Courses Taught (brief course descriptions)

CHSTU 200 Latinos in the U.S.—(Winter 1998) This course is intended to provide a broad overview of the development and status of the Latino population in the United States. More specifically, the course uses a comparative, socio-historical and spatial approach to examine the historical context and the more recent social and political developments that have shaped the emergence of Latino communities in the United States.

The course is divided into two major sections. The fist part of the course consists of lectures and discussions that examine the key historical turning points and issues in Latin America’s national formation. The course then explores the role and influence of the United States over the region. The goal here is to develop the context on which to examine the critical factors that have shaped the evolution of Latino communities across the Americas.

The second part of the course focuses on more recent issues and themes affecting Latino communities in the United States. The major pedagogical impetus for this part of the course will be structured class discussions that will cover issues such as community development, settlement, immigration, and cultural, social, and class identity.

Although the course will concentrate on Cuban American, Mexican American, and Puerto Rican communities, other Central and South American peoples in the United States will also be discussed.

CHSTU 358 Mexican Immigration—(Spring 1999, Spring 2002, Spring 2005) This course provides a broad overview of the factors and processes that shape Mexican immigration to the United States. More specifically, the course examines the way in which social, economic, and political factors structure the movement of people across international boundaries using Mexican immigration as a critical focal point to understand these processes. The course uses an interdisciplinary and comparative approach to examine Mexican immigration in the context of contemporary immigration to the U.S.

The topics that will be covered include: the global dimensions of immigration; the socio-historical context underlying Mexican immigration; settlement and integration processes in the U.S.; issues of identity formation among immigrants; the formation of Mexican/Latino identities in the U.S.; undocumented immigration; anti-immigrant debates; and new directions in immigration research.

CHSTU 498A Research in Latino Northwest Communities—(Spring 2003) The Latino population has grown substantially in the Pacific Northwest in the past two decades. This growth has created a shift in the racial/ethnic make up of many towns and cities in the region, and has begun to transform the social, economic, and political landscape of these communities. While researchers and policy makers have been monitoring these developments, few scholars have devoted much attention to the ways in which these changes impact existing Latino communities, how these shifts have transformed the organizational cultures and practices of these communities, and how long-time residents have responded to these transformations.
This course provides a broad introduction to the factors and processes that have shaped Latino population settlement in the Pacific Northwest since 1965. One of the goals of the course is to identify the impact of Latino population growth on Pacific Northwest communities and to inventory some of the major social, economic, and political issues that underlie these transformations. The course builds on the information and materials that are offered in the CHSTU 254 course to provide a comprehensive understanding of Latino population settlement in the Northwest. The course uses an interdisciplinary and comparative approach to accomplish these objectives.

A second goal of the course focuses on developing the skills and techniques that will enable students to be active participants in the production of knowledge by designing and executing their own independent research project about the Latino population in the Pacific Northwest. As such, students will learn how to define a research question, review existing literature to inform their inquiry, select appropriate methods and techniques to answer their question, interpret their results, and summarize their project findings.

The broad themes that will be covered include: the socio-historical context underlying Latino population settlement in the Northwest; demographic and geographic patterns; settlement and integration processes in Northwest communities; labor market participation; social issues; educational dimensions; political representation and participation; and the cultural dimensions of the Latino presence in the Pacific Northwest.

**General Studies 197L-Freshman Seminar—Latino Settlement in the U.S.—Fall 2008**

This seminar is intended to provide a brief introduction of the settlement of the Latino population in the United States. More specifically, the course uses a comparative, socio-historical and spatial approach to examine the historical context and the more recent social and political developments that have shaped the emergence of Latino communities in our country. The topics will include: the socio-historical context underlying Latino immigration; settlement and integration processes in the U.S.; the formation of Latino identities in the U.S.; undocumented immigration; and anti-immigrant debates. Luis Alberto Urrea’s the *Devil’s Highway* will be one of the reading requirements for the seminar.

**General Studies 350A Internships—Autumn, Winter, Spring, and Summer 2007 to present**

This course focuses on internship opportunities for EOP students in collaboration with the Center for Experiential Learning.

**General Studies 350B Tutoring and Mentoring—Autumn, Winter, and Spring 2007 to present**

EOP students can participate in the tutor and mentor program by being placed in local area high schools or the Ida B. Wells HS program at the UW.

**General Studies 391L—CAMP Freshman Retention Seminar: Learning to Navigate Academic Life in a Research 1 Institution—Autumn 2010**

This course will offer students the opportunity to identify their educational goals and build an academic portfolio that will enable each student to successfully complete the first year of college. Through lectures, discussions, guest speakers, and self reflection
students will gain exposure to the critical elements that are needed to succeed in college, develop relationships with supporters on campus, and build community with other classmates. Students will develop strategies and techniques that will assist each student to maximize their undergraduate experiences. An important component of this process is the development of information capital. Information is critical in the decision-making process of individuals, and this course will help you understand how to evaluate different information variables to reach a sound, informed decision. Students will read articles about the high school to college transition, learn about the higher education environment, and participate in discussions about the types of students who are successful in college.