

## **The University of Texas at El Paso**

**Chicano Studies: Societal Issues**  
**CHIC 3311, CRN 17780, (3 Semester Hrs.), Fall II 2018**  
**October 22, 2018 – December 15, 2018**

**Instructor: Adrián Aragonés**  
**Virtual Office Hours: by appointment**  
**Office: (915) 747-6611 // Blackboard Messenger (primary)**  
**Email: [aaragones@utep.edu](mailto:aaragones@utep.edu) (secondary)**

### **Course Description**

- This course is designed to provide the student with a general understanding of past and present Mexican American culture and society. This interdisciplinary course examines education, labor, politics, immigration, and film to better understand how ethnic Mexicans create distinct cultures and identities in the United States. Issues such as citizenship, class, gender, and sexuality are also interrogated to increase awareness of the way that Mexican American culture and society constantly redefines itself. Students will develop a number of skills to include critical thinking, reasoning, analysis, and maintaining a point of view, verbally and in writing. Additionally, this course will help students develop computer skills and electronic communication skills.

### **Required Texts:**

- Bixler-Marquez, D.J.; Ortega, C. Chicana/o Studies: Survey and Analysis Kendall Hunt Publishing, 2014.
- Additional readings, video, and podcasts will be available via Blackboard.

### **Course Resources**

- The links below contain necessary Course Materials. It is **HIGHLY** recommended that you familiarize yourself with these course resources as soon as possible and keep them handy, especially as you work on Learning Module 1.
- Syllabus CHIC 3311 Fall 2018
- Course Calendar Fall 2018

### **Student Learning Goals and Objectives**

In this course students will:

- Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
- Identify, analyze, and articulate the central themes in ethnic Mexican community and identity formation.
- Identify and analyze differences and similarities among ethnic Mexican experiences over time.
- Demonstrate their understanding of the concepts of gender, sexuality, race, and class by using them to identify experiences of privilege and inequality as well as collaboration and conflict, within and between ethnic Mexican communities.

- Use an interdisciplinary approach to connect the past to the present in an effort to better understand the world around them and themselves as global citizens.
- **Class Discussion Boards:** Class Discussion boards are not graded. The purpose of the boards are to encourage dialogues between colleagues about ideas and thoughts about the assigned materials. Conversations and exchanges of ideas are key to developing one's perspective and understanding to assigned material and critical thought.
- There are a few ground rules for discussions. Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly, about topics like race, class, gender, and sexuality. ***Please make an effort to treat each other, and each other's contributions to class discussions, with respect.***

**Please note:** I will make any necessary additions/subtractions to the course work, assignments reading materials, films, videos, and so forth in the best interest of stated goals and understanding of class materials and ideas.

**Grading Scale:** Final grades will be given according to the student's demonstrated level of mastery of the subject matter as determined by his/her assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

<b><u>Grade</u></b>	<b><u>Score</u></b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

**Course Policies:**

- 1. Attendance:** You are required to check your Blackboard regularly for updates, messages, and such.
- 2. Format of Written Work:**
  - All written assignments done must in black font
  - Times New Roman 12 pt. font
  - 1-inch margins, double-spaced using Microsoft Word, unless instructed otherwise
  - It is imperative that you use proper essay protocol:
    - Heading: name, class, date
    - Title
    - Clear thesis, conclusion; organized, articulate, and well-supported thoughts.
    - You are expected to be familiar with basic writing mechanics and concepts with regards to writing. If you need help, reach out to me or (even better) UTEP's Writing Center. They are available on-line and on campus.

3. **Deadlines:** All assignments are posted with a designated due date. Once those assignments close - **there are no make-ups for any assignments, quizzes, tests, and so forth.**
4. **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.
5. **Students with Disabilities:** 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)

**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 r

### **VPN Connection**

- In this class you will access a number of videos that are housed at the UTEP library. The easiest strategy for you to access these videos is to create a VPN (Virtual Private Network) Connection. I have provided a VPN Connection link on the home page, which will assist you in creating your VPN account. The purpose of the VPN is to provide you with easy access to library sources when you are off campus. Click on the VPN Connection link, choose your operating system and follow the detailed instructions for creating your account.
- You can access instructions for how to set up the UTEP VPN on your personal computer here: <http://libguides.utep.edu/howdoi/vpn>

## COURSE CALENDAR:

### **Learning Module 1: Introduction**

**October 22<sup>nd</sup> – October 28<sup>th</sup>**

- In our first week, we will enter the pool slowly from the shallow end and gradually move forward. So, if you are nervous or cannot swim – no need to worry. I am here to help. While you will do the work, nobody goes at it alone, you are now part of a community of learning. As a collective, we all move forward implementing an /Ollin/, pronounced /o-yeen/. The concept of ollin is a word from Nahuatl /na-wa-tl/, language of the Aztecs, that means forward movement, a positive thing.
  - Let's start with an introduction. Introduce yourself in the **Ollin Café** by Thursday, October 25, 2018 @ or before 11:59 (MST). Follow my prompt. This is not your typical round of introductions. Accordingly, just follow my prompt. ;-)
  - The **Ollin Café** and **Help Board** are located under the **Class Discussion Board** on the Home Page.
  - Your Class Discussion Board is located on the left hand side of the Home Page. Click on Class Discussion Board as needed.
  - NOTE: The instructor cannot provide technical support. For questions concerning the site and any technical questions or support you must contact Blackboard Tech Support at 1-877-382-0491 and they are available 24/7.
  - **You will be required to take the Syllabus/Plagiarism Quiz, which will be available Saturday, October 28<sup>th</sup>, 2018 at 9 am (MST) until Sunday, October 29<sup>th</sup>, 2018 @ 11:59pm (MST).**
    - The quiz is based on your reading of the syllabus and the Plagiarism video, which are located in the Table of Contents of the Introduction Learning Module.
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### **Learning Module 2: Historical Perspectives**

**October 27<sup>th</sup> – November 7<sup>th</sup>**

**Note:** All readings located in Bixler et. al. textbook are designated by (T).

Articles in PDF format found in your respective Modules are designated by (A)

All videos listed in this course are required viewing.

**Video:** “The Legendary Frontier” (27 min.) (Kanopy)

**Read:**

- (T) Mary Romero, “El Paso Salt War,” pp. 13-22
- (A) Neil Foley, “Mexicans, Mechanization, and Growth of Corporate Cotton Culture in South Texas: Taft Ranch, 1900 – 1930, pp. 275 – 302.

**Video:** “Empire of Dreams.” (54 min). (Kanopy)

**Podcast:** “The Bath Riots: Indignity Along the Mexican Border.” (10 min.) (NPR)

**Reading quiz:** Saturday, Nov. 3<sup>rd</sup> @ 8am (MST) and will be available until Sunday, November 4<sup>th</sup> @ 11:59 pm (MST)

**Assignment: An 800 Word-document on Learning Module 2 is due Friday, November 7<sup>th</sup> at 11:59 pm (MST)**

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**Learning Module 3: An Education Perspective  
November 10<sup>th</sup> – November 23<sup>rd</sup>**

**Podcasts:**

- The Dark side of the Texas Rangers” (10 min)
- The History of Anti-Mexican Violence and Lynching (4 min)
- “No Mexicans Allowed: School Segregation in the Southwest” (6 min).

**Read:**

- (T) Gilbert G. Gonzalez, “Segregation and the Education of Mexican Children, 1900-1940”, pp. 295-310.
- (T) Dolores Delgado Bernal, “Chicana/o Education from the Civil Rights Era to the Present”, pp. 311-332.

**Video:** “A Class Apart”.

**Reading:**

- Tintiangco-Cubales, Allyson (et. al.), “Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research,” pp.104 – 125.

**Reading quiz:** Saturday, Nov. 17<sup>th</sup> @ 8am (MST) and will be available until Sunday, Nov. 18<sup>th</sup> @ 11:59 pm (MST).

**Journal Entry: 800 Word-document on Learning Module 3 is due Friday, Nov. 23<sup>rd</sup> at 11:59 pm (MST)**

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## **Learning Module 4: An Art Perspective**

### **November 24<sup>th</sup> – December 7<sup>th</sup>**

#### **Read:**

- (T) Felipe de Ortego y Gasca, “Mexican-American Literature: Reflections and a Critical Guide”, pp. 399-420
- (T) Yvonne Yarbrow-Bejarano, “Chicana Literature from a Chicana Feminist Perspective”, pp. 421-424
- (T) María Herrera-Sobek, “Chicano Literary Folklore” pp. 445-449
- (T) Chon A. Noriega, “Imagined Borders: Locating Chicano Cinema in America/América”, pp.473-481

#### **Read:**

- Perez & Ortega, “Mediated Debate, Historical Framing and Public Art: The Juan de Onate Controversy in El Paso,” pp. 1-20.

**Podcast:** Barbie & Frida” (35 min) (NPR)

**Reading quiz:** Saturday, Dec 1<sup>st</sup> @ 8am (MST) and will be available until Sunday, Dec 2<sup>nd</sup> @ 11:59 pm (MST)

**Individual Response Paper:** 800 word journal entry on Learning Module 4 due on Friday, December 7<sup>th</sup> at 11:59 pm (MST)

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## **Learning Module 5: Final Exam**

- **Tuesday, Dec. 11<sup>th</sup> due Friday, Dec. 14<sup>th</sup>.**
- **Community-based project (TBA)**