

The University of Texas at El Paso

Latinos Presence in the US

CHIC 2302, CRN# 19251

(3 Semester Hrs.), Fall 2022

August 22, 2022 - October 24, 2022

Instructor: Adrián Aragonés

- Virtual Office Hours: by appointment
- Mobile: (915) 867-3311
- Primary email: Blackboard email (responses within 24 hrs.)
- Secondary email: aragonese@utep.edu (no timeline available)

Course Description:

This course is designed to provide the student with a general overview of past and present Latino/a/x culture and society. Using an interdisciplinary framework, this course examines ethnic identity formation from contact and conquest to the present. The course uses race, ethnicity, class, and gender as categories of analysis to interpret how and why Latino/a/x create distinct cultures and identities in the United States. The readings and videos explore a number of topics to include immigration, education, labor, politics, and pop culture for a better understanding of how Latino/a/x negotiate, resist, and redefine their place in the U.S.

By the end of the class, students will:

1. Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes in Latino/a/x community and identity formation.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political and metaphorical borders.
4. Connect the past to the present in an effort to better understand the world around them.
5. View themselves as global citizens.
6. Develop their technology skills and learn to use software available for teaching and learning.

Required Materials:

- o Gonzalez, J. (2011). *Harvest of empire: A history of Latinos in America*. Penguin.
- o Additional readings, movies, and videos will be made available in Blackboard as needed.

Grading: A grading rubric will be explained and provided in class.

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%

General Format of Assignments:

Specific instructions and due dates will be reviewed in class.

Journal Entries:

You will have an opportunity to share and submit a well-written critical response to questions referencing assigned readings, podcasts, extra-curricular activity, or movies as assigned and applicable to the course. Please note, like all assignments in the course, they will open and close on specific days and times.

Quizzes/Discussion Boards:

These work as a means to share your insights and ideas regarding the assigned works that are not covered in the Journal entry assignments. Please note, like all assignments in the course, they will open and close on specific days and times.

Meeting with the Instructor:

It is up to you to meet with me. I am readily available during office hours or an appointment of your choosing. To set up a date and time, please send a Blackboard email. Please allow, at the least, a 24-hour turn-around time for a response. If I do not respond to your mail accordingly, then please text me: (915) 867-3311.

- There are a few ground rules for discussion boards or any interaction among colleagues. Please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly, about topics like race, class, gender, sexuality and so forth. We can agree to disagree and discuss with passion and robust exchanges. However, ***please make an effort to treat each other, and each other's contributions to class discussions, with respect.***

Please note: I will make any necessary additions/subtractions to the course work, assignments, reading materials, films, videos, and so forth in the best interest of stated goals and understanding of class materials and ideas.

Course Policies:

1. **Attendance:** You are required to check your Blackboard regularly for updates, messages, and such. Blackboard allows me to know how long and how often you visit Blackboard assignments, videos, and such.
2. **Expected Journal Entry protocol:**
 - All written assignments done must be in black font .
 - Double-spacing is always expected unless instructed otherwise.
 - Times New Roman or Comic Sans 12 pt. font.
 - 1-inch margins unless instructed otherwise.
 - If you choose to do a cover sheet - please use MLA or APA format for the entire paper - no exceptions.
 - It is imperative that you use proper essay protocol; you are expected to employ on every assignment in this course:
 - Heading: name, class, date (-5/-11).
 - Title (do not use: Essay, Journal Entry #1). Be creative! (-6/-11).
 - Clear thesis, conclusion; organized, articulate, and well-supported thoughts.
 - Thesis = what is your focus and why is that focus important? (-6/-11).
 - Accordingly, a minimum of 3 paragraphs must always be employed unless instructed otherwise. (-6/-11).
 - Paragraphs must be 3-5 or 4-7 sentences in length. This way, your ideas will be organized and to the point. (-6/-11).
3. **Deadlines:** All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, and so forth.** No late work accepted.

4. **Academic Dishonesty:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion.
- Cheating** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports.
 - Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another person as one's own.
 - Collusion involves** collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.
5. **Students with Disabilities:** If you have a documented disability and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106 within the first two weeks for classes. For additional information please visit the CASS website at www.sa.utep.edu/cass

Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents [Rules and Regulations](#), which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate.

VPN Connection

- In this class you will access a number of videos that are housed at the UTEP library. The easiest strategy for you to access these videos is to create a VPN (Virtual Private Network) Connection. I have provided a VPN Connection link on the home page, which will assist you in creating your VPN account. The purpose of the VPN is to provide you with easy access to library sources when you are off campus. Click on the VPN Connection link, choose your operating system and follow the detailed instructions for creating your account.
- You can access instructions for how to set up the UTEP VPN on your personal computer here: <http://libguides.utep.edu/howdoi/vpn>
- If you cannot access VPN for whatever reason: technical issues, not familiar with Blackboard, anxiety, or whatever the case - please let me know as soon as an issue arrives or is seen on your horizon. I can only help if an issue is made known.

COVID-19 PRECAUTIONS (While we don't meet in person, this is just FYI.)

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Course Calendar*

* Please know, I can/will make changes to the calendar as needed for the benefit of the class.

MODULE 1: Aug. 22 - Aug. 28

- Intro:
 - Podcast I:
 - "Welcome / Bienvenidos" (30 min)
 - Course overview.
 - How to get an "A" in the course.
 - Podcast II:
 - "Where do I fit in - if at all?" (30 min.)
 - Hispanic, Latinos, Latinas, Mexican, Mexican Americans, Americans....?
 - What the hell is Latinx, Chicax....?
 - View:
 - "Danger of a Single Story" (19 min.)
 - "Divergent Thinking" (15 min.)
 - "Engineering an Empire" (44min.)
 - Read:
 - Genocide in America, David Stannard (article)

Opens Thurs., Aug. 25 @ 9am - closes Sun., Aug. 28 @ 11pm (MST)

★ Quiz: Syllabus & Podcast I

★ Quiz II: Podcast II, videos, and assigned reading.

MODULE 2:

Aug. 29 - Sept. 11

- Harvest of Empire; Part I - Roots (Las Raices)
 - Conquerors and Victims: The Image of America Forms, pp 3 - 26
 - Banana Republics and Bonds: Taming the Empire's Backyard (1898-1950), pp. 58 - 78.
- Intro:
 - Podcast I:
 - "The US/Mexico Borderlands" (30 min)
 - Podcast II:
 - "Banana Republics" (30 min.)

Opens Mon., Sept. 4 @ 9am (MST) - closes Sun., Sept. 11 @ 11pm (MST)

- ★ Discussion Board
- ★ Reflection (600 word min.)

MODULE 3:

Sept. 12 - Sept. 25

- Read:
 - Puerto Ricans: Citizens Yet Foreigners, pp. 81-95
 - Dominicans: From the Duarte to the George Washington Bridge, pp.156-169
 - Central Americans: Intervention Comes Home to Roost, pp.170-199.
 - Colombians and Panamanians: Overcoming Division and Disdain, pp.192-107
- View:
 - Strangers In Their Own Land (55 min.).
 - Cuban Americans (1hr/35min.).
- Podcast:
 - Mexican American is not hyphenated and has a sad origin story.

Opens Mon., Sept. 19 @ 9am (MST) - closes Sun., Sept. 25 @ 11pm (MST)

- ★ Discussion Board
- ★ Reflection (600 word min.)

MODULE 4:

Sept. 26 - Oct. 9

- Language as Technology
 - Read:
 - Rivera, C. (2014). The Brown threat: Post-9/11 confluences of Latina/OS and Middle Eastern Muslims in the US American imagination. *Latino Studies*, 12(1), 44-64.
<https://doi.org/10.1057/lst.2014.6>
 - View:
 - Creating bilingual minds | Naja Ferjan Ramirez, TedTalk (15 min.)
 - How language shapes the way we think | Lera Boroditsky, TedTalk (15 min)
 - 15 Minutes of Comedians on Growing Up Latino and Latina | Netflix Is A Joke (15 min)
 - "Immigrants, We Get the Job Done" (6 min.)
 - Podcast:
 - Imagination versus Identity (30 min.)

Opens Mon., Oct. 3 @ 9am - closes Sun., Oct. 9 @ 11pm (MST)

★ Reflection (800 word min.)

MODULE 5:

Oct. 10 - 14

- Final Exam:
 - Choose any two chapters below:
 - 10. The Return of Juan Seguí: Latinos and the Remaking of American Politics
 - 11. Immigrants Old and New: Closing Borders of the Mind
 - 12. Speak Spanish, You're in America!: *El Huracán* over Language and Culture
 - 13. Free Trade: The Final Conquest of Latin America
 - 14. Puerto Rico, U.S.A.: Possessed and Unwanted
 - The formal assignment is TBA
 - Opens Mon., Oct. 10 @ 9am (MST) - due Friday, Oct. 14 @ 11pm (MST).