

C&I 135 (SECTION X)

SOCIOPOLITICAL/CULTURAL CONTEXTS OF LATINA/O/X EDUCATION AND PEDAGOGY

(3 UNITS)

ONLINE COURSE SYLLABUS

FALL 2021

California State University, Fresno

Kremen School of Education and Human Development

Department of Curriculum and Instruction

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Time/Location Online Canvas URL:	If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter. Dr. Carol Fry Bohlin, Chair Department of Curriculum and Instruction carolb@csufresno.edu 559-278-0237
Office Hours By appointment	Zoom PMI: 519-389-4822 https://zoom.us/j/5193894822

COVID-19 Related Provisions

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Visit university website for the most updated information: www.fresnostate.edu/coronavirus

Course description: This course will cover sociopolitical, sociocultural, and sociolinguistic concepts as they relate to Latina/o/x communities, education, and pedagogy. Discussion of commonalities of culture, language, and home country or countries; major historical periods and events; values, belief systems, and contributions; migration, immigration, and linguistic patterns; historical and contemporary demography.

Course format: This course adopts a hybrid delivery format. Students must have access to a computer and the internet to participate in the class. All course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only and cannot be shared publicly or uploaded without the instructor's approval.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every, one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.

Canvas and MyFresnoState Messaging: Course materials such as syllabus, handouts, discussions, assignments, etc. can be found on the following course Canvas:

You are responsible for regularly checking the Canvas platform and messaging system to access all assignments and learn of any updates or changes to the course schedule.

Please use the Canvas messaging system for all email communiques with the instructor.

REQUIRED COURSE MATERIALS

Required Texts

González, J. (2011). *Harvest of Empire: A history of Latinos in America*. New York: Penguin Books.

Rosa, J. (2019). *Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad*. Oxford University Press.

Required Readings (available via Canvas)

Anzaldúa, G. (1997). La Conciencia de la Mestiza: Towards a New Consciousness. In A. García, (Ed.), *Chicana Feminist Thought*, pp. 270-275

- Blauner, R. (1972). Colonized and immigrant minorities. In R. Takaki, (Ed), *From different shores: Perspectives on race and ethnicity in America.* , pp. 149-160, NY: Oxford University Press.
- Cantú N.E. (2010) Traditional Cultural Expressions: An Analysis of the Secular and Religious Folkways of Latin@s in the United States. In: Cantú N.E., Fránquiz M.E. (eds) *Inside the Latin@ Experience*. Palgrave Macmillan, New York.
- Dávila, A. (2012). *Latinos, Inc.: The marketing and making of a people*. Univ of California Press.
- DeRuy, E. (2016). Across the Border and Into School: Thousands of Central American children made a harrowing journey to the United States. Now they are navigating the arduous process of getting an education. *The Atlantic*.
- Dunbar-Ortiz, R. (2014). *An indigenous peoples' history of the United States* (Vol. 3). Beacon Press.
- Durand, J., & Massey, D. S. (2003). The costs of contradiction: US border policy 1986–2000. *Latino Studies*, 1(2), 233-252.
- Escobar, N. (2018). Family Separation Isn't New: U.S. immigration policy has traumatized migrant children and parents for nearly a century. *The Atlantic*.
- Feliciano-Santos, S. (2017). How do you speak Taino? Indigenous activism and linguistic practices in Puerto Rico. *Journal of Linguistic Anthropology*, 27(1), 4-21.
- Fregoso, R. L. (1995). Homegirls, cholas, and pachucas in cinema: Taking over the public sphere. *California History*, 74(3), 316-327.
- Hernández, T.K. (2020). The Afro-Latino Story of Latino Anti-Blackness: How Latino racial attitudes facilitate the erasure of Afro-Latinos. *Al Día*.
- López, P.D. (2021). Latina/o/x Teachers: History, Policies, and Politics. In *Handbook of Latinos and Education 2nd Edition*. New York: Routledge.
- López, G. & González-Barrera, A. (2016). *Afro-Latino: A deeply rooted identity among U.S. Hispanics*. New York: Pew Research Center.
- Noriega, C. A. (1993). El hilo Latino: representation, identity and national culture. *Jump Cut*, 38, 45-50.
- Pardo, M. (1997). Mexican American Women grassroots community activists: Mothers of East Los Angeles. In. Jameson, E., & Armitage, S. H. (Eds.). *Writing the Range: Race, Class, and Culture in the Women's West*. University of Oklahoma Press.
- Rodríguez-Mojica, C., Briceño, A., Muñoz-Muñoz, E.R. (2019). Combatting Linguistic Hegemony: Preparing and Sustaining Bilingual Teacher Educators in the United States. *Teacher Education Quarterly*, 46(3), 57-78.
- Sánchez, G., & Sánchez, G. J. (1984). "Go After the Women": Americanization and the Mexican Immigrant Woman, 1915-1929 (No. 6). Stanford Center for Chicano Research, Stanford University.

- Telles, E., & Paschel, T. (2014). Who Is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America. *American Journal of Sociology*, 120(3), 864-907.
- Trujillo, P.M. (2010) Making, Buying, Selling, and Using the Umbrella: Recognizing the Nuances of Latin@ Popular Culture. In: Cantú N.E., Fránquiz M.E. (eds) *Inside the Latin@ Experience*. Palgrave Macmillan, New York.
- Toro-Morn, M., Zambrana, I. G., & Alicea, M. (2016). De Bandera a Bandera (From Flag to Flag): New Scholarship about the Puerto Rican Diaspora in Chicago. *Centro Journal*, 28(2), 4.
- Urrieta, L. Jr. (2019). Indigenous reflections on identity, trauma, and healing: Navigating belonging and power. *Genealogy*, 3(26). 254-261.

COURSE SPECIFICS

Course goals: The goals for CI 135 have been developed to support candidate competence and performance as stipulated in the California Teaching Commission's (CTC) Standards of Program Quality and Effectiveness and demonstrate an understanding of the CTC Bilingual Authorization (BAP) Standard 5: Culture of Emphasis. Elements of this course also respond to state-accredited Multiple and Single Subject TPEs, as noted.

Student Learning Outcomes: In this course, students will be able to:

- Identify and apply significant geographic, demographic, sociocultural and economic factors of key countries of origin and the effect these factors have on linguistic, cultural, and social variations within Latina/o/x communities in California and the U.S. (BAP 5.1; TPE 1.1, 1.4);
- Describe and analyze how historical eras and socio-political contexts of Latina/o/x diaspora(e.g. movements, immigration/migration, settlement/resettlement, acculturation, assimilation, nationalism, globalization) influence the identities and educational experiences of Latina/o/x communities (BAP 5.2; TPE 1.6, 4.1, 6.7);
- Recognize and integrate into a curricular unit of instruction the social, economic, artistic, intellectual, and political contributions of Latina/o/x communities in California and the United States (BAP 5.3; TPE 1.7);
- Recognize and integrate into a curricular unit of instruction pre-colonial, ancestral, indigenous, familial, and marginalized knowledges and languages of Latina/o/x diaspora (BAP 5.4; TPE 1.6, 3.2);
- Define the concept of 'empire' and its relationship to racism, patriarchy, CIS heteropatriarchy, capitalism, ableism and other forms of power and oppression and how they relate to Latina/o/x communities (BAP 5.4; TPE 2.2, 2.3, 6.2);
- Analyze the influences of historical and social factors (e.g., economic, political, religious, class structure) associated with country/countries of origin have on Latina/o/x experiences in California, the U.S. (BAP 5.5; TPE 1.4, 2.3, 4.1);
- Research collective narratives of transformative resistance, critical hope, and radical healing among Latina/o/x diaspora (BAP 5.5; TPE 1.3, 2.1, 2.3);

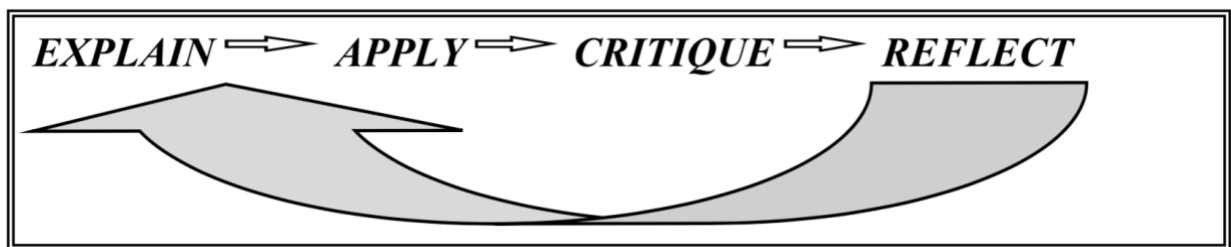
- Identify and discuss the role and status (i.e., economic, gender, racial, ethnic, social class, sexual orientation, age, geographic location, education level) of various groups in Latina/o/x communities, and how such factors influence inter- and intracultural social relationships (BAP 5.6; TPE 1.5, 2.6);
- Identify the assets (e.g. beliefs, values, and contributions) of Latina/o/x communities, and how to use such assets to build and enhance school-home partnerships (BAP 5.6; TPE 4.5, 6.2);
- Identify how empathy, community actualization, cultural perpetuity, self-worth, self-determination, and holistic well-being influence Latina/o/x experiences (BAP 5.6; TPE 1.2, 2.1, 2.3);
- Delineate how migration and linguistic patterns and the Latina/o/x diaspora experience influence schooling across the U.S. and in California (BAP 5.7; TPE 2.3, 2.6, 4.1);
- Apply various communication strategies and utilize various community resources to facilitate meaningful school-home partnerships (BAP 3.9, 3.10; TPE 1.2).

Prerequisite

Enrollment in or completion of a Multiple Credential, admission to the Liberal Studies Bilingual Authorization program, and/or consent of the instructor.

Pedagogical Model

As a matter of pedagogical practice, my primary role as a critical pedagogue is to draw upon students’ existing ways of knowing to acquire new knowledge and a deeper engagement with course content, while providing opportunities to expand awareness of the communities that they serve. In this course, students are exposed to multidisciplinary theories and concepts through problem-posing dialogues, reflection, and opportunities to apply course content to real-world issues both independently and through collaboration with peers. Accordingly, the pedagogical model for this course will be guided by a collaborative approach to teaching and learning that is guided by the four processes captured in the below diagram:



As a class we will first engage in an explanation of the key concepts being introduced and discussed in this course. This includes examining the underlying intent and logic embedded in the concepts, methods, and data that inform education concepts/ideas, policies, and practice. Then, we will attempt to apply these ideas to the issues explored in the class, testing the limits of our understanding, and the limits of the ideas themselves as guides for action. Following this work, we will unpack (a) the usefulness of the ideas, and (b) the values, logic, and epistemological stance of the ideas. Finally, we will reflect on our overall understanding of how

the ideas play out in local contexts (e.g., classrooms, schools, communities) that consider our own experiences and respective roles as education professionals.

At the critique stage, our discussions will pay particular attention to ideas and their usefulness to the sources that we use to frame a critique:

- What knowledge claims are proposed and where do they come from?
- What sources of data and evidence are used?
- What are the counterfactuals—i.e., evidence that seems to contradict the premises of the argument?
- What role do peoples' norms, values, and belief systems play in their posture toward a framework, topic, or argument?
- What are the implications for students and communities being served?

Norms for Democratic Discussion & Collaborative Work

Throughout the semester, we will be engaging in various activities and expanding our critical thinking on very complex issues and topics. With that being said, it's important that we are mindful and guided by basic principles for democratic participation and netiquette.

Democratic Participation

- **Equity of Voice** strengthens a group's work/discussion through multiple and divergent perspectives. Group members promote equity of voice by remaining conscious of the content, tone, and frequency of their own participation and by encouraging the full participation of others.
- **Co-Creating Knowledge** is only possible when everyone's contribution is seen as having value.
- **Striving for balance between advocacy of and inquiry into** one's own and others' positions assists the group in becoming a professional learning community.

Active Listening

- **Paraphrasing** helps enhance understanding of the ideas that have been put forth.
- **Asking probing questions** increases the clarity and depth of the group's thinking.
- **Assuming positive intentions** facilitates meaningful and respectful dialogue and prevents the occurrence of unintentional put-downs and contentious comments. Including positive presuppositions in your speech is one way to demonstrate this norm.
- **Pausing to think** before responding or asking questions enhances the quality of dialogue, reflection, and decision-making. Become comfortable with periods of reflective silence.

Respect for Multiple Perspectives

- **Putting forth ideas** is central to meaningful dialogue, but it is important to preface your comments respectfully and diplomatically. For example, "Another possible explanation is that..." or "Your point is well taken, but I wonder if..."
- **Listening and reflecting with empathy** helps us to better understand where the other person is "coming from."
- **Being prepared to question your own assumptions and biases** (we all have them) in order to better understand yourselves and the perspectives of others.

Safety and Confidentiality

- **Speaking with sincerity and listening with your full attention** facilitates the development of trust among group members. Sidebars and non-verbal expressions of disapproval in response to the comments/ideas of others create an emotionally unsafe environment—an environment that is detrimental to democratic discussion and collaborative work.
- You must obtain **written permission** from the instructor before recording (audio and/or video) any course content or class sessions.

Netiquette: The Golden Rules for Online Courses

Netiquette is a set of guidelines for online interaction. I'd like you to consider these things as you make your way through our online course in order to help you, and your classmates, have an engaging and positive experience.

Guideline One: Be mindful of the tone of your writing. In online written communication, it's difficult to understand the tone of what someone is saying. Things like sarcasm often don't come through as well and may be offensive.

Guideline Two: Avoid using all CAPS when you type. Written communication is different from spoken communication. In the world of online communication, CAPS are used to communicate anger, frustration, or extreme excitement, as if you were yelling. Be selective when using all CAPS.

Guideline Three: Treat others in a polite and respectful manner. Each of you sharing the Canvas Network come from diverse backgrounds and have differing ideas and opinions. Our course is meant to create an environment that allows each of you to think critically, express your thoughts, and interact with your classmates. In this environment I expect each of you to be respectful of others opinions as they proceed through our course. Individuals who are disrespectful may be removed from the Canvas Network. You may agree or disagree with someone's ideas, but do it respectfully, remaining focused on the issue/topic. A good way to approach exchanges is to acknowledge what others have said, showing that you understand and are listening, before sharing your own viewpoint.

Here are some phrases you might want to consider:

I understand your point of view on _____, but I disagree because....

I see where you're coming from on _____; however, I feel that...

Any way you choose, just remember to be mindful and respectful.

Guideline Four: Even though this is an online course that you've self-selected to take, all submitted work should be your own. Academic honesty is a key to any learning community. Please do not plagiarize other students, sites, etc. I am interested in reading what *you* have to say, not what someone else has to say. Also, do not take other people's work from our course and claim it as your own elsewhere. If you want to expand on something, please ask for permission. This is a private learning community and a safe space, so honesty and integrity are important.

Guideline Five: Do your best to proofread your spelling and the clarity of your thoughts to help ensure that the essence of your ideas are captured and understood by your professor and peers.

Guideline Six: Do not post Spam, advertising, or inappropriate content in the discussion boards. The discussions are meant for academic purposes only, and are meant to be a place for you to share ideas and discuss the course. Please respect the course, your fellow learners, and your instructors by not posting anything that:

- encourages illegal or hateful activities
- insults, harasses, or threatens others
- violates copyright or intellectual property
- contains obscene material
- harms others
- advertises or sells a product or service

If you do participate in any of these activities, you may be asked to leave the course and the Canvas Network community.

Guideline Seven: At times you'll need to post a question in the help message boards or in other discussions. If given the opportunity, make sure to glance through the message board to make sure someone else has not asked/answered the same question. This will save you and your instructor time. If you have technical questions, you might want to check the Canvas Guides before posting your question.

Remember that while taking your course, people can't see your face or read your expressions, things that are key to human communication. In this course, people can only rely on your words. Make sure that you're keeping that in mind as you share your opinions and knowledge with one another. Be respectful and professional and you'll be just fine.

I appreciate you taking the time to learn a little about Netiquette and I look forward to seeing you in our Canvas Network!

COURSE REQUIREMENTS/ASSIGNMENTS

A total of 100 points are available through assignments. The points required to earn a grade are listed below (see Canvas for all due dates):

Assignment	Points/Percent
Module Activities (5)	50
Diaspora Mapping Project	15
Counter-Storytelling and Analysis Paper	15
Final Culminating Experience: Group Project	20

Online Discussions and Modules (50 points)

Active online participation is essential to the quality of the course. As part of engaging the course readings and materials, you will participate in online discussions and activities relevant to

the content of the course as it relates to clinical practice. Over the course of the semester, there will be a total of five (5) required modules worth ten points each.

Each module will a) provide an overview of key points from the course materials, including group lesson activities developed by your peers; b) allow students an opportunity to apply critical thinking skills by responding to course related questions; c) connect course materials to K-12 schooling and clinical practice; and d) reflect on the course material and how it relates to your ways of knowing, dispositions, and orientations towards teaching and learning with diverse students.

Be sure to complete all activities embedded in each module in order to receive full credit. Incomplete or missing activities will result in a loss in points.

Diaspora Mapping Project (15 points):

The goal of this assignment is to curate a presentation that recognizes the complexities of a specific Latina/o/x group including intercultural and intracultural relationships and interactions, and indigenous ancestry. Pre-service teachers will examine primary social and political structures and conditions that contribute to major shifts and how a specific group has changed over time. Students will use (free) online mapping software to visually capture the movement of a specific Latina/o/x group and research how that movement influenced social, linguistic, and cultural identities, as well as major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences. Finally, students will provide a contemporary portrait that recognizes the role and contributions of the focal group on a) the country or location of origin; b) the U.S., and c) California contexts to demonstrate an understanding of the fluidity and complexity of Latina/o/x communities (see full prompt on Canvas).

Counter-Storytelling and Analysis Paper and Presentation (15 points)

Counter storytelling is a method of drawing upon lived experiences as a means for exposing, analyzing, and challenging racialized perspectives of racialized groups within the context of K12 education. As part of this assignment, students will use a (free) digital counter storytelling tool to further understand and analyze how various sociohistorical, sociocultural, socioeconomic, and sociopolitical factors influence the fluid identities and social locations of a specific Latina/o/x identifying individual. Students will complete this assignment in two parts:

Part One: Narrative. Students will interview an individual that self identifies with the Latina/o/x focal group analyzed in the diaspora mapping project. The goal is for students to further expand their knowledge of Latina/o/x communities and draw connections to theories and concepts covered in class. A set of interview questions will be provided via Canvas and students will have an opportunity to “pilot” the questions with a peer during an in-class (or virtual) activity.

Part Two: Analysis and Presentation. The analysis will draw upon the narrative and use explicit examples to draw connections between personal experiences and the theories, topics, and themes discussed in class, as well as clinical practice expectations—i.e., applying knowledge.

This foundational exercise will allow future educators to a) become aware of and reject racialized ideologies, stereotypes, and inequitable practices; b) identify affirming the assets of racialized groups this case, Latina/o/x communities; and c) identify and develop liberatory and anti-racist pedagogical approaches that may be utilized to support racially and linguistically diverse students reach their optimal potential in educational contexts. Students will build upon and integrate their analysis into the final culminating experience (see full prompt on Canvas).

Final Culminating Experience: Group Project (20 points)

The final culminating experience will be a group project focused on developing a lesson plan unit for K12 students and classrooms. Pre-service teachers will identify two Common Core Standards and work collaboratively to ground their lesson plan in frameworks and theories related to sociohistorical, sociocultural, and sociolinguistic aspects of Latina/o/x communities. This culminating experience will demonstrate the pre-service teacher's ability to apply knowledge of the traditions, roles, status, and communication patterns of Latina/o/x communities with content instruction in a K12 classroom. The assignment will also demonstrate pre-service teacher's ability to identify pedagogical tools and approaches that support linguistically diverse students to access the K-12 grade level content instruction, and how to holistically assess student progress toward meeting K12 standards. Each group will submit a proposal of their group project on November 29, 2021 for feedback and guidance (see full prompt on Canvas).

Grading policy: The following grading scale will be used to assign final grades:

- 90-100 = A
- 80- 89.9 = B
- 70-79.9 = C

COURSE POLICIES & SAFETY ISSUES

Late work and make-up work policy. With the exception of extraordinary circumstances and pre-arranged agreements with the professor, all assignments turned in late will receive partial credit and may result in a lower grade for the course. All students are required to complete the final culminating experience assignment in order to pass this course.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at:

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL be available for your viewing.**

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (559-278-2811).

Honor Code: Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For information on the University's policy regarding cheating and plagiarism, please refer to the University Policy and Procedures on Cheating and Plagiarism:

<http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/235.pdf>

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be

tolerated and may lead to disciplinary action and/or removal from class. Please see the *Norms for Democratic Discussion & Collaborative Work* section of the syllabus.

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Intellectual Property Provision

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

TENTATIVE ONLINE COURSE SCHEDULE

Fall 2021

The course schedule is subject to change in the event of extenuating circumstances.

Date	Topics, Readings, and Assignments
<p>Weeks 1 to 3 August 19 to September 3</p>	<p>Theme: Geographic and Demographic Contexts</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Understanding the Latina/o/x Diaspora 2. Geography, Immigration/Migration, Settlement/Resettlement 3. Globalization, Free Trade, and Spanish Borderlands <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Roots/Las Raíces</i> (González, pp. 3-58) 2. <i>Colonized and Immigrant Minorities</i> (Blauner) 3. <i>Family Separation Isn't New</i> (Escobar) 4. <i>“Go after the Women”: Americanization and the Mexican Immigrant Woman, 1915-1929</i> (Sánchez) 5. <i>The Costs of Contradiction: US Border Policy 1986–2000</i> (Durand & Massey) <p>Assignments (Due September 5):</p> <ol style="list-style-type: none"> 1. Introductions 2. Module One Activities
<p>Mon. Sept. 6</p>	<p>HOLIDAY – Labor Day</p>
<p>Weeks 4 to 6 September 7 to 24</p>	<p>Theme: Latina/o/x Diaspora and Identity Formations</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Colonizers and Colonized 2. Social and Political Structures of Influence 3. Race and Racial Formations 4. Religion, (Anti)Blackness, Mestizaje, and Latinidad <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Branches/Las Ramas</i> (González, pp. 81-149) 2. <i>Follow the Corn</i> (Dunbar-Ortiz) 3. <i>Afro-Latino: A deeply rooted identity among U.S. Hispanics</i> (López and González-Barrera) 4. <i>The Afro-Latino Story of Latino Anti-Blackness</i> (Hernández) 5. <i>La Conciencia de la Mestiza</i> (Anzaldúa) 6. <i>Traditional Cultural Expressions</i> (Cantú) <p>Assignments (Due September 26):</p> <ol style="list-style-type: none"> 1. Module Two Activities 2. Diaspora Mapping Project

<p>Weeks 7 to 9 September 27 to October 15</p>	<p>Theme: Social Contexts of Latina/o/x Identity and Linguistic Formations</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Nativism, Self Determination, and Transformative Resistance 2. Intergenerational Remembering, Trauma, and Identity 3. Artistic Expressions, Popular Culture, and Media <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Harvest/La Cosecha</i> (González, pp. 167-278) 2. <i>Indigenous reflections on identity, trauma, and healing</i> (Urrieta) 3. <i>Images: Producing Culture for the Market</i> (Dávila) 4. <i>Recognizing the Nuances of Latin@ Popular Culture</i> (Trujillo) 5. <i>Homegirls, cholas, and pachucas in Cinema</i> (Fregoso) <p>Assignments (Due October 17):</p> <ol style="list-style-type: none"> 1. Module Three Activities 2. Counter-Storytelling and Analysis Paper (Part One: Reflection)
<p>Mon. October 11</p>	<p>HOLIDAY— Indigenous People’s Day</p>
<p>Weeks 10 to 12 October 18 to November 5</p>	<p>Theme: Sociopolitical/cultural Contexts of Latina/o/x Education and Pedagogy (Part 1)</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Ancestral and Familial Knowledge and Education 2. Social Movements and Collective Consciousness in Education 3. The Political Economy and Bilingual Education <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Latinx Ethnoracial Category-Making</i> (Rosa, pp. 33-102) 2. <i>El Hilo Latino</i> (Noriega) 3. <i>Across the Border and Into School</i> (Deruy) 4. <i>Mothers of East Los Angeles</i> (Pardo) 5. <i>De Bandera a Bandera</i> (Toro-Morn, et al) <p>Assignments (Due November 7):</p> <ol style="list-style-type: none"> 1. Module Four Activities 2. Counter-Storytelling and Analysis Paper (Part Two: Analysis)
<p>13 to 16 November 8 to December 3</p>	<p>Theme: Sociolinguistic Contexts of Latina/o/x Education and Pedagogy (Part 2)</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Raciolinguistic Ideologies and Latina/o/x Education 2. Cultivating Future Bi/multilingual Teachers 3. Third World and Ethnic Studies in K12 Schools

	<p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Latinx Raciolinguistic Enregisterment</i> (Rosa, pp. 125-177) 2. <i>Saying “Nothing”: Pachucas and the Language of Resistance</i> (Ramírez) 3. <i>How do you speak Taíno? Indigenous Activism and Linguistic Practices in Puerto Rico</i> (Feliciano Santos) 4. <i>Latina/o/x Teachers: History, Policies, and Politics</i> (López) 5. <i>Combatting Linguistic Hegemony</i> (Rodríguez-Mojica, et al) <p>Assignments:</p> <ol style="list-style-type: none"> 1. Module Five Activities (Due December 5) 2. Group Project Proposal Outline (Due November 29)
November 24-26	HOLIDAY—Thanksgiving Break
December 8	Last Day of Instruction
Wed., Dec. 15	Final Culminating Experience: Group Project