

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION
EDUCATIONAL FOUNDATIONS, ORGANIZATIONS, & POLICY
(On the ancestral land of the Adena, Hopewell, Osage, and Shawnee Tribes)

ADMPS 3134: Contemporary Latinx Issues in U.S. Higher Education
Spring 2021 • Mondays 3:00-5:30pm • Online Only

Course Instructor

Dr. Gina Garcia (she, her)
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Office Hours

By appointment only
<http://meetme.so/GinaAnnGarcia>

Course Description

This course is for equity and justice educators interested in empowering and liberating Latinxs within educational systems in the United States. We will examine contemporary issues facing Latinxs and take a look at the overall ecology into and through higher education, from the K-12 setting into the postsecondary context. The course is taught through the perspective of critical Latinx scholars, theorists, and practitioners who are centering the ways of knowing of Latinxs. The course includes a look at the experiences and outcomes of Latinxs in college while complicating the idea of race, ethnicity, language, history, and Latinidad. We will unapologetically and intentionally center asset-based and liberatory approaches to serving Latinxs, with an emphasis on empowering Latinxs within educational spaces.

Course Goals

- To explore what it means to be Latinx in the United States
- To develop an understating of Latinx culture, ethnicity, history, language, & other intersectional identities such as race, gender, sexual orientation, religion, and dis/ability
- To extend students' knowledge of contemporary Latinx issues
- To explore the various ways that Latinx people enter, move through, and experience higher education
- To explore how institutions of [higher] education have [or have not] supported Latinxs
- To discuss the best ways to support Latinxs in educational settings
- To discuss the best ways to center Latinx ways of knowing in education

Course Learning Outcomes

- Students will develop a deeper understanding of how Latinxs experience education
- Students will develop an deeper understanding of contemporary issues facing Latinxs
- Students will develop a personal reflection to guide their educational research & practice
- Students will develop a short blog post to promote the empowerment of Latinxs
- Students will develop a publishable practice brief on supporting Latinxs in education
- Students will enhance their ability to be equity and justice educators

Course Grades

In an effort to decenter grades and instead elevate learning, development, and well being, all students will be asked to assess their own learning throughout the semester. In collaboration with the professor, all students will decide their final grade.

A Note on Language, Translation, & Translanguaging

Students are encouraged to use any language they feel comfortable using, both in class and in their assignments. Multilingualism is valued and embraced in this course. In class, students are welcome to use multiple languages, but asked to be considerate of the language abilities of others by “loosely translating” or “interpreting” so that all can understand. In assignments, students are *not* required to translate or interpret language; students should feel comfortable flowing through languages as a natural form of expression.

A Note on Mexican/Chicano Centered Ideas

In an effort to decenter Mexican, Mexican American & Chicano ways of knowing, I have made an intentional effort to include readings by, for, and about Afro-Latinxs, Indigenous Latinxs, Caribbean Latinxs, and Central Americans; while there is an emerging body of research with and for Afro-Latinxs, Indigenous Latinxs, Caribbean Latinxs, and Central Americans, there is still a Mexican/Chicano centric focus in both education and Latina/o/x Studies.

****Syllabus is subject to change**

Required Textbooks – FULL TEXT AVAILABLE ON PITTCAT

Vega, M. M., Alba, M., & Modestin, Y. (2012). *Women warriors of the Afro-Latina diaspora*. Arte Público Press.

Required Textbooks – TO BE PURCHASED OR BORROWED

Conchas, G. Q. & Acevedo, N. (2020). *The Chicana/o/x Dream*. Harvard Education Press.

Mora, G. C. (2014). *Making Hispanics: How activists, bureaucrats & media constructed a new American*. The University of Chicago Press.

**All journal articles can be accessed through Pitt Library: <https://www.library.pitt.edu/>

***Additional readings can be found on Canvas

COURSE EXPECTATIONS

Attendance/Absence/Tardiness Policy:

This class is 100% online, but we will meet (synchronously) most weeks via Zoom. Attendance is an essential part of class. When you're present, we learn with you, and when you are absent, we miss you. As such, please use discretion when choosing to miss class. Some absences are inevitable, especially if you are sick, caring for a sick family member, participating in a professional development opportunity, or attending a work-related function. I ask that you be courteous and let me know that you will be absent prior to the scheduled class period. And remember that excess absences can affect your learning.

Religious Observances:

Students can and should miss class in order to observe religious holidays not formally recognized by the University.

Deadlines:

All assignments are due on the date assigned. Please be courteous and professional and submit assignments on time. I may not have the ability to grade and provide feedback on late assignments, so please try to avoid late submissions unless you make prior arrangements with me. All assignments should be uploaded to Canvas. Assignments will not be accepted via email or hard copy!!

Written Assignments:

All written assignments should use Times New Roman 12-point font and have a 1" margin throughout. Papers are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the format guidelines in the 7th edition of the *Publication Manual of the American Psychological Association (APA)*. This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please ask me for help.

All written assignments must use scholarly sources, which are defined primarily as empirical articles (those that are found in peer-reviewed journals and are research-based) and scholarly books (those written by notable scholars in their discipline). Newspapers, magazines, blogs, online posts, and social media should be used minimally.

Academic and Research Integrity:

Graduate students at the University of Pittsburgh have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Consequently, it is important that applicable University policies and regulations are followed in order to ensure open communication among faculty and students as well as fair and equitable treatment. Relevant information, including hearing and appeals procedures, can be accessed online at <http://www.pitt.edu/~graduate>

Dis/ability Accommodations:

I am committed to creating an environment that is accessible for people with all abilities. If you have a dis/ability for which you are requesting an accommodation, you are welcome, but not required, to contact me and Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users. Consider discussing reasonable accommodations for this course with me at any point.

Sexual Misconduct, Required Reporting, Support Services, & Title IX:

I am committed to combatting sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may receive appropriate resources and support. There are two important exceptions to this requirement about which you should be aware: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality; (2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, the University encourages you to reach out to these resources:

1. Title IX Office: 412-648-7860
2. SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
3. University of Pittsburgh Police: 412-624-2121.
4. Other reporting information is available here: <https://www.titleix.pitt.edu/civil-rights-title-ix-compliance>

Discrimination Based on Race, Gender, or Other Protected Identities:

I am committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages. In particular, I am committed to including the voices of minoritized groups in this class, including those of people of color, women, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your minoritized identities and background, you are encouraged to talk to me. If you do not feel comfortable talking to me, you can contact the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Technology:

In order to participate in class virtually, you will need access to the Internet and computer hardware (e.g., computer, laptop, tablet). If you do not have access to reliable Internet and/or hardware, please contact Educational Technology Services

<https://www.education.pitt.edu/contact-us/educational-technology-services>

We will use various online systems including Canvas and Zoom

COURSE ASSIGNMENTS

Class Participation

Due: Weekly

Students are expected to read all assigned readings prior to class and participate in discussion. Active participation is crucial to meeting the objectives of the course. As this is a graduate level course, students are asked to think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class each week, students will develop weekly reaction papers. Students are also expected to attend and participate in class meetings, both synchronously and asynchronously.

Weekly Reaction Papers:

Each week students will complete an extensive amount of reading, establish connections between the key concepts, and reflect on ways that the readings can be used in their own research or practice. In order to facilitate critical discussion and thoughtful reflection, students will write and submit a reaction paper every week that readings are assigned. Papers should be **1 page, single-spaced** (references not required) and should include reactions, ideas, and questions about the weekly readings. The papers should **NOT be a summary** of the readings. Students are expected to integrate and synthesize all the weekly readings into one thoughtful reaction paper. The following questions can be used to develop the papers:

1. What are the main themes in the weekly readings?
2. What are the main areas of convergence/divergence across the readings?
3. What are the key ideas, concepts, and/or issues embedded in the readings?
4. What did you find interesting, surprising, or intriguing about the readings?
5. What are your critiques of the ideas presented by the author(s)?
6. In what ways can you use the ideas and concepts in your practical work within educational settings or within your own research?
7. What questions remain unanswered after this week's readings?

Reaction papers are due every **Sunday at 12:00 noon and should be posted to the Canvas site. All students should access and review the reaction papers prior to each class.

Synchronous Class Participation:

For synchronous meeting weeks, students should attend and participate in class, ask questions about the readings, present examples of concepts being discussed, listen and respond appropriately to others' comments, and be sensitive to their level of participation.

Asynchronous Class Participation:

For asynchronous meeting weeks, students are expected to complete one or more of following:

- Complete asynchronous assignments posted to Canvas
- Schedule individual 20 minute meetings with instructor
 - Meeting 1: Course and career goal setting
 - Meeting 2: Check in & self assessment of course progress
 - Meeting 3: Check in & self assessment of course progress
- Meet with group partners to discuss assignments (as needed)

Latinx & BIPOC Book Report

Due: Varies

There is power that novels written by Latinx and Black Indigenous People of Color (BIPOC) can have that is often lost in academic writing. As such, students are asked to read a novel to learn more about Latinx and BIPOC family, culture, and language, as well as contemporary issues the Latinx and BIPOC communities are facing (e.g., health, education, gender identity, immigration, deportation, racism, anti-Blackness, discrimination, etc.). Each student will pick a novel or young adult book from the list of books (others may be included with instructor approval) and develop a critical summary and visual representation of the book, to be shared with classmates.

Critical Summary:

Students should read and summarize the book, discussing how the book has extended their knowledge of contemporary Latinx and BIPOC issues. Though not all the books touch on educational experiences, students are encouraged to talk about how the experiences described in the book affect educational aspirations. Summaries should be **3-4 pages, double-spaced**. Although references are not required for the summary, students are encouraged to connect the book to the course readings, which may require some scholarly citations. The following questions can be used to develop the critical summary:

1. Who is the author and what are their core or salient identities?
2. Who are the main characters and what are their core or salient identities?
3. Which contemporary issues facing the Latinx and BIPOC communities are embedded in the book?
4. How does the book incorporate race, ethnicity, culture, history, language, and other intersectional identities such as gender, sexual orientation, religion, and dis/ability?
5. How do the main characters engage with formal and informal educational settings?
6. How can you use the book in your own educational praxis?
7. What are your critiques of the book?

Visual Representation:

In addition to the written summary, students are asked to develop a **1 page visual representation** of the book, using any program of their choice (Adobe, Canva, PowerPoint, Prezi, etc.). The visual representation will be shared with classmates and should include the same ideas discussed in the summary, but in a more creative way. Students are encouraged to use pictures, call out boxes, and other ways to share information with fewer words. This visual representation is the graduate level version of a “book in a box” or “book diorama” and may include hyperlinks to videos, YouTube clips, etc. that may further learning.

Class Presentation:

The final part of the assignment is to share the visual representation in class. On the designated date listed in the Course Outline, students should be prepared to lead an informal 20-30 minute discussion about the book, guided by the visual representation.

*The critical summary, visual representation and class presentation are all due on the designated date listed in the Course Outline. All students will pick a book by Monday January 18th and can sign up here:

<https://docs.google.com/spreadsheets/d/1PStRtsWwgsMzIhtlbq0DqolYsCjvUyK7QYVcJgRNebA/edit?usp=sharing>

Books:

Dominicana: A Novel. By Angie Cruz

The Poet X. By Elizabeth Acevedo

Running. Natalia Sylvester

Empanadas: A Lesbian Story en Probaditas. By Anel I Flores

Sanctuary. By Paola Mendoza

Furia. By Yamile Saied Méndez

Felix Ever After. By Kacen Callender

Patron Saints of Nothing. By Randy Ribay

Internment. By Samira Ahmed

*I would like to acknowledge Doctora Erin Doran who inspired this assignment with her HG ED 593.XW Latinx Students in Higher Education course (Iowa State University)

Centering Our Ways of Knowing

Due: February 15th

One of the most important steps equity and justice educators can take towards their development is reflecting on their own social identities and socialization process. Equally important is allowing students we work with, mentor, advise, and teach to tell us about who they are across all intersections of their social identities. This is often called, “centering students ways of knowing.” Endarkened feminist scholars stress the need to center the voices of those on the margins. The term evolves from the more technical term, “epistemology.” Students are asked to reflect on their own ways of knowing and check in with holders of knowledge in their family to learn about how they came to know what they know and how this guides their educational research and practice.

Collecting Artifacts and Knowledge:

As a part of the reflection process, students are asked to find one cultural artifact that represents who they are racially, ethnically, and/or across their social identities. Examples of cultural artifacts include pictures, art, poems, songs, movies, food, recipes, articles of clothing, etc.

A second part of the process is for students to “interview” (or have a conversation with) one family member to find out more about family history and cultural knowledge. Students are encouraged to interview elders within their family, which may include abuelas/os/xs, tias/os/xs, or parents.

Critical Reflection:

After collecting the artifact and interviewing a family member, students should write a reflection that is **3-4 pages, double-spaced**. Although references are not required for the reflection, students are encouraged to connect the book to the course readings, which may require some scholarly citations. The following questions can be used to develop the critical reflection:

1. Describe your ways of knowing
 - a. Who are you? Include descriptions of race, ethnicity, sex, gender, religion, ability, socioeconomic status, sexual orientation, and any other salient social identities. This may also include immigration stories and language development.
 - b. How did you come to know about each of these identities?
 - c. How have you experienced discrimination based on these identities? What did those moments teach you?
2. Describe the artifact
 - a. What is it and how does it represent your identities?
 - b. Who exposed you to the artifact and why?
3. Describe the interview
 - a. Who did you interview and what is their relationship to you?
 - b. In what ways are they an elder in your family; how do they pass down knowledge to other family members?
 - c. What did you learn from the interview that you did know conversation?
4. How does your way of knowing guide your educational research and practice?

Justice in Education Blog Post

Due: March 15th

Becoming an equity and justice educator requires knowledge and understanding of contemporary issues that Latinx and other BIPOC students deal with and specifically within educational settings. But beyond understanding, we must know how to take action to disrupt the structural ways that students have been oppressed across the P-20 ecology. There are many ways to take action, including through writing and social media. Students are asked to develop a blog post that outlines a salient issue that Latinx and other BIPOC students are facing in education and provides a solution to the issue. A blog post is an effective way to deliver a message and call for action.

Writing the Post:

Write an 800-1000 word blog post about a contemporary issue that the Latinx and/or BIPOC community is facing in education and provide a solution and call to action. Be sure to include the following:

1. Identify the population
2. Identify the core issue within education
3. Identify at least 2-3 potential ways to address the issue
4. Initiate a call to action
5. Provide hyperlinks to references used, rather than a reference list

Publishing the Post:

Students are not required to publish the blog post; however, if they have the means to publish it, they may. Students may also talk to the professor to explore ways to disseminate the blog post.

Examples of Justice in Education Blog Posts:

<https://chicanostocracy.com/waas-sapping/>

<http://www.lizatalusan.com/blogs>

<https://www.higheredjobs.com/articles/default.cfm?auth=609>

<https://asterixjournal.com/non-essential-latinx-studies-covid-19/>

Practice Brief

Due: April 12th

The *Journal for Diversity in Higher Education* defines a practice brief as a “short-form scholarly article that provides empirically-based, conceptually-framed recommendations to tackle a specific, urgent challenge that practitioners can use in real-world scenarios they face every day. In deriving actionable recommendations, a practice brief does not merely translate research but also engages with the literature and community to posit warranted epistemological and substantive futures for educational research.”

As a final project for this course, students will work in **teams of 2** to develop a **3000-word publishable practice brief** that provides empirically-based, conceptually-framed recommendations for supporting, empowering, and liberating Latinxs within educational spaces. The practice brief should include a 100-word abstract and reference list (does not count towards the 3000 words), and should follow APA guidelines. Students may want to identify a journal that accepts practice brief submissions and develop the brief based on the terms outlined by the journal. Students are encouraged to seek out a proper outlet for their practice brief, although this is not required for the course.

The practice brief should be structured as follows:

Introduction (approximately 750 words)

The introduction should situate the problem in education that you are addressing. This may include an enduring challenge and/or emergent issue that educators across sectors or institutions are facing. Due to the nature of this class, the problem should be one that Latinxs in particular are facing and should be guided by the readings and conversations from the course. The introduction should also include the purpose and audience of the practice brief.

Main Body (approximately 2000 words)

The main body should include a series of educational challenges and potential solutions. Students should identify at least 2 educational challenges, but no more than 4. They may offer more than 2-4 solutions, as needed to address the challenges. Headings should be used to organize the main body around the dimensions or steps for addressing the challenges at hand. The goal is to provide readers with an understanding of the scope, sequence, and/or dimensions of the challenges or issues facing Latinxs in educational settings before making recommendations. Recommendations can be linked to conceptual ideas throughout the narrative and should be guided by literature and research.

Conclusion (approximately 250 words)

Concluding remarks should underscore and summarize how the recommendations address the issues raised in the introduction. This section should be brief and may point to next steps for taking action to support, empower, and liberate Latinxs in education.

*I would like to acknowledge the *Journal for Diversity in Higher Education* for inspiring portions of this assignment with their most recent call for practice briefs:

https://docs.google.com/document/d/1TWxkMFXyCT-9K6jcRho-DMnnvc8E-0JYIUIFwsa_KQw/edit

COURSE OUTLINE

Jan 18th: What does it mean to be Hispanic?

(ASYNCHRONOUS WEEK)

Mora, G. C. (2014). *Making Hispanics: How activists, bureaucrats & media constructed a new American*. The University of Chicago Press.

- READ CHAPTERS 1-5

Noe-Bustamante, L., Mora, L. & Lopez, M. H. (2020, August). *About one-in-four U.S. Hispanics have heard of Latinx, but just 3% use it*. Pew Research Center.

<https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>

ASYNCHRONOUS ASSIGNMENTS

- Review syllabus
- Review Canvas
- Submit introduction video
- Complete readings & submit reaction paper

Jan 25th: What does it mean to be Latinx?

Vega, M. M., Alba, M., & Modestin, Y. (2012). *Women warriors of the Afro-Latina diaspora*. Arte Público Press.

- READ “HISTORICAL” (BOTH CHAPTERS)
- READ “PERSONAL” (ANY 3 CHAPTERS YOU WANT)
- READ “PERSONAL CONTEMPORARY” (ANY 3 CHAPTERS YOU WANT)

Salinas, Jr., C. (2020). The complexity of the “x” in Latinx: How Latinx/a/o students relate to, identify with, and understand the term Latinx. *Journal of Hispanic Higher Education*, 19(2), 149-168. <https://doi.org/10.1177/15381927/19900382>

Feb 1st: Pedagogies of the Home (Early Education)

(ASYNCHRONOUS WEEK)

Delgado Bernal, D. (2001). Learning and living pedagogies of the home: The mestiza consciousness of Chicana students. *International Journal of Qualitative Studies in Education*, 14(5), 623–639. <https://doi.org/10.1080/09518390110059838>

Quiñones, S. Kiyama, J. M. (2014). Contra la corriente (Against the current): The role of Latino fathers in family-school engagement. *School Community Journal*, 24(1), 149-176.

Garcia, N. M. (2019). *Pa'lante, siempre pa'lante*: Pedagogies of the home among Puerto Rican college educated families. *International Journal of Qualitative Studies in Education*, 32(6), 576-590. <https://doi.org/10.1080/09518398.2019.1609116>

Garcia, N. M. & Delgado Bernal, D. (2020). Remembering and revisiting pedagogies of the home. *American Educational Research Journal*. Published online first: <https://doi.org/10.3102/0002831220954431>

ASYNCHRONOUS ASSIGNMENTS

- Complete asynchronous assignments posted to Canvas
- Schedule individual 20-minute meeting with instructor

Feb 8th: Latinx Ways of Knowing (Pre-college)

Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118.

Cervantes, M. A. & Saldaña, L. P. (2015). Hip hop and nueva canción as decolonial pedagogies of epistemic justice. *Decolonization: Indigeneity, Education, & Society*, 4(1), 84-108.

de los Ríos, C. V. & Seltzer, K. (2017). Translanguaging, coloniality, and English classrooms: An exploration of two bicoastal urban classrooms. *Research in the Teaching of English*, 52(1), 55.

McManus, S. M. (2018). Hip-hop historiography: Lin-Manuel Miranda's Hamilton and the Latinx historical imagination. *Latino Studies*, 16(2), 259-267. <https://doi.org/10.1057/s41276-018-0126-y>

de los Ríos, C. V. (2019). "Los músicos": Mexican corridos, the aural border, and the evocative musical renderings of transnational youth. *Harvard Education Review*, 89(2), 177-200.

Dominicana: A Novel. By Angie Cruz

The Poet X. By Elizabeth Acevedo

Feb 15th: Writing Day & Wellness Day

DUE: Centering our Ways of Knowing



Feb 22nd: Mestiza Consciousness (Pre-college & College)

Conchas, G. Q. & Acevedo, N. (2020). *The Chicana/o/x Dream*. Harvard Education Press.

- READ CHAPTERS 1, 3, & 5

Dache-Gerbino, A., Marquez Kiyama, J. & Sapp, V. T. (2018). The dangling carrot: Proprietary institutions and the mirage of college choice for Latina students. *The Review of Higher Education*, 42(1), 29-60. <https://doi.org/10.1353/rhe.2018.0033>

Running. Natalia Sylvester

Empanadas: A Lesbian Story en Probaditas. By Anel I Flores

March 1st: Critical Research with Latinxs**(ASYNCHRONOUS WEEK)**

Solórzano, D. G. & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytic framework for education research. *Qualitative Inquiry*, 8(1), 23-44.

Rios-Aguilar, C. & Marquez Kiyama, J. (2012). Funds of knowledge: An approach to studying Latina(o) students' transition to college. *Journal of Latinos and Education*, 11, 2-16. <https://doi.org/10.1080/15348431.2012.631430>

Quiñones, S. (2015). (Re)braiding to tell: Using trenzas as metaphorical-analytical tool in qualitative research. *International Journal of Qualitative Studies in Education*, 29(3), 338-358. <https://doi.org/10.1080/09518398.2015.1041168>

Pérez Huber, L. Vélez, V. N., & Solórzano, D. (2018). More than 'papelitos': A QuantCrit counterstory to critique Latina/o degree value and occupational prestige. *Race Ethnicity and Education*, 21(2), 208-230. <https://doi.org/10.1080/13613324.2017.1377416>

ASYNCHRONOUS ASSIGNMENTS

- Complete asynchronous assignments posted to Canvas
- Schedule individual 20-minute meeting with instructor

Mar 8th: Critical Latinx Indigeneities

Saldaña-Portillo, M. J. (2017). Critical Latinx Indigeneities: A paradigm drift. *Latino Studies*, 15, 138-155. <https://doi.org/10.1057/s41276-017-0059-x>

Kovats Sánchez, G. (2018). Reaffirming Indigenous identity: Understanding experiences of stigmatization and marginalization among Mexican Indigenous college students. *Journal of Latinos and Education*, 19(1)31-44. <https://doi.org/10.1080/15348431.2018.1447484>

Calderón, D. & Urrieta, Jr., L. (2019). Studying in relation: Critical Latinx Indigeneities and education. *Equity & Excellence in Education*, 52(2-3), 219-238. <https://doi.org/10.1080/10665684.2019.1672591>

Morales, P. Z., Saravia, L. A., Pérez-Iribe, M. F. (2019). Multilingual Mexican-origin students' perspectives of their Indigenous heritage language. *Association of Mexican American Educators Journal*, 13(2), 91-121.

Ayala, M. I. & Ramirez, C. (2019). Coloniality and Latinx college students' experiences. *Equity & Excellence in Education*, 52(1), 129-144. <https://doi.org/10.1080/10665684.2019.1635542>

Sanctuary. By Paola Mendoza

Furia. By Yamile Saied Méndez

March 15th: Writing Day & Wellness Day**DUE: Blog Post****March 22nd: AfroLatinidad**

Figueroa-Vásquez, Y. C. (2020, Sep/Oct). Black female identity is global. *Essence*, 51(3), 122.

García-Peña, L. (2015). Translating Blackness: Dominicans negotiating race and belonging. *The Black Scholar*, 45(2), 10-20. <https://doi.org/10.1080/00064246.2015.1012993>

Haywood, J. M. (2017). Anti-Black Latino racism in an era of Trumpismo. *International Journal of Qualitative Studies in Education*, 30(10), 957-964. <https://doi.org/10.1080/09518398.2017.1312613>

Haywood, J. M. (2017). 'Latino spaces have always been the most violent': Afro-Latino collegians' perceptions of colorism and Latino intragroup marginalization. *International Journal of Qualitative Studies in Education*, 30(8), 759-782. <https://doi.org/10.1080/09518398.2017.1350298>

Dache, A. Haywood, J. M., & Mislán, C. (2019). A badge of honor not shame: An AfroLatina theory of Black-imiento for U.S. higher education research. *The Journal of Negro Education*, 88(2), 130-145.

Felix Ever After. By Kacen Callender
Patron Saints of Nothing. By Randy Ribay

March 29th: Jotería Consciousness**(ASYNCHRONOUS WEEK)**

Tijerina Revilla, A. & Santillana, J. M. (2014). Jotería identity and consciousness. *Aztlán: A Journal of Chicano Studies*, 39(1), 167-179.

Alvarez, E. F., Jr. (2014). Jotería pedagogy, SWAPA, and Sandovalian approaches to liberation. *Aztlán: A Journal of Chicano Studies*, 39(1), 215-227.

Alvarez, Jr., E. F. (2016). Finding sequins in the rubble: Stitching together an archive of Trans Latina Los Angeles. *TSQ: Transgender Studies Quarterly*, 3(3-4). <https://doi.org/10.1215/23289252-3545299>

Aguilar-Hernández, J. M. & Cruz, C. (2020). Grounding emerging scholarship on Queer/Trans* Chicana/o/x and Latina/o/x pedagogies. *Association of Mexican American Educators Journal*, 14(2), 5-22. <https://doi.org/10.24974/amae.14.2.355>

Duran, A., Orozco, R. C., Gonzalez, S. A. (2020). Imagining the future of Jotería studies as a framework in the field of higher education. *Association of Mexican American Educators Journal*, 14(2), 67-86. <https://doi.org/10.24974/amae.14.2.360>

ASYNCHRONOUS ASSIGNMENTS

- Complete asynchronous assignments posted to Canvas
- Schedule individual 20-minute meeting with instructor

April 5th: Undocumented and Unafraid

Castellanos, M. B. (2017). Rewriting the Mexican immigrant narrative: Situating indigeneity in Maya women's stories. *Latino Studies*, 15, 219-241.

<https://doi.org/10.1057/s41276-017-0057-z>

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Internment. By Samira Ahmed

April 12th: Writing & Wellness Day

DUE: Practice Brief



April 19th: Final Presentations

Students will present their practice briefs (6-8 minute presentations)