

BEST-BORDERLAND & ETHNIC STUDIES

BEST 1110G. Introduction to Borderlands and Ethnic Studies **3 Credits (3)**

The field of Ethnic Studies is about 1) critical knowing and 2) unapologetic imagining and creation of a better, more just world. This course explores the roots, logics, and administrations of racism within the U.S. context, locally along the border, and framed within a larger global and historical context. The past few decades have borne witness to increasing global diversity and cross-border migrations, which has led many in the U.S. to imagine the nation as “post-racial.” Simultaneously, increasing clashes that can only be described as “racist” have led people to wonder about the dark racist underpinnings of a society that believes it has achieved the goals put forth by the distinct and intersecting Civil Rights Movements of the 1960s. Perhaps now, more than any other time in history, there is earnest desire to talk about race and racism and unpack these constructs/activities/outcomes. This course is designed to inform us about how colonization, racism, and hegemony function. Secondly, it is designed for self and collective exploration of these somewhat broad and abstract concepts in an applied manner. Finally, it is designed for us to arrive at a shared understanding of the decolonial turn, or a re-humanization imperative. How do we understand, apply, and heal as these activities each relate to coloniality of power

Learning Outcomes

1. Learn and understand broad histories of social struggles, social movements, and ensuing human relationships.
2. Meaningfully engage classical and new materials from the Borderlands and Ethnic Studies “canon.”
3. Articulate observations using key terms, theories, and concepts in Borderlands and Ethnic Studies.
4. Apply key concepts in “everyday life” via course activities.
5. Gain a better understanding of your own worldviews and opinions towards issues of race, class, gender, nationalism, migration, borders, social movements, and resistance.
6. Learn mindful and constructive ways to engage peers about sometimes “difficult” topics like race, power, and privilege.

BEST 2750G. Introduction to Palestine Studies: History, Land, Resistance, and Justice **3 Credits (3)**

This course is an undergraduate general education “Palestine Studies” course that draws on “interdisciplinary and multidisciplinary”. Palestine studies that engage with critical ethnic studies, settler-colonial studies, critical media literacy studies, gender, sexuality, and queer studies, and decolonial Arab feminisms as set of knowledges, methodologies, and practices. It also draws on an array of historical content published by Palestinian and Palestine Studies scholars and Palestinians’ lived experiences represented in oral history studies, and cultural creations such as film, visual art, music, etc. and world media. The course is structured to connect the themes addressed throughout the semester by going back and forth from the critical historical moments in Palestinian history to the ongoing and contemporary Palestinian displacement, resistance, and struggles for freedom, justice, and the right of return to the land of their ancestors. The course aims to help participants understand how the Zionist form of settler-colonialism in Palestine is interlocked with settler-colonialism as an ongoing practice in the USA and other parts of the world. It also addresses the worldwide influence of settler-colonialism on the lives of colonized/gendered/racialized peoples,

land theft and extraction, flow of capital, incarceration/detentions, mobility across borders, militarism and wars, mega sports events, and cultural and knowledge creation.

Learning Outcomes

1. Identify key major significant: (a) Events in the history of Palestine (historicize) and in the contemporary context inside Palestine and in the diaspora (contextualize); (b) Moments of solidarity with other global intersectional liberation struggles against settler colonialism (the indivisibility of justice).
2. Apply key concepts, theories, and approaches/methodologies in Palestinian Studies and Critical Ethnic Studies to critically assess: (a) Historical and contemporary consequences on Palestine as indigenous land and Palestinians as indigenous people. (b) Settler-colonialism, racism, and heteronormativity in the case of Palestine. (c) Implication of Zionist settler-colonialism and global settler-colonial powers’ complicities/alliances and logics/tactics that maintain the occupation of Palestine and the displacement, dispossession, and incremental ethnic cleansing of Palestinians and their struggles in the diaspora. (d) Material presented by contemporary US media outlets.

BEST 300. History and Theories in Borderlands and Ethnic Studies **3 Credits (3)**

This course provides a basic understanding of the history and theoretical foundations of Borderlands and Ethnic Studies. It engages in an in-depth analysis of the concepts and history that resulted in reshaping the way we understand race, national borders, immigration, education, and the law. It examines borderlands theorizing to critically engage the border not simply as a physical barrier meant to regulate migration, but the economic, cultural, spatial, and metaphorical borderlands that informs us on larger processes of membership, belonging, identity, politics, and dehumanization linked to social structures and institutions. It explores the history of social movements in the U.S. that sought to illuminate social inequalities and social justice issues and investigates the underlying causes and sources of these social movements as they relate to reconceptualizing race and the borderlands and their overall impact on society at large. Throughout the course we will ask the following questions: How does the idea of race permeate our everyday lives? How does education reinforce our understandings of race? How do historical struggles over economic resources and political power illuminate the formation and development of the borderlands? How does law relate to power relations and mechanisms of social control?

Learning Outcomes

1. Explain how race and ethnicity has been historically socially constructed in the U.S.
2. Understand how the social construction of race and ethnicity is related to issues of social control.
3. Understand how the idea of race helps to reinforce existing power arrangement.
4. Connect historical struggles for justice and equality in the U.S. to current social and political issues dealing with the Borderlands.
5. Explain hegemony and its link to shifting borders and nationalism.
6. Identify how racial beliefs are tied to laws, policies, and practices of social institutions and organizations.
7. Understand how race relates to the development of the border.
8. Analyze the ways race, class, and gender serve as interlocking systems of oppression.
9. Gain a better understanding of your own worldviews and opinions towards issues of race, class, , gender, nationalism, migration, borders, social movements, and resistance. 1

- Critically engage and “think outside the box” when discussing the conceptualization and history of the idea of race.

BEST 3999. Capstone in Borderlands and Ethnic Studies
3 Credits (3)

This seminar is designed to culminate the undergraduate minor by summarizing knowledge and experience garnered in pre-courses: Intro to Borderlands & Ethnic Studies, History & Theories of Ethnic Studies, as well as the chosen gender course, the chosen race, history & education course, and the chosen elective course. Students will be asked to write a reflective essay at the start of the course that highlights 1) materials and ideas that have most impacted the student throughout the core courses, 2) discuss how the elective course complemented and expanded materials and ideas from BEST core classes, 3) what materials and ideas remain challenging to grasp, and 4) what kind of culminating project the student would like to complete. This essay will be the foundational document to carry the student through the semester, along with close guidance provided by the instructor as well as peer feedback.

Prerequisite/Corequisite: BEST 1110G, BEST 300, and either (AFST 2140G, CCST 3120V, or NATV 4110) and either (AFST 4110, CCST 3110, or NATV 4210).

Learning Outcomes

- Design and develop a semester-long project that draws upon all previous BEST in collaboration with instruction and peers.
- Re-explain vis-a-vis previous courses how race and ethnicity has been historically socially constructed in the U.S.
- Critically engage and “think outside the box” when discussing the conceptualization and history of the idea of race.
- Work with a community organization, agency, or other group to collaborate on the final project.
- Present project to class as a final product.

BEST 4550. Borderlands Representations
3 Credits (3)

In this course, we will explore contemporary portrayals of border spaces and peoples in literature, film, visual art, and theory. We will engage an interdisciplinary and cross-genre exploration to examine the flexibility, tensions, and range of border-focused textual/artistic production. The Mexico-U.S. border will be the foundation and we will extend from this most familiar border to borders globally, with particular attention to the Canada-U.S. border, the Haitian-Dominican border, the Palestine/Israel nation states. Questions that will guide the course: How do representations of the Mexico-U.S. border reflect/converse with historical and contemporary political tensions? How do the perspectives and vantage points of Mexican, Chicano, and U.S. Anglo producers of cultural artifacts, including literature, diverge, collide, and coalesce? And, finally, how do perceptions and portrayals of geopolitical borders converse with understandings of the Mexico-U.S. border, what can we bring from our border-knowing to global borders, and what are specificities of particular border spaces?

Learning Outcomes

- Express knowledge of major economic, political, social and cultural realities of multiple global borderlands.
- Explain the multidisciplinary diversity and intellectual rigor that compose cultural productions of these borderlands.
- Develop compelling and logical arguments for class discussion, individual and group presentations and writing assignments, based on course readings and discussions.
- Interpret, understand, and engage texts within cultural, social and historical contexts.

- Gather, analyze, and evaluate information from a variety of sources.
- Compose texts in a variety of media formats.

BEST 4660V. Social Movements: Borderlands and Beyond
3 Credits (3)

The field of ethnic studies is about critical knowing and unapologetic imagining and creation of a better, more just world. One way that is accomplished is through social movements. In this class we will study social movements in this class – and why some were more successful than others. We will explore the roots, logic, and ongoing practice of social movements around the world, and with a specific focus on the Borderlands. “A social movement is a complex set of different types of actions by different actors all oriented toward some general social change goal” (Oliver, 1995) After the murder of George Floyd, a social movement was sparked in which hundreds of thousands of people took to the street hoping to affect change in U.S. society. Did it work? This class will look at social movements – both successful and unsuccessful – throughout history.

Learning Outcomes

- Learn and understand broad histories of social struggles, and social movements.
- Meaningfully engage in traditional and new materials regarding social movements.
- Articulate observations using key terms, theories, and concepts through the analysis of ethical issues related to social movements.
- Apply key concepts in “everyday life” via course activities.
- Develop an ability to engage peers in mindful and constructive ways about sometimes “difficult” topics like race, power, and privilege.

BEST 470. Literary Explorations of Race & Justice
3 Credits (3)

While this course is, as the title suggests, a survey of literary texts emphasizing race and justice, an exploration like this one posits an argument about which works of a literary tradition are most important, most fundamental, and, especially, how works that are deemed “political” feature in literary traditions. How have some authors and their texts become popularized, for whom, and what are some of the consequences (both positive and negative) of how the processes (both organic and inorganic) of popularization (canonicity, if you will) establish the parameters of ethnic literary traditions? We will work with these questions as you read and respond in discussion and in writing to some of what I, and others, consider a handful of the most prominent U.S. writers of color, their works, and their representations of race and justice. Other questions that will help us explore the multiplicity and richness of these literary texts: How do these texts converse with broader traditions of literatures? What are the conversations between and tensions within these texts and among its writers? How do aesthetics, politics, and community intersect? How do issues, including race and justice, ethnicity, gender, sexuality, and self-representation manifest within texts? What histories impact literary production and publication of these texts? How are these literary explorations of race and justice evolving and what does the future hold? The course will be writing-intensive, reading-intensive, and genre-inclusive, as we connect the “creative” realm of textual representation in fiction, poetry, and nonfiction to the “theoretical” realm of criticism and scholarship that provides ways for us to see and read textual representation critically, imaginatively, differently. The course promises to incite provocative discussions, as it engages the relevance of a rapidly changing U.S. population.

Learning Outcomes

1. Summarize the major economic, political, social and cultural forces influencing the composition, publication, and reception of literary texts focusing upon race and justice.
2. Explain the multidisciplinary diversity and intellectual rigor that compose these texts.
3. Develop compelling and logical arguments for class discussion, individual and group presentations and writing assignments, based on course readings and discussions.
4. Interpret, understand, and engage texts within cultural, social and historical contexts.
5. Gather, analyze, and evaluate information from a variety of sources.
6. Compose texts in a variety of media formats.

BEST 480V. Narratives and Representations of Palestinians: Media, Music, Film, and Art
3 Credits (3)

This course is an undergraduate (that fulfills requirements for VWW) and graduate Palestine Studies course that draws on Palestine, settler-colonial studies, and decolonial Arab feminisms as an intersectional set of knowledges, methodologies, and practices. It also draws on various examples of contemporary Palestinian arts—paintings, fashion, land-based ceremonies/rituals, music, and film. The course is structured to connect the themes addressed throughout the semester with their iterations in world media, Palestinian art creation, and representation. The course aims to help the learners address 1) how Palestinian art creation is a resistance tool to the erasures imposed by the Zionist settler-colonial state of Israel on Palestinians and 2) how art creation in all its forms act to counter the Zionist's narratives and propaganda about Palestinian history, heritage, identity and right to their land. It also introduces and engages liberatory and decolonial visions of art/knowledge creation, as well as, global resistance and solidarity with Palestinian artists.

Learning Outcomes

1. How Palestinian art creation is a resistance tool to the erasures imposed by the Zionist settler-colonial state of Israel on Palestinians.
2. How art creation in all its forms act to counter the Zionist's narratives and propaganda about Palestinian history, heritage, identity and right to their land. It also introduces and engages liberatory and decolonial visions of art/knowledge creation, as well as, global resistance and solidarity with Palestinian artists.

BEST 4996. Special Topics in Borderlands and Ethnic Studies
3 Credits (3)

This course is a focused and intensive study of particular historical, aesthetic, cultural, political, or social issues and contexts within the discipline of Borderlands and Ethnic Studies. Repeatable under different subtitles.

Learning Outcomes

1. Define and articulate the fundamental characteristics and issues related to the topic of focus.
2. Contextualize the topic of focus within the broader field of Ethnic Studies, Chicana Studies, Africana Studies, and/or Native American Studies.
3. Develop compelling and logical arguments for class discussion, individual and group presentations and writing assignments, based on course readings and discussions.
4. Interpret, understand, and engage texts within cultural, social and historical contexts.

5. Gather, analyze, and evaluate information from a variety of sources.
6. Compose texts in a variety of media formats.

BEST 510. Foundations in Borderlands & Ethnic Studies
3 Credits (3)

This seminar explores the roots, logics, and administrations of racism within the U.S. context, locally along the border, and framed within a larger global and historical context. In addition to race, other social locations such as gender, class, and sexual orientation are explored as intersectional. The course uses traditional lecture format, multi-media, guest lecturers, and engaging activities inside and outside the classroom to apply materials in tangible and impactful ways. May be repeated up to 6 credits.

Learning Outcomes

1. Identify, compare and contrast broad histories of social struggles, social movements, and ensuing human relationships.
2. Meaningfully engage classical and new materials from the Borderlands and Ethnic Studies "canon."
3. Articulate observations using key terms, theories, and concepts in Borderlands and Ethnic Studies.
4. Apply key concepts in "everyday life" via course activities.
5. Demonstrate mindful and constructive ways to engage peers about sometimes "difficult" topics like race, power, and privilege.

BEST 5110. Decolonial Research I: Overview
3 Credits (3)

This seminar introduces the practice of indigenizing research methods by looking beyond the canon of Eurocentric methodologies that have often trapped marginalized communities outside of normative time frames. Through the deconstruction of colonial apparatuses and their influence on research methods, the class explores key concepts in decolonizing research to move us to new understandings of communities according to indigenous traditions that privilege ancestral ways of knowing.

Learning Outcomes

1. Explain how producing research is connected to producing knowledge.
2. Identify and describe the impact of colonialism and imperialism on disrupting ways of knowing.
3. Recognize political and cultural implications of the world seen as a colonial, constructed narrative
4. Describe how a social reality can have set political and ideological conditions.
5. Distinguish how indigenous methodologies relate to decolonizing methods.
6. Describe how decolonizing methods are a different approach to research.
7. Identify decolonizing methods that have been used in research.
8. Critically engage with research lenses stemming from a decolonizing standpoint.

BEST 512. Theories in Borderlands and Ethnic Studies
3 Credits (3)

This seminar provides a basic understanding of theoretical foundations of Borderlands and Ethnic Studies. It also examines borderlands theorizing to critically engage the border not simply as a physical barrier meant to regulate migration, but the economic, cultural, spatial, and metaphorical borderlands that informs us on larger processes of membership, belonging, identity, politics, and dehumanization linked to social structures and institutions. Social movements in the U.S. that sought to illuminate social inequalities and social justice issues are

explored. The course investigates the underlying causes and sources of these social movements as they relate to reconceptualizing race and the borderlands and their overall impact on society at large. May be repeated up to 6 credits.

Learning Outcomes

1. Explain how race and ethnicity has been socially constructed in the U.S.
2. Recognize how the social construction of race and ethnicity is related to issues of social control
3. Describe how the idea of race helps to reinforce existing power arrangements
4. Connect historical struggles for justice and equality in the U.S. to current social and political issues dealing with the borderlands
5. Explain hegemony and its link to shifting borders and nationalism
6. Identify how racial beliefs are tied to laws, policies, and practices of social institutions and organizations
7. Distinguish how biopolitics relates to the development of the border.
8. Analyze the ways race, class, and gender serve as interlocking systems of oppression.
9. Gain an understanding of and be able to evaluate your own worldviews and opinions towards issues of race, class, gender, nationalism, migration, borders, social movements, and resistance. 1
10. Critically engage and “think outside the box” when discussing the conceptualization and development of the idea of race.

BEST 5120. Theories in Borderlands and Ethnic Studies 3 Credits (3)

This seminar provides a basic understanding of theoretical foundations of Borderlands and Ethnic Studies. It also examines borderlands theorizing to critically engage the border not simply as a physical barrier meant to regulate migration, but the economic, cultural, spatial, and metaphorical borderlands that informs us on larger processes of membership, belonging, identity, politics, and dehumanization linked to social structures and institutions. Social movements in the U.S. that sought to illuminate social inequalities and social justice issues are explored. The course investigates the underlying causes and sources of these social movements as they relate to reconceptualizing race and the borderlands and their overall impact on society at large. May be repeated up to 6 credits.

Learning Outcomes

1. Explain how race and ethnicity has been socially constructed in the U.S.
2. Recognize how the social construction of race and ethnicity is related to issues of social control
3. Describe how the idea of race helps to reinforce existing power arrangements
4. Connect historical struggles for justice and equality in the U.S. to current social and political issues dealing with the borderlands
5. Explain hegemony and its link to shifting borders and nationalism
6. Identify how racial beliefs are tied to laws, policies, and practices of social institutions and organizations
7. Distinguish how biopolitics relates to the development of the border.
8. Analyze the ways race, class, and gender serve as interlocking systems of oppression.
9. Gain an understanding of and be able to evaluate your own worldviews and opinions towards issues of race, class, gender, nationalism, migration, borders, social movements, and resistance. 1

10. Critically engage and “think outside the box” when discussing the conceptualization and development of the idea of race.

BEST 5125. Decolonial Research II: Methodologies 3 Credits (3)

This course is a graduate Research Methodologies in Borderlands and Ethnic Studies course that draws on tenets of decolonizing academic research methodologies such as testimonios, pláticas, and art-based research. It is structured for participants to have hands-on practice to design a small pilot research project guided by one or two of the presented decolonial methodologies and collect data. The course builds on students' knowledge and practices they gained in previous best courses.

Learning Outcomes

1. Read a number of studies driven by decolonial methodologies such as testimonios, pláticas, and art-based research.
2. Design a small pilot study guided by one or more of the methodologies decolonial methodologies justifiable by decolonial theoretical frames.
3. Complete basic social and behavioral research training from the Collaborative Institutional Training Initiative (CITI Program) and obtaining the corresponding CITI certificate.
4. Apply for IRB on NMSU's Streamline for approval.
5. Collect data using one or more methods guided by their selected methodology/ies while working with 1-3 collaborators/participants in a local community.
6. Organize and protect the data collected.

BEST 5135. Decolonial Research III: Data Analysis and Publication 3 Credits (3)

This course is a graduate Research Methodologies in Borderlands and Ethnic Studies course that draws on tenets of decolonizing academic research. It is structured for participants to have hands-on practice of qualitative data analysis as a decolonial praxis of co/creating knowledge while explicitly working with decolonial paradigms of inquiry. The course builds on students' knowledge and practices they gained in BEST 5110.

Learning Outcomes

1. Read examples of data analysis approaches in a number of exemplars of decolonizing, decolonial indigenous, anti-colonial, anti-racist, and critical race feminist academic research.
2. Select the components of a decolonial paradigm of inquiry that will guide their process of data analysis i.e., the epistemological framing.
3. Select the components of a decolonial paradigm of inquiry that will guide their process of data analysis i.e., the epistemological framing.
4. Practice the data analysis process by: a) “Plugging-in” data by thinking with the main disciplinary concepts, and the tenets of the epistemological framing and the methodologies that guided their original research study. b) Addressing their positionalities and relationality and answerability to the communities they collaborated with in their research project.
5. Complete several layers of analysis.
6. Theorize and assert a number of insights that contribute to their field of study.
7. Write an analysis section suitable for an academic publication such as a peer-reviewed article or book chapter.

BEST 550. Advanced Special Topics in Borderlands and Ethnic Studies 3 Credits (3)

This course is a focused and intensive study of particular historical, aesthetic, cultural, political, or social issues and contexts within the

discipline of Borderlands and Ethnic Studies. Repeatable under different subtitles. May be repeated up to 9 credits.

Learning Outcomes

1. Define and articulate the fundamental characteristics and issues related to the topic of focus.
2. Contextualize the topic of focus within the broader field of Ethnic Studies, Chicana Studies, Africana Studies, and/or Native American Studies.
3. Develop compelling and logical arguments for class discussion, individual and group presentations and writing assignments, based on course readings and discussions.
4. Interpret, understand, and engage texts within cultural, social and historical contexts.
5. Gather, analyze, and evaluate information from a variety of sources.
6. Compose texts in a variety of media formats.

BEST 5750. Advanced Introduction to Palestine Studies: History, Land, Resistance, and Justice

3 Credits (3)

This course is graduate level course on "Palestine Studies" that draws on "interdisciplinary and multidisciplinary" Palestine studies that engage with critical ethnic studies, settler-colonial studies, critical media literacy studies, gender, sexuality, and queer studies, and decolonial Arab feminisms as set of knowledges, methodologies, and practices. It also draws on an array of historical content published by Palestinian and Palestine Studies scholars and Palestinians' lived experiences represented in oral history studies, and cultural creations such as film, visual art, music, etc. and world media. The course is structured to connect the themes addressed throughout the semester by going back and forth from the critical historical moments in Palestinian history to the ongoing and contemporary Palestinian displacement, resistance, and struggles for freedom, justice, and the right of return to the land of their ancestors. The course aims to help participants understand how the Zionist form of settler-colonialism in Palestine is interlocked with settler-colonialism as an ongoing practice in the USA and other parts of the world. It also addresses the worldwide influence of settler-colonialism on the lives of colonized/gendered/racialized peoples, land theft and extraction, flow of capital, incarceration/detentions, mobility across borders, militarism and wars, mega sports events, and cultural and knowledge creation.

Learning Outcomes

1. Apply key concepts, theories, and approaches/methodologies in Palestinian Studies and Critical Ethnic Studies to critically assess:
 - (a) Historical and contemporary consequences on Palestine as indigenous land and Palestinians as indigenous people.
2. Apply key concepts, theories, and approaches/methodologies in Palestinian Studies and Critical Ethnic Studies to critically assess:
 - (b) Settler-colonialism, racism, and heteronormativity in the case of Palestine.
3. Apply key concepts, theories, and approaches/methodologies in Palestinian Studies and Critical Ethnic Studies to critically assess:
 - (c) Implication of Zionist settler-colonialism and global settler-colonial powers' complicities/alliances and logics/tactics that maintain the occupation of Palestine and the displacement, dispossession, and incremental ethnic cleansing of Palestinians and their struggles in the diaspora.
4. Apply key concepts, theories, and approaches/methodologies in Palestinian Studies and Critical Ethnic Studies to critically assess:
 - (d) material presented by contemporary US media outlets.

BEST 5760. Advanced Narratives and Representations of Palestinians: Media, Music, Film, and Art

3 Credits (3)

This course is a graduate Palestine Studies course that draws on Palestine, settler-colonial studies, and decolonial Arab feminisms as an intersectional set of knowledges, methodologies, and practices. It also draws on various examples of contemporary Palestinian arts—paintings, fashion, land-based ceremonies/rituals, music, and film. The course is structured to connect the themes addressed throughout the semester with their iterations in world media, Palestinian art creation, and representation.

Learning Outcomes

1. Palestinian art creation is a resistance tool to the erasures imposed by the Zionist settler-colonial state of Israel on Palestinians.
2. Art creation in all its forms act to counter the Zionist's narratives and propaganda about Palestinian history, heritage, identity and right to their land. It also introduces and engages liberatory and decolonial visions of art/knowledge creation, as well as, global resistance and solidarity with Palestinian artists.

BEST 5999. Capstone in Borderlands and Ethnic Studies

3 Credits (3)

This seminar is designed to culminate the graduate certificate by summarizing knowledge and experience garnered in pre-courses: BEST 510, 511, 512. Students will be asked to write a reflective essay at the start of the course that highlights 1) materials and ideas that have most impacted the student throughout the core courses, 2) discuss how the elective course complemented and expanded materials and ideas from BEST core classes, 3) what materials and ideas remain challenging to grasp, and 4) what kind of culminating project the student would like to complete. This essay will be the foundational document to carry the student through the semester, along with close guidance provided by the instructor as well as peer feedback. May be repeated up to 6 credits.

Prerequisite: BEST 5105, BEST 5110, and BEST 5120.

Learning Outcomes

1. Summarize, concisely, key concepts and frameworks learned in BEST seminars.
2. Express, reflectively, what these concepts and frameworks mean in the context of historical and contemporary social issues related to power dynamics created and exacerbated by hierarchies associated with racial, gender, class, sexual orientation and other positionalities.
3. Design a culminating project that encapsulates a nuanced understanding of Borderlands and Ethnic Studies, ensuring its impact on a broader audience.
4. Generously evaluate cohort mates' projects as they progress during semester.
5. Receive feedback about one's own project and apply those comments and critiques in useful ways and in collaboration with instructor.
6. Create/generate a culminating project that aligns with rubrics in the most effective manner possible.
7. Present work to cohort and instructor in an effective way.