

The University of Texas at El Paso

Chicana/o Studies: Societal Issues

CHIC 3311, CRN# 17293, (3 Semester Hrs.), Fall 2020

October 19th - December 3rd 2020

Instructor: Adrián Aragonés

Virtual Office Hours: by appointment

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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

- Readings, video, and podcasts will be available via Blackboard.
- Make sure to set up your VPN network. (Detailed info on the Home Page and further into the syllabus.)

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.

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:

Grades:

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. **Expected Thought Paper protocol:**
 - All written assignments done must in black font
 - Double-spacing
 - Times New Roman or Comic Sans 12 pt. font
 - 1-inch margins, single-spaced using Microsoft Word, unless instructed otherwise
 - If you choose to do a cover sheet - please use MLA or APA format throughout the paper
 - It is imperative that you use proper essay protocol:
 - Heading: name, class, date
 - Title (do not use: Essay, Journal Entry #1). Be creative!
 - Clear thesis, conclusion; organized, articulate, and well-supported thoughts.
 - Accordingly, a minimum of 3 paragraphs must always be employed unless instructed otherwise
 - Paragraphs should be 3-5 or 4-7 sentences in length. This way, your ideas will be organized and to the point
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.** No late work accepted.
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, 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

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:

- Before beginning the term/work per se. Please make time to sleep, eat, and take care of you. Preparation begins with taking care of yourself. While the workload and assignments are rigorous - they are not impossible. Moreover, my job is not to fail anyone. I am here to help, support, and guide/direct you in all that is needed to have a successful outcome. Whatever you need, I can help just ask. But, don't ask me for money - I'm broke. ;-)

Learning Module 1: October 19 - October 25

- 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, 22, 2020 @ or before 11:59 (MST). Follow my prompt. This is not your typical round of introductions. Accordingly, just follow my lead. ;-)
- 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 the **Class Discussion Board** as needed.
- NOTE: I 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 24th at 5pm until Sunday, October 25th @ 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.
 - The Podcasts are custom for our class :-) Accordingly, they will not be available until the week listed in the syllabus.

Learning Module 2: October 26 - November 8th
→ Historical diaspora: given or chosen?

Video:

- "To Conquer or Redeem: Manifest Destiny (Films on Demand, approx. 1hr. 30 min)

Read:

- Ochoa O'Leary, A., & Romero, A. J. (2011). Chicanao Students Respond to Arizona's Anti-Ethnic Bill, SB 1108. *Aztlan: A Journal of Chicano Studies*, 36(1), 9-36.

Video: Putting Racism on the table: Dr. Ibrahm Kendi, "Structural Racism" (1hr. 10min)

Read:

- Mina Stern, A. "On the Road with Chicana/o History: From Aztlan to the Alamo and back", pp.581-587.

Podcast:

- The Profe Podcast: the mis-education of adrian aragones: What is Chicana/o Studies? (Approx 45min.)

Reading quiz:

- **Saturday, October 31st @ 5pm (MST) and will be available until Sunday, November 1st @ 11:59 pm (MST)**

Journal Entry:

- An 800 Word-document on Learning Module #2; the prompt opens Monday, November 2nd and is due Friday, November 6th at 11:59 pm (MST).

Learning Module 3: November 9th - November 22nd

Video:

- TBA

Read:

- Alexandra Minna Stern. Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930. *The Hispanic American Historical Review*. 1999;79(1):41.-81.

Video:

- Putting Racism on the Table: Dr. Robin DeAngelo, "White Privilege" (approx. 1hr. 11 min)

Read:

- Ortiz, V., & Telless, E. (2012). Racial identity and racial treatment of mexican americans. *Race Soci Probl.*, 4(1), 1-28. (Read only 1-14)

Podcast:

- **Profe Podcast:** What is "cancel culture: does it exist?"
- **Reading quiz:** Saturday, November 14th @ 5pm (MST) and will be available until Sunday, November 15th @ 11:59 pm (MST).
- **Journal Entry:** an 800 Word-document on Learning Module #2; the prompt opens Monday and is due Friday, November 20th at 11:59 pm (MST).

Learning Module 4: November 23 - November 29th

Video:

- James Baldwin, "I am not your Negro". (Kanopy, approx. 95 min.)

Read:

- Santiago, M., & Patrón-Vargas, J. (2019). The fluidity of historical analysis: Students' interpretations of Mendez v. Westminster. *Association of Mexican American Educators Journal*, 13(1), 1-18.

Video:

- "Stolen Education" (Kanopy; approx. 67 min.)

Video:

- "The Lemon Grove Incident" (approx. 60 min.)

Podcast:

- Profe Podcast: "Mexican American: a negative label?"

□ **Reading quiz: Sat. November 28th @ 5pm (MST) and will be available until Sunday, November 29th @ 11:59 pm (MST)**

Learning Module 5: December 2nd - December 6th

□ **Final Exam (TBA)**