**ST. EDWARD’S UNIVERSITY**

**DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES**

# FALL 2020

# CHICANX & LATINX 2315-01

# THE US-MEXICO BODERLANDS

# MWF 11:00-11:50 AM

**ZOOM**



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| --- | --- | --- | --- |
| **Instructor** | Luis F. Avilés González | **Course #** | 40224 |
| **Office** | Holy Cross 3rd Floor.  | **Email** | lavilesg@stedwards.edu |
| **Office Hours** | Via Calendly | **CHLX Minor Coordinator** | Dr. Regina Faunes |
| **Social Media** | **Instagram:**  |

**\*Note to students: Please allow your instructor 24 hours to respond to any e-mail. The instructor reserves the right to not respond to messages after 5:00pm on weekdays or during the weekend (Saturday and Sunday).**

# *“It is our duty to fight for our freedom.It is our duty to win.We must love each other and support each other.We have nothing to lose but our chains.”*

*-Assata Shakur*

* This course will be taught **SYNCHRONOUSLY** online via **ZOOM** at the time indicated on the Schedule of classes. Please make sure you have access to a *reliable internet connection* so you can attend class sessions. Please locate your zoom room within your Canvas course.

**I. GENERAL**

**Course Description:**

This course provides an interdisciplinary approach to the border as an area of study in the neoliberal states of Mexico and the US. The course will explore the experiences of Mexican Americans on both sides of the border. Throughout the class we will explore historical, political and social implications on this area through the study of scholarly articles, literature, films, and art. The course will provide students with the skills necessary to understand the linguistic, social and cultural experience of Chicanx/Latinx Peoples along the border. This class is part of the Chicana/o Studies Minor.

**Course Materials:** \*\* Denotes available in digital format in CANVAS

* Required:
	+ **(BL)** Anzaldúa, Gloria. (2012) *Borderlands, La Frontera: The New Mestiza*. 4th Edition Aunt Lute Books. \*\*
	+ **(PB)** Crosthwaite et al. (2002) *Puro Border: Dispatches, Snapshots & Graffiti from La Frontera.* Cinco Puntos Press, El Paso, TX.
	+ **(DB)** Gaspar de Alba, Alicia. (2005) *Desert Blood: The Juárez Murders.* Arte Público Press.
	+ Literary texts and other readings will be posted in Canvas.
* Recommended: (mostly if you are interested in these topics that we will touch upon in class.)
	+ **(CA)** Alvarado, Karina O. et al. Eds (2017) *U.S. Central Americans: Reconstructing Memories, Struggles, and communities of resistance.* The University of Arizona Press.
	+ **(COL)** Hernández, Roberto D. (2018) *Coloniality of the U-S///Mexico Border: Power, Violence and the decolonial imperative.* The University of Arizona Press. \*\*
	+ **(TB)** Vélez-Ibañez, Carlos and Josiah Heyman. (2017) The U.S.-Mexico Transborder Region: Cultural Dynamics and Historical interactions.

**CLASS DYNAMIC**

Class time will be dedicated to discussion of text and writing workshops. You should come to class prepared to participate and to enthusiastically engage in a variety of activities in groups and pairs. You will be introduced to new ideas and cultural information through the readings and on-line preparation activities. In class, your instructor will provide opportunities to critically engage in the course material.

It is **your** responsibility to complete the preparation activities prior to class as well complete any other exercises assigned by your instructor on CANVAS. If you need additional assistance with specific concepts you should see your instructor during office hours.

**Goals for this course-**

1. **SLO-Diverse American Perspectives:**
	1. **Describe the various factors that contribute to the construction of social identities in American Society:** Students will be able to understand the intrinsic paradigms that compose the Mexican American experience in the US. Special focus will be given to the peoples in the borderlands.
	2. **Analyze struggles over freedom, equality, equity, justice, and power, within American Society:**  Students will be able to understand the formation of the US-Mesic since the early 15th Century to today. Additionally, students will explore the social struggles that endured and continue to endure the peoples that live in the neoliberal border.
	3. **Critically examine the historical context of significant issues and events in America:**  Students will be able to understand and express complex ideas related to the topics of race, gender/sexuality, and class by engaging with critical texts and producing scholarly work in the form of critical essays and exams, as well as a community component through the Experiential Learning for Social Justice Mission Marker (EL4SJ).
2. **MM-Experiential Learning for Social Justice**
3. **Students apply knowledge developed through the course to engage with social justice issues.  In this EL4SJ course student will explore social justice through the following lenses**:
	1. Students will engage in research and cultural expressions from community members from the borderlands whose lens will be that of intersectional social justice; and whose research promote the advancement of immigrant communities and shed light to the community conditions of the region.
4. **Students carry out a social justice project that engages with a local community.**  This EL4SJ course will engage with the community as follows:
	1. Student will be assigned a border town and carry out an electronic ethnography where they will engage with the different community-based organizations on order to propose an original project proposal to implementation in one of the sites they engage with.
5. **Students reflect on how community-based, social justice work shapes their understanding of the course material and their values, and how it relates to a liberal arts education at St. Edward’s University.**
	1. Students will carry out a final reflection project tying in their educational experience at SEU and the impact of their work in the course. The format of this reflection will be open to student creativity, so this may be carried out as a webpage/blog/video journal/reflection journal/ZINE.

**Expectations:** Knowing what the professor expects of you will help you achieve the highest possible grade in this course. If you feel unsure of the expectations at any point in the semester, please see your instructor or ask for clarification in class.

* You should expect to spend 12 hours per week, including class time, for a content area course that is worth 3 credit hours.
* You are expected and encouraged to visit your instructor during office hours if you need help or want to discuss grades.
* No assignments will be accepted via email or slipped under the office door unless the professor has agreed.
* It is very important that you come to class having ALREADY prepared the assignments. Class time is for discussing the material, not repeating what has been clearly explained in the textbook. If you have difficulty with the material, please consult with your instructor.
* You should complete all homework assignments according to the dates and times specified on your syllabus. The homework is meant to help the student by providing additional practice, so completing assignments systematically late or not doing the online homework will affect your grade.

**II. COURSE POLICIES**

**Attendance, participation and late work:** Attendance and participation constitute 10% of your course grade. Attendance is logged at each class session, regardless of whether it is on campus or online, and is expected throughout the semester. Attendance will be taken each live session as required by the Texas Higher Education Coordinating Board and St. Edward's University (this is a state requirement for effective and efficient contact tracing). Attending each class session is the minimum expectation; under the unique and unparalleled circumstances we find ourselves, active participation in each class session is both required and necessary.

**Absence/ Tardy Policy:** Success in the course depends upon your attendance, submitting assignments on time, and participating in class discussions. Readings are meant to be discussed, and you need to be in attendance to engage. Even though your class will be in an online synchronous mode this semester, attendance and participation during the class sessions are mandatory. Attendance will be taken using the Qwickly application in Canvas. If you join the class late and Qwickly is no longer available, it is your obligation to notify the professor about checking in for the class within 24 hours following the start of the class session. Students are expected to notify the instructor in advance of an expected absence if they are invoking 504 accommodations.

Students are allowed two (2) unexcused absences without penalty. For every absence AFTER two, students will lose points from their class participation grade. Instructors reserve the right to withdraw a student from the class based on excessive absenteeism (more than 5 unexcused absences), excessive tardiness, and/or lack of participation in class. In addition, three **tardies** or leaving class early three times will count as one absence.

**Expectations for Zoom Live Sessions:** Our course calendar has a combination of synchronous (zoom) and asynchronous class days. On the synchronous, live days please take into account our expectations and policies for zoom. This is lengthy, but it’s new to everyone so please take the time to read through.

**Getting Started on Zoom:**

1. Assure that your camera is working and on
2. Assure that your microphone is working and on
3. Assure that your location is secure and private

**Expectations for Substantive Interaction and Decorum on Zoom:** We’d like to share ***our expectations for substantive interaction and decorum on zoom***. This is new for all of us, but some common policies will contribute to everyone’s success:

* You must have your video on during the entire Zoom class time.
* Logging in and disappearing or turning video off for long periods will be counted as an absence.
* Please sit at a table or desk during class time (no reclining in bed, cooking in the kitchen, etc.).
* Eating/drinking is ok as long as it is not disruptive (if you have to hold the food or use utensils it is disruptive).
* Whether joining Zoom from an appropriate indoor or outdoor space, please choose a quiet space with minimal background noise.
* Casual/informal attire is expected.

**Zoom in Your Ethnic Studies Class**: We are not all extroverts and all of us instructors are aware that engaging in new material and speaking online or in the classroom, can make you slightly anxious. That said, Zoom allows for a number of ways to participate in class. If you’ve ever taken a seminar course, you know that sharing one’s ideas is one of the major goals and we have to practice that aspect as well. We will be employing as many strategies as possible to ensure that you continue to have the opportunity to engage in class. ***Here are some of the tools that we may be using to ensure an active and engaging class experience.*** We will likely all be experts on this by the end of the semester!

* Zoom has several tools for quick audience participation including the option to raise/lower your virtual hand, answer yes/no to questions, or sharing emoji reactions (clapping hands, thumbs up).
* Formal and informal polls. We may throw a poll up or ask more informally that you indicate your ideas about a question in chat. You can also send a Private Chat during class sessions.
* You may hesitate to be on-camera because you are scared and nervous or it just feels invasive. If this is you, let’s have a one-on-one meeting to discuss. Being on camera, however, is expected.
* Break-out rooms are a great option for instructors to encourage interpersonal communication among students. We will likely use this feature often, and we expect students to be engaged and on task during break-out sessions!

**Missed tests, oral assignments or late work on CANVAS:** For any missed assignments, there will be an automatic deduction of 20% per day, but you are encouraged to turn in all work, even if late. Do the math! A grade of 80 or 60 is better than a zero! All assignments must be completed on time as there is no mechanism to allow for late work in this mode. As for assessments or other scheduled assignments, your instructor has the discretion to implement a grade-averaging policy, but you still must present a valid excuse.

**E-Culture and Communication Policy**

St. Edward's University has adopted the University email address as an official means of communication with students. Through the use of email, SEU is able to provide students with relevant and timely information. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available. Whenever you email your instructor please use your SEU email.

**EMAILS**: Check your email on a regular basis for course documents, information, announcements, grades, and other pertinent information. Since important documents will be posted on Canvas, make sure you have access to a working printer, with paper. Inability to print will not be considered an acceptable reason for not being prepared for class activities and assignments.

* Please check your email regularly.
	+ **Keep in mind that I do answer emails between 9:00A-5:00pm on weekdays only, I will not answer any emails during the weekend.**
	+ Make sure to communicate if you are missing, so I can keep it in mind when planning the class.
* Guidelines for email correspondence:
	+ Include a pertinent subject line (i.e. “available times outside of office hours”)
	+ Begin email with a salutation (i.e. Dear/Hola/Estimada/o\_\_\_\_\_\_\_\_\_\_)
	+ Develop a concise question/narrative regarding your request.
	+ Sign-off with a closing line and your name (i.e. Sincererly/Best/Saludos/Thanks *your name*)

**Civility Statement for Chicanx/Latinx Courses:**

Membership in the academic community places a special obligation on all members to

preserve an atmosphere conducive to the freedom to teach and to learn. Part of that

obligation implies the responsibility of each member of the St. Edward's community

to maintain a positive learning environment in which the behavior of any individual does not disrupt teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain and

enforce the standards of behavior acceptable to preserving an atmosphere appropriate for

teaching and learning. Students will be warned if their behavior is deemed by the

faculty member as disruptive. Examples of disruptive behavior are:

* receiving or placing phone calls during class
* leaving class early or coming to class habitually late
* eating in class
* talking out of turn, doing assignments or reading for other classes
* sleeping
* engaging in other activities that detract from the classroom
* using phones, laptops or tablets for activities unrelated to class
* not having the appropriate materials, including the textbook and its online components

Sanctions may include a range of responses from ***immediate removal from class*** (resulting in an absence; please see absence and participation policies), to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result in administrative withdrawal from the class.

**Concerns about the class:** If you have problems with the content of the course or the course requirements you should speak with your instructor. If you feel that, for whatever reason, you cannot discuss an issue of concern with your instructor, please contact the CHLX minor coordinator.

**Final Exam:** There is no formal final examination for CHLX 2315. However, submission of term paper and the Service-Learning proposal are expected to successfully pass the course.

**Gender Statement:** Here at St. Edward's we strive to make all students comfortable to express themselves and their identity authentically. If you prefer to be called by a different name than what is listed on the course roster, please let me know. Additionally, if you prefer that I use different gender pronouns when addressing you inside or outside of class, be sure and notify me of this. This classroom is a safe space to learn, share ideas, and communicate as a community.

**Students with 504 Letters**

Instructors in the Department of Languages, Literatures and Cultures will be happy to meet with you regarding specific accommodations that have been authorized by Student Disability Services to facilitate your success in the course. The policies of our department, adapted to individual needs, are meant to enable your success while also maintaining the integrity of the learning outcomes and policies of the course. ***Please be aware that 504 accommodations do not mean that you have unlimited absences or tardiness.*** Students are expected to maintain close and timely contact with the instructor regarding the accommodations, and to establish and abide by a clear protocol for communicating 504 invocations and requests, which should be agreed upon by instructor and student at the beginning of the semester.

**III. GRADING SCALE, CRITERIA AND EXPLANATION OF ASSIGNMENTS**

As per the 2015-2016 bulletin, we will be following the new option for calculating the University GPA is as follows:

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| --- | --- | --- | --- | --- | --- |
| 93.00%-100.00% | **A (4.0)** | 83.00%-86.99% | **B (3.0)** | 70.00%-76.99% | **C (2.0)** |
| 90.00%-92.9% | **A- (3.67)** | 80.00%-82.99% | **B- (2.67)** | 60.00%-69.99% | **D (1.0)** |
| 87.00%-89.9% | **B+ (3.33)** | 77.00%-79.99% | **C+ (2.33)** | 00.00%-59.99% | **F (0.0)** |

**Grading criteria:**

|  |  |
| --- | --- |
| Criteria | Allocation |
| Participation & Attendance* FlipGrid weekly video reflection posts of 5 minutes
* Attendance & Quality of Participation
 | ***10%*** |
| Midterm Exams (3)* Remote, timed writing exams proctored via Honorlock
 | ***35%*** |
| Term Paper (1)* An original term paper regarding a topic discussed in the course (5-7 pages)
* Topic Declaration due via FlipGrid on October 16
* Paper Due Dec. 4 via Canvas
 | ***15%*** |
| Service Learning Project* A final product that shows the students sensitivity toward the Bordertown area they have worked with all semester.
 | ***30%*** |
| Service Learning Project Reflection * A detailed account of your engagement in the project, connection with the class and with your overall SEU experience.
* Due: Nov. 30
 | ***10%*** |
| Total | 100% |

All assignments may be submitted in either **ENGLISH** or **SPANISH**

***Participation & Attendance (10%):*** Students will be evaluated based on their preparation of the material as evidenced by participation in class activities and/or accumulated absences (see your instructor's policy). This section will include FlipGrid Posts about the historical and cultural background covered in class.

What should I talk about in my FlipGrid Video? The video reflections are designed to deepen your summary and analytic skills. They also encourage you to make connections between a reading and your own ideas. By writing and vocalizing your ideas, you will come to understand not only an author’s ideas, but your own beliefs more fully. These forums are informal – that means, you should consider these like “rough drafts” or “non-polished” pieces of writing.

How long is each FlipGrid response? The minimum is 3 minutes. There is no maximum.

What should I consider? Each response will have a part that summarizes an assigned article. The summary can be submitted in video form and can be as creative as possible. Here are some possible questions to guide your response:

* Why do you agree (or disagree) with the ideas you have read?
* In what ways have you witnessed the ideas in the article ‘in action’?
* How are the ideas in the article congruent with or contradictory to other articles?
* What practical application does the article to area, Language and Culture?

The questions above are merely suggestions. If you have a strong reaction to an article that doesn’t relate to the questions, you should feel free to ignore the questions and respond as you would like within the goal of the course.

***Midterms (35%).*** The midterm examinations will take into consideration all the content covered in class (i.e. films, text, music, etc.). The main goal of the course is to assess your understanding of the experiences with a specific theme covered in class. These tests will consist of term identification, and free response questions. The exam will be proctored via HONORLOCK for 75 minutes. Instructions regarding the installation of *Respondus* and online testing will be posted in the canvas site.

***Term Paper (15%).*** The term paper examinations will take into consideration all the content covered in class and explored in a deeper context. The main goal of the course is to communicate your understanding of the experiences of this population with a specific work/topic/theme covered in class. Your paper is expected to be **5-7 pages** (excluding bibliography and cover page) in Times New Roman, 12pt. font and 1in. margins, and a bibliography at the end. Please use APA citation style. No block quotes will be accepted. This assignment will be turned in via Canvas (Turn-it-in).

***Service Learning Project: (30%):*** The proposal project will demonstrate students' progress toward the learning objectives established for the course (see above). The specifics of this project may vary each semester, but your professor will share the specific details of the project by midsemester. You will be required based on your exposure at your site, to propose a program/initiative that can go well with the mission statement of the community organization you are working with. Your proposal must include a statement of need, proposed objectives, and a methodology of execution. Your proposal should be between 8-10 pages in length. Samples of community-based funding proposal will be posted on canvas.

***Service Learning Project-Reflection (10%):*** Students will carry out a final reflection project tying in their educational experience at SEU and the impact of their work in the course. The format of this reflection will be open to student creativity, so this may be carried out as a webpage/blog/video journal/reflection journal/ZINE.

**IV. STATEMENTS TO STUDENTS REQUIRED BY THE UNIVERSITY AND THE DEPARTMENT OF MODERN LANGUAGES:**

**Incomplete Grades (p. 33 of Undergraduate Bulletin):** "Incomplete. A grade of I (Incomplete) may be given only in exceptional cases in which extenuating circumstances that occur in the last 10 days of the semester interfere with the completion of final coursework." In this course,

*Incompletes* will be awarded only if a) the student’s work is up to date at the time of the request for an incomplete; b) the student provides thorough documentation of a serious emergency; c) the request is approved by School of Humanities Dean.

**Academic Integrity.** St. Edward's University expects academic honesty from all members of the community, and it is our policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty upon the offending individual(s). It is recognized that some offenses are more egregious than others and that, therefore, a range of penalties should be available. **The maximum penalty for a first offense is failure in the course, and if that penalty is imposed, the student does not have the option of withdrawing from the course.** In cases of mitigating circumstance, the instructor has the option of assigning a lesser penalty.

**E-Culture and Communication Policy**

St. Edward's University has adopted the University email address as an official means of communication with students. Whenever you email you professor, use only your SEU email.

All cellphones and laptops must be turned off and put away. Use of cellphones or laptops will result in a five-point deduction from your attendance and participation grade for each occurrence. If you choose to use the eBook rather than purchase a hard copy, you are responsible for printing out the pages to be covered in class.

**A Note on Sex/Gender Harassment, Discrimination & Misconduct**

St. Edward’s University is committed to fostering a safe, productive learning environment. Title IX, state laws, and SEU policy prohibit discrimination on the basis of sex and gender identity. Consequently, sexual misconduct — including harassment, relationship violence, sexual assault, and stalking — is also prohibited at SEU.

The university encourages anyone impacted by or experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and SEU can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, please contact the Health & Counseling Center in Johnson Hall at 512-448-8538 to speak with a counselor or advocate. Please know as a faculty member, I am a mandatory reporter and required by SEU, Title IX and state law to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details including the names of those involved in the incident.

To make a formal report, you can contact the Dean of Students Office in Main Building, G 16, 512-448-8408, or go to [https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination/title-ix-students.](https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination/title-ix-students) Anonymous reporting is an option through the website. If you would like to make a police report, you can contact our University Police Department at 512-448-8444. The university will investigate reports of sexual misconduct and may need to override a request for confidentiality and pursue an alleged perpetrator in order to provide a safe campus for everyone.

If you have questions about university policies and procedures regarding sexual misconduct, please contact our Title IX Coordinator, Dr. Lisa Kirkpatrick, Vice President for Student Affairs, Main Building, G 16, 512-448-8777. You can also learn more about Title IX at St. Edward’s University by visiting the website at <https://www.stedwards.edu/campus-services/title-ix-and-preventing-discrimination>.

**Statement from Disability Services:** "Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels s/he may need an accommodation based on the impact of a disability should follow the university’s accommodation procedure by contacting Student Disability Services (512-448-8561 or Moody Hall 155)."

**Secrets for Success**

**Always come to class**

* In class, we’ll be doing activities that allow you to engage with the information beyond simply reading it.
* Plus, there’s nothing like missing a class to make a person feel lost, confused, and out of it.
* Not only do you miss the material from the day you were gone, but you get less out of the next class too because there are references to things you don’t remember, and you’re shy about asking questions because you think your question may have been covered while you were absent.
* Then you start to tune out, and it goes downhill from there.

**Talk to Luis**

* …if you don’t understand something, you have an idea, you disagree with something you’ve read, you’re intrigued by something you’ve read, etc.
* Don’t be shy about using my office hours. They are time that I have set aside to meet with students; you are never “interrupting” when you come to see me during those hours.
* If those times don’t work for you, you can try making an appointment—you’ll have better success if you ask at least 2 days in advance.
* It’s very inefficient if people skip class then want to make individual appointments. So, please try to use my office hours after following up with a classmate.

**Talk to your classmates**

* Discuss your readings, assignments, projects, ideas. Study together.

**Don’t fall behind**

* This one should be easy because of the frequent homework, project deadlines, and exams.

**Read the textbook**

* This textbook is engaging and written precisely for a course like ours!
* Educational research suggests that **repeated reading** is not a good study strategy—the material begins to look very familiar, producing a false sense of mastery
* But reading the chapter once—noting your questions and comments—and then consulting it when you’re unclear on something is extremely beneficial!
* It gives you a chance to see more examples than in class, and to work through them at your own pace.

**Things you should expect**

* Readings and homework are challenging and take time
* Projects require a lot of steps

**Things you shouldn’t expect**

* concepts seem mysterious
* what’s expected of you is unclear
* it’s unclear how to proceed, or how to tackle a problem

*When these happen, tell me so I can try to fix it—you’ll be doing your classmates a favor*

CALENDAR[[1]](#footnote-2)

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| Chicanx/Latinx 2315-Fall 2020 |
|  | Topic | Reading assignments due in class | Due dates |
| **UNIT 1: The Borderlands Concepts and Theory** |
| Week 1: Historical Background |
| August 24, 2020 | IntroductionAssign working groupsForging the borderlands | Mapa ColonialMapa del Mexico IndependienteMapa del TratadoMapa del con la Mesilla | E-Introduction-I am Poem |
| August 26, 2020 | The borderlands between 1848-1920 | -Gregorio Cortés-Pancho Villa |  |
| August 28, 2020 | The Space where we live | PB- pg. 21-44 | FlipGrid Post #1 |
| Week 2 Throrizing: Otherness & Erasure |
| August 31, 2020Asynchronous  | Representation on Media | Speedy Gonzalez- MAP QUIZ |  |
| September 2, 2020 | Theorizing Border | PB-IntroductionBL-Ch 1 |  |
| September 4, 2020 | Cosmic Race | [Vasconcelos (1935)](https://www.csus.edu/indiv/o/obriene/art111/readings/vasconcelos%20cosmic%20race.pdf)[SPANISH](http://www.filosofia.org/aut/001/razacos.htm) | FlipGrid Post #2 |
| Week 3 Forging a border identity I |
| **September 7, 2020** | **NO CLASS** | **LABOR DAY** |  |
| September 9, 2020 | From MEX to the US | [Paz (1950) Ch 1](https://www.lahc.edu/library/documents/valadez/paz.pdf)[SPANISH](http://www.hacer.org/pdf/Paz00.pdf) |  |
| September 11, 2020 | Problematizing Identity | BL Ch 2 and 3 | Flip Grid Post # 3 |
| Week 4  |
| September 14, 2020 | Service Learning | Workgroup Organizational Meeting | Turn in SL log 1 |
| September 16, 2020 | Spoken and written expressions | BL Ch 5 and 6 |  |
| September 18, 2020 | Mestiza Consciousness | BL Ch 4 & 7 | Flip Grid Post # 4 |
| Week 5 Forging a border Identity II |
| September 21, 2020 | Service Learning | Workgroup MeetingResearch Border Town I | Turn in SL log 2 |
| September 23, 2020 | Border towns | PB: TBA |  |
| September 25, 2020Asynchronous | **Midterm I** | Study Concepts and theory | Flip Grid Post # 5 |
| **UNIT 2: Social Issues in the Borderlands** |
| Week 6 Neoliberalismo I |
| September 28, 2020 | Service Learning | Workgroup MeetingResearch Border Town II | Turn in SL log 3 |
| September 30, 2020 | NAFTA & Economics | [NAFTA](https://bipartisanpolicy.org/wp-content/uploads/2019/03/BPC-North-American-Free-Trade-Agreement-Overview.pdf)[MAQUILAPOLIS](https://stedwards.kanopy.com/video/maquilapolis-city-factories-0) |  |
| October 2, 2020 | Policy (Law Enforcement) | AZ SB1070Border Militarization | Flip Grid Post # 6 |
| Week 7 Neoliberalismo II |
| October 5, 2020 | Service Learning | Workgroup MeetingResearch Border Town III | Turn in SL log 4 |
| October 7, 2020 | Gender  | -[Señorita Extraviada](https://stedwards.kanopy.com/video/senorita-extraviada-missing-young-women) |  |
| October 9, 2020 | Family Separation | -[Torn apart](https://stedwards.kanopy.com/video/torn-apart-separated-border) | Flip Grid Post # 7 |
| Week 8 Detention Centers |
| October 12, 2020 | Service Learning | Workgroup MeetingResearch Border Town IV | Turn in SL log 5 |
| October 14, 2020 | Detention Centers | Rodriguez Vega (2016) | Guest Dr. Rodríguez Vega  |
| **October 16, 2020** | **NO CLASS** | **FOUNDER’S DAY** | Topic Declaration Due (FlipGrid) |
| **UNIT 3: Cultural productions in the Borderlands**  |
| Week 9-RGV Borderlands |
| October 19, 2020Asynchronous | **Midterm II** |  |  |
| October 21, 2020 | Creative Writing I + Padlet | Canícula pg.1-66 | Outline Due  |
| October 23, 2020 | Discussion of Canícula | Canícula pg. 66-131 | Flip Grid Post # 8 |
| Week 10-El Paso Borderlands |
| October 26, 2020 | Service Learning | Workgroup MeetingResearch Border Town V | Turn in SL log 6 |
| October 28, 2020 | Creative Writing II  | Desert Blood pg. |  |
| October 30, 2020 | Padlet | Desert Blood pg.  | Flip Grid Post # 9 |
| Week 11-Tijuana /San Ysidro |
| November 2, 2020 | Service Learning | Workgroup MeetingResearch Border Town VI | Turn in SL log 7 |
| November 4, 2020 | Tijuana | Hernández (2018) Ch 3 |  |
| November 6, 2020 | Sn Ysidro | Hernández (2018) Ch 5 | Draft due-Submit on CanvasFlip Grid Post # 10 |
| Week 12- |
| November 9, 2020 | Service Learning | Workgroup MeetingResearch Border Town VII | Peer Editing Comments DUETurn in SL log 8 |
| November 11, 2020 | Discussion-Documenting Experiences | Chronicles of the Border | Guest Speaker: A. García |
| November 13, 2020 | Teatro in the Borderlands | -*Amor de Hija* | Guest Speaker: J. SánchezFlip Grid Post # 11 |
| **Unit 4: Reflection about the Service Learning** |
| Week 13  |
| November 16, 2020Asynchronous | Service Learning**MIDTERM III** | Workgroup MeetingResearch Border Town VIII | Turn in SL log 9 |
| November 18, 2020 | Service Learning Presentations 1 | FILM tBA  |  |
| November 20, 2020 | Service Learning Presentations 2 | FILM TBA |  |
| Week 14  |
| November 23, 2020 | Service Learning Presentations 3 | FILM TBA | **Border Town Project Proposal Due by midnight** |
| November 25, 2020 | **NO CLASS** | **THANKS-TAKING** |  |
| November 27, 2020 | **NO CLASS** | **THANKS-TAKING** |  |
| Week 15 |
| November 30, 2020 | ‘Reading Day’ | NO CLASS | **Service Learning Project Reflection due** |
| December 2, 2020 | ‘Reading Day’ | NO CLASS |  |
| December 4, 2020 | ‘Reading Day’ | NO CLASS | **Final Paper Due** |

1. The schedule is subject to change [↑](#footnote-ref-2)