

The University of Texas at El Paso

**Chicana/o Studies: Societal Issues**

**CHIC 3311-02, CRN 15488, FALL 2019**

**T/Th 9am - 10:20 am PSY 308**

**Adrián Aragonés**

Office Hours: T/TH: 11 am - 1pm and by appointment

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**Course Description:**

This course is designed to provide the student with a general overview of past and present Mexican American culture and society. Using an interdisciplinary framework, this course examines ethnic Mexican identity formation from contact and conquest to the present. The course uses race, ethnicity, class, and gender as categories of analyses to interpret how and why ethnic Mexicans create distinct cultures and identities in the United States. The readings and videos explore a number of topics to include immigration, education, labor, politics, and pop culture for a better understanding of how ethnic Mexicans negotiate, resist, and redefine their place in the U.S.

**By the end of the class, students will**

1. Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes in Mexican American community and identity formation.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political and metaphorical borders.
4. Connect the past to the present in an effort to better understand the world around them.
5. View themselves as global citizens.
6. Develop their technology skills and learn to use software available for teaching and learning.

### **Required Materials:**

- Bixler-Marquez, D.J.; Ortega, C. Chicana/o Studies: Survey and Analysis Kendall Hunt Publishing, 2014).
- Additional required readings will be located on Blackboard.
- Highlighter
- Black or blue pen

**Grading:** A grading rubric will be explained and provided in class.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

### **General Format of Assignments:**

Specific instructions and due dates will be reviewed in class.

#### **(4) Journal Entries:**

An opportunity for the students to share and submit a well-written critical response to questions referencing assigned readings, podcast, extra-curricular activity, or movie. These will be submitted in hard-copy format due at the beginning of class on specific days.

#### **(2) Extra-curricular activities (cultural/social events):**

Students are required to participate in 1 off-campus extra-curricular activity as well as 1 on-campus activity. These will require proof of attendance and a journal entry as well.

#### **Quizzes:**

An opportunity for students to demonstrate they have engaged specific assignments. These will be done in-class on random dates.

**Mid-term - there is no midterm.**

#### **Meeting with the Instructor:**

Each student will be required to meet with the Professor 2xs during the semester. The meetings must be scheduled via Blackboard email. Each meeting should take place with, at minimum, three weeks between each meeting. The first should take place within the first 4 weeks of the course. We will discuss transition into the course, academic progress, and provide an opportunity for students to ask questions or share thoughts and comments on anything UTEP or the course itself.

### **Library Visits:**

One library visit is mandatory, will help students familiarize themselves with resources at the UTEP Library. Further, the visit will provide much needed opportunity to learn invaluable research skills that will help in the Team Project but also in all future scholarly/academic endeavors at UTEP and beyond.

### **Final Project: Creating a paradigm shift in Education:**

Students will prepare for a narrated video, a poster-session of their research, and an 800-word written reflection paper.

1. Students will:
  - a. Choose one event or persons or community specific to education as it relates to Chicana/o, Mexican, Mexican American diaspora within the context of the US education system.
  - b. Choose a specific context in which to critically think about their topic: policy, language, immigration, economics, and etcetera...
  - c. Provide a policy change that can lead to a paradigm shift to the way we think about education.
2. Your topic should be viewed within the historical context engaged in the assigned material in the course: immigration, social, political, economic, and educational diaspora.
  - Part I: An individual creates a proposal and accompanying bibliography in APA format.
  - Part II: In-class peer review of proposal and bibliography.
  - Part III: Present draft to class.
  - Part IV: Class works on visual presentation, which must be narrated and each student must contribute a section to the final project.
  - Part V: Present final project to class.
1. **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, not the instructor, to find out what you missed. **There are no make-ups for any assignments, quizzes, tests, presentations, and so forth.**
2. You are allotted 3 days of missed class. On the 4th absence you will be dropped from the course.
3. **Dropping the Class:** Students may drop the class and receive a "W" any time before **November 1, 2019**. It is the student's responsibility to drop/withdraw from the class.

#### 4. Format of Written Work:

- Black ink
- Times New Roman 12 pt. font
- 1-inch margins, double-spaced, on white paper.
  - In-class assignments require a black or blue pen.
  - No work in pencil is unacceptable.

#### 5. Technical issues with Blackboard

- Any problems or issues with submitting/downloading/viewing anything on or related to Blackboard, students need to contact Tech Support before contacting the instructor. After contacting tech support, students should then notify the instructor.

#### 6. Deadlines:

- Assignments are due at the beginning of class on the due date or as explained otherwise.
- All late work subject to the loss of one letter grade for each day it is late.

#### 6. Academic Dishonesty: Academic dishonesty is prohibited and is considered a violation of

the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. ***Cheating*** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. ***Plagiarism*** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. ***Collusion***, involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.

7. **Students with Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106 within the first two weeks for classes. For additional information please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass)

**8. Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate and respect the opinions of others. All students are expected to behave as responsible adults.

**9. NO USING PHONES IN CLASS UNLESS WE HAVE A PRIOR AGREEMENT. YOU RISK LOSING A LETTER GRADE FROM YOUR FINAL GRADE FOR EVERY INFRACTION - NO EXCEPTIONS. IT IS ABOUT RESPECT AND PROFESSIONAL COURTESY.**

**10. UTEP Final Exam Policy** [From the 2017-18 UTEP Undergraduate Catalog]:

Exemption from final examinations cannot be given. Final examinations are scheduled to be

two hours, forty-five (45) minutes in length and take place during the final examination

period. It is the policy of the University not to administer a second final examination in a

course. It is also University policy that students shall not have more than two final

examinations in a single day. In the unlikely event that the examination schedule results in a

student having three final examinations on a single day, the faculty member upon the request

of the student shall reschedule the second of that student's three examinations.

**11.** The Professor reserves the right to alter or change any and all parts of the syllabus in an effort to benefit the greater good of the class. Any updates or changes will be announced in class and students will receive an online copy as well.

## **Course Calendar:**

The following is subject to change with reasonable notice to students. Any changes will be announced in class. If you miss a class meeting, it is your responsibility to ask about any changes.

### **Part 1: Historical Perspectives**

#### **Week 1: (T) Aug. 27 - Introduction**

- Ice-breaker

(Th) Aug. 29

- Music videos

#### **Week 2: (T) Sept. 3**

- Due: Rivera, Christopher, "The Brown Threat: Post-9/11 confluences of Latina/os and Middle Eastern Muslims in the US American imagination."
- Create Groups #1 & #2

(Th) Sept. 5

- Evolution of race: Brown, Black, and White

#### **Week 3: (T) Sept. 10**

- Library Visit: Group #1: 9am - 10:20 am, Rm 204A
- Group #2: Class
- Due: **JOURNAL ENTRY #1**
  - **Bring hard-copy to class (this applies to Group #2)**

(Th) Sept. 12

- Library Visit: Group #2: 9am - 10:20 am, Rm 204A
- Group #1: Class
- **Bring hard-copy to class (this applies to Group #1)**

#### **Week 4: (T) Sept. 17**

- Due: (T) Ortega, Carlos F., "Introduction: Chicano Studies as a Discipline"
- Due: (T) Ruiz, Vicki T., "Confronting "America".

(Th) Sept. 19

- Due: (T) Romero, Mary, "El Paso Salt War: Mob Action or Political Struggle?"

## **Part II: Socio-cultural Perceptions/Perspectives**

### **Week 5: (T) Sept. 24**

- Due: Gacia, Ignacio M., "Reinterpreting the Chicano Experience", pp. 177.
- Due: Torres, Rosalia S., "Border Challenges and Ethnic Struggles for Social Justice in Arizona [...]," pp. 193.

(Th) Sept. 26

- Due: Hipsman and Meissner, "Immigration in the United States [...]," pp. 205.

### **Week 6: (T) Oct. 1**

- Library Visit: *Group #1*: 9am - 10:20 am, Rm 204A
- *Group #2*: Class
- Due: **JOURNAL ENTRY #2**
- **Bring hard-copy to class (this applies to Group #1)**

(Th) Oct. 3

- Library Visit: *Group #2*: 9am - 10:20 am, Rm 204A
- *Group #1*: Class
- **Bring hard-copy to class (this applies to Group #2)**

### **Week 7: (T) Oct. 8**

- In-class movie: TBA

(Th) Oct. 10

- Movie discussion

### **Week 8: (T) Oct. 15**

- Due: Zuckerman, Mortimer. "Land of Opportunity", p. 223
- Due: Geron, Kim. "Latino Politics in the New Millennium," p. 225
- Due: Taylor, P., et.al. "An Awakened Giant [...]." p. 233

(Th) Oct. 17

- Class discussion

### **Part III: Education: power, access, privilege**

**Week 09:** (T) Oct. 22

- In-class movie: TBA

(Th) Oct. 24

- In-class movie: TBA

**Week 10:** (T) Oct. 29

- Carlisle Indian Boarding School (photo-essay) (in-class)

(Th) Oct. 31

- Class discussion: Carlisle schools

**Week 11:** (T) Nov. 5

- Due: Gonzalez, Gilbert C. "Segregation and the Education of Mexican Children", p. 295
- Due: Bernal, Dolores D. "Chicana/o Education from the Civil Rights to the Present," p. 311
- In-class exercise: Bring textbooks to class
- Appendices: A-C, pp. 283-294

(Th) Nov. 7

- Who's the Leader of the Civil Rights Band?" p. 333

**Week 12:** (T) Nov. 12

- In-class Movie

(Th) Nov. 14

- In-class discussion

**Week 13:** (T) Nov. 19

- Due: Podcast (TBA, available on Blackboard).

(Th) Nov. 21

- Due: Podcast (TBA, available on Blackboard)

**Week 14:** (T) Nov. 26

- Project Updates (1-On-1 w/ Instructor).

Thanksgiving Holiday - No Classes Nov, 28 & 29



**Week 15:** (T) Dec. 3

- Project Drafts

(Th) Dec. 5

- Project Drafts

**Week 16:** (T) Final Exam 10am - 12:45 pm