Course Description

Latina/os have lived and worked in what is now the United States for at least 400 years. During our time here, Chicana/os and Latina/os have produced a number of literary texts and critical works designed to document our experiences as racialized subjects. In this course we will read a variety of literary and critical texts that seek to answer the following questions: Who are Chicana/os (Mexican Americans) and Latina/os (people with historical and cultural roots in Latin America)? What does it mean to be a Latina/o in the United States? What are the differences between Chicana/os and Latina/os? What are the similarities? What historical trajectories shape(d) our lives? How do Chicana/os and Latina/os continue to evolve and change as groups in the U.S.?

Learning Outcomes

In addition to examining the work of others, you will be challenged to explore your own beliefs. You should become sufficiently familiar with the work of various scholars and theorists to articulate and assess their views. Ideally, you will also begin to engage in your own analysis by synthesizing compatible elements of different theories, entertaining original ideas, and adopting a theoretically viable account of bullshit for yourself. Finally, as with any course, you should continue to strengthen your clarity, coherence, and consistency of thought and expression.

In this course, students will:

- Create a community of learners
- Cultivate metacognitive strategies for writing about literary texts
- Define and develop a practice of textual analysis
- Create working definitions of the genre of migration narratives
- Articulate how migration narratives produce representations of race, gender, sexuality, citizenship, and other critical categories of subject formation

Texts

Required texts for this course will be available on Canvas.
Grading and Assessment

Discussion papers 40%
Reading summaries 20%
In-class written assignments 20%

Discussion papers
60% of your final grade will be determined by your grades for two discussion papers in which you synthesize a practice of reading from the assigned readings. I will teach you how to do this. Refer to the paper guidelines for additional information about discussion papers.

Reading summaries
20% of your final grade will be determined by your 6 best (out of 7 possible) scores for reading summaries of assigned readings. Reading summaries will be loosely graded as good, good enough, or not good enough. Reading summaries are due at the beginning of class. To receive full credit, your summary needs to:

1) address the readings
2) be at least 300 words
3) unpack least 1 passage from the text
4) offer a question for class discussion

In-class written assignments
An additional 15% of your final grade will be determined by your best two (out of 3 possible) in-class written assignments.

Course Policies

Pandemic disclaimer
We are living through unprecedented times of disaster, dispossession, and isolation. Your ability to self-actualize right now is likely diminished. Please be good to yourself. Remind yourself that you are smart, that you give a strong effort, and that you are strong. We are all grieving still. We’ll do this together. Also: you may be okay. If you are not okay, though, please reach out to me. I cannot fix everything, but I am connected to resources and I will do my best to help you reach those resources.

Class Climate
Returning to campus again is likely to be difficult. We now live in a world we have yet to fully understand. We have all lost so much, and we know not of the burdens each of us carries around now. Each of us will make mistakes this quarter, as we learn how to learn together all over again. Please be kind to each other. May we rebuild a community of learners, and may we support each along the way.

Content
This course will openly engage texts and discussion about migration, gendered and racialized sexual violence, violence toward children, dispossession, death, institutional racism, colonialism, and other existentially horrifying conditions of political life. The course will engage these topics without censorship. I will not offer alternative arrangements for content, so please consider whether this is the right course for you.

**Deadlines**
Meet them. If you must miss class, your work will need to find its way there on time if it doesn’t want its grade to suffer (one letter grade for each day it’s late).

**Accessible Education**
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

**Academic Misconduct**
Don’t do it. Please! Collaboration and cooperation are encouraged, but cheating is legally and morally wrong. If you do not know the difference, please see me immediately. Should the need arise, I will determine the appropriate response to academic dishonesty, or suspicion thereof, on a case-by-case basis. I may elect to act at the university level, and I may impose consequences up to or including a failing course grade.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism.

**Mandatory Reporting**
I am a designated reporter. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

**COVID-19**
To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:

- Must comply with the vaccination policy
- Must wear face coverings in all indoor spaces on UO campus
- Complete weekly testing if not fully vaccinated or exempted
- Wash hands frequently and practice social distancing when possible
- Complete daily self-checks
• Stay home/do not come to campus if feeling symptomatic
• Complete the UO COVID-19 case and contact reporting form if you test positive or have been in close contact with a confirmed or presumptive case.

The University of Oregon defines “Good Classroom Citizenship” as:

• Wear your mask and make sure it fits you well
• Stay home if you’re sick
• Get to know your neighbors in class, and let them know if you test positive
• Get tested regularly
• Watch for signs and symptoms with the daily symptom self-check
• Wash your hands frequently or use hand sanitizer

**Academic Disruption due to Campus Emergency**

“In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.”

**Email**

I will attempt to respond to individual emails as quickly as possible—meaning, within 48 hours. Please plan to send your emails with enough time for me to respond to your questions. Please also be aware that I do not read email past 7pm on weekdays, and I do not check email over the weekend. Please use the email listed on this document. I do not respond to messages on Canvas.

Please do not message me on Canvas!
Contact me by email!

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