

# **HUMA: Advanced Topics in Arts and Humanities**

## **Latinx: Identity, Politics, and Culture**

### **Contact Information:**

Professor: Toni Muñoz-Hunt

Class Selection: 7390.001

Class Location: JO 4.112

Prerequisite: Please contact Pia Jakobsson ([pia.jakobsson@utdallas.edu](mailto:pia.jakobsson@utdallas.edu)) to register for this class.

Email: [toni.munoz@utdallas.edu](mailto:toni.munoz@utdallas.edu)

Website: [www.tonimunozhunt.com](http://www.tonimunozhunt.com)

Office Location: CUSLAI office JO 4.602

Class Hours: Mondays 4:00-6:45 PM

Office Hours: Email to schedule an appointment.

**“The way Americans most understand the history of Latinos in this country, a lot of it is being told now through the lens of what’s happening with the immigration debate that has security and moral implications, in my view, there’s also a huge history of Latinos in the United States that’s never been told.” — Ken Salazar**

### **Statement of Teaching Philosophy**

I see the teaching-learning process as a dialogical relationship where I provide students with an encouraging environment for learning and the opportunities, materials, and feedback to achieve their academic goals. Within this reciprocal relationship, my students have responsibilities, not only to me but to their peers and themselves—being prepared for class, being tolerant of different views, turning in work on time, and participating in and completing activities. Throughout my academic career, I have come to realize that learning skills that are applicable outside of the classroom will benefit students in any chosen profession. These skills are more than understanding concepts and methods; it is exercising them beyond the surface. As such, this course will focus on the following four outcomes.

#### **First, how can what students read shape their writing?**

As graduate students in arts and humanities, students must be able to recognize themes, theories, methodologies, and ideologies of identity, place, gender, and culture in every assigned reading. The student’s responsibility is to identify material that speaks to them and their body of work. They will transcribe these sections, and I will help guide our discussions during class with questions to generate authentic answers and unique perspectives. It is my duty to link these ideas to other works and expand our ideas and conversation. This type of deconstruction requires close reading and listening to each other’s arguments and perspectives.

#### **Second, how can students apply what they have learned to their own creative process?**

Students will move beyond a passive participant role to a more active facilitator and creator role. They will expand their pre-existing knowledge and abilities while assessing the assigned

readings to contextualize the material and advance their work into something tangible that can be submitted for publication or to strengthen their academic resumes.

### **Third, how can evaluation of others' work and group work help improve a student's own work?**

This exercise will help students become better editors and self-evaluators when approaching their own work. Exercising their reading, writing, and review skills will help them improve their own arguments, and therefore, the next gradual step is putting those skills into the presentation of verbal theories and arguments.

### **Fourth, how can presenting research and findings make students more well-rounded as students and scholars? Collectively, where can all these skills take students in life?**

As a Chicana/Bordereana, my teaching philosophy is both traditional and progressive. My academic journey is not over—it is constantly evolving, like my students. Although I have put many years into my own journey, I am constantly learning. Together with my students, our journey is a partnership. I am not here to teach. I am here to journey with them, collaborate, and explore. According to Paulo Friere, this type of epistemological approach is liberation pedagogy. I am not the single source of knowledge. I am not here to encourage students to create work that only applies to my course. I want them to see me as a conduit for bettering and advancing their work. My class structure centers on student needs, and while developing the syllabus and lesson plans, I will constantly consider what I want them to have gained from our time together.

### **Course Description**

This course is an interdisciplinary approach to the political experiences of the United States Latinx/Hispanic populations in contemporary times and historical contexts. Beginning with a discussion on political identity and what it means to be Latinx, Hispanic, Chicana, and/or Bordereana, we will examine a framework of commonalities and differences, assessed through multiple disciplinary lenses through which these communities can be viewed. We think through a historical timeline, starting with the Spanish empire, then moving toward the 19th and 20th centuries that brought about Latinx political movements, to current trends and complexities seen today in these communities, many of which have concentrated along what is considered today as the US-Mexico Border. We consider themes and trends ranging from ethnicity, race, bilingualism, education, family, school, ethnic community, gender, and culture. Students will also be able to contribute to public-facing oral history, video, and digital preservation projects through the Center for US-Latin America Initiatives (CUSLAI).

### **Course Objectives:**

#### **READING/LECTURE**

Identify themes and theories that might relate to students' current body of work and interests.  
Figure out how these readings can be utilized to support these current interests and works.

## DISCUSSION

Transcribe notes and important points from readings. Organize thoughts and provide interpretation of specific events and elements, and contribute ideas during class discussions.

## TIMELINE

Create a timeline using the most important events, laws, and policies that relate to the student's own work and interests. Locate the trends to investigate theories and methodologies that frame these trends and reveal new discoveries.

## CRITICAL ANALYSIS/INTERPRETATION/OUTLINE

Review raw footage interviews conducted in 2022, and consider how the timeline, theories, and methodologies can support each other.

### CUSLAI Community Digital Archive Project — Deep Dive

Once an idea is sparked by reviewing the raw footage and the timeline trends, theories, and methodologies that support this idea, an outline, initial framework, and oral presentation will be given to the class for feedback.

## EVALUATION

Assess peers' work by filling out an assessment report to help enhance classmates' work while taking inventory of one's own work as a result.

### CUSLAI Community Digital Archive Project — Video and Paper

After receiving feedback, students will edit interview footage of one interview using the outline and initial framework to create one 10-minute (and 3 subsequent mini videos), a summary, and an accompanying paper, 10-25 pages in length.

## **Required Texts:**

### **BOOKS PROVIDED**

Acuña, Rodolfo. *Occupied America: A History of Chicanos*. 7th ed. Longman, 2011.

Ramos, Paola. *Finding Latinx: In Search of the Voices Redefining Latino Identity*. New York: Penguin Random House, 2020.

### **Dropbox Reserves:**

Charles W. Goldfinch and José T. Canales, *Juan N. Cortina: Two Interpretations*. New York: Arno Press, 1974.

Cleve Hallenbeck, *The Journey of Fray Marcos de Niza*. Dallas: University Press, 1949.

Jesús F. de la Teja, ed., *A Revolution Remembered: The Memoirs and Selected Correspondence of Juan N. Seguin*. Austin: State House Press, 1991.

Kanellos, Nicolas. "Plea for the Spanish Language" *Herencia: The Anthology of Hispanic Literature of the United States*. New York: Oxford University Press, 2001.

Kanellos, Nicolas. "The Spanish Language: A Plea to the Hispanic Legislators" *Herencia: The Anthology of Hispanic Literature of the United States*. New York: Oxford University Press, 2001.

Paredes, Americo. "*With His Pistol in His Hand*": *A Border Ballad and Its Hero*. Austin: The University of Texas Press, 1958.

Romo, David D. *Ringside Seat to a Revolution: An Underground Cultural History of El Paso and Juarez, 1893-1923*. El Paso: Cinco Puntos Press, 2005.

### **Suggested Readings:**

Alurista. "El Plan Espiritual de Aztlán." *El Grito del Norte*, vol. 2, no. 9, 1969, p. 5.

Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. Aunt Lute Books, 2012.

Cantú, Francisco. *The Line Becomes a River: Dispatches from the Border*. Riverhead Books, 2019.

Carroll, Patrick J. *Felix Longoria's Wake: Bereavement, Racism, and the Rise of Mexican American Activism*, foreword by Jose É. Limón, Smithsonian Libraries, 2003.

Caulfield, Sueann. "The History of Gender in Historiography of Latin America." *Hispanic American Historical Review*, vol. 81, nos. 3-4, 2001.

García, Juan Ramon. *Operation Wetback: The Mass Deportation of Mexican Undocumented Workers in 1954*. Greenwood Press, 1980.

Gutiérrez, Ramón A. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*. Stanford University Press, 1991.

- Guy, Donna J. "Future Directions in Latin American Gender History." *The Americas*, vol. 51, no. 1, 1994.
- Lacy, Ann and Valley-Fox, Anne. *Stories from Hispano New Mexico*. Sunstone Press, 2012.
- Lipsett-Rivera, Sonya, and Lyman L. Johnson, editors. *Faces of Honor: Sex, Shame, and Violence in Colonial Latin America*. The University of New Mexico Press, 1998.
- Maffie, James. *Aztec Philosophy: Understanding a World in Motion*. University Press of Colorado, 2015.
- Meier, Matt S., and Margo Gutierrez. *Encyclopedia of the Mexican American Civil Rights Movement*. Greenwood Press, 2000.
- Montoya, Rosario, Lessie Jo Frazier, and Janise Hurtig. *Gender's Place: Feminist Anthropologies of Latin America*. Palgrave Macmillan, 2002.
- Perea, Juan F., editor. *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States*. New York University Press, 1997.
- Reséndez, Andres, *Changing National Identities at the Frontier Texas and New Mexico, 1800-1850*. Cambridge University Press, 2004.
- Riley, Carroll L. "Early Spanish-Indian Communication in the Greater Southwest." *New Mexico Historical Review*, vol. 46, no. 4, 1983.
- Rivas-Rodriguez, Maggie. *Mexican Americans & World War II*. The University of Texas Press, 2005.
- Samora, Julian. *Los Mojados: The Wetback Story*. The University of Notre Dame Press, 1971.
- Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *American Historical Review*, vol. 91, no. 5, 1986.
- Simmen, Edward R. and Richard F. Bauerle. "Chicano: Origin and Meaning." *American Speech*, Vol. 44, No. 3, 1969.
- Socolow, Susan Migden. *The Women of Colonial Latin America*. Cambridge University Press, 2000.
- Weber, David J and. David Hurst Thomas, editors. *Idea of Spanish Borderlands*. Garland, 1991.
- Urrea, Luis Alberto. *The Devil's Highway: A True Story*. New York: Back Bay Books, 2005.

## **Assignments:**

12% READ & SIGN THE SYLLABUS  
12% READING/LECTURE  
12% DISCUSSION  
12% TIMELINE  
12% CRITICAL ANALYSIS/INTERPRETATION/OUTLINE  
12% CUSLAI Community Digital Archive Project — Deep Dive  
12% EVALUATION  
12% CUSLAI Community Digital Archive Project — Video and Paper  
4% EXTRA CREDIT

## **WORK SCHEDULE FOR SPRING 2023**

### **Week 1: GET ACQUAINTED & SET EXPECTATIONS**

#### **January 23**

4:00 PM – 6:45 PM  
4:00 – 4:30 PM: Interview students  
4:30 – 5:30 PM: Go over and sign the syllabus

### **Week 2: FINDING LATINX — A Journey from the West to the Southwest (23-103)**

#### **January 30**

4:00 PM – 6:45 PM  
4:00 – 4:15 PM: Roll Call  
4:15 – 5:15 PM: Academic Path Presentation from each student  
5:15 – 5:30 PM: Break  
5:30 – 6:45 PM: Page-by-page reading discussion

### **Week 3: FINDING LATINX — The South (103-191)**

#### **February 6**

4:00 PM – 6:45 PM  
4:00 – 4:15 PM: Roll Call  
4:15 – 5:15 PM: Academic Path intersects Timeline  
5:15 – 5:30 PM: Break  
5:30 – 6:45 PM: Page-by-page reading discussion

### **Week 4: FINDING LATINX — The Northeast to the Midwest (191-293)**

#### **February 13**

4:00 PM – 6:45 PM  
4:00 – 4:15 PM: Roll Call  
4:15 – 5:15 PM: Academic Path intersects Timeline  
5:15 – 5:30 PM: Break  
5:30 – 6:45 PM: Page-by-page reading discussion

**Week 5 (OFF): FINDING LATINX — Between the Shadows and the Sun (293-325)**

**February 20**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Academic Path intersects Timeline

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Page-by-page reading discussion

**Week 6: OCCUPIED AMERICA — (Ch.1) Not Just Pyramids, Explorers, and Heroes (Ch.2) The Occupation of Middle America (Ch.3) Legacy of Hate: The Conquest of Mexico’s Northwest (Ch.4) Remember the Alamo: The Colonization of Texas (Ch.5) Freedom in a Cage: The Colonization of New Mexico (pgs. 1-107)**

**February 27**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Watch and deconstruct CUSLAI Community DAP Interview (Part 1)

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Academic Path intersects Timeline / Page-by-page reading discussion

**Week 7: OCCUPIED AMERICA — (Ch.6) Sonora Invaded: The Occupation of Arizona (Ch.7) California Lost: Image and Reality (Ch.8) Immigration, Labor, and Generational Change (Ch.9) The 1920s: The Effects of World War I (Ch.10) Mexican American Communities in the Making: The Depression Years (pgs. 108-235)**

**March 6**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Watch and deconstruct CUSLAI Community DAP Interview (Part 2)

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Academic Path intersects Timeline / Page-by-page reading discussion

**Week 8: OCCUPIED AMERICA — (Ch.11) World War II: The Betrayal of Promises (Ch.12) “Happy Days”: Chicano Communities Under Siege (Ch.13) Goodbye America: The Chicano in the 1960s (Ch.14) The 1970s and 1980s: Redefining the 1960s (Ch.15) Becoming a National Minority: 1980-2001 (Ch.16) Losing Fear: Decade of Struggle and Hope (pgs. 236-410)**

**March 13 — **SPRING BREAK NO CLASSES****

**Week 9: WATCH AND DECONSTRUCT CUSLAI COMMUNITY DAP INTERVIEW (PARTS 3-6)**

**March 20**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Academic Path intersects Timeline (all reading should be applied here)

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Finish Page-by-page reading discussion

## **Week 10: HISTORICAL READINGS ON DROPBOX RESERVES**

Alvar Núñez Cabeza de Vaca. *The Account* (35-39); Fray Marcos de Niza. *Discovery of the Seven Cities of Cibola* (39-46); Juan Nepomuceno Seguín. *Personal Memoirs* (106-109); Juan Nepomuceno Cortina. *Proclamation* (112-115); Aurora Lucero White. "Plea for the Spanish Language" (139-142); P.G. "The Spanish Language: A Plea to the Hispanic Legislators" (139-142); Jovita Idar. "For Our Race: Preservation of Nationalism. We Should Work" (142-145)

### **March 27**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Academic Path intersects Timeline (all reading & interviews should be applied here)

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Discussion: Can we identify trends between personal interests, readings, video interviews, and timeline?

## **Week 11: PRESENTATION OF CRITICAL ANALYSIS/ INTERPRETATION/OUTLINE**

### **April 3**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Presentations of Critical Analysis/Interpretation/Outline

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Discussion with CUSLAI Community Digital Archive Team about how to approach the video project

## **Week 12: CUSLAI COMMUNITY DIGITAL ARCHIVE PROJECT —**

### **Deep Dive**

#### **April 10**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: Presentations on CUSLAI Community Digital Archive Project

- Deep Dive

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: Continue Presentations on CUSLAI Community Digital Archive Project

- Deep Dive

## **Week 13: CUSLAI COMMUNITY DIGITAL ARCHIVE PROJECT —**

### **Deep Dive EVALUATIONS**

#### **April 17**

4:00 PM – 6:45 PM

4:00 – 4:15 PM: Roll Call

4:15 – 5:15 PM: CUSLAI Community Digital Archive Project- Deep Dive EVALUATIONS

5:15 – 5:30 PM: Break

5:30 – 6:45 PM: CUSLAI Community Digital Archive Project- Deep Dive EVALUATIONS

**Week 14: CUSLAI COMMUNITY DIGITAL ARCHIVE PROJECT —  
VIDEO TIMELINES DUE & DRAFT 1 DUE:**

**April 24**

5:30 PM – 6:45 PM – WORK ON EXTRA CREDIT (BIOS)

**Week 15: CUSLAI COMMUNITY DIGITAL ARCHIVE PROJECT —  
VIDEO TIMELINES & DRAFT 1 FEEDBACK IS GIVEN & EXTRA CREDIT  
DUE:**

**May 1 — LAST DAY OF CLASSES. DO NOT MEET IN PERSON.**

5:30 PM – 6:45 PM

**Week 16: CUSLAI COMMUNITY DIGITAL ARCHIVE PROJECT —  
VIDEO & PAPER DUE**

**May 8 — LAST DAY OF CLASSES. DO NOT MEET IN PERSON.**

5:30 PM – 6:45 PM

**Week 17: GRADES DUE!**

**May 15**

**Course and Instructor Policies**

**CLASSROOM EXPECTATIONS:** You are expected to have read the assignments before class. You are expected to listen respectfully to the professor and your peers. You are expected to participate in class discussions and activities. You are expected to do your work and turn it in when it is due. Failure to abide by these expectations will result in you being asked to leave and therefore result in an absence for this specific class.

**LATE WORK, MAKE-UP, AND COMPLETION:** No late work or make-up work is allowed. No exceptions, except in situations where university policy requires it with proper evidence.

**CHEATING AND PLAGIARISM:** Don't do it! If you are suspected of academic dishonesty, I will refer the matter to the Office of Community Standards and Conduct. For further information, see the university's policies on [Plagiarism and Academic Dishonesty](#).

**CLASS ATTENDANCE:** Attending class is mandatory. Missed classes will count against your final grade. Each absence will result in 2.5% deducted from the final grade. Egregious absenteeism will conclude in an F for the course. Homework assignments can be turned in

through Turnitin regardless of attendance. In-class assignments and activities cannot be made up, resulting in a 2.5% deduction. An accumulation of tardies will also result in a percentage deduction.

**ELECTRONIC DEVICES:** Electronic devices can be used for taking notes during designated times throughout the class. If they become a distraction, you will be asked to leave, resulting in an absence for this specific class.

**UNIVERSITY POLICIES:** The information contained in the following link makes up UTD's policies and procedures and will conclude this syllabus: <http://go.utdallas.edu/syllabus-policies> and <https://conduct.utdallas.edu/integrity/>

A syllabus is a living contract. Descriptions, timelines, and policies are all located in this document. Please refer to it whenever you have any doubts or questions. It will more than likely be able to provide the answers you seek. I have the liberty to change or update this contract whenever I find it necessary and will inform the class of the changes. Adequate notice will be provided.

I \_\_\_\_\_ (printed name) have read this contract on \_\_\_\_\_ (date) and understand it to the best of my ability and agree to fulfill my end of the contract.  
\_\_\_\_\_  
(signed)