# Chican* & Latin* Experiences

*ETHS 2430*
*ASYNCHRONOUS ONLINE*

**COURSE SYLLABUS**

**\*\*This syllabus is tentative and open to change. Changes will be announced via Canvas\*\***

## Instructor Information

**Instructor**:

**Telephone:**

**Email:**

**Campus Office:**

**Virtual Office Hours (OH):**

**Link for Virtual OH:**

## Class/Section Information

**Classroom**:

**Meeting Times:**

**Semester:**          Fall 2024

**Section:**          501

**What are office hours:** Office hours are hours that I have scheduled outside of our regularly scheduled class time for students to visit my virtual office to discuss class material and/or other related interests. Students may use office hours to ask for extra help, seek clarification, or follow-up on aspects of the class they find especially challenging and/or interesting. Office hours are not required, but are a great way for students to excel academically (Guerrero, M & Rod, A.B., 2013).

## Course Description:

Explore how Latin* and Chican* communities were formed and continue to evolve in response to historical events and current social issues. Topics include social movements and empowerment, racial formation and identity, Indigeneity and Blackness, immigration, borderlands, education, and art. Special focus is given to the re/imagining of Chican* and Latin* futures through policy or social action.

**Credit Hours:** 3
**Prerequisite:** None
**General Education Fulfillments:** SS, DV

## *Required Materials*
- Gonzalez, J. (2022). Harvest of Empire. London, UK: Penguin Books.
- All material will be provided in Canvas.

Course Learning Outcomes:
Upon successful completion of the course, students will able to:
1. Students will identify significant social events in Mexico, parts of Latin America and the US including acts of oppression and conflict, identity and empowerment, social movements, economics, changes in law and policy, immigration, and educational inequalities among others.
2. Students will formulate basic questions about social behavior and phenomena in Chican* and Latin* communities, by reading, writing and speaking of relevant topics, contemporary realities, social issues relevant to the study of Chican* and Latin Americans in the United States. Students will be required to support their statements/views with academic and popular sources.
3. Students will participate in exercises of creative interpretation and analysis, juxtaposing socio-historical, political, economic and cultural events against creative expressions in art, poetry, and music in Utah and the United States.
4. Students will construct informed positions regarding relevant contemporary realities through the synthesis of discrepant and alternative perspectives; learning to differentiate fact from fiction and/or sensationalism; drawing parallels to one's own life and experiences; evaluating respectable news sources from individual blogs and opinions. Students will examine issues/problems relevant to Chican* and Latin* Americans and identify effective solutions.
5. Students will critically examine current policies impacting Chican* and Latin* communities. The examination will include: identifying weaknesses and needs; developing viable strategies; recognizing areas of resistance; and proposing positive social changes benefiting the local, national or global communities.

## *Important Dates*
- **Last day to add a class:** August 28
- **Last day to drop a course with 100% refund:** September 10
- **Last day to withdraw without refunds**: October 22
- **Dates/holidays when classes are not held:** Fall Break October 17 & Thankstaking November 27

- **Last day of class:** December 5
- **Reading Day:** December 6
- **Final Exam Period:** December 7-12

## *General Education at SLCC*

### *General Education Statement*

This course fulfills the Social Sciences and Diversity requirements for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student s knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one s life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## *ePortfolios*

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit:
https://www.slcc.edu/eportfolio

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site: https://www.slcc.edu/eportfolio/remote.aspx

*Assignments & Grading:*

*Additional details & due dates in Canvas*

| Assignment | % Of Grade |
|---|---|
| 1) Modules | 25% |
| 2) Papelitos Guardados | 15% |
| 3) Midterm: Debunking Migrant Myths | 20% |
| 4) Signature Assignment: Activism in Utah | 20% |
| 5) ePortfolio Reflection | 20% |
| Total | 100% |

**Modules**
The entire class is organized around 9 main modules. Each module contains a mix of readings, videos, and/or podcasts for students to engage. Additionally, each module includes assignments to be completed after reading, watching, or listening to assigned material. Assignments may include reviews/quizzes, reflections, discussion posts, online group work or any combination of the above. Students will have 1-2 weeks to complete each module. ***Modules will be closed 2 weeks after the due date and late submissions will not be accepted***.

**Papelitos Guardados**
Throughout the semester, students will be required to complete brief reflections called papelitos guardados, or "writings tucked away" (from *Telling to Live*, 2001). The aim of the papelitos guardados is to provide a writing space/time to "contemplate thoughts and feelings" as they relate to course content and student personal experiences. I will provide templates for these reflections.

**Midterm: Debunking Migrant Myths**
For this assignment students will identify and debunk myths regarding immigration and the migrant population through the creation and presentation of a digital brochure or fact sheet. The information in the document should be concise and must include statistics that are quickly read. Students will present their assignment virtually in small groups.

**Signature Assignment: Activism in Utah**
Students will conduct research on an activist organization in the state of Utah that is seeking to promote racial equity for Utahns of Chican*/Latin* descent. The purpose of this

assignment is to highlight the work of activists in the state we live and learn in, as well as understand the role of activism and its impact on the lived experiences of Chican*/Latin* people in Utah. This assignment will require students to research the issue or issues their chosen organization aims to draw attention to and/or resolve. In addition to analyzing data provided by the organization students will be required to conduct a literature review in order to familiarize themselves with current knowledge as it relates to the issue addressed by the organization, and gain a better understanding of practices employed to address the issue.

**Requirements (Overview)**
1. Decide which organization you will be learning about/from
2. Proposal
3. Annotated Bibliographies
4. Interview
5. Presentation

Step 1: Proposal-Submit a 7-10 sentence paragraph that includes the information above.
- Name of activist organization.
- Brief description of the organization including an introduction of the issue(s) they focus on.
- Explanation of why you chose activist organization and how you heard about it.
- Link to the website, social media, or other online information.

6. Step 3: Annotated Bibliographies- 3 annotated bibliographies
Students will find and summarize three peer-reviewed sources and submit three annotated bibliographies.
- Components of an Annotated Bibliography
    1. Citation- A "citation" is the way you tell your readers that certain material in your work came from another source. It also gives your readers the information necessary to find the location details of that source on the reference or works cited page. The source and citation must be included in your Zotero library.
    2. Annotation – The annotation is a summary and must include the following:
        - An overview of the author's objectives, including why they are interested in this topic.
        - If applicable, an explanation of the theories used to inform the research.
        - A brief description of research inquiry and methods used.
        - A summary of findings: discuss the way the source helps you understand the organization you have chosen. What insight does the source provide.

Step 3: Interview- Students will conduct an interview with at least one person associated with the organization. The purpose of the interview is to gain a personal perspective from a local activist. You will required to submit a draft of your questions before you conduct the interview. After the interview, you are required to submit field notes.

Step 4: Presentation- Students will meet in groups of 3-4 and present their brochure/fact sheet. Each student will have 10 minutes to present.
Presentation Requirements
- Summary of the organization, group or person your group is focusing on, including the history, purpose, goals and/or mission, and the people involved. How did this organization come to be and why? Why did your group choose this organization?
- Discussion of the issue: What issue(s) does this group focus its efforts on and why? What data does the organization use and/or share with the public to contextualize their work? What did you learn about the issue from your annotated bibliography?
- Description and analysis of work done: What type of practices does the organization engage in to address the issue? How does the work of the organization align with what you learned in the research you conducted?
- Impact: What impact does the work have on the person you interviewed?

**E-Portfolio Reflection**
"Reflection provides us with opportunities to understand ourselves, our families, our communities, our cultures, and our learning. Reflection helps us get past our surface understanding of something and connect to deeper insights and layers of awareness. Reflection also helps us integrate what we have learned with our daily lived experience and our hopes for ourselves." https://www.slcc.edu/eportfolio/index.aspx

Submit a 3-4 spaced paper responding to the following questions:
1) What skills did the signature assignment help you practice? What aspects of the signature assignment supported this?
2) How did your thinking about your research question or topic evolve over the semester? Discuss specific experiences that you had while working on the assignments. What went according to plan and what surprises did you encounter?
3) Make connections between what you learned from your signature assignment and what you have learned in other classes at SLCC or before.
4) Reflect on how you thought about (course topic) before you took this course and how you think about it now that the course is over. Have any of your assumptions or understandings changed? Why? What assignments/ activities/readings were influential in this process?

**Late Policy**
Modules will remain open for three weeks after the due date. Students will be allowed to submit late work during this time. However, after three weeks the module will close and

late assignments will not be accepted, unless under extenuating circumstances. The specifics of the circumstances do not need to be shared with me, but I do ask for an open line of communication. This policy is not meant to be punitive, but to encourage students to stay on track with their learning, and to provide me ample time to grade.

**Grading**
The goal of grades is to provide an accurate description of what you have learned related to course outcomes (Guskey, 1996). In this class grades are based on MINIMUM GRADING, which aims to correct the 100-point-scale problem. The 100-point-scale minimizes the possibility for student success because of the fact that 60% of the scale represents a failing grade (F = 0-59%), while only 22% allows for a grade of B or better. By using a minimum grading scale, the chance of receiving any grade is the same, i.e. each grade is represented by the same number of points.

Minimum Grading Scale
90–100 = A
80–89 = B
70–79 = C
60–69 = D
50–59 = F

# *Class Norms and Policies*

As a student at Salt Lake Community College, please follow the **Student Code of Conduct**. As such, there are just a few guidelines to be successful in the course.
1. Critique the behavior and not the person
2. Be mindful and intentional about discussions
3. Complete assigned readings and assignments
4. Be prepared to have discussions in class
5. Show up to class

## *Time Commitment to Coursework*
Success in this course — and in your other courses — depends upon dedicating sufficient time to learning and completing course assignments, tasks, and activities. Your time in the classroom accounts for only a portion of what you'll need to dedicate to the course overall. Most of the work will be done *outside* the scheduled class time.

**What's a "credit hour"?**
A credit hour is the amount of work you'll put in to achieve the course learning outcomes equaling 45 hours of student work. It's measured as one hour in the classroom (or direct faculty instruction) and two hours of student work outside of class for a total of three hours

per week over 15 weeks. It can also be measured as three hours of student work per week over 15 weeks.

**How much time should I set aside for this course?**
For this 3-credit hour course, you can expect to dedicate:

- Time in class [or direct instruction]: 3 hours per week
- Time outside of class: 6 hours per week

**How much time should I dedicate to all my classes this semester?**
For a "full-time" load of coursework (12+ credit hours), you should plan for:

**12 Credit Hours** (about four courses)

- **Time in class (or direct instruction):** 12 hours per week
- **Time outside of class:** 24 hours per week (minimum)
- **Total:** 36 hours per week (minimum)

**15 Credit Hours** (about five courses)

- **Time in class (or direct instruction):** 15 hours per week
- **Time outside of class:** 30 hours per week (minimum)
- **Total:** 45 hours per week (minimum)

Please note that different kinds of courses and delivery models (i.e. labs, online courses, hybrid courses, directed studies courses, etc.) may organize direct instruction/classroom time and outside of class time differently. The general rule is that the total number of hours dedicated to the course is consistent across modalities.

## *Institutional Syllabus Statements*

https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

## *Faculty Senate Anti-Racism Declaration*

Context/Catalyst

For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change. And this fact is only threatening to those women who still define the

master's house as their only source of support."
- Audre Lorde

Recent occurrences of anti-Black police brutality, anti-Asian racism and violence, and an increase of race-based hate crimes across the U.S. have drawn massive protests and civil action as well as response from professional academic organizations and institutions of higher learning. This Antiracism Declaration is a similar commitment to join in the struggle against systemic racism by committing to that work at Salt Lake Community College. We take up this work with humility, recognizing that antiracism efforts are part of a long history in which systemic racism has often been met with inadequate responses. Our goal is to not only make commitments, but to actively undertake the difficult and transformative work of anti-racism.

We, the Faculty Senate at Salt Lake Community College, support various movements that recognize that Black lives matter; thus, we must work to eradicate white supremacy and intervene against the violence inflicted on Black communities. And we recognize that this movement emerges within a long history of struggles for civil rights for all Black, Asian, Indigenous and other people of color in the U.S. Peoples of color worldwide face economic injustices, state-sanctioned brutality, inequitable access to education and healthcare, voter suppression, discrepancy in housing, disproportionate effects of COVID-19, and attacks from white supremacist domestic terrorists. We must no longer ignore that the United States of
America is a powerful contributor to injustice both at home and globally. Nor can we ignore the systemic racism embedded in higher education and our own college. Racial injustice is sustained through processes, policies, and structures that have a long history in our nation. As an institution embedded in this society, we recognize that we are not separate from the global justice and liberation movements/struggles nor the oppressive systems that force them to exist.
The key tenets of critical race theory and anti-racism pedagogy demonstrate that racism is endemic and requires foundational change, that anti-racist education must be intersectional, and that we must center and uplift the voices that tell the counternarrative, we recognize our responsibility to actively engage in this work.

Anti-Racism Resolutions
We are resolute in creating a learning environment where all students can learn and succeed, feel safe, and contribute their very best. We are resolute in creating a community that is safe and supportive of our faculty and academic professionals of color. SLCC commits to the ongoing antiracism work of learning, reflection, education, and revision of our practices to make meaningful change. Therefore,
1. We resolve to explicitly affirm our commitment to becoming a space that can identify as an antiracist academic institution. We support the SLCC Board of Trustee's Declaration Against Structural Racism.

2. We resolve to recognize and unlearn our unconscious biases, and to learn to develop and implement strategies that dismantle systemic racism within our institution and community.
3. We resolve to do the work that will result in our anti-racism commitment being reflected in the life and culture of the Salt Lake Community College through transparency, training, policies, programs, marketing, schools, pedagogies, course materials, curriculum, and practice -- as we continue to learn about racism.

Course Module Themes and Dates (these dates are tentative and open to change. Any changes will be announced in advance via Canvas)

Module 1: Introductions [Aug 20-25]
Module 2: Colonialism, Conquest and Consequences [Aug 26-Sept 8]
Module 3: Ramas/Branches- Puerto Ricans [Sept 9-Sept 22]
Module 4: Ramas/Branches - Mexicans [Sept 23-Oct 6]
Module 5: Ramas/Branches - Columbians & Panamanians [Oct 7-Oct 16]
FALL BREAK Oct 17-Oct 20
Module 6: Ramas/Branches - Cubans [Oct 21-Nov 3]
Module 7: Ramas/Branches -Dominicans [Nov 4-Nov 17]
Module 8: Ramas/Branches - Central Americans [Nov 18-Dec 1]
Module 9: Identity & Language [Dec 1-5]