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Topic / Final Paper
The Hispanic Urban Child
Fall 2024

This course consists of an [Essay on the Cultural and Social Capital](#) strengths of your family, and a 3-part scaffolded Final Paper. You will select the topic of your final paper (part 1) based on one of the following five units in this course (see instructions). The five units of this course are:

- UNIT ONE: The Latinx Family, Cultural Capital, Language & Migration
- UNIT TWO: New York City's Economy and its Impact on Latinx Family Organization & Changing Gender Roles
- UNIT THREE: The Educational Challenges of Latinx Students
- UNIT FOUR: Deprivation Theories in Education
- UNIT FIVE: The Politics of Identity: Race, Ethnicity, & the Construction of Racial Classification Systems

UNIT ONE: The Latinx Family, Cultural Capital, Language, & Migration: 3 Weeks

Learning Objectives:

- Let's reflect on what we should call ourselves Hispanic, Latino/a, or Latinx?
- To become more informed about the socio-historical and economic plight of Latinos/as in the United States and think about how we can bring about positive social change.
- To question the negative representation of Latinos/as communities in the social science literature.

Week 1: (August 28 – September 4)

Topic: Overview on Course: Requirements, Grading, and Navigating Course Tools.

To Do List: (Each Week the do list changes)

- Read [Syllabus](#)
- Complete your intro: [Introduction Slides - The Urban Child Fall 2024](#)
- Upload an Image of Yourself or an Avatar on Blackboard
https://help.blackboard.com/Learn/Student/Original/About_You/Profile#add-a-profile-picture_OTP-1

Course Materials:

Readings:

- [Syllabus](#)

Week 2: (September 5 - September 11)

Objectives:

- To reflect upon the cultural and social capital of your family in order to develop greater fluency & confidence in writing papers.
- To explore the strengths of Latinx families.

Topic: Does Language Matter to Us? Understanding Latinx Identity, Representation, and Strengths

To Do List:

- Read Assigned Course Materials

Course Materials:

Readings:

- [Why Are People Using the Term Latinx?](#)
- [Latino Si, Hispanic No.](#)
- [America's Hispanic Children: Gaining Ground, Looking Forward; this is an online book located in Black Board\), pp. 1-22.](#)

Week 3: (September 12 - September 18) Due Verification of attendance 9/17/24

Objectives

- To explore the strengths of Latino/a Families by exploring the Cultural and Social capital of your family. (This objective will help develop greater fluency & confidence in writing papers).

Topic:

Cultural & Social Capital in U.S. Hispanic Families

To Do List:

- [Read Assigned Course Materials](#)
- Upload Essay Assignment on the Cultural & Social Strengths of your Family
- Videos on Cultural & Social Capital
- Discussions

Course Materials:

- [The Protective Role of Social Capital and Cultural Norms in Latino Communities: A Study of Adolescent Births.”](#)
- [The Cultural Strengths of Latino Families](#)

Assessment:

- Essay Family Cultural & Social Capital Assignment. Deadline for uploading your **essay** is September 18 by 11:59 pm.

Due on Blackboard, opens on September 11 at 11:59 pm and closes on September 18 by 11:59 pm

Essay Assignment: The Cultural and Social Capital Strengths of Your Family. Provide an overview of your family's migration history and discuss the cultural and social capital strengths of your family. For Guidelines on writing this essay see link on Blackboard, Essay: Family Cultural Capital.

UNIT TWO: New York City's Economy and its Impact on Latinx Family Organization & Changing Gender Roles: 2 Weeks

Learning Objectives:

- To gain insight into why Puerto Ricans immigrated to New York City between the 1940s and 1950s.
- To explore the impact the transition of New York City's economy from industry to service had on the socio-economic status, family organization, and the feminism of poverty among Puerto Ricans & other Latinx communities that immigrated to New York after 1960.
- To learn more about the changing family organization and gender roles of Latinas within the social context of the Civil Rights Movement, the Women's Liberation Movement, and Gentrification.
- To better understand the socio-political, cultural, & economic forces that influence the development of gender roles and shape the organization of the family.

Week 4: (September 19 – September 25)

Topic:

Puerto Ricans in New York: New York City's Changing Landscape

To Do List:

- Read Assigned Course Materials
- Discussions

Course Materials:

- Recorded Lecture: New York City's Changing Economy: How Does It Affect Gender Roles and Family Organization?

Readings:

- [*Gender Awareness Across-Generations--Dr. Iris Lopez*](#)
- [*The Political-Economic Context-Dr. Clara Rodriguez*](#)

Week 5 & 6:

(September 26 -- October 2)

(October 3 – October 9)

Topic:

Dominicans in New York: New York City's Changing Landscape

To Do List:

- Read Assigned Course Materials
- Post on the Discussion Board (respond to 1 article, respond to another student's response)

Course Materials:

Readings:

- [*Settling in New York -Patricia Pessera*](#)
- [*Dominicans in New York: Continuity & Change - Patricia Pessara*](#)

Assessments:

- Discussion Forum

Instructions Opens September 25 at 11:59 pm and closes October 9 by 11:59 pm

1. Compare the gender dynamics of your family to the Dominican family in this article.
2) How is your family similar and different? For example, if you have a two-parent family where both parents work, do both of your parents have an equal say on how the household money is spent? If you have a single parent household, does your parent make independent decisions about how the household money is spent? 2) Or if one or more of the children contribute to household funds, do they have a say on how the money is spent? Instructions: Please number your responses to each part of the question. Click on the link that is the title of the forum; click on create a thread. After you answer the question, reply to one of your classmate's posts. You must post first to be able to see your classmates' posts. Please respond by the middle of the week, so that the other students have a chance to respond to you.

UNIT THREE: The Educational Challenges of Latinx Students: 2 weeks

Learning Objectives:

- To learn the ways Latino/families are represented in the school system, the media, and other everyday experiences such as job interviews or shopping in stores.
- To analyze the kind of internalized messages about Latinx communities and themselves.

Week 7: (October 10 – October 16)

Learning Objectives:

- To demonstrate familiarity with the arguments and debates about why there is such a high dropout rate among Latinx students in New York/U.S.

- To learn to critically analyze the political economy of social injustice (E.G. poverty, inequality, racism) within the educational system (e.g. For example, how inequality is produced in school through inequitable government funding). Skill: To learn to develop counter-narratives to deprivation theories and cultural reductionist theories.

Topic:

Why is the high school drop-out rate so high among poor racialized students in the U.S., and why do students drop out of high school?

To-Do List:

- Read Assigned Course Materials
- Post on the Discussion Board
- Listen to Podcast

Course Materials:

Readings:

- [Educational Dynamics-Clara Rodriguez](#)
- [Multiple Intelligence-Howard Gardner](#)
- [I like Making My Mind Work](#)
- [Oye! Do you Understand?](#)

Podcasts:

- [Right to a Quality Education](#)
- [Chicago Teen Struggles With Fear of Having His Parents Deported - Latino USA](#)

UNIT FOUR: Deprivation Theories in Education: 3 Weeks

Week 8: (October 17 – October 23)

Learning Objectives:

- To demonstrate familiarity with the History of Intelligence Testing
- To demonstrate familiarity with the history of the eugenic movement and how it was historically linked to intelligence testing.
- To gain familiarity with concepts such as genetic reductionism and understand how they are linked to scientific racism.

Topic:

Class, Cultural Bias in Intelligence Testing, & Genetic Reductionism

To-Do List:

- Read Assigned Course Materials

Course Materials:

[IQ & Heredity: Historical & Critical Remarks - Leon Kamin](#)

Assessment:

- Submit the Final Paper Topic (Discussion Board)
- Discussion Board: Week 8: Class, Cultural Bias in Intelligence Testing & Genetic Reductionism

Week 9: (October 24 – October 30) Due Part 1 Paper**Topic:**

Critique of the Assimilation Model and the Melting Pot Thesis

To Do List:

- Read Assigned Course Materials
- Part 1 Final Paper Topic, Due October 30th, Submit on Bb

Course Materials:

Readings:

- [Hurtado, A. "Variations, Combinations, and evolutions: Latino families in the United States."](#) In R. E. Zambrana (Ed.), *Understanding Latino Families: Scholarship, Policy, and Practice*, Vol. 2 pp. 40-61. Thousand Oaks, Ca. US: Sag Publications, Inc. 1995.

Assessment:

- Discussion Forum
- ***Identify two problems with the assimilation model when it is used to discuss the experiences of Latinx communities in the United States.***



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