



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts & Sciences Department School of Transborder Studies  
Subject TCL Number 220 Title Transborder Latina/o Expressive Culture Units: 3  
Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
Course description:  
Examines media, literature, performance, and visual art grounded in the historical experiences of transborder Latina/o communities.

**Requested designation:** Literacy and Critical Inquiry-L

*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

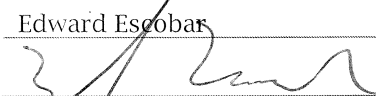
- ☒ Signed General Studies Program Course Proposal Cover Form
- ☒ Criteria Checklist for the area
- ☒ Course Catalog description
- ☒ Course Syllabus
- ☒ Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name Patricia Corona Phone (480) 965-9426  
Mail code 6303 E-mail: Patricia.Corona@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Edward Escobar Date: 2-11-15  
Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Syllabus; p. 1-2
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Syllabus; p. 2-3
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Syllabus; p. 2-3
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus; p. 2, 3, 6 & 7
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	General Studies Designation
TCL	220	Transborder Latina/o Expressive Culture	Literacy and Critical Inquiry

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	60% of grade dependent on written and/or oral communication through essays and/or videos	<p>Pages 1-2 of syllabus</p> <p>1. Live Event Activities (200 points: 20% of final grade): students attend and critically write about two live cultural experiences they choose related to transborder Chicana/o and Latina/o culture - see page 2 of syllabus</p> <p>2. Analytical Essay/Video (400 points: 40% of final grade): students will either write an analytical essay or create a short video to analyze a unique form of expressive culture, using live performances, class texts, scholarly articles, etc. - see page 2 of syllabus</p>
C2	<p>Three major assignments of critical inquiry, involving gathering and interpreting Latina/o expressive culture:</p> <p>1. 2 Live Event Activities 2. Analytical Essay/Video</p>	<p>Pages 2-3 of syllabus</p> <p>1. Live Event Activities: students attend and critically write about two live cultural experiences they choose related to transborder Chicana/o and Latina/o culture; students need to critically analyze how this particular event is relevant to the course, compare and contrast this event with one scholarly article and one literary reading, making an analysis of themes and issues - see page 2 of syllabus</p> <p>2. Analytical Essay/Video: for the analytical essay, students write a 4-6 page essay, identifying a key argument or thesis. Students will analyze 4 texts by discussing relevance to transborder Chicana/o and/or Latina/o cultural expression, experience and identity - see page 2 of syllabus</p> <p>For the video option, students will develop a 4-6 minute video identifying a unique form of expressive culture. Students must include 1 form of transborder expressive culture, 1 expert interview, 2-3 minutes of historical context, 1-2 minutes on Anzaldúan theory, narration or on screen text. All components must be tied to the course content - see page 2 of syllabus</p>

C3	<p>There are 4 main writing/speaking assignments in the course</p> <ol style="list-style-type: none"> <li>1. 2 Live Event Activities</li> <li>2. Analytical Essay/Video</li> <li>3. Group Facilitation</li> </ol>	<p>1. Live Event Activities: 2 assignments, compare/contrast scholarly articles and analysis required - see page 2 of syllabus</p> <p>2. Analytical Essay/Video: in essay, students analyze texts and identify argument or thesis; in the video, students interview, analyze historical context and incorporate Anzalduan theory; analysis in various forms- see page 2 of syllabus</p> <p>3. Group Facilitation: major facilitation from the assigned readings. Students need to be able to comprehend the text very well in order to create a class discussion and analysis, each student graded separately - see page 3 of syllabus</p>
C4	<p>Timely feedback on the main writing assignments:</p> <ol style="list-style-type: none"> <li>1. Live Event Activities: timely feedback from the first assignment to prepare the second assignment</li> <li>2. Analytical Essay/Video: students are strongly encouraged to meet with professor throughout semester for feedback; check-in mid semester</li> </ol>	<p>1. Live Event Activities: the first assignment is due on 10/02, while the second one is due on 11/25. There is almost 2 months in between each assignment for constructive feedback for the first assignment in order to prepare the second assignment. There is also time after the second assignment for feedback before the final analytical essay/video is due - see syllabus page 2, 6 &amp; 7</p> <p>2. Analytical Essay/Video: students meet with professor throughout semester for feedback with a mid-semester check-in on 10/16. Final product due on 12/04 - see page 6 &amp; 7</p>



## Transborder Latina/o Expressive Culture (TCL 220)

**Professor M. Danielson**

Fall 2014 \* Tempe EDB 208 \* T/H \* 1:30 PM - 2:45 PM

### Course description:

Through this semester we will explore a range of different types of cultural expression created by Chicana/o and Latina/o writers and artists. We will utilize the concept of borders and particularly “transborder culture” to analyze the ways that creative expression can be employed to map the physical, political, social, and emotional divisions, gaps, and crossings these artists and their communities navigate on a daily basis. Being situated in the Phoenix metro area, we will take advantage of our inherently transborder surroundings to seek out community events that fit the above description, as well as engaging visual and written texts—both creative and academic—in an attempt to study the prominent themes, approaches, and key historical contexts involved in the creative of transborder Chicana/o and Latina/o expressive culture. Our course discussions will cover multigenre production, including literature, performance, music, film, and visual art.

### Required texts:

Grande, Reyna. *The Distance Between Us*. New York City: Washington Square Press, 2013

All additional require readings will be available for students via our course Blackboard site in the Course Documents section or handed out in class.

### Graded Course Components:

- C-1
- 1) Quizzes/Homework/Participation: 200 points
  - 2) Live Event Activities: 100 x 2 = 200 points
  - 3) Short Essay/Video Project: 400 points
  - 4) Group Facilitation: 200 points
- 1) Quizzes/Homework/Participation (200 points):  
The structure of this class will be a combination of lecture,

1000-980 points	=A+
979-930 points	=A
929-900 points	=A-
899-880 points	=B+
879-830 points	=B
829-800 points	=B-
799-780 points	=C+
779-700 points	=C
699-600 points	=D
599 points and below	=E

small group work and collective discussion. In as much as we will use the required readings and the theories described in each text as tools with which to understand identity and representation, we must also use each other as invaluable resources in the learning process. The presentation and active discussion of new ideas strengthens the critical foundation of our class as a whole.

Therefore, it is extremely important that you attend class regularly, arrive on time and have read all required materials BEFORE class begins each week so that you are prepared for active discussion. You will be evaluated for a participation grade based on your preparation and engagement during class discussion and activities twice during the semester (2 x 50pts = 100pts) on 10/16 and 12/5. Additionally 100 points will come from any assigned homework, in-class group activities, and reading comprehension quizzes. Quizzes are unannounced and when they occur, they will take place in the first 5 minutes of class. If you are late or absent the day of a quiz, you may not make up those points without documentation of a medical emergency.

- C-2 **2) Live Event Activities (2 x 100 pts = 200 points):** During the semester you will submit two live  
C-3 event activities that will focus on a live viewing of transborder Chican@ or Latin@ expressive culture. You may choose events such as public author readings, musical, theater, or dance performances, conference presentations, workshops, art exhibits, spoken word performances, etc. Please email me with your event and a brief explanation of its relevance to the course assignment for my approval prior to attending. *If you do not obtain pre-approval for your event, you will not receive credit for your assignment.* Live event activities should include all basic event information (title, artists, location, date, etc.) as well as a summary of the event. Your essay should detail your reaction to the material presented, the live experience (audience, performer(s), setting, visual and audio elements), and in particular the content presented during the event. How is this event relevant to the course material you've studied this semester? Offer a comparison and contrast between your live event and at least one assigned scholarly reading (S) and one literary reading (L) as indicated on your syllabus. In your comments, try to move beyond what you liked or disliked and into an analysis of the themes, issues, and communities represented as well as their engagement with ideas presented and discussed in class. *Live event activity papers should be 1 to 2 pages single spaced, times or times new roman 12 pt font, 1 inch margins top, bottom, right, and left.* **Your live event activity reports will be due twice during the semester, on 10/2 and 11/25.** C-4

- C-2 **3) Analytical Essay/Video (400 points):** For this portion of your course grade you may choose  
C-3 between two options. The first option is a traditional 4 – 6 page analytical essay. For this assignment you will choose 1 assigned literary reading (L) from the course, one assigned scholarly essay by Gloria Anzaldúa, 1 additional non-assigned literary source of your choosing (poem, short story, song, video performance, play, film, visual work, etc.), and 1 non-assigned scholarly work (book chapter, peer-reviewed journal article, anthologized academic essay, etc.). In your essay you will offer analysis of these 4 texts and their relevance within a discussion of transborder Chicana/o and Latina/o cultural expression, experience, and identity. Please identify a key argument or thesis statement that you support with your analysis throughout the essay.

All essays will be submitted via SafeAssign on our course Blackboard page. This feature automatically checks your work against internet sources and previously submitted student work to ensure the originality of your work. Any paper found to contain significant issues of plagiarism will receive a grade of 0 for the assignment. Emailed papers will NOT be accepted for credit. Please submit your paper early enough to allow for any problems or questions you may

have in the submission process. Questions emailed after the due date/time will not result in an extension of any kind. *For all written work, if you cite more than 3 words from the work, please include page references and the author's name. Always focus on your own original thoughts and analysis. Remember that I want you to use quotes from the text to support your ideas, but your voice should always be central in the essay.* \*\*\***Please use 1 inch margins and times or times new roman 12pt font, double spaced, no title page, only your name and title of essay in the header.**

Your second option is a 4 – 6 minute edited video project focused around one particular type of transborder expressive culture. For this option you must identify and select a unique form of expressive culture (ideally something locally situated—like the Calle 16 mural projects in Phoenix, a local musical artist or collective, a particular art installation, or a particular play or performance, etc.). You may work with a national or international artist, but you must integrate original footage—not just video archived by external sources. For this assignment your video must include all of the following components: 1 form of transborder expressive culture; 1 expert interview (this may be a local scholar, artist, or historian, etc. who can provide insight into the type of expressive culture you have selected); at least 2 – 3 minutes focused on historical context and artist info; at least 1 – 2 minutes on an application of Anzaldúan theory (based on your early assigned readings in class). You must include narration or on screen text to address these last 2 components. Please include bibliographical information all resources, books, films, etc. that you used as supporting research for your project (this information can go in a closing credits section that does not count towards your time count). Video projects may be submitted via an online link to a file provided to your professor by or before the deadline.

**Essays and video projects will be due on 12/4 at 3pm. Please attend office hours or make an appointment to get detailed feedback from your professor throughout the semester.** Late submissions will receive a 50% reduction in your final grade. Work submitted more than 7 days late will receive a grade of 0 (E).

C-4

C-3

**4) Group Facilitation:** During the semester you will be required to participate in one group-lead discussion of a portion of a day's assigned reading. Students will work in groups of 4 or 5. Your task for this assignment is to effectively generate and facilitate class discussion (questions, activities, discussion prompts, etc.). Feel free to be as creative as you like, since you will be graded based on your ability to engage your fellow classmates in discussion and analysis of the day's reading(s). Group facilitation sign- up will take place during the 2<sup>nd</sup> week of class. This activity will account for 200pts of your final grade. Although your ability to collaborate successfully will part of your evaluation, all students will receive an individual grade based on their in-class contribution to the facilitation. Please practice your activities and watch the clock to be sure each student has an equal chance to speak/participate.

### **Policy for students with disabilities:**

Qualified students with disabilities are eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. It is the student's responsibility to provide required disability documentation to Disability Resource Center (DRC), and following notification of eligibility status, schedule an appointment with the assigned DRC specialist to discuss accommodation eligibility. Disability

Resources is located on the first floor of the Matthew's Center Building (M-F, 8-5pm). Email: [DRC@asu.edu](mailto:DRC@asu.edu) and DRC Phone: 480-965-1234.

### **Academic Integrity and Student Conduct**

Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that should I implement any of these penalties, I must report the matter to the Dean's office. If you are unclear about what constitutes academic dishonesty, please consult the university's academic integrity policy which can be found at:

<https://provost.asu.edu/academicintegrity/defined>

### **Class Conduct:**

A final crucial requirement for the course is your respect for fellow classmates and instructor. While I do not require you to agree with your classmates' or my opinions, I do expect you to show respect and consideration for perspectives that differ from your own. Please try to express yourself in ways that are not insulting or offensive to other listeners. **Disagreement is welcomed, hate is not.** If you find it impossible to discuss adult themes of race, class, gender, sexuality, and politics in a respectful manner within a scholarly context, I encourage you to select another TCL course.

\*\*\*

---

---

## Course Calendar

### WEEK 1 Course Introductions

Thurs 8/21 Requirements, guidelines, week 2 readings

### WEEK 2 Theoretical Foundations: Anzaldúa's *Borderlands*

Tues 8/26 Anzalduan theory + poetry  
S: "The Homeland, Aztlán" [BB]  
L: "To Live in the Borderlands Means" + "horse" + "El sonavabitch" [BB]

Thurs 8/28 Anzalduan theory + short story  
S: "La conciencia de la mestiza: Towards a New Consciousness" [BB]  
L: "Cervicide" [BB]

### WEEK 3 Literary and Transborder Beginnings

Tues 9/2 S: "Transnational Latina/o Writing" \* Mermann-Jozwiak (BB)  
L: "Our Papers" \* Álvarez (BB) + "Drink" \* Sachs-Martín (BB) + "A Letter to Puerto Rico" \* Rodríguez (BB)

Thurs 9/4 S "Early Hispana/Mexican Writers"  
L Venegas \* The Adventures of Don Chipote (BB)

### WEEK 4 Phoenix/Arizona Foundations

Tues 9/9 S: "Chicano Park" \* Rosen/Fisher (BB)  
L: Phoenix Calle 16 project

Thurs 9/11 S: "Resurgent Mexican Phoenix" Oberle/Arreola (BB)  
L: "Bread and Water" \* Pope Duarte (BB)

### WEEK 5 Physical and Cultural Migrations

Tues 9/16 S: "Hispanic Diaspora" \* Gutierrez (BB)  
L: "The Great Taco War" \* Burciaga (BB)

Thurs 9/18 S: "Roots Uprooted" \* Espín (BB)  
L: "From *Before Night Falls*" \* Arenas (BB)

### WEEK 6 Interstitial Identities

Tues 9/23 S: "Life in the Hyphen" \* Stavans (BB)  
L: "Both Sides" \* Ruiz (BB) + "American Chica" \* Arana (BB)

Thurs 9/25 S: "Writing Between" \* Ferré (BB)  
L: "An Awakening" \* Mohr (BB)

WEEK 7 Building Transborder Familia

Tues 9/30 S: "Chicana Transborder Vivencias" \* Galván (BB)  
L: "Ashes" \* Henríquez (BB) + "Walking Home (excerpts)" \* Romero (BB)

Thurs 10/2 S: "Latino Fathers" \* Cabrera/Bradley (BB)  
L: "Father's Day" \* Urrea (BB) + "The Child" \* Ríos (BB)  
Due: Live event activity #1 C-4

WEEK 8 Transborder Musical Interventions

Tues 10/7 S: "Remembering Selena" \* Paredes (BB)  
L: Listen/view on Youtube at least 3 of the following songs (live performances by Selena or official music videos) : Como la flor, No me queda más, Amor prohibido, Si una vez, Bidi Bidi Bom Bom, I Could Fall in Love, Dreaming of You, El chico del apartamento 512, or La carcacha. Write up a short list of common themes, imagery, memorable moments, connection or disconnection with language, etc. for discussion in class.

Thurs 10/9 S: "The Battle of Los Angeles" \* Viesca (BB)  
L: La Santa Cecilia, Reggaetón, Ozomatli, Chicano Punk

WEEK 9 FALL BREAK

Tues 10/14 No class meeting

Thurs 10/16 L: Video Showcase AND read ahead in *The Distance Between Us*  
Due: Essay/Video Project #1

C-4

WEEK 10 Defying/Defining the Distance

Tues 10/21 L: *The Distance Between Us* (pages TBD)

Thurs 10/23 L: *The Distance Between Us* (pages TBD)  
S: "I'm Here" \* Hondagneu-Sotelo/Ávila (BB)

WEEK 11

Tues 10/28 L: *The Distance Between Us* (pages TBD)

Thurs 10/30 L: *The Distance Between Us* (pages TBD)

WEEK 12 Latina/o on Film

Tues 11/4 L: *Sleep Dealer* \* Rivera (in-class screening)

Thurs 11/6 S: “Latino Immigrant Labor” \* Wright (BB)  
L: *Sleep Dealer* \* Rivera (in-class screening + discussion)

WEEK 13 Identity Policing: Language and Race

Tues 11/11 S: “Chicana Belonging” \* Betz (BB)  
L: “Lengua Americana” \* Mendoza (BB)

Thurs 11/13 S: “Marco Said” \* Velázquez-Vargas (BB)  
L: “Mama” \* Garcia (BB) + “Hangin’ (Out)” \* Vasquez (BB) + “Niggalips”  
\* Espada (BB)

WEEK 14 Identity Policing (cont): Gender and Sexuality

Tues 11/18 S: “A Long Line of Vendidas” \* Moraga (BB)  
L: “Simply María” \* López (BB)

Thurs 11/20 L: TBD

WEEK 15 Thanksgiving Week

Tues 11/25 S/L: TBD  
Due: Live Event Activity #2 due C-4

Thurs 11/27 No class meeting

WEEK 16

Tues 12/2 “La Tortillera” + “Amor Desesperado” \* Preciado Martin (BB)

C-4 Thurs 12/4 Last day of class  
Essay/Video Project #2 due  
Video/Creative Project Showcase