**Reedley College** Spring 2024 CLAS 11

A person sitting at a table

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| **CLASS:** | **CLS 11 52933** |
| **TIME:** | **T/Th 9:30-10:45 AM** |
| **LOCATION:** | **Physical Science 76** |
| **INSTRUCTOR** | **Doctora Chimine Arfuso** |
| **EMAIL** | **Chimine.arfuso@reedleycollege.edu** |
| **PHONE** | **559-494-2000 #3267** |
| **OFFICE LOCATION** | **Annex 3** |
| **OFFICE HOURS** | **M-12:30-2:30**  **T/TH 12:30-1:30pm**  **Friday’s via zoom 9-9:50am**  **Or by appointment, just ask!** |

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| **LAND ACKNOWLEDGEMENT:**  Reedley College resides on the native lands of the Yokuts tribes and their ancestors. It is with honor and dignity that I facilitate learning for us in this course on their Indigenous land. Learn more about the Yokuts tribe as well as the history of the land you are on here: https://native-land.ca/ |
| **REQUIRED READING:**  https://socialsci.libretexts.org/Bookshelves/Ethnic\_Studies/New\_Directions\_in\_Chicanx\_and\_Latinx\_Studies\_(Gonzalez\_et\_al.) |

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elcome to Chicano-Latino Studies 11. My name is Chimine Nicole Arfuso-Solis. You can call me Doctora, Doctora Arfuso, Dr. Arfuso. I am thrilled to be on this learning journey with you as we explore the culture(s), identity/identities, heritage(s) and community relationships of Chicanx, Latinx, Mexican, and Mexican American people in the United States. You will learn a bit about labor, land, and economic issues from Indigenous civilizations of Mesoamerica to the present, as well as engage significantly in critical conversations about race, genders, sexualities, dis(ability), environmental concerns, health, and education within Chicanx/Latinx communities. With your lived experience comes many cultural strengths, stories, lessons learned, and skills. I welcome those strengths as we take the learning we gain from our texts (including readings and media) and apply it to our daily lives and future aspirations. My goal is to support you in making connections between what we learn and your own lived experience. In order to accomplish this, this interactive course has been crafted to expand your awareness, knowledge and skills related to Chicanx/Latinx communities, histories, and cultures.

**Get to know your instructor:**

I am the daughter of a Cuban refugee, my family fled for their lives during the 1959 revolution in Cuba. However, because my family benefitted from light skin privilege and foreign policies in the United States that made it easier for Cubans to receive their immigration papers, I was raised with little critical consciousness around the political significance of being a Latina and Cuban American.

I was a non-traditional student and took 8 years to earn my bachelor’s degree. Through that time, I took a tour of attending several city colleges throughout California in my pursuit of a BA. I eventually graduated from San Francisco State University and went on to earn my MA and PhD. from the California Institute of Integral Studies. My entry into ethnic studies came through a study of the Cuban/US foreign orientation in my BA and an exploration of my own identity as a white assumed Latina within complex racial politics in the United States during my dissertation.

I am passionate about teaching Ethnic Studies because I really wish I had access to an ethnic studies course as I was figuring out who I was. I am a Mami of twins, wife, sister, educator, and friend committed to advocating for equity and social justice. As a white-assumed disabled Latina, I care a lot about cross-solidarity and cross-racial solidarity movements, and we will get to cover a few of those in this class. Meaning, everyone is welcome here. I continuously aim to create creative and courageous spaces where communities may identify as a person of color and those who do not identify in this way to grow and learn. Every student in my class belongs here. Every student at RCC belongs here. And I am thrilled to join your educational journey.

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| **Catalog Description:**  The introductory course explores the Chicano/a/x and Mexican American community, culture(s) and heritage(s) in American society from an interdisciplinary approach. Focus on sociocultural challenges, struggles, and social justice movements that define the Chicano/a/x experience. Examination of the ancestral roots, dynamic migration/immigration trends, conflict, racialization processes, liberation struggles, socialization process, and sociopolitical patterns from ancient Indigenous civilizations of Mesoamerican to the present. Overview of trends and patterns in Latino/a/x populations at-large will also be explored. |
| **Required Readings & Materials:**   * Computer, Printer, and Internet Access. Every assignment will be submitted through Canvas. It will also benefit you to bring a laptop to class if you have one. * Weekly Assigned Readings available via Canvas * Binder or Notebook with paper * Pens, pencils, and highlighters * A flash/thumb drive |
| **Student Learning Outcomes:**  Upon completion of this course, students will be able to:  SLO1: Describe structural issues such as globalization and transnational politics of the border, immigration policies, settler colonialism, anti-blackness, and language policies impacting Chicano/a/x – Latinx people.  SLO2: Analyze and explain Chicano/a/x Studies as an academic-discipline and social justice movement, and its fundamental concepts like race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism and anti-racism.  SLO3: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Mexicans, Chicano/a/xs and Latino/a/xs are relevant to the present day.  SLO4: Critically analyze and evaluate the significance of Chicano/a/x history, culture(s), heritage(s) in American society. |
| **Course Objectives:**  In the process of completing this course, students will:   1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler-colonialism, and anti-racism as analyzed in Chicano/a/x-Latinx studies. 2. Apply theory and knowledge produced by Mexican origin and Latinx communities to describe critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on agency and group affirmation. 3. Research the area of Chicano/a/x-Latinx Studies as a discipline, pedagogy, form of activism, and a community collectivist project. 4. Analyze the complexities of a culturally pluralistic society from the critical perspectives of Chicano/a/x or Latinx communities and scholarship. 5. Compare and contrast the basic Chicano/a/x or Mexican American social and cultural patterns and influences related to experiences with oppression, social justice, liberation, self-determination and solidarity efforts. |

**Required Course Work**

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| **Who are you?** | **50 pts** | **Grading Scale** |
| **Interview Proposal** | **50 pts** | **585-650 - A** |
| **Time-Subject Index, Selected Themes, and Project Proposal** | **100 pts** | **520-584 - B** |
| **Final Oral History Project** | **100pts** | **455-519 - C** |
| **Community Translation Project** | **100 pts** | **390-454 - D** |
| **Artivistas: Creative Project** | **100 pts** | **0-389 - F** |
| **A Latinx History Zine** | **25 pts** |  |
| **Community Boveda: Reflections and Dedications** | **25 pts** |  |
| **Participation** | **100 pts** |  |
|  | **650 pts TOTAL** |  |

**Course Policies**

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| **A note on grading:**  Please allow me up to two weeks to upload those grades. I do have a lot of students and while I try to get everything graded the week it is turned in, sometimes, it takes me a bit longer to finish grading them. |
| **Paper Format and Word:**  All assignments and drafts must be typed in size 12 font, double spaced, and have your name, course, instructor’s name, and due date at the top of the first page. Don’t forget to number your pages. *Always remember to SAVE a copy of your work to a flash drive.* Also, every student at Reedley College gets FREE access to Microsoft Word. I will cover how to get free access to this program during class. |
| **Digital Literacy:**  Except for in class writing and some group work, every assignment you will complete in this class will be due online and in Canvas. This means you must memorize your student ID and password so that you can submit your assignments. No hard/paper copies will be excepted. I acknowledge that this may be the first time you have used technology in the classroom, so let’s work together and make sure you understand how find our Canvas assignment calendar, how to submit your homework and essays, and how to locate important readings for this course. |
| **Class Participation:**  You will be successful in my class if you:   1. attend class regularly (for an online class this means watching and reading the resources I have uploaded to the course) 2. read consistently and thoroughly, you will have to read to do well in this course. 3. meet due dates and criteria for all major assignments. 4. participate in all in-class exercises and activities. 5. sustain effort and investment on each assignment. |
| **Attendance, being late to class, and Covid-19**   * You must attend class sessions in weeks 1 and 2 to stay enrolled. If you do not attend class sessions in week 1, please get in touch with me ASAP to ensure I save your enrollment spot. Before I drop you from our course, I will contact you. * I am required to take attendance. * If you miss 2 weeks in a row within the first half of the course semester, you may be dropped, but I will contact you first to check in. * Lack of regular attendance after the second half of the semester will result in a n unsatisfactory grade. This means you may receive an F grade if you do not regularly attend. The grade will be calculated based on overall points in this course. * I do not enjoy dropping students, but I do want to make sure you are successful. Sometimes dropping a class works in your favor regarding GPA and financial aid. |
| **Please feel free to contact me for extenuating circumstances. I am here to help you be successful in this course, however, I am unable to help you if you reach out within the last month of class.**  Attendance is an important part of your learning process so that you can actively engage with classroom materials; therefore, it is important to attend class on a regular basis. Attending our face-to-face classes is mandatory, and this includes coming to class on time every day. If you are an athlete or have an event that is linked with a campus club that will cause you to be absent, you must let me know in advance. You will be responsible for the work completed that day, and if an assignment is due you must complete it in advance before it’s due.  If you (or your kids, or your partner) are sick or have a fever, please, do not come to class ill, I am immunocompromised and while I take extra precautions getting boosters and wearing a mask, I cannot protect myself if you come to class knowingly sick. If you find out you have  Covid-19, please let me know via email so I can take the appropriate safety protocols. Also, please follow the college regulations and get tested for Covid-19 if you have a medical exemption. I do not make these rules, but I am asked to follow them and you will be asked to do the same. If you must miss class because you have Covid-19 you will be able to make up the work, no questions asked.  Everyone is allowed 2 absences, no questions asked, but upon your 3rd absence I will send out an Early Alert and your counselor will be notified. Please note that there is no difference between an excused or unexcused absence at Reedley College. It is your responsibility to keep track of your absences/the times you are late. Basically, show up on time and every day.  Please note, do not email me if you will be missing class unless you have Covid-19. Come visit me in my office hours when you get better to chat about what was missed. I suggest that you exchange email addresses with at least two classmates so that you may contact them for the notes that day.  **Classmate email:**  **Classmate email:** |
| **Late Work, Make-ups, Extra Credit:**  The due dates for my assignments are final. However, I do offer the following for my students because I acknowledge that sometimes we get sick, we forget something, or we just simply have a bad day.   * All projects have a 24 hour grace period * If you have an extenuating circumstance, you may reach out and see if I am able to provide an extension. As the professor it is up to my discretion if I will deduct points or allow other late work. |
| **Canceled Class Notification Process**  In some circumstances I will need to cancel class. I will send notifications of canceled classes via canvas email and a note will be left on the door of the class. It is your responsibility to monitor your Reedley email regularly so that you are aware if class is canceled. In most cases, since I also teach this class fully online, I will also provide a pre-recorded lecture that is your responsibility to watch before our next class session. |

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| **Class Outline/Calendar:**  See Canvas course website for more details. It is important to note that while the class will move in chronological order, from past to present, current and relevant issues impacting Chicanx-Latinx communities will be explored throughout the course. My goal is to help us see Chicanx-Latinx studies as a living thing that is influenced by the past and still happening in the present. Below is a brief overview of topic/timeframes covered:  Week 0-5: Framing Chicanx/Latinx Studies  Week 6-8: Race and Racisms in the US  Week 9-11: Reconstructing Histories  Week 12-17: Strategies of Resistance |

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| **Artificial Intelligence Policy:**  An Ethnic Studies education requires us to analyze and articulate complex concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, anti-racism, and other concepts.    To critically engage with this work, you must draw from both primary and academic sources for all your assignments. AI is another tool to draw from, but it does not substitute the proper and robust research needed to develop nuanced understandings of complex concepts. You are not doing the work to develop the critical thinking skills necessary in Ethnic Studies without also being critical of your usage of AI tools.    ChatGPT and other AI generators that use large language models can be powerful tools for researching and writing papers and projects. However, you should be aware of their limitations:   1. Errors: AI generators make mistakes. Assume the output is incorrect unless you check the claims with reliable sources. 2. Bias: Their output may reflect bias because the data they are trained on may reflect bias or may not include sufficient data from certain groups. 3. Citation: These tools use existing sources without citation. Therefore, using their outputs puts you at risk of plagiarism. 4. Environmental impact: Each ChatGPT search uses non-trivial amounts of electricity and water.   With these concerns in mind, you are welcome to use AI generators to brainstorm and refine ideas, find sources (that you subsequently read), draft outlines, check grammar, refine wording, and format bibliographies. Beyond bibliographic references, you are not allowed to copy and paste material generated by AI and use it in your assignments. At the end of your bibliography, add a note indicating which AI tool you used and how you used it, including the prompt(s) you used and the date(s). If you use AI without properly citing it, it will be considered plagiarism.    Adapted from:  [Sarah Bunin Benor](https://www.jewishlanguages.org/)  Rights: Creative Commons 4.0 By & Share Alike |

**Additional University Policies (for your reference)**

**Creating a Brave Space**

Outside of instructional requirements, there are two key goals for me with this class. My first goal is to celebrate the diverse nature of our college and community. I will do my best to present materials and activities that are respectful and celebratory of this diversity including: gender identify, sexual orientation, ability, age, socioeconomic status, residence status, ethnicity, race, nationality, religion, linguistic background, and culture.

My second goal is that all students feel welcome, have their needs met, and feel respected both in and outside of this class. I will work to create a classroom atmosphere of trust and safety to meet this goal. But I will need your help in this work. It is critical that each of us show respect for all worldviews expressed in class whether it be by a classmate or via class materials, even and especially when we may not agree or may not feel comfortable with those views. Please let me know if something is said or done in or out of the classroom, by myself or other students, that is troubling or causes discomfort or offense. We should never ignore these situations and in some cases, we can use these situations as a learning experience. If you’re not comfortable talking with me directly, please feel free to email or message me through Canvas or contact your counselor or another trusted faculty member to help with the conversation.

Please remember that this does not mean that this is a safe place for hate speech, racism, prejudice, stereotyping, sexism, ablism, ageism, or other comments/actions that intentionally hurt people. These comments will not be tolerated and may be reported.

We have some great resources on campus to help make Reedley College as welcoming as possible, please take advantage:

* Contact Todd Davis, Title IX Coordinator, if you feel you have been discriminated against based on sex, experienced sexual harassment, or sexual violence.  (Find website for Title IX link here!)
* [todd.davis@reedleycollege.edu](mailto:todd.davis@reedleycollege.edu) or 559-494-0359
* Contact Darlene Murray, Student Equity Coordinator:
* [Darlene.murray@reedleycollege.edu](mailto:Darlene.murray@reedleycollege.edu)
* Complete the Student Complaint form: used by students to report on an unauthorized or unjustified act by an employee. This form can be cumbersome, feel free to reach out to me or a counselor for help.
* [Student Complaint Form](https://www.reedleycollege.edu/_documents/student-services/rc-student-complaint-form-1.04.2021.pdf)
* Visit [Reedley College’s Racial Equity and Anti-Racism website](https://www.reedleycollege.edu/landing/racial-equity-and-anti-racism.html) to view Reedley College’s Anti-Racism Statement and resolutions passed by Reedley College’s Academic and Classified Senates, and access equity resources.

**As your instructor it is my responsibility to maintain the safety of our classroom, if I deem a comment or opinion to be racist, sexist, homophobic, transphobic, ableist, etc. I will politely point it out, explain, and we will move on. If you require additional discussion, you may come by my office hours and I will offer additional reading on the topic as long as you remain respectful of me, your professor, as an expert on this topic. This is a learning space, meaning, I do not expect you all to understand every nuance of the language around marginalized identities and social justice, and I am here to support you in learning the importance of language and its role in social justice.**

**Important Dates:**

Jan 15th: Martin Luther King, Jr Day (NO CLASSES)

Jan 19th: Deadline to drop

Jan 28th: Deadline to add and deadline to drop to avoid a “W” on your transcripts.

Feb 16th: Lincoln Day (NO CLASSES)

Feb 19th: Washington Day (NO CLASSES)

March 8th: Drop Deadline

March 25th-29th: Spring Recess (NO CLASSES)

Nov 23rd-24th: Thanksgiving holiday (NO CLASSES)

May 5th: Final Assignment Due

May 17th: End of Spring 2024 Semester

**\*a note on holidays, if you observe a religious holiday that is not included in the Reedley Calendar, please reach out to me to make alternative arrangements**

**Classroom Conduct:**

Since this is a collaborative classroom in which all are encouraged to participate and share thoughts, it is necessary that we treat each other (and your Professor) with respect. Any disruptive behavior will not be tolerated, you will be asked to leave class, and you will receive an absence for the day. Disruptive behavior also means consistently showing up to class late or consistently leaving early. You are expected to behave in a manner that is respectful to others and conducive to learning. You are expected to interact with each other respectfully and to work cooperatively and constructively in group and partner activities and assignments.

Please set your phone on vibrate or turn it off during class and put it in your bookbag, purse, or pocket. You do not need to look at your phone during class; moreover, I should not have to tell you to put your phone away. If you are expecting an important call or have kids in childcare let me know and step outside to make/receive your call.

If you continually disrupt class, you will be asked to leave and, thus, counted as absent for that particular class. If the behavior becomes too disruptive, disciplinary steps will be taken, as per Board Policy 5550, “including but not limited to the removal, suspension or expulsion of a student.”

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

“Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off-campus.”

**Cheating:**

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely. If you use Course Hero or LitCharts I consider that cheating as well. If you are caught using these sites I will give you an zero on that assignment and report you to administration.

**Plagiarism:**

Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents. (The above paragraphs were taken from page 48-49 in the Reedley College catalog).

**Accommodations for Students with Disabilities:** If you have a learning difference and require accommodations, please discuss your accommodation with me after class or during office hours early in the semester. Please, visit our DSP&S office if you are in need of academic accommodations. I cannot honor your accommodations if I am not aware of them. This means you need to advocate actively for yourself. Thus . . . if you have a verified need for academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible. Ask me for more information so that I may help you find the resources you deserve.

**Basic Needs Resources**

If you are struggling to get your basic needs met, Reedley has a resource page you can find here: [Link to basic needs resources](https://www.reedleycollege.edu/student-services/reedley-college-basic-needs-resources.html)

**Writing Center:** If you engage with the writing process, research proves that your writing will improve. We have a free resource at Reedley College called the Reading and Writing center that can help you develop paper topics, receive peer feedback, and get constructive criticism on your drafts. In my classes, I will offer up to 10 points extra credit, 5 points each visit, for having your work peer-reviewed at the Writing Center. This is an excellent way to boost your grade and reinforce the skills we will be developing in our class.