

The University of Texas at El Paso

Community Formation on the U.S.-Mexico Border

CHIC 4306, CRN 18242, 8W1, Fall 2019

100% Online Course: Computer Access Required
8-Week Course: August 26, 2019 to October 19, 2019

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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, films, and podcasts and will engage in dialogue to demonstrate an awareness of the social, political, and economic realities of the people and spaces located on peripheries (borderlands), 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.

The guiding questions for this course are the following: *What are the processes for community formation on the U.S.-Mexico border generally and in the borderlands specifically? How do Chicana/o communities struggle for civil rights, social justice, and equal protection under the law? How does racial, class, and gendered identity impact the social, political, and economic formation of Chicana/o communities?*

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. I will respond to you within 24 hours. **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 course issues. Clearly indicate the subject of your thread. **If you are having technical difficulties, you will be directed to UTEP tech support.**

Reach Out to Others: Offer a fact, an article, link or other items that can help others learn something you can share. I have created a separate class discussion forum called **The Fair Trade Internet Café**, also located under the *General Discussion Forum* tab on the *Home Page*. The *Deposition Café* 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 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 or 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 under the *Course Resources* section, you will find the link **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* located under the *Course Resources* tab on the *Home Page*. 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.

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 special needs, including learning disabilities. Please inform me immediately of any special needs you might have. If you have a documented special need 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 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.

UTEP Edge Advantage:

For this online course, we will be incorporating the *UTEP Edge Advantage*, which consists of a set of high-impact practices intended to equip students with a competitive advantage when they graduate and enter the workforce or pursue a graduate degree. Some of the Edge advantages incorporated into this course include creative activities, research and scholarly activities, communication, critical thinking, teamwork, and social responsibility.

Learning Modules:

The class consists of five (5) Learning Modules. An Introduction and Getting Started module, three (3) theme related modules, and a Final Exam module. **Learning Modules open at 8:00am (MST) on scheduled dates.** When you open a learning module you will see a table of contents on the left-hand side of the module. The table of contents contains all sections of the lecture as well as the quiz link (when visible), assignment link (when visible), and the group discussion board link. All readings, videos, and podcast links are embedded in the lectures. Theme-related learning modules, with the exception of modules 1 and 5, will last approximately thirteen (13) days.

IMPORTANT: Check course calendar for quiz, paper, video blogs, discussion board, and exam due dates and deadlines.

1. Quizzes (15% of final grade):

There will be four quizzes, one in each of the first four Learning Modules. There is no quiz during the week of the Final Exam. The quizzes will be embedded in the table of contents of the individual learning modules. **The quiz links will open and close according to scheduled dates and deadlines.** See Course Calendar for all due dates and deadlines. Remember: You will not see a Quiz link until the day that they are scheduled on the Course Calendar.

2. Critical Response Paper (15% of final grade):

You will submit one (1) Response Paper Assignment for Learning Module 2; I will provide a detailed guideline for the assignment that explains what is required. The guideline will be located in Learning Module 2.

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.

3. Video Blog Assignments (35% of final grade):

You will submit two (2) video blogs. The blogs will be 5-6-minute long videos where you share your critical analysis of the readings, films, and podcasts located in each theme-related learning module. For these assignments you will need to create a *YouTube* channel (if you don't already have one) where you will upload your video.

I have provided instructions for creating a YouTube channel in Learning Module 1: Introduction and Getting Started. After you create and upload your video to your YouTube channel, you will post the link to your video blog in your Group Discussion Board located in each theme-related learning module (you will belong to one group only). For the video blogs, I will provide detailed assignment sheets, embedded in each theme-related learning module, that includes a prompt to help you critically think about the learning module and the materials contained therein.

For these video blog assignments you will be graded on the quality of your critical analysis and the ideas you present in your video *as well as your participation in your group discussion board.*

4. Group Discussion Board (10% of final grade):

I will divide the class into groups of seven (7) students. Each student will belong to only one group. In this group discussion board, you are required upload your video blogs and then discuss each other's analysis, ideas, themes, etc. for approximately 3 days. You will be responsible for two (2) discussion boards, one for each assigned video blog (Learning Modules 3 and 4).

5. Final Exam (25% of final grade):

You will have a comprehensive final exam at the end of the course that will cover all three theme-related learning modules (Learning Modules 2, 3, and 4). I will provide a review sheet to be located in Learning Module 5.

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

The grades will be divided as follows:

Quizzes (4 each)	15%
Critical Response Assignment	15%
Video Blogs (2 each)	35%
Group Discussion Boards	10%
Final Exam	25%

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 26 – August 30, 2019

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 this week 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 28, 2019 at 11:59pm (MST) AND you are also required to take the Syllabus/Plagiarism Quiz, which will be available Thursday August 29, 2018 at 5:00pm (MST) until Friday August 30, 2019 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 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 in the Borderlands

August 31 – September 12, 2019

Read – Irene Blea, “Defining Community,” 1-14; and Adrian Esparza and Angela Donnelson, “A Brief History of the U.S.-Mexico Border Region,” 13-27

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

Read – David Romo, “The Bath Riots,” 233-244

Video: “Chavez Ravine,” (24 mins.)

Read – Alexander Mendoza, “The Building of an East Texas Barrio,” 26-37

Podcast: “Of Bloodlines and Conquistadores” (35 mins.)

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

Reading Quiz: available from September 7, 2019 at 5:00pm (MST) to September 8, 2019 at 11:59pm (MST).

Critical Response Assignment: September 12, 2019 at 11:59pm (MST).

Learning Module 3 – Marginalized Communities: Race, Class, and Gender in the Borderlands

September 13 – September 25, 2018

Read – Gwyn Kirk and Margo Okazawa-Rey, “Who Am I? Who Are My People?” 10-15; and Ahmed, “Along the U.S-Mexico Border,” New York Times

Podcast: “El Paso Strong” (25 mins.)

Read – Alicia Gaspar de Alba, “The Maquiladora Murders,” 1-17

Video: “Señorita Extraviada” (77 mins.)

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

Read – Eithne Luibheid, “Looking Like a Lesbian,” 77-101

Video: “Southwest of Salem” (91 mins.)

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

Reading Quiz: available from September 19, 2019 at 5:00pm (MST) to September 20, 2019 at 11:59pm (MST).

Video Blog: due September 22, 2019 at 11:59pm (MST). **Group Discussion Boards** in effect from September 23 through September 25 at 11:59pm (MST).

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

September 26 – October 8, 2019

Read – Jaime Chahin, “The Forgotten Americans: A Voice for the Colonias,” 319-331; and Vinit Mukhija and Paavo Monkkonen “What’s in a Name,” 475-488

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

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

Podcast: “Take Care” (First 15:25 mins. only)

Read – Homedes and Ugalde, “Globalization and Health on the U.S.-Mexico Border,” 2016-2022
Videos: “Maquilopolis” (69 mins.)

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

Reading Quiz: available from October 2, 2019, at 8:00am (MST) to October 3, 2019, at 11:59pm (MST).

Video Blog: due October 5, 2019 at 11:59pm (MST). **Group Discussion Boards** in effect from October 6 through October 8 at 11:59pm (MST).

Learning Module 5: Final Exam

October 9 – October 19, 2019

Final Exam will be available from October 16, 2019 to October 19, 2018 and **is due by October 19, 2019 at 11:59pm (MST).**