

Course Information



Chican* & Latin* Exps. (SS)

ETHS 2430-401

Fall 2025

Course Section Information

Days: Tuesdays and Thursdays

Time: 11:30a-12:50p

Campus: Taylorsville

Classroom: AAB 118

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. It is recommended students complete ETHS 2400 prior to taking this course.

Semester: Fall & Spring

Textbooks, Readings, and Course Materials

Title: all material will be provided on campus.

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Students will analyze significant historical, political, cultural, and social events that characterize Chican* and Latin* experiences, with emphasis on systems of oppression and resistance to these systems.
- Students will recognize differences in the experiences of Chican* and Latina* communities and their relationship to the U.S.
- Students will evaluate historical evidence and make connections to the present-day realities of Chican* and Latin* communities.
- Students will practice critical inquiry through the engagement and analysis of Chican* and Latin* academic and cultural productions, such as fiction and non-fiction texts, documentaries, music, art.
- Students will analyze Chican* and Latin* creative expressions as a form of activism.
- 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.
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Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	GE - Signature Assignment: #4 Presentation	Assignment	100
	Introduce Yourself	Discussion	0

Due Date	Assignment Name	Assignment Type	Points
9/3/25	Nuñez, A.M. (2011). Counterspaces and connections	Assignment	25
9/3/25	September 2 Notes	Assignment	5
9/4/25	What's the difference between Hispanic, Latino and Latinx?	Assignment	25
9/5/25	September 4 Notes	Assignment	5
9/9/25	García-Louis, C. & Cortes, K.L (2020). Rejecting Black and Rejected Back	Assignment	25
9/10/25	September 9 Notes	Assignment	5
9/11/25	López, J. & Irizarry, J.G. (2022). Somos pero no somos iguales	Assignment	25
9/12/25	September 11 Notes	Assignment	5
9/16/25	Anzaldúa, G. (2012). Borderlands/La Frontera: The new mestiza	Assignment	25
9/17/25	September 16 Notes	Assignment	5
9/18/25	Sánchez-Muñoz, A. & Amezcua, A. (2019). Spanish as a tool of Latinx resistance	Assignment	25
9/19/25	September 18 Notes	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
9/23/25	Negrete, A., Ramirez-Arellano, L., Lucas, M. & Hurd, N.M. (2025). Critical reflection and action in response	Assignment	25
9/24/25	September 23 Notes	Assignment	5
9/25/25	Robles Saenz, F., Castellenos Regalado, J., Martinez, L. & Townley, G. (2025). Seguir adelante	Assignment	25
9/26/25	September 25 Notes	Assignment	5
9/29/25	GE - Signature Assignment: #1 Topic Proposal	Assignment	20
9/30/25	El Plan de Santa Bárbara. (1969). A Chicano plan for higher education. La Raza Studies.	Assignment	25
10/1/25	September 30 Notes	Assignment	5
10/2/25	Wright-Mair, R., Ramos, D. & Passano. (2024). Latinx college students' strategies	Assignment	25
10/3/25	October 2 Notes	Assignment	5
10/7/25	Montoya, C. & Galvez Seminario, M. (2020): Guerreras y Puentes	Assignment	25

Due Date	Assignment Name	Assignment Type	Points
10/8/25	October 7 Notes	Assignment	5
10/9/25	Hinojosa, M. (Host). (2024, June 7). What inspires Latino solidarity with Gaza?	Assignment	25
10/10/25	October 9 Notes	Assignment	5
10/14/25	Precious Knowledge ONLINE DISCUSSION	Discussion	40
10/15/25	Midterm: Latinx Heritage Month Event	Assignment	100
10/21/25	Cisneros and Dorcas	Assignment	10
10/22/25	October 21 Notes	Assignment	5
10/23/25	Anzaldúa, It. (2017, October 3). Episode 14: Hella Queer	Assignment	25
10/23/25	GE - Signature Assignment: #2 Organization Report	Assignment	50
10/24/25	October 23 Notes	Assignment	5
10/28/25	Camacho, L. (2024). "Be the light for the next generation"	Assignment	25
10/29/25	October 28 Notes	Assignment	5
10/29/25	October 30 Notes	Assignment	5
10/30/25	Desai, S.R. (2020). Remembering and honoring the dead	Assignment	25

Due Date	Assignment Name	Assignment Type	Points
11/4/25	Demby, G., Florido, A., Cala, C., & Mortada, D. (Hosts). (2023, August 30). Bad Bunny	Assignment	25
11/5/25	November 4 Notes	Assignment	5
11/6/25	de los Rios, C.V. (2018). Toward a "Corridista" consciousness	Assignment	25
11/7/25	November 6 Notes	Assignment	5
11/11/25	Martinelli, J. (2025, August 10). The comedic absurdity of our immigration system	Assignment	25
11/12/25	November 11 Notes	Assignment	5
11/14/25	November 13 Notes	Assignment	5
11/18/25	CGTN America. (2025, March 1). Graffiti Artist MasPaz	Assignment	25
11/19/25	November 18 Notes	Assignment	5
11/20/25	Mendoza Aviña, S. & Morales, S. (2024). Towards a Rasquache resistance	Assignment	25
11/20/25	GE - Signature Assignment: #3 Annotated Bibliography	Assignment	50

Due Date	Assignment Name	Assignment Type	Points
11/21/25	November 20 Notes	Assignment	5
12/1/25	Concluding Remarks	Assignment	10
12/3/25	December 2 Notes	Assignment	5
12/5/25	December 4 Notes	Assignment	5
12/10/25	December 9 Notes	Assignment	5
12/12/25	December 11 Notes	Assignment	5
12/15/25	Final Reflection	Assignment	50

Coursework & Assignment Descriptions

Assignments	% of Final Grade
Weekly Activities	15%
Class Notes	35%
Midterm: Latinx Heritage Month Event	15%
GE Signature Assignment: Research Presentation	20%
GE Final Reflection	15%
TOTAL	100%

Weekly Assignments

Requirements:

1. Complete the assigned material (reading, video, or podcast) before class.
2. Summarize, Quote and Reflect on each piece of material
 1. Summarize (1-2 paragraphs)
 - Summarize the article or podcast in your own words.
 - Identify the author(s)/speaker(s), the main argument or purpose, and the key points of evidence or examples they use.

- Keep it objective—focus on what the text says, not your opinion (yet)

2. Quote (1 paragraph)

- Select one direct quote from the text or podcast that you find especially important, surprising, or thought-provoking.
- Introduce the quote, cite it correctly in APA and explain why it matters. How does this quote illustrate the author's main point? Why did it stand out to you?

3. Reflect (1-2 paragraphs)

- Reflect on how the reading/listening connects to your own knowledge, experiences, or other course materials.
- Consider: Did this change how you think about the topic? Did you notice connections to other concepts in class? Did it raise new questions for you?
- Use "I" statements when appropriate.

Grading: 25 points

Criteria	Excellent (Full Points)	Satisfactory (Partial Points)	Needs Improvement (Low Points)	Points
Summary (10 pts)	Provides a clear, accurate, and concise summary (1–2 paragraphs). Identifies author/speaker, main argument, and supporting evidence. No opinion or personal commentary included.	Covers the main ideas but may miss one key point, or includes minor opinion instead of focusing only on the text. Somewhat unclear or overly general.	Summary is incomplete, inaccurate, or mostly opinion-based. Fails to identify the main argument or key evidence.	/10
Quote & Analysis (5)	Selects a relevant, powerful, and properly	Quote is included and cited but may	Quote is missing,	/5

pts)	cited quote. Clearly introduces the quote and explains its significance in relation to the text's argument. Strong, thoughtful analysis.	not be the most relevant. Analysis is present but basic, vague, or only partially connected to the argument.	irrelevant, or not cited. Little to no explanation or analysis provided.	
Reflection (8 pts)	Thoughtful and insightful reflection (2–3 paragraphs). Makes clear personal, academic, or social connections to the material. Demonstrates critical thinking and raises new questions. Uses "I" statements effectively.	Reflection is present but somewhat surface-level. Some connections are made, but they may be vague or underdeveloped. May lack depth or personal engagement.	Minimal or missing reflection. No meaningful connections to self, course, or broader issues. Generic or off-topic.	/8
Clarity & Organization (2 pts)	Writing is clear, well-organized, and easy to follow. Few or no grammar/mechanics errors. Paragraphs are cohesive with strong transitions.	Writing is understandable but may have some organization issues or repeated grammar errors. Flow is uneven in places.	Writing is unclear or very disorganized. Frequent errors interfere with meaning. Hard to follow structure.	/2



Class Notes

Taking notes is an important skill for processing and remembering information. During class, you are expected to take notes on lectures, discussions, activities, and/or in-class assignments. These notes will help you participate more fully in class and serve as a

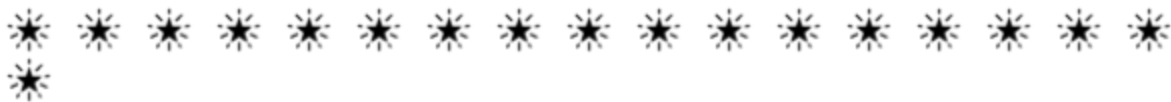
study tool for future assignments. Notes are due at the end of class. The lowest 3 scores will be dropped to allow flexibility for absences or off days.

Requirements

1. Take notes during each class session.
2. Notes should reflect key ideas, important concepts, and/or insights from class discussions and activities (not just a few words).
3. You may take notes by hand on paper or digitally and submit via Canvas.
4. Submit your notes at the end of each class session (unless otherwise instructed).

Grading: 5 points each

- 5 points (Excellent): Notes are clear, organized, and demonstrate engagement with key ideas from lecture/discussion/activity.
- 3–4 points (Satisfactory): Notes are present but may be incomplete, unorganized, or missing key points.
- 0–2 points (Needs Improvement): Notes are minimal, unclear, or not submitted



Midterm: Latinx Heritage Month Event

This assignment is designed to help you connect classroom learning to real-world experiences. By attending a Latino Heritage Month event, you will practice observing cultural expression, analyzing its significance, and making connections to course concepts.

1. Attend an Event
 1. Choose a Latino Heritage Month event (lecture, performance, panel, film screening, festival, art exhibit, etc.).
 2. Take brief notes on what you see, hear, and experience.

2. Write a Reflection Paper (2–3 double-spaced pages): Your paper should include the following:

1. Event Description (1–2 paragraphs)

1. Identify the event (title, date, location, speaker/performer/organization).
2. Summarize what took place and highlight key themes or messages.

2. Connection to Course Material (2–3 paragraphs)

1. Connect the event to at least two course readings, concepts, or discussions.
2. Explain how the event reflects broader issues we've studied (identity, resistance, migration, activism, cultural expression, etc.).
3. Use at least one direct quote from course readings to support your analysis.

3. Personal Reflection (2 paragraphs)

1. Share your reactions: What did you learn? What surprised or challenged you?
2. Reflect on how the event shaped your understanding of Latino/a/x communities and their cultural/political expression.
3. Consider how cultural events serve as tools for empowerment, education, or resistance.

Format

- 2–3 pages, double-spaced, Times New Roman 12 pt font, 1-inch margins.
- Include citations in APA format for any course readings or outside sources you use.



GE Signature Assignment: Research Presentation

This signature assignment requires you to research an organization, person, or event in Utah that promotes racial equity and/or Chican*/Latin* joy. You will explore how activism affects the lived experiences of Chican*/Latin* Utahns. Your research should include the issue or goal being addressed, the strategies used, and how these efforts align with broader scholarly perspectives. This assignment has four parts:

Part 1: Topic Proposal

Submit a short proposal that introduces your topic. Include the following:

- Name of the organization, person, or event you will research
- Brief summary (5–7 sentences) of the topic
- Founding or background
- Purpose/goals
- Key issue(s) being addressed
- A personal reflection
 1. Why did you choose this topic?
 2. How did you learn about it?
- What questions do you hope to answer?
- A link to a relevant website, social media page, article, or online materials

GE Part 1: Topic Proposal

Criteria	Pts
complete background and summary	5 pts
Thoughtful explanation of personal interest	5 pts
Relevance and appropriateness of topic	5 pts
Link(s) to credible source(s)	5 pts

Total Points: 20

GE Part 2: Organization Report

Expand your topic proposal by researching the organization, person, or event you have chosen in greater depth. Your report should include:

- History, founding, and key people
- Mission, goals, and core values
- Specific campaigns, programs, or events they've held
- The audience(s) they serve or impact
- Public data, media or experiences they use to support their work
- Challenges they've faced and successes they've achieved
- The "why" of the organization, person or event

Signature Assignment: Organization Report

Criteria	Pts
Strong historical/contextual background	10 pts
Clear articulation of goals, focus, and issues	10 pts
Description of practices, initiatives, campaigns	10 pts
Discussion of media, data or experiences that inform work- they why of the organization, person or event	10 pts
Organized and well written	10 pts

Total Points: 50

GE Part 3: Annotated Bibliography

Find two scholarly articles (from years 2019-2025) that connect to the issues addressed or goals of the organization, person, or place you have chosen to research. Then, submit an annotated bibliography for each. For instance, if you are focusing on an organization

that promotes reproductive justice for Chican*/Latin* Utahns, your articles need to examine research on reproductive justice for Chican*/Latin* people in the United States.

Students are required to locate and summarize two peer-reviewed sources and for each submit:

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.

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 (if applicable).
 - A summary of findings
 - A discussion of how the article connects to the organization, person or place you are studying.

Signature Assignment: Annotated Bibliography

Signature Assignment: Annotated Bibliography		
Criteria	Ratings	Pts
Article relevance and scholarly quality	5 pts Full Points Each article is peer-reviewed from 2019-2025 and directly relates to subject.	5 pts
	3 pts Partial Points Articles are peer-reviewed but only one or neither are from 2019-2025.	

	0 pts Few or No Points Neither article is peer-reviewed nor is it from 2019-2025. May also have little to no relevance to the subject.	
Correct Citation	<p>5 pts Full Points Each entry uses proper APA 7th edition citations with no errors.</p> <p>3 pts Partial Points Each entry uses APA with minor errors or from a different edition.</p> <p>0 pts Few or No Points APA style is not used.</p>	5 pts
Author's Objectives	<p>5 pts Full Points Each entry clearly explains the author's objectives and, if applicable, the theoretical framework guiding the research.</p> <p>3 pts Partial Points One or both entries mention the author's purpose or theory, but with minimal explanation or clarity.</p> <p>0 pts No Few or No Points One or both entries include little to no mention of purpose or theory. One or both entries lack clarity or understanding.</p>	5 pts
Findings/Summary	<p>5 pts Full Points Each entry summarizes the findings with detail and accuracy. Shows strong engagement with each article's content and explanation of findings.</p> <p>3 pts Partial Points One or both entries briefly describe findings but lack depth or detail.</p> <p>0 pts Few or No Points One or both entries include findings that are unclear, incorrect, or missing. One or both entries Lack a summary.</p>	5 pts
Connection to Subject	5 pts Full Points Each entry clearly and thoroughly explains how the article connects to the chosen organization/person/place. Each entry shows critical thinking and synthesis with a research focus.	5 pts

	3 pts Partial Points One or both entries make some effort to connect the article to the subject, but lack clarity or depth.	
	0 pts Few or No Points One or both entries are missing a connection to the research subject, or are vague or unrelated.	

Total Points: 25

GE Part 4: Presentation

Using PowerPoint, create a 10-12 minute presentation. Your presentation must include the following:

1. Summary of the organization, group or person you are focusing on, including the history, purpose, goals and/or mission, and the people involved.
 1. How did this organization come to be and why?
 2. Why did you choose this organization?
2. Discussion of the issue
 1. What issue(s) does your organization, person or event focus its efforts on and why?
 2. What data does the organization, person or event use and/or share with the public to contextualize their work?
 3. What did you learn about the issue or goals from your annotated bibliography?
3. Description and analysis of work done
 1. What type of practices does the organization, person or event engage in to address the issue or promote their goals?
 2. How does the work of the organization, person or event align with what you learned in the research you conducted?

GE 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."

In this assignment, you will reflect on your experience in this class. This assignment allows you the time to be reflective, pause, and think about what you have learned. Your voice and perspective matter- use "I" statements and make connections between your academic and personal growth.

Submit a 2-3 page double-spaced reflection responding to two (2) of the following questions:

- What skills did the signature assignment help you practice? What aspects of the signature assignment supported this?
- How did your thinking about the experiences of Chican*/Latin* people in the United States evolve over the semester? Discuss specific experiences that you had while engaging with the material and classmates and working on the assignments.
- Make connections between what you learned from your signature assignment and what you have learned in other classes at SLCC or before.

GE - Signature Assignment Reflection

GE - Signature Assignment #6 Reflection		
Criteria	Ratings	Pts
Thoughtfulness and Depth of the Reflection	15 pts Excellent Demonstrates deep and authentic reflection on both questions. Uses "I"	15 pts

	<p>statements effectively. Writing shows personal insight, emotional depth, and intellectual curiosity.</p> <p>12 pts Proficient Responds to both questions but may lack depth. Reflection is general or cautious, with few personal insights or specific examples.</p> <p>7.5 pts Needs Work Superficial or vague reflection. May only respond to one question, or answers feel disconnected or rushed.</p> <p>0 pts Incomplete No submission</p>	
Connection to Course Themes	<p>15 pts Excellent Makes clear, specific connections to how learning about Black experiences and activism shaped or changed thinking. Cites materials, discussions, or assignments with intention.</p> <p>12 pts Proficient Some effort to connect to course themes or Black activism, but may be general or implicit. Specific references may be lacking or unclear.</p> <p>7.5 pts Needs Work Little to no reference to course content, Black experiences, or activism. Misses the reflective purpose of the prompt.</p> <p>0 pts Incomplete No submission</p>	15 pts
Personal Experiences and Academic Growth	<p>10 pts Excellent Strongly connects personal experiences to academic growth. Draws parallels between Signature Assignment, other classes, and real-world understanding.</p> <p>8 pts Proficient Attempts to make personal or academic connections but may be limited in scope or clarity.</p>	10 pts

	5 pts Needs Work Lacks connection to either personal or academic growth. May feel abstract or impersonal.	
	0 pts Incomplete No submission	
Organization and Clarity	<p>10 pts Excellent Writing is well-organized, with clear introduction, body, and conclusion. Paragraphs flow logically. Page requirements are met.</p> <p>8 pts Proficient Some organization is present, but may be uneven or unclear in places. May lack transitions or a strong conclusion. Page requirements only partially met.</p> <p>5 pts Needs Work Writing is difficult to follow. Lacks clear structure or coherence. Ideas feel disjointed or incomplete. Page requirements are not met.</p> <p>0 pts Incomplete No submission</p>	10 pts

Total Points: 50

Grading Scale

Grades for the course will be determined once assignments have been completed and turned in. The following scale will be used:

A = 94-100 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73
D+ = 67-69 D = 64-66 D- = 60-63 E = <60

Engagement Plan

- I will respond to email within 24 hours. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is through the Canvas Inbox, as I will prioritize this method over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

General Education Information

SS

This course fulfills the above requirement 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.

How to Succeed in the Course

1. Attend class CONSISTENTLY.
2. Be on time to class.
3. Participate in class by asking questions and responding to instructor questions.
4. Read, watch, or listen to material before arriving to class.
5. Complete all assignments.
6. Ask for help.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Chican* & Latin* Exps. (SS)

ETHS - 2430 401

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Late Policy

Assignments will remain open for one week after the due date. During this one week window, students may submit assignments. One percentage point will be deducted for each day assignments are late. After a week, assignments will close.