ANTHROPOLOGY 3140.001

LATINOS IN THE U.S.
Spring 2026

CLASS TIME: Tuesdays and Thursdays 12:30–1:50pm
LOCATION: LIFEA 106
INSTRUCTOR: Dr. Mariela Nuñez-Janes (pronouns: she/her/ella)
Please call me Profe (short for Professor in Spanish)
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OFFICE HOURS: Tuesdays and Thursdays 2-3pm, or by appointment. Sycamore 131

Teaching Assistant (class TA): Hazel Jessup
TA Office Hours: Mondays and Wednesdays 1:30pm-2:30pm or by appointment. Sycamore 104
Email: HazelJessup@my.unt.edu

CLASS DESCRIPTION
This is a course about a people known today as Hispanics, Chicanos, Tejanos, Latinxs, Mexican Americans, among many other names. The course provides a foundation in:

- Identity and resistance theories that allow the exploration of the various constructions of Latinx ethnicity and race from an anthropological perspective.
- A review of the historical constructions of race and ethnicity and how these two categories of difference are synonymous at some times and analogous at other times.
- An insight into the historical and social constructions of Mexican, Mexican American, Latinx identities.
- A critical analysis of the social and political implications of being Mexican or Latinx today.

The growth of the U.S. Latinx population prompted the recognition of the importance of understanding the various issues related to this multifaceted community. Scholars, activists, artists, and policy makers

are currently asking many questions about the present realities and future opportunities of Latinxs in this country. One of the central themes among the myriad of issues related to this community is the continuing categorization of this population as other, different, and in some cases not American. Indeed, regardless of population size, place of birth, economic status, linguistic abilities, labor, and educational attainment, Latinxs are ultimately seen as strangers in a nation that has been home or has become home, sometimes for generations. In this class we will explore the ways in which Latinxs have been excluded from the national imagination while maintaining and transforming their own cultural identity. We will see how this process of marginalization *a lo Americano*—"American style"—has deeply changed the racial and cultural landscape for Latinxs and non-Latinxs. Using the tools of anthropology and other relevant disciplines we will approach the complexities of identity formation in the Latinx community by focusing on two important themes: 1) the historical formation of Latinx identity and identities in the U.S., and 2) the sociocultural issues faced by the Latinx community as we go about maintaining, challenging, and transforming our marginalized status.

OBJECTIVES
This class draws from anthropological and interdisciplinary perspectives in Latino/a Studies. Some of these perspectives may be more or less familiar to you. We will utilize these interdisciplinary perspectives so that by the end of the class you can:

1) Understand how and why Latinxs constitute a marginalized population.
2) Know the themes that contribute to categorize Latinxs as a single ethno-racial group and as distinct national groupings.
3) Be familiar with prominent figures in Latinx history and scholarship and their contributions.
4) Appreciate the importance of Latinx studies.
5) Be familiar with some of the methods utilized in Latinx studies and anthropology.

REQUIRED READINGS
Available in Canvas

COURSE ELEMENTS
1) **Class project:** You will participate in a semester class project and you will have a choice between two projects:

a. The Chicanx Latinx Oral History Project (CLAHP)
  - Our focus this year will be on Latinxs during times of crisis. We want to document and understand their experiences as Latinxs during an unprecedented time in our history resulting from the pandemic, uprisings, and changes in education.
  - The project includes a series of assignments described in detail in this syllabus and Canvas. These assignments are built on each other, so it is important that you complete them on time. The assignments will be discussed as part of the training I will provide during class lectures. You will learn about oral history as a methodology and have an opportunity to use it.

b. The Bilingual Homework Hotline (BHH)
- At Texas Woman's University (TWU) and the University of North Texas (UNT) we are committed to social justice and equity pedagogies and have partnered with the Bilingual/ESL Department in Denton ISD (DISD) on a project to address the inequities exacerbated by the pandemic through a culturally relevant service learning and community engagement opportunity: the Bilingual Homework Hotline. The purpose of this hotline is to partner pre-service teachers (PSTs) and other students from TWU and UNT with K-12 students and their families in DISD and provide support with homework and other school-related questions in a virtual setting.
- The bilingual homework hotline began in Fall 2020 and is the 2024 winner of the Society for Applied Anthropology (SfAA) Robert A. and Beverly H. Hackenberg Prize and the Nuevas Direcciones Award Winner from the Association of Latina and Latino Anthropologists. The prizes recognize anthropologists and their community partners whose work demonstrates sustained and meaningful collaboration to improve the communities where they live and work.
- You will volunteer weekly with the bilingual homework hotline for at least 2 hours per week. More instructions are provided in Canvas and will also be discussed in class.

If you choose to do the CLAHP project you will turn in the following assignments:

a) Selecting a project (10 points)

- You will complete a brief survey in Canvas to let me know which project you are selecting.

b) Transcript of mock interview (25 points):

- You will interview someone for practice using the interview script or protocol in the class project module.

- You will transcribe 5 minutes of the mock interview and turn in the written transcript using the transcription guidelines in the class project module in Canvas.

c) Scheduling and conducting the interview (15 points):

- You will contact, schedule, and conduct a virtual interview that you will audio/video record with a Latinx not enrolled in the class (this is your "informant"). The informant must be someone that you know.

- You will turn in a written notice with the date, place, and time of the interview.

d) Interview transcript (50 points):

- You will produce a typewritten transcript of the interview with your informant. The transcript must follow the guidelines provided in the class project module in Canvas.

- Turn in the code book.

d) Final Video Blog (100 points):

- You will turn in a final document in the form of a video blog that analyzes the interview following the guidelines provided in the class project module in Canvas.

If you choose the BHH project you will turn in the following assignments:

a) Selecting a project (10 points)
- You will complete a brief survey in Canvas to let me know which project you are selecting.

b) Background check and completion of volunteer survey (15 points)

- You will complete and submit the background check required for DISD volunteers.

- You will also complete and submit a volunteer survey that will help determine when you are available to volunteer

c) Weekly volunteering and reflections in the form of fieldnotes for each day that you volunteer (compiled in one document, 25 points)

- Once your background check is approved you will volunteer a minimum of 2 hours per week as a homework helper

- You will produce and submit notes (fieldnotes) based on your observations and reflections about your volunteer activities with the BHH

d) Analysis (50)

- You will produce and submit a code book based on your analysis of your fieldnotes.

- You will submit a 1 page summary of the major themes identified in your code book.

e) Final Video Blog

- You will turn in a final document in the form of a video blog that provides a final summary and analysis of all your fieldnotes following the guidelines provided in the class project module in Canvas

2) Attend Weekly Lectures (100 points):

- You will attend and participate in weekly class lectures.

3) Complete discussion preparation guide and lead in class discussion (50 points):

- You will sign-up to lead one discussion during the semester and complete a discussion preparation guide to help you lead discussion. The discussion dates along with the available readings are listed on the syllabus. A discussant sign-up sheet will be available on Canvas for you to select the day you want to lead discussion. You are responsible for leading discussion on the date you selected. If you miss the discussion and do not have a valid excuse, you will not receive credit. Please make sure you email me or Hazel if you have an emergency and are unable to lead a discussion.

- To complete the discussion preparation guide, select one reading from the ones listed for your selected date and turn in your completed discussion preparation guide (25 points) before you lead discussion.

- Use the guide to lead a small group discussion. We will meet on Zoom and go into breakout rooms on discussion days. You will lead discussion once during the semester.

4) Quizzes (100 points total)

- There will be 4 quizzes worth 25 points each.

- The quizzes will consist of short answers and will cover the class readings and lectures. If you are attending lectures, keeping up with the readings, and attending discussion sessions there is no reason for you not to do well in the quizzes. I am interested in your understanding of the main concepts of the readings and your critical approach to class topics. You can use the book and your notes during the quizzes, but you will need to answer the questions using your own words. If you are having a tough time with the quizzes, please seek help. You can contact me or Hazel, talk to other students in the class, or seek some of the resources in the syllabus.

- Make-up quizzes will not be allowed unless you have a documented excuse for your absence.

Grading:
- All grades will be assigned based on the following grading scheme:

  100-89% = A
  88-79% = B
  78-69% = C
  68-59% = D
  58%- = F

  Please let me or Hazel know if you are having any trouble with the assignments or quizzes or if you have questions about your grades. Come to office hours and/or make an appointment so that we can talk about your questions and identify strategies to help you succeed in the class.

  I will return your graded assignments to you within about a week of their due date.

Contacting me by email
You should expect responses to emails, phone calls, or other inquiries directed to me within 2 business days. Contact me again if you do not hear from me. I would appreciate a gentle reminder. I care about your success and the success of each student in the class, yet due to its size I cannot meet with all of you individually. When you have questions about assignments, the course materials or anything else related to the course content please start by contacting Hazel. If she is unable to help you, then come to my office hours or email me to make an appointment if you are unable to make it during the scheduled office hours.

Canvas Announcements
I will periodically share announcements on Canvas about reminders and updates relevant to the class.

Diversity and Global Issues CLASS requirement
This course fulfills the CLASS requirement for Diversity and Global Issues. At the end of this course, students should be able to do at least three of the following: 1. Identify the origins, influences, and limits of one's own cultural heritage. 2. Demonstrate the ability

to learn from and empathize with perspectives and experiences different from one's own. 3. Show an understanding of the interrelationships of the self, local society, and global environments. 4. Describe the impacts of complex, worldwide systems. 5. Explain the reasoning for one's ethical responsibilities within worldwide systems.

A NOTE ABOUT LEARNING DURING UNPRECEDENTED TIMES
(adapted from Dr. Jason Tham)
COVID-19 continues and so do the challenges and suffering of people in our own country and around the world. As we try to navigate, manage, and survive during these times of injustice, persecution, joblessness, homelessness, sickness and death we can come together in this class as a learning community. As part of this community our engagement as individuals who are part of this collective space should be guided by the following principles:

People are the priority. Educational institutions claim that students and teachers are their top priority, yet the holistic wellbeing of students and educators is demonstrated by actions and practices that clearly and uncompromisingly prioritize the people most impacted by them. As participants in the process of teaching and learning we should remember to put people first by practicing the ideas we will learn about in this class with empathy and compassion. We must remember to engage each other with our minds as well as our hearts as *sentipensantes*, human beings whose humanity is deeply connected to our ability to think and feel.

Stay informed. We will seek reliable sources of information to stay informed about developments related to the pandemic and to local and global social injustices. We will use this to make informed personal and professional decisions.

Communicate and connect. We will communicate with each other often and will remain connected. This may mean experimenting with communication platforms that may be new to some of us. It may also mean changing platforms as needed. Please reach out when you have questions and when you need support.

Celebrate accomplishments. We will take time to celebrate and mark our collective class accomplishments and the individual accomplishments that are significant to you. Any kind of achievement

during an uncertain time is a testament to your ability to persevere and our collective ability to do it together.

Take time to thrive. It is important that individually and collectively we take time to take care of our minds, bodies, and spirits. If you are not feeling well and are struggling to do the work for this class let me know so that we can produce alternatives. Do not push yourself beyond your limits; invest in self-care and self-preservation. Take time to do things that nurture your body, mind, and soul.

Advice from your TA

As someone who has recently been in your shoes, I wanted to give my three biggest pieces of advice for undergrad!

1. Talk to your teachers and your TA's. Profe and I both want you to succeed. We recognize there are a million things that can go wrong on your academic journey, but there is nothing we can do if you do not communicate. Email me, come see us in office hours, engage in class conversations, etc.
2. Use a citation management software. UNT pays for a Refworks account, and there are other free resources available. Having someplace where you can manage all of your sources/readings that will help you organize your notes and citations is such a time saver.
3. If you want to internalize the information you are consuming, take your notes twice: One for understanding and the second for encoding. Notes for understanding are typically faster, broader, in the moment to make sure you know the ideas you are engaging with. Notes for encoding are transformative (putting things into your own words as an example), and I recommend you shift mediums. Whether that is switching to handwritten or making things artistic and colorful."

USE OF GenAI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and

Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, quiz, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

LAWS AFFECTING TEXAS UNIVERSITIES

Texas Senate Bill 17, the recent law that outlaws certain programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17. See the UNT System Senate Bill 17 Guidance for additional information

OTHER IMPORTANT INFORMATION

Withdrawal: Withdrawing from a course is a formal procedure which YOU must initiate (for a "W" or "WF," as determined by the instructor, with instructor approval). If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F."

Statement on Plagiarism and Cheating: The department of anthropology considers students to be new members of the community of anthropologists, who are thus held to the high ethical standards of practicing professionals. They are expected to follow the American Anthropological Association's code of ethics: *"Anthropological researchers bear responsibility for the integrity and reputation of their discipline, of scholarship, and of science. Thus, anthropological researchers are subject to the general moral rules of scientific and scholarly conduct: they should not deceive or knowingly misrepresent (i.e., fabricate evidence, falsify, plagiarize), or attempt to prevent reporting of misconduct, or obstruct the scientific/scholarly research of others"* (http://www.aaanet.org/committees/ethics/ethcode.htm). Any work not meeting this standard will be evaluated in a hearing before the student; infractions will merit dismissal.
Go to the Department of Anthropology website for more information about paper writing, including how to avoid plagiarism, and how to use citations. Visit UNT's Center for Student Rights and Responsibilities for

information on the University's policies regarding academic integrity and dishonesty.

UNT POLICIES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Class Recordings and Student Likenesses

Synchronous (live) sessions in courses will be recorded for students enrolled in specific class sections to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in the class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information

Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect.

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Where to go for help:

Technical Help

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

For support hours, contact information and service alert notices, visit: DSI Support Hub for Students

If you do not understand the assignments or need help with the course content, please contact the instructor.

In order for the Help Desk to help you, make sure that you have the following information:

      1. The course title, number, and instructor.

2. Which browser and browser version you are using.

3. Where you are when you experience these difficulties (home, work, school, etc.).

4. If at home, please include your internet service provider.

5. The exact text of any error messages.

6. Your EUID and Student ID for troubleshooting purposes.

7. Specific actions that led to the problems you experienced.

<u>Help with Canvas</u>

The UNT Canvas server rarely experiences unscheduled down time. However, as with any type of technology, it is possible that it could fail.

If you need immediate help using a specific tool while you are in Canvas, you can access the [help guide](#) The instructions provided in this context-sensitive help are clear and useful.

<u>Student Success</u>

[The UNT Academic Success Center](#) provides academic support services for all UNT students. These services include programs such as: The Writing Center and Office of Disability Access.

The [UNT Student Resources website](#) also has additional information to help you succeed at UNT.

<u>Mental Health</u>

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

·   [Student Health and Wellness Center](#)

·   [Counseling and Testing Services](#)

·   UNT Care Team

·   UNT Psychiatric Services

·   Individual Counseling

Other Help

The anthropology department's undergraduate adviser is Melissa Nelson. If you have any problems or questions related to academic advising, please email her at: Melissa.Nelson@unt.edu

Note: The instructor reserves the right to add, delete, or revise segments of this course or syllabus.

Class date	Topic	Assignment
Complete by 1/13	**Course introduction**	- Review syllabus - review Start here and Introduction modules on Canvas
Complete by 1/15	**The "imagined community"? Demographic Trends**	- Read Stavans - Sign up to lead discussion (Canvas) - Select Project (Canvas)
Complete by 1/20	**Class Project Description**	- Read Delgado - If you selected the BHH complete background check and volunteer survey (Canvas)
Complete by 1/22	**Cajitas**	Read Lopez Pulido
Complete by 1/27	**The "imagined community"? Demographic Trends (continued)**	Read Oboler
Complete by 1/29	**The "imagined community"? Demographic Trends (continued)**	Read Oquendo
Complete by 2/3	**The "imagined community"? Demographic Trends (continued)**	Read Estrada
Complete by 2/5	**Share cajitas**	- Meet on Zoom to discuss cajita (Canvas) - Submit cajita (Canvas)

Complete by 2/10	**Student led discussion of Stavans, Delgado, Lopez Pulido, Oboler, Oquendo, Estrada**	• Meet on Zoom (Canvas) • Review Stavans, Delgado, Lopez Pulido, Oboloer, Oquendo, Estrada • Leaders lead discussion and turn in discussion preparation guide
Complete by 2/12	**Latinxs and Race**	• Read Jones • Complete Quiz 1
Complete by 2/17	**Latinxs and Race (continued)**	• Read Cacho
Complete by 2/19	**The border crossed us: Colonization**	• Read Pulido
Complete by 2/24	**Ethnographic methods: conducting and transcribing interviews, writing fieldnotes**	• Read Vidal-Ortiz
Complete by 2/26	**Student led discussion of Jones, Cacho, Pulido, Vidal-Ortiz**	• Meet on Zoom (Canvas) • Review Jones, Cacho, Pulido, Vidal- Ortiz • Leaders lead discussion and turn in discussion preparation guide
Complete by 3/3	**The border crossed us: Colonization (continued)**	• Read Cabán
Complete by 3/5	**The border crossed us: Colonization (continued)**	• Complete Quiz 2
3/10-3/12	**Spring Break**	

Complete by 3/17	**Activism and Movimientos Sociales**	• Haney-López • CLHAP project turns in mock interview transcript • BHH turns in fieldnotes
Complete by 3/19	**No class. Profe will be at Society for Applied Anthropology Conference**	
Complete by 3/24	**Activism and Movimientos Sociales (continued)**	• Read Rosa • Read Fountain-Stokes • CLAHP Project turns in scheduling an interview assignment
Complete by 3/26	**Analyzing Ethnographic Data**	Read Burns
Complete by 3/31	**Student led discussion of Cabán, Haney-López, Rosa, Fountain-Stokes, Burns**	• Meet on Zoom (Canvas) • Review Cabán, Haney-López, Rosa, Fountain-Stokes, Burns • Leaders lead discussion and turn in discussion preparation guide
Complete by 4/2	**Immigration**	• Listen to Podcast of the Dream 9 (Canvas) http://latinousa.org/2015/10/16/1542-the-dream-9/
Complete by 4/7	**Immigration**	• Abrego and Hernández • Quiz 3

Complete by 4/9	Immigration (continued)	• Read one selected post (your choice) from the Cultural Anthropology series (Canvas)
Complete by 4/14	Student-led discussion Abrego and Hernández, your choice from the Cultural Anthropology Series, Podcast of Dream 9	• Meet on Zoom (Canvas) • Review Abrego and Hernández, your choice from the Cultural Anthropology Series, Podcast of Dream 9 Leaders lead discussion and turn in discussion preparation guide
Complete by 4/16	Education	• Read Nuñez-Janes and Heiman • CLAHP project turns in interview transcript. BHH project turns in Analysis assignment
Complete by 4/21	Education	• Garcia • Quiz 4
Complete by 4/23	Student-led discussion of Nuñez-Janes and Heiman, Garcia	• Meet on Zoom (Canvas)

		• Review Nuñez-Janes and Heiman and Garcia • Leaders lead discussion and turn in discussion preparation guide •
Complete by 4/28	**Despedida/Closing**	
5/4		Submit final video blog (Canvas)

Note: this syllabus may be subject to changes and/or revisions.

Guidelines for final video blog
Your final video blog will discuss the main themes you identified in the codebook assignment (for CLAHP project) or in your analysis assignment (for BHH project)

The video blog must be no longer than 15 minutes. You will use power point to create a slide deck and a video recorded narration of you explaining the content of your slides. The video recording must show you talking as you explain the content of the slides.

The video blog must include:

- Images and other media (include captions that describe the image) that serve to illustrate the themes of the interview (these can be pictures that you take and/or images available for public use or videos) (10 points)

- Title, your name, course title and number, semester (5 points)

- Thesis statement and brief biographic sketch of your informant (for CLAHP). Brief description of activities (for BHH). Remember not to include name or personally identifiable information of informant if they chose to remain anonymous (10 points).

- A description of the methods used. For CLAHP this description must include: when and where you conducted the interview, the procedures followed for transcribing the interview, a description of how you identified the relevant themes from the interview along with a list of all of the themes you came up with. For BHH this description must include: when and how many times you volunteered, including total number of hours, the procedures you followed for taking fieldnotes, a description of how you identified the relevant themes from the fieldnotes along with a list of all of the themes you came up with (20 points).

- Analysis that identifies the most relevant themes from the interview (for CLAHP) or fieldnotes (for BHH) and relates them to ideas and information from the readings and class lectures. This analysis must include relevant citations (follow the Chicago Manual of Style Author-Date format) of the class readings that show your understanding of how the readings and class lectures apply to the relevant themes you identify. It must be written in a way that supports and develops your thesis statement (40 points).

- A slide listing the references cited in your paper (follow the Chicago Manual of Style Author-Date format) along with a brief acknowledgement of your informant (15 points).

You want your video blog to be academic and professional and also narrated in a style that is accessible to a wider audience. Your narration and video should follow the style of a blog (see below for examples) or TED Talk (see below for examples). Prepare notes ahead of time and look at the camera.

<u>Anthropology TED Talks</u>

<u>Examples of Anthropology/Academic Blogs</u>

[Savage Minds](#)

[The Geek Anthropologist](#)

[Youth Circulations](#)

Other resources

Recording slides with video and narration in Power Point

[How to Write an Academic Blog](#)