

The University of Texas at El Paso

Colonias on the U.S.-Mexico Border

CHIC 4306, CRN 14379, 8W1, Fall 2017

100% Online Course: Computer Access Required
8-Week Course: August 28, 2017 to October 20, 2017

Dr. Irma V. Montelongo

Office Hours: **Contact via Blackboard**

Office: Graham Hall 110B

Phone: 915-747-7612

Email: imontelo@utep.edu

This course syllabus and reading list may be subject to changes as circumstances warrant. Any such changes will be announced in advance and the syllabus will be updated.

Course Description:

The U.S.-Mexico border offers a compelling location for understanding a wide range of transnational and trans-border social, political, and economic issues. This course is designed to develop an interdisciplinary awareness of communities such as colonias and other types of settlements and group affiliations as both a local and global phenomenon. With a focus on culture, politics, poverty, racism, gender, sexuality, health, and environmental injustice, this course provides an interdisciplinary analysis of urbanization and community formation processes. Students will analyze texts and films and engage in dialogue to demonstrate an awareness of the social, political, and economic realities of the people and spaces located on peripheries, and specifically on the U.S.-Mexico Border.

Learning Outcomes:

By the end of this course students will:

1. Identify, analyze, and articulate the central themes in ethnic Mexican community and formation.
2. Understand individuals and communities in their historical and socio-political contexts.
3. Examine the forces of power and economics that alienate and marginalize populations, particularly impoverished ethnic minorities and other oppressed enclaves.
4. Understand the effects of gender, sexuality, race, and class in community development and underdevelopment.
5. Identify how individuals, groups, and families establish and maintain formal and informal networks in ethnic communities on the U.S.-Mexico border from a micro and macro perspective.
6. Demonstrate critical understanding of urbanization, population movements, and human settlements in an urban perspective.

Required Materials:

- Access to computer and internet
- All readings and videos for the class are posted on the **Blackboard** Learning Management System (LMS) site and are located inside of the Learning Module for any particular week.

All course content will be delivered via the **Blackboard** LMS. To access Blackboard, go to <https://my.utep.edu> and click on the “Blackboard” tab on the left-hand side of the page. Follow the link in that box and login using your UTEP login and password.

The Blackboard course shell contains **all** materials related to this course. You will also use Blackboard to send e-mails to your fellow classmates or to me – always remember to include an appropriate subject line to prevent your email from going into the junk mail folder. **All correspondence for this class must be done through Blackboard email.**

***** IMPORTANT:** You must get into the habit of checking Blackboard **EVERY DAY** to make sure you do not miss any important announcements.

Our Virtual Classroom:

All communication must be conducted through Blackboard Email. If you email me be sure to include as much information as possible to include your first and last name, title of class, and CRN number. I will respond to you within 24 hours. Please do not send emails to my UTEP address because it will take me longer to respond to you.

NOTE: I will be checking Blackboard and my email regularly Monday- Friday between 8:00am – 5:00pm. I do not check email or Blackboard on Saturdays or Sundays.

Online learning is not a spectator sport. It is everyone's responsibility to participate fully so everyone can get the most from the experience. Here are some simple rules to follow to ensure participation and engagement in the learning process:

Ask Questions: I have created a Discussion Forum entitled **HELP BOARD**, located under the *General Discussion Forums* tab on the *Home Page*. The *Help Board* is for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message. **If you are having technical difficulties, you will be directed to tech support.**

Reach Out to Others: Offer a fact, an article, link or other items that help others learn from something you shared. I have created a Discussion Forum entitled **The Fair Trade Cafe**, located under the *General Discussion Forum* tab on the *Home Page*. The Fair Trade Cafe is for the entire class to share relevant information and to participate in leisure conversations as well. The only requirement is that you treat one another with the utmost respect.

Inappropriate behavior/comments online will not be tolerated. Inappropriate behavior WILL BE subject to disciplinary action. I reserve the right to drop you from this course if you use our class as a venue for insulting or insensitive comments and attacks toward other students or the instructor.

Required Software:

Please make sure that all of your computer hardware is working properly and please make sure that you have all of the required software and that the software is up to date. It is very important that your Java software and your Adobe software is up to date. Blackboard works best with Mozilla Firefox and Google Chrome, but does not communicate well with Safari and especially Internet Explorer. Stay away from Internet Explorer.

Please access the Blackboard course shell. On the Home Page and under the section entitled Course Resources you will see a link entitled **Are You Ready for Online Learning?** Please access that link and then click on **Check Your Technology**. Read this section carefully to ensure that you have the necessary software. If you do not, you will find links on this page for downloading the necessary software and it is free. You must have *Adobe Acrobat Reader* to access the readings for the class and a media player plug-in to view the assigned videos (*Adobe Flash Player, Windows Media Player, QuickTime Player, VLC Player, etc.*). If you use Google Chrome as your browser, then the Adobe Flash Player is already built in. When creating documents, slide presentations, spreadsheets, etc., you must use *Microsoft Office* or a compatible program (see 10 Free MS Word Alternatives). Be sure you have the appropriate word processing software because if I cannot open your documents, they WILL NOT be graded.

Course Policies and Procedures and Grading Rubric:

I have provided a set of *Course Policies and Procedures*, and a *Grading Rubric*. On the Home Page go to the section entitled *Course Resources* and then click on *Class Policies and Procedures* and the *Grading Rubric*. Please access them as soon as possible and familiarize yourself with the do's and don'ts of the course and the grading scales for all assignments. The information provided is extremely important and crucial for your success in this course. I also embedded the Course Policies and Procedures in Learning Module 1: Introduction to CHIC 4306: Getting Started.

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:

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me immediately to discuss any special needs you might have. You must have a documented disability and in order to receive specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at (915) 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106 within the first week of class. For additional information please visit the CASS website at www.sa.utep.edu/cass

Attendance Policy:

This is an online class so there is no real attendance policy. Attendance is taken by measuring your work online. You are responsible for doing all the work and **meeting all deadlines and due dates**.

Deadline Policy:

Deadline for assignments and quizzes is 11:59 PM (MST) on the due date; CHECK COURSE CALENDAR for all due dates and deadlines as late submissions will not be graded. Please ensure that you carefully read the Course Calendar and all instructions. It is your responsibility to meet all class requirements.

Learning Modules:

The class consists of five (5) Learning Modules. An Introduction and Getting Started module; three (3) theme related modules; and the Final Exam Learning Module. **Learning Modules open at 8:00am (MST) on scheduled dates.** Each theme-related learning module contains some or all of the following; Short Introductions; a Lecture, which deals with the topic at hand; all Reading, Video, and Podcasts links; Quiz links; and Assignment links. Theme-related learning modules, with the exception of Learning Modules 1 and 5, will last *approximately* 14 days.

The embedded Quiz and Assignment links will open according to the scheduled due dates and deadlines. See Course Calendar for all due dates and deadlines. Remember: You will not see a Quiz and/or Assignment link until the day that they are scheduled on the Course Calendar.

Quizzes:

There will be four reading quizzes, one in each of the first four Learning Modules. The quizzes will be located inside of the individual Learning Modules.

IMPORTANT: Check course calendar for scheduled quiz dates and deadlines.

Individual Assignments:

You will submit two (2) writing assignments: one (1) Critical Response Paper for Learning Module 2 and one (1) Colonias Research Project, which will be divided into two phases for Learning Modules 3 and 4. I will provide a detailed assignment sheet for each assignment that explains what is required.

For your first assignment, I provided a set of guidelines on **“How to Write a Critical Response Paper”** located on the Home Page under the section entitled Course Resources Folder. Please access it right away so that you have time to ask me any questions regarding the assignment. I will also provide a set of questions to guide your analysis and these questions will be located in the assignment link.

IMPORTANT: Check course calendar for assignment due dates and deadlines.

The grades will be divided as follows:

| | |
|------------------------------|-----|
| Quizzes (4 each) | 15% |
| Critical Response Assignment | 25% |
| Colonia Research Project | 25% |
| Final Exam | 35% |

Grading Scale:

A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and less

GRADUATE CREDIT FOR THIS COURSE: In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor.

Course Calendar:

Learning Module 1 – Introduction to CHIC 4306: Getting Started

August 28 – September 1, 2017

The following information is very important!

The first five days of the course are your opportunity to study the syllabus and to familiarize yourself with the Blackboard System. Use these three days to ask me any questions you have regarding course content as well as the class policies and procedures.

You are required to post an introduction to yourself in *The Fair Trade Cafe* by Wednesday August 30, 2017 at 11:59pm (MST) AND you are also required to take the Syllabus/Plagiarism Quiz, which will be available Thursday August 31, 2017 at 5:00pm (MST) until Friday September 1, 2017 at 11:59pm (MST).

The quiz is based on your reading of the Syllabus, Class Policies and Procedures, Grading Rubric, and the Plagiarism video. The video is located in the Learning Module entitled “Introduction to CHIC 4306: Getting Started.” The Internet Café and Help Board are located under the General Discussion Forums on the Home Page.

NOTE: The instructor cannot provide technical support. For questions concerning the site and any technical questions or support you must use the UTEP Help Desk. The following link provides the contact information for assistance: <http://admin.utep.edu/Default.aspx?tabid=74092>

Learning Module 2 – Historical Meanings of Community on the U.S.-Mexico Border

September 2 – September 15, 2017

Please access the sources in the following order: Either view the video first then read the article or vice versa depending on how the resources are listed.

Read – Esparza Donnelson, “A Brief History of the U.S.-Mexico Border Region,” 13-27

Videos: “Between Two Worlds: Life on the Border” (57 mins.)

Read – Wood, “Anticipating the Colonias,” 31-42

Video: “Life on the Line: Coming of Age Between Nations” (27 mins.)

Read – Mukhija, “What’s In a Name,” 475-488

Podcast: “From Mom Jokes To Trump-Era Racism” (9 mins.)

All readings and videos listed in this course calendar are required viewing.

Reading Quiz: available from September 9, 2017 at 5:00pm (MST) to September 10, 2017 at 11:59pm (MST).

Critical Response Assignment: September 15, 2017 at 11:59pm (MST).

Learning Module 3 – Community Development: Race, Class, and Gender on the U.S.-Mexico Border

September 16 – September 29, 2017

Read – Chahin, “The Forgotten Americans: A Voice for the Colonias,” 319-331

Video: “The Forgotten Americans” (57 mins.)

Read – Coronado, “Styles, Strategies, and Issues of Women Leaders at the Border,” 142-158

Video: “Life in the Colonias” (3 mins.); and “Developing the Colonias” (4 mins.); and “Strengthening Communities” (3 mins.)

Read – Morales and Bejarano, “Transnational Sexual and Gendered Violence,” 420-439

Video: “City of Dead Women” (57 mins.)

Podcast: “In Memorium: Esther Chavez Cano, 1933-2009 (6 mins.)

All readings and videos/podcasts listed in this course calendar are required viewing.

Reading Quiz: available from September 22, 2017 at 5:00pm (MST) to September 23, 2017 at 11:59pm (MST).

Colonia Research Project Phase I: due September 29, 2017 at 11:59pm (MST).

Learning Module 4: Environmental Injustice and Health Disparities on the U.S.-Mexico Border

September 30 – October 13, 2017

Read – Henkel, “Upholding Environmental Justice in the Colonias,” 62-75

Video: “Matamoros: The Human Face of Globalization” (11 mins.)

Podcast: Diabetes, Dialysis, and Dirty Water in Central Valley (10 mins.)

Read – Homedes and Ugalde, “Globalization and Health on the U.S.-Mexico Border,” 2016-2022

Video: “Maquilopolis” (69 mins.)

All readings and videos/podcasts listed in this course calendar are required viewing.

Reading Quiz: available from October 6, 2017, at 8:00am (MST) to October 7, 2017, at 11:59pm (MST).

Colonia Research Project Phase II: due October 13, 2017 at 11:59pm (MST).

Learning Module 5: Final Exam

October 14 – October 20, 2017

Final Exam will be available from October 18, 2017 to October 20, 2017 and **is due by October 20, 2017 at 11:59pm (MST).**