

The University of Texas at El Paso

Latinos Presence in the US

CHIC 2302, CRN# 27270, (3 Semester Hrs.), Spring 2023

January 17, 2023 - March 11, 2023

Online Course

Instructor: Adrián Aragonés

Office Hours:

✉ Blackboard email

✉ Zoom - by appointment: (915) 867-3311

Contact:

- Blackboard email (responses within 24 hrs.)
- Secondary email: aaragones@utep.edu (no timeline available)
- (915) 867-3311: for scheduling an appointment.

Course Description:

This course is designed to provide the student with a general overview of past and present Latino & Latina 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 Latinos & Latinas create distinct culture and bto include immigration, education, labor, politics, and pop culture for a better understanding of how diverse and complex Latino & Latina communities 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 within the context of US History.
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 to better understand the world around them.
5. Develop their technology skills and learn to use software available for teaching and learning.

Required Materials:

- **Gonzalez, J. (2011). *Harvest of empire: A history of Latinos in America*. Penguin.**
- **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.

Reflection Response:

An opportunity for the students to share and submit a well-written critical response to questions referencing assigned readings, podcast, extra-curricular activity, or movie. These will be submitted in hard-copy format due at the beginning of class on specific days.

Quizzes:

An opportunity for students to demonstrate they have engaged in specific assignments. These will be done online. Please note, they will be assigned on either a predetermined or random date.

Meeting with the Instructor:

It is up to you to meet with me. 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.

- There are a few ground rules for discussions. Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly, about topics like race, class, gender, and sexuality. ***Please make an effort to treat each other, and each other's contributions to class discussions, with respect.***

Course Policies

- 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.

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

Attendance:

- You can miss up to and including 3 classes.
 - ✓ Attendance, as it relates to this online course, is connected to missed assignments. Accordingly, 1 missed assignment = 1 absence.
 - ✓ If you accumulate 3 absences, you will be dropped.
 - If you are dropped passed the drop-date, you will be dropped with a grade of "F" assigned as a final grade for the course.
 - ✓ If you have an excused absence, you are responsible for coordinating a schedule in which to submit your work in a timely manner.
- If you have academic, athletic, or military commitments - proof of said commitment must be presented by the end of the first week of class - no exceptions.
 - ✓ While missed classes will not count against students with documented commitments, you are responsible for coordinating a schedule in which to submit your work in a timely manner - prior to leaving for said commitment - no exceptions.

Expected (basic) writing protocols:

- ✓ 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.

Expected (basic) essay-writing protocols

- ✓ 1-inch margins unless instructed otherwise.
- ✓ Do not use the "Header" space - employ a 1-inch margin in your work.
- ✓ No cover-sheets - no exceptions.
- ✓ Heading: name, class, date. (-5/-11)
- ✓ Title (do not use: Essay, Journal Entry #1). Be creative! (-6/-11)
- **Body of an essay**
 - ✓ Thesis = what is your focus and why is that focus important? (-6/-11)
 - ✓ Conclusion = restate thesis and bring together key points already made throughout the body of work.
 - ✓ Unless instructed otherwise, a minimum of 3 paragraphs must always be employed: Intro, Body, and Conclusion. (-6/-11)
 - ✓ For this class, paragraphs = 4-7 sentences. (-6/-11)

Deadlines:

- ✓ All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, tests, and so forth.** No late work accepted.

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's as ones' 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.

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

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

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

Course Calendar

MODULE 1 (Jan 16 - Jan 22)

❖ **Week #1: Jan 16 - Jan 22**

- Intro: Chicano Studies, WTH?
- ✓ Podcast: (Blackboard Module #1)
 - ↻ "Welcome to the Class!" (approx. 20 min).
 - ↻ "What is Chicano/a Studies?" (approx. 45 min)
- ✓ Readings (Blackboard in Module #1)
 - ↻ "Genocide in the Americas"
 - ↻ "Why so many children of immigrants rise to the top."
 - Quiz: Opens Thurs. 5pm - closes Sun. 11pm.
 - Discussion Board: Opens Thurs. 5pm - closes Sun. 11pm.



MODULE 2 (Jan 23 - Feb 5)

❖ **Week #2: Jan 23 - Jan 29**

- Podcast >>>> "How do we know what we know?"; I & II (approx. 45 min each)
- ✓ Reading (Blackboard in Module #2):
 - ↻ Solórzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit theory and method: Counter-storytelling. *International Journal of Qualitative Studies in Education*, 14(4), 471-495.
- Podcast >>>> "Why do we use hyphens if we are all Americans?" (approx 45 min)
- ✓ Reading (Blackboard in Module #2)
 - ↻ Salgado, C. D. (2020). Mexican American Identity: Regional Differentiation in New Mexico. *Sociology of Race and Ethnicity*, 6(2), 179-194.

❖ **Week #3: Jan 30 - Feb 5**

- Quiz: Opens Monday at 9am - closes Sun. 11pm.
- Discussion Board: Opens Monday at 9am - closes Sun. 11pm.



 **MODULE 3 (Feb 6 - Feb 19)** 

❖ **Week #4: Feb 6 - Feb 12**

- Podcast >>> "Us versus Them. Wait...but who is "them" and what determines the "us"?" (approx. 45 min)
- ✓ Reading (course textbook)
 - ↪ Chapter: 3 - "Banana Republics and Bonds: Taming the Empire's Backyard (1898-1950)"
 - ↪ Chapter: 4 - "Puerto Ricans: Citizens Yet Foreigners"
 - ↪ Chapter: 5 - "Mexicans: Pioneers of a Different Type"

❖ **Week #5: Feb 13 - Feb 19**

- Quiz: Opens Monday at 9am - closes Sun. 11pm.
- Discussion Board: Opens Monday at 9am - closes Sun. 11pm.

 **MODULE 4 (Feb 20 - Mar 5)** 

❖ **Week #6: Feb 20 - Feb 26**

- When immigrants are contributors versus when immigrants are invaders.
- ✓ Reading (course textbook)
 - ↪ Chapter 7: Dominicans: "From the Duarte to the George Wash...."
 - ↪ Chapter 8: Central Americans: "Intervention Comes Home to Roost"
 - ↪ Chapter 9: "Colombians and Panamanians: Overcoming Div...."

❖ **Week #7: Feb 27 - Mar 5**

- Quiz: Opens Monday at 9am - closes Sun. 11pm.
- Discussion Board: Opens Monday at 9am - closes Sun. 11pm.



MODULE 5 (Mar 6 - Mar 12)



❖ **Week #8: Mar 6 - Mar 12**

- Final Reflection:
- 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>
- ↪ Assignment TBA
