

ETHNC / SOC 5300: U.S. LATINO DIASPORA
SPRING 2020; TU 12:25 – 3:20 PM; AEB 360
HYBRID ONLINE, FACE-TO-FACE, AND TECHNOLOGY ENHANCED INSTRUCTION
MEETS ON CAMPUS 1/7; 1/21; 2/4; 2/18; 3/3; 3/17; 3/31; 4/7; 4/21

This course addresses the following Essential Learning Outcomes: Creative Thinking; Teamwork; and Intercultural Knowledge and Competence.

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Virtual Office Hours: We 4:15 – 5:45 PM
Office Hours: Th 10:00 – 11:30 AM
(and by appointment)

Purpose of the Course: *U.S. Latino Diaspora* is designed for students interested in examining the historical creation and contemporary spread of the multicultural Latina/o Diaspora from islands in the Caribbean, to Central México and beyond. Various activities in and out of the classroom will provide students with knowledge about the indigenous, European, and African roots of Latina/o culture and history.

Student Learning Outcomes: Upon the completion of this course, students will be able to:

- Identify and discuss social, economic, and political factors that shaped the creation and maintenance of the multicultural Latino Diaspora from the Caribbean and throughout Latin America and North America.
- Articulate the importance of equitable social, economic, and political relationships both within and between nation states for the development of a just global society.
- Work collaboratively with peers to create a class project/presentation on transnational communities and spaces.

Required Readings:

Abrego, Leisy J. 2014. *Sacrificing Families: Navigating Laws, Labor and Love Across Borders*. Redwood City, CA: Stanford University Press. ISBN: Cloth 9780804788311; Paper 9780804790512; Digital 9780804790574

Díaz, Junot. 2008. *The Brief and Wondrous Life of Oscar Wao*. New York: Riverhead Books. ISBN-10: 1594483299; ISBN-13: 978-1594483295

Mirabal, Nancy R. 2017. *Suspect Freedoms: The Racial and Sexual Politics of Cubanidad in New York, 1823-1957*. New York, NY: NYU Press. ISBN: Paper 9780814761120; Hardcover 9780814761113

Ocampo, Anthony C. 2016. *The Latinos of Asia: How Filipino Americans Break the Rules of Race*. Redwood City, CA: Stanford University Press. ISBN: Cloth 9780804793940; Paper 9780804797542; Digital 9780804797573

Pérez, Gina M. 2015. *Citizen, Student, Soldier: Latina/o Youth, JROTC, and the American Dream*. New York, NY: NYU Press. ISBN: Paper 9781479807802; Hardcover 9781479850617

Rios, Victor M. 2017. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. Chicago, IL: University of Chicago Press. ISBN: Paper 9780226090993; Cloth 9780226090856; E-book 9780226091044

Assessment: These outcomes will be assessed through active class participation, both written and oral; three oral history assignments, and a group photo-journal research/reflection project. A seminar / lecture format will be employed to engender healthy engagement of assigned interdisciplinary scholarly readings.

In addition to **class attendance (50 pts)**, oral class participation is determined by a student's willingness to competently discuss required, assigned interdisciplinary reading and video materials in class, and through online threaded discussions. Pop quizzes are at the discretion of the instructor in the event of limited or no class participation. Therefore, students must attend class prepared to discuss and/or write. To assist students in this endeavor and to provide added objective criteria for oral class participation grading, word-processed critiques/reflections (3 – 5 pages) of assigned readings are mandatory.

Students are required to post their critiques/reflections to the rest of their classmates **via Canvas by 11:59 p.m. on Fridays before discussion of the assigned reading occurs**. Students then have **72 hours to respond to at least one of their classmates' reflections (Monday by 11:59 p.m.)**, with additional responses taken into consideration when grading.

Critiques (6 x 50 pts = 300 pts) should demonstrate an understanding of the assigned reading and video materials, and / or pose additional questions for discussion / clarification. A rubric discussed the first day of class will provide additional clarification on expectations.

Oral history assignments (3 x 100 = 300 pts) are designed to provide additional context for the final photo-journal reflection assignment. Two oral history assignments are analyses of oral histories from two available databases, one from Utah and another from Wyoming. In addition, students will design and conduct a third oral history from a selected individual at your discretion and in consultation with the instructor.

A group photo-journal research/reflection assignment (150 pts) will be based on library research, oral histories, and community observations. A group presentation of the findings (50 pts) will occur on April 21, 2020. Details for the group project will be discussed at a later date. Students will be evaluated for the overall project on an individual basis by both your instructor, and your peers through an anonymous and confidential process. The instructor will assign a group grade for the overall project (50 pts). This is combined with an average score (50 pts) computed from peer evaluations of your contributions towards the completion of the assignment. Since this is a hybrid class, we will make significant use of Canvas to help coordinate the successful completion of the required group assignment.

Oral history assignments and the photo-journal are in lieu of course exams.

***Finally, graduate students are required to complete additional work for the class. This work will consist of two additional oral histories.**

Grading: Total points earned divided by the total points possible will determine letter grades. The total points possible for each requirement are detailed below.

Oral and Written Class Participation	350 points
Oral History Assignments	300 points
Photo-Journal Research/Reflection Assignment	<u>150 points</u>
Total Undergraduate Students	800 points
Graduate Student Oral Histories	<u>200 points</u>
*Total Graduate Students	1000 points

The following scale will determine letter grades: 100%-93%=A; 92%-90%=A-; 89%-88%=B+; 87%- 83%=B; 82%-80%=B-; 79%-78%=C+; 77%-73%=C; 72%-70%=C-; 69%-68%=D+; 67%-63%=D; 62%-60%=D; ≤ 59% F.

The instructor allows no makeup work of any kind unless consultation occurs at least one day prior to the scheduled completion of assigned tasks, or upon formal documentation of an authorized absence as set forth by [University Policy 6-100.III.O](#).

Tentative Course Overview

- 1/07 Introduction.
Meet with Graduate Students.
- 1/14 No Class, Photo-Journal Reflection Assignment 1.**
- 1/21 *The Latinos of Asia: How Filipino Americans Break the Rules of Race.*
Oral History Methodology.
- 1/28 No Class, Oral History Assignment 1.**
- 2/04 *Human Targets: Schools, Police, and the Criminalization of Latino Youth.*
- 2/11 No Class, Oral History Assignment 2.**
- 2/18 *Citizen, Student, Soldier: Latina/o Youth, JROTC, and the American Dream.*
Conducting Oral Histories.
- 2/25 No Class, Oral History Assignment 3.**
- 3/03 *Suspect Freedoms: The Racial and Sexual Politics of Cubanidad in New York, 1823-1957.*
Cuban America.
Transcribing Oral Histories.

- 3/10 Spring Break, No Class.**
 3/17 *The Brief and Wondrous Life of Oscar Wao.*
 Photo-Journal Reflection Discussion.
- 3/24 No Class, Photo-Journal Reflection Assignment 2.**
 3/31 *Sacrificing Families: Navigating Laws, Labor and Love Across Borders.*
 Photo-Journal Reflection Discussion.
- 4/07 No Class, Photo-Journal Reflection Work Day.**
 4/14 Photo-Journal Reflection Presentation.
 Class Potluck.
- 4/21 No Class, Photo-Journal Reflection Project Due.**
4/28 No Class, Finals Week; Additional Graduate Student Work Due.

The above outline is tentative and the instructor reserves the right to make adjustments.

Content Accommodations: While the syllabus may change over the course of the semester to better meet the instructor's and students' needs, there will be no content accommodations for this class (Policy 6-100 Sec. III.Q.3). The University recognizes that students' core beliefs might make it difficult for them to fulfill some course requirements. However, it is the student's obligation to determine—BEFORE the last day to drop courses (Friday, March 2, 2018) without penalty—when course requirements conflict with core beliefs. (<http://regulations.utah.edu/academics/6-100.php>)

Class Rules: I expect students to be attentive to instructor and guest lecturers and in class discussions. Refrain from reading newspapers, sleeping, talking to other students, Facebooking, texting, etc. during class. I also expect you to arrive to class on time due to the distraction late arrivals cause for your fellow students and me. Finally, in order to create a safe learning environment in our classroom, I expect that you will treat me and everyone else in class with respect and not engage in any disruptive behavior. Failure to do so will result in removal from the class after one warning. Similarly, my institutional affiliates and I are committed to providing a safe and professional educational environment. Any student who feels wrongfully harmed should follow standard institutional procedures for filing complaints as outlined in University Policy 6-400: Code of Students Rights and Responsibilities ("Student Code") (<http://regulations.utah.edu/academics/6-400.php>).

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu."

Academic Dishonesty: Academic dishonesty refers to inappropriate behavior, such as cheating, fabricating, plagiarizing, and/or assisting others who are participating in academically dishonest activities. To discourage academic dishonesty, I will be employing the University of Utah's Academic Affairs approved Turnitin plagiarism detection program for written projects. Certain procedures guarantee rights to all students charged with academic dishonesty and subject to disciplinary action. Any student may appeal unfair treatment following standard institutional procedures as outlined in University Policy 6-400: Code of Students Rights and Responsibilities ("Student Code") (<http://regulations.utah.edu/academics/6-400.php>).

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the

instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. (<http://disability.utah.edu/>).

LGBT Resource Center: If you are a member of the LGBTQ community, I want you to know that my class is a safe zone. The U of U has an LGBT Resource Center on campus located in Room 409 of the Union Building. Hours: M-F 8 a.m.-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources <https://lgbt.utah.edu/>. The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: https://lgbt.utah.edu/lgbtrc_programs/index.php.

Student Names & Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776

Veterans: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Learners of English as an Additional/Second Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); and the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support Statement: Immigration is a complex phenomenon with broad impacts—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the [Dream Center](#) at 801-213-3697.