

The University of Texas – El Paso

University Studies 1301: Rethinking the American Narrative: Latinos in the U.S.

University Studies 1301, CRN 11131, Fall 2018

T-Th 3:00pm-4:20pm

Liberal Arts, 203

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**Instructor:** Professor Adrian Aragonés

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Office, LIB 32

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Peer Leader: Ms. Amy Espinola

Office: UGLC 214

Office Hours: T/Th 12pm – 1pm.

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**Instructor Availability:**

Hello There! Welcome to the class. I am here to help you without exception or condition.

However, in order to provide help in an effective, efficient, and timely manner – you need to communicate with me. Let me know what's up. If I do not know what the problem is, I can't help you or work to find a solution. Accordingly, you have my information...use it.

If you call, leave your name, the class name and time, and call-back number. And, leave a brief message so that I can know what your comment, question, or concern is.

If you email, use the Blackboard email found in your Blackboard Shell. This way, I can make sure to answer your mail in a timely manner. I check this email at least three times each day.

**Course Description:**

This course is designed to provide the student with a general understanding of past and present Latina/o culture and society. This course examines education, labor, politics, immigration, and language to better understand how Latina/os create distinct cultures and identities in the United States. Issues such as identity, race, and stereotypes are also examined to increase awareness of the way that Latina/o culture and society constantly adapts and reimagines itself.

Students will develop a number of skills to include critical thinking, reasoning, analysis, and maintaining a point of view, verbally and in writing. Additionally, this course will help students develop computer skills and electronic communication skills. All of the aforementioned are not only important to the course at hand – but also will serve you well throughout your university experience as well as in life after college.

The first year of college is difficult as it is important. Accordingly, this course is designed to help you with the transition into college life. Our small class size is a means to provide a comfortable, manageable, and positive environment where you will not only create networks but also friendships that will last beyond UTEP! The concepts and skills will prepare you for not only for the points mentioned earlier concerning critical thinking and writing but also familiarize you with university resources and programs, both on and off campus as well as in the world at large.

### **Course Goals or UTEP University 1301**

**Goal 1:** Students will investigate their individual responsibility concerning success within a university setting.

- Objective 1.1 Students will explore one or more academic themes in order to become familiar with various academic fields.
- Objective 1.2 Students will demonstrate knowledge of courtesy and professionalism within academia.
- Objective 1.3 Student will become familiar with current UTEP academic policies and requirements so as to remain in good academic standing and finish their college experience in a timely manner.
- Objective 1.4 Student will develop a plan of study by visiting corresponding academic advisors and programming.
- Objective 1.5 Students will examine various issues that affect college success.

**Goal 2:** Students will learn ways to achieve success within the classroom as well as an overall positive experience at the university.

- Objective 2.1 Students will work to improve the ability to think critically.
- Objective 2.2 Students will work to develop that ability to clearly express a thought, idea, or position.
- Objective 2.3 Student will work to write in an organized, clear, and well-supported manner.
- Objective 2.4 Student will to improve their use of university resources such as library, advising center, student programs, and so forth.
- Objective 2.5 Students will work to improve their ability to implement skills such as note-taking, time-management, test-taking as a means to ensure success in academic endeavors.

**Goal 3:** Students will learn to effectively communicate ideas, network with classmates, faculty and staff as a means to create, implement, and maintain a positive learning experience.

- Objective 3.1 Students will work to improve their written, oral, and electronic communication skills.

- Objective 3.2 Students will participate in a minimum of one activity or event that will familiarize them with an understanding about graduate school and a their career path.
- Objective 3.3 Student will participate in a self-assessment activity about their academic and career interests.
- Objective 3.4 Student will meet at least twice with instructor and advisor to discuss progress in the class as well as support for options about future academic endeavors.

**Goal 4:** Students will learn to evaluate their thoughts and goals about the future so as to promote positive and optimistic views about their personal interests and academic enterprises.

- Objective 4.1 Students will find, effectively evaluate, and strategically use source material for their work and course project.
- Objective 4.2 Students will understand the process and procedures related to library and database research
- Objective 4.3 Student will learn to coordinate and work within a team-setting involving research, collection of materials, organization and presentation of ideas and work.
- Objective 4.4 Student will participate in at least one activity about becoming financially responsible during and after university life – with concerns related to college expenses.

**Goal 5:** Students will partake in campus and community events, at least one, to increase their sense of place within the university and society at large.

- Objective 5.1 Students will become familiar and use available university resources and facilities.
- Objective 5.2 Students will meet with the instructional team to discuss progress, get feedback, and create strategies to assist in the student’s academic and professional goals.
- Objective 5.3 Student will attend a minimum of two social and cultural events at UTEP.
- Objective 5.4 Student will build networks of and with (but not limited to) peers, faculty, and staff.

**Required Materials &Texts:**

- *Borders*, (7<sup>th</sup> Ed., 2017) On sale at the University Bookstore
- Reading will also be made available in PDF format in Blackboard
  - Readings assigned in PDF format in Blackboard will be identified with (A).
  - Readings assigned in *Borders* will be identified with (T) = textbook
- 2-pocket folder
- 1-highlighter
- 1-black or blue pen

**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%

(1) Team Project = 250 points total  
 (4) Quizzes = 100 points total

- (4) Journal Entries = 200 points total
- (3) Meeting with Instruction Team = 75 points total
- (2) Extra-curricular activities = 200 points total
- (1) Writing Portfolio = 100 points total
- (3) Library visits = 150 points total

**General Format of Assignments:**

Specific instructions and due dates will be reviewed in class.

**Journal Entries:**

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.

**Extra-curricular activities (cultural/social events):**

Students are required to participate in 1 off-campus extra-curricular activity as well as 1 on-campus activity. These will require proof of attendance and a journal entry as well.

**Quizzes:**

An opportunity for students to demonstrate they have engaged specific assignments. These will be done in-class on random dates. We will employ traditional quizzes as well as user-friendly tech mediums such as Kahootz.

**Mid-term – there is no midterm.**

**Meeting with the Instructional Team:**

Each student will be required to meet with the Peer Leader and Professor 2xs during the semester. The meetings must be scheduled via an email. Each meeting should take place with, at minimum, three weeks between each meeting. The first should take place within the first 4 weeks of the course. We will discuss transition into university life and culture, academic progress, and provide an opportunity for students to ask questions or share thoughts and comments on anything UTEP or the course itself.

**Writing Portfolio:**

All students will be required to keep, update, and maintain their work in a folder for the duration of the course. These materials will be required in the two mandatory meetings with the instructor. The portfolio is an opportunity for both the Student and Professor to stay current with progress and participation in the class.

**Library Visits:**

Three library visits, all are mandatory, will help students familiarize themselves with resources at the UTEP Library. Further, the visits will provide much needed opportunity to learn invaluable research skills that will help in the Team Project but also in all future scholarly/academic endeavors at UTEP and beyond.

### **Final Project: Latinos in the US:**

Students will prepare for a poster-session of their research as done in professional and academic conferences. This will include, but not limited to, a group effort (4 people per team); 4-5 page essay; a poster-board presentation (specific instructions and protocol will be given to each team by the instructor); a (minimum of) 5 minute oral presentation by two members of the instructor's choosing.

1. Students will choose two people of Latina/o ancestry – and consider why the persons are important to American history.
  2. In sharing why the individuals are important, those things will be viewed within the historical context engaged in the assigned material in the course: immigration, social, political, economic, and educational diaspora.
    - Part I: 4-person team creates a proposal and accompanying bibliography in APA format.
    - Part II: In-class peer review of proposal and bibliography.
    - Part III: Present draft to class.
    - Part IV: Teams work on visual presentation, which must be narrated and each student must contribute a section to the final project.
    - Part V: Present final project to class.
1. **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, not the instructor, to find out what you missed. **There are no make-ups for any assignments, quizzes, tests, presentations and so forth.**
  2. **Dropping the Class:** Students may drop the class and receive a “W” any time before **October 5, 2018**. It is the student's responsibility to drop/withdraw from the class.
  3. **Format of Written Work:**
    - **black ink**
    - **Times New Roman 12 pt. font**
    - **1-inch margins, double-spaced, on white paper.**
      - In-class assignments require a black or blue pen.
      - No work in pencil is unacceptable.
  4. **Technical issues with Blackboard**
    - Any problems or issues with submitting/downloading/viewing anything on or related to Blackboard, students need to contact Tech Support before contacting the instructor. After contacting tech support, students should then notify the instructor.
  5. **Deadlines:**
    - Assignments are due at the beginning of class on the due date or as explained otherwise.
    - All late work subject to the loss of one letter grade for each day it is late.
  6. **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.

7. **Students with Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. 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](mailto: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](http://www.sa.utep.edu/cass)
8. **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 and respect the opinions of others. All students are expected to behave as responsible adults.
9. NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION – NO EXCEPTIONS. IT IS ABOUT RESPECT AND PROFESSIONAL COURTESY.
10. UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]:  
Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.
10. The Professor reserves the right to alter or change any and all parts of the syllabus in an effort to benefit the greater good of the class. Any updates or changes will be announced in class and students will receive an online copy as well.

## Course Calendar

The following is subject to change. Any changes will be announced in class. If you are absent, you are responsible for finding out about any changes.

In the Syllabus and Course Calendar, assignments will be identified in the following manner”

- (T) = “Borders” textbook
- (A) = Articles in PDF format found in Blackboard
- Films and Podcasts will be found in Blackboard

## LATINOS IN THE U.S.: Diaspora

### **I. Historical Overview of Latinidad**

**Week 1:** (T) Tuesday Aug. 28 – Introduction

- College: What’s the point?
  - UTEP/The UTEP EDGE
  - Ice-breaker
- Project Intro: Latina/os in America
- Create research teams
- Talk about Career Expo – in September, make plans to attend at least one of the two dates.

(Th) Thursday Aug 30 – What is history?

- History = is a collection of stories to perpetuate one perspective
- **Due:** (A) “Why valedictorians rarely become rich and famous — and the average millionaire's college GPA was 2.9”, Business Insider.
- **Blackboard (B.B):**
  - Courtesy and professionalism in online communication
  - Plagiarism Video
  - **Due: Online Plagiarism quiz**
- **Due:** (A) Central American-Americans: Invisibility, Power, and Representation in the US Latino World.” Arturo Arias, 2003

**<<Friday, August 31, 2018 Census Day>>**

**<<Monday, September 3, 2018 = Labor Day (University Closed)>>**

**Week 2:** (T) Sept. 4 – **What is Latino Studies, why does it matter?**

- **Due:** (A) “Moving From the Margins to Where? Three decades of Latino/a Studies.” Pedro A. Caban, 2003.
- **Due:** (T) Chapter Three: The differences between college and high school, pp. 54 -74

(Th) Sept. 6

- **In-class** : “Being N̄”
- **DUE**: Complete Library Module A & take quiz.
  - <https://libguides.utep.edu/research/univ1301tutorials>

**Week 3:** (T) Sept. 11

- **Due:** (A) “The Brown Threat: Post-911 confluences of Latina/os and Middle Eastern Muslims in the US American imagination.” Christopher Rivera, 2014.
- **Due: Journal Entry #1**

(Th) Sept. 13

- **Due:** Chapter 4: Mining for Success I: Preparing to Learn, pp. 76-97.

**Week 4:** (T) Sept. 18

- **Library visit #1**
  - Scavenger hunt and Presentation
  - Meet at the Library, room 204B – arrive on time!
- **FYI – Career Expo this Thursday and Friday**
  - <https://www.utep.edu/student-affairs/careers/events/career-education-workshops.html>

(Th) Sept. 20

- **Due:** (A) “10 Myths About Your First Year of College” – collegeinfoseek
- **Due: Quiz #2**

**Week 5:** (T) Sept. 25

- **Due:** (A) “Dual Ethnicity and Depressive Symptoms: Implication of Being Black and Latino in the United States.” Blanca Ramos, 2003.
- **Due: Journal Entry #2**

(Th) Sept. 27

- **Due:** (T) Chapter 5: Mining For Success II: Preparing to Learn, pp.112-138
- **Due: Team Project - Draft #1 = Annotated bibliography; project’s concept in 500-word Word Document; list of assigned tasked to teammates.**
  - **In-class peer review: bring 4 hard-copes to class.**

**Week 6:** (T) Oct. 2

- **Podcast:** “What Does It Mean To Be A 'Nation Of Immigrants”, NPR (47 min.)
- **Create account at University Career Center**
  - <https://www.utep.edu/student-affairs/careers/events/career-fair-calendar.html>
  - Schedule visit for resume workshop – on an individual basis.
  - Schedule for a mock interview – on an individual basis.
  - Meet with instructor 1-on-1 to review resume and interview dates

(Th) Oct. 4

- **Due:** (T) Chapter Five (continued): Mining for Success II, pp.140-148
- **In-class presentation:** UTEP Academic Advising Center

<<**Friday, October 5, 2018 Last day to withdrawal with a “W”.**>>

**Week 7:** (T) Oct. 9

- **Due: Podcast,** “Frida Barbie”, NPR (listen to the first 35 min only)
  - Listen to this prior to coming to class.
- **DUE: Library Module B and complete quiz**
  - <https://libguides.utep.edu/research/univ1301tutorials>

(Th) Oct. 11

- **Library visit #2**
- **Meet at Library 204B; please arrive on time!**

**Week 8:** (T) Oct. 16

- **Due:** (T) Chapter Six: Academic Resources. 150-164.
- **Due: Team Project – Draft #2 = Updated/Revised proposal**
  - **In-class peer review: bring 4 hard-copies to class.**
- **Today, students will schedule meeting with Professor for mid-term grade review for Week 9 - by appointment only!**
- **Due: Quiz #3**

(Th) Oct. 18

- **Due:** (T) Chapter Eight: Healthy Student Living”, pp.192-207.
- **In-class presentation:** UTEP Student Health & Wellness Center

**Week 9:** (T) Oct. 23

- **Read:** (A) “Café Conversations in Miami.” Eduardo A. Gamarra, 2018.
- **Midterm grades made available this week via 1-on1 meeting with Professor via appointment.**
- **Due: Journal Entry #3**

(Th) Oct. 25

- **Due:** (T) Chapter Eight (continued): Healthy Student Living”, pp. 208-215.

**FRIDAY, OCTOBER 26 – 1<sup>st</sup> year student grades available to students from Registration & Records**

**Week 10:** (T) Oct. 30

- Podcast: “A Former Neo-Nazi Explains Why Hate Drew Him In — And How He Got Out” (NPR, 54 min).
- Due: Complete Library Module and take quiz.
  - <https://libguides.utep.edu/research/univ1301tutorials>

(Th) Nov. 1

- **Library visit #3**
- **Meet at Library 204B; please arrive on time!**

**Week 11:** (T) Nov. 6

- **Due: Team Project – Draft #3 = Updated/Revised proposal**
  - **In-class peer review: bring 4 hard-copies to class.**
- **Due: Quiz #4**

(Th) Nov. 8

- **1-on-1-project progress review (in-class) with instructor.**

**NOVEMBER 11, 2018 - Last day to withdraw from the course**

**Week 12:** (T) Nov. 13

- **Due: In-class presentation of project to the class.**

(Th) Nov. 15

- **Due: In-class presentation of project to the class (cont'd).**
- **Completed presentation due: paper and visual presentation**

**Week 13:** (T) Nov. 20

- **In-class presentation: UTEP Financial Aid Services**

(Th) **Nov. 22 THANKSGIVING HOLIDAY: UNIVERSITY CLOSED**

**Week 14:** (T) Nov. 27

- **Due: (A) “The Politics of Language: An Introduction.”** Antonia Darder, 2004
- **Due: Journal Entry #4**

(Th) Nov. 29:

- **Due: (T) Money Matters for the UTEP Student, pp. 236-249.**
- **In-class movie: “Who is Dayani Crystal?”**

**Week 15:** (T) Dec. 4

- **Due: End of the semester survey.**

(Th) Dec. 6

- Final prep for Saturday presentations.

**FRIDAY, DECEMBER 7 = DEAD DAY**

**Saturday, December 8, 2018 Entering Student Research and Creative Projects Showcase: attendance is mandatory. Does not count as extra-curricular activity.**

**Week 16: (T) Dec. 13: Final Exam (TBA)**

**DECEMBER 119, 2018 – Grades are posted to student records; students are notified of grades and academic standing.**

TEAMMATE NETWORK:

Name  
UTEP E-mail  
Phone #

Name  
UTEP E-mail  
Phone #

Name  
UTEP E-mail  
Phone #

