

ANTHROPOLOGY 3140.001**LATINOS IN THE U.S.**

Spring 2021

CLASS TIME: Live remote discussions Tuesdays 12:30-1:50pm CST**LOCATION:** Remote via Zoom. You will find the Zoom information in our class Canvas site**INSTRUCTOR:** Dr. Mariela Nuñez-Janes (pronouns: she/her/ella). Please call me Profe (short for Professor in Spanish)**TELEPHONE:** 940/369-7663**EMAIL:** Mariela.Nunez-Janes@unt.edu**VIRTUAL OFFICE HOURS:** Thursdays 12:30-2:30pm CST and by appointment. [Register in advance to get the Zoom link](#)**Instructional Assistant:** Elsa Irby (pronouns: she/her/ella).**Email:** elsairby@my.unt.edu**Virtual Office Hours:** Wednesday 2:00-5:00pm CST, Thursday 2:00-5:00pm CST, and by appointment. Email me in advance to receive a Zoom link.**CLASS DESCRIPTION**

This is a course about a people known today as Hispanics, Chicanos, Tejanos, Latinxs, Mexican Americans, among many other names. The course provides a foundation in:

- Identity and resistance theories that allow the exploration of the various constructions of Latinx ethnicity and race from an anthropological perspective.
- A review of the historical constructions of race and ethnicity and how these two categories of difference are synonymous at some times and analogous at other times.
- An insight into the historical and social constructions of Mexican, Mexican American, Latinx identities.
- A critical analysis of the social and political implications of being Mexican or Latinx today.

The growth of the U.S. Latinx population prompted the recognition of the importance of understanding the various issues related to this multifaceted community. Scholars, activists, artists, and policy makers are currently asking many questions about the present realities and future opportunities of Latinxs in this country. One of the central themes among the myriad of issues related to this community is the

continuing categorization of this population as other, different, and in some cases not American. Indeed, regardless of population size, place of birth, economic status, linguistic abilities, labor, and educational attainment Latinxs are ultimately seen as strangers in a nation that has been home or has become home, sometimes for generations. In this class we will explore the ways in which Latinxs have been excluded from the national imagination while maintaining and transforming their own cultural identity. We will see how this process of marginalization *a lo Americano*-“American style-” has deeply changed the racial and cultural landscape for Latinxs and non-Latinxs. Using the tools of anthropology and other relevant disciplines we will approach the complexities of identity formation in the Latinx community by focusing on two important themes: 1) the historical formation of Latinx identity and identities in the U.S., and 2) the sociocultural issues faced by the Latinx community as we go about maintaining, challenging, and transforming our marginalized status.

OBJECTIVES

This class draws from anthropological and interdisciplinary perspectives in Latino/a Studies. Some of these perspectives may be more or less familiar to you. We will utilize these interdisciplinary perspective so that by the end of the class you can:

- 1) Understand how and why Latinxs constitute a marginalized population.
- 2) Know the common and particular themes that contribute to categorize Latinxs as a single ethno-racial group and as distinct national groupings.
- 3) Be familiar with prominent figures in Latinx history and scholarship and their contributions.
- 4) Appreciate the importance of Latinx studies.
- 5) Be familiar with some of the methods utilized in Latinx studies and anthropology.

REQUIRED READINGS

Delgado, Richard; Stefancic, Jean, eds.

2010 *The Latino/a Condition: A Critical Reader. Second Edition*. New York: New York University Press. (Available through the UNT Bookstore. Referred to as TLC in the course outline)

Please make sure that you get the 2010 edition. If you do not get this edition you may be reading the wrong chapters because the chapter numbers are not the same in previous editions. In this case, you are responsible for figuring out how the chapters in the 2010 edition

match with the chapters in the edition that you have. If you cannot afford buying this book please make sure that you contact the IA so that we can connect you to resources that may be available to you.

Duncan, Whitney; Lauren Heidbrink and Kristin Yarris
2018 "Imm/migration in the Trump Era." *Hot Spots, Cultural Anthropology*, January 31. (Available in Canvas)

López Pulido, Alberto
2002 "The Living Color of Student's Lives: Bringing *Cajitas* into the Classroom." *Religion & Education*, 29 (2): 69-77. (Available in Canvas)

COURSE ELEMENTS

1) Class project: You will participate in a semester class project. The Chicanx Latinx Oral History Project (CLAHP).

- Our focus this year will be on Latinxs during times of crisis. We want to document and understand their experiences as Latinxs during an unprecedented time in our history resulting from the pandemic and uprisings.
- The project includes the following assignments. These assignments build on each other so it is important that you complete them on time. The assignments will be discussed as part of the training that I will provide in virtual lectures. You will learn about oral history as a methodology and have an opportunity to use it.

a) Transcript of mock interview (25 points):

- You will interview someone for practice using the interview script or protocol in the class project module.
- You will transcribe the mock interview and turn in the written transcript using the transcription guidelines in the class project module.

b) Scheduling and conducting the interview (15 points):

- You will contact, schedule and conduct a virtual interview that you will audio/video record with a Latinx not enrolled in the class (this is your "informant"). The informant must be someone that you know.

- You will turn in a written notice with the date, place, and time of the interview.

c) Interview transcript (50 points):

- You will produce a typewritten transcript of the interview with your informant. The transcript must follow the guidelines provided in the class project module.
- Turn in the code book.

d) Final Paper Blog (100 points):

- You will turn in a final paper in the form of a blog that analyzes the interview following the guidelines provided in the class project module.

2) Synchronous Discussions and Recorded Lectures

- You will attend and participate in weekly synchronous discussion. You will also be able to access the class lectures asynchronously and view them every week in Canvas. The synchronous discussions will be conducted via Zoom and will be about the class readings and topic covered in the lecture. I value your perspectives. The discussions are an opportunity for you to engage in dialogue with your peers about the class readings and lecture topics and to ask questions. For these reasons I expect you to complete the modules and attend live discussions. Please send me an email if you are having trouble accessing the modules or if you are unable to attend the live discussions.

3) Quizzes (100 points total)

- There will be 4 quizzes each worth 25 points each.
- The quizzes will consist of short answers and will cover the class readings and lectures. If you are watching the recorded lectures, keeping up with the readings, and attending live zoom sessions there is no reason for you not to do well in the quizzes. I am interested in your understanding of the main concepts of the readings and your critical approach to class topics. You can use the book and your notes during the quizzes but you will need to answer the questions using your own words. If you are having a hard time with the quizzes please seek help. You can contact me

or the class IA, talk to other students in the class, or seek some of the resources in the syllabus.

- Make up quizzes will not be allowed unless you have a documented excuse for your absence.

Grading:

- All grades will be assigned based on the following grading scheme:

100-89% = A

88-79% = B

78-69% = C

68-59% = D

58%- = F

Please let me or the IA know if you are having any trouble with the assignments or quizzes or if you have questions about your grades. Come to virtual office hours and/or make an appointment so that we can talk about your questions and identify strategies to help you succeed in the class.

I will return your graded assignments to you within about a week of their due-date.

Contacting me by email

You should expect responses to emails, phone calls, or other inquiries directed to me within 2 business days. Contact me again if you don't hear from me. I will appreciate a gentle reminder. I care about your success and the success of each and every student in the class, yet due to its size I cannot meet with all of you individually. When you have questions about assignments, the course materials or anything else related to the course content please start by contacting our class IA. The IA cares about your success and as a graduate student also has expertise to share. If the IA is unable to help you then come to my virtual office hours or email me to make an appointment if you are unable to make it during the scheduled office-hours.

Canvas Announcements

I will periodically share announcements on Canvas about reminders and updates relevant to the class.

Diversity and Global Issues CLASS requirement

This course fulfills the CLASS requirement for Diversity and Global Issues. At the end of this course, students should be able to do at least three of the following: 1. Identify the origins, influences, and limits of one's own cultural heritage. 2. Demonstrate the ability to learn from and empathize with perspectives and experiences different from one's own. 3. Show an understanding of the interrelationships of the self, local society, and global environments. 4. Describe the impacts of complex, worldwide systems. 5. Explain the reasoning for one's ethical responsibilities within worldwide systems.

A NOTE ABOUT LEARNING DURING UNPRECEDENTED TIMES

(adapted from Dr. Jason Tham)

The COVID-19 pandemic continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we have the opportunity to come together in this class. We are a learning community and as part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

People are the priority. Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is ultimately demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

Stay informed. We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

Communicate and connect. We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

Celebrate accomplishments. We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

Take time to thrive. It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can come up with alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

OTHER IMPORTANT INFORMATION

Withdrawal: Withdrawing from a course is a formal procedure which YOU must initiate (for a "W" or "WF," as determined by the instructor, with instructor approval). If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F."

Statement on Plagiarism and Cheating: The department of anthropology considers students to be new members of the community of anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: "*Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others*" (<http://www.aaanet.org/committees/ethics/ethcode.htm>). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal.

[Go to the Department of Anthropology website](#) for more information about paper writing, including how to avoid plagiarism, and how to use citations. Visit [UNT's Center for Student Rights and Responsibilities](#) for information on the University's policies regarding academic integrity and dishonesty.

UNT POLICIES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students

must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies

prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work. If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Where to go for help:

Technical Help

If you have a technical problem in this course, contact the UIT Help Desk (If you do not understand the assignments or need help with the course content, please contact the instructor.)

In order for the Help Desk to help you, make sure that you have the following information:

1. The course title, number, and instructor.
2. Which browser and browser version you are using.
3. Where you are when you experience these difficulties (home, work, school, etc.).
4. If at home, please include your internet service provider.
5. The exact text of any error messages.
6. Your EUID and Student ID for troubleshooting purposes.
7. Specific actions that led to the problems you experienced.

Help with Canvas

The UNT Canvas server rarely experiences unscheduled down time. However, as with any type of technology, it is possible that it could fail.

If you need immediate help using a specific tool while you are in Canvas, you can access the help guide. The instructions provided in this context-sensitive help are clear and useful.

Student Success

The UNT Academic Success Center provides academic support services for all UNT students. These services programs such as: The Writing Center and Office of Disability Access.

The UNT Student Resources website also has additional information to help you succeed at UNT.

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center
(<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- Counseling and Testing Services
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other Help

The anthropology department's undergraduate adviser is Melissa Nelson. If you have any problems or questions related to academic advising, please email her at: Melissa.Nelson@unt.edu

The Director of the LMAS Program is Dr. Valerie Martinez-Ebers, please email her with any questions about LMAS valerie.martinez-ebers@unt.edu

Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus.

COURSE OUTLINE

Complete by Tuesday of Week 1, 1/12	Course introduction	<ul style="list-style-type: none"> ● Review syllabus, review Start here and Introduction modules on Canvas ● Attend Tuesday Zoom meeting
Complete by Tuesday of Week 2, 1/19	The “imagined community”? Demographic Trends Class Project Description	<ul style="list-style-type: none"> ● Read: TLC 6, TLC 37 ● View recorded lecture in Canvas: Demographic Trends 1, Oral History Project ● Attend Tuesday Zoom meeting
Complete by Tuesday of Week 3, 1/26	The “imagined community”? Demographic Trends (continued)	<ul style="list-style-type: none"> ● Read: TLC 2 ● View recorded lecture in Canvas: Demographic Trends 2 ● Attend Tuesday Zoom meeting
Complete by Tuesday of Week 4, 2/2	The “imagined community”? Demographic Trends (continued)	<ul style="list-style-type: none"> ● Read: TLC 7 ● View recorded lecture in Canvas: Demographic Trends 3 ● Attend Tuesday Zoom meeting
Complete by Tuesday of Week 5, 2/9	The “imagined community”? Demographic Trends (continued)	<ul style="list-style-type: none"> ● Read: TLC 5 ● View recorded lecture in Canvas: Demographic Trends 4 ● Attend Tuesday Zoom meeting ● Complete Quiz 1 by 2/9
Complete by Tuesday of Week 6, 2/16	Guest speaker Yasnaya Aguilar	<ul style="list-style-type: none"> ● Read: Articles in Canvas by Yasnaya Aguilar ● Submit extra-credit questions for discussion with guest speaker no later than 2/14 ● Attend Tuesday Zoom meeting with our special Guest Yasnaya Aguilar

Complete by Tuesday of Week 7, 2/2	Cajitas Latinxs and Race	<ul style="list-style-type: none"> • Read: López Pulido, TLC 9 • View recorded lecture in Canvas: Cajitas, Race 1 • Attend Tuesday Zoom meeting • Submit cajitas FlipGrid by 2/23
Complete by Tuesday of Week 8, 3/2	Latinxs and Race (continued)	<ul style="list-style-type: none"> • Read: TLC 20 • View recorded lecture in Canvas: Race 2 • Attend Tuesday Zoom meeting
Complete by Tuesday of Week 9, 3/9	The border crossed us: Colonization Conducting and Transcribing interviews	<ul style="list-style-type: none"> • Read: TLC 10, Read TLC 41 • View recorded lecture in Canvas: Colonization 1, Conducting and Transcribing Interviews • Attend Tuesday Zoom meeting • Complete Quiz 2 by 3/23
Complete by Tuesday of Week 10, 3/16	The border crossed us: Colonization (continued)	<ul style="list-style-type: none"> • Read: TLC 12, TLC 18 • View recorded lecture in Canvas: Colonization 2 • Attend Tuesday Zoom meeting • Submit transcript of mock interview by 3/16
Complete by Tuesday of Week 11, 3/23	Activism and Movimientos Sociales Interview Analysis	<ul style="list-style-type: none"> • Read: TLC 48, 45 • View recorded lecture in Canvas: Activism and Movimientos 1 • Attend Tuesday Zoom meeting
Complete by Tuesday of Week 12, 3/30	Activism and Movimientos Sociales (continued) Guest Speaker: Dr. Maurice Magaña	<ul style="list-style-type: none"> • Read: TLC 47 and article in Canvas by Dr. Maurice Magaña • View recorded lecture in Canvas: Activism and Movimientos 2, Film: Chicano! The History of the Mexican American Civil Rights Movement

		<ul style="list-style-type: none"> • Attend Tuesday Zoom Meeting • Submit note of date, place, time of interview by 3/26
Complete by Tuesday of Week 13, 4/6	Immigration	<ul style="list-style-type: none"> • Read: TLC 33 • View recorded lecture in Canvas: Immigration 1 • Attend Tuesday Zoom meeting • Complete Quiz 3 by 3/30
Complete by Tuesday of Week 14, 4/13	Immigration (continued)	<ul style="list-style-type: none"> • Read: TLC 62, select one post from Cultural Anthropology Series to read (On Canvas) • View recorded lecture in Canvas: Immigration 2, and Immigration 3 • Listen to Podcast of the Dream 9 http://latinousa.org/2015/10/16/1542-the-dream-9/ (on Canvas) • Attend Tuesday Zoom meeting • Submit interview transcript by 4/13
Complete by Tuesday of Week 16, 4/20	Education	<ul style="list-style-type: none"> • Read: TLC 68 • View recorded lecture in Canvas: Education • Complete Quiz 4 by 4/20 • Submit final paper blog by 4/26

Guidelines for final blog

Your final paper blog will discuss the main themes you identified in the interview of your informant.

The paper must be no longer than 8,000 words using 12 point font.

It must include:

- Images and other media (include captions) that serve to illustrate the themes of the interview (these can be pictures that you take and/or images available for public use or videos) (10 points)-does not count towards word count.
- Title, your name, course title and number, semester (5 points)- does not count towards word count.
- Thesis statement and brief biographic sketch of your informant. Remember not to include name or personally identifiable information of informant if they chose to remain anonymous (10 points).
- A description of the methods used. This description must include: when and where you conducted the interview, the procedures followed for transcribing the interview, a description of how you identified the relevant themes from the interview along with a list of all of the themes you came up with (20 points).
- Analysis that identifies the most relevant themes from the interview and relates them to ideas and information from the readings and class lectures. This analysis must include relevant citations ([follow the Chicago Manual of Style Author-Date format](#)) of the class lectures and readings that show your understanding of how the readings and class lectures apply to the relevant themes you identify. It must be written in a way that supports and develops your thesis statement (40 points).
- A page listing the references cited in your paper ([follow the Chicago Manual of Style Author-Date format](#)) along with a brief acknowledgement of your informant (15 points).

***Go to <http://www.unt.edu/honors/eaglefeather/2006issue.shtml> find the 2006 issue and read the papers listed under "Special Section: Undergraduate Scholar Articles in Anthropology" for examples of past papers written by students enrolled in the class.

Examples of Anthropology/Academic Blogs

[Savage Minds](#)

[The Geek Anthropologist](#)

[Youth Circulations](#)

Platforms

[Word Press](#)

[Google Sites](#)

[Blogger](#)

Other resources

[How to Write an Academic Blog](#)