

The University of Texas at El Paso

Bridging Latinx Communities: UTEP and John Jay

CHIC 4350, CRN 17218, Fall 2018

TR 10:30-11:50am EDUC 318/UGLC 110

Instructor: Dr. Irma V. Montelongo

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

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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 e-Portfolio platform; and will videoconference and SKYPE with each other to extend the “borders” of the classroom.

Student Learning Outcomes:

In this course students will:

1. Develop critical thinking and analytical skills necessary for effective communication both orally and written.
2. Develop and exhibit an understanding of the heterogeneity that exists in U.S. Latinx communities across time and space.
3. Identify and analyze the historical and contemporary social, economic, and political conditions that shape contemporary Latinx identity formation across the United States.
4. Analyze and articulate how intersectionality, or race, class, gender, sexuality, etc. shape Latinxs identity formation in the United States
5. Effectively share diverse viewpoints, develop new knowledge and meet specific outcomes with people of diverse backgrounds.

The guiding questions for this course are:

What has shaped/is shaping Latinx identity in the 21st century? How does one 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:

- Francisco Cantú, *The Line Becomes a River: Dispatches From the Border* (Riverhead Books, 2018).
- Daisy Hernandez, *A Cup of Water Under My Bed: A Memoir*, (Beacon Press, 2014).
- All other readings can be found in our Blackboard shell in the folder called “**Readings.**”

The readings in the Course Calendar below are designated as follows: (BB) Blackboard, (eP) e-Portfolio or (T) Text. Students are responsible for all readings and must bring a copy, either digital or print, to class.

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. **Attendance:** Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. 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 are absent, you are still responsible for the completion of readings and assignments due.
2. **Tardiness:** Is disruptive and will not be tolerated. Please **arrive to class on time!**
3. **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. **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.**
4. **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 the calculation of your final grades (especially in borderline cases!).

Course Assignments:

1. Semester Meeting, Attendance, and Participation: 15%

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. Individual e-Portfolio: 50%

We will use the platform *Digication* to set up both the individual and group e-Portfolios. Your individual e-portfolio should reflect your identity and will be used for submitting and archiving your assignments and for sharing 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.

Preliminary E-Portfolio: You will be provided with a training session on how to use *Digication* and how to set up your individual e-Portfolio. Your preliminary e-portfolio will have the specific tabs listed below as well as a biographical section about yourself. Further instructions will be provided in class. **DUE: In class, Thursday, September 20, 2018 by the beginning of class.**

- a. **Video Blogs (25% - 5 pts/ea):** Students will create a tab in their individual e-Portfolios called **Video Blogs**. Each student will upload 5 video blogs based on a particular reading, film, project, etc. Each video blog will be approximately 2-3 minutes long and will be based on a prompt provided by the instructors. Detailed assignment sheets for each video blog will be provided. Each student will set up a YouTube channel for uploading their video blogs and will provide a tab and a link to their YouTube channel in their e-Portfolio. Further instructions will be provided in class. **See Course Calendar for due dates and deadlines.**
- b. **Digital Stories (20% - 10 pts/ea):** Students will create a tab in their individual e-Portfolios called **Digital Stories**. Each student will upload two digital stories. The first digital story will be **“Welcome to My Space.”** This digital story will be 2-3 minutes in length and will introduce your cross-campus (JJay and UTEP) peers to your lived reality, your communities and identity formation. **Due: Tuesday, October 16 @11:59pm (MST)**

The second digital story will be **“What Shapes Latinx Identity?”** This digital story will also be 2-3 minutes in length and will recap what you have learned about other Latinx spaces and what you learned about your own living space that you did not know before. The purpose of this digital story is to provide your analysis of what “shapes” Latinx identities in the U.S. **Due: Tuesday, November 20 @11:59pm (MST)**
- c. **Personal Narrative (5% - 5 pts):** Students will create a tab in their individual e-Portfolios called **My Story**. Each student will upload a 4-5 page narrative entitled **Quien Soy Yo?/Who AM I?** To complete this narrative, students will research their own identities and through no less than two personal interviews, will put together their own personal story. **Due: Tuesday, October 30 @11:59pm (MST)**

3. Group e-Portfolio: 35%

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-Portfolios 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? **DUE: Thursday, December 13, 2018. (Time Pending)**

Your group e-Portfolio should reflect:

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

Course Grading:

Attendance, Participation, and Semester Meeting	15%
Individual e-Portfolio	50%
Group e-Portfolio	35%
Total	100%

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:

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 **November 2, 2018.**
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 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.

Week 1: From Hispanic to Latinx: How Did We Get There?

Tuesday (T) Aug. 28 – Introductions, Syllabus, and Class Organization

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. 30 – Who is Hispanic? Who is Latina/o?

Read: (BB) "You Say Latino: A Mini Comic"

(BB) "What Does a Hispanic Look Like?" (first 22 minutes) and also listen to podcast and Carlos' "Spoken Word"

(BB) Denice Frohman, "Accents"

Week 2: What is Latinx?

- (T) Sept. 4 – Dissecting Labels: Why Intersectionality is not a Choice
(BB) Salinas, Jr. and Lozano, “Mapping and Contextualizing,” pg. 1-15
(BB) “The Case FOR Latinx: Why Intersectionality is not a Choice”
(BB) “The Case AGAINST Latinx”

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. 6 – UTEP-JJAY Videoconference: Meet and Greet

V-Blog #1 must be recorded, using your phone, tablet, laptop, etc., right after the videoconference. You also need to create a YouTube channel, if you don't already have one. You will upload the video link to your individual e-Portfolio during training on Thursday, September 20, 2018. Instructors will hand out instructions for setting up YouTube channels in class.

Week 3: Racial Formations: Erasing or Including Blackness and Indigeneity?

- (T) Sept. 11 – Remembering 9/11 in NYC
Screen: “Seen But Not Heard”
(BB) “The Invisibility of Undocumented Immigrants in 9/11 Relief and Commemoration”
- (Th) Sept. 13 – See HW2 below
(BB) Flores-Gonzalez, “Latinos as Racial Middle,” pg. 80-116
(BB) “Immigrants Who Speak Indigenous Languages Encounter Isolation”
(BB) “This Powerful Spoken Word Poem”

HW2: Students will receive their e-Portfolio logins and passwords and instructions to begin setting up their preliminary individual e-Portfolios. You will need to create an “About Me” page with a bio and a photo. You also need to have all other required tabs created. Preliminary e-Portfolios must be laid out by our class period on **Thursday September 20, 2018** in preparation for the *Digication* training workshop.

Week 4: Global Learning Community Training

- (T) Sept. 18 – Digital Story Production Training Atlas Lab (UGLC 202): This training session is dedicated to learning iMovie, which will be used to produce your digital stories.
- (Th) Sept. 20 – UTEP-JJAY Videoconference: *Digication* e-Portfolio Training: This videoconference will be dedicated to *Digication* training. Please have your preliminary individual e-Portfolio layout completed. This is your opportunity to ask any and all questions concerning the *Digication* software.

HW3: Assign first Digital Story: **Welcome to My Space**. Students will create a 2-3 minute that introduces your cross-campus (JJay and UTEP) peers to your lived reality, your communities, and identity formation. Instructors will provide a detailed assignment sheet for the digital story. **Due October 1, 2018 by 11:59pm (MST).**

Week 5: Latinx as Americans?

(T) Sept. 25 – Latinx Identity Formation

(eP) Flores-Gonzalez, “Latinos as Real Americans,” pg. 117-133

(eP) “Latinos And American Identity in a Time of Trump”

Assign V-Blog #2: must be uploaded to individual e-Portfolio by Friday September 28 at 11:59pm (MST)

(Th) Sept. 27 – Latinx in the Age of Trump

(eP) Flores-Gonzalez, “Latinos as Real Americans,” pg. 134-149

(eP) “Latinos and the New Trump Administration”

(eP) “How Trump is Dehumanizing Latinos”

Week 6: Latinx New York

(T) Oct. 2 – The Right to Live Where We Want

Screen: “Whose Barrio”

(eP) “Latino New York: An Introduction”

(eP) “Region is Reshaped as Minorities Go to the Suburbs”

(eP) “The Real Bushwick” (first 3:39 minutes)

(eP) “Willie’s Piragua Stand” (first 7:52s minutes)

(Th) Oct. 4 – UTEP-JJAY Videoconference: Latinx New York Identity

Week 7: The U.S.-Mexico Border: Understanding Border Identities

(T) Oct. 9 – What Defines a Border Identity?

(eP) “Vila, Identity and Empowerment on the Border,” 40-47

(eP) “Life on the Line”

Assign V-Blog #3: must be uploaded to individual e-Portfolio by Friday October 12 at 11:59pm (MST)

(Th) Oct. 11 – And Yet, It Continues.....

Screen: *Señorita Extraviada*

Week 8: The U.S.-Mexico Border: Who Gets to Represent It?

(T) Oct. 16 – Policing the Border, Policing Ourselves?

(T) Cantú, *The Line Becomes a River*, 1-61

(eP) “Border Patrol Memoir Ignites Dispute”

Digital Story: Welcome to My Space must be uploaded to your individual e-Portfolio by 11:59pm (MST)

(Th) Oct. 18 – UTEP-JJAY Videoconference: Digital Stories

HW4: 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. **Due on October 30, 2018 by 11:59pm (MST)**

Week 9: Whose ‘American Dream?’

(T) Oct. 23 – Tracking Humans: Death and Detention

[\(T\) Cantú, *The Line Becomes a River*, 62-125](#)

(Th) Oct. 25 – Haunted Landscapes, Recurring Nightmares

[\(T\) Cantú, *The Line Becomes a River*, 126-184](#)

Week 10: Inter-generational Border Identities

(T) Oct. 30 – Fluid Borders, Fluid Identities

Screen: “Las Marthas”

[\(eP\) “Las Marthas Will Make You Think Twice About Border Latinas and Class”](#)

[\(T\) Cantú, *The Line Becomes a River*, 185-247](#)

Assign V-Blog #4: must be uploaded to individual e-Portfolio by Friday November 2 at 11:59pm (MST)

Digital Story: What Shapes Latinx Identity must be uploaded to your individual e-Portfolio by 11:59pm (MST)

(Th) Nov. 1 – UTEP-JJAY Videoconference: Discuss the “*The Line Becomes a River*”

Last Day to Withdraw from Class With a “W” is Friday, November 2, 2018

Week 11: Latinx Hybridity and Fluidity

(T) Nov. 6 – Other Latinx

[\(T\) Hernandez, *A Cup of Water Under My Bed*, 1-69](#)

HW5: Assign second Digital Story: **What Shapes Latinx Identity**. Students will create a 2-3 minute where you will recap what you have learned about other Latinx spaces and what you learned about your own living space that you did not know before. The purpose of this digital story is to provide your analysis of what “shapes” Latinx identities in the U.S. **Due November 20, 2018 by 11:59pm (MST).**

(Th) Nov. 8 – Before Love

[\(T\) Hernandez, *A Cup of Water Under My Bed*, 73-116](#)

Week 12: Transcending Borders: Queering Latinx Identity

(T) Nov. 13 – Queer Narratives

(T) Hernandez, *A Cup of Water Under My Bed*, 119-181

(eP) “The Third Place”

(eP) “Bordering on Acceptance: Growing Up on Gay on the Border”

(eP) “Transgender Latinas Find a Refuge in Queens”

Assign: V-Blog #5 must be uploaded to individual e-Portfolio by Friday November 16 at 11:59pm (MST)

(Th) Nov. 15 – UTEP-JJAY Videoconference: Discuss “*A Cup of Water*”

Week 13: The Future of ‘Latinx’

(T) Nov. 20 – Will Latinx Exist in the Future?

(T) “Hispanic Identity Fades Across Generations”

(eP) “Hispanic and Latino Identity is /Changing Disappearing”

Digital Story: What Shapes Latinx Identity must be uploaded to your individual e-Portfolio by 11:59pm (MST)

(Th) Nov. 22 – Thanksgiving

Week 14: **(T) Nov. 27** – Complete Group e-Portfolios

(Th) Nov. 29 – Complete Group e-Portfolios

Week 15: **(T) Dec. 4** – Complete Group e-Portfolios

(Th) Dec. 6 – Complete Group e-Portfolios

Week 16: **(Th) Dec. 13** - Final Group Portfolio Presentations

Pending: (UTEP-JJAY Videoconference: 10:00am – 12:45pm)