

The University of Texas at El Paso

Brown Tide Rising: Interrogating Latinx Identity Formation in the U.S.

CHIC 4350, CRN 18640, Fall 2016

TR 10:30-11:50am UGLC 340

Dr. Irma V. Montelongo

Office Hours: TR 3:00-4:30pm and by appointment

Office: Graham Hall 110B

Ph: (915) 747-7612

Email: imontelo@utep.edu

Course Description

This course is a National Global Learning Community between The University of Texas at El Paso and John Jay College of Criminal Justice in New York City. It is an interdisciplinary and comparative study of Latinx peoples in the U.S., and their contributions through an investigation of their history, culture, and social dynamics. The course will focus on the experiences of conquest, colonialism, immigration and racialization of Puerto Ricans, Mexicans, Cubans, Dominicans, and other groups from Central and South America who comprise the Latina/o population in the U.S. It will cover specific topics, including economic and political status, gender, sexuality, identity, racial discrimination, civil rights, and education. Students at both campuses will examine current domestic and international events to gain a better understanding of the complex geographies and borderlands that make up Latinx cultures in the U.S. Throughout the semester, students will be placed on cross-college teams; will collaborate on shared assignments using an academic social network site; and will videoconference and SKYPE with each other to extend the “borders” of the classroom.

Student Learning Goals and Objectives:

In this course students will

- 1.** Develop critical thinking and analytical skills necessary for effective communication both orally and written.
- 2.** Identify, analyze, and articulate the central themes in Latinx community and identity formation.
- 3.** Identify and analyze differences and similarities among Latinx experiences over time.
- 4.** Analyze and articulate how intersectionality, or race, class, gender, sexuality, etc. shape Latinxs identity formation in the United States
- 5.** Use an interdisciplinary approach to connect the past to the present in an effort to better understand the world around them and themselves as global citizens.

The guiding question of this course is this:

What has/is shaping Latinx identity in the 21st century? How does one/ you/we live Latinx identity?

Over the course of the semester, you will be engaged in an on-going dialogue to introduce/share/analyze the dimensions of Latinx identity and YOUR OWN identity. This will include written, verbal and digital sharing, collaborating and debating. Your final project will be your collective archive of this semester long analysis, contextualized in the macro forces that underpin your identities: historical, sociopolitical and cultural.

Required Texts:

- Nelly Rosario, *Song of the Water Saints* (Vintage Press, 2003).
- Luis Alberto Urrea, *The Devil's Highway: A True Story* (Back Bay Books, 2005).
- Daisy Hernandez, *A Cup of Water Under My Bed: A Memoir*, (Beacon Press, 2014).

All other readings can be found on our course Digication site under "Readings" unless otherwise noted. **Our course Digication site is <https://johnjay.digication.com/browntideutepjjay/>**

The readings in the syllabus are designated as follows: <D>Digication, <T> Text, <H> Handout or <O> Available On-line. Students are responsible for all readings, not only those found on Digication, and must bring a copy to class, either digital or print.

Websites, Blogs, Podcasts of Interest:

<http://latinousa.org/>

www.remezcla.com

<http://www.blogtalkradio.com/latinorebels>

<http://www.npr.org/sections/latino/>

<http://www.nuestrapalabra.org/NPRadio.html>

Course Requirements:

1. **Semester Meeting:** We will meet once in the semester, between Weeks 5 and 6, to discuss your progress and to answer any questions you have about the course, assignments, or readings. My office hours are Tuesday and Thursday 3:00-4:30pm and by appointment. **If you have any questions or concerns before then, schedule an appointment or email me — do not wait until the last minute if problems/concerns arise!**
2. **Attendance:** Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this; therefore, attendance will be taken daily. You will be allowed 3 unexcused absences (1 absence = one day of classes). **More than 3 UNEXCUSED ABSENCES will result in failing the course.** In order to get an excused absence, you must present verifiable WRITTEN proof of the reason for the absence (e.g. doctor's note) at the beginning of the following class period. If you know ahead of time that you will

be absent, please email me so that I have proof of your absence. **Even if you are absent, you are still responsible for the completion of readings and assignments due.**

3. **Tardiness:** Is disruptive and will not be tolerated. Please **arrive to class on time!** Classroom door(s) will be closed 10 minutes after class starts.
4. **Discussion:** At least once in the semester, you will be expected to start the class discussion by sharing three points that you found most interesting in the readings, films, etc. I will inform you ahead of time as to when you will present. **There are a few ground rules for discussion:** Whether you are discussing in a group, as a class, or in a videoconference, 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.***
5. **Participation:** Your participation grade will be based on your attendance, verbal participation in class, leading a discussion and homework completion. Active participation is expected and will be considered in your calculation of your final grades (especially in borderline cases!).

Course Assignments:

6. **Midterm Exam:** There will be a midterm exam tentatively scheduled for **October 11, 2016.** The midterm will be centered on the required Annotated Bibliography for Digital Story #2.
7. **Individual E-Portfolio:** You will use Digication to set up your individual E-Portfolio to reflect your identity, submit and archive your assignments and to share your assignments with classmates. Guidelines on how to set up your E-Portfolio will be distributed in class and we will have a follow-up tutorial in class. **Note:** Your Preliminary E-Portfolio, consisting of specific sections and a biographical section and photo of yourself is due in class **Thursday September 15, 2016.** Further instructions will be provided.

The Individual E-Portfolio will consist of the following:

- a. **Analysis Papers.** Students will upload three written summaries and critical analysis of the readings, films, and discussion. Assignments will be 2-3 pages in length and will include two additional online reading links (reputable magazines, newspapers, and blogging sites) and/or video links. **See Course Calendar for due dates.**
- b. **Digital Stories.** Students will upload two digital stories. Students will upload two digital stories. **The first digital story** will be uploaded into your section "**Welcome to My Space.**" This digital story must be 2-3 minutes in length and must introduce your cross-campus and JJay peers to your lived reality, your communities and identity formation. **The second digital story** will be uploaded into your section "**Learning about other Latinx Identities.**" You will be assigned a Latin American country/ethnicity that is different than your own. After completing your annotated bibliography, you will produce and narrate a 2-3 minute digital story that introduces the class to the people, place and cultures of your assigned country, there and in the U.S. **See Course Calendar for due dates**

- c. **Personal Narrative.** Students will upload a 4-5 page narrative entitled ***Quien Soy Yo?/Who AM I?*** In this narrative, students will research their own identities and through personal interviews learn the story of their own identities. **See Course Calendar for due dates**

8. **Group E-Portfolio:** In cross-campus teams, students will develop an E-Portfolio that compares/contrasts the ways in which “Latinx” identity has been constructed in each space, the U.S-Mexico border and New York City in general and for members of your group [macro and micro]. You will use your E-Portfolio for data as well as engage in additional discussions and research outside of class. Lastly, you must discuss/write how these are the same/different across the regions. What does this mean for Latinx identity?

Your final E-Portfolio will reflect who you (the group) are as Latinxs in the 21st century. Your E-Portfolio should reflect:

- a. Your histories: migration and settlement histories
- b. Your spaces: the U.S.-Mexico border and New York as two Latinx spaces
- c. Your similarities: what defines you as members of the same “group”
- d. Your differences: what distinguishes you as members of the same and different groups.
- e. Your experiences as members of this course

Course Grading:

Semester Meeting	10%
Attendance and Class Participation	10%
Midterm Exam	15%
Individual E-Portfolio	40%
Group E-Portfolio	25%

Grading Scale: Final grades will be given according to the student’s demonstrated level of mastery of the subject matter as determined by his/her assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

<u>Grade</u>	<u>Score</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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 Guidelines:

- 1. Dropping the Class:** Students may drop the class and receive a “W” any time prior to **October 28, 2016**.
- 2. Format of Written Work:** All written assignments done outside of class must be typed using **black ink, Times New Roman 12 pt. font, 1.25 inch margins, double-spaced, on white paper**. Notes and in-class work must be legible.
- 3. Deadlines:** Assignments required for the Individual e-Portfolio are due by 11:59pm (MST) of the assigned date. Work uploaded after the deadline will be **penalized 10pts**. Any assignment may be uploaded early.
- 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’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.
- 5. 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, 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
- 6. 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.

Please SILENCE cell phones before class and NO TEXT MESSAGING and/or FACEBOOKING during class!!!

Course Calendar: The following is subject to change with reasonable notice to students. Any changes will be announced in class.

Part 1: Placing Identity Formation Into Historical Context

Week 1: **Tuesday (T) Aug. 23** – Introductions

Why is this course important? Who gets to create the Latinx narrative? Who gets to tell Latinx stories?

Hamilton: <https://www.youtube.com/watch?v=Jyg3Lo -Ep8>

Thursday (Th) Aug. 25 – What is Identity Formation?

Read: <O> <http://www.vox.com/2015/8/19/9173457/hispanic-latino-comic>

<O> <http://www.blogtalkradio.com/latino/bels/2016/05/23/what-does-hispanic-look-like> (first 22 minutes)

<O> <https://www.insidehighered.com/news/2015/12/08/students-adopt-gender-nonspecific-term-latinx-be-more-inclusive>

Week 2: **(T) Aug. 30** – Racial Formations

Read: <O> <http://www.nytimes.com/2014/07/11/nyregion/immigrants-who-speak-indigenous-mexican-languages-encounter-isolation.html>

<O> http://www.huffingtonpost.com/entry/this-powerful-spoken-word-poem-celebrates-heritage-and-self-love_us_56ae40f3e4b0010e80ea72b5

<O> <http://www.npr.org/sections/latino/2015/03/05/390934624/hear-6-latin-american-artists-who-rock-in-indigenous-languages>

HW1: Preparation for Videoconference Meet and Greet: Students will introduce themselves, share three terms that they use to identify themselves and why they use these terms to identify. They will also share what they hope to gain through this cross-campus collaboration.

(Th) Sept. 1 – UTEP-JJAY Videoconference: Meet and Greet

HW2: Students will receive their E-Portfolio logins and passwords as well as instructions, examples, and a checklist, and will begin to populate their Individual E-Portfolios. Preliminary E-Portfolios are due **September 15** in class. On this day we will have a videoconference workshop centered on E-Portfolio Training to assist you with any questions you may have concerning Digication.

Week 3: **(T) Sept. 6** – Creating Latinx Communities in the U.S.

Read: <O> <http://nacla.org/news/2014/1/23/latino-new-york-introduction>

<O> <https://nacla.org/article/pagueteros-connecting-old-life-new>

<O> http://www.npr.org/sections/the_two-way/2016/06/12/481620159/latinos-and-american-identity-in-a-time-of-trump-a-postcard-from-el-paso

HW3: Assign first *Brief Summary and Critical Analysis of Course Materials*. Students will submit a hard copy, 2-3 pages, that summarizes and analyzes the readings, videos, and videoconference for Weeks 1-3. The summary/analysis is due September 13. I will provide feedback and return the papers. Then, you will edit the summary/analysis and incorporate my feedback, and then upload it to your Individual E-Portfolio on **Thursday September 15** during our E-Portfolio Training session.

(Th) Sept. 8 – Digital Story Production Training
Atlas Lab (UGLC 202)

HW4: Assign *Digital Story #1: Welcome to My Space*. Students will produce and narrate a 2-3 minute digital story that introduces their living space(s) to their cross-college peers. Students will upload their first digital story to their Individual E-Portfolio by **Thursday September 22**.

Week 4: **(T) Sept. 13** – Imperialism and Transnationalism
Read: <T> Rosario, *Song of the Water Saints*, 1-80

(Th) Sept. 15 – UTEP-JJAY Videoconference: E-Portfolio Training

HW5: This videoconference will be dedicated to E-Portfolio training. Please have your Individual E-Portfolio populated. You will need to create an “About Me” page with a bio and a photo. You also need to have your first Summary and Analysis edited and ready to upload to your individual E-Portfolio. This is your opportunity to ask any and all questions concerning Digication and the E-Portfolio.

Week 5: **(T) Sept. 20** – Dreams and Struggles
Read: <T> Rosario, *Song of the Water Saints*, 81-161

(Th) Sept. 22 – Dictatorships and Migration
Read: <T> Rosario, *Song of the Water Saints*, 161-242

Part 2: Struggle For Justice and Equality in the U.S.

Week 6: **(T) Sept. 27** – The Right to Live Where We Want
Screen: “Whose Barrio” <http://www.imdb.com/video/wab/vi366938393/>
Read: <O> <http://www.nytimes.com/2011/07/31/magazine/life-on-the-line-between-el-paso-and-juarez.html>
<O> http://www.nytimes.com/2010/12/15/nyregion/15nycensus.html?_r=0
<O> <http://www.eastwillyb.com/watchnow/#sthash.OJxV4NfZ.dpbs>
<O> <http://www.eastwillyb.com/watch-now/#sthash.9MpoC9Hi.dpbs>

(Th) Sept. 29 – UTEP-JJAY Videoconference: Discuss our first Digital Stories

HW6: Assign second *Brief Summary and Critical Analysis of Course Materials*. Students will submit a 2-3 pages summary and analysis of the readings, videos, and videoconference for Weeks 4-6. Students will upload the summary/analysis to their individual E-Portfolio by **Thursday October 6**.

Week 7: **(T) Oct. 4** – Review for Midterm Exam (Annotated Bibliography)
Meet in Library Room 204B

HW7: Assign *Annotated Bibliography for Digital Story #2*. Students will be assigned a Latin American country different from their own ethnicity and will locate 5-6 sources that discuss the people, place, and identities of the country. Students will briefly discuss each source in the form of an annotated bibliography. Students will submit a hard copy for critical feedback and then will edit the assignment and upload it to their Individual E-Portfolio by **Tuesday October 11**.

HW8: Students will then take the Annotated Bibliography and produce and narrate their *Digital Story #2: Learning About Other Latinx Identities*. This Digital Story will be a 2-3 minute digital story that introduces their assigned Latin American country/ethnicity, there and in the U.S., to their cross-college peers. The Digital Story will be uploaded to the Individual E-Portfolio by **Tuesday October 25**.

(Th) Oct. 6 – JAY and UTEP Off

Week 8: **(T) Oct. 11** – Midterm Exam

(Th) Oct. 13 – UTEP-JJAY Videoconference: Mid-semester House Cleaning –
Where Are We Thus Far?

Read: <T> Urrea, *The Devil's Highway*, 1-83

Week 9: **(T) Oct. 18** – Undocumented Justice

Read: <T> Urrea, *The Devil's Highway*, 84-161

(Th) Oct. 20 – The Long Walk

Read: <T> Urrea, *The Devil's Highway*, 162-23

Week 10: **(T) Oct. 25** – Being American on the U.S.-Mexico Border

Screen: "Las Marthas"

Read: <O> <http://www.colorlines.com/articles/las-marthas-will-make-you-think-twice-about-border-latinas-and-class>

HW9: Assign third *Brief Summary and Critical Analysis of Course Materials*. Students will submit a hard copy, 2-3 pages, that summarizes and analyzes the readings, videos, and videoconference for Weeks 8-10. Students will upload summary/analysis to their Individual E-Portfolio by **Thursday November 3**.

(Th) Oct. 27 – UTEP-JJAY Videoconference: Discuss the U.S.-Mexico Border and *The Devil's Highway*

Last Day to Withdraw From Class With a "W" is Friday, October 28, 2016

Part 3: Identity and Social Justice in the 21st Century

Week 11: (T) Nov. 1 – Other Latinx

Read: <T> Hernandez, *A Cup of Water Under My Bed*, 1-69

<O> <http://www.colorlines.com/articles/8-books-shaped-cup-water-under-my-bed-author-daisy-hernandez>

(Th) Nov. 3 – Before Love

Read: <T> Hernandez, *A Cup of Water Under My Bed*, 73-116

HW10: Assign *Personal Narrative: Quien Soy Yo?/Who Am I?*. Students will write a 4-5 page personal narrative that explains from who and where they come from. Students will interview two people (parents, relatives, friends, teachers, and anyone) who can assist them in putting together the story of who they are. Personal narrative will be uploaded to the Individual E-Portfolio by **Tuesday November 15**.

Week 12: (T) Nov. 8 – Queer Narratives

Read: <T> Hernandez, *A Cup of Water Under My Bed*, 119-181

<O> <http://www.newyorker.com/magazine/2016/06/27/a-latino-gay-communitys-vigil>

<O> <http://borderzine.com/2010/10/bordering-on-acceptance-growing-up-gay-on-the-border/>

<O> <http://cityroom.blogs.nytimes.com/2012/12/02/for-transgender-latinas-a-refuge-in-queens-away-from-streets/>

(Th) Nov. 10 – UTEP-JJAY Videoconference: Election Outcomes and Completing the E-Portfolio

Week 13: (T) Nov. 15 – Will Latinx Exist in the Future?

Read: <D> Replenished Ethnicity, Chapter 1, Introduction, pg. 1-30

<O> <http://www.nbcnews.com/news/latino/fastest-growing-immigrant-group-louisville-cuban-americans-n630966>

(Th) Nov. 17 – Are Hispanics and Latinos Disappearing?

Read: <O> <http://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity/hispanic-and-latino-identity-is-disappearing>

<O> <http://america.aljazeera.com/opinions/2014/10/why-latinos-wont-becomewhiteraceethnicitygop.html>

Week 14: **(T) Nov. 22** – Complete Group E-Portfolio
(Th) Nov. 24 – Thanksgiving

Week 15: **(T) Nov.29** – Complete Group E-Portfolio
(Th) Dec. 1 – Complete Group E-Portfolio

Week 16: **(Th) Dec. 8 - Final Group Project Presentations**
10:00am – 12:45pm
UTEP-JJAY Videoconference

Assignments Due Dates

Assignment #	Assignment Released	Due Date
Individual E-Portfolio Set-Up	9/1	9/15
Analysis Paper 1	9/6	9/15
Analysis Paper 2	9/29	10/6
Analysis Paper 3	10/25	11/3
Digital Story 1	9/8	9/22
Midterm Assignment	10/4	10/13
Digital Story 2	10/13	10/25
Personal Narrative	11/3	11/15
Group E-Portfolio	11/15	12/8