The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the requirements for Scholarship in Practice and thus is designed to help you become a flexible thinker; a productive member of society; and an independent learner.

In addition, this course has been approved for the Liberal Studies disciplinary requirements of Social Sciences and Multicultural Awareness and thus is designed to help you become a critical appraiser of theories and the facts that support them and a culturally conscious participant in a global community.

Course Description

This course examines the minority group status of Hispanics and Hispanic subgroups using a sociology of law lens. The course is a hands-on gathering of research-based studies, social-demographics, and media-created images about past and current: political representation, effects of legislative and judicial decisions, and legal training on the American experience of Hispanics. The course also traces the processes of minority creation for four categories of Hispanics: Mexicans, Puerto-Ricans, Cubans, and Central/South Americans, relations with dominant group, and comparison and contrasts of the American experience among Hispanics.

Course Objectives

By the end of this course students will be able to:
1. Critically examine, interpret, and explain how personal, political, cultural, economic, and social-historical events shaped the emergence of Hispanics as a minority group.

2. Evaluate and employ appropriate methods and technology in the collection and analysis of data on the subordination of Hispanics.

3. Select, critically evaluate, and apply relevant areas of scholarship to produce the time-line of the subordination of and resistance by, Hispanics displayed in mini posters at the Undergraduate Research Symposia.

4. Articulate the process of producing the display of the time line experience of Latin-American immigrants in the United States, from time of entry to present legal disparities.

5. Critique existing applications of labels, misconceptions, and methodological problems in Hispanic studies.

6. Recognize and analyze assimilation differences among categories of Hispanics.

7. Recognize and analyze differences between Hispanic and Non-Hispanic individuals and groups of people in terms of the potential benefits and/or conflicts arising from their respective American experiences.

8. Investigate the diversity of Hispanic experiences within American culture, considering, for example, age, country of origin, time of entry, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions to the American culture of the different Hispanic sub-groups.

Course Materials


Similarly, references and links to US Census, other state and federal agencies, think tanks, and media articles on legislative, judicial and enforcement data are sorted out into Hispanics in general or specific to a Hispanic subgroups.

The caveat for the course library is that students are expected to search and check out materials beyond the ones posted in the course Bb and can be retrieved from Strozier and FSU Law School Library.
Antecedents

During the fall of 2015, five groups enrolled in SYD2740 researched the experience of five subgroups of Hispanics from entry to different times in history as follows:

**Mexican Americans:**
A team researched Mexican-Americans and reported the experience of Mexican Americans from annexation of Mexican territories to the USA as part of the Treaty of Guadalupe until World War II. Their research covers up to the assimilation of early Mexican Americans and new immigrants from Mexico who live in the states of Texas, Arizona, New Mexico, and California.

**Puerto Ricans:**
The Team who studied Puerto Rico covers the minority experience from entry to the American Commonwealth at the end of the Spain v USA War until 1950 as well.

**Cuba:**
The report on the Cuban experience spans mainly from the mass immigration from the island following the rise to power by Fidel Castro to the

**Central and South America:**
The groups reporting for Central and South American immigrants covered the big waves from the 1970s until the present focusing on individual countries. Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama are covered in the Central America report. In turn, Immigration from Argentina, Peru, Colombia, and Venezuela are individually described in the South American paper.

Course Projects and Evaluation

The students presently enrolled in SYD2740 (N=16 students) will build on the prior research and finish tracing the minority process of the Hispanic subgroups as indicated in the course Blackboard/Groups.

There will be two teams dedicated to the largest subgroup of Mexican Americans (each group of three students), one for USA mainland and the island of Puerto Rico, one for Central and South Americans combined, and one for Cubans. The objective is to trace the timeline for the minority process of Hispanics as a whole group while noticing the commonalities and differences among them.

Certain questions to look at are: Which similarities and differences regarding relationships of domination-subordination have been the experience of Hispanics in America? At given points in time, did the subgroup have equal opportunities but not equal outcomes or were they marginalized at all? Where are the concentration areas of residence of Hispanics? What are the socio-demographics of Hispanics today? What is the future for Hispanics?
Overall, the research is to identify the legal access to education, jobs, housing, and ultimately, legal representation for each group. In the degree that a subgroup is limited in one or more of these legitimate opportunities, it will evince more subordination or inability to control its own destiny.

Requirements

Each group will turn in a written portfolio (draft/report) signed by each group member containing the summary of research findings on the particular stage of the Hispanic subgroup. Each report will be graded on a scale of 0-100% according to data-based content, organization, and arguments supporting and opposing the subordination-domination relationships (C1), list of all references supporting the analysis, description and of data gathering and data-analysis, and critique on limits of streamline sources, search for alternative sources for information (C2/C3), and inclusion of contribution/suggestions by group members, classmates, and instructor as means to improve the group’s work (C2).

The final project is the assembled, edited, and properly formatted and accumulated-data based paper that is an extension from the previous groups’ reports. Therefore, each group must utilize previous groups’ research and analyses. These reports are posted on Blackboard for each Hispanic subgroup. These should be used as a foundation and the former paper cannot undergo any changes. However, the goal is to add the missing and updated information. This final project will reflect the traces on the development of Hispanics as a minority group in the USA. The grade of the final product follows the scale described below. This grade will also take into account the suggestions made by their classmates and instructor to improve their work at each stage. The project contributes 30% to the final grade.

Class Participation Evaluation

The grade for class participation derives from the group’s presentation on the findings of each stage in the minority process of the Hispanic subgroup. The presentation (around seven minutes max) using Pp slides will address what and how data was gathered, problems in gathering data and how they were solved, data analysis, summary of findings, and conclusion on the minority process for their Hispanic subgroup. After the oral presentation, the audience (other students, counselor, and instructor) will ask questions or suggest areas that need to be included, clarified, and expanded to improve the research findings on the topic.

In-class presentation will earn 90-100 if all areas on the topic are presented; 70-89 points will be determined depending on the extent of classmates’ appraisal on what is needed to add/amend to the group’s report; 60-69 for incomplete report; and failure to report earns a 0 grade for all group members. The average grade for all three presentations is worth 30% of the final grade or 10% from each stage presentation.

Individual Assessment by Team Members

Students are expected to attend every class meeting having read the materials pertinent to the stages of the project. The materials to read are a combination of sources from the Course Library and instructor’s and groups’ suggestions for additional sources. Each week students will turn in a
grade of 1 point or zero for self and each member of their group according to whether or not each member did his/her part. Each student will accumulate up to 3 points per meeting. Additionally, each student will earn one point per class attendance. The total accumulated points for attendance is 2 plus the score assigned by team members per week. Total points accumulated will contribute with 20% of final grade.

**Discussion Board**

There are FOUR Discussion Board forums in the semester. The questions for the discussion board will deal with current legal controversies or issues concerning Hispanics, e.g. Donald Trump evaluation of Mexican immigrants as criminals. Students are required to post an original contribution of 150 words that builds on the course literature. They also have to reply with substantive arguments to one of their classmates’ entry; the classmate does not need to be one from their group. The postings are essay format, supported with research-based arguments and citations from legitimate sources (personal opinions are accepted in addition to, rather than instead of well supported arguments); and submitted as scheduled. Each discussion board is worth 5% and the total contribution of the four discussion boards to the final grade is 20%.

The original posting will receive 90 points if content is above satisfactory, length, grammar, and time of posting of original contribution meet requirements; 80 if content is satisfactory and length and grammar have minor problems; 70 if content is marginal; 0 if content is unacceptable, late or not posted. The reply will receive 10 if content of reply entails a substantive argument; 0 if content is unacceptable.

**Grading Requirements**

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The scale for transforming numeric to letter grade is described below:

- **95-100** A Excellent, creative and superb command of the subject matter. All parts of the question are covered.
- **90-94** A- Creative and outstanding command of the subject matter. Misses few yet non-significant parts of the question
- **87-89** B+ Above average level but not outstanding grasp of the material
- **84-86** B Above average but thin understanding of some readings
- **80-83 B**- Above average but misses some parts of the readings and thus is unable to apply subject matter at all levels
- **77-79 C+** Average level of achievement with some mastering yet narrow application of the material
- **74-76 C** Average level of achievement; it refers to the readings in a superficial way suggesting spotty understanding of the material
- **70-73 C-** Close to average due to spotty understanding of the material and inability to apply readings
- **67-69 D+** Below average understanding, showing little knowledge of the material
- **64-66 D** Below average level with multiple contradictory arguments
- **60-63 D-** Below average understanding thus failure to apply readings
- **59 or lower F** Fails to understand and address the readings on the subject matter.

Although grades above include Ds, any student who scores less than 70% on any of the components of the course work within the first six weeks of the semester will be seriously questioned to make a commitment to stay in the class or withdraw from it.

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**Course Outline**

1. **Jan 6-11 General Concepts and Theory on Creation of Racial, Ethnic Groups, Minority Groups, and Relations between Dominant and Subordinate Groups.**

   Read **General Concepts and Theory on Minority Racial, Ethnic Groups**. In Bb/Course Library. Click on General Concepts to access several basic readings for the course.

   Creation of Minority Groups depicts the rationale of the whole project (trace time line of Hispanic minorities in the USA)

   Stereotypes of Hispanics?

   Scientific Method

   Theories of Ethnic Relations.

   **Make sure that you understand:**

   - Hispanics as an Ethnic minority label.
   - Processes of ethnic minority creation and patterns of relationship between dominant-subordinate groups as well as the sociological concepts of ethnicity and race.
   - Ethnicity and race as social constructs.
   - Think in terms of double jeopardy when considering the intersection of gender with race and ethnicity.
• Trace the government labels given to Hispanics over the years to today’s “racialization” of Latin American immigrants.
• Link to Population Tables in General Course Library.
• Check population tables with different names for Hispanics at different times.


• Read PP on Sociology of Law
• Practice reading Population Tables
• Research Guidelines available in FSU libraries
• Variety of Sources for Tables (general and specific Hispanics)
• US Census and derivatives
• “Think tanks,” legitimate mass media, Wikipedia(?)
• Read former Class Paper on Your Hispanic Subgroup

**Discussion Board Question:** Reflecting on the readings, which Hispanic subgroup do you think has most “superiority” in comparison to the other groups? Which one is still considered to meet the ideal type minority group?

3. Jan 13-18 Time of Entry to Early Assimilation. How did each Hispanic Subgroup begin their USA experience?

Please read the Time of Entry to Early Assimilation section as presented in the corresponding paper reports of your subgroup.

Read Course Library on Blackboard for your respective Hispanic subgroup and look for judicial decisions, sociodemographic characteristics of the manpower legal agencies (example: Public Defendant’s that speak Spanish), and victim advocates that support Spanish speaking populations.

To the degree that immigrants at time of entry, are limited in education, housing and job opportunities, unable to speak the local language, and lack political participation, their group status is vulnerable to exert significant legal control over their destiny.

A critical analysis at this point is the perception and or name given to the immigrants by the locals, the comparison between Americans living in areas of high concentration of Hispanics and Hispanic immigrants in terms of socio-demographic characteristics on education, age, job skills, and all above areas. The legal content will include:

• Citizenship
• Private property rights
• Education and freedom of expression
• Spoken language and newspapers
• Freedom for geographical mobility v spatial segregation
• Miscegenation
Focus question: How did the conditions of entry influence early assimilation for each Hispanic subgroup? Check the answers to above questions as covered in the paper of your assigned Hispanic subgroup. Otherwise, research those aspects of the unanswered questions to complete the information on the paper.

Presentation:

Utilize this focus question to begin preparing your Presentations (PowerPoint) on the additions to the final reports previously given on your Hispanic subgroups. These presentations should include:
- All of the original information
- Your group’s additional contributions, arguments, and material
- The reasons for your amendments

This will be presented January 25th, 2016 in class.

4. January 20 Early settlements and assimilation patterns up to 1950. Where were Hispanic populations concentrated in the US?

Read materials on immigration from Portes and Rimbaud, specific readings for your Hispanic subgroup in Course Library, and corresponding final paper from former class.

Finalize your PowerPoint presentations of the amended paper of your Hispanic subgroup. Please make sure that PowerPoint presentations are prepared and ready to be presented on January 25, 2016. Each presentation should be no longer than 7 minutes.

5. January 27-February 9 Organized Resistance

The patterns of domination-subordination relationships involve practices that become with time institutionalized in the law and legal agencies. The study of the resistance (covert and overt) to Civil Right Movement among Hispanics: The early years of the Chicano Movement, organized representation, e.g. La Raza and the migrant worker movement under Cesar. This section analyzes current disparities between Whites and Hispanics in general and specifically among Hispanics.

Questions to be taken into consideration by groups studying Mexican Americans, Cubans, and Puerto Ricans.

- What is their legislative representation in different areas of the country?
- Otherwise, who is represented and who is not?
- Consequences for civil rights, voting, health care, abortion, and schools.
- Are there disparities in the judiciary, federal, state and county-level courts?
- What is their representation in different areas of the country?
- Consequences for civil rights, voting, health care, abortion, and schools
Central and South America Group:

During this week your group will finalize a summary for the region comprised by your individual countries. For example, Costa Rica, Guatemala, Nicaragua, Honduras, El Salvador as representing Hispanics from Central America.

6. February 11- March 3

Political representation: federal, state, and county-level. Law enforcement and law adjudication. Differences in civil and criminal controls. The use of pro-bono clinics and public defendants.

Read Course Library on Blackboard for your respective Hispanic subgroup and look for judicial decisions, sociodemographic characteristics of the manpower legal agencies (example: Public Defendant’s that speak Spanish), and victim advocates that support Spanish speaking populations.

The practices of “stop and frisk” in the city of New York and of “racial profiling” in Florida and Arizona open the gates to further disparities in civil matters, such as revocation of driving permits. These practices violate civil rights, for many a times they involve search of one’s person and one’s belongings without due process. Such early detention may lead to even more serious criminal law inequalities, such as conviction, longer sentences, and perhaps execution.

Examination is given to the workings of the courts and the likely limited use of legal representation in both civil and criminal disputes by Hispanics. Since their lack of resources lead Hispanics to use legal clinics, the assistance received at the last minute may explain why they are overrepresented in evictions, repossessions, and failure to appear in court. In turn, the representation Hispanics receive in criminal disputes via public defendants give them, at best, “their day in court” but generally their cases are handled via routine procedures without legal representation.

ALL GROUPS:

1. Groups will research information on the political representations or lack thereof of your respective Hispanic subgroup. Consider the local, state, and federal levels of residential areas inhabited by Hispanics, how are Hispanics in the United States represented by authority? (i.e. Police, Criminal Justice System, City Councils etc.)

2. Considering the ability of any group to control their destiny, who among Hispanics go to law school? Which schools do they attend? Socio-demographics of Hispanic students in the areas of higher population concentration. What is the proportion of Hispanics in the legal profession? Which specialties do they practice? Which labor market has the larger representation of Hispanic lawyers? Socio-demographics of Hispanic lawyers in the areas of higher population concentration.

8. March 14- April 4
Construct the timeline of minority process and development in the United States of Hispanics as a while and individual regions using Smart Draw software.

Apply for admission to the Undergraduate Research Symposium to display the timeline of the Creation of the Hispanics as a Minority Group in the USA.

Please remember to construct all required elements and materials required in the application form for the symposium.

**UNIVERSITY POLICIES**

**UNIVERSITY ATTENDANCE POLICY**
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**ACADEMIC HONOR POLICY**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and… [To] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy).)

**AMERICANS WITH DISABILITIES ACT**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu [http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)

**SYLLABUS CHANGE POLICY**
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

**FREE TUTORING FROM FSU**
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at [http://ace.fsu.edu/tutoring](http://ace.fsu.edu/tutoring) or [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.