Latinx Urban Communities
TLAX 356
Quarter Year
Meeting Days and Times
Meeting Room

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Office Hours: Mondays and Wednesdays 3:40pm – 4:40pm & by appointment

Course Overview

This course introduces students to Latinx urbanism, an interdisciplinary area of inquiry seeking to understand the impact of Latinx people on U.S. cities and metropolitan regions. Students can expect to read and discuss materials spanning a number of disciplines, including rhetorical studies, cultural geography, sociology, anthropology, urban planning and urban studies, and cultural studies; this breadth will give members of the course an opportunity to recognize the diversity of identities and experiences comprising Latinx populations in the nation.

The course begins with a brief historic overview of the roots of Latinx urbanism, including pre-Colombian cities, colonial Latin American cities, and early 20th-century migration to the U.S. Then, the course turns to an examination of the persistent socio-political, economic, and cultural forces impacting Latinx people (i.e., im/migration, racism and xenophobia, U.S.-Latin American relations) and our ability to participate in and influence urban and public life in regions of and across the U.S. Finally, the course turns to the many ways Latinx people make a way and place in U.S. cities and metropolitan areas by examining the social and material use of space and place—especially public/shared space—i.e., sidewalks, parks, plazas, and communities at large.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

• Explain how U.S.-Latin American relations have informed the presence and experiences of Latinx people and populations, historically and presently
• Interrelate the socio-political, economic, and cultural forces shaping Latinx communities across the U.S.
• Discuss how place and identity are interrelated—as processes and as critical concepts—for Latinx people
• Identify the commonalities, differences, connections within and among various Latinx groups on the basis of histories, linguistic practices,
• Recognize the various ways Latinx people have—and do—impact urban and public life throughout the U.S.
Earning a Passing Grade

Earning a passing grade comprises two tasks, doing the work of the course and observing and adhering to the course policies (outlined below). Doing the work of the course means that you:

- Complete assignments and submit them on time. Some assignments will be assigned in class and you’ll be asked to submit them before you depart. Other assignments will be completed outside of class and you’ll submit them electronically, on Canvas—never via e-mail. Formal assignments are due twice: once to get feedback from me and/or your peers; the second submission gives you the opportunity to revise on the basis of the feedback you receive. The initial submission earns you nominal points—on average 10 points for submitting a complete draft that’s been proofread on time. The second submission earns you more points, approximately 70. If your second submission has been revised, the act of revising can earn you an additional 20 points.
- Be a present and active member of the course. This goes beyond attendance. In fact, you aren’t graded on attendance (though a record of attendance is maintained), but you are expected to “show up” when you come to class. "Showing up" means coming to class prepared, already engaging with the material; “showing up” also means arriving ready to participate in discussions. It could be that you attend every class, but that you haven’t done the reading, or that you spend your time online or looking at your phone—this isn’t "showing up."
- Actively work to create and foster a welcoming and productive learning community. Intellectual disagreement is desirable. Racism, sexism, bigotry, and other forms of antagonism towards others on the basis of their identity or status are antithetical to the creating and fostering a welcoming and productive learning community. They are not permitted. See the University’s Standards of Conduct [WAC 478-120-020].
  - An important and crucial component of creating and fostering a welcoming and productive learning community is working to provide and maintain access for those in our class who are affected by disability. We work together to ensure that this course is accessible to all members of the course. Students who require accommodations in order to ensure their equitable access are encouraged to communicate with me at the outset of these. This communication is best had in coordination with the Disability Support Services office. This resource is located in MAT 354. If you have not yet established services through DRS, but have, or think you have a temporary or permanent disability that requires accommodations (this can include mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 253-692-4508, or at drsuwt@uw.edu.

Assignments

- Participate in weekly discussion. Most discussion happens in class; some discussions will take place on Canvas. Each discussion (there are 10) is worth 1 point, for a total of 10 possible points. If you are not in class on the day a discussion takes place, you don’t have a claim to that discussion’s points. 10% of overall course grade
  - Assigned reading: This course requires reading of difficult texts. You should 1) expect to spend a significant amount of time reading outside of class in preparation for class
meetings, and 2) practice active reading: scan, read, and re-read, make marginal notes, summarize arguments—engage the readings.

- Initially, I’ll trust that you’ve done the reading and, therefore, that you’ll be an active participant in in-class discussions. If it seems as if people are not reading and therefore unable to participate and sustain a productive discussion, I will ask that you submit written responses to the readings before a discussion in order to assign points for these.

- Complete and submit a synthesis essay three times in the quarter. These syntheses ask you to put all the readings we did in a unit into conversation in the service of an arguable claim you make. There are three of these, and each one is worth 10 points, for a total of 30 total possible points. 30% of overall course grade.

- Conduct a case study of a Latinx urban community in Tacoma or the South Sound region. The findings of your case study will be presented as both an in-class presentation and an essay that’s informed by research. The case study and its deliverables are worth 60 points. 60% of overall course grade.

**Course Policies**

- Most communication happens via Canvas. You should make it a habit to check announcements on Canvas regularly—if not daily, then certainly every other day. You can also contact me via Canvas. I usually respond to electronic communication within 24 hours. Please note: online communication is for quick questions. If you want to discuss an assignment, get general assistance with the course, or if you want to discuss your grade, please see me during office hours or make an appointment with me. I do not discuss grades over e-mail.

  - The University of Washington stipulates that e-mails between students and instructors needs to happen using our institutional accounts. If I e-mail you, it will be to your UW e-mail account. You should make a habit of checking it regularly. If you e-mail me, it should be from your UW e-mail account. If you e-mail me from a personal account, I probably won’t open the e-mail.

  - I share certain course documents using Google Drive. The University of Washington makes Google Drive and other Google apps available to you through the institution. These UW versions are backed up and carry higher privacy protections. When I share documents on Google Drive, I set the settings so that only members of UW can access them. To access documents on Google Drive you will need to be signed out of your personal Gmail account and signed into Google with your UW credentials. If you are presented with a dialog box telling you that you don’t have permission to access a document, it’s because you are not signed into Google with your UW credentials. While you have the option to click on a button that says, “Request permission,” you shouldn’t click on this button. Rather, back out of the box and sign out of your personal Google account and sign back in with your UW credentials. Then you will have access to the document. I won’t share access to course documents with non-UW accounts.

- Recording (video or audio) class sessions without the expressed (typically written) consent of everyone in the room is unlawful. Do not do it.

- If you foresee not being able to submit an assignment on time, please notify me **before the submission deadline**. When you notify me, **also tell when you do plan to submit your**
**assignment.** If you do this, then your assignment will be accepted without penalty. If you do not notify in advance—if you wait until after an assignment deadline has passed—I will accept your assignment and I will give you feedback, but a penalty of 2 points per day will apply.

- Writing you produce and submit in this course should be the product of your own labor (i.e., your own research, thoughtful consideration, analysis, and considered reasoning)
  - When you engage the ideas of others, credit the writer/author/creator by using signal phrases and, when appropriate and necessary, in-text citation and Works Cited or bibliographies
  - Violations of this policy can take a number of forms, including copying, plagiarism, resubmitting work you’ve submitted in another course, fraud, lying, or aiding someone else’s academic dishonesty. Violations of this policy carry significant consequences spanning the assignment, the course grade, and the student’s overall academic standing.

**Required texts and supplies**

4. A notebook in which to keep notes, artifacts, and other items related to your research during the case study project
5. Regular access to the internet, to UW e-mail, to Google Apps licensed through UW, and to Canvas
6. A set of readings, linked to or provided as PDFs on Canvas
Readings Schedule (Readings are due and will be discussed on the day they appear here):

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<th>Date</th>
<th>Reading</th>
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3. Reed, Brian and Zoe Chace. “Fear and Loathing in Homer and Rockville,” |
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<tr>
<th>Assignment</th>
<th>Due date</th>
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<td>Synthesis 1</td>
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