milestone, the 50 million mark. We are waking up to a new reality, a new face of America. The New American Reality of Cross-Cultural Encounters: Hispanics and Americans speaks to the unique experience of living in a bilingual-bicultural society in America today. And, actually, our contemporary society becomes more multilingual and multicultural with the passage of time. Developing cultural competence, sensitivity to the “other” and some measure of second language proficiency are critical to teamwork in the 21st century’s globalized workplace and our culturally diverse society.

Diversity is about recognizing and valuing difference, where everyone is respected for who they are.

Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be.

Together equality and diversity celebrate our differences as we dance together hand-in-hand each to a different rhythm, making beautiful music as one!

CCS Learning Outcomes:
Upon successful completion of a Carroll education, Carroll graduates will be able to:
1. Understand world cultures and reflectively interact with cultures other than their own.
2. Critically evaluate global issues from multiple perspectives.
3. Understand and analyze multiple philosophical, ethical, and religious positions held by persons within their own and other cultures.
4. Understand the methodologies germane to the fine arts, humanities, social sciences, and natural sciences as well as their larger social context.
5. Analyze and integrate material in a field outside the major area of study.
6. Develop and defend a position that demonstrates logical reasoning both orally and in writing.
7. Demonstrate information fluency by gathering, analyzing, and synthesizing information using emerging technologies and traditional media.
How to take this course

It’s not what you “get” in this course, it’s how you enjoy the experiences that it offers! Students take a Freshman course for lots of reasons, usually variations on “it’s required.” Think about why someone has decided that learning about other cultures might be essential to your university and life experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your newfound cultural knowledge, but it would be such a waste! I like to think that this (and indeed, any) course operates on many levels. Imagine we are on vacation relaxing at a beach. Now let’s think of the options that you, the beach bum, has open to you!

- Wading... getting your feet wet
  - Okay!
  - You read the material and come to class regularly, getting your feet wet, partially submerged, trudging along, accumulating surface-level knowledge. You remain in the shallows, oblivious to the rich ocean life that is beneath the surface. Nothing wrong with just the basics, but your experience will not be very enriching and will not contribute to the more holistic experience of being immersed in the diverse ocean creatures that inhabit the waters.

- Snorkeling... taking a dip
  - Pretty Cool!
  - You begin to explore what’s below the ocean’s surface and remain submerged for prolonged periods of time—but always connected to the surface world while moving face down at or just below the surface of the ocean. You begin to ask questions, challenge preconceptions, assumptions, opinions. You want to know the HOWS and the WHYS of your new reality. You partake in conversations about your experiences, dialogue about differing perspectives on ocean life and its preservation.

- Scuba Diving... diving into the depths
  - Super Cool!!!
  - You venture deeper into the ocean, further from the shoreline. You descend and swim underwater and discover the other world beneath the ocean surface far from the shoreline. You actively and enthusiastically participate in the diving experience as you become part of this newly discovered world. You are curious, passionate, concerned about this new culture of sea life. CULTURE MATTERS. DIVERSITY IS CELEBRATED. CRITICAL THINKING IS SPARKED. You are not just concerned about WHAT, HOW, WHY. You are energized by WHO you and others are and what you can do collaboratively to make this diverse world known to others and respected by others.

Course Objectives

1. Demonstrate understanding of similarities and differences between the student’s own culture and a different culture.
2. Define similarities and differences between the student’s own culture and a different culture.
3. Compare similarities and differences between the student’s own culture and a different culture.
4. Contrast similarities and differences between the student’s own culture and a different culture.
5. Discriminate similarities and differences between the student’s own culture and a different culture.

Possible Assessments: Class Assignments: small-group and community cultural interview projects with oral reports & visual representations, papers, quizzes/exams (Community-based Participatory Research) & Class Discussions.

Required Assessment: Oral Exam and Culminating Assignment

- Demonstrate understanding of multiple perspectives of a global issue through the common reading and the course topic.
- Be able to express orally and in writing with supporting materials, understanding of your own culture and a different culture.
- Oral presentations, small group discussion, writing assignments, reflective journals/essays, fora and debates.

Required Assessment: Oral Exam and Culminating Assignment

4. Demonstrate information fluency by gathering, analyzing, and synthesizing information using emerging technologies and traditional media. Students will address the following:
   - Demonstrate the ability to gather and integrate information from a variety of sources. (SOURCES: library, internet, live interviews, field trips, experts/guest speakers, media sources (TV, newspapers)
   - Demonstrate the abilities to assess the credibility and to weigh the value of information from different sources. SOURCE EVALUATIONS (biases, perspectives, motivations, experiences)
   - Communicate knowledge using emerging technologies. POWER POINT, FILM, BLOG, PHOTOGRAPHY, etc.
5. Demonstrate familiarity with Carroll University policies, procedures and support services which help to facilitate academic success through participation in the following required course components:
   - Orientation Component: ITS / Library Introduction Session
   - Library Sessions: two library sessions conducted by Librarians and Career Counselors / One online library session
   - Check-in meeting will be scheduled during regular faculty office hours.
   - Short in-class presentation by Director of Student Success (Jeff McNamara)
   - Optional: Other campus presentations and activities will be offered for students and details shared with Cultural Seminar faculty. Faculty may require and/or include additional transitional elements as they deem appropriate, e.g., Advising and Registration, Walter Young Center, International Education, Health Center, Student Organization Fair, etc.
   - Organizations, Hispanic Community Resources / field trips, speakers, cultural events.
   - Possible Assessments: Student Attendance, Participation, Reaction Essays.
Course Activities:

Readings of Latino personal accounts / testimonies

Attendance at Latino Cultural Events and Advocacy groups and organizations

Weekly reflective journal entries / Quizzes

Reaction Essays, Quizzes, Cross-Cultural Analysis essay

CCS signature assignment

Oral Presentations

Oral Exam

Group debates and fora

Instructor conferences / Meetings with Orientation Mentor

Library and ITS tutorials / Bring Your Own Technology Days (BYOD Days)

Class participation and attendance

Culminating Assignment

Texts and Required Materials

Social and Cultural Anthropology: A Very Short Introduction
by John Monaghan & Peter Just

Latinos in Waukesha.

Latinos in Milwaukee.

Devil’s Highway. A True Story.

The Circuit. Stories from the Life of a Migrant Child.

Reaching Out.

Evaluation:

Letter grades will be assigned according to these percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>BC</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>70-77%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
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Relative weighting of assignments entering into the final course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION LEARNING OUTCOME 2: ORAL EXAM</td>
<td>10%</td>
</tr>
<tr>
<td>CULTURAL EVENTS (2) with Reaction Essays on Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>CLASS ATTENDANCE AND PARTICIPATION</td>
<td>20%</td>
</tr>
<tr>
<td>WEEKLY REFLECTIVE ESSAYS/QUIZZES</td>
<td>15%</td>
</tr>
<tr>
<td>GENERAL EDUCATION LEARNING OUTCOMES 1 &amp; 4 (RESEARCH AND PRESENTATIONS) Culmination Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>GENERAL EDUCATION LEARNING OUTCOMES 1 &amp; 3 (FORA AND DEBATES)</td>
<td>15%</td>
</tr>
<tr>
<td>COURSE SPECIFIC LEARNING OUTCOMES (Thematic and Cultural Essays)</td>
<td>10%</td>
</tr>
</tbody>
</table>
Syllabus Overview
For each class you will have a specific assignment. You need to prepare your assignment prior to coming to class, bearing in mind that we cannot cover everything in class. I consider your assigned readings to be "background reading" — in other words, read it before class, and if it covers new and unfamiliar material for you, then re-read and study it more carefully. Assessments are based on the class readings, and our class discussions will assume that reading and studying has been done prior to class. You need to bring the books that we are reading for that week to class for reference.

Week 1: September 7 (Thursday)
The many definitions of CULTURE
Latino Diasporas: Cross-Cultural Encounters in America: An immigrant vocabulary and perspectives

Week 2: September 12 / 14
Reaching Out, Francisco Jiménez, pp. 1-70
Social and Cultural Anthropology: A Very Short Introduction
Topic: Defining and Grasping the Concept of Diaspora: identifying the role of culture*

*Each week there will be a Topic(s) which will include a handout listing definition of terminology, issues to be discussed, and/or sample questions.

Week 3: September 19/21—Hispanic Heritage Month/ Viva La Causa film
Reaching out, Francisco Jiménez
Social and Cultural Anthropology: A Very Short Introduction, Chapter 1, pp. 13-33
Topics: Creating Borders and their Consequences; Migration, Settlement and Identity

Week 4: September 26 / 28 César Chávez film
Reaching Out, Francisco Jiménez
Social and Cultural Anthropology: A Very Short Introduction
Topics: Culture, Belonging and Collective Imaginations—A Cross-Cultural Perspective of Them and Us;
The Politics of Fear: Ethnic Discrimination and Xenophobia; Hispanic Family Values

Week 5: October 3/5 ORAL EXAM
Devil's Highway. A True Story, Luis Alberto Urrea
Topics: Generational Change, National Consciousness and Identity Formation and Stereotyping; Citizenship and multiculturalism; hybridity, displacement, globalization, cosmopolitanism, deterritorialization, migration, exile, race/ethnicity, nationality, customs and traditions.

Week 6: October 10 / 12
Devil's Highway. A True Story. Luis Alberto Urrea
Latinos in Milwaukee, Joseph Rodríguez and Walter Sava
Topics: Bilingual and Multilingual Cultures, Latino Panethnicity, Latino Neighborhoods in History and in Transition.

Week 7: October 19 (Thursday) (Fall Break: October 16-17) / Mid-Term Grades due (10-19 -17)
Devil's Highway. A True Story. Luis Alberto Urrea
Latinos in Milwaukee, Joseph Rodríguez and Walter Sava
Topic: The Human Face of Immigration in the United States & Immigration Reform

Week 8: October 24 / 26
Devil's Highway. A True Story. Luis Alberto Urrea
Latinos in Waukesha, Walter Sava & Anselmo Villarreal
Films: Mountains, Mist and Mexico & The Hispanic Heritage of Waukesha
Topic: Images and Practices of American Culture / Community Leadership

Week 9: October 31 / November 2 DAY OF THE DEAD OFRENDAS The Circuit, Francisco Jiménez
Latinos in Waukesha, Walter Sava & Anselmo Villarreal
Topic: Ethical Responses to Immigration Issues: The New Sanctuary Movement and Civil Initiatives

Week 10: November 7 / 9
The Circuit, Francisco Jiménez
Latinos in Milwaukee, Latinos in Waukesha: Latinos in our community—Cross-Cultural Reflections Community Research Groups: Discussions & Draft Essays (3-5 pages)
Topic: Identity, heritage & living in two cultures: Hispanic Images, Voices,Visions & Values

Week 11: November 14 / 16
The Circuit, Francisco Jiménez
Community Research Groups: Discussions & Revised Essays (3-5 pages)
Social and Cultural Anthropology: A Very Short Introduction Revisited
Topic: Found Art in a World Separated by Borders

Week 12: November 21 (Thanksgiving Break)
The Devil's Highway & The Circuit: Reflections on Readings All Cultural Events / Campus Presentations
Reaction papers due
General Discussion, Debates, Questions, Reflections on Readings: Course Retrospective
Topic: Cross-Cultural Encounters: Hispanics and Americans What have we Learned?

Week 13: November 28 / 30 Culminating / Signature Assignment due
Social and Cultural Anthropology: A Very Short Introduction Revisited
The Carroll Hispanic Images, Voices, and Visions Traveling Photo Community Workshop
Topic: Latino Demographics and Community Outreach Resources in Waukesha and Milwaukee Counties

Week 14: December 6 / 8
Course Wrap-Up Review
Topic: Diversity and Cultural Recognition: Hispanics and Americans from the U.S.-- The Two Faces of the Americas

Week 15: December 12 FINAL PROJECT

The present course outline is tentative and subject to change to accommodate class progress and the preparedness of individual students.

Final Exam Week December 15-20

ALL sections must meet or have an assignment due for the final exam period.

FINAL EXAM:
Assignment: To Be Announced

DECEMBER 14 (WEDNESDAY) READING DAY
FINAL EXAMINATIONS: DECEMBER 15—20

CCS100-M FINAL EXAMINATION: TUESDAY, DECEMBER 19 @ 2:00 PM

CCS100-MM FINAL EXAMINATION: FRIDAY, DECEMBER 15 @ 11:00 AM
Regarding plagiarism:

On assignments, and exams, doing your own work is absolutely essential.

Let me be very clear. You cannot pass off as your own the work of someone else! You cannot turn in an assignment that someone else has written or that you have bought or downloaded from online. Plagiarized work or exam cheating will automatically receive a zero on the assignment and may cause you to fail the course, at my discretion. I am a “sweetie pie” and very understanding, but I do have my limits! When you plagiarize or cheat, you are implying that I am “stupid.”

I take such violations very seriously. Please familiarize yourself with and follow the Carroll University policy on academic honesty in the Student Handbook. And don’t even think of either cheating or plagiarizing in my class!

Technology Use in Class:

We will be busy in every class session, and we don’t need any electronic distractions. Silence your cell phone before you enter the classroom. If it rings, I reserve the right to answer it. Do not use your laptop in class or any electronic devices.

I will provide you with all the notes and handouts, assignment sheets and anything else that you could possibly need for this class. Occasionally we will have a BYOD (Bring Your Own Devise) Day when we can spend time in class doing assignments / projects electronically. You will be advised in advance.

Turning in Assignments:

Ideally, all work should be handed in as cursive or hand-printed (unless I tell you otherwise) on the day it is due. It avoids printer and computer problems as well as typos—and you learn better this way. Trust me on this!!!

Help & Resources

If you are feeling lost or overwhelmed...
1. Make an appointment to see me. Many questions and issues can be easily resolved this way,
2. Use online resources (official websites) that are related to many of your readings
3. Use the Research Guide that I have created for this class.
4. Work with a classmate or a small study group from your class.
5. Attend study sessions and conversation sessions organized by your instructor and your Orientation Mentor (OM)
6. Consult your OM, your instructor, your classmates, and other Carroll faculty and staff when you have a question or need assistance.

Accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me or the Walter Young Center on campus at the outset of the course, so that we can design a solution that will help you be successful in the class.

COURSE ATTENDANCE POLICY: OBLIGATORY

The FINAL GRADE AVERAGE will be lowered by HALF A GRADE for EACH ABSENCE IN EXCESS OF TWO.

ATTENDANCE WILL BE RECORDED ON A DAILY BASIS.

NO MAKE-UP EXAMINATIONS OR QUIZZES WILL BE GIVEN unless such circumstances are discussed with the instructor and satisfactorily verified.

ASSIGNMENTS that are due during a class meeting for which you have an EXCUSED absence must be received within 24 hours of the missed class period. We cannot proceed with class discussion unless you have completed the assigned readings thoughtfully.