

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.

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/identitary 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**

. 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** 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'

UNLV Policies

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

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.