

LAS 100 Intro to Latinx Studies

UNIVERSITY OF NEVADA LAS VEGAS

Interdisciplinary, Gender, and Ethnic Studies

Semester/Term 202#

Time:

Class Location:

Office Location:

Office Hours:

Phone:

WebCampus: <https://webcampus.unlv.edu>

Email:

Note: The instructor reserves the right to change the syllabus as it relates to how the course is administered.

Course Description

This course is designed to introduce students to the field of Latina/o Studies through the fields of history, sociology, political science, literature and education. Students will use multidisciplinary approaches to this field of study and integrate the various fields to understand the complexity of researching this dynamic population. The goals for this class include the development of critical skills in thinking, reading, writing, speaking, and listening, and the ability to apply and utilize these skills in diverse academic and non-academic situations, particularly with regard to intersections concerning the Latin American experience relating to history, identity, class, gender and the media.

Learning Outcomes/Course Objectives

By the end of the course students will be able to

1. Describe and discuss the history, politics, economics and culture of various Latin(x) populations in the United States.
2. Demonstrate knowledge of the literature and creative works of Latin(x) Americans, particularly as they relate to the issues of history, culture, identity, gender, status and class.
3. Summarize and evaluate critically theories and concepts used in the analysis of the Latin(x) experience in the United States.
4. Develop writing, research and critical thinking skills in developing arguments and in demonstrating an ability to recognize valid cause-effect relationships in the course readings.
5. Identify and discuss the diverse Latin cultures within the United States.

Required Texts

- Urrea, Luis Alberto. *The Devil's Highway: A True Story*. Little, Brown and Company, 2005.
- Rivera, Jose. *The House of Ramon Iglesia*. Samuel French, Inc., 1983.
- Valdez, Luís. *Zoot Suit and Other Plays*. Arte Publico Press, 1992.
- Vázquez, Francisco. *Latino/a Thought: Culture, Politics, and Society, 2nd Edition*. Rowman &

Littlefield Publishers, 2009.

- Moraga, Cherié. *Giving up the Ghost*. Alexander Street Press, 2004.

- **Additional class readings will likely be posted on Canvas. Make sure to check it weekly.

Evaluation Methods

Course Requirements:

- Final examination (25%)
- Family History (15%)
- Presentation (20%)
- Participation and informal writing (30%)
- Reflection paper (10%)

Family History:

Students are to compose a 3-5-page (this means you MUST “touch” the 4th page) paper that conveys some aspect of their family “history” that helps position the student to his/her/their current location (city/state/country/). Naturally, a true, complete “history” would take much longer than this limited page range, so this paper can be attacked in a number of manners – a tracing of genealogy, movement, cultural/identity expressions, a personal narrative that truly encapsulates your impression of your family, key formative experiences, important moments, etc. – so long as it pertains to some form of “history” and that you reach the minimum page length. Although you may adopt a playful, humorous tone, be mindful that you must write in a formal, academic manner. These are to be typed, double-spaced in 12-point Times New Roman font.

Due Friday, October 11th by 11:59 PM via Canvas Dropbox

Video Responses:

Students are required to complete four (4) 2-page responses (which means you MUST “touch” the 3rd page) to the four Frontline/Vice News videos we’ll be watching during the semester. Although informal in nature, these responses are to be typed, (double-spaced) in 12-point Times New Roman font.

Essentially, these write-ups can involve the student’s opinions, insights, critique, personal experiences, concerns, etc., as it relates to what is reported on within the video special. These responses will help in debriefing the videos and supplementing the reports in the event that time is short after viewing in class.

IF the student misses the video in class, they are accessible on: <https://www.pbs.org/wgbh/frontline/> (select “Video” menu), OR the student may write a response paper on one of the readings for that week.

These papers are due the Friday immediately following the class session the video was shown.

DUE DATES: 9/13, 9/20, 9/27 and 10/18 via Canvas Dropbox.

Quizzes:

A quiz based on the week’s readings will occasionally be given at the beginning of class. These quizzes will be short-answer (no longer than a sentence) and 5-10 questions long (depending on the length of the reading). Although these quizzes will technically be “unannounced,” it’s **highly likely that you will be**

quizzed on the longer “literary” texts or any assigned short stories. Questions, then, will be based on basic plot points that will demonstrate the student has completed the reading. Thus, there will be anywhere between 5-8 quizzes.

Presentations: To facilitate the day’s discussion of a given reading or topic, students will prepare a presentation (5-10 minutes if presenting solo; 10-15 minutes if presenting with a partner). **You may choose to team up with a partner or go solo – it’s up to you.** If you choose to discuss the reading, you should not simply present a summary of the text. Rather, your presentation should focus more narrowly on some aspect of the text (an important passage or a complex concept/term) that you feel opens up larger questions about the text. Or you could talk about the applications or implications of a specific idea in the reading. OR, you can find something in the world or the media (including political cartoons or even popular culture such as in TV shows, music/videos or the movies) that reflects the day’s topic and/or how it potentially paints (or stereotypes) Latin(x) culture (this is where you can apply toward Vázquez’ “Chicanology” concept). After presenting your analysis, you should end with a couple of questions for

discussion. **You will be graded on the material you present, not your oratorical skills, so relax and have fun.** A sign-up sheet will be distributed during the second week of class so that you can strategize what 1-3 topic options (in case someone takes your most preferred choice) you’d like to tackle.

Reflections/Conclusions Paper:

At semester’s end, each of you will be asked to write an informal paper of 2-4 (double-spaced) pages (which means you **MUST** touch the 3rd page!) – an opportunity to reflect in a critical, synthetic way on the material covered in the course and the theoretical, literary, and/or socio-historical issues it has raised for you. This piece is deemed a “paper” because it need not be a polished essay with a thesis, fully elaborated argument, and so on. Think of this, instead, as an informal, exploratory “response” or “think piece.” You may tackle this in any way you deem fit – creatively, poetically, a meandering stream of consciousness, a personal narrative or even sequentially/linearly.

DUE Friday, December 13th, by 11:59 PM via Canvas

Final Exam:

You will be tested on the material presented throughout the course.

Attendance Policy

Attendance is mandatory. You are expected to consistently attend and participate in class (i.e. be compliant with the assigned readings and contribute to discussion). You are allowed up to two (2) absences without penalty. Absences exceeding four will result in a final grade reduction of one full letter grade. **Four (4) absences will be grounds for failure (final letter grade of F).** **Students who are late, leave early or are unprepared for class will be penalized half an absence.**

Grading Scale

A	95 – 100
A-	90 – 94
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
F	00 - 59

Course Schedule

Week 1: Introductions, Syllabus and Procedures Review

Week 2: Chicano/Chicana Studies – History, Discourse and the Master Narrative

Week 3: Mexican Americans, Displacement, Repatriation and Immigration

Week 4: Immigration – The Border and Displacement

Week 5: The Migrant Worker

Week 6: Cultural Expression – The *Pachuco* Style

Week 7: Cuban Americans

Week 8: Puerto Rico and the Nuyoricans

Week 9: Issues in Assimilation – Language, Culture and Identity

Week 10: Identity – Liminality, Hybridity and Dislocation

Week 11: The Borderlands – Identity and the New *Mestiza* Consciousness

Week 12: Gender Constructs – *Machismo* and Feminist Voices

Week 13: Latin(x) Queer Identities

Week 14: Transnationalism and Looking Ahead

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious

holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor

of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.